



2013–2014 ANNUAL REPORT

Excellence in teaching languages

Canadian Association of
Second Language Teachers



Association canadienne des
professeurs de langues secondes

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CANADIAN ASSOCIATION OF SECOND LANGUAGE TEACHERS (CASLT)

2490 Don Reid Drive
Ottawa, Ontario K1H 1E1
1-877-727-0994
www.caslt.org
admin@caslt.org

About CASLT

PATRON

Governor General of Canada
David Johnston



His Excellency the Right Honourable David Johnston, C.C., C.M.M., C.O.M., C.D., Governor General and Commander-in-Chief of Canada

*Photo by: Sgt Serge Gouin, Rideau Hall
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BOARD OF DIRECTORS

- ♦ Caroline Turnbull, President
- ♦ Wendy Carr, Vice President
- ♦ Janice Aubry, Treasurer
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- ♦ Ronald Boudreau, Director at Large
- ♦ Stéphane Lacroix, Director at Large
- ♦ Enrica Piccardo, Director at Large
- ♦ Michael Salvatori, Past-President

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- ♦ Valérie Leclair, Alberta
- ♦ Sandi Kostur, British-Columbia
- ♦ Walter Nikkel, Manitoba
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- ♦ Lisa Browne Peters, Newfoundland and Labrador
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- ♦ Josianne Beaumont, Nunavut
- ♦ France Dupuis, Ontario
- ♦ Deneen Gallant-Norring, Prince Edward Island
- ♦ Terry Price, Quebec
- ♦ Linda Osborne, Saskatchewan
- ♦ Yann Herry, Yukon

VISION

Excellence in teaching languages

MISSION

CASLT fosters and advances professional excellence in the teaching of languages in Canada.

CASLT supports its members by promoting the advancement of language learning and teaching throughout Canada, by creating opportunities for professional development, by initiating and disseminating research, and by facilitating the exchange of information and ideas among language educators.

About CASLT

STAFF

- ♦ Guy Leclair, Executive Director
- ♦ Mihaela Vieru, Events and Special Projects Coordinator (part-time, 2 days per week)
- ♦ Diane Paquette, Finance Manager (part-time, 1 day per week)
- ♦ Nicole Nantel, Membership Development and Office Administrator
- ♦ Elise Catudal, Publications Coordinator

ACKNOWLEDGEMENTS

CASLT wishes to thank the following organizations:

- ♦ Association canadienne des professeurs d'immersion (ACPI)
- ♦ Association québécoise des enseignants de français langue seconde (AQEFLS)
- ♦ British Columbia Association of Teachers of Modern Languages (BCATML)
- ♦ Canadian Association for Japanese Language Education (CAJLE)
- ♦ Canadian Association of Applied Linguistics (CAAL)
- ♦ Canadian Modern Language Review (CMLR)
- ♦ Canadian Parents for French (CPF)
- ♦ Canadian Teachers' Federation (CTF)
- ♦ Centre for Distance Learning and Innovation (CDLI)
- ♦ Centre for Educational Research on Languages and Literacies (CERLL), OISE, University of Toronto
- ♦ Éducatrices et éducateurs francophones du Manitoba (ÉFM)
- ♦ French for the Future
- ♦ Goethe-Institut
- ♦ International and Heritage Languages Association (IHLA)
- ♦ Institute for Innovation in Second Language Education (IISLE)
- ♦ Manitoba Association of Teachers of French (MATF)
- ♦ New Brunswick Teachers' Association (NBTA)
- ♦ Nova Scotia Language Teachers Association (NSLTA)
- ♦ Official Languages and Bilingualism Institute (OLBI), University of Ottawa
- ♦ Ontario Modern Language Teachers' Association (OMLTA)
- ♦ PEI Association of Core French Teachers
- ♦ The Personal, Home and Auto Group Insurance
- ♦ Saskatchewan Association of Teachers of French (SATF)
- ♦ Second Language Research Institute of Canada (L2RIC)
- ♦ Second Languages and Intercultural Council (SLIC)
- ♦ Society for Educational Visits and Exchanges in Canada (SEVEC)
- ♦ Southern Alberta Heritage Languages Association (SAHLA)
- ♦ SPEAQ (Society for the Promotion of the Teaching of English as a Second Language in Quebec)
- ♦ Teachers of English as a Second Language of New Brunswick (TESL NB)
- ♦ TV5
- ♦ University of Ottawa

CASLT gratefully acknowledges the financial support of the Department of Canadian Heritage.



Canadian
Heritage

Patrimoine
canadien

2013 CASLT Awards

ROBERT ROY AWARD

Maureen Smith

The Robert Roy Award — named in memory of CASLT's founding president and granted each year to highlight the outstanding contributions of educators and researchers to second language teaching — was given to Maureen Smith in recognition of her commitment to language teaching, not only as a teacher, but also as a practitioner, presenter, and volunteer, as well as in recognition of her significant work in the area of Aboriginal languages.



Maureen Smith & Michael Salvatori

HONORARY LIFETIME MEMBER AWARD

Professor David Little

The Honorary Lifetime Membership was awarded to Professor David Little, School of Linguistic, Speech, and Communication Sciences, University of Dublin, Trinity College, Ireland. The CASLT Awards Committee wished to highlight Professor Little's contribution to the advancement of second language education and research internationally and in Canada, notably his work in introducing and promoting the CEFR in Canada.



Professor David Little

H.H. STERN AWARD

Kelly MacNeil

The H.H. Stern Award — granted each year to reward innovative projects in the classroom — was given to Kelly MacNeil, Core French teacher in Summerside, Prince Edward Island, for her project carried out in co-operation with ArtsSmarts and which revived her students' interest in French.



Kelly MacNeil & Caroline Turnbull

Information and Communications

CASLT believes that the exchange of information and ideas among second language (L2) teachers and stakeholders is an essential service. CASLT publishes an electronic newsletter each week (52 issues emailed during 2013–2014), and its professional magazine *Réflexions* three times a year. It distributes many documents and makes several presentations on a yearly basis at various L2 events across the country. It shares news, information, announcements, etc. on its website, Twitter, and Facebook. CASLT has two Twitter accounts: LangCanada (1169 followers) and CASLT ACPLS (448 followers).

Here are some of the venues where CASLT was present this past year:

- ❖ CASLT held an exhibitors' hall at its Languages Without Borders (LWB) 2013 for teachers/administrators to see the latest L2 resources produced in Canada, attendance 500 (April).
- ❖ CASLT held a display table at the Rascals 2013 (Regroupement au service des cégeps, anglais langue seconde) Colloquium, attendance 250 (June).
- ❖ CASLT presented its resources and services at the Summer University at the University of Ottawa, attendance 45 (July).
- ❖ CASLT presented its resources, professional development (PD) services, activities, etc. to French as a second language (FSL) consultants at the Ottawa-Carleton District School Board (OCDSB) (July).
- ❖ CASLT held display tables at the NSLTA conference, Halifax, attendance 300 (October); the BCATML conference, British Columbia, attendance 450 (October); the MATF conference, Winnipeg, attendance 300 (October); the OMLTA conference, Sudbury, attendance 250 (November); the SPEAQ conference, Montreal, attendance 750 (November).
- ❖ CASLT presented its resources and services at the University of Ottawa, Faculty of Education FSL students, 70 student teachers (December).

WHAT IS THE CEFR? AND WHY IS IT USEFUL?

CASLT produced a short, fun video entitled: **What is the CEFR? And why is it useful?** that explains briefly what the Common European Framework of Reference for Languages (CEFR) is and what are its benefits. The video is aimed at the general public. A slightly longer version gives more detail on the Language Portfolio and is aimed at teachers and L2 stakeholders.



Professional Development

CASLT organizes and holds workshops, conferences like Languages Without Borders (LWB), and meetings (Networking Day, Stakeholders' Meeting, round tables, panels, presentations, online forums, etc.), and produces publications and resources to support teachers in their professional development. In 2013–2014, the professional development highlight was certainly the LWB conference held in April 2013 in Winnipeg.

CASLT CHEZ-VOUS (CCV) AND OTHER WORKSHOPS

A CCV is usually a one-day professional development session centred on a theme or based on the expertise of a selected presenter. A CCV aims to provide services to CASLT members regionally, focusing on professional development and growth of participants; increase motivation and understanding of current effective practices; and support the application of effective research-based practices into daily teaching. A CCV is offered in partnership with a local organization. Hosting bodies can be a university, a provincial second language association, a school board, or the provincial or territorial department of education. CASLT works with the hosting body to ensure that the day's program reflects the needs and interests of the participating second language teachers. Workshops are similar in content and value, but vary from one to four hours in duration. In 2013–2014, the following CCVs and workshops were given:

- ❖ Web 2.0 in the classroom and online resources in FSL teaching, 2-day CCV, Official Languages and Bilingualism Institute (OLBI) Summer University, Ottawa, Ontario (July)
- ❖ Half-day workshop on Implementation and usage of the CEFR, Université de Saint-Boniface, Winnipeg, Manitoba (September)
- ❖ Assessment in Action Toolkit, 1-day CCV, Vancouver, British Columbia (October)
- ❖ Assessment in Action Toolkit, 1-day CCV, Saskatoon, Saskatchewan (October)
- ❖ Workshop on Literacy, Canmore, Alberta (October)
- ❖ Workshop on CASLT's Teacher Portfolio for English as a second language (ESL) teachers, SPEAQ Conference, Montreal, Quebec (November)
- ❖ Integrating CEFR into Anishnaabemowin and English college teaching, 1-day CCV, Barrie, Ontario (February)

THE CEFR IN CANADA: NOW AND TEN YEARS FROM NOW

This round table with Waldemar Martyniuk, Caroline Turnbull, Enrica Piccardo, Larry Vandergrift, and Miles Turnbull held at LWB 2013, enabled CEFR experts to examine and discuss the next steps needed to further the implementation of the CEFR in Canada.



Professional Development

LANGUAGES WITHOUT BORDERS 2013



The event was attended by over 350 delegates (close to 500 participants) and facilitated more than two full days of professional development. It included 71 workshops, six roundtables, two keynote addresses, a number of language workshops, and an exhibit hall that brought together the most important players in language teaching and learning from across Canada.

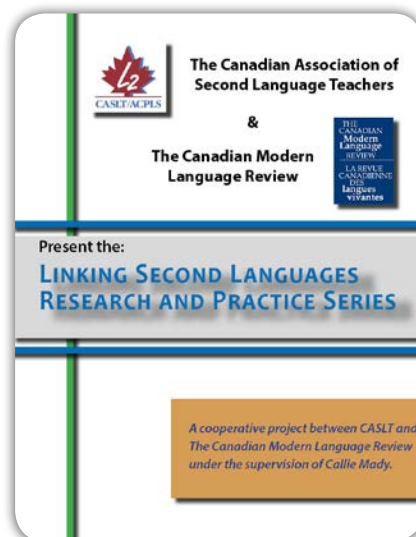
The feedback we received from participants, presenters, and exhibitors, both at the event and through the online survey made available to them the week after the conference, demonstrated a high level of satisfaction in terms of professional training, networking, and programming quality. In fact, three-quarters of survey respondents indicated their intention to attend the next LWB Conference (World Congress of Modern Languages), which is to take place in Niagara Falls, Ontario, in 2015.

LISTEN TO SELECTED LWB 2013 SESSIONS

The CASLT Live Learning Centre is an online library of selected session recordings from CASLT's LWB 2013 conference. This online resource contains 34 presentations.

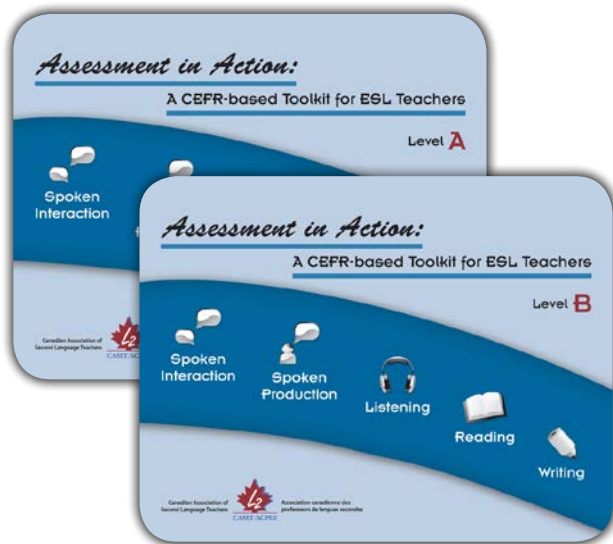
L2 RESEARCH TO PRACTICE SERIES

Two more teachers' guides in the L2 Research to Practice Series by Callie Mady were produced, one FSL and one ESL, and posted on CASLT's website for its members.



Pedagogical Resources

ASSESSMENT IN ACTION: A CEFR-BASED TOOLKIT FOR ESL TEACHERS



Based on the CEFR, this publication provides a set of adaptable tasks that ESL teachers can use in the classroom to support the assessment of their students' language level. Assessment in Action is built around five activity types: spoken interaction, spoken production, listening, reading, and writing. It covers levels A and B of the CEFR. These levels are split into sub-levels – from A1.1 to B2. Each activity type is based on a “can-do” statement that describes an activity the student can do in the target language. Assessment in Action is published in two volumes (Level A and Level B).

CÉLÉBRONS 2014: LA SEMAINE DE LA LANGUE FRANÇAISE



This annual teacher-support document is of particular interest to FSL teachers and helps them plan French Language Week activities in their schools and communities. Activities range from creating word puzzles and learning new French vocabulary to becoming familiar with francophone music and artists and researching the lives and customs of francophones living in other parts of the world.

Every year brings a new edition of the resource with new ideas for celebrating francophone culture. All CASLT members receive an electronic copy in early March, prior to International Francophonie Day.

Pedagogical Resources

PORTFOLIO DES LANGUES (ÉLÈVES DU PRIMAIRE)

This document is the result of a collaborative effort (thanks to Dr. David Little) between the Irish organization Integrate Ireland Language and Training (IILT), the Niagara Catholic District School Board (NCDSB), and CASLT. It is a translation/adaptation in French of a portfolio written in English and used in Ireland. By agreeing to have the portfolio translated, CASLT was granted permission to offer the French version to its members free of charge.



LANGUAGE TEACHER CALENDAR 2014



This great resource for the second language classroom, with fun trivia, useful expressions, educational links, and tips, is produced every year and sent by mail as a free gift to all members.

CASLT DATABASES

CASLT's 6 databases, including its pedagogical resources database **LangCanada**, were updated and augmented regularly throughout the year.

LangCanada.ca

L2 Educational Resources Database



Research and Surveys

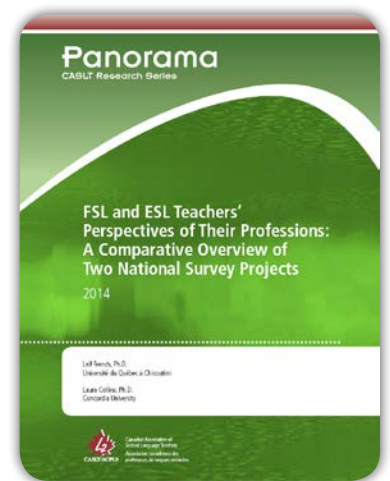
Research, its support and dissemination, is another pillar of the activities and services that we provide to our members and the educational community of Canada. We offer research and special initiative grants to teachers, conduct research projects, and publish research findings.

CEFR RESEARCH AGENDA PROJECT

This project was initiated by CASLT in late 2013 and is headed by a committee led by Stephanie Arnott (University of Ottawa, and author of CASLT's research report *Canadian Empirical Research on the CEFR: Laying the Ground for Future Research*), and including Marnie Beaudoin (Edmonton Public Schools), Sharon Lapkin (OISE), and Miles Turnbull (Bishop's University). The project is composed of a number of milestones, one of which was the creation of a CEFR online sharing site called the **CEFR Forum CECR**. This site features three virtual spaces: one, containing information on the project (goals, roles, rationale, etc.); a second (Sharing Space) where resources (books, videos, URLs, etc.) can be deposited and shared; and a third (Discussion Forum) where discussions on CEFR-related research can be initiated and continued, or questions and ideas presented. The **CEFR Forum CECR** was created and used for the research component of the project (over 40 researchers were interested in accessing the site), but as this milestone is achieved, it will be opened up to the larger community of stakeholders interested in implementing the CEFR across the country.

FSL AND ESL TEACHERS' PERSPECTIVES OF THEIR PROFESSIONS: A COMPARATIVE OVERVIEW OF TWO NATIONAL SURVEY PROJECTS

This document, prepared by Leif French, Ph.D. (Université du Québec à Chicoutimi) and Laura Collins, Ph.D. (Concordia University), provides a comparative overview of the findings of two national survey projects conducted by CASLT: *Teaching French as a Second Language in Canada: Teachers' Perspectives* (Lapkin, MacFarlane, & Vandergrift, 2006) and *Perceptions from ESL Teachers Across Canada: A National Survey of the English Second Language (ESL) Teaching Profession* (French & Collins, 2011).



The document is divided into two main sections. The first section contains a brief overview of the two surveys, highlighting the key similarities and differences in the teacher profiles and teaching contexts. The second section outlines recommendations for key stakeholders and proposes areas for future investigations of the teaching of official languages in Canada.



Teacher Support and Advocacy

STANDING SENATE COMMITTEE ON OFFICIAL LANGUAGES AND STANDING COMMITTEE ON OFFICIAL LANGUAGES OF THE HOUSE OF COMMONS

On May 6, 2013, CASLT appeared before the Standing Senate Committee on Official Languages as part of a study of best practices regarding language policies and learning a second language in the context of linguistic duality or plurality. The following day, it appeared before the Standing Committee on Official Languages of the House of Commons of Canada, this time as part of an inquiry into immersion programs in Canada's second official language. These two events enabled CASLT to make known its position and to issue recommendations regarding immersion programs and, more widely, language policies and the learning of second languages in Canada. The President of CASLT, Michael Salvatori, was the spokesperson before the Senate committee, while Executive Director Guy Leclair was the spokesperson before the House of Commons committee.

CASLT raised three foundational elements for national policy regarding the teaching of languages:

- 1) The key role that a Common Framework of Reference for Languages (CFRL) based on the CEFR could play, such as to provide terminology and standards that would be in line across the country;
- 2) The need for a pan-Canadian policy regarding official languages that will encourage and even render obligatory the learning of the

two official languages at all levels of schooling (such a policy would help provincial and regional authorities to establish policies that support the learning of second languages); 3) The necessity to maintain federal financial support for second-language associations that support teachers on the ground, and the importance for various ministries of education to identify obstacles to access, and the establishment, support, and promotion of high-quality second language teaching and adoption of corrective measures. Before the Standing Committee on Official Languages of the House of Commons, Mr. Leclair essentially supported the same ideas, but expressed them more specifically from the perspective of immersion programs. CASLT submitted to each of the two committees a report containing several recommendations.

FORUM ON INTENSIVE LANGUAGE PROGRAMS

On March 31, 2014, CASLT held an online Intensive Language Program (ILP) focus group meeting in order to take stock of the state of Intensive French (IF) and Intensive English (IE) programs and other ILPs in Canada. Almost 40 attendees from every province and territory discussed the highlights and challenges in their respective regions across the country. The presenters were from the ILP community as a whole. The information and the many suggestions gathered will help CASLT provide better support to second-language teachers throughout Canada. Among the observations were that ILPs are growing in popularity; the approach is having an influence on the teaching of other languages in Canada, particularly Aboriginal languages; and efforts are being made to have these programs conform to the CEFR. Challenges and shortfalls were also



Teacher Support and Advocacy

brought up. These include a lack of resources for teacher training and a shortage of qualified teachers. Shortfalls were also seen in the areas of openness, support, knowledge (of ILPs), and flexibility (for example, scheduling) among stakeholders in the education sector as well as inadequate sharing of research, knowledge, resources, and so on.

PARTNERSHIPS AND NETWORKING

- ❖ CASLT collaborates with a large community of L2 partners and stakeholders. CASLT has built a vast and complex network of provincial, national, and international partners; we inform and educate the public, the media, and stakeholders in education and at the different levels of government about second language teaching and learning issues in order to promote and defend the interests of second language teachers.
- ❖ CASLT signed (in April 2013) partnership agreements with the ÉFM (Éducatrices et éducateurs francophones du Manitoba) and with the AQEFLS (Association québécoise des enseignants de FLS).
- ❖ An institutional membership subscription drive enabled CASLT to more than triple its institutional members from 11 to 37.
- ❖ In the spring of 2013, the Goethe-Institut mandated CASLT to organize a delegation of representatives from the additional languages educator community from across Canada to learn about Germany's language education programs and its work in second language education. The aim of the visit to Germany (Berlin and Jena) was to increase appreciation for the languages and cultures of Germany/Europe

in Canada among language facilitators and in language classes across Canada; to increase the number of German/European language programs; and to establish a long-lasting network of experts in Germany/Europe and Canada. CASLT was more than pleased to participate in such a learning expedition, especially since this was a unique opportunity to gain better insight into the application of the CEFR. Said one participant, "The trip to Berlin was a truly informative experience. It was amazing for me to learn that schools introduce a second and third language within the elementary system, so graduating with some knowledge of 3 to 4 languages is common."

FSL PARTNERS NETWORK (FSLPN)

CASLT continues to be a member of the FSLPN. The Network held a retreat to review its mandate and activities. The new Mission Statement is to **"Work together to increase the number of Canadians who acquire French as their second official language."** Its actions will now be guided by this goal.

Finances

FINANCIAL PROJECT SUMMARY FOR THE YEAR ENDED MARCH 31, 2014

In accordance with Canadian Heritage requirements, the revenue and expenses for each project is as follows:

	Programming	CEFR Portfolio	Online Professional Development Tools	Languages Without Borders	2014 Total	2013 Total
REVENUE						
Contributions from Canadian Heritage	\$ 305,000	\$ 138,000	\$ 71,000	\$ –	\$ 514,000	\$ 453,000
Other	47,076	5,000	8,251	92,001	152,328	65,106
	352,076	143,000	79,251	92,001	666,328	518,106
EXPENSES						
Salaries and benefits	125,820	64,174	21,875	–	211,869	216,594
Honoraria, professional, and consulting fees	54,370	23,377	38,219	3,832	119,798	91,147
Travel and accommodation	66,176	31,161	8,374	86,373	192,084	81,654
Printing and publicity	55,480	11,546	5,801	–	72,827	63,422
Operating costs	48,355	11,842	624	3,687	64,508	54,486
Teacher bursary	1,000	–	–	–	1,000	–
Other	4,074	1,006	4,722	26	9,828	5,896
	355,275	143,106	79,615	93,918	671,914	513,199
EXCESS (DEFICIENCY) OF REVENUE OVER EXPENSES	\$ (3,199)	\$ (106)	\$ (364)	\$ (1,917)	\$ (5,586)	\$ 4,907