



May 2–4 mai 2019 | Fredericton | New Brunswick / Nouveau-Brunswick

# Abstracts of Presentations Résumés des présentations

<b>5626 – “J'aime ta skirt, la way qu'a hang!” La langue maternelle en immersion, en francisation et en français de base. Pourquoi tant de résistance?</b>	5
<b>5546 – Des stratégies pédagogiques pour la francisation</b>	5
<b>5561 – High Challenge and High Support: Amplifying the Opportunities Offered English Learners to Engage in Generative Academic Activity</b>	5
<b>4849 – Le CEFR pour effectuer un virage pédagogique en langue seconde.</b>	6
<b>5545 – The Many Faces of Leadership in Second Language Education</b>	6
<b>5637 – Reconciliation in Language: Community and Provincial Partnerships</b>	7
<b>4954 – Handle with Care: Supporting Young Adult Immigrants Transitioning to Adult Programs</b>	7
<b>4888 – Mathologie M à 3 Enseigner et apprendre les concepts mathématiques à l'aide avec Mathologie</b>	7
<b>5553 – Impact of Learning Languages</b>	8
<b>4854 – A Reflective Guide for French Immersion Leaders – we are all leaders!</b>	8
<b>4976 – Organized Chaos: Get Everyone Talking at Once</b>	8
<b>4879 – Beam Me Up Scotty... Post-Intensive French in Cyberspace!</b>	9
<b>4921 – Table d'hôte ou À la Carte? Re-visioning Secondary French Immersion</b>	9
<b>4926 – DELF Correcteur Training in FSL Teacher Education: Perspectives and Possibilities</b>	10
<b>4947 – Connexions à travers les langues en immersion: Idées et stratégies</b>	10
<b>4875 – Intercultural Competence in the French Immersion Classroom</b>	11
<b>4886 – Découvrir le vocabulaire dans les programmes de français pour les jeunes apprenants</b>	11
<b>5587 – Action-Oriented Approach Handbook</b>	12
<b>5577 – Faciliter l'inclusion pour les apprenants de langue</b>	12
<b>4928 – Preserve and Showcase First Nations Languages</b>	12
<b>4907 – DHH Learners: What Can We Learn from This Unique Population?</b>	13
<b>5580 – Mathematics for Communication in the Second Language Classroom</b>	13
<b>4895 – Edutainment: Let's Play in the Second Language Classroom</b>	14
<b>4905 – L'évaluation en action - Je peux!</b>	14
<b>4945 – Case Study: Intensive French and Post-Intensive French Oral Proficiency Results</b>	15
<b>4892 – Dè tha dol? What's happening in Gaelic Nova Scotia?</b>	15
<b>5581 – Le français langue seconde... tout le monde s'engage! / Strengthening Engagement in French as a Second Language</b>	15
<b>4950 – Can Research Bridge Teacher and Student Perspectives on Feedback?</b>	16
<b>4864 – Engaging and Empowering Language Learners</b>	16
<b>5534 – Supporting Newcomer Youth in Achieving Education and Employment Goals</b>	17
<b>5578 – Fostering Strong Inclusionary Second Language Classrooms</b>	17
<b>5680 – Nourishing the Language Spirit</b>	18
<b>4940 – New Techniques, Effective Teaching Strategies, and Useful Resources for Supporting EAL Learners in Our Classrooms</b>	18

4914 – Les livres pour traverser les frontières linguistiques .....	19
5575 – Les centres de littératie dans la classe d'immersion française : un accent sur l'oral.....	19
5644 – The Power of Multilingual Teaching .....	19
5539 – EAL: It's Really Everyone's Business .....	20
4862 – Rendre la pensée visible en contexte immersif .....	20
4908 – Enriching Students' Language Learning Experience Through the Use of Language Portfolios .....	21
4913 – Inspire, Engage, & Transform Through Language Learning & Culture Exploration.....	21
4850 – « Parlons en français!, Let's Speak English! » : Apprendre le français et l'anglais en tandem via la plateforme TANDEM Canada .....	22
5647 – I'm New to Second Language Teaching... Now What? .....	22
4938 – Promoting Spanish in Canada .....	23
4887 – Jusqu'au bout : Une nouvelle génération de produits en français langue seconde! .....	23
4817 – Enjeux et défis de l'immersion – Consultation pancanadienne de l'ACPI .....	24
4924 – Ressource pédagogique numérique pour faciliter la correction de textes écrits .....	24
5563 – Celebrating Diversity and Fostering Inclusion .....	25
4959 – Quand la tâche et la réalité se croisent : suggestions pédagogiques par l'expérience et l'engagement .....	25
4899 – Self-Assessments: Relating Can-Do Statements to Oral Proficiency Level.....	26
5649 – Je suis novice dans l'enseignement de langues secondes... Et ensuite? .....	26
4957 – Framing it Up – The CEFR in New Brunswick.....	26
4942 – L'apprenant du français comme langue supplémentaire (F.L.S.) en milieu minoritaire francophone.....	27
5564 – Promoting Cross-Cultural Understanding in a Language Classroom: Using Japanese as an Example .....	27
5576 – Soutenir les lecteurs en langue seconde .....	28
4965 – Using Technology to Support a Linguistically Responsive Teaching Pedagogy.....	28
4931 – A Critical Model of EAP (English for Academic Purposes): Possibilities and Implications .....	29
4958 – ¡Español en línea, dos mundos, dos culturas! .....	29
4920 – Phonological Decoding to Learn to Read in French.....	29
4953 – Integrating Indigenous Epistemologies and Plurilingual Frameworks Through E-Portfolio .....	30
5633 – ALG Website: Supporting Teachers of Indigenous Languages .....	31
4956 – Introducing Speax: French.....	31
4900 – Comment rendre l'enseignement des verbes plus intéressant et pertinent pour nos étudiants en salle de classe? .....	31
4949 – Perceptions des meilleures pratiques et des défis en matière d'enseignement des langues secondes au Canada et en Espagne .....	32
5643 – Classrooms Without Language Borders.....	32
4881 – Enseigner le français langue additionnelle .....	33
4863 – Lead Powerful Learning .....	33
5616 – La littératie critique : un atout avant tout.....	33

5543 – Differentiation of/for/by Assessment: Practices to Support Inclusive Teaching.....	34
4952 – Walking in Two Worlds; Using Traditional Knowledge in a Contemporary World .....	34
5592 – About CASLT .....	35
4925 – L'importance de la comptine! .....	35
5569 – Practical Applications for Including Plurilingual and Pluricultural Competence in the Second Language Classroom .....	35
4885 – Using Non-Traditional Texts to Access and Promote Language Learning .....	36
4883 – Learning Centres and More! .....	36
4951 – Language Learning Through the Medicine Wheel: Bridging Indigenous and Western-Plurilingual Pedagogies ..	36
4902 – Adventure Awaits, Go Find It .....	37
5593 – À propos de l'ACPLS.....	37
5557 – A Focus on Oracy in the Development of Subject-Specific Academic Practices .....	38
4877 – Frimousses, tout nouveau pour l'enseignement de la lecture en 1re et 2e année! .....	38
4955 – Indigenous Languages Matter: Blackfoot Without Borders .....	39
4819 – L'interaction orale dans la classe de sciences humaines .....	39
4941 – Who Are You? Discover the Power of Your Teacher Identity.....	39
5589 – Manuel sur l'approche actionnelle .....	40
5568 – Shifting Language Instruction from Monolingual to Plurilingual: Results of a Canadian Study .....	40
4856 – Supporting Struggling Learners in French Immersion .....	41
4860 – La classe virtuelle au service de la motivation et l'engagement .....	42
4932 – Pistes et approches favorisant l'inclusion des élèves en acquisition langagière .....	42
4933 – Les actions langagières dans toutes des matières .....	42
5554 – Akweniki – I Can Do: CEFR Oneida Style.....	43
4911 – Scaffolding Toward Authentic Conversations .....	43
5573 – Updating the CEFR: The New CEFR Companion Volume.....	44
4964 – Trajectories of Refugee Students' English Language Learning and School Integration .....	44
4796 – A Change of Heart: Disrupting and Decolonizing the Second Language Classroom .....	45
4867 – FLORA - French Learning Opportunities for Rural Areas.....	45
5650 – Your Guide to Planning Language Portfolio PD .....	45
4858 – Parent Involvement Leads to Student Success.....	46

## 5626 – “J'aime ta skirt, la way qu'a hang!” La langue maternelle en immersion, en francisation et en français de base. Pourquoi tant de résistance?

05/03/2019: 8:30:00 AM to 9:15:00 AM

Pointe Sainte-Anne BCD

### Miles Turnbull:

Miles Turnbull is Vice-Principal Academic & Research and a Professor in Education at Bishop's University in Lennoxville, Quebec. Before joining Bishop's, he was Dean of the Faculty of Education at the University of PEI (UPEI). Before becoming Dean, he was the founding director of the BED-français langue seconde program at UPEI and Assistant Professor at the Ontario Institute for Studies in Education (OISE) of the University of Toronto. He also taught in k–12 core and immersion French programs in three Canadian provinces. Miles was President of the Canadian Association of Second Language Teachers (CASLT) from 2005–2007 and Editor-in-Chief of the Canadian Journal of Applied Linguistics.

### Description/Abstract:

Depuis au moins 15 ans, il y a de plus en plus de recherche, provenant de différents contextes en apprentissage des langues, qui démontre que la langue maternelle (L1) des apprenants est un outil qui facilite l'apprentissage de la langue cible, surtout quand les activités et le contenu en classe posent un défi cognitif pour les apprenants. Malgré l'évidence qui est de plus en plus convaincante, les enseignants et les leaders et conseillers pédagogiques sont sceptiques et refusent d'accepter la L1 dans différents contextes d'apprentissage. Mais pourquoi? Pendant cette présentation, nous ferons un survol de la recherche et nous ferons une analyse critique de la résistance et de la controverse.

S: General | T: General, | L: French

## 5546 – Des stratégies pédagogiques pour la francisation

05/03/2019: 10:00:00 AM to 10:55:00 AM

Barker's Point A

### Marianne Cormier:

Marianne Cormier est professeure titulaire et doyenne de la Faculté des sciences de l'éducation de l'Université de Moncton. Spécialiste en éducation en milieu minoritaire, ses recherches en sciences et langue illustrent l'importance du développement langagier pour la compréhension des sciences. Elle effectue aussi des recherches au sujet de la francisation pour les élèves non-locuteurs du français qui s'inscrivent aux écoles du contexte linguistique minoritaire canadien.

### Description/Abstract:

Cet atelier dynamique proposera des stratégies pédagogiques en francisation en contexte linguistique minoritaire. L'accent sera mis sur l'exploitation de la littérature jeunesse et présentera diverses stratégies qui feront en sorte que les élèves verront la langue comme une langue vivante. L'objectif premier est d'assurer de développer un rapport positif avec la langue. Il s'agit également de faire de la francisation une occasion de construction identitaire et d'élargissement de répertoires langagiers. Quelques réflexions au sujet du bilinguisme feront partie de l'atelier.

S: FAL | T: K–3,4–6, | L: French

## 5561 – High Challenge and High Support: Amplifying the Opportunities Offered English Learners to Engage in Generative Academic Activity

05/03/2019: 10:00:00 AM to 11:55:00 AM

Barker's Point B

### Aida Walqui:

Aída Walqui's work focuses on the development of educator expertise to provide second language learners deep, rigorous, and accelerated learning opportunities in their family language and in English as a second language. Walqui

holds a Masters in Sociolinguistics from Georgetown University, and a Ph.D. in Language Literacy and Culture from Stanford University. She has won multiple awards for her work, including the TESOL International Association's 50 Most Influential Leaders in the profession in the last 50 years. The author of numerous books and articles, her Amplifying the curriculum: Designing quality learning opportunities for English Learners will be published by Teachers College Press next year.

**Description/Abstract:**

To successfully and responsibly navigate the twenty first century citizens require complex skills: navigating uncertainty, collaborating with others who have very different perspectives, using multiple languages, advocating for themselves and their communities, moving among different identities, and solving novel problems. During this presentation five principles that guide the quality learning for English Learners and will prepare them for this complex future will be unpacked and illustrated with videos from classroom instruction. Shifts in understanding and practice required by the implementation of these principles will also be addressed, redirecting some common misconceptions in the field.

**S:** EAL | **T:** K–3,4–6,7–9,10–12, | **L:** English

## [4849 – Le CECR pour effectuer un virage pédagogique en langue seconde.](#)

05/03/2019: 10:00:00 AM to 10:55:00 AM

CP Garrison

**Denis Cousineau:**

Ancien conseillé pédagogique à Ottawa-Carleton District School Board. Spécialiste du CECR proposant des pratiques innovatrices en FLS (FSL) pour une pédagogie de la compétence afin d'augmenter la confiance des apprenants.

**Description/Abstract:**

Le travail des enseignants au quotidien est tout un défi. En langue seconde, on n'y échappe pas : comment améliorer l'expérience d'apprentissage des élèves, leur autonomie, leur motivation et leur confiance en eux ? Comment faire le lien entre les attentes d'un programme d'étude, le CECR ainsi que toutes les nouvelles stratégies d'enseignement comme la différenciation, la littératie équilibrée, l'approche par l'enquête, l'approche par compétences, etc.? Pour aider les enseignants en langue seconde à relever ce défi, je propose une formation pour découvrir ou redécouvrir les grands principes directeurs du CECR et des ressources numériques d'IDÉLLO qui inspireront ce virage pédagogique. Cet atelier interactif permettra aux participants de s'approprier de stratégies et d'outils afin de créer des situations authentiques et réelles engageant davantage leurs élèves, développant leurs compétences de communication tant à l'oral qu'à l'écrit.

**S:** FSL | **T:** 4–6,7–9,10–12,Postsecondary,Administrators/Leaders/Policy Makers, | **L:** French

## [5545 – The Many Faces of Leadership in Second Language Education](#)

05/03/2019: 10:00:00 AM to 10:55:00 AM

CP Miramichi

**Léo-James Lévesque:** Maureen Smith

Professeur adjoint à St. Thomas University, au Nouveau-Brunswick, Léo-James est l'auteur de nombreuses ressources pédagogiques. Il a reçu le prix d'excellence André-Obadia de l'ACPI pour sa contribution exceptionnelle à la promotion de l'apprentissage du français. Il est également lauréat de la Bourse Hilroy pour son innovation pédagogique.

**Description/Abstract:**

This workshop is for Second Language Teachers and for School Administrators who are interested in extending their influence beyond their classrooms, their schools and their districts. We will discuss the importance of shared leadership in schools. We will show how teacher leaders can serve in formal and informal roles. We will explore what teacher leaders can do and how they can extend their reach within a school organization. Finally, we will examine the conditions that promote teacher leadership. Be ready to think, discuss and share innovative ideas.

**S:** General | **T:** General, | **L:** English/French

## 5637 – Reconciliation in Language: Community and Provincial Partnerships

05/03/2019: 10:00:00 AM to 10:55:00 AM

Devon

**Craig Williamson:** Walter Paul, Sacha Dewolfe

Craig Williamson has been an educator for over 15 years and has taught in Korea, Thailand and Canada. He is currently working with the Office of First Nation Education at the Department of Education and Early Childhood Development.

### Description/Abstract:

This presentation will discuss an ongoing partnership working to revitalize and promote Wabanaki languages in New Brunswick.

**S:** ILC | **T:** General, | **L:** English

## 4954 – Handle with Care: Supporting Young Adult Immigrants Transitioning to Adult Programs

05/03/2019: 10:00:00 AM to 10:55:00 AM

Lincoln A

**Erin McDonald:** Nick Veinot; Sara Devaney; Anthony Caldwell; Maxine Roberts

Erin McDonald has been a Canadian Language Benchmark Assessor in Halifax since 2004. She has also worked as instructor, tutor trainer and volunteer coordinator in the field of adult education and immigrant settlement.

### Description/Abstract:

In adult learning, we all have different jobs to do, but one we do not always talk about is our collective responsibility to ensure that young adults can adapt and transition to adult language and learning programs. Without proper support and navigation, young adult learners risk missing out on educational opportunities that will help them meet their goals. Together, we as a language assessment centre, an adult EAL language school and a provider of adult learning programs for high school completion teamed up to figure out the best ways to support young adult learners leaving high school in our community. In this panel, we will each speak about how we adapted our programs and communication between us to ensure more young adult learners can continue on the path to the future they envision.

**S:** EAL | **T:** 10–12, Administrators/Leaders/Policy Makers, Researchers, General, | **L:** English

## 4888 – Mathologie M à 3 Enseigner et apprendre les concepts mathématiques à l'aide avec Mathologie

05/03/2019: 10:00:00 AM to 10:55:00 AM

Lincoln B

**Jordan Sloan:** Pearson Canada

NOTE ELISE: email sent 20181004 and 20181018

Présentatrice : (à venir)

### Description/Abstract:

Venez découvrir un ensemble de ressources pour l'enseignement et l'apprentissage des mathématiques, présentées sous forme d'histoires stimulantes et engageantes pour les élèves, et de trousseaux d'activités. Chaque titre ou activité invite les élèves à découvrir plusieurs concepts mathématiques, à réfléchir et à participer à de nombreuses activités dans des contextes variés, dans des situations réelles ou imaginaires. Cette ressource se base sur la conviction que les élèves approfondissent leur compréhension des concepts mathématiques au fil du temps et progressivement. Une grille de

progression des apprentissages a été conçue dans l’élaboration de cette ressource, ce qui vous permettra de choisir le livret ou l’activité qui correspond le mieux au degré de compréhension d’un(e) élève ou d’un groupe d’élèves.

**S:** FSL | **T:** K–3,4–6, | **L:** English/French

## 5553 – Impact of Learning Languages

05/03/2019: 10:00:00 AM to 11:55:00 AM

Marysville A

### **Mary Grantham O'Brien:**

Mary O'Brien is a professor of German and Director of the graduate program in Languages, Literatures and Cultures at the University of Calgary. Her research focuses primarily on second language learning, and one of her main goals is to determine how research results can improve classroom language teaching and learning.

### **Description/Abstract:**

Language teachers experience firsthand many of the benefits of learning an additional language. Nonetheless, there are a number of myths that lead to the exclusion of many students from our language classes. This presentation will lead participants through our recent Literature Review on the Impact of Second Language Learning. We will review some of the big-picture findings and get our hands dirty in the review, which demonstrates how our children benefit from language learning. Participants will be armed with research-informed rebuttals to some of the most pervasive myths.

**S:** General | **T:** General, | **L:** English

## 4854 – A Reflective Guide for French Immersion Leaders – we are all leaders!

05/03/2019: 10:00:00 AM to 10:55:00 AM

Marysville B

### **Gordon Campbell:**

I am a retired French Immersion principal and currently a member of the ACPI Leadership team. Our team has presented workshops for F.I teachers across the country. I have received Le Prix Andre Obadia from ACPI for my contribution to immersion education and The Minister's Award for Excellence in Educational Administration from the province of Manitoba.

### **Description/Abstract:**

A Reflective Guide for French Immersion Leaders is a unique handbook recently published by ACPI with the support of Heritage Canada. Are you a leader in FI new to the program? Do you work in or have responsibilities for the FI program as a school administrator, resource teacher, counsellor, trustee, superintendent, or teacher? If so this guidebook will help you understand issues critical to working in French immersion, such as Best Practices in the FI Classroom, Supporting all students, Culture and Identity, Issues at Early, Middle and Senior Years, Promoting the program, Selecting and retaining the best teacher candidates, Professional growth for FI teachers, amongst other topics. This interactive workshop will help you clarify your understanding of the FI program and will help you set personal goals based on this understanding. The interactive, discussion based workshop will also give you tools to facilitate school based discussions on significant issues related to FI. (The handbook will be available free of charge on-line through the ACPI website.)

**S:** FSL | **T:** General, | **L:** English

## 4976 – Organized Chaos: Get Everyone Talking at Once

05/03/2019: 10:00:00 AM to 10:55:00 AM

Marysville B

**Michelle De Abreu:** Dionne LeBlanc

I had a 33 year career as second language consultant with the Institute for Innovation in Second Language Education at Edmonton Public Schools and as an elementary FSL teacher. I am currently an independent L2 consultant and Past President of the Second Languages and Intercultural Council (SLIC) of the Alberta Teachers' Association.

**Description/Abstract:**

If the person doing the talking is the person doing the learning, it's no wonder second language teachers are exhausted at the end of the day! And when students do get an opportunity to speak, too often it is through prepared speech or where student talk is still teacher-controlled. Explore ways to provide language learners multiple opportunities to interact in the target language with their peers. Try out a range of activities that get everyone talking at once and that can be adapted for any language at any level with low-to-no preparation for use on Monday. Who knows? You might even go home feeling more energized at the end of your school day!

**S:** General | **T:** General, | **L:** English

## 4879 – Beam Me Up Scotty... Post-Intensive French in Cyberspace!

05/03/2019: 10:00:00 AM to 10:55:00 AM

Nashwaaksis A

**Nicole Beaulieu-Smith:** Fiona Stewart

Nicole Beaulieu-Smith is currently employed as an online course designer and teacher for the New Brunswick Department of Education and Early Childhood Development (2016-present). She is responsible for the designing and teaching the Post-Intensive French 110, Post-Intensive French 120 and for teaching Media Studies online. Prior to that she has been a classroom teacher, involved in L2 education since 1993.

**Description/Abstract:**

With a view to making FSL accessible to all students, even in rural locations where enrollments might be low, New Brunswick has adapted the Post-Intensive French 110 course into an online environment. This session will give you both a glimpse into high school Post-IF, but also into how the course was adjusted to the online environment. It features differentiated readings, CEFR alignment, student choices, chatroom partnering, synchronous and asynchronous components and an integrated language portfolio. The pedagogy of the NLA has been transported into this new format. Come for a visit and see how and what our students have been learning!

**S:** General | **T:** 10–12, | **L:** English

## 4921 – Table d'hôte ou À la Carte? Re-visioning Secondary French Immersion

05/03/2019: 10:00:00 AM to 10:55:00 AM

Nashwaaksis B

**Joanne Robertson:** Julie Bertrand; Laura Stewart

As Director of Instruction for the North Vancouver School District, Dr. Joanne Robertson oversees language programs, including Core French and French Immersion. During her career, Joanne has been a French Immersion teacher, a District French Facilitator, a school and district administrator, and an adjunct faculty member and sessional instructor for French Education programs at SFU and UBC. Joanne is passionate about excellence in language learning and teaching.

**Description/Abstract:**

This session will explore the rationale and processes considered in the redesign of a traditional Secondary (8-12) French Immersion program in the North Vancouver School District (British Columbia). Specifically, the presenters will focus on the role of student voice in developing and implementing a new model for secondary French Immersion that is designed to enhance accessibility and choice in course programming, increase students' oral proficiency, and provide more opportunities for authentic socio-cultural learning experiences. Participants will learn about new secondary courses (Education physique et santé en plein air, Culture et Communication and Carrière et Leadership) and have the opportunity to ask questions, engage in dialogue, and share ideas from their own language learning contexts.

**S:** FSL | **T:** 7–9,10–12, | **L:** English/French

## 4926 – DELF Correcteur Training in FSL Teacher Education: Perspectives and Possibilities

05/03/2019: 10:00:00 AM to 10:25:00 AM

St. Mary's A

**Stephanie Arnott:** Shelina Adatia; Marie-Josée Vignola

Stephanie Arnott is an Assistant Professor in the Faculty of Education at the University of Ottawa. She completed her PhD at OISE/UT, and worked as an elementary core FSL teacher. Her current research focuses on the CEFR in FSL teacher education and the motivation of adolescent FSL students in Core French.

### Description/Abstract:

Recent calls have been made for Canadian CEFR-related research to focus more on underrepresented stakeholder groups implicated in its implementation, including language teachers-in-training (Arnott et al., 2017; Lemaire, 2013). In response to this call, this presentation will report on findings from a survey of FSL teacher candidates ( $n = 13$ ) following their completion of a 4-day DELF Correcteur Training that was offered as part of the final semester of their two-year Teacher Education program. Drawing directly from instruments used in related studies conducted with in-service FSL teachers (i.e., Rehner, 2017, 2018), the survey prompted participants to share background information as well as perceptions of the impact of the DELF Correcteur Training on their French instructional planning and practices related to teaching, assessment and evaluation. Teacher candidate reflections on the process of participating in this professional development experience will be shared in light of relevant literature on this topic, and in relation to what we know about the needs of aspiring FSL teachers in relation to the FSL teacher shortage in Canada. The possibilities and limitations of continued implementation of such training in Teacher Education programs across Canada and in other contexts will also be discussed.

**S:** FSL | **T:** Postsecondary, Administrators/Leaders/Policy Makers, Researchers, | **L:** English

## 4947 – Connexions à travers les langues en immersion: Idées et stratégies

05/03/2019: 10:00:00 AM to 10:55:00 AM

St. Mary's B

### Reed Thomas:

Reed Thomas, Assistant Professor in French Education at St. Francis Xavier University, has taught and conducted research in multilingual and multicultural settings in Canada and Africa. Her research interests include French-second-language teaching, teacher preparation, future teachers' language proficiency development experiences, and teaching for language transfer. (45 words)

### Description/Abstract:

Within a French-dominant approach reflecting effective immersion teaching, new ideas create a space for enriching students' language learning by connecting across languages. For example, understanding students as plurilingual social actors who have a repertoire of skills in two or more languages informs teaching for language transfer. How might teachers apply such ideas in their French immersion teaching?

In a teacher reflection drawing on research, policy, strategies, and resources encountered in two different school years, I document aspects of my elementary-level immersion teaching that could foster students' connections across languages (particularly English and French). For example, I note complementarity between English and French curricula, resources that can extend children's experiences in another language, teaching strategies to compare languages, and sequences of activities designed for balance across languages. This reflection illustrates possible applications of research-informed ideas and encourages further discussion among colleagues. Through considering a range of concepts and practices, workshop participants will have opportunities to (a) deepen their understanding of teaching for language transfer, (b)

analyse and share strategies from their own teaching practices, and (c) learn new strategies to enrich students' connections across languages.

**S:** FSL | **T:** K–3,4–6,Administrators/Leaders/Policy Makers,Researchers, | **L:** French

## 4875 – Intercultural Competence in the French Immersion Classroom

05/03/2019: 10:30:00 AM to 10:55:00 AM

St. Mary's A

**Kelle Keating Marshall:** Wendy Bokhorst-Heng

Kelle Keating Marshall is an Associate Professor of French at Pepperdine University. She received a PhD in French linguistics from The University of Texas at Austin in 2011. Her research concerns language ideology and discourses of identity in North American Francophone communities, including French immersion education, bilingualism, and Acadian French.

### Description/Abstract:

The Atlantic Provinces' French immersion (FI) curriculum foundation documents include General Curriculum outcomes regarding culture, yet these outcomes receive little concrete development when translated into New Brunswick's own FI Specific Curriculum Outcomes. FI teachers are thus given little tangible guidance with respect to the instruction of cultural content within FI, and even less with respect to teaching intercultural competence as part of the language learning experience (cf. Byram, 1997). New Brunswick is not alone in this regard; indeed, Kohler (2015), writing in the context of Australia, and Byram (2008), active in a significant player in developing the European Framework, advocate for the professional development of language teachers to develop awareness of their own ICC and integrate intercultural content into their classrooms in a purposeful way. In this workshop, participants will reflect on their own conceptions of culture and cultural identity as a foundation for the process of teaching culture and intercultural competence; will develop particular ICC outcomes within the context of FI; and will create activities they can use in their classrooms to foster their students' intercultural competence.

**S:** FSL | **T:** K–3,4–6,7–9,10–12, | **L:** English

## 4886 – Découvrir le vocabulaire dans les programmes de français pour les jeunes apprenants

05/03/2019: 11:00:00 AM to 11:55:00 AM

Barker's Point A

**Constance Lavoie:**

Depuis 2009, je suis engagée à former des enseignant(e)s au préscolaire et au primaire de haut niveau dans le domaine de la didactique du français. Avant de travailler à l'université, j'ai enseigné au primaire à Montréal, au Burkina Faso et en Bolivie. J'étais une enseignante passionnée par la culture et la littératie familiale des enfants. Mon intérêt pour les enjeux éducatifs dans les milieux autochtones m'a motivée à entreprendre un doctorat dans le domaine de l'enseignement des langues secondes. Depuis, j'aime travailler en collaboration avec les enseignantes en menant des projets de type recherche-action. Mes travaux de recherche portent sur la didactique de l'oral, l'enseignement du vocabulaire et l'enseignement des langues en milieux autochtones. Pour moi, l'éducation est une passion et un vecteur de changement social.

### Description/Abstract:

Les enseignantes ont un rôle important à jouer pour favoriser le développement du vocabulaire de tous les enfants. Favoriser l'apprentissage du vocabulaire dans l'esprit de la conscience lexicale, c'est de partir de situations communicatives de la vie courante de la classe pour développer et enrichir le vocabulaire. Les participants vivront des activités qui permettent de travailler le sens des mots, telles que le yoga-mot, le défilé de mots, la visualisation des mots et les ensembles. Toutes les occasions sont bonnes pour apprendre le vocabulaire. L'atelier permettra aux enseignantes de choisir efficacement les mots sur lesquels centrer leur enseignement. L'atelier propose des idées pour enrichir le

vocabulaire toute la journée (retour au calme; collation; causerie; atelier). Les participantes vivront des activités qui permettent aux enfants de bouger tout en apprenant le sens des mots.

**S:** FSL | **T:** K–3, | **L:** French

## 5587 – Action-Oriented Approach Handbook

05/03/2019: 11:00:00 AM to 11:55:00 AM

CP Garrison

**Denis Cousineau:** Danielle Hunter

I have recently retired from my teaching career in January 2018. Since then, I have been fully active as a CEFR expert across the country and have been collaborating closely with Groupe Média TFO to support an important pedagogical shift in the wonderful world of the French Classroom in all of the programs offered, French Immersion and all of the FSL streams( Core French, Extended or Intensive French). I have taught in French Immersion and Core French for 32 years in Ottawa with Ottawa Carleton District School Board. Since the summer of 2009 I have been involved in an ongoing project in the province of Ontario re: the impact of the CEFR in regards to improving student success in French. I was the DELF Director for the OCDSB DELF Centre in Ottawa. Over the past 9 years we have tested over 10 000 students and are in the middle of huge transformations in the world of FSL.

**Description/Abstract:**

Our team has produced a new resource for CASLT. Our objective was to provide the teachers with a guide to support the creation of Action -oriented tasks. We collaborated and created 4 scenarios from A1 to B2. We believe that this tool will guide with a checklist and inspiration from various themes.

**S:** General | **T:** General, | **L:** English

## 5577 – Faciliter l'inclusion pour les apprenants de langue

05/03/2019: 11:00:00 AM to 11:55:00 AM

CP Miramichi

**Renée Bourgoин:**

La docteure Renée Bourgoин est coordinatrice du programme d'immersion précoce de son conseil scolaire et Chargée de cours pour la faculté de l'éducation à l'Université du Nouveau-Brunswick. Elle est aussi associée à la recherche honoraire pour l'Institut de recherche en langues secondes du Canada (L2RIC). Avant ça, Renée était enseignante d'immersion et coach en littératie et numératie. Elle est l'auteure de plusieurs publications académiques et ressources pédagogiques y compris Accès au Succès, Soutenir les lecteurs en langue seconde, Access for Success, et 70 activités motivantes de communication écrite.

**Description/Abstract:**

Cet atelier répond aux besoins des enseignants qui s'interrogent au sujet des pédagogies qui favorisent davantage l'inclusion des élèves de langue seconde. Une attention particulière sera accordée aux actions pédagogiques qui soutiennent les apprenants ayant besoin d'un soutien additionnel au niveau de la compréhension et la production orale et écrite. Vous repartirez avec des idées concrètes qui mettent l'accent sur les pratiques inclusives qui aideront à soutenir les élèves de langue seconde.

**S:** General | **T:** General, | **L:** French

## 4928 – Preserve and Showcase First Nations Languages

05/03/2019: 11:00:00 AM to 11:55:00 AM

Devon

**Michelle Housley:**

Michelle Housley is the Director of e3 Training Inc. e3 works with First Nations communities to digitize and preserve their languages and cultures. Previous to starting e3 Training Inc., Michelle headed up a Teaching and Learning Department at the Higher Colleges of Technology in Dubai, UAE for nine years and is an experienced classroom teacher having taught for the Calgary Catholic School District. She has a Bachelor of Education, Bachelor of Psychology and a Master of Education degree in Instructional Design.

**Description/Abstract:**

This session will share how e3 Training Inc. approaches language preservation based on their experience creating custom print textbooks, teacher guides, interactive digital resources and apps. Attendees will gain insight into our collaborative process and models they can implement within their own communities. Attendees will also see how e3 Training works with school boards and communities to use student data to make insightful, educational decisions concerning language instruction and adoption. We will also be showcasing our new classroom resources (print) in a variety of First Nations Languages that can be customized to enrich the look of the classrooms and work as learning aides.

**S:** ILC | **T:** General, | **L:** English

## 4907 – DHH Learners: What Can We Learn from This Unique Population?

05/03/2019: 11:00:00 AM to 11:55:00 AM

Lincoln B

**Michelle Taylor:** Lisa Weir

Michelle Taylor, CTD, MEd (Deaf Education), MEd (Exceptional Learners) Michelle is an educator whose career spans 17 years and two provinces. Her current role is Director of Programs for Students who are Deaf or Hard of Hearing (DHH) with the Atlantic Provinces Special Education Authority (APSEA). She resides in Fredericton with her husband, three young children and 2 dogs.

**Description/Abstract:**

How can language development strategies used with language learners who are deaf or hard of hearing transfer to other populations? Students served by the Atlantic Provinces Special Education Authority (APSEA) include oral English speakers, American Sign Language (ASL) users, Augmentative and Alternative Communication (AAC) users, and/or newcomer learners whose L1 may include various oral or signed languages. Michelle and Lisa will share information on the APSEA service delivery model, as well as strategies used with this population of students and their school teams that may be useful for other educators of language learners. This session will be interactive and include video examples and time for discussion.

**S:** General | **T:** General, | **L:** English

## 5580 – Mathematics for Communication in the Second Language Classroom

05/03/2019: 11:00:00 AM to 11:55:00 AM

Marysville B

**Karla Culligan:**

Dr. Karla Culligan is a Research Associate in the Faculty of Education at the University of New Brunswick. She conducts research and teaches courses in the areas of bi/multilingualism, teacher education, assessment, and mathematics education. Prior to UNB, she taught French immersion mathematics and science at the high school level.

**Description/Abstract:**

Mathematics curricula emphasize the ability to communicate conceptual understanding orally and in writing. Indeed, the National Council of Teachers of Mathematics (NCTM) identifies “communication” as one of its key standards for school mathematics. When it comes to second language learning, ample opportunities to engage in oral interaction are key. Therefore, in this workshop, we will examine best practices for integrating language and mathematics content.

Through fun, hands-on, mathematically and linguistically interesting activities that aim to foster opportunities for oral interaction as well as written communication, we will reflect on how to effectively apply these practices in second language mathematics. These activities are adaptable to a range of levels, but we will pay particular attention to how they might work at the middle and high school levels, where communication (especially oral interaction) is often identified as being more challenging to incorporate into the mathematics classroom.

**S:** General | **T:** 4–6,7–9,10–12, | **L:** English

## 4895 – Edutainment: Let's Play in the Second Language Classroom

05/03/2019: 11:00:00 AM to 11:55:00 AM

Nashwaaksis A

**Glenn Cake:** Lisa Browne Peters

Glenn has almost 30 years of experience in foreign language teaching and distance education. He has served on CASLT's National Council and presently sits on CPF's Board of Directors for NL. Glenn regularly facilitates professional learning sessions for ILOB, OMLTA, and CASLT and has a particular interest in how to use internet resources and software to enhance L2 teaching and learning.

**Description/Abstract:**

Second language teachers are always striving to share their passion for languages and culture, motivate their students and create rich, authentic language learning experiences. We all bring different levels of technological knowledge and expertise to our classrooms; however it only takes some basic technology skills to learn how to incorporate new strategies and resources that can help make teaching and learning new languages more meaningful, interactive and fun.

Today, there are a variety of media designed to educate through entertainment. The content is designed with teaching and learning in mind, but it is the entertainment value that really enhances the experience. In this hands-on and interactive webinar session, Glenn and Lisa will lead participants through a host of free activities with a particular focus on FSL language learning. These activities can be transferred to the teaching and learning of any additional languages. The session will feature short hands-on demonstrations of the following online software:

- Triptico - Kahoot (Traditional and Jumble) - Quizlet and Quizlet Live - Quizizz - Gimkit - Quizational Participants will become familiar with how to use the software for fun, effective and engaging language learning. The presentation will also demonstrate how technology can assist with formative evaluation and appealing to diverse student learning styles.

**S:** FSL | **T:** General, | **L:** English

## 4905 – L'évaluation en action - Je peux!

05/03/2019: 11:00:00 AM to 11:55:00 AM

Nashwaaksis B

**Jennifer MacDonald:** Monica Rafuse

Jennifer MacDonald a dix ans d'expérience en enseignement de français de base, et est récipiendaire du prix H.H. Stern pour l'année 2018. Elle a facilité des séances de perfectionnement professionnel pour les enseignants de l'Île-du-Prince-Édouard. Jennifer travaille actuellement comme mentor en FLS.

**Description/Abstract:**

Are you tired of being the only person in your classroom who's assessing student work? It's time to work smarter, not harder! Come to our session where you'll learn what criteria are, why we set them and how to co-construct them with your Core French students. We will then explore different ways to capture samples of student learning (a simple oral text) and assess them using the criteria that were co-created at the beginning of the session.

Participants will:

- learn how to co-construct criteria to assess a simple oral text;
- identify different ways to examine evidence of student learning.

**S:** FSL | **T:** General, | **L:** French

## 4945 – Case Study: Intensive French and Post-Intensive French Oral Proficiency Results

05/03/2019: 11:00:00 AM to 11:25:00 AM

St. Mary's A

### **David Macfarlane:**

David Macfarlane is the former FSL consultant at the New Brunswick Department of Education. He has worked in several countries and now offers teacher training sessions and evaluates FSL and ESL oral proficiency. He also works with teachers of Indigenous Languages.

### **Description/Abstract:**

Students enrolled in Intensive French and Post-Intensive French in Yellowknife School District 1 schools are evaluated annually for their oral proficiency in French. The presentation will explain the second language oral proficiency scale used (based on the New Brunswick SL scale), the target language proficiency level and will discuss the results of two cohorts of students who were evaluated annually (Grade 6 to Grade 12) from 2011 to 2017 and from 2012 - 2018. Samples of student interviews will also be presented.

**S:** FSL | **T:** General, | **L:** English

## 4892 – Dè tha dol? What's happening in Gaelic Nova Scotia?

05/03/2019: 11:00:00 AM to 11:55:00 AM

St. Mary's B

### **Beth Anne MacEachen:**

Beth Anne MacEachen, Beathag Anna nic Ghreagoir 'ic Ruairidh Eoghainn 'ic Mhicheil Phadruig 'ic Eoghainn 'ic Alasdair Mhoir 'ic Eoghainn, is from Cape Breton but currently lives in Halifax, NS. She has a BA in Celtic Studies from Cape Breton University, a BEd from Memorial University, and a Certificate of Higher Gaelic from Sabhal Mòr Ostaig in Scotland.

### **Description/Abstract:**

A Gàidhealtachd is a Gaelic speaking area and Nova Scotia is unique in that it is the only place outside of Scotland and Ireland with that classification. Join Beth Anne for a conversation on Gaelic and Gaelic culture in Nova Scotia. You'll learn a few phrases and get caught up on what is happening in Gaelic education at both the community and formal levels.

**S:** IHL | **T:** General, | **L:** English

## 5581 – Le français langue seconde... tout le monde s'engage! / Strengthening Engagement in French as a Second Language

05/03/2019: 11:30:00 AM to 11:55:00 AM

Lincoln A

### **Fiona Stewart:**

Fiona Stewart is employed as a Learning Specialist and Team Lead for Second Language programs for the New Brunswick Department of Education and Early Childhood Development in the Anglophone Sector (2008-2019). She has been involved in L2 education since 1988.

### **Description/Abstract:**

Speaking French as a second language is a valuable skill and one that all students can achieve! Learners need to be actively involved and intellectually engaged in their learning. Long-term progress in French only comes with

commitment. How do we, as educators, secure that commitment? The French as a Second Language Consortium presents an exciting pan-Canadian resource on engagement to support FSL educators. La maîtrise du français en tant que langue seconde est une compétence utile, qui est à la portée de tous les élèves! Il faut que les apprenants participent activement à leur apprentissage et qu'ils se sentent stimulés sur le plan intellectuel. Ce n'est qu'en s'engageant à travailler fort qu'on peut faire des progrès durables en français. Que pouvons-nous faire, en tant qu'éducateurs, pour obtenir un tel engagement de la part des élèves? Le Consortium du français langue seconde présente une ressource pancanadienne très intéressante sur la motivation des élèves, qui servira à faciliter le travail des éducateurs.

**S:** FSL | **T:** K–3, 4–6, 7–9, 10–12, Administrators/Leaders/Policy Makers, | **L:** English/French

## 4950 – Can Research Bridge Teacher and Student Perspectives on Feedback?

05/03/2019: 11:30:00 AM to 11:55:00 AM

St. Mary's A

**Alina Lemak:** Juliana Seriani

Alina Lemak is a Ph.D candidate in Applied Linguistics at York University. She has an M.A in Second Language Education from University of Toronto, and TESOL Certification. She has experience teaching in private language schools and university settings. Her research interests are in SLA, corrective feedback and individual differences.

**Description/Abstract:**

The purpose of this workshop is to use the topic of oral corrective feedback (CF) to highlight how research can reveal important discrepancies in expectations between students and teachers, and how research participation can serve as a possible bridge between various perspectives.

Findings from several meta-analyses support the overall beneficial role of CF (Li, 2010; Lyster & Saito, 2010). Students express overwhelmingly positive attitudes towards CF, and get frustrated when teachers do not provide it (Schulz 2001; 1996), yet due to low teacher engagement with research (Borg, 2010) many teachers may be unaware of it. The workshop will briefly present data from a case study of an ESL classroom in an academic context, collected from 8 student interviews and their teacher's journals, exploring attitudes and expectations towards CF and its effectiveness. Findings reveal discrepancies between teacher's and students' beliefs and expectations about CF. Then, workshop participants will engage in a series of thought experiments and discussions, intended to reflect on their own oral CF practices and beliefs, and the emerging pedagogical implications. The goal is to provide an opportunity for awareness raising and self-reflection, expose participants to varied perspectives on CF, and explore the benefits and drawbacks of research participation.

**S:** EAL | **T:** Postsecondary, Administrators/Leaders/Policy Makers, Researchers, General, | **L:** English

## 4864 – Engaging and Empowering Language Learners

05/03/2019: 2:05:00 PM to 3:00:00 PM

Barker's Point B

**Lisa Ritter:**

Lisa Ritter serves as ACTFL President and was its 2010 National Language Teacher of the Year. Lisa recently retired from the Springfield MO Public Schools where she was a National Board Certified Teacher teaching Spanish and served as Coordinator of its International Baccalaureate Middle Years Program.

**Description/Abstract:**

Motivation is essential for learners to be engaged in their learning. Educators can empower language learners by engaging them in collaborative tasks inspired by the NCSSFL-ACTFL Can-Do Statements and interculturality, shaped by effective unit and lesson design strategies, and informed by high-leverage teaching strategies. This session explores four critical questions: How can we create the next generation of global leaders (in any arena); How can we support 21st

century learners and empower them to use language to explore important content and build relationships; What strategies are empowering today's learners in their language learning; and How do content and high-leverage teaching practices combine to engage and empower learners? Outcomes for participants are: I can identify high-leverage teaching strategies to empower learners; I can design tasks to engage learners in collaborative exploration of content; and I can guide learners to self-reflect on their progress to higher levels of proficiency.

**S:** General | **T:** General, | **L:** English

## 5534 – Supporting Newcomer Youth in Achieving Education and Employment Goals

05/03/2019: 2:05:00 PM to 4:00:00 PM

CP Garrison

**Paula Kristmanson:** Chantal Lafargue; Abby David; Paul Saad; Shauna Carey; Joanne Williams; Colleen Meagher Dr. Paula Kristmanson is a Professor in the Faculty of Education and a member of the research team at the Second Language Research Institute of Canada (L2RIC). Currently, along with Joseph Dicks, she is the co-editor of the Canadian Journal of Applied Linguistics.

**Description/Abstract:**

This panel will examine the initiatives and challenges associated with preparing youth and young adults for their future goals related to education and employment. Developing both language skills and, less tangible but equally important skills such as leadership, interpersonal skills, and autonomy are all part of this transition to adulthood. Members of the panel will discuss this topic from their perspectives and contexts. Questions to guide the panel will include: What are some of the key considerations in supporting newcomer youth with their planning for future study or work? What types of programs, processes or innovations are in place to facilitate their decision-making and choices? What are some gaps that you see or have identified when working in this field? After introductory remarks to contextualize this session, each panelist will speak for 10 minutes to address one or all of these questions from their particular lens. The panel will conclude with Q&A and a synthesis of the main take-aways.

**S:** EAL | **T:** 10–12,Postsecondary, | **L:** English

## 5578 – Fostering Strong Inclusionary Second Language Classrooms

05/03/2019: 2:05:00 PM to 3:00:00 PM

CP Miramichi

**Renée Bourgoin:**

La docteure Renée Bourgoin est coordinatrice du programme d'immersion précoce de son conseil scolaire et Chargée de cours pour la faculté de l'éducation à l'Université du Nouveau-Brunswick. Elle est aussi associée à la recherche honoraire pour l'Institut de recherche en langues secondes du Canada (L2RIC). Avant ça, Renée était enseignante d'immersion et coach en littératie et numératie. Elle est l'auteure de plusieurs publications académiques et ressources pédagogiques y compris Accès au Succès, Soutenir les lecteurs en langue seconde, Access for Success, et 70 activités motivantes de communication écrite.

**Description/Abstract:**

This session will examine processes needed to support inclusionary practices in second language (FSL) programs. Firstly, we will review some foundational knowledge of inclusive education in FSL contexts. We will then discuss ways to further support FSL teachers and students through the development of (1) a school-based approach to supporting French language learners and (2) a common vision of inclusion and collaboration. Finally, we will explore ways that FSL teachers, administrators and members of Student Support Teams can come together to support diverse learning needs in FSL programs.

**S:** General | **T:** General, | **L:** English

## 5680 – Nourishing the Language Spirit

05/03/2019: 2:05:00 PM to 4:00:00 PM

Devon

### **David Perley:** Mi'kmaq Wolastoqey Centre

David Perley is currently the Director of the Mi'kmaq-Wolastoqey Centre (formerly Mi'kmaq-Maliseet Institute) at the University of New Brunswick in Fredericton, NB. He is also a co-founder of the Wolastoq Language and Culture Centers located at Tobique and St. Mary's First Nations in New Brunswick. His research focuses on Aboriginal education, Aboriginal studies, race relations, and language revitalization. He was also a member of a UNB research team who collected stories from Wolastoqi (Maliseet) Elders that will be incorporated into curriculum in order to ensure the inclusion of Wolastoqi worldviews, values and teachings. Mr. Perley is a former Chief (1983-1989) and Councilor (2004-2010) of the Maliseet Nation at Tobique and served as a consultant for federal and provincial departments such as Education, Justice, Solicitor General, Child and Family Services as well as Indigenous and Northern Affairs Canada.

### **Description/Abstract:**

This session is designed to provide information about language revival initiatives developed and implemented by the Mi'kmaq-Wolastoqey Centre. These initiatives include recruitment of a language coordinator, offering language classes, developing and implementing community-based language nests, developing language apps and offering a certificate program for student teachers to teach Mi'kmaq or Wolastoqey language. Our Wabanaki Elders believe that each language has a spirit and we have the responsibility to nourish the language spirit through ceremony, traditions and ancestral teachings. They further believe that nourishing the language spirit will motivate individuals to become speakers of their ancestral languages. Thus, successful language revival initiatives should take into account the spiritual aspects of language revival as well as language learning principles and influences of cultural context.

**S:** ILC | **T:** Administrators/Leaders/Policy Makers, | **L:** English

## 4940 – New Techniques, Effective Teaching Strategies, and Useful Resources for Supporting EAL Learners in Our Classrooms

05/03/2019: 2:05:00 PM to 3:00:00 PM

Lincoln A

### **Vicki Whitlock:** Sherri Carmichael

Vicki Whitlock (B.A, B.Ed., M.Ed., TESOL Diploma) has been the English as an Additional Language (EAL) Teacher Support Specialist with the Public Schools' Branch in PEI since 2010. Prior to this, she was the EAL Curriculum Consultant, as well as English Language Learner Specialist in PEI. Vicki has close to 25 years of language teaching experience.

### **Description/Abstract:**

As Atlantic Canada has seen a significant increase in immigration over the past several years, teachers are seeing their classrooms and schools become more globally diverse with higher EAL populations in certain demographic areas. As a result, teachers are asking what supports are available to them to support their teaching of these learners. While EAL learners are developing their English language proficiency, as well as learning the grade-level curriculum in all subject areas, teachers must respond to the academic, social and emotional needs of these learners, which can often be overwhelming and challenging. Using scenarios that describe realities from our PEI classrooms, participants will discuss (in round-table format) how they would respond to these situations. Each group will share highlights of their discussion back to the larger audience. Often times, teachers do not realize the skill sets they do have; while other times there just is not time to sit and collaborate. This interactive session provides an opportunity to discuss challenges with fellow educators and to leave with data-driven practices, strategies, and resources to help educators effectively respond to the EAL learners in their classrooms.

**S:** EAL | **T:** 4–6,7–9, | **L:** English

## 4914 – Les livres pour traverser les frontières linguistiques

05/03/2019: 2:05:00 PM to 3:00:00 PM

Lincoln B

### **Marie Cadieux:**

Scénariste et réalisatrice, Marie se considère d'abord et avant tout comme une auteure. Auteur de documentaires, auteur littéraire, et auteure dramatique : c'est dire l'importance des mots, des images et de la langue dans sa vie! Originaire de Moncton, où elle vit actuellement, elle a également travaillé pendant 20 ans en Ontario. Son métier de créatrice et ses nombreux engagements bénévoles lui ont permis de parcourir la francophonie canadienne en long et en large. En août 2012, elle s'est engagée pour un autre projet au long cours : la direction littéraire et générale de la maison d'édition Bouton d'or Acadie. Histoire de galet est sa quatrième publication littéraire, et son deuxième livre jeunesse. Illustré par François Dimberton, ce livre a été finaliste au prox Lillian Shepperd Excellence in Illustrations en 2017, pour le prix Antonine-Maillet Acadie Vie 2017, pour le prix des jeunes lecteurs Hacmatack- 2017 et pour le prix Forêt de la lecture 2018 qui sera attribué en mai 2018. Ce roman jeunesse est lauréat du Prix Champlain 2018.

### **Description/Abstract:**

Pour bien réussir à l'école, il est essentiel pour l'enfant d'avoir un sentiment d'appartenance à l'école. Dans cet atelier, l'exploration de livres trilingues présentés offre des outils au personnel enseignant soucieux d'assurer une présence autochtone dans leur salle de classe. Les mondes de la recherche et des livres pour enfants se rejoignent dans cet atelier pour explorer des stratégies aptes à inclure les langues autochtones dans son enseignement, même quand on ne parle pas la langue. Ceci permet à la fois de répondre aux appels à l'action du rapport Vérité et réconciliation, tout en traversant les frontières linguistiques.

**S:** ILC | **T:** K–3,4–6, | **L:** English/French

## 5575 – Les centres de littératie dans la classe d'immersion française : un accent sur l'oral

05/03/2019: 2:05:00 PM to 3:30:00 PM

Marysville A

### **Josée Le Bouthillier:** Alannah McLean; Travis McLean; Connor Trach

Josée travaille à l'Institut de recherche en langues secondes de la faculté d'éducation de l'Université du Nouveau-Brunswick. Outre la formation des enseignant.e.s, elle mène des recherches dans des contextes de français langue seconde. Elle s'intéresse à la littératie et à l'acquisition de la langue seconde.

### **Description/Abstract:**

Quels centres de littératie devrions-nous planifier et promouvoir dans nos classes d'immersion? Qu'en est-on d'un centre d'interaction et de production orale? Quels éléments de l'oral devrions-nous enseigner? Quelles sont les caractéristiques d'un centre de littératie efficace? Dans un premier temps, nous répondrons à ces questions. Dans un deuxième temps, nous proposerons une gamme d'activités pour enrichir vos centres de littératie, en mettant un accent sur des activités orales. Ces activités n'aideront pas seulement à captiver et à motiver vos élèves, mais elles assureront que les centres soient propices à l'apprentissage. Ces activités ont été soigneusement conçues afin de cibler le développement des compétences orales, de lecture et d'écriture auprès des élèves en immersion. Nous démontrerons comment amener les élèves à progresser à l'oral, en lecture, en écriture à partir de centres de littératie riches et engageants. Vous repartirez avec des idées pour soutenir le développer des compétences langagières de vos élèves. Venez découvrir différentes façons de conceptualiser et de mettre en pratique les centres de littératie dans votre salle de classe.

**S:** FSL | **T:** K–3,4–6, | **L:** French

## 5644 – The Power of Multilingual Teaching

05/03/2019: 2:05:00 PM to 3:30:00 PM

## Marysville B

### Roma Chumak-Horbatsch:

Dr. Roma Chumak-Horbatsch teaches courses in language development and childhood bilingualism at Ryerson University in Toronto. Her research focuses on multilingual teaching, a pedagogy that is responding to changing school populations and increased diversity in learning programs and classrooms. Her new book, *Using Linguistically Appropriate Practice: A Guide for Teaching in Multilingual Classrooms* (*Multilingual Matters*, in press), is a research-based, field-tested resource that helps teachers transform their classrooms into multilingual and multi-literacy environments where languages and literacies come to life.

### Description/Abstract:

This workshop will focus on the understanding, adoption and implementation of multilingual teaching, a pedagogy that is gaining in momentum and popularity worldwide. Using a newly developed multilingual six-step HOW-TO teaching guide, workshop participants will have the opportunity to reflect on their current practice, consider instructional practice re-tooling, discuss preparatory steps, review start-up strategies and plan ways to sustain and enrich a multilingual agenda.

**S:** IHL | **T:** General, | **L:** English

## 5539 – EAL: It's Really Everyone's Business

05/03/2019: 2:05:00 PM to 2:30:00 PM

Nashwaaksis A

**Barb Corbett:** Colin McIsaac; Mike King; Katherine Palmer; Cheryl Storey; Molly O'Shea; Heather Harris

Barb has been a teacher in NB schools for 28 years with over 20 years of experience in school administration. She holds a M. ED. with thesis work in Children's Understanding of Democratic Principles and is a passionate believer in shared leadership of inclusive school environments. Barb also holds a Diploma in Advanced Undergraduate Studies in Second Language Learning and taught French for many years. She is a past recipient of the Minister's Award for Outstanding Educational Leadership, has worked at both UNB and STU with pre-service teachers and has taken on leadership roles in education at the District, Provincial and National levels.

### Description/Abstract:

The purpose of this presentation is to share the experience of one NB elementary school and its journey to create a whole school and community support system to welcome and engage Newcomers. It will shine a light on practices launched and developed at Connaught Street School over the past three years in their efforts to serve the needs of all students. The impact of increasing numbers of Newcomers and how their arrival positively changed the culture of the school community will be outlined from various lenses: classroom teacher, EAL tutor, Resource, Guidance, Administration and the community. The team will demonstrate how their philosophy of inclusive school environments was strengthened and enriched with the changing demographic of the school community. They will share concrete strategies for instructional best practices, heartwarming stories of staff and family connections as well as ideas about how to link Newcomer initiatives to the improvement planning process in schools. You will meet an experienced and closely linked school team who are passionate about their own collective efficacy and how that has translated into a community where everyone has a place of belonging. The school's improvement focus on Resiliency, Collaboration and Personalized Learning will be illuminated throughout.

**S:** EAL | **T:** K–3,4–6,Administrators/Leaders/Policy Makers,General, | **L:** English

## 4862 – Rendre la pensée visible en contexte immersif

05/03/2019: 2:05:00 PM to 3:00:00 PM

Nashwaaksis B

**Lesley Doell:** Christie Jensen

Elle travaille depuis plus de 25 ans sur les questions d'enseignement en immersion et sur le français langue seconde dans le Canada anglophone. Lesley a eu plusieurs rôles au sein de l'épanouissement de la langue française, tels que présidente de l'Association canadienne des professionnels de français (ACPI), chargée de cours universitaire, directrice d'un Centre de ressources de langue française et directrice d'un centre DELF-DALF de 2007 à 2015.

**Description/Abstract:**

Comment développer les individus qui peuvent penser, planifier, créer, questionner et s'engager comme apprenants indépendants en langue seconde ? Apprenez comment rendre la pensée visible à travers l'utilisation des routines de pensées qui s'appliquent à différentes matières et à tous les niveaux scolaires. Basé sur l'ouvrage « *Making Thinking Visible* » (Ritchhart, Church et Morrison) plus de vingt routines qui seraient partagées. Parmi une des meilleures pratiques en enseignement, les routines permettent à travailler toutes les compétences langagières dans une seule activité. Formant des connexions entre leur vécu et les nouveaux apprentissages, les élèves gardent les traces de leurs pensées. De plus, elles changent le rythme de la classe en encourageant le partage et la collaboration. En travaillant autant l'écrit que l'oral, l'enseignant modélise la pensée à voix haute à travers les différentes routines qui permettent de la réflexion, la pensée profonde et qui devient, par la suite, un excellent outil d'évaluation formative.

**S:** FSL | **T:** General, | **L:** French

**4908 – Enriching Students' Language Learning Experience Through the Use of Language Portfolios**

05/03/2019: 2:05:00 PM to 2:30:00 PM

St. Mary's A

**Yukiko Yoshizumi:**

Yukiko Yoshizumi is the Japanese Language Lecturer at The Japan Foundation, Toronto. She earned her Ph.D in Linguistics at the University of Ottawa, and has extensive experience teaching Japanese and Linguistics at the University of Toronto, the University of Lethbridge, and the University of Ottawa.

**Description/Abstract:**

The Japan Foundation, Toronto, has been offering Japanese language courses designed for adult learners within the framework of the JF Standard for Japanese-Language Education, a standard created based on the concepts supporting the CEFR. Using the textbook series "MARUGOTO: Japanese Language and Culture," learners develop competence both in accomplishing tasks and in intercultural understanding in order to achieve mutual understanding through Japanese language.

Similarly to language classrooms using the CEFR, we incorporate the use of language portfolios in our program. This session will introduce our use of portfolios, including examples of students' Can-Do self-assessment sheets, linguistic and cultural experiences, and learning achievement. We will also look at students' opinions towards using language portfolios obtained through interviews at the end of each term. We hope to observe how our students, who are adult learners, can relate their Japanese-language learning to their everyday lives (e.g., their workplace, family, etc.). Furthermore, we will discuss the practicality of portfolio use among adult language learners to enhance self-directed learning and motivation, and the difficulties employing a portfolio (if any). Finally, we will address challenges teachers may encounter in re-designing language portfolios for adult learners to increase student engagement.

**S:** IHL | **T:** 10–12,Postsecondary,General, | **L:** English

**4913 – Inspire, Engage, & Transform Through Language Learning & Culture Exploration**

05/03/2019: 2:05:00 PM to 2:30:00 PM

St. Mary's B

**Ping Li:**

Ping Li is a passionate language teacher who has taught English and Mandarin at Vancouver's Crofton House School for nearly 30 years. A regular presenter at various local Pro-D events, she devotes her spare time to researching and promoting language education. Currently, she is serving as Mandarin representative for BCATML.

**Description/Abstract:**

If you are looking for ways to engage and inspire learners in language and cultural exploration, come to this session to experience the advantages of employing inquiry language-learning process for empowering language proficiency and cultural understanding through interpretive, presentational and interpersonal communication. The focus of this presentation will be on infusing cultural understanding and appreciation into Mandarin learning. The presenter will share some effective strategies through practical and interactive learner-centered activities and sample works at different proficiency levels to demonstrate how teachers can leverage learners' passions and interests in a language classroom so as to make language learning and cultural understanding more relevant, authentic, and meaningful in their lives. The presenter will also introduce various resources found in daily teaching materials, online and from the local community. Participants will have an opportunity to take part in a demo activity to try out the inquiry-based approach of integrating cultural components into the process of language teaching and learning and take home ideas that can be adapted to their own classrooms. (The slides are in English while the presentation can be in English or Mandarin or both with samples in Mandarin.)

**S:** IHL | **T:** 7–9,10–12, | **L:** Mandarin,English

[\*\*4850 – « Parlons en français!, Let's Speak English! » : Apprendre le français et l'anglais en tandem via la plateforme TANDEM Canada\*\*](#)

05/03/2019: 2:35:00 PM to 3:00:00 PM

St. Mary's A

**Sabrina Priego:** Susan Parks

SABRINA PRIEGO est professeure agrégée au Département de langues, linguistique et traduction de l'Université Laval. Ses centres d'intérêts principaux sont l'intégration des TIC en enseignement des langues secondes, l'apprentissage des langues en tandem, et la didactique de la lecture et de l'écriture en langue seconde.

**Description/Abstract:**

L'apprentissage des langues en tandem est une approche à l'enseignement des langues secondes où deux étudiants de langues maternelles différentes et apprenant chacun la langue de l'autre interagissent la moitié du temps dans une langue et l'autre moitié dans l'autre afin de s'entraider dans leur apprentissage (Brammerts, 2002). Pour les échanges en tandem, les enseignants peuvent identifier des sujets de discussion ou des tâches à réaliser sur la base du niveau de compétence de leurs propres élèves et des thèmes traités dans leurs classes respectives. Les bénéfices de ce type d'échanges synchrones ou asynchrones ont été amplement documentés dans la littérature (Capellini, 2016 ; Priego, 2011 ; Vinagre et Muñoz, 2011). Cependant, sa mise en œuvre dans le milieu scolaire est encore rare en raison des obstacles auxquels font face les enseignants (Parks & Priego, 2017). Cette présentation permettra aux participants de découvrir la plateforme Tandem Canada, créée par les chercheurs du Projet de recherche sur l'apprentissage des langues secondes en tandem de l'Université Laval et financée par le Ministère de l'éducation et de l'enseignement supérieur du Québec, qui permet l'identification des partenaires et sert à soutenir les échanges par vidéoconférence, chat, wiki et forum de discussion. Nous inviterons les participants à explorer cette plateforme et à réfléchir sur les spécificités de l'approche en tandem ainsi que sur les possibilités d'une telle approche pour améliorer les conditions d'apprentissage du français et de l'anglais, langues secondes.

**S:** FSL | **T:** General, | **L:** French

[\*\*5647 – I'm New to Second Language Teaching... Now What?\*\*](#)

05/03/2019: 2:35:00 PM to 3:00:00 PM

St. Mary's B

**Michelle De Abreu:**

Michelle De Abreu is an independent second language consultant at B-Lingual Consulting. Michelle spent a long career as a French second language teacher and second language consultant with Edmonton Public Schools.

**Description/Abstract:**

Are you a new second language teacher who could use a great teaching tip... or a hundred?! The Canadian Association of Second Language Teachers (CASLT) created a practical resource for people just like you. Come discover the New Teacher's Handbook: Surviving and Thriving in the Second Language Classroom and choose a tip or two to activate Monday morning and beyond.

**S:** General | **T:** K-3,4-6,7-9,10-12,General, | **L:** English

## [4938 – Promoting Spanish in Canada](#)

05/03/2019: 3:05:00 PM to 3:30:00 PM

Barker's Point B

**Maria de los Santos Espejo Quijada:**

Maria de los Santos Espejo Quijada has always loved languages. Apart from Spanish, her mother tongue, she speaks English, French, Italian and German. Her fields of interest and expertise include foreign language teaching and bilingual education. Nowadays, she works for the Education Office of the Embassy of Spain.

**Description/Abstract:**

The Education Office of Spain to Canada coordinates several programs of cooperation between Spain and Canada, such as Spanish Resource Centres, ELEO (Spanish Digital Library), Spanish Language and Culture Assistants in Canada, Canadian Language and Culture Assistants in Spain, Spanish Visiting teachers and International Language Academies, as well as training events for teachers of Spanish as a Second Language. During this presentation, you will learn about these programs and how the Spanish Education Office supports teaching of Spanish in Canada. You will find out who and where we are, and how to gain access to the different resources offered by the Spanish Ministry of Education and Vocational Training, and how to register in ELEO, a free Spanish Digital Library.

**S:** IHL | **T:** General, | **L:** Spanish,English

## [4887 – Jusqu'au bout : Une nouvelle génération de produits en français langue seconde!](#)

05/03/2019: 3:05:00 PM to 4:00:00 PM

CP Miramichi

**Katy Arnett:** Pearson Canada

NOTE ELISE: This is not a bio, email sent 20181004 and 20181018

Jusqu'au bout! est une ressource conçue pour les élèves de la 10e à la 12e année, âgés pour la plupart entre 15 et 18 ans. Elle est entièrement construite autour des niveaux de compétence langagière du Cadre européen commun de référence (CECR), soit des niveaux A2, B1 et B2. Jusqu'au bout! offre de nombreuses situations sociales authentiques et appropriées, en termes de niveau et d'âge. Chaque situation comprend une série de textes courants, des textes audio aussi bien que des textes écrits, qui amènent les élèves à accomplir une tâche actionnelle. De nombreux supports sont également présents pour aider l'enseignant(e) et les élèves à réussir : des notes pédagogiques, des diapositives, des fiches d'activité et d'évaluation, des enregistrements audio, des ressources telles qu'un lexique, une liste de stratégies et une banque de langage fonctionnelle pour les élèves. Venez rencontrer Katy pour en savoir plus et recevoir des extraits.

**Description/Abstract:**

Jusqu'au bout! est une ressource conçue pour les élèves de la 10e à la 12e année, âgés pour la plupart entre 15 et 18 ans. Elle est entièrement construite autour des niveaux de compétence langagière du Cadre européen commun de

référence (CECR), soit des niveaux A2, B1 et B2. Jusqu'au bout! offre de nombreuses situations sociales authentiques et appropriées, en termes de niveau et d'âge. Chaque situation comprend une série de textes courants, des textes audio aussi bien que des textes écrits, qui amènent les élèves à accomplir une tâche actionnelle. De nombreux supports sont également présents pour aider l'enseignant(e) et les élèves à réussir : des notes pédagogiques, des diapositives, des fiches d'activité et d'évaluation, des enregistrements audio, des ressources telles qu'un lexique, une liste de stratégies et une banque de langage fonctionnelle pour les élèves. Venez rencontrer Katy pour en savoir plus et recevoir des extraits.

**S:** FSL | **T:** 7–9,10–12, | **L:** English/French

## 4817 – Enjeux et défis de l'immersion – Consultation pancanadienne de l'ACPI

05/03/2019: 3:05:00 PM to 3:30:00 PM

Lincoln A

### **Chantal Bourbonnais:**

Chantal est directrice générale de l'ACPI depuis 9 ans. Elle oeuvre dans le monde associatif-éducatif depuis près de 15 ans.

### **Description/Abstract:**

L'ACPI a mené une vaste consultation pancanadienne dans le but de dresser le portrait des professionnels de l'immersion française de tout le pays. Près de 650 professionnels de l'immersion ont donné avis en répondant à un sondage. Les constats recueillis lors du sondage ont inspiré la tournée pancanadienne. L'ACPI est fière de déposer son rapport qui croisera des données de recherche, les résultats préliminaires du sondage ainsi que les informations récoltés lors de la tournée. Plusieurs constats y seront présentés afin de donner le ton aux initiatives à venir au sein même de l'ACPI et dans chacune des provinces et chacun des territoires visités. Les études visant directement les professionnels de l'immersion française au Canada sont peu nombreuses. Avec le portrait de l'immersion généré par sa consultation pancanadienne, l'ACPI souhaite ainsi contribuer activement à enrichir l'environnement de travail, l'outillage professionnel et l'appui offert aux personnes y oeuvrant.

**S:** FSL | **T:** General, | **L:** French

## 4924 – Ressource pédagogique numérique pour faciliter la correction de textes écrits

05/03/2019: 3:05:00 PM to 4:00:00 PM

Lincoln B

### **Marie-Josée Hamel:** David Huynh

Marie-Josée Hamel is a Professor at the University of Ottawa. She holds a research Chair in Technology-Mediated Language Learning. She teaches with and about technologies in language learning and teaching. She has a special interest in the development of lexical competencies in FLS.

### **Description/Abstract:**

In this bilingual workshop, we will present a pilot tool enabling language teachers to annotate and compile errors in their learners' texts. The digital resource also performs an automatic analysis of indicators of lexical competencies in learners' texts such as lexical diversity, density and sophistication. Hence, it enables teachers to better 'gauge' their L2 performance whilst provide them with enhanced written corrective feedback.

Dans un premier temps, nous allons discuter de compétence et de mesure de compétence lexicale. Nous allons ensuite démontrer notre outil avec des exemples concrets d'analyses de textes d'apprenants. Enfin, les participants auront l'occasion de tester la ressource numérique et de discuter de son potentiel et de ses limites pour leur contexte d'enseignement et d'apprentissage de la langue seconde.

**S:** FSL | **T:** 10–12,Postsecondary,Administrators/Leaders/Policy Makers,Researchers, | **L:** English/French

## 5563 – Celebrating Diversity and Fostering Inclusion

05/03/2019: 3:05:00 PM to 4:00:00 PM

Nashwaaksis A

**Michelle Ashfield:** Amanda Collicott; Kelly Loukes; Stephen Stone

With 20+ years as a middle level Language Arts teacher, Michelle has a passion for literacy and books that allow students of all backgrounds to see themselves in the stories they read. As an administrator, she strives to support teachers through initiatives and strategies to make learning accessible to all. George Street Middle School is the largest middle school in New Brunswick. Our student population has grown to become a true microcosm of the Canadian population through our mixture of First Nations and Newcomers. Classrooms are culturally and linguistically diverse which serves to enhance the learning environment for all.

### Description/Abstract:

This session will take educators through 3 key components our team developed to create a welcoming school for newcomer youth. Find out how homeroom structure was adjusted to reflect the student population rather than academic streams, blending French Immersion and

English Prime together, and what that means for our newcomers. We will also present a way for EAL students to demonstrate that they are working very hard and learning a great deal despite being in assessment limbo as they do not qualify for a personalized learning plan and language barriers impede traditional assessment. Our team will share with you the Bingo style cards, based on the CEFR descriptors, they developed in order to encourage assessment capable learners and assist teachers with individualized learning goals. Participants will see examples and hear how they work as tools for both teachers and students! Finally, the Global Minds Initiative, a for-you by-youth organization that was created to foster connections between EAL and NES peer groups, and create globally-minded young leaders, has become part of the fabric of GSMS. We formed the first Canadian chapter last year and 150+ students have joined this year - come learn how to grow a chapter at your school!

**S:** ESL | **T:** 4–6,7–9,10–12,Administrators/Leaders/Policy Makers,Researchers,General, | **L:** English

## 4959 – Quand la tâche et la réalité se croisent : suggestions pédagogiques par l'expérience et l'engagement

05/03/2019: 3:05:00 PM to 4:00:00 PM

Nashwaaksis B

**Laura Ambrosio:**

Professeure de FLS, ses activités intègrent l’élaboration de matériel pédagogique, dans une perspective actionnelle, et dans son enseignement et sa recherche elle privilégie l’apprentissage en milieu communautaire et la diffusion des programmes d’enseignement des langues internationales au Canada, en lien avec les approches multilingues et pluriculturelles privilégiées par le CELV.

### Description/Abstract:

Cet atelier présentera des pistes d’enseignement du FLS inspirées par les jeunes et orientées vers l’engagement communautaire (AEC). À la différence de l’apprentissage basé sur les tâches, l’AEC propose une prise de contact direct avec la réalité et offre aux étudiants la possibilité de relever de nouveaux défis mettant à l’épreuve leur capacité d’engagement envers la langue et envers la communauté. Pour s’aligner dans la pérennité de l’apprentissage, la tâche en contexte doit être significative et répondre aux besoins motivationnels des apprenants. Une composante réflexive inspirée du cycle d’apprentissage approfondit et enrichit une pédagogie tournée vers l’avenir des apprenants et vers les compétences souhaitées et correspondantes aux défis de la société d’aujourd’hui et de demain.

**S:** FMS | **T:** 10–12,Postsecondary,Administrators/Leaders/Policy Makers,Researchers, | **L:** French

## 4899 – Self-Assessments: Relating Can-Do Statements to Oral Proficiency Level

05/03/2019: 3:05:00 PM to 3:30:00 PM

St. Mary's A

### **Angela George:**

Angela George is an Assistant Professor of Hispanic Linguistics at the University of Calgary. Her research focuses on the teaching and learning of Spanish as a second language and is published in the Foreign Language Annals, Spanish in Context and other journals. She regularly teaches language and linguistics courses.

### **Description/Abstract:**

This presentation describes the connection between students' self-assessments and teacher assessment in regards to oral proficiency. Both the Common European Framework of Reference for Languages (Council of Europe, 2001) and the American Council on the Teaching of Foreign Languages (2012, 2015, 2017) have developed Can-Do statements according to proficiency level. These are designed for students to assess their abilities in different skills. For example, I can talk about my daily schedule, is a Can-Do statement for beginning learners. Little research has been conducted on how these self-assessments correlate with performance during an oral interview. For the current study, participants enrolled in a 12-week beginning Spanish course assessed their proficiency level using a series of can-do statements and then completed an oral interview with the researcher. The presentation will discuss how self-assessments relate to actual speaking performance after the first semester of Spanish. The intended audience is for language teachers of any level since the can-do statements can be used at various levels. The Can-Do statements will be shared with the audience so language teachers can use them in their own course to allow students to take control of their learning and participate more actively in the assessment process.

**S:** IHL | **T:** General, | **L:** English

## 5649 – Je suis novice dans l'enseignement de langues secondes... Et ensuite?

05/03/2019: 3:05:00 PM to 3:30:00 PM

St. Mary's B

### **Michelle De Abreu:**

Michelle De Abreu is an independent second language consultant at B-Lingual Consulting. Michelle spent a long career as a French second language teacher and second language consultant with Edmonton Public Schools.

### **Description/Abstract:**

Êtes-vous un nouvel enseignant de langue seconde qui aurait besoin d'un bon truc pour enseigner... ou d'une centaine? L'Association canadienne des professeurs de langues secondes (ACPLS) a créé une ressource pratique justement pour des gens comme vous. Venez découvrir le Guide du nouvel enseignant : persévéérer et progresser dans la classe de langue seconde et sélectionnez un ou deux trucs à mettre en pratique dès lundi matin et au-delà.

**S:** General | **T:** K–3,4–6,7–9,10–12,General, | **L:** French

## 4957 – Framing it Up – The CEFR in New Brunswick

05/03/2019: 3:35:00 PM to 4:00:00 PM

Barker's Point B

**Fiona Stewart:** Caroline Turnbull; Kathy Whynot; Sacha Dewolfe; Marc Vienneau

Fiona Stewart Is employed as a Second Language Learning Specialist for the New Brunswick Department of Education and Early Childhood Development (2008-

2018). She is responsible for FSL education from K-12 (Intensive and Post-

Intensive French and the new French Learning Opportunities for Rural Areas K-3). She has been involved in L2 education since 1988.

**Description/Abstract:**

This panel discussion will provide an overview of how the CEFR is being woven into the fabric of language learning in our province. It will include the perspectives of First Nation languages, English as An Additional Language, French Second Language, Anglais langue additionnelle, Francisation and World Languages. From curricula to language portfolios, assessments and posters to support classroom learning. The CEFR is a part of L2 chez nous!

**S:** General | **T:** General, | **L:** English/French

## 4942 – L'apprenant du français comme langue supplémentaire (F.L.S.) en milieu minoritaire francophone

05/03/2019: 3:35:00 PM to 4:30:00 PM

Barker's Point B

**Céline White:** David Pendergast

Depuis 2008, Céline White fait parvenir un soutien langagier aux apprenants de langue supplémentaire dans le système scolaire public de l'Île-du-Prince-Édouard. Au jour-le-jour, elle accueille les nouveaux arrivants, mène des évaluations et enseigne ceux qui sont inscrits en programme de français langue première ainsi que ceux en programme d'immersion.

**Description/Abstract:**

La population du Canada croît et nos écoles francophones ainsi que celles offrant des programmes d'immersion française font aussi partie à l'accueil des familles qui sont au cœur de cette croissance. Parmi celles-ci, on retrouve des élèves qui s'adaptent à une nouvelle culture et qui se mettent à la tâche d'apprendre une ou plusieurs langues. Comme éducateurs et éducatrices, on reconnaît que la provision de soutien langagier est importante pour promouvoir l'indépendance sociale et le succès académique de ces apprenants. Mais que faire quand il existe déjà bien d'autres défis associés à l'enseignement et l'apprentissage en milieu minoritaire francophone? Cet atelier vous invite à venir découvrir un modèle intégré dans le système scolaire à l'Île-du-Prince-Édouard qui fournit un soutien dès l'accueil jusqu'à l'indépendance langagière de l'élève. Les participants seront aussi invités à partager dans une atmosphère conviviale des pratiques exemplaires intégrées dans d'autres systèmes scolaires qui facilitent l'intégration, l'apprentissage et la sensibilisation des droits des apprenants du français comme langue supplémentaire en milieu minoritaire.

**S:** FAL | **T:** General, | **L:** French

## 5564 – Promoting Cross-Cultural Understanding in a Language Classroom: Using Japanese as an Example

05/03/2019: 3:35:00 PM to 4:30:00 PM

Lincoln A

**Yukiko Yoshizumi:**

Yukiko Yoshizumi has been the Japanese Language Lecturer at the Japanese Foundation, Toronto since September 2018. She earned her Ph.D in Linguistics at the University of Ottawa, and has extensive experience teaching Japanese and Linguistics at the University of Toronto and the University of Lethbridge. She has also taught the Japanese summer program for children at the Ottawa-Carleton District School Board. Her areas of specialization include sociolinguistics, language change and variation, bilingualism, and Japanese as a heritage language.

**Description/Abstract:**

After a brief overview of the Japanese language, focusing on the similarities and differences between Japanese and English, general teaching techniques and strategies will be introduced. This will include activities which can be applied to

other language classrooms, and participants are expected to join in and experience and learn Japanese! In the second half of the presentation, various fun and engaging online resources on the Japanese language and culture will also be showcased (e.g., Marugoto+ and Japanese in Anime & Manga). Teaching plans and tips for using these resources will be shared, to show how they can be used to facilitate students' self-learning as well as promote cross-cultural understanding.

**S:** IHL | **T:** 4–6,7–9,10–12,Postsecondary,General, | **L:** English

## 5576 – Soutenir les lecteurs en langue seconde

05/03/2019: 3:35:00 PM to 4:30:00 PM

Marysville A

### **Renée Bourgoin:**

La docteure Renée Bourgoin est coordinatrice du programme d'immersion précoce de son conseil scolaire et Chargée de cours pour la faculté de l'éducation à l'Université du Nouveau-Brunswick. Elle est aussi associée à la recherche honoraire pour l'Institut de recherche en langues secondes du Canada (L2RIC). Avant ça, Renée était enseignante d'immersion et coach en littératie et numératie. Elle est l'auteure de plusieurs publications académiques et ressources pédagogiques y compris Accès au Succès, Soutenir les lecteurs en langue seconde, Access for Success, et 70 activités motivantes de communication écrite.

### **Description/Abstract:**

Cet atelier explorera comment soutenir les lecteurs en langue seconde afin de les aider à devenir des lecteurs compétents et confiants. L'atelier commencera avec un survol des enjeux liés à l'identification des élèves ayant des difficultés de lecture. Ensuite, des interventions pédagogiques vous seront proposées afin de répondre à la question « Que puis-je faire quand mes élèves ont certains besoins particuliers en lecture ». Cinq catégories d'interventions seront présentées : la conscience phonémique, la phonétique, la fluidité en lecture, l'enrichissement du vocabulaire et la compréhension en lecture.

**S:** General | **T:** K–3,4–6, | **L:** French

## 4965 – Using Technology to Support a Linguistically Responsive Teaching Pedagogy

05/03/2019: 3:35:00 PM to 4:30:00 PM

Marysville B

### **Dania Wattar:** Emmanuelle Le Pichon-Vorstman; Nidhi Menon

Dr. Dania Wattar is research assistant at OISE and director of GTA Outreach. She has taught in different Canadian provinces and presented at Canadian and international conferences to researchers, and educators. Dr. Wattar's research interests include multiliteracies, multilingual education, Mathematics, and the teaching and learning of English and Arabic.

### **Description/Abstract:**

In this workshop, participants will be introduced to a video-response technology used to support the learning of English as an additional language. The workshop will draw on the results of our multi-year research project with young refugees in the Greater Toronto Area. We will show several examples of how the students used the application, talked about their languages and how they felt empowered by it. Educators will reflect on how this activity may increase students' confidence in learning the new language. Educators attending this workshop will get to examine students' work and see examples of different artifacts produced by students and showcase their proficiency in English. The workshop will also provide an opportunity for teachers to use the application and develop lessons that they can use to support their students. All educators working with English Language Learners as well as refugee students are welcome.

**S:** EAL | **T:** K–3,4–6,7–9,10–12,Postsecondary,General, | **L:** English

## 4931 – A Critical Model of EAP (English for Academic Purposes): Possibilities and Implications

05/03/2019: 3:35:00 PM to 4:00:00 PM

St. Mary's A

### **Chris Van den Broeck:**

Coordinator and regular appointment lecturer in the ESL Programme at St. Thomas University, Fredericton, NB.

#### **Description/Abstract:**

As a measure of better informing practice, but also as a vehicle for affecting real change in the teaching environment, action research is the most applicable methodology. The presentation will give an overview of a research study of an action research project in the post-secondary language classroom, where a critical approach to second language pedagogy was employed. Through a framework of critical inquiry and literacy, it is proposed that EAP programmes might be able to serve a dual purpose: to enhance language ability in a way not usually approached in existing curricula and texts, and also to allow a deeper consideration of how EAP learners view themselves, in terms of power relations and within the academic discourse community. Through an exploration of these concepts, a more meaningful exploration of the complex relationships between second language learners, their instructors, and the post-secondary institutions in which they exist may be better appreciated, and more fully understood.

**S:** EAL | **T:** Postsecondary, Administrators/Leaders/Policy Makers, Researchers, | **L:** English

## 4958 – ¡Español en línea, dos mundos, dos culturas!

05/03/2019: 3:35:00 PM to 4:30:00 PM

St. Mary's B

### **Cenia Marina Charest:**

Cenia Charest est enseignante en ligne des cours d'espagnol comme langue internationale pour les écoles francophones du Nouveau-Brunswick, et ce, depuis 2001. Elle facilite les échanges linguistiques entre les élèves de différentes régions de la province tout en favorisant l'apprentissage de la langue espagnol et le voyage virtuel aux pays hispanophones.

#### **Description/Abstract:**

Saviez-vous que l'espagnol est offert aux élèves de la 8e année à la 12e année dans les écoles francophones du N.-B? Est-ce possible à apprendre une autre langue dans un environnement en ligne, sans avoir l'enseignant face à face dans une salle de classe? ¡Claro que si!

Mais comment apprendre à communiquer dans une nouvelle langue dans un environnement virtuel? Comment fonctionnent ces cours? Quelles activités interactives font les élèves? Dans quels sites web sont présentés leurs projets? N'importe où ils se trouvent, soit à l'école ou à la maison, dans une autre province ou dans un autre pays, les élèves se branchent au monde pour apprendre, interagir et communiquer en espagnol dans leur classe virtuelle.

**S:** IHL | **T:** General, | **L:** French

## 4920 – Phonological Decoding to Learn to Read in French

05/03/2019: 4:05:00 PM to 4:30:00 PM

CP Garrison

### **Laura Hermans-Nymark:**

Laura Hermans-Nymark is an Adjunct Professor in the Faculty of Education at Western University and a second language consultant specialized in the use of the Common European Framework of Reference (CEFR). She leads CEFR-based projects and CEFR implementation initiatives, gives workshops and presentations across Canada and develops CEFR-inspired pedagogical resources

#### **Description/Abstract:**

“Iopirlfa eoqr ioeirpo” is what some beginning readers in Core French programs may see when they attempt to read a classroom text. Similar to phonological dyslexia, it occurs when students rely on their knowledge of English symbol/sound correspondences to read words in what is a different French orthographical system (Erler & Macaro, 2011). Studies have shown that a strong relationship exists between the progress that students make in French and their ability to decode phonetically in the second language (Woore, 2010; Erler, 2004).

Research into the benefits of phonological decoding has been conducted in the UK (Woore, 2010; 2018) but we wondered if the same results could be found in Canadian Core French classroom settings. Our research aims to gain insight into teachers’ perceptions of their Core French students’ progress through the use of a resource that was designed to help teachers enhance their students’ abilities to decode phonetically to foster reading skills. In this session we will report on the initial findings of our ongoing explorative inquiry into how the resource is been used in four grade 4 Core French teachers’ classrooms in Ontario.

## References

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Woore, R. (2018). Learners’ pronunciations of familiar and unfamiliar French words: what can they tell us about phonological decoding in an L2?. *The Language Learning Journal*, 46(4), 456-469, DOI: 10.1080/09571736.2016.116106

Woore, R. (2010). Thinking aloud about L2 decoding: an exploration of the strategies used by beginner learners when pronouncing unfamiliar French words, *The Language Learning Journal*, 38 (1), 3-17. DOI: 10.1080/09571730903545210

**S:** FSL | **T:** 4–6,7–9, | **L:** English

## 4953 – Integrating Indigenous Epistemologies and Plurilingual Frameworks Through E-Portfolio

05/03/2019: 4:05:00 PM to 4:30:00 PM

Devon

**Aline Germain-Rutherford:** Enrica Piccardo; Banafsheh Karamifar

Aline is Vice-Provost of Academic Affairs at the University of Ottawa. Her research includes the integration of technologies in language education and plurilingualism.

### Description/Abstract:

Both Indigenous language revitalization and the maintenance of linguistic diversity are vital to the well-being of the socio-historical and political spheres of our community, and they are important factors to consider in language pedagogy development. This presentation discusses the results of a four-year, SSHRC-funded, international research partnership which has designed an innovative theoretical framework integrating humanistic and holistic Indigenous epistemologies (Battiste, 2002; Yunkaporta, 2009) and the European plurilingual perspective into the design of an online portfolio for language learning. The online platform, LITE (Language Integration Through E-portfolio), positions language learners as autonomous agents rooted in their multiple linguistic and cultural identities. LITE users are guided through a series of plurilingual, action-oriented tasks (CoE, 2001; Piccardo, 2014) designed according to the four dimensions of the Medicine Wheel (Pitawanakwat, 2006): mind, body, emotions, and spirit. Through concrete examples of classroom tasks created for the K-12 and post-secondary Anishinaabemowin and Cree language contexts, the presentation discusses how research with Indigenous partners has translated the theoretical framework into pedagogical practice. The presentation concludes with the potential of this holistic paradigm for other language contexts and highlights the importance of two-way learning between Indigenous and western perspectives that can inform educational researchers, teachers, and students.

**S:** ILC | **T:** General, | **L:** English/French

## 5633 – ALG Website: Supporting Teachers of Indigenous Languages

05/03/2019: 4:05:00 PM to 4:30:00 PM

Lincoln B

### **Janice Aubry:**

During her more than 30 year career as an educator focusing on primarily on first language, second language and bilingual language acquisition/literacy development, Janice Aubry has worked as a teacher, consultant, supervisor, and is now Director of Curriculum and Resource Support at Edmonton Public Schools, which includes developing and directing the Institute for Innovation in Second Language Education (IISLE). Janice consults and speaks nationally and internationally, and has received numerous awards. She has served on several boards and councils, including serving currently as President of the Canadian Association of Second Language Teachers.

### **Description/Abstract:**

The president of CASLT will unveil a new website created by CASLT that is focused on supporting indigenous language pedagogy and approaches for teachers or instructors of Aboriginal languages. The ALG website hosts a series of professional learning videos produced from sessions presented at the 2017 Aboriginal Languages Gathering. Attendees will get a first look at the videos, resources and information relevant to teachers and stakeholders striving to revitalize indigenous languages and will have an opportunity to make comments and ask questions about the website.

**S:** ILC | **T:** General, | **L:** English

## 4956 – Introducing Speax: French

05/03/2019: 4:05:00 PM to 4:30:00 PM

Nashwaaksis A

### **Beverley Biggar:**

Hold an Honours BA from Laval University in French and Spanish, and an M.A. from OISE/UT in second language learning. For the past 30 years I have been active in educational publishing, as a Editor, Managing Editor, Publisher, and Co-author of FSL resources.

### **Description/Abstract:**

Speax: French delivers a unique language learning experience to FSL students in Grades 7-12, combining the latest learning methods, leading-edge speech technology, and game mechanics. Distributed initially through the Apple App Store, and available on both the iPad and iPhone, this interactive mobile application is designed for students who want to speak a new language, and it is delivered through an intuitive mobile game. Players are taken to a fanciful 3D Paris, where they check into Hotel Max, meet French-speaking characters, immerse themselves in Paris life, and re-emerge speaking French. Speax: French serves as an ideal blended resource in FSL classrooms.

**S:** FSL | **T:** 7–9,10–12,Postsecondary, | **L:** English

## 4900 – Comment rendre l'enseignement des verbes plus intéressant et pertinent pour nos étudiants en salle de classe?

05/03/2019: 4:05:00 PM to 4:30:00 PM

Nashwaaksis B

### **Alexis Maltais:**

Je suis étudiant au baccalauréat en Éducation à l'université du Nouveau-Brunswick. Mes intérêts de recherche sont la place de la grammaire dans l'enseignement, la motivation et l'identité. J'ai plusieurs années d'expérience en enseignement au niveau universitaire et j'ai enseigné l'anglais langue seconde en Asie pendant quelques années.

### **Description/Abstract:**

La grammaire a parfois la réputation d'être ennuyeuse, souvent parce qu'elle peut sembler détachée de réalité ou de sens pour l'apprenant. Cet atelier vous présentera des stratégies qui peuvent être utilisées pour développer, élaborer et choisir judicieusement des ressources ou activités pédagogiques de grammaire en français langue seconde qui se veulent efficaces, pertinentes et amusantes pour l'élève. Nous vous fournirons des exemples concrets d'exercices d'apprentissage concernant l'usage des verbes qui intègrent la notion de fréquence et simplicité, et qui répond donc à la question du quoi enseigner et quand l'enseigner. Vous serez ainsi en mesure d'utiliser ceux-ci avec vos élèves dans une variété de contextes pour enrichir votre enseignement des verbes en français langue seconde.

**S:** FSL | **T:** K–3,4–6,7–9,10–12,Postsecondary, | **L:** French

## 4949 – Perceptions des meilleures pratiques et des défis en matière d'enseignement des langues secondes au Canada et en Espagne

05/03/2019: 4:05:00 PM to 4:30:00 PM

St. Mary's A

**Maria Soledad Hoyos Perez:** Sylvie Roy

Dr María Soledad Hoyos Pérez est enseignante de langues secondes en Espagne et professeur à la faculté d'Éducation de l'Université de Valencia (Espagne). Elle a aussi été Professeur Visitant à la faculté d'Éducation de l'Université de Calgary et a participé dans une étude comparative de l'éducation bilingue, conclu en 2017. Actuellement, elle est Professeur Visitant d'Espagnol et travaille au Calgary Catholic School District. Elle fait partie d'un projet d'innovation éducative dédié au développement d'objets d'apprentissage liés à l'enseignement de l'éducation littéraire et interculturelle et à l'éducation au développement.

### Description/Abstract:

Dans cette présentation, nous examinons les principales conclusions d'une étude comparative lors de la mise en œuvre de programmes d'enseignement bilingues en Alberta et en Espagne. Nous avons rassemblé des données à partir d'observations en classe et d'interviews avec des enseignants et administrateurs dans les deux pays afin de mieux comprendre les similitudes et les différences entre les programmes bilingues. Ces données nous permettent de mieux comprendre et d'examiner les perceptions des meilleures pratiques ainsi que les défis en matière d'enseignement des langues secondes au Canada et en Espagne. En Alberta, surtout dans les programmes bilingues anglais-espagnol, de plus en plus d'enseignants utilisent une approche intégrée pour enseigner la langue seconde même si l'apprentissage des compétences orales prend de plus en plus d'importance. En Espagne, l'utilisation de la technologie permet aux jeunes d'apprendre l'anglais, mais un plus grand accent sur la pratique serait nécessaire. Nous présenterons donc certaines similarités de la mise en place des programmes bilingues ainsi que certaines différences en ce qui concerne les méthodes d'enseignement, le nombre d'heures consacrées à la langue ainsi que la perception de ce qui devrait être changé.

**S:** IHL | **T:** General, | **L:** French

## 5643 – Classrooms Without Language Borders

05/04/2019: 8:30:00 AM to 9:15:00 AM

Pointe Sainte-Anne BCD

**Roma Chumak-Horbatsch:**

Dr. Roma Chumak-Horbatsch teaches courses in language development and childhood bilingualism at Ryerson University in Toronto. Her research focuses on multilingual teaching, a pedagogy that is responding to changing school populations and increased diversity in learning programs and classrooms. Her new book, *Using Linguistically Appropriate Practice: A Guide for Teaching in Multilingual Classrooms* (*Multilingual Matters*, in press), is a research-based, field-tested resource that helps teachers transform their classrooms into multilingual and multi-literacy environments where languages and literacies come to life.

**Description/Abstract:**

This keynote will explore teaching and learning dynamics in classrooms where language borders have been abolished, where teachers say NO to language separation and where multilingual pedagogy is implemented. Defined as practice that reflects, supports, extends and enriches the social and linguistic realities of all learners, multilingual pedagogy is presented as the “go to” pedagogy of the 21st century. Examples from language learning classrooms in countries with high immigration (Canada, Sweden, Finland, Iceland and India) will demonstrate how multilingual practice enriches the language learning curriculum, brings home languages and literacies out of hiding, helps newcomers move from a passive place in the classroom to active participation in the curriculum and makes linguistic diversity comes to life!

**S:** General | **T:** General, | **L:** English

## 4881 – Enseigner le français langue additionnelle

05/04/2019: 10:00:00 AM to 11:55:00 AM

Barker's Point A

**Rodrigue Hébert:** Renée Godbout; Mélanie Boudreau

Enseignants en immersion française pendant 16 ans, dans le secteur français au NB depuis 2006. Agent pédagogique qui s'occupe de l'accueil à l'inclusion des nouveaux arrivants au DSF-S.

**Description/Abstract:**

En milieu minoritaire, nous voyons des élèves allophones s'inscrire dans nos écoles francophones. Cette année, trois écoles ont piloté le nouveau programme de français langue additionnelle dans trois écoles. Cette présentation discutera des défis, des succès et des pratiques gagnantes de ce nouveau programme.

**S:** FAL | **T:** 7–9,10–12, | **L:** French

## 4863 – Lead Powerful Learning

05/04/2019: 10:00:00 AM to 10:55:00 AM

Barker's Point B

**Lisa Ritter:**

Lisa Ritter serves as ACTFL President and was its 2010 National Language Teacher of the Year. Lisa recently retired from the Springfield MO Public Schools where she was a National Board Certified Teacher teaching Spanish and served as Coordinator of its International Baccalaureate Middle Years Program.

**Description/Abstract:**

Educators are leaders, influencing the effectiveness of language learning and how it is valued, in their classroom, institution, community, state, region, and nationally. This session focuses on four key questions: How can educators have an impact; How can I be a leader to proactively create powerful learning (a coach, not reactionary); What are educators and ACTFL already doing; and What high-leverage teaching strategies can improve my effectiveness as a language educator? Examples will come from globally connected projects; unit planning around issues of social justice; and promising practices for educator recruitment and retention in support of inclusion and diversity. Outcomes for this session are: I can outline how to incorporate global connections in my lesson, unit, and program design; I can identify high-leverage teaching strategies that support every learner to improve proficiency; and I can describe one way to showcase my program's success.

**S:** General | **T:** General, | **L:** English

## 5616 – La littératie critique : un atout avant tout

05/04/2019: 10:00:00 AM to 10:55:00 AM

CP Garrison

**Léo-James Lévesque:**

Professeur adjoint à St. Thomas University, au Nouveau-Brunswick, Léo-James est l'auteur de nombreuses ressources pédagogiques. Il a reçu le prix d'excellence André-Obadia de l'ACPI pour sa contribution exceptionnelle à la promotion de l'apprentissage du français. Il est également lauréat de la Bourse Hilroy pour son innovation pédagogique.

**Description/Abstract:**

Les médias exercent une puissante influence sur les jeunes. Les messages véhiculés par les médias contribuent à former leurs perceptions de la réalité. En interagissant avec les médias, les jeunes s'informent sur le monde, eux-mêmes et les autres. Ainsi, il est devenu essentiel de développer la pensée critique des jeunes afin d'affiner leur capacité de recherche pour mieux analyser et comprendre les messages médiatiques. Cet atelier propose quelques pistes à suivre pour développer la pensée critique envers les médias.

**S:** FSL | **T:** 7–9,10–12, | **L:** French

## 5543 – Differentiation of/for/by Assessment: Practices to Support Inclusive Teaching

05/04/2019: 10:00:00 AM to 11:55:00 AM

CP Miramichi

**Katy Arnett:**

A former high school French teacher in the U.S., Katy Arnett has been exploring and supporting the inclusive teaching practices in FSL/EAL for nearly 20 years.

**Description/Abstract:**

Drawing on ideas shared in Access for Success: Making inclusion work for language learners, this workshop will offer both theoretical and practical guidance in how to efficiently and effectively intersect assessment and differentiation in your classroom. Participants will explore issues related to how teachers can assess differentiated work with a single rubric for all assignments, how to use assessment to inform differentiated path options in your courses, and how to design differentiated activities that can be used to assess a variety of student skills/competencies in the classroom.

**S:** EAL | **T:** K–3,4–6,7–9,10–12, | **L:** English

## 4952 – Walking in Two Worlds; Using Traditional Knowledge in a Contemporary World

05/04/2019: 10:00:00 AM to 10:55:00 AM

Devon

**Celia Deschambeault:** Sienna Deschambeault

My name is Celia Deschambeault. I am Swampy Cree from Cumberland House. I hold a Bachelor of Education Degree, Bachelor of Arts Degree and a Master of Education Degree in Curriculum and Instruction. I have been an educator for 18 years with the last 8 in the area of Language and Culture. I am currently employed by Meadow Lake Tribal Council as their First Nations Language Revitalization Consultant.

**Description/Abstract:**

This session will walk you through how to use Indigenous Knowledge as the foundation of learning outcomes. Educators, language instructors and all other language learners will learn how to connect Indigenous Knowledge with contemporary materials using Indigenous languages. Learning activities are outcome based and student centered. These activities will be modeled through various instructional methodologies such as TPR and ASLA for oral language development and PWIM as the instructional strategy for the reading and writing of the language. Connections to subject areas such as numeracy, science, mathematics. I will be showing videos of my 10 year old daughter learning the language, reading the language, and writing the language.

**S:** ILC | **T:** K–3,4–6,7–9,10–12,General, | **L:** English

## **5592 – About CASLT**

05/04/2019: 10:00:00 AM to 10:25:00 AM

Lincoln A

### **Kathi McConnell-Hore:**

Kathi McConnell-Hore has been a classroom teacher, learning support teacher, resource teacher, English Language Arts consultant, Student Services consultant, French Language Consortium coordinator, assistant principal and principal, Director of Education for a band school and Coordinator for the Department of Education in Yellowknife. In most of her positions she has worked in communities across northern Canada – in Manitoba, the Northwest Territories and present-day Nunavut. She is currently the Manitoba Representative on CASLT's National Council and the principal of Margaret Barbour Collegiate Institute in The Pas, Manitoba.

### **Description/Abstract:**

A presentation about the Canadian Association of Second Language Teachers (CASLT), an organisation that is dedicated to the advancement of excellence in the teaching of second languages in Canada. The presentation will provide an overview of CASLT's areas of intervention, of the services and resources it provides to language teachers and of its efforts to promote the value of language learning.

**S:** General | **T:** General, | **L:** English

## **4925 – L'importance de la comptine!**

05/04/2019: 10:00:00 AM to 10:55:00 AM

Lincoln B

### **Isabelle Perron Desjardins:**

Mme Isabelle Perron Desjardins enseigne la musique depuis plus de 15 ans au N.-B. Passionnée de la musique et du monde de l'éducation, elle s'intéresse également à l'importance de la musique comme outils pédagogique important pour la littératie au primaire. Son expertise l'apporte à voyager au Canada afin d'offrir une variété de formations en pédagogies musicales. Elle est cette année récipiendaire du prix d'enseignante de l'année auprès de l'AEFNB et recevra le 3 novembre prochain le prix d'excellence en éducation du MÉDPE. Elle occupera cette année le poste d'agente pédagogique provincial en musique, arts et FPS dans le secteur francophone pour le N.-B.

### **Description/Abstract:**

Le début du cheminement scolaire est une période de découvertes où toutes les expériences vécues contribuent au développement global de l'enfant. En intégrant un grand nombre de comptines dans le quotidien des enfants, on mise sur un apprentissage ludique qui favorisera positivement les apprentissages scolaires futurs. En effet, les comptines sont un bon moyen d'améliorer, à la fois, les habiletés langagières et mathématiques, sans oublier les habiletés musicales. La musique, sous toutes ses formes, promeut des façons complémentaires d'apprendre. Profitez de toute la richesse qu'elle vous offre!

**S:** FMS | **T:** K–3, | **L:** French

## **5569 – Practical Applications for Including Plurilingual and Pluricultural Competence in the Second Language Classroom**

05/04/2019: 10:00:00 AM to 10:55:00 AM

Marysville A

### **Angelica Galante:**

Angelica Galante is an Assistant Professor in applied linguistics at Concordia University. A plurilingual herself, she speaks English, Portuguese, Spanish, and a little Italian and French. Angelica's research investigates innovative pedagogy, and

her current project examines the affordances of plurilingual instruction in language classrooms. To know more about her work, visit <https://doe.concordia.ca/plurilinguallab>

**Description/Abstract:**

The new CEFR Companion Volume (2018) calls for a shift in language teaching suggesting the inclusion of plurilingual and pluricultural competence in the classroom, however, practical application is still a challenge. This workshop first invites participants to try out tasks that have been previously piloted with a high success rate and then opens up for discussion so participants can reflect on the extent to which these tasks can be adapted to their own teaching context.

**S:** EAL | **T:** 7–9,10–12,Postsecondary, | **L:** English

## 4885 – Using Non-Traditional Texts to Access and Promote Language Learning

05/04/2019: 10:00:00 AM to 11:55:00 AM

Nashwaaksis A

**Katherine Arsenault:** Heidi O'Connell;Susan Pitman

The Education Support Teachers of EAL in New Brunswick are responsible for the provincial supports to EAL and classroom teachers Kg-12. The presenters have many years of experience, most recently assisting students with limited / no prior schooling transition to the education system.

**Description/Abstract:**

This session will focus participants on two highly effective methods to aid ELLs access higher level knowledge within content classrooms. The presenters will guide the participants in an interactive session outlining the use of images and graphics to promote higher order thinking strategies such as inferencing, cause and effect and sequencing. This 100 minute session allows participants to engage with the ideas and will offer models of use in the classroom.

**S:** EAL | **T:** 4–6,7–9,10–12, | **L:** English

## 4883 – Learning Centres and More!

05/04/2019: 10:00:00 AM to 10:55:00 AM

Nashwaaksis B

**Stacey Sveistrup:** Kindra Harte

Stacey is the Modern Languages Consultant in Vancouver and taught Intensive and Elementary Core French. She is on the BCATML Executive and worked with Pearson developing Echos Pro. She worked on the BC Ministry Core French Curriculum writing team. She is passionate about teaching French and enjoys sharing ideas.

**Description/Abstract:**

Roll up your sleeves and let's get busy! Learning centres accomplish great things for second-language acquisition and literacy!! Engage your students including multi-level classes with this approach that is low-prep and very high-engagement! We will explore innovation and technology as we design a very effective learning community for our second-language learners. Handouts provided and many hands-on classroom-ready activities will be shared! Please bring a device if possible. We will share ideas and strategies for building literacy and oral proficiency in the second-language classroom. Ideas shared will be highly motivating for our students and increase cultural awareness and competencies.

**S:** FSL | **T:** 4–6,7–9, | **L:** English

## 4951 – Language Learning Through the Medicine Wheel: Bridging Indigenous and Western-Plurilingual Pedagogies

05/04/2019: 10:00:00 AM to 10:55:00 AM

St. Mary's A

**Enrica Piccardo:** Aline Germain-Rutherford

Associate Professor at the Ontario Institute for Studies in Education (OISE) at the University of Toronto. Her research focuses on plurilingualism and she is proficient in French, English, Italian and German.

**Description/Abstract:**

Canada is linguistically and culturally diverse, but non-dominant languages are undervalued in English and French classrooms. This reality requires a re-envisioned attitude towards societal plurality and pedagogies that reflect and enhance such diversity (Cummins, 2007; Dyck & Kumar, 2012). This workshop presents an innovative pedagogical model bringing together plurilingualism, Indigenous pedagogies, the action-oriented approach, and technology-enhanced education into an e-portfolio for lifelong plurilingual and pluricultural learning. In this workshop, participants will be guided through the use of LITE (Language Integration through E-portfolio), a platform structured around a series of plurilingual, action-oriented tasks (CoE, 2001; Piccardo, 2014) which scaffolds literacy practices in students' L1+, enables collaborative work among students, and facilitates holistic and reflective learning inspired by the four elements of the Medicine Wheel: mind, spirit, emotions, and body (Toulouse, 2016). After being introduced to the theoretical frameworks informing LITE's design, workshop participants will be given the opportunity to create their own plurilingual, action-oriented scenarios and to consider the ways the Medicine Wheel can be integrated into all stages of learning, from curriculum planning to post-task self-reflection. Data from piloting the tool with K-12 and post-secondary students will be shared before concluding with practical considerations for fostering plurilingualism in the language classroom.

**S:** ILC | **T:** General, | **L:** English

## 4902 – Adventure Awaits, Go Find It

05/04/2019: 10:00:00 AM to 10:55:00 AM

St. Mary's B

**Yoshifumi Murakami:**

Yoshifumi Murakami has been the Special Language Advisor for Japanese language and culture at Japan Foundation since May 2017. Yoshi has extensive experience teaching Japanese and conducting teacher training programs in Mongolia, Vietnam, Egypt, Hungary, and Japan. His teaching experience covers a wide range of levels from language schools to high school and university.

**Description/Abstract:**

You will be able to obtain a first-hand experience of using the "Adventurer's Method", self-directed language learning through Social Media. This method requires you to have sufficient support from learning communities, appropriate content and tools. The two types of communities which will be of help would be a community with people who are actually using the language in everyday life, and a community with fellow students who are learning the language together with you. The two types of content required would be content that actually helps you to learn the language, as well as content written in the said language, such as entertainment or media content etc. There are various types of tools available, but I will be focusing on online dictionaries that run alongside the web browser, and flashcard applications. Please bring along a device with internet access to the session for hands-on practice.

**S:** General | **T:** 10–12,Postsecondary, | **L:** English

## 5593 – À propos de l'ACPLS

05/04/2019: 10:30:00 AM to 10:55:00 AM

Lincoln A

**Lisa Browne Peters:**

Lisa Browne Peters a enseigné dans des programmes de français en immersion et de français de base, et elle a travaillé avec des étudiants de tous les niveaux de la maternelle à la 12e année dans des environnements d'enseignement virtuels et en face à face. Elle est la représentante de Terre neuve et Labrador au Conseil national de l'ACPLS.

**Description/Abstract:**

Une présentation au sujet l'Association canadienne de langues secondes (ACPLS), un organisme dédié à faire progresser l'excellence dans l'enseignement des langues au Canada. La présentation fera un survol des champs d'action de l'ACPLS; des ressources et services qu'elle propose aux enseignants de langues secondes et des efforts qu'elle déploie pour mettre en valeur l'apprentissage des langues.

**S:** General | **T:** General, | **L:** French

## 5557 – A Focus on Oracy in the Development of Subject-Specific Academic Practices

05/04/2019: 11:00:00 AM to 12:55:00 PM

Barker's Point B

**Aida Walqui:**

Aída Walqui's work focuses on the development of educator expertise to provide second language learners deep, rigorous, and accelerated learning opportunities in their family language and in English as a second language. Walqui holds a Masters in Sociolinguistics from Georgetown University, and a Ph.D. in Language Literacy and Culture from Stanford University. She has won multiple awards for her work, including the TESOL International Association's 50 Most Influential Leaders in the profession in the last 50 years. The author of numerous books and articles, her Amplifying the curriculum: Designing quality learning opportunities for English Learners will be published by Teachers College Press next year.

**Description/Abstract:**

With the goal of offering multilingual, intercultural learners quality opportunities to learn, it is indispensable that we invite them to engage in sustained discipline-specific oral interactions as they read through texts and work with disciplinary ideas. These invitations weave a) listening to interlocutors as they propose ideas, b) responding to them, offering reasoned agreement or alternatives, c) reading together and problematizing both texts and their understanding of texts, d) developing metacognitive skills that will prove useful throughout their learning lives, and e) writing in a variety of formats. This workshop focuses on how to enact these five aspects of quality conversations in classes with English Learners and multiple other students. Guidelines, examples, and practices, as well as video clips from instruction will be used to illustrate proposed ideas.

**S:** EAL | **T:** K–3,4–6,7–9,10–12, | **L:** English

## 4877 – Frimousses, tout nouveau pour l'enseignement de la lecture en 1re et 2e année!

05/04/2019: 11:00:00 AM to 11:55:00 AM

CP Garrison

**Léo-James Lévesque:**

Léo-James Lévesque est professeur-adjoint, spécialiste en méthodologie du français langue seconde et coordonnateur de stages à la Faculté d'éducation de l'université St-Thomas à Fredericton, au Nouveau-Brunswick. Auteur d'une multitude de ressources pédagogiques et d'ouvrages de littérature jeunesse, il travaille dans le domaine de l'enseignement du français depuis 35 ans.

**Description/Abstract:**

Cet atelier animé par l'auteur Léo-James Lévesque vous fera découvrir la nouvelle collection Frimousses composée pour chaque niveau de 20 livrets d'histoires originales et d'un guide simple et complet proposant une démarche progressive pour l'enseignement explicite de la lecture. Les contextes d'apprentissage choisis sont en lien avec la réalité des jeunes apprenants et permettent la multidisciplinarité et l'intégration du processus d'enquête. Le vocabulaire riche est adapté aux besoins de l'immersion faisant de Frimousses la ressource parfaite pour soutenir et motiver les élèves non seulement dans l'apprentissage de la lecture, mais aussi de l'écriture et de la communication orale. Sans oublier les

versions audio et numérique des livrets et leurs nombreuses possibilités d'utilisation en classe. Les participants recevront un échantillon de la collection pour l'expérimenter dans leur classe.

**S:** FSL | **T:** K–3, | **L:** French

## 4955 – Indigenous Languages Matter: Blackfoot Without Borders

05/04/2019: 11:00:00 AM to 11:55:00 AM

Devon

**Sheri Henderson:** Rosella Many Bears

Sheri Henderson knows that language unites people across borders. With teaching experience on four continents, a MSc in TESOL from Aston University, and degrees in German and Education from Queen's University in Kingston, Canada, Sheri is now collaborating to design communicative language learning materials for students learning Blackfoot.

### Description/Abstract:

Language nourishes the soul. It is language which sustains a community, and preserves its culture and traditions.

Knowing a language ensures that a society and its people survives. UNESCO has proclaimed 2019 as the International Year of Indigenous Languages in an effort to highlight the very real risks of linguistic extinction faced by indigenous communities around the world. By working together to recognize, celebrate and value indigenous languages, we can ensure they are not lost to future generations.

The Blackfoot language used across the Blackfoot Territory is listed as “severely endangered” in UNESCO’s Atlas of the World’s Languages in Danger. In order to preserve this language, the Kainai Board of Education is working to position Blackfoot at the centre of its K-12 education. In this traditionally oral culture, using the philosophy of communicative language teaching is helping to develop learners’ oral competency and overall linguistic fluency in the Blackfoot language. In this workshop we will share how we are using a communicative approach to design language learning materials intended to not only preserve Blackfoot as a vital, living language, but to use linguistic knowledge to embody the unique identity, cultural history, traditions and memory of Blackfoot peoples.

**S:** ILC | **T:** General, | **L:** English

## 4819 – L'interaction orale dans la classe de sciences humaines

05/04/2019: 11:00:00 AM to 11:55:00 AM

Lincoln A

**Jeannot Cyr:**

Jeannot Cyr est un enseignant d'immersion au secondaire à l'école Kennebascus Valley depuis 2006 où il enseigne les classes de FILA et de sciences humaines de la 9e à la 12e année.

### Description/Abstract:

Cet atelier explorera les différentes activités orales que j'utilise dans mes classes de sciences humaines pour que celles-ci soient les plus interactives que possible. Et oui! c'est possible de rendre une ligne de temps et un personnage historique interactif!!!

**S:** FSL | **T:** 7–9,10–12, | **L:** French

## 4941 – Who Are You? Discover the Power of Your Teacher Identity

05/04/2019: 11:00:00 AM to 11:55:00 AM

Lincoln B

**Philippa Parks:**

Philippa Parks is an ESL teacher, author of ESL pedagogical materials, a teacher educator at McGill and UQAM universities, and now a doctoral candidate at McGill. Her research focuses on how Second Language Teacher Education can address the rising attrition rates, especially for second language teachers in Canada.

**Description/Abstract:**

What does it mean to be a second language teacher? What makes us different from other kinds of teachers? In this workshop we will look at current research into how we construct our professional teacher identities – what aspects make us stronger and how they evolve and change over time. We will learn how to draw on our professional identities to respond to the particular challenges of our profession, increasing our resilience in the classroom and bringing passion back into our teaching.

**S:** General | **T:** General, | **L:** English/French

## 5589 – Manuel sur l'approche actionnelle

05/04/2019: 11:00:00 AM to 11:55:00 AM

Marysville A

**Denis Cousineau:** Danielle Hunter

J'ai récemment pris ma retraite de ma carrière d'enseignant en janvier 2018. Depuis, je suis pleinement actif comme expert du CECR à travers le pays et collabore étroitement avec le Groupe Média TFO pour soutenir un changement pédagogique important dans le monde merveilleux de la classe de français langue seconde dans tous les programmes offerts, l'immersion française et tous les volets du FLS (français de base ou français intensif (extended French)). J'ai enseigné en immersion française et en français de base pendant 32 ans à Ottawa avec le conseil scolaire du district d'Ottawa Carleton. Depuis l'été 2009, je participe à un projet en cours dans la province de l'Ontario concernant l'impact du CECR sur l'amélioration de la réussite des élèves en français. J'étais le directeur du centre DELF d'OCDSB à Ottawa. Au cours des neuf dernières années, nous avons testé plus de 10 000 étudiants et sommes au cœur de profondes transformations du monde du FLS.

**Description/Abstract:**

Notre équipe a produit un guide ( pour ACPLS ) dans le but d'appuyer les enseignants à créer des tâches inspirées par l'approche actionnelle. Nous avons créé 4 scénarios et nous proposons dans le 4 des thèmes qui peuvent inspirés la conception de nouvelles tâches.

**S:** General | **T:** General, | **L:** French

## 5568 – Shifting Language Instruction from Monolingual to Plurilingual: Results of a Canadian Study

05/04/2019: 11:00:00 AM to 11:55:00 AM

Marysville B

**Angelica Galante:**

Angelica Galante is an Assistant Professor in applied linguistics at Concordia University. A plurilingual herself, she speaks English, Portuguese, Spanish, and a little Italian and French. Angelica's research investigates innovative pedagogy, and her current project examines the affordances of plurilingual instruction in language classrooms. To know more about her work, visit <https://doe.concordia.ca/plurilinguallab>

**Description/Abstract:**

With the increasing number of immigrants, refugees, and international students in language classrooms in Canada, there is an urgent need to provide pedagogy that is linguistically and culturally relevant. This keynote highlights the necessary shift from monolingual to plurilingual approaches in language teaching and reports findings from a research study comparing these two approaches in a university English for Academic Purposes program. Results from student data (N = 129) suggest that, compared to a monolingual approach, a plurilingual approach offers several benefits such as increase

of plurilingual and pluricultural competence, English vocabulary empathy, and cognition. All teachers who participated in the study ( $N = 7$ ) unanimously showed preference for plurilingual pedagogy. Implications for teacher training are discussed.

**S:** General | **T:** General, | **L:** English

## 4856 – Supporting Struggling Learners in French Immersion

05/04/2019: 11:00:00 AM to 11:55:00 AM

Nashwaaksis B

### **Lisa Bourque:**

Lisa Bourque is a French as a Second Language Inclusion Specialist with the Department of Education and Early Childhood Development for the province of New Brunswick. She completed her B.A and B.Ed. at the University of British Columbia in 2003, where she focused on French as a Second Language Education. In addition, her B.A consisted of a major in Canadian history with a focus on First Nations history. Lisa has dedicated 7 years to teaching French Immersion with the Vancouver School Board in British Columbia. After returning home, to Moncton New Brunswick, she continued to focus her teaching in French Immersion while pursuing a Master of Education in the area of exceptional learners at the University of New Brunswick in Fredericton. In the recent past, Lisa has worked as a resource teacher, focused on French Immersion where she acquired extensive training, skills and knowledge in the area of resource support, particularly in the area of Learning disabilities. Lisa is presently focusing her research on better practices for providing support to struggling learners in the area of reading and writing in early French immersion. She has presented several e-learning sessions and webinars, PD sessions for the Department of Education specifically related to French Immersion Inclusion, RTI, Strength based learning, learning disabilities and Indigenous cultural sensitivity. Having struggled with raising a child with a learning disability (LD), Lisa can share firsthand the struggles and feats in living and teaching children with an LD.

### **Description/Abstract:**

This session will focus on better practices for student with learning disabilities in the French Immersion program. It will address the following areas:

Personal anecdote with Learning disabilities

Inclusion in the French Immersion program

Effects of attrition for French Immersion students

Positive learning environment, differentiated instruction, RTI and UDL strategies

EA support, personal learning plans and transition planning

Early screening and intervention

Early skills and phonological awarenessTargeted Literacy Building:

Phonological Interventions

Reading Fluency

Vocabulary Development (word naming)

Writing Skills

Explicit teaching and Learning disabilities

Essential content and teaching competencies

**S:** FSL | **T:** K-3,4-6, | **L:** English/French

## 4860 – La classe virtuelle au service de la motivation et l'engagement

05/04/2019: 11:00:00 AM to 11:55:00 AM

St. Mary's B

**Marc-Albert Paquette:** Sophie Piquette

Président de l'Association canadienne des professionnels en immersion et de la Commission d'Amérique du Nord de la Fédération internationale des professeurs de français, Marc-Albert Paquette est conseiller pédagogique en FLS pour la commission scolaire Lester B. Pearson. Il s'intéresse à l'enseignement-apprentissage de la compétence interculturelle et à l'autonomisation de l'apprentissage.

**Description/Abstract:**

Nous avons tous été confrontés à des élèves plus ou moins motivés d'apprendre le français. Nous vous invitons aujourd'hui à découvrir l'expérience de Beaconsfield High School, au Québec, qui a développé un cours de français en ligne pour appuyer la motivation et l'engagement des élèves dans l'apprentissage de leur langue seconde. Comment s'y sont-ils pris? Pourquoi est-ce que leurs élèves choisissent volontairement de s'inscrire à ce cours? Quels ont été les impacts sur la maîtrise de la langue chez les adolescents de cette communauté? À la fin de cette atelier, vous aurez exploré une plateforme de cours en modalité mixte (virtuelle et en présence) et vous aurez les outils pour l'adapter au contexte de votre salle de classe et de votre école.

**S:** FSL | **T:** 7-9,10-12,Postsecondary, | **L:** French

## 4932 – Pistes et approches favorisant l'inclusion des élèves en acquisition langagière

05/04/2019: 12:00:00 PM to 12:55:00 PM

Barker's Point A

**Danielle Cormier:**

Ayant étudié à l'Université de Moncton, Danielle Cormier est enseignante depuis 2002. Depuis son début de carrière, elle occupe divers postes en enseignement ; enseignante titulaire de classe, enseignante d'appui à l'apprentissage, coordinatrice des services intégrés au District scolaire et depuis peu agente pédagogique provinciale pour le Ministère de l'Éducation et du Développement de la petite enfance au Nouveau-Brunswick. Par l'entremise de ces rôles, elle a eu l'occasion de collaborer étroitement avec le personnel enseignant œuvrant dans un contexte minoritaire, et avec des élèves issus de l'immigration. La littératie sous toutes ses formes en milieu minoritaire reste son domaine d'expertise.

**Description/Abstract:**

La maîtrise du langage oral ainsi que la conscience phonologique figurent parmi les indicateurs de réussite en littératie précoce. Concrètement, la communication orale soutient le développement de la conscience phonologique et morphosyntaxique ainsi que l'acquisition du vocabulaire et des structures de la langue sur lesquels vient s'appuyer l'apprentissage de la lecture et de l'écriture. Mais qu'en est-il pour les élèves allophones qui arrivent dans nos écoles francophones? Comment faire pour développer la littératie chez les élèves allophones lorsqu'ils nous arrivent à tous âges et à tout moment dans l'année scolaire? Quelles pratiques pédagogiques, des Guides pratiques en littératie (lecture-écriture-orale) publiés par le Ministère de l'Éducation et du Développement de la petite enfance du NB, devrait-on prioriser? Discutons ensemble du comment. Cet atelier s'avère un partage d'idées pour favoriser l'inclusion des élèves en acquisition langagière dans les classes des écoles francophones en milieu minoritaire.

**S:** FAL | **T:** M-3,4-6 | **L:** French

## 4933 – Les actions langagières dans toutes des matières

05/04/2019: 12:00:00 PM to 12:55:00 PM

CP Garrison

**Caroline Turnbull:**

Caroline Turnbull (M.Ed) est spécialisée dans la pédagogie des langues pour le secteur éducatif francophone au Ministère de l'Éducation et du Développement de la petite enfance du Nouveau-Brunswick. Depuis 2000, elle a développé de nombreux programmes, ressources et formations pour les enseignants à travers la province et le pays.

**Description/Abstract:**

Le phénomène d'accueillir un grand nombre d'élèves allophones provenant d'autres pays dans le système scolaire francophone est relativement nouveau au Nouveau-Brunswick. Les enseignants qui enseignent les matières comme les sciences humaines ou les mathématiques veulent répondre aux besoins de leurs nouveaux élèves, mais comment faire ceci si certaines élèves sont en pleine acquisition de la langue tandis que tous les autres parlent couramment le français? En tenant compte du niveau de compétence linguistique actuel de leurs élèves, cette présentation interactive examinera des pratiques éprouvées qui permettront aux enseignants de rendre leur matière scolaire accessible aux élèves qui sont en acquisition du français dans les écoles primaires et secondaires du système scolaire francophone.

**S:** FAL | **T:** 4–6,7–9,10–12, | **L:** French

## 5554 – Akweniki – I Can Do: CEFR Oneida Style

05/04/2019: 12:00:00 PM to 12:55:00 PM

Devon

**Mary Joy Elijah:**

As the Director of the Oneida Language & Cultural Centre (OLCC) for the past 20 years I have worked with the most senior members of my community as they are the knowledge keepers speakers of our Oneida language and culture. The OLCC is a program mandated by Oneida Nation of the Thames Council to promote the use of the Oneida language and the practice of the Oneida culture. When I first started in 1998 there were 212 mother tongue speakers of Oneida in our community on the Oneida Reserve. Today there are only 41 remaining and no second language speakers of Oneida as it has not been spoken in Oneida homes since the 1930's due to the residential school practice of beating the children for speaking their language. These 42 remaining speakers are all in their mid 70's to 90's and have been central to the work of adapting the CEFR method to fit the Oneida language context. They are the filter through which this methodology has passed in order to be a viable and effective teaching and learning revitalization tool. Morbidity has cast a melancholy pallor over the language revitalization work in general and the remaining speakers are saddened that they have no family members left to speak Oneida to and so few friends. They are also fearful that the language may become extinct. This phenomena is happening with many other First Nations communities who could adapt this innovative project to fit their own circumstances. It is the subject matter of my auto-ethnographic case study for my PhD dissertation in progress.

**Description/Abstract:**

Or A tried and true approach to second language teaching and learning when there's not a lot of time left to save your language. In the Oneida First Nation community there are not enough speakers remaining who have the stamina to offer a true immersion language program. Rather than turn to linguists, the Oneida speakers came up with an effective approach from the field of teaching and learning a second language by adapting the Common European Framework Reference for Languages to fit the Oneida language socio-cultural context. Participants will understand how a European method can be Oneida-ized in a process where the core Oneida cultural essence remains intact. This would be of interest to researchers, curriculum developers, administrators and teachers of First Nations languages.

**S:** ILC | **T:** K–3,4–6,7–9,10–12,Postsecondary,Administrators/Leaders/Policy Makers,Researchers,General, | **L:** English

## 4911 – Scaffolding Toward Authentic Conversations

05/04/2019: 12:00:00 PM to 12:55:00 PM

Lincoln B

**Rochelle Mills:** Brigid Halladay

Rochelle has taught French as a Second Language with Edmonton Public Schools for over 20 years. She has had the opportunity to teach FSL 4-9 throughout her career.

**Description/Abstract:**

The struggle to get students to use the target language orally can often be a challenge. This session will offer a system of paired conversations that provides students with an opportunity to use the vocabulary and grammatical structures that are taught in the classroom while building their confidence and competence at a rate that meets their individual needs.

**S:** General | **T:** K-3,4-6,7-9,10-12, | **L:** English

## 5573 – Updating the CEFR: The New CEFR Companion Volume

05/04/2019: 12:00:00 PM to 12:55:00 PM

Marysville A

**Enrica Piccardo:**

Associate Professor at the Ontario Institute for Studies in Education (OISE) at the University of Toronto. Her research focuses on plurilingualism, complexity theory, and the impact of the Common European Framework of Reference (CEFR) on second language education. She has published and presented internationally in French, English, Italian and German.

**Description/Abstract:**

Twenty years after its online first publication, the CEFR has been completed, updated and further developed through its Companion Volume with new descriptors (CEFRCV) (Council of Europe, 2018). This paper will present the project that informed the creation of the Companion Volume as well as the validation and piloting of its new descriptors. The CEFRCV has further developed existing dimensions of the CEFR and has introduced new important aspects that have the potential to foster a paradigm shift in language education. The presentation will introduce these aspects and discuss their implications for the language classroom and for teacher professional development.

**S:** General | **T:** General, | **L:** English

## 4964 – Trajectories of Refugee Students' English Language Learning and School Integration

05/04/2019: 12:00:00 PM to 12:55:00 PM

Marysville B

**Emmanuelle Le Pichon-Vorstman:** Dania Wattar; Nidhi Menon

Dr. Emmanuelle Le Pichon-Vorstman is Assistant Professor and head of the Centre de Recherche en Education Franco-Ontarienne, University of Toronto, OISE. Her keen interest in migration policy has led her to conduct research studies on issues related to multilingual education, particularly on the education of newcomers and indigenous students.

**Description/Abstract:**

In the last three years, close to 50,000 Syrian refugees were welcomed in Canada (Immigration, Refugee and Citizenship Canada, 2017) most of them were under the age of 18. This group comes with different needs and levels of development. This presentation will examine students' trajectories and the processes they undergo from language assessment to literacy development. It will provide educators and researchers the opportunity to consider the multiple sites involved in welcoming and supporting refugee students in Canadian schools. We will draw on visits to different school reception centers in different boards in the Greater Toronto Area, as well as on workshops that were offered to youth and children in collaboration with two NGOs from summer 2017 to summer 2018. Based on Cummins' (2009) Transformative Multiliteracies and Language Framework, we explore the role of different languages to support English Language Learners. In particular, we look at the factors that facilitated the use of home languages and how they allow students to bridge their knowledge in the different languages. We will discuss the results in the light of translanguaging practices and propose a pedagogical focus on inclusion that involves collaboration with community speakers of the languages of the students.

**S:** EAL | **T:** K-3,4-6,7-9,10-12,Administrators/Leaders/Policy Makers,Researchers,General, | **L:** English

## 4796 – A Change of Heart: Disrupting and Decolonizing the Second Language Classroom

05/04/2019: 12:00:00 PM to 12:55:00 PM

Nashwaaksis A

### **Nancy Griffith-Zahner:**

Currently working on her doctoral dissertation for SFU, Nancy has been teaching core French on traditional Ts'msyen Territory in Prince Rupert for 16 years. Her areas of interest include the decolonization of core French teaching through the use of Indigenous ways of learning.

### **Description/Abstract:**

After having spent over fifteen years teaching, assessing, and evaluating students using Western methods, Nancy has embraced a "change of heart" by studying and adapting Indigenous content, learning methodologies, and assessment strategies to create a more holistic and student-centered way of sharing the second language acquisition journey. After spending a year immersing herself in an intense decolonizing process, she has switched from the quiz-project-test cycle to one which embraces "evidence of learning" through group work, oral storytelling, circle sharing, conversation, and connection to the land. This workshop will briefly outline Nancy's journey, then offer specific hands-on examples and ideas which participants can use in their own classroom.

**S:** ILC | **T:** 7-9,10-12, | **L:** English

## 4867 – FLORA - French Learning Opportunities for Rural Areas

05/04/2019: 12:00:00 PM to 12:55:00 PM

Nashwaaksis B

### **Fiona Stewart:** Zoella Vienneau

Fiona Stewart is employed as a Second Language Learning Specialist for the New Brunswick Department of Education and Early Childhood Development (2008- 2018). She is responsible for FSL education from K through 12 (Intensive and Post-Intensive French, and the new pilot program French Learning Opportunities for Rural Areas K-3). She has been involved in L2 education since 1988.

### **Description/Abstract:**

The New Brunswick Department of Education and Early Childhood Development is pleased to present a new opportunity for K-3 elementary school children to learn French in rural areas. This creative program will introduce children to their second official language in a blended learning environment. Supported by a teacher, students learn French, for thirty minutes daily, through entertaining digital modules. These modules are accessible to students and families on their personal device or on a tablet borrowed from school so that child can read, sing and play along from home. The main characters, Rigolo and Rigolette, engage children as they learn French. The module content, which reflects the pedagogy of Intensive French (Neurolinguistic Approach) is designed to reinforce literacy and numeracy skills. Rigolo and Rigolette provide practice in new context which will stretch a child's imagination and deepen their learning.

**S:** FSL | **T:** K-3,Administrators/Leaders/Policy Makers,Researchers,General, | **L:** English/French

## 5650 – Your Guide to Planning Language Portfolio PD

05/04/2019: 12:00:00 PM to 12:55:00 PM

St. Mary's A

### **Michelle De Abreu:**

Michelle De Abreu is an independent second language consultant at B-Lingual Consulting. Michelle spent a long career as a French second language teacher and second language consultant with Edmonton Public Schools.

**Description/Abstract:**

Would you love ideas for organizing a learning opportunity around the Language Portfolio? The Canadian Association of Second Language Teachers (CASLT) has created a resource for second language educational facilitators to plan such opportunities, whether they be a one hour session or a multi-day workshop, delivered on-line or in-person. Learn about Using the Language Portfolio in the Classroom: A Facilitator's Guide and start your planning!

**S:** General | **T:** Administrators/Leaders/Policy Makers, | **L:** English

## 4858 – Parent Involvement Leads to Student Success

05/04/2019: 12:00:00 PM to 12:55:00 PM

St. Mary's B

**Nicole Thibault:**

Nicole has taught Core French, French immersion and served as a Vice Principal with the Ottawa Carleton District School Board. She taught at the Faculty of Education, University of Ottawa, served as Executive Director of CASLT, has authored several teacher resources, delivered keynote addresses and workshops at teacher conferences across Canada & US. Nicole is currently the Executive Director of Canadian Parents for French, National. Both her personal and professional passion is centered on the promotion of a bilingual Canada for all Canadians.

**Description/Abstract:**

Learn about how CPF supports your FSL program with youth activities and parent resources. What parents need to know, research on parent engagement and how to handle the challenges. Find out what CPF does locally, provincially and nationally to advocate for More French S.V.P.!

**S:** FSL | **T:** K-3,4-6,7-9,10-12, | **L:** English/French