



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

# Excellence in Teaching Languages



2020–2021  
Annual Report



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## Vision

Excellence in teaching languages.

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## 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.

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Version française disponible

**IN FUTURE**, when we look back on 2020–2021, we will all inevitably remember the many challenges of the COVID-19 pandemic. However, as I reflect on all our accomplishments over the past year, I am so impressed by how our Board, employees, and members have adapted and persevered to support one another and second language (L2) learners. I hope that reading our 2020–2021 annual report makes you as proud as I am to be part of such a resourceful and innovative organization.

Over the past year, our incredible volunteers offered their expertise and energy to support fourteen different CASLT committees and project working groups. From planning CASLT's 50th anniversary activities, to developing novel professional development offerings, to spearheading the association's rebranding, CASLT's volunteer and staff contributions are of enormous value in ensuring that our resources and activities remain timely and of high quality.

CASLT would not achieve such progress without our invaluable partnerships with other organizations. Of special note in 2020–2021 was our partnership with the British Columbia Association of Teachers of Modern Languages (BCATML) for the Celebrating Languages Without Borders (CLWB) conference in October 2020. Due to the COVID-19 pandemic, CASLT and BCATML shifted the conference from in-person to an entirely online platform. Over 650 attendees from across Canada and beyond took advantage of the over 120 high-quality presentations and workshops at the 2020 CLWB conference.

Over the past year, many other projects such as these supported CASLT members and advanced the organization's activities and goals:

- The launch of the CASLT Learning Centre was a huge step forward for CASLT's objective of offering quality online professional learning opportunities to its members.
- The My Virtual Classroom webinar series supported teachers working in a distance learning and teaching environment. Adding this series to the CASLT Learning Centre means that it will reach more members and continue helping to build confidence with blended language teaching.



Gillian Blackmore, CASLT President

- CASLT marked its 50th anniversary by holding a research symposium at CLWB 2020 and introducing a new refreshed logo and brand for the association.
- The CASLT Mentorship Program, launched in February 2021, now connects junior FSL teachers with experienced colleagues, benefitting both mentees and mentors. This project is being expanded to include teachers of any language.
- CASLT published *Facilitating Language Learning through Technology: A Literature Review on Computer-Assisted Language Learning*, aimed at helping language teachers effectively implement technology into their practice.

In addition to further developing the CASLT Mentorship Program and the CASLT Learning Centre, we will continue to

These initiatives – each important to the current L2 landscape in Canada – will result in findings and resources to benefit language teaching and learning across the country.

implement exciting initiatives for 2021 and beyond with three major projects underway:

- FSL Teacher Education Project
- Study on the Impact of COVID-19 on L2 Teacher Practice
- Supporting Second Language Teachers in a Blended Teaching Model Project

These initiatives – each important to the current L2 landscape in Canada – will result in findings and resources to benefit language teaching and learning across the country. Our website redesign project will also make for a modern, refreshed, user-friendly CASLT site.

I offer a heartfelt thank you to the Department of Canadian Heritage for their continued support of our dynamic organization. I also recognize the numerous other L2 organizations and stakeholders with whom we work – our shared dedication to the advancement of L2 education makes a difference for many language teachers and learners. In addition,

my gratitude goes to the many L2 professionals who help our association continue to thrive. Their extensive contributions – from delivering professional learning sessions to contributing articles to *Réflexions* – are crucial to CASLT's success.

On a personal note, as I move from president to past-president, I have reflected on my time with CASLT in my various roles as member, treasurer, vice-president, and now president. Throughout all these years, I have had the privilege of observing CASLT staff, board members, NC representatives, and stakeholders all working hard to ensure that L2 education, and CASLT itself, remain strong, supported, and productive. Thank you for your collaboration and support – it has been an honour to serve this amazing organization.



**WHAT A YEAR!** At the risk of belabouring the point, our fiscal year 2020–2021 began and ended with pandemic lockdown. This resulted in an abrupt shift to working in an online environment. Despite the challenges, CASLT staff, Board members, and National Council representatives managed to deliver high quality programming in support of L2 educators.

From the point of view of the national office operations, allow me to share what I consider the important innovations that, we believe, will have lasting impact on CASLT's organizational capacity.

## The Shift to Online

Although CASLT was already developing its capacity to work online, the pandemic accelerated that shift. The AGM/ Networking Day was reconfigured to an online environment. Three weeks later, the Celebrating Languages Without Borders (CLWB) conference was held entirely online. Moving forward, CASLT events will generally be delivered in a hybrid model, greatly expanding access to our programming.

The CASLT Learning Centre and the CASLT Mentorship Program are two major new innovations. These professional development assets will help teachers address longstanding issues in the L2 field. The Learning Centre provides asynchronous professional learning content focused on second language pedagogy. The Mentorship Program is intended to support new L2 teachers as they enter the profession and to reduce attrition. Both these virtual professional learning assets are particularly relevant to L2 teachers who work alone, with few opportunities to network, collaborate with, and learn from L2 colleagues.

## Organizational Efficiencies

CASLT has also made strides in improving our internal procedures and tools. Our new association management system is generating efficiencies in processing memberships, event registrations, publication sales, data management, and more. The transition to a paperless office is providing significant savings in both money and employee time. Finally, the rebranding exercise currently underway will result in a new and improved website and renewed promotional materials. Taken



Francis Potié, CASLT Executive Director

together, these changes represent significant gains in CASLT's organizational effectiveness and impact.

## Staff Retention

Thanks to an improving financial situation, CASLT was able to make inroads in mitigating employee turnover. Most notably, our staff grew from four to five full-time employees with the addition of the Project and Professional Development Coordinator position. That is a 20% increase in CASLT's human resources! This has had a positive effect on all our programs and projects. Employee responsibilities are more focused, and workloads are more manageable.

CASLT also instituted a group benefits plan and a matching RRSP, which take effect in 2021–2022. We also developed a new employee handbook and compensation scales, approved by the Board of Directors. Together, these measures aim to encourage staff stability, resulting in increased output and improved quality from CASLT.

The CASLT Learning Centre and the CASLT Mentorship Program are two major new innovations. These professional development assets will help teachers address longstanding issues in the L2 field.

Although it has been a challenging year, it remains a pleasure and an honour to work with and for such a dynamic organization and passionate group of people. CASLT is greatly strengthened by the contributions of so many dedicated professionals who support our mission in so many ways. The Board of Directors and National Council representatives are crucial to CASLT's mission to connect with L2 educators. I also wish to recognize and thank those who contribute to our association in other ways such as submitting articles to *Réflexions*, delivering professional development sessions, and

so much more. Together, we all help make CASLT a resilient, thriving organization.

Finally, I must thank our staff who, every day, demonstrate passion, creativity, and dedication to CASLT, its mission, and its membership. We all look forward to a productive, safer 2021–2022.



## 2020 Annual General Meeting

For the first time, CASLT's annual general meeting (AGM) took place completely online. On September 25, 2020, over 120 CASLT members met virtually to take stock of the association's 2019–2020 year and look towards upcoming initiatives.

Among the agenda items were the reports from the CASLT president, treasurer, and auditor and the announcement of the 2020 CASLT award recipients. The AGM also saw the election of a new board member and the introduction of a new National Council member.



## Board of Directors 2020–2021

The Board of Directors is responsible for supervising the management of the association's activities and affairs. To fulfill this mandate, CASLT's Board held ten virtual meetings in 2020–2021.

The 2020–2021 fiscal year was very active for the Board. In addition to its recurring responsibilities, such as setting priorities, providing oversight, approving budgets and financial reports, and receiving activity reports, CASLT's Board undertook a host of new initiatives with the support and collaboration of dedicated National Council representatives.



Gillian Blackmore,  
President



Carole Bonin,  
Vice-President



Joanne Robertson,  
Treasurer



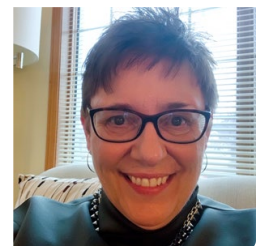
Maureen Smith,  
Secretary



Chantal Lafargue,  
Director at Large



Yasmina Lemieux,  
Director at Large



Katherine Mueller,  
Director at Large

## National Council 2020–2021

CASLT relies on its National Council to liaise between the association and its members and stakeholder network. National Council representatives help promote CASLT's services and resources, foster networking among the L2 community, take an active role in CASLT committees and working groups, and reflect their respective province or territory's reality back to the CASLT Board and staff.



Stacey Sveistrup,  
British Columbia



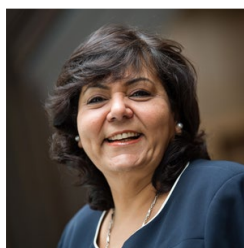
Diana Boisvert,  
Alberta



Tara Dryburgh,  
Saskatchewan



Kathi McConnell-Hore,  
Manitoba



Faten Hanna,  
Ontario



Philippa Parks,  
Quebec



Karla Culligan,  
New Brunswick



Stephanie Burke,  
Nova Scotia



Jennifer MacDonald,  
Prince Edward Island



Erin Dawe, Newfoundland  
and Labrador



Pascal St-Laurent,  
Yukon



Jeff McConomy,  
Northwest Territories



Pascale Baillargeon,  
Nunavut



## Committees and Working Groups

Thanks to an expansive list of standing committees, board committees, project working groups, and outside experts, CASLT's capacity to deliver programs to members has increased over the past few years. Standing committees are mandated by the association's by-laws and are permanent. Other committees and working groups are created by the Board to address current issues and initiatives and are reviewed annually. We are grateful to the dedicated group of volunteers who serve on these committees to help CASLT achieve its mission.

### CASLT Committees 2020–2021

#### Standing Committees

- Executive Committee
- Nominating Committee
- Executive Director Performance Appraisal Committee

#### Board Committees

- Advocacy and Promotion Committee
- Professional Development Committee
- Awards and Research Grants Review Committee
- Project Proposal Development and Review Committee

#### Board Liaison

- Board Liaison with National Council
- *Réflexions* Editorial Advisors

#### Project Working Groups

- Identifying Requirements and Gaps in French as a Second Language (FSL) Teacher Training: Recommendations and Guidelines
- Mentorship Program
- Proud to be L2 video contest
- 50th Anniversary Committee and Research Symposium
- Communications and Branding Committee

## Staff

CASLT staff implement the association's programming and projects.

- Francis Potié, Executive Director
- Elise Catudal, Publications Coordinator
- Poppy Fitzgerald-Clark, Kim Giese, and Kimberley Faulkner, Administrative and Membership Assistants
- Solomiya Ostapyk, Communications Coordinator
- Charlotte Pyke and Kim Giese, Projects and Professional Development Coordinators
- Diane Paquette and Rachel Galipeau, Finance Managers



# Networking and Partnerships

CASLT VALUES networking among second language (L2) communities and building strong partnerships to achieve its mission. The association seeks to seize and create opportunities to connect and network with L2 educators and stakeholders.

## Networking

### Board Networking

CASLT initiated several online networking activities throughout 2020–2021. Attendees at CASLT’s Networking Day joined themed Networking Mini Meets, and the 2020 Celebrating Languages Without Borders (CLWB) conference included numerous occasions for networking with language educators, stakeholders, and exhibitors from Canada and abroad. CASLT members took advantage of these meaningful networking

opportunities which, although not held in person, allowed for interaction across geographical boundaries and time zones.

### Networking Day

CASLT presented its 2020 Annual General Meeting and Networking Day in an online format. Networking Day featured Networking Mini Meets, facilitated discussions on relevant topics and current issues in language education. Attendees could join one of five Mini Meet breakout groups: Core French, French immersion, modern/international languages, English as a second language, or Indigenous languages. The main theme of the Mini Meets was how the COVID-19 pandemic has impacted student language acquisition and led to innovation in teaching. The final part of the event gathered all participants for a 50th anniversary celebration for CASLT.



CASLT values networking among second language (L2) communities and building strong partnerships to achieve its mission. The association seeks to seize and create opportunities to connect and network with L2 educators and stakeholders.

### Where Was CASLT?

CASLT participates in events across the country by presenting on CASLT programs and resources, hosting exhibitor booths, and advertising. While many events were cancelled in 2020 due to pandemic measures and uncertainties, some did make the transition to online. Thanks to board members, National Council representatives, and staff, CASLT participated in the following events to share information with the L2 education community and expand its network:

- Second Languages and Intercultural Council (SLIC): PD & AGM
- Windsor Essex County District School Board (WECDSB): Meeting Labour Market Needs for FSL Instruction in Ontario
- University of Ottawa: Table ronde des associations professionnelles
- Société pour le perfectionnement de l'enseignement de l'anglais langue seconde: SPEAQ on Campus

### Partnerships

CASLT prioritizes partnerships and collaboration with other organizations in the L2 field. On an ongoing basis, these partners support CASLT's projects and outreach to the L2 community. Many of these partnerships are governed by a formal partnership agreement, while others are less formal in nature. CASLT wishes to acknowledge these partnerships and to thank these organizations for the valuable work they do for the advancement of L2 teaching and learning.

### Provincial Affiliates

- Association québécoise des enseignants de français langue seconde (AQEFLS)
- British Columbia Association of Teachers of Modern Languages (BCATML)
- Éducatrices et éducateurs francophones du Manitoba (ÉFM)
- Manitoba Association of Teachers of French (MATF)
- Nova Scotia Language Teachers Association (NSLTA)
- Ontario Modern Language Teachers' Association (OMLTA)

- PEI Association of Core French Teachers
- Saskatchewan Association of Teachers of French (SATF)
- Second Languages and Intercultural Council (SLIC)
- SPEAQ (Society for the Promotion of the Teaching of English as a Second Language in Quebec)
- Yukon Ministry of Education (French Programs)

### National Partners

- Association canadienne des professionnels de l'immersion (ACPI)
- Canadian Association for Japanese Language Education (CAJLE)
- Canadian Parents for French (CPF)
- Canadian Teachers' Federation (CTF)
- French for the Future

### International Partners

- Ambassade de France
- American Council on the Teaching of Foreign Languages (ACTFL)
- Fédération internationale des professeurs de français (FIPF)
- Goethe-Institut
- International Federation of Language Teacher Associations (FIPLV)

### Institutional and Postsecondary Partners

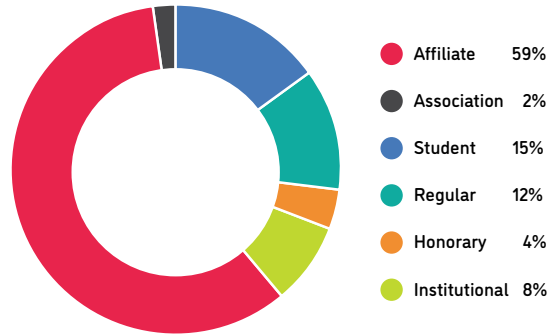
- Institute for Innovation in Second Language Education (IISLE) at Edmonton Public Schools
- Official Languages and Bilingualism Institute (OLBI), University of Ottawa
- EducLang, University of Ottawa
- Second Language Research Institute of Canada (L<sub>2</sub>RIC)

### Affinity Program Partners

- The Personal, for our group auto and home insurance
- *The Canadian Modern Language Review* (CMLR)

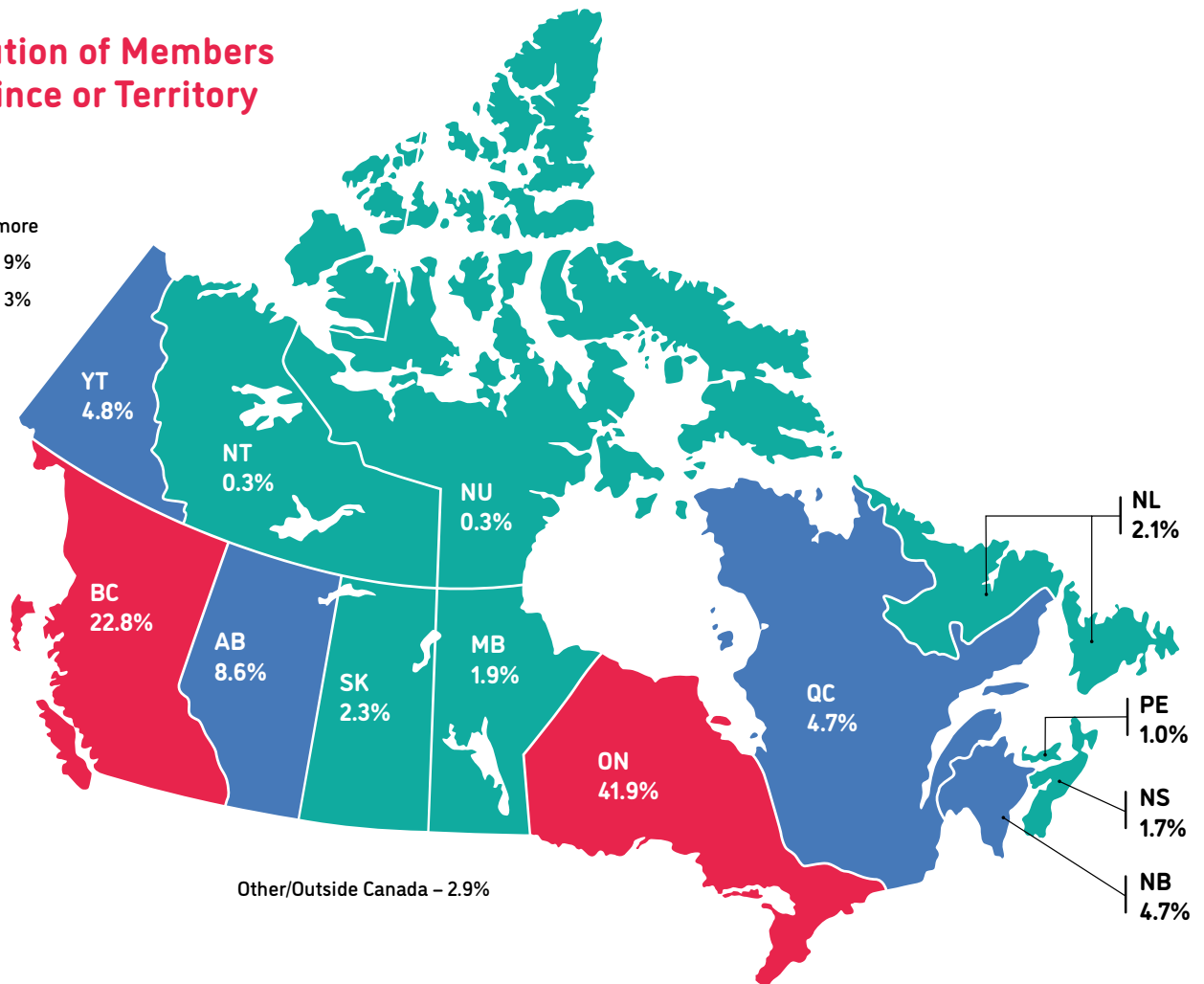
# Membership

## Distribution of Members by Membership Type



## Distribution of Members by Province or Territory

- 10% and more
- From 3 to 9%
- Less than 3%





## Robert Roy Award

The Robert Roy Award went to two recipients in 2020: Norman Sieweke and Dr. Roswita Dressler.

Following 25 years of classroom teaching in bilingual immersion programs, **Norman Sieweke** served for 12 years as a consultant with the Institute for Innovation in Second Language Education (IISLE) at Edmonton Public Schools. He provided support for the teaching and learning of languages in bilingual and immersion programs in the areas of literacy, pedagogy, assessment, resources, technologies, curriculum planning, and teaching in the content areas. He also managed many of IISLE's numerous international partnerships.



**Dr. Roswita Dressler** is an Associate Professor at the Werklund School of Education at the University of Calgary. She was a teacher of high school German and French as Second Language and has also taught German at the post-secondary level. Her research is in the field of second language teaching and learning, examining pre-service and in-service teachers' understanding of pedagogy as well as their own personal and professional learning around languages.



## Honorary Lifetime Member Award

The Honorary Lifetime Membership Award went to **Dr. Mary Grantham O'Brien**, a Professor of German at the University of Calgary, where she has been teaching since 2003. At the undergraduate level, she teaches German language and linguistics; at the graduate level, she teaches applied linguistics and language pedagogy. Her research focuses primarily on second language learning. Most of her current work is on the extent to which listeners are able to comprehend accented speech. She is especially interested in making the results of research accessible to non-specialists and in determining how research is relevant to classroom language learning contexts.



## H.H. Stern Award

The H.H. Stern Award went to **Beth Hubley**. Born and raised in St. John's Newfoundland, she attended Université Sainte-Anne, St. Mary's University, and St. Francis Xavier University, all in Nova Scotia. In 2001, Beth began teaching in High River, Alberta; in 2003, she moved home to Newfoundland where she has been teaching ever since. For the past 12 years, Beth has taught at St. Peter's Junior High where she is French department head. She and her partner Craig have been married for 15 years and have two children: Caroline (13) and Simon (9).

**FACILITATING THE EXCHANGE** of information and ideas among second language (L2) teachers and stakeholders is one of CASLT's areas of focus. To this end, CASLT uses several communication channels to expand its network and foster connections between L2 educators.

## New CASLT Logo and Branding

To coincide with its 50th anniversary year, CASLT adopted a new logo. The logo starts as a maple leaf and transitions into a speech bubble, and "L2" brings both elements together. Bright, bold colours are used to express diversity. CASLT staff are continuing to update documents and other materials with the new logo and branding.



## Réflexions

*Réflexions*, our professional magazine, remains an important vehicle for information on current research in additional language education, classroom practices and strategies, profiles of L2 education stakeholders, and information on CASLT activities. *Réflexions* is published three times a year, posted on CASLT's website, and sent to our members in digital format. In 2020, we also published an additional special issue in celebration of CASLT's 50th anniversary.

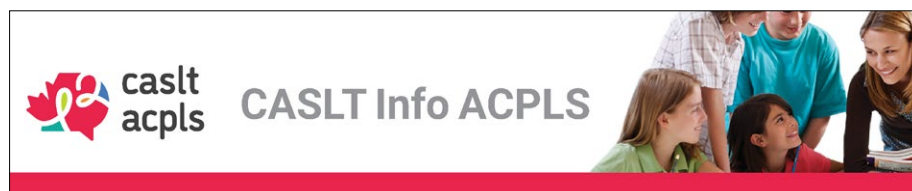


## CASLT Info ACPLS

CASLT's digital newsletter, *CASLT Info ACPLS*, is published weekly. After being distributed to members and subscribers, it is made available on CASLT's website. The newsletter continues to enjoy a steady increase in subscribers: average weekly delivery in 2020–2021 rose to 7,200, a 6% increase over the previous year. Among these subscribers, approximately 60% open the newsletter, which represents a significant open rate. *CASLT Info ACPLS* is an important tool to keep L2 educators abreast of CASLT initiatives and developments in their field.

## CASLT Website

CASLT's website is essential for interacting with members, disseminating information, and distributing pedagogical and professional development resources. Members and non-members alike can access information on CASLT activities, products, and services. Members benefit from discounts on CASLT's online boutique, lower fees on professional development sessions (Languages Without Borders [LWB] and CASLT Chez-Vous [CCV]), and access to members-only professional development and resources. The new CASLT

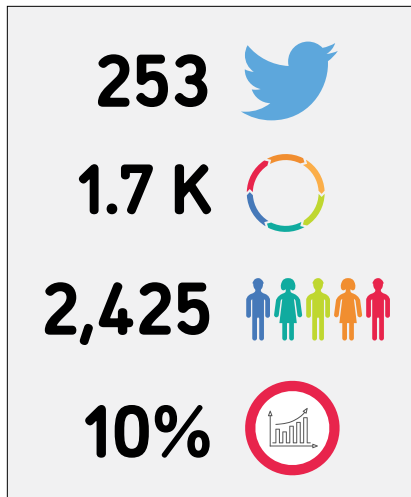


Learning Centre, an online library of asynchronous professional learning courses for L2 teachers, is exclusive to CASLT members, as is the CASLT Mentorship Program.

Early 2021 saw the start of a website revamp project. A redesigned and more user-friendly CASLT website is coming soon.

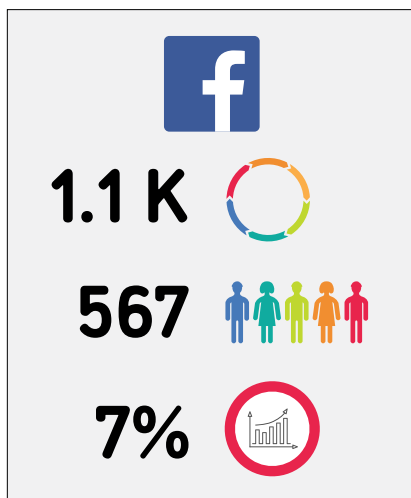
### Social Media

CASLT continues to engage with members, stakeholders, and the public through its social media channels, where it shares information about CASLT initiatives, informs members about developments in the L2 field, and connects with L2 education professionals.



#### Twitter

In 2020–2021, CASLT sent out 253 tweets, resulting in 1.7K engagements. By the fiscal year end, CASLT had 2,425 followers, representing a 10% increase over the previous year.



#### Facebook Page

The CASLT Facebook page continues to attract more followers. At the end of March 2021, the page had 567 fans, up 7% from the previous year. The page's posts generated more than 1.1K engagements.

### Facebook Group

Managed by Friends of CASLT, the CASLT/ACPLS Facebook group facilitates networking and the exchange of information and ideas among L2 educators.

### YouTube

Content added to the CASLT ACPLS YouTube channel included a “50 years of CASLT” video, promotional videos for the CLWB conference and research symposium, and a video detailing the FSL Teacher Education Project. The CASLT Learning Centre is now the preferred means of accessing professional learning video content.



Helping our members access opportunities for continuous learning and improvement in their teaching practices is one of CASLT's priorities. Various professional development opportunities throughout the year allow members to learn from subject matter experts and from one another about pertinent topics in their field. In 2020–2021, CASLT offered close to 150 professional development sessions with total attendance exceeding 1,300.

## Celebrating Languages Without Borders (CLWB) 2020

CASLT and the British Columbia Association of Teachers of Modern Languages (BCATML) partnered to host the 2020 CLWB conference. Held completely online on October 23rd and 24th, CLWB 2020 attracted over 650 attendees as well as 25 exhibitors. Participants from across Canada and beyond tuned in to over 120 live presentations and workshops, connecting across time zones to learn about cutting-edge research and practices in language education. CLWB also included CASLT's 50th anniversary research symposium, entitled Looking Back and Looking Forward: Second Language Research Agendas in Canada. CASLT is thankful to the BCATML for its support and partnership with CLWB 2020.

### ATTENDANCE

#### Total Attendees

663



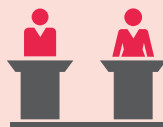
#### Exhibitors

25



#### Presentations

120+



## Online Professional Learning

Online Professional Learning (OPL) sessions are one-hour webinars on topics pertinent to second language teachers. Since they are offered online, OPL sessions are accessible to members across the country, which was especially pertinent in a pandemic year. Over 170 participants attended six different OPL sessions in 2020–2021.

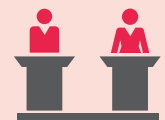
#### Participants

170+



#### Sessions

6



In addition, specifically to address the 2020–2021 shift to online teaching, CASLT offered the My Virtual Classroom webinar series. CASLT developed and hosted this series of webinars between August 2020 and March 2021 to help teachers better function in a distance learning and teaching environment. Total attendance was more than 500 participants across eight webinars.

#### Participants

500+



#### Webinars

8





## CASLT Chez-Vous (CCV)

CCVs are one-day professional development workshops centred on a specific theme that participants explore with the presenter. Two virtual CCV sessions took place in 2020–2021, one in November and one in February, with approximately 40 people attending in total. Although the COVID-19 pandemic caused a temporary suspension of in-person CCV sessions, CASLT will continue offering them virtually and plans to offer in-person sessions again once it is safe to do so.

## CASLT Learning Centre

Launched in early 2021, the CASLT Learning Centre is an online library of asynchronous professional learning courses for second language teachers. It includes over 150 hours of audiovisual resources on a range of topics – all exclusive to CASLT members.

The CASLT Learning Centre adds to CASLT's longstanding commitment to providing quality research-based professional development to second language teachers. Timely, informative content and courses are developed and added to the CASLT Learning Centre on a continual basis.

The screenshot shows the CASLT Learning Centre course catalog. At the top, there is a navigation bar with 'caslt acpls' logo, '1190 POINTS', 'ELISE CATALDI | LEARNER', 'MESSAGES', 'HELP', and a search bar. Below the navigation bar, the page is titled 'Home / Course catalog'. A search bar is present, followed by a grid of course cards. The cards are organized into categories, with a 'CATEGORIES' sidebar on the right. The visible course cards include:

- Overview and Tutorial: CASLT-LC Présentation et tutoriel : CA-ACPLS
- Favoriser des pratiques inclusives optimales dans les classes de langues secondes
- Action-Oriented Approach
- Action-Oriented Approach Handbook
- Applications pratiques pour l'inclusion de la compétence plurilingue et pluri-culturelle en L2
- Approche actionnelle
- Assessment and Evaluation Strategies
- Bilingualism in a Plurilingual Canada
- Bilinguisme dans un Canada plurilingue
- CASLT Resources
- CECR
- CEFR

The 'CATEGORIES' sidebar lists various topics with counts in parentheses:

- Action-Oriented Appro... (4)
- Assessment & Evaluat... (2)
- CASLT Resources / Res... (2)
- CEFR / CECR (4)
- Inclusion (4)
- Indigenous Languages ... (1)
- Instruction / Pratiq... (2)
- Leadership (2)
- Modern Languages / La... (1)
- Plurilingualism - Mu... (4)
- Research / Recherches (4)
- General (1)

## CASLT Mentorship Program

This pan-Canadian program supports teachers new to language-teaching assignments as they survive and thrive in their new roles. Self-matching and self-directed, it connects newer language teachers with experienced colleagues. The CASLT Mentorship Program benefits both mentors and mentees as they learn and share knowledge and best practices. The program is being expanded to include teachers of any language.

The screenshot shows the CASLT Mentorship Program landing page. At the top, there is a navigation bar with the CASLT logo, 'Canadian Association of Second Language Teachers', 'Association canadienne des professeurs de langues secondes', 'Mentorship Program | Programme de mentorat', and a 'Log In' button. Below the navigation bar, the page is titled 'CASLT Mentorship Program'. A welcome message reads: 'Welcome from the Canadian Association of Second Language Teachers. We're glad you're here!' Below this, there is a video player for 'CASLT Mentorship Program: Orientation'. To the right of the video player, there is a list of categories with expandable sections:

- About the Program
- What Does the Program Do?
- How Does the Program Work?
- Who is Eligible to Participate?
- Mentee Video Guide
- Mentor Video Guide
- I Want to Participate! Now What?
- How Can I Get More Information?

At the bottom of the page, there is a footer with the website URL 'www.caslt.org', copyright information '© Canadian Association of Second Language Teachers (CASLT)', and a 'Log In/Create an Account' button. The footer also includes the logo of the Government of Canada and the text 'We acknowledge the funding support of the Government of Canada'.

## Boutique

CASLT's online boutique offers over 20 different pedagogical and professional development resources for second language teachers, as well as research reports on language learning and teaching. The resources CASLT publishes are generally available in both official languages and, increasingly, in both print and digital formats. In 2020–2021, more than 850 resources were purchased from the boutique. The most purchased resources were these:

- *Action-Oriented Approach Handbook*
- *New Teacher's Handbook: Surviving and Thriving in the Second Language Classroom*
- *Assessment in Action: A CEFR-based Toolkit for FSL Teachers*
- *Success for All Series*

## 2021 Language Teacher Calendar

In recognition of the United Nations International Year of Fruits and Vegetables, 2021, this edition of the CASLT calendar focuses on common fruits and vegetables of the world, their histories, and their uses. As a pedagogical tool for language teachers, the calendar presents instructive information and suggests class activities and ideas for assignments. Languages are best learned through conversation, so the activities emphasize discussion and presentation.

## Célébrons la francophonie!

This annual resource allows teachers to plan activities as part of the Semaine nationale de la francophonie. Activities range from looking into the lives of historical figures 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. The 2021 edition – the theme of which is "S'engager, à sa façon!" – is filled with fun activities exploring the French language and francophone cultures.


Resources

20+



Purchased

850+





### CASLT's 20 Calendar

### Calendrier 21 de l'ACPLS

Fruits and Vegetables

Les fruits et les légumes



The Language Teacher Calendar

Le calendrier de l'enseignant de langues

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



# Célébrons

## la francophonie

**La Semaine nationale de la francophonie** offre l'occasion de célébrer la francophonie et de découvrir la richesse de la culture. La langue française s'avère un outil de communication inégalable pour ceux qui en ont hérité ou l'ont apprise. Nous vous invitons donc à saisir l'intérêt des élèves pour cette langue officielle bien vivante et à les aider à découvrir les grandes possibilités qu'elle leur offre.

Partout dans le monde, les gens sont confrontés à d'énormes défis pour faire face à la pandémie de COVID-19. En ces temps difficiles, nous souhaitons une nouvelle année qui sera plus douce pour les gens du monde entier et qui nous apportera tous bonheur et santé. Nous cherchons des moyens créatifs et inspirants de nous réunir et d'élever l'esprit humain.

Du 1<sup>er</sup> au 31 mars 2021, réunissons-nous pour célébrer la francophonie au Canada et souligner la Journée internationale de la Francophonie qui a lieu le 20 mars. Rassemblez-vous pour reconnaître que la langue et la culture françaises peuvent

élever l'esprit humain et nous donner une raison de célébrer, d'embrasser la diversité et d'unir les gens du monde entier.

Tout en réaffirmant notre solidarité globale, nous célébrons aussi les aventures qui font vraiment de nous des Canadiens et des Canadiennes : notre histoire, nos traditions, notre expression personnelle et artistique. Tous ces éléments fondamentaux font partie d'une identité spéciale, une identité canadienne. C'est ce qui fait du Canada un pays unique et formidable.

La Semaine nationale de la francophonie nous offre l'occasion de célébrer une francophonie vivante et dynamique au Canada. Le thème choisi pour cette année est - **S'engager, à sa façon!** - Cette année, peut-être plus que jamais, nous vivons et apprenons de manière tout à fait unique. Que nous soyons en classe ensemble, ou que nous apprenions à distance, participez aux activités proposées dans cette ressource pour en savoir plus sur la francophonie.

Nous vous invitons à explorer les sous-thèmes détaillés dans les prochaines pages. Voilà une excellente occasion de jouer et de s'amuser avec la langue, et de faire vivre à vos élèves les aventures de la langue française et des cultures francophones.

La technologie étant devenue un outil d'apprentissage de plus en plus important pour nous tous, nous sommes heureux de vous proposer des stratégies pour l'utiliser de manière à maximiser les activités suggérées ou dans celles issues de votre propre créativité! Chaque sous-thème de ce livret fournit une gamme d'activités que les professeurs peuvent adapter aux niveaux des élèves, soit débutant, intermédiaire ou avancé. Choisissez quelques ressources technologiques pour :

- incorporer les stratégies d'apprentissage variées;
- motiver les élèves;
- utiliser différents styles de présentations;
- rendre les activités plus interactives.

**Page 2**  
S'engager dans la francophonie

**Page 4**  
S'engager dans la langue

**Page 6**  
S'engager dans l'histoire et la culture

**Page 8**  
S'engager dans le divertissement

CASLT initiates, supports, and disseminates current research and best practices in the field of second language education. Through *Réflexions*, *CASLT Info ACPLS*, its website, its social media channels, and stand-alone publications, the association strives to share current and emerging trends in language education.

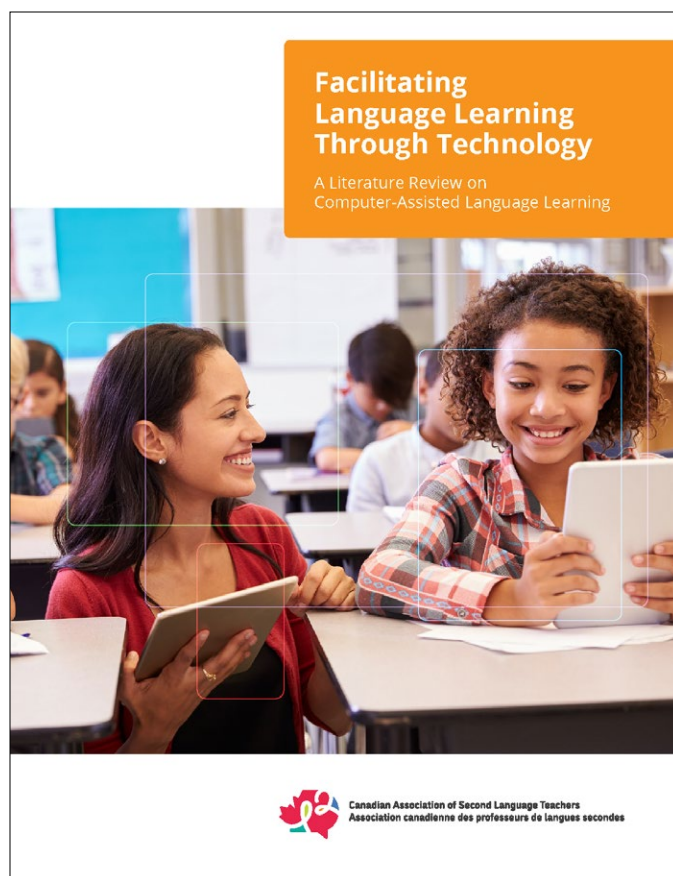
### FSL Teacher Education Project

Officially entitled *Identifying Requirements and Gaps in French as a Second Language (FSL) Teacher Training: Recommendations and Guidelines*, the FSL Teacher Education Project continued in 2020–2021. It is funded by the Department of Canadian Heritage as part of its FSL Teacher Recruitment and Retention Strategy. A consortium composed of three teams of researchers — the EduLang research group in the Faculty of Education at the University of Ottawa, the Department of English Language and Literatures at the University of British Columbia, and the Second Language Research Institute of Canada in the Faculty of Education at the University of New Brunswick — are undertaking this two-year project.

To help inform the project, CASLT commissioned a researcher at the University of Ottawa to produce two literature reviews. They will be published in 2021–2022.

### Literature Review on Computer-Assisted Language Learning

CASLT published *Facilitating Language Learning through Technology: A Literature Review on Computer-Assisted Language Learning*, developed by the University of Calgary's Language Research Centre. This document presents important insights into how new technologies can help facilitate language teaching.



## Looking Back and Looking Forward: Second Language Research Agendas in Canada

As part of its 50th anniversary celebrations, CASLT invited professors Stephanie Arnott of the University of Ottawa and Meike Wernicke of the University of British Columbia to coordinate a research symposium on the status of research on second language teaching and learning in Canada. Eight academics from across the country shared their perspectives and facilitated discussions on future priorities in second language research. Professors Arnott and Wernicke subsequently published an article in *Réflexions* 40-2 reporting on the symposium and identifying issues that warrant further research and reflection.



**CASLT 50th Anniversary Research Symposium Project**

Looking Back and Looking Forward: Second Language Research Agendas in Canada

By Meike Wernicke and Stephanie Arnott


IN 2020, CASLT Board Member Dr. Joanne Robertson invited Dr. Meike Wernicke (University of British Columbia) and Dr. Stephanie Arnott (University of Ottawa) to organize a research symposium as part of CASLT's 50th Anniversary initiatives. The symposium brought together attendees of the October 2020 Celebrating Languages Without Borders (CLWB) conference with eight Canadian scholars to discuss key trends and issues in language education research over the past 50 years.

The scholars were interviewed in September 2020 and later facilitated workshops at the CLWB conference in October 2020. The interviews prompted each scholar to reflect on significant trends over the past 50 years in their area of expertise. During the interactive CLWB workshops, both scholars and attendees (educators, researchers, and other stakeholders) reacted to the themes and co-created a vision for future

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## Research and Special Initiatives Grants

CASLT awards Research and Special Initiatives Grants to bridge teacher experience with CASLT initiatives. Two projects were supported with \$1,000 grants in 2020-2021. One of these projects, Developing Intercultural Understanding and Awareness (IUA) among FSL Students through Web Pals, was highlighted in *Réflexions* as the featured article in issue 40-1.



**RESEARCH AND SPECIAL INITIATIVES GRANTS FOR TEACHERS**

Apply by May 31

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

## Shortage of FSL and French Immersion Teachers in Canada

CASLT partnered with the Association canadienne des professionnels de l'immersion (ACPI) to conduct a study on the shortage of FSL and French immersion teachers in Canada. The data collection phase was finished at the end of March 2021 and results will be forthcoming.



**STUDY**

SHORTAGE OF FSL AND IMMERSION TEACHERS

acpi caslt

## Disseminating Research

CASLT continues to publish a research article in each issue of *Réflexions*. An affinity agreement with *The Canadian Modern Language Review* also allows CASLT members to subscribe to the journal at a discounted price.

CASLT advocates for the provision of quality educational opportunities for second language learners and strives to increase awareness, appreciation, and understanding of the benefits of second and additional language learning and teaching throughout Canada and beyond.

## Languages Build... Advocacy Toolkit

CASLT finished developing the “Languages Build...” Advocacy Toolkit, aimed at raising awareness and understanding of the benefits of language education. The toolkit contains promotional material on eight benefits of language learning: the cognitive, academic, personal, societal, intercultural, and economic benefits and the implications for both students with exceptionalities and additional language learners.

Please join us in raising awareness and appreciation for the many benefits of plurilingualism by using and sharing these tools within your networks. They are available as free downloads on the CASLT website, or you can order printed copies at cost by contacting [communications@caslt.org](mailto:communications@caslt.org).

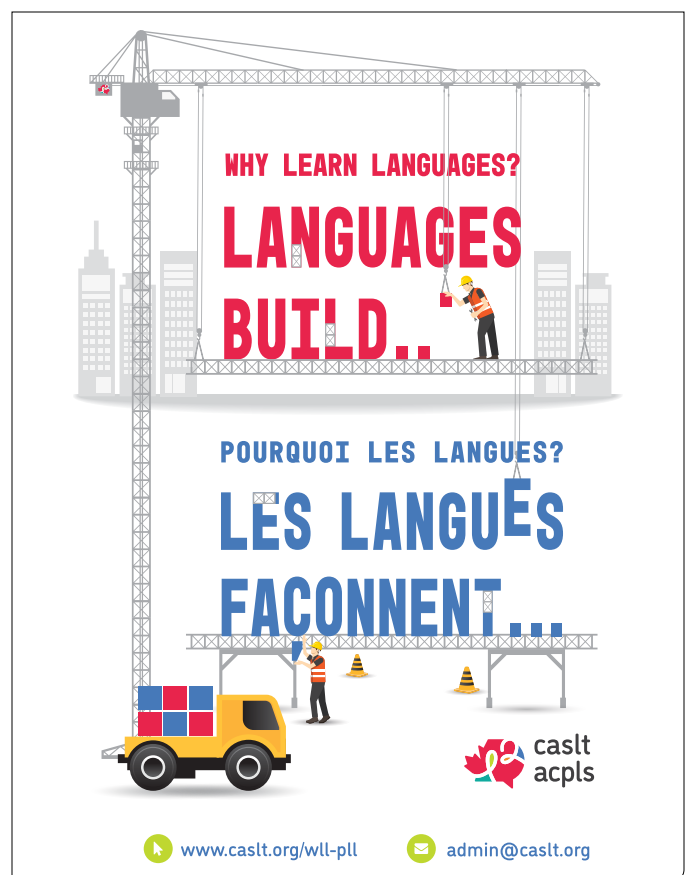
## Marathon de lecture (French Reading Marathon)

CASLT was happy to support the French Embassy’s Marathon de lecture initiative to encourage reading in French and to support an education program in Burkina Faso.

## CASLT Representation

Board members and the executive director represent CASLT to governments and stakeholders such as the following:

- The FSL Network
- Commission Amérique du Nord: Fédération internationale des professeurs de français
- National Table for French as a Second Language
- Annual Consultations of the Committee of Assistant Deputy Ministers on Official Languages



## Schedule of Project Summary for the Year Ended March 31, 2021

The revenue and expenses incurred for each of the projects are as follows:

	Programming	FSL Teacher Education	My Virtual Classroom	Mentorship	Proud to be L2	2021 Total	2020 Total
<b>REVENUE</b>							
Grants and contributions from Canadian Heritage	\$ 404,395	\$ 113,473	\$ 22,296	\$ 65,365	\$ 8,718	\$ 614,247	\$ 551,571
Other	85,683	-	-	-	-	85,683	285,037
	490,078	113,473	22,296	65,365	8,718	699,930	836,608
<b>EXPENSES</b>							
Salaries and benefits	234,455	4,000	-	36,328	5,500	280,283	240,791
Honoraria	102,899	97,000	19,600	13,459	-	232,958	133,249
Languages Without Borders Conference	-	-	-	-	-	-	199,229
Travel	7,960	-	-	-	-	7,960	121,553
Publicity and printing	79,127	10,193	2,696	13,129	1,813	106,958	60,549
Operational costs	60,843	2,280	-	2,449	1,405	66,977	59,388
Other	4,087	-	-	-	-	4,087	7,698
	489,371	113,473	22,296	65,365	8,718	699,223	822,457
<b>EXCESS OF REVENUE OVER EXPENSES</b>							
	\$ 707	\$ -	\$ -	\$ -	\$ -	\$ 707	\$ 14,151





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