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

AGM and Networking Day 2020

Mini-Meets Summary

Group	Question 1: How has the COVID-19 situation spurred innovation in your teaching? What innovations due to COVID-19 are worth preserving?	Question 2: What do you think will be the impact of COVID-19 on your students' language acquisition? On student learning moving forward?
Core French	• Greater inclusion and collaboration outside of traditional classroom walls • Students enjoy learning through different technologies and are adjusting well • Increased accessibility • More ways to connect with students	• During shutdown, Core French was viewed as less valuable than other subjects — will this perception remain? ▸ Teachers need to continue collaborating and imparting the value of language learning • Teachers need to be prepared to adapt to a blended learning environment; students are becoming more comfortable with online learning • Video conferencing can slow down the teaching and learning process • Wearing masks makes language learning more complicated — hearing the language from the teacher is challenging • It is difficult to simulate natural social interaction — critical to language acquisition — in a virtual environment • There is a need to build back students' skills (recovery learning) • Teachers are working hard to address the new challenges
French Immersion	• Opportunities to use versatile and powerful online resources to encourage student interaction • Using STEM approaches to motivate students • Using online tools to facilitate live interaction • Sharing innovative games, activities, and resources for language learning in an online group setting • Teachers work more in a blended learning environment • Need a diversity of approaches to language learning at all levels, especially elementary	• We need a method of assessing language learning that encourages students to interact in the target language • Challenge of teaching immersion when students are no longer immersed in the language ▸ Learning delays • Interaction among students is very important in virtual learning environments • More difficult to meaningfully connect with students online • How do you provide comprehensible input and promote interaction with beginner language learners online?

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ESL	• New technologies can be integrated into our practice
	• Provides a chance for teachers to revisit their practice
	• Greater teacher interest in integrating technology into practice
	• Decentralization of teachers' role in language teaching
	• Greater access to language learning opportunities and greater responsibility on learners for learning (student agency)
	• Autonomy has increased, more exposure to language and more accountability
	  ▶ Students more actively involved in their own learning
	• Easier for teachers to monitor engagement; tech skills are improving
	• "Blended" learning (like the "flipped classroom" approach) is more widely accepted and understood
	• Online learning affords immediate interaction in ways impossible to do in person
	• Online learning encourages participation for students who are shy or reluctant to speak out
	• Online learning offers built-in opportunities for students to enhance digital literacy skills:
	  ▶ With synchronous computer mediated communication (SCMC), students learn to use features such as mute and raise hand
	  ▶ With asynchronous computer mediated communication (ACMC), students can be creative and exchange ideas
		• How do we create community, encourage active participation, and build connections with students virtually? These require different strategies from in-person teaching
		• Modifying and considering what works in an online learning environment and what doesn't (for example, kinesthetic learning doesn't translate well)
		• Preparing asynchronous learning content can be difficult and time consuming
		• Stimulating student agency can be challenging
		• Teachers need reliable synchronous/asynchronous teaching tools
		• Teachers need to accommodate students' feelings and needs regarding online learning; e.g., "right to pass" if students experience difficulties (technical, personal…)

Modern Languages	• Online teacher training/professional development opportunities are more accessible • Teachers have been able to learn new technologies • Opportunities for teachers to collaborate and share initiatives and best practices more widely • Language learning apps have increased in popularity	• It is possible to accomplish a lot through remote or blended teaching, but students are also missing a lot, especially conversational practice, by not being in regular classes • Some students have had more time to practice and learn languages; some have had less time • It is particularly difficult to teach and engage young children online • Teachers and administrators have different expectations for students (e.g., whether cameras should be turned on during a lesson) • Teaching online poses challenges for student equity, access, privacy, and engagement • Challenges accessing funding and supply teachers • Mental health and anxiety challenges for both teachers and students • Teachers must keep advocating for the value of language teaching/learning

Indigenous Languages Mini-Meet

This year's Indigenous Languages Mini-Meet followed a different structure. The discussion was led by Mary Joy Elijah, Director of the Oneida Language and Cultural Centre, and Maureen Smith, Secretary of CASLT's Board of Directors.

- The participants in this mini-meet would like to continue the conversation about ways to help their languages survive and thrive
- They were interested in having CASLT assist their work in a supportive capacity, specifically in terms of helping with the following:
  - ► Start and facilitate conversations among Indigenous language teachers and supporters (many of whom were invited to the mini-meet)
  - ► Move forward with the next steps identified through these conversations
- Such a partnership with CASLT should be more of a working program/partnership/multi-partnership as opposed to a professional learning opportunity. Discussions should be led by those with the most knowledge and experience with Indigenous languages; CASLT should provide the administrative and research support/expertise.

Tools and Resources

Mini-meet participants also shared tools and resources to facilitate language teaching in virtual or blended contexts. Some of these include:

Learning Management Systems

1. Smash (https://smasheducation.com/)
2. Google Classroom (https://edu.google.com/intl/en_ca/products/classroom/)
3. Robotel's SmartClass HUB (https://www.robotel.com/lets-talk-activity-management-platform/)
4. ClassIn (https://www.classin.com/)
5. Brightspace (https://www.d2l.com/)
6. Canvas (https://www.instructure.com/canvas/)
7. Seesaw (https://web.seesaw.me/)

Games and Activities

1. Cubes d'energie (https://cubesenergie.com/)
2. Collage Maker from befunky.com (https://www.befunky.com/features/collage-maker/)
3. Tic Tac Toe (https://playtictactoe.org/)
4. Toy Theater (https://toytheater.com/)

Reading and Writing

1. Raz-Kids (https://www.raz-kids.com/)
2. Read&Write for Google Chrome browser extension (https://chrome.google.com/webstore/detail/readwrite-for-google-chro/inoeonmfapjbbkmdafoankkfajkcphgd)
3. Edji (https://edji.it/)
4. ReadWorks (https://www.readworks.org/)

Polling and Quizzing

1. Kahoot! (https://kahoot.com/)
2. Poll Everywhere (https://www.polleverywhere.com/)
3. Mentimeter (https://www.mentimeter.com/)

Other Tools and Resources

1. Google Jamboard (https://workspace.google.com/products/jamboard/)
2. Microsoft Sway (https://sway.office.com/)
3. Vocaroo (https://vocaroo.com/)
4. Flipgrid (https://info.flipgrid.com/)
5. Films pour enfants (https://films-pour-enfants.com/)
6. Newsela (https://newsela.com/)
7. 1jour 1actu (https://www.1jour1actu.com/)
8. BrainPOP (https://www.brainpop.com/)