



2014–2015 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)

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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
© Her Majesty The Queen in Right of Canada represented by
the Office of the Secretary to the Governor General (2010)*

BOARD OF DIRECTORS

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

CANADA NOT-FOR-PROFIT CORPORATIONS ACT

CASLT received its Certificate of
Continuance on August 5, 2014.

NATIONAL COUNCIL

- ♦ Valérie Leclair, Alberta
- ♦ Sandi Kostur, British Columbia
- ♦ Walter Nikkel, Manitoba
- ♦ Chantal Lafargue, New Brunswick
- ♦ Lisa Browne Peters, Newfoundland and Labrador
- ♦ Elizabeth Monroe, Northwest Territories
- ♦ Elaine Melanson, Nova Scotia
- ♦ 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 position (April to December 2014)
- ♦ Caroline Bédard, Events and Special Projects Coordinator (January to March 2015, replacing Mihaela Vieru)
- ♦ Diane Paquette, Finance Manager, part-time position
- ♦ 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 Modern Language Review (CMLR)
- ♦ Canadian Parents for French (CPF)
- ♦ Canadian Teachers' Federation (CTF)
- ♦ Centre for Distance Learning and Innovation (CDLI)
- ♦ Éducatrices et éducateurs francophones du Manitoba (ÉFM)
- ♦ Embassy of France
- ♦ Embassy of Germany
- ♦ Embassy of Spain
- ♦ Fédération internationale des professeurs de français (FIPF)
- ♦ French for the Future
- ♦ Goethe-Institut

- ♦ Institute for Innovation in Second Language Education (IISLE)
- ♦ International and Heritage Languages Association (IHLA)
- ♦ International Modern Language Teachers' Federation (FIPLV)
- ♦ 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

2014 CASLT Awards

ROBERT ROY AWARD

Ruth Renters

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 Ruth Renters. Ruth was born, raised, and educated in Germany. After finishing her teaching degree at the Ruhr-Universität Bochum she was granted a German Academic Exchange Service posting at McMaster University in Hamilton for a year. After that year, she pursued a master's degree in German literature at McMaster. After further graduate studies, Ruth taught for two years at Trent University and ten years at McMaster University before she accepted the offer to become the liaison coordinator and, later, deputy director of the Goethe-Institut Toronto. During this time, Ruth was active in promoting cultural programs and professional development for students, teachers, and language educational institutions.



Ruth Renters and Michael Salvatori

HONORARY LIFETIME MEMBER AWARD

Patsy M. Lightbown

The Honorary Lifetime Membership was awarded to Patsy M. Lightbown, Distinguished Professor Emeritus (Applied Linguistics) at Concordia University in Montreal. Since the 1970s, her research has focused on the importance of time in second language learning and on the complementary roles of meaning-focused and language-focused activities. She has studied the acquisition of French, English, and Spanish in classrooms in Canada and the United States. She is the author of *Focus on Content-Based Language Teaching*, published in 2014 and *How Languages Are Learned* (with Nina Spada), now in its fourth edition.



Enrica Piccardo and Patsy M. Lightbown

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 2014–2015), 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 (1209 followers) and CASLT/ACPLS (773 followers).

Here are some of the venues where CASLT was present (April 2014 to March 2015):

- ❖ CCERBAL Conference (Ottawa, April)
- ❖ TESL NB Annual General Meeting and Networking Professional Learning Day (Fredericton, April)
- ❖ EOSDN Language for All Conference (Kingston, April)
- ❖ SPEAQ's RASCALS Colloquium (Montréal, June)
- ❖ NWTTA's Territorial Educators' Conference (Yellowknife, September)
- ❖ PEITF Annual Convention (Charlottetown, October)
- ❖ CPF Conference and AGM (Ottawa, October)
- ❖ OMLTA Fall Conference (Cambridge, October)
- ❖ BCATML Celebrating Languages Conference (Burnaby, October)
- ❖ MATF's SAGE (Winnipeg, October)
- ❖ ÉFM's Annual Pedagogical Conference (Saint-Boniface, October)
- ❖ ACPI's Congress (Halifax, October)
- ❖ SLIC Annual Conference (Edmonton, November)
- ❖ SPEAQ's Annual Convention (Québec, December)
- ❖ EOSDN "Le français à cœur" (Kingston, December)
- ❖ OCETF Professional Development Day (Ottawa, February)
- ❖ IISLE – Second Languages Matter! Best Practices Day (Edmonton, February)
- ❖ World Congress of Modern Languages – CASLT, OMLTA, and FIPLV (Niagara Falls, March)

CASLT presented its resources and services at the Summer University at the University of Ottawa. Attendance: 30 (July).

CASLT presented its resources and services at the University of Ottawa, Faculty of Education FSL students. Attendance: 60 (December).

CASLT held an exhibitors' hall at its 2015 World Congress of Modern Languages (WCML) for teachers/administrators to see the latest L2 resources produced in Canada. Attendance: 1050 (March).

Professional Development

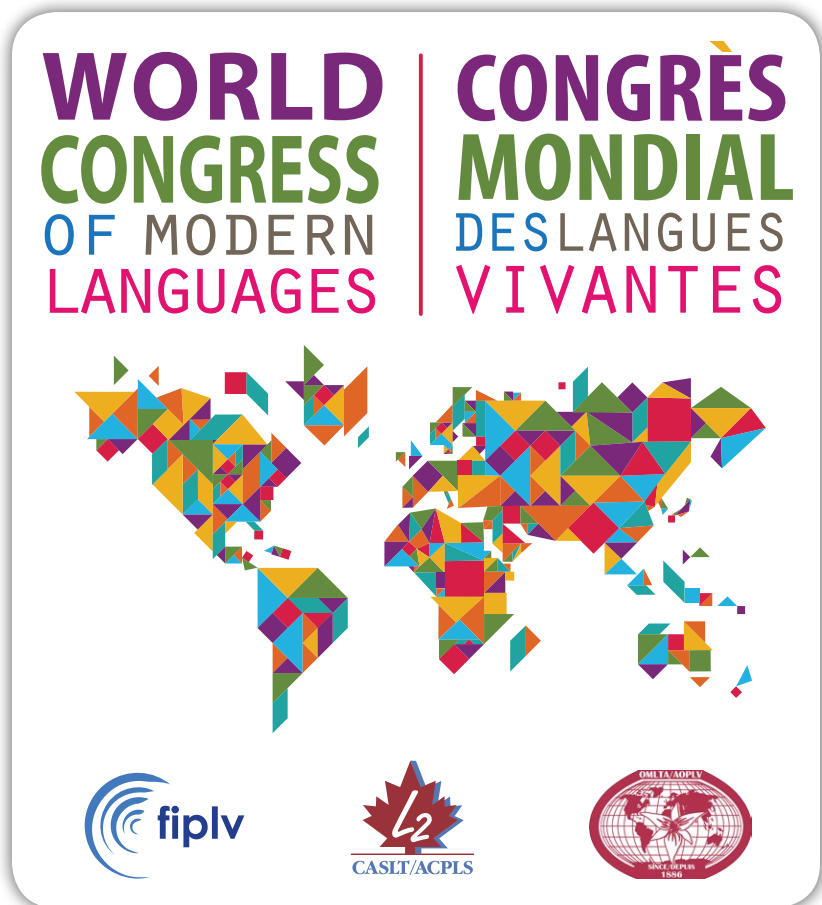
CASLT organizes and holds workshops, conferences, and meetings (Networking Day, Stakeholders' Meeting, round tables, panels, presentations, online forums, etc.), and produces publications and resources to support teachers in their professional development (PD).

WORLD CONGRESS OF MODERN LANGUAGES (WCML)

In 2014–15, the spotlight PD activity was, no doubt, the WCML, held in March 2015 in Niagara Falls, and organized with the Ontario Modern Language Teachers' Association (OMLTA) and the International Federation of Language Teacher Associations (FIPLV). The 1,050 people in attendance had a chance to participate in more than two days of workshops, roundtables, lectures, and other activities. CASLT facilitated six workshops, including “The Advantages of Using L1 and L2 in the L2 Classroom and Possible Implications” (Lacroix; Chu Lau; Coelho; Howden) and “Branché sur la francophonie : un survol de la ressource *Célébrons la Semaine de la langue française 2015 de l'ACPLS*” (Cake). Nineteen workshops on the Common European Framework of Reference for Languages (CEFR) were presented, as were eight on autonomy and the action-oriented approach.

The program was rich and diversified, including more than 140 workshops and presentations, as well as four plenary sessions, including “Accroître la confiance et la compétence de nos apprenants par le biais d'un virage pédagogique

et culturel en langue seconde,” given by Denis Cousineau, FSL Instructional Coach, OCDSB, and “Making the CEFR Tangible: EAQUALS' Core Inventories for English and for French,” given by Brian North, EAQUALS.



Professional Development

VIRTUAL SESSIONS

The online PD program is very popular with members. The one-hour sessions are user-friendly and easy to access.

- ❖ *Integrating Technology & Social Media into L2 Teaching and Learning*, Jacques Cool (April)
- ❖ *Tips for Tweaking: Key considerations of adapting instruction in second language classrooms*, Katy Arnett (May)
- ❖ *Teaching Culture in the L2 Classroom*, Melody Kostiuk (October)
- ❖ *Assessment in Action Toolkit*, one-day workshop (May, October, and December)
- ❖ *Technology in the Classroom Series*, Jim Murphy: 1) “Rapid Design of Classroom Language Routines” (January); 2) “An Introduction to Google Drive for Teaching and Learning in the L2 Classroom” (February)

FACE-TO-FACE SESSIONS (CCV AND WORKSHOPS)

- ❖ Two-day CASLT Chez-Vous (CCV) “Le Web 2.0 dans la salle de classe et les ressources en ligne pour l’enseignement du FLS,” Summer University at the University of Ottawa (July)
- ❖ “Communicative and action-oriented approaches,” Enrica Piccardo; “Inclusion in Second Language Education: A State of the Art, Katy Arnett”; and “Developing Intercultural Competencies in the L2 Classroom,” Melody Kostiuk (September)
- ❖ “Explorons le quoi et le comment du CECR : ressources, stratégies et possibilités dans le contexte FLS en Ontario,” Stephanie Arnett et Guy Leclair, Summer University at the University of Ottawa, OLBI (July).

Pre-Congress Roundtable – Technology in the Classroom

Technology has made its way into the classroom, creating exciting new possibilities and interests, and simultaneously blurring lines between various traditional spheres, e.g., prose/text vs. images, the public vs. privacy, access to vs. control of information, etc. The use of technology in the classroom influences teacher/pupil relationship, impacts the profession (increased/modified working conditions, professional learning, etc.), and challenges the student (media literacy, critical thinking, autonomy, etc.). Jacques Cool, Sylvia Duckworth, and Jim Murphy, e-teachers and specialists in the use of technology in the classroom, gave a critical view of the now entrenched use of technology in the classroom

Listen to Selected 2015 WCML Sessions

The CASLT Live Learning Centre is an online library of selected session recordings from CASLT’s 2015 WCML. This online resource contains 25 presentations available to members of CASLT.

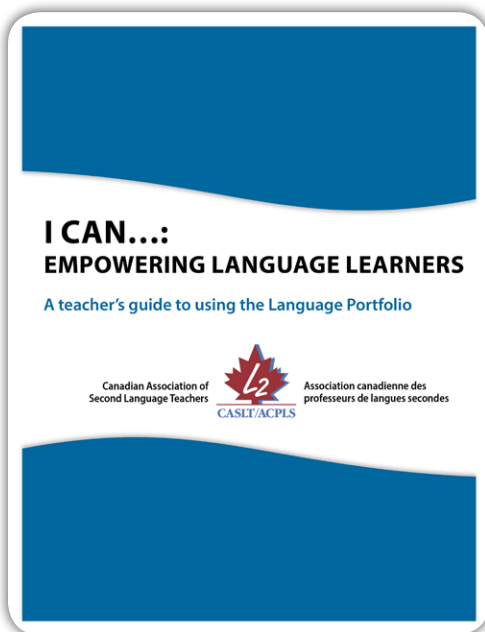
**WORLD
CONGRESS
OF MODERN
LANGUAGES**



Pedagogical Resources

I CAN...: EMPOWERING LANGUAGE LEARNERS

(A teacher's guide to using the Language Portfolio)



This resource is designed to help teachers understand the concept of learner autonomy as it relates to classroom practice that supports the principles and guidelines of the Language Portfolio. Its purpose is to demonstrate how the Language Portfolio and its corresponding guiding principles relate to general classroom practice. It targets secondary school L2 teachers working in a variety of language learning contexts with diverse learner needs. Teachers can use it as a starting point to develop lessons incorporating the Language Portfolio and/or its related principles. Sample lessons are included. This resource is currently being translated and will be published at the end of 2015 in French.

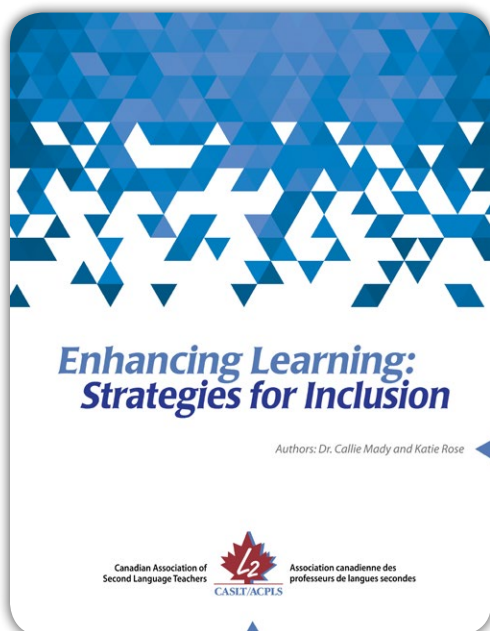
INVENTAIRE LINGUISTIQUE DES CONTENUS CLÉS DES NIVEAUX DU CECRL (INVENTORY OF CORE LANGUAGE FOR CEFR LEVELS)



The Inventory is the result of collective efforts (EAQUALS, CIEP, Eurocentres, and CASLT) coordinated by Brian North in order to clarify language content related to the CEFR levels that must be taught or learned. It answers the question: What content needs to be taught and evaluated for each CEFR level? The PDF version is available free of charge.

Pedagogical Resources

ENHANCING LEARNING: STRATEGIES FOR INCLUSION



This publication offers descriptions of ten strategies chosen for their potential to respond to diverse student needs in L2 classrooms. Each strategy is described by way of a definition, a suggested target audience, a depiction of when and how it might be used, followed by a L2 classroom example, and references for those who wish to read further on the topic.

2015 LANGUAGE TEACHER CALENDAR

This resource for the L2 classroom, with fun trivia, useful expressions, educational links, and tips, is produced every year and sent by mail as a gift to all members.

CASLT has produced two videos with material drawn from the publication *Enhancing Learning: Strategies for Inclusion* in order to give a quick, user-friendly, easily accessible overview (online) of how to integrate strategies for inclusion into the classroom.

Instructional Delivery Strategies – Maximizing Target Language Use



Strategies to Support Students – Using Assessment and Evaluation Strategies to Support Students



CASLT's 20 Calendar Calendrier 15 de l'ACPLS

International Year of Light • Année internationale de la lumière

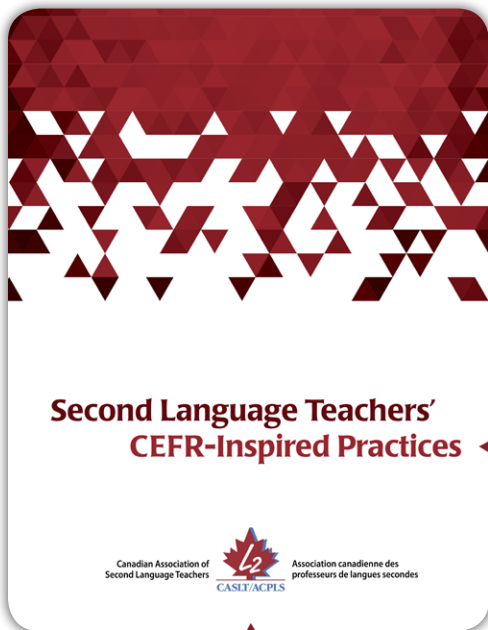


The Language Teacher Calendar

Le calendrier de l'enseignant de langues

Pedagogical Resources

SECOND LANGUAGE TEACHERS' CEFR-INSPIRED PRACTICES



This publication provides a collection of teacher-submitted practices that show how the Common European Framework of Reference (CEFR) is being incorporated into Canadian language classrooms. Teachers from across the country were invited to submit examples of lessons or lesson-series that use elements of the CEFR in teaching and/or assessing second languages. By sharing what is happening in Canadian classrooms, we hope that teachers will be engaged and inspired in their own practice. The PDF version is offered free of charge to CASLT members.

CÉLÉBRONS 2015 : LA SEMAINE DE LA LANGUE FRANÇAISE



This annual teacher-support document allows FSL teachers to plan French Language Week activities. 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. In 2014–15, thanks to an agreement with the Embassy of France, this resource was available to francophone communities both in Canada and internationally.



Research and Surveys

CFRL RESEARCH FORUM

On May 25, 2014, CASLT held a meeting in St. Catharines, Ontario, that gathered 25 researchers in the field of Linguistics and Education from universities across Canada to discuss and advance a CEFR Research Agenda project. Participants met to discuss existing Canadian empirical CEFR-related research; to identify and examine research gaps that need to be filled; and to consider working as part of a team of authors to co-create a research agenda and identify priority areas of inquiry to motivate and guide future CEFR-related research in Canada. The Forum committee met a number of times via the CFRL Research Forum's Google site, including on July 29, August 13, and October 21. A committee was formed to write the research program; the committee's task is to produce a report that will be published in one of the scholarly journals specializing in L2.

RESEARCH REPORT

The Council of Ministers of Education, Canada (CMEC) granted a mandate to a research team led by Dr. Sharon Lapkin (professor emeritus, OISE). The research project, administered by CASLT, led to the production of a report titled "FSL in Canada: Potential for Collaboration." The report contains an overview of the predominant challenges involved in FSL teaching and learning in the various regions of Canada. The document also highlights current areas of co-operation among provinces and territories that may make it possible to improve FSL teaching.

Teacher Support and Advocacy

CONSULTATION: REPORT BY THE CONSEIL SUPÉRIEUR DE L'ÉDUCATION DU QUÉBEC (CSE)

The CSE invited CASLT on August 26, 2014 to the launch of the report "L'amélioration de l'enseignement de l'anglais, langue seconde, au primaire : un équilibre à trouver" (Improving the Teaching of English as a Second Language in Elementary School: Finding a Balance).

The CSE wrote the report as advice to the Québec ministère de l'Éducation, du Loisir et du Sport.

Associations, individuals, and stakeholders were invited to the launch of the report before the press release. The report does not propose a new model, but rather a proven one for student learning; one that the current government included in its election platform. The CSE was invited to reflect on the feasibility of the model. Two of the many major points that came from the study were:

- ❖ The CSE will not encourage a general application of the Intensive policy, but it will not stop those school boards that wish to continue or initiate this approach.
- ❖ This implementation of Intensive English requires a great deal of collaboration between the teachers concerned.



Teacher Support and Advocacy

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. It informs and educates 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.

Renewal of the Agreement between CASLT and CAJLE

CASLT and the CAJLE (Canadian Association for Japanese Language Education) have renewed their co-operation agreement, which came to term in September 2014. The interim president of CASLT, Wendy Carr, and the new president of the CAJLE, Ikuko Komuro-Lee, signed the agreement at a signing ceremony. The agreement means that the partners will exchange information on language teaching; promote each other's activities, such as lectures, meetings, and workshops; and provide mutual support in the development of certain projects.

Collaboration between CASLT and ACTFL

In March 2015, during WCML 2015, the executive committees of CASLT and ACTFL (American Council on the Teaching of Foreign Languages) met, among other reasons, to explore activities for North American collaboration, including one aiming

at information exchanges and promotion of aspects of a CFRL (common framework of references for languages) in North America.

FSL Partners Network (FSLPN)

CASLT continues to be a member of the FSLPN. The Network regularly holds, as needed, face-to-face or virtual meetings.

Participation in the Annual CADMOL Consultations

The FSLPN was invited to the annual consultation of the Committee of Assistant Deputy Ministers on Official Languages (CADMOL), which took place on May 21, 2014. This meeting of the representatives of anglophone communities of Québec, francophone communities in a minority situation, organizations promoting linguistic duality, second language education, and members of the Executive Subcommittee of CADMOL (EX-CADMOL) offered a meaningful opportunity to discuss current issues around the official languages in Canadian society, but also emerging trends and challenges. The Network took advantage of this meeting to underline the importance and contribution of young people who want to learn and speak their second official language in Canada.

Finances

FINANCIAL PROJECT SUMMARY FOR THE YEAR ENDED MARCH 31, 2015

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

	Teacher Support Program	Portfolio	Practices for the Future	Languages Without Borders	2015 Total	2014 Total
REVENUE						
Contributions from Canadian Heritage	\$ 305,000	\$ 61,000	\$ 52,400	\$ –	\$ 418,400	\$ 514,000
World Congress of Modern Languages	–	–	–	174,823	174,823	–
Other	89,691	–	1,000	–	90,691	152,328
	394,691	61,000	53,400	174,823	683,914	666,328
EXPENSES						
World Congress of Modern Languages	–	–	–	139,039	139,039	–
Salaries and benefits	154,042	17,760	17,643	–	189,445	211,869
Honoraria, professional, and consulting fees	80,381	13,698	5,513	–	99,592	119,798
Travel and accommodation	67,723	22,339	7,250	–	97,312	192,084
Printing and publicity	48,374	4,510	19,677	–	72,561	72,827
Operating costs	45,221	2,888	3,640	–	51,749	64,508
Teacher bursary	–	–	–	–	–	1,000
Other	3,570	–	–	–	3,570	9,828
	399,311	61,195	53,723	139,039	653,268	671,914
EXCESS (DEFICIENCY) OF REVENUE OVER EXPENSES	\$ (4,620)	\$ (195)	\$ (323)	\$ 35,784	\$ 30,646	\$ (5,586)



Canadian Association of
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