

Abstracts of presentations / Résumés des présentations

Note: Unless otherwise specified, the language of the abstract indicates the language of the presentation.
Nota : à moins d'avis contraire, la langue du résumé indique la langue de la présentation.

A

Ambrosio, Laura (professeure de FLS, Université d'Ottawa)

La langue des autres : outil d'apprentissage dans l'enseignement des langues secondes ou des langues internationales. Idées pour l'application d'un cadre de référence pour des approches plurielles (CARAP)

L'élément culturel d'une langue déclenche souvent un intérêt à utiliser les outils langagiers nécessaires pour reconnaître, apprécier et partager la culture de l'autre. À partir d'une conception plurilingue proposée par le Centre européen des langues vivantes (CELV), nous allons suggérer des idées d'exploitation de contenu culturel qui peuvent s'imbriquer dans la construction d'unités didactiques portant sur des thèmes authentiques chers aux étudiants : la musique, le mystère, l'imaginaire, la vraie vie. L'atelier propose des pistes de réflexion servant à modéliser notre enseignement de façon innovatrice à l'intérieur de « cadres » où plusieurs langues sans frontières trouvent l'expression de leur richesse et partagent des points communs avec d'autres langues.

Anderson, Bev (Consultant, Bev Anderson Consulting) and **Wendy Carr** (Coordinator, French Teacher Education, University of British Columbia)

Taking Language Learning to a New Level with Audio Visual and Multimedia Texts

Using engaging texts in the second language classroom motivates learners and activates literacy strategies they already use in Language Arts and other subject areas. Wendy Carr and Bev Anderson both long-time French teachers teacher educators and classroom resource authors will model how to develop comprehension and strategic awareness while building student confidence and success using a variety of print visual audio electronic and musical texts. You will leave with know-how how-to as well as samples to use right away with your students. Examples are mainly in French but the ideas apply to any second language.

Arimori, Jotaro (Senior Lecturer, University of Toronto), **Ikuko Komuro-Lee** (Senior Lecturer, University of Toronto) and **Keiko Aoki** (Adjunct Associate Professor, Queen's University)

Utilizing CEFR to Foster Articulation across Japanese Programs in Ontario

The Canadian Association for Japanese Language Education (CAJLE) has been actively involved in the Japanese Global Articulation Project (J-GAP) which aims to achieve articulation across Japanese programmes regionally and globally. J-GAP Canada has set several objectives to support the continued study of Japanese including teacher networking and information sharing and identifying gaps across programs. We have launched a working group with teachers from various educational institutions in Ontario. The group has created a list of Japanese programmes in Ontario and is currently conducting a syllabus project to describe targeted course proficiency levels based on CEFR so that we are able to recognize continuities as well as gaps across Japanese programs in the region. This will also enable teachers to reflect on their own objectives in reference to a common framework. In this presentation we will introduce our activities and potential impact on Japanese-language education in Canada.

Arnett, Katy (Associate Professor, St. Mary's College of Maryland)

Playing 'Cache-Cache' with Adaptation Strategies

This interactive session will focus on "chameleon activities" a genre of activities designated by the presenter as activity structures that can easily hide adaptation strategies to support a wide range of learner needs in the second language classroom. Chameleon activities offer an alternative to differentiated activities and perhaps also a way for teachers to build confidence before trying differentiated instruction. During the workshop participants will learn about the structure of a chameleon activity the kinds of strategies that work best with chameleon activities and about how to make current activities in their classroom more chameleon-like in nature. Participants will also experience and analyse chameleon activities as part of the workshop.

Arnett, Katy (Associate Professor, St. Mary's College of Maryland)

Student Perceptions of Inclusive Teaching Practices

(Access to and Inclusion in Second Language Education – Best Practices and Challenges Round Table)

This presentation will offer preliminary research findings on inclusive teaching practices within FSL contexts. Largely, it will speak to student perceptions and impressions of support in their Grade 5 Intensive French classroom, touching on student awareness of the differences between fairness and equality within an inclusive classroom. The discussion will also incorporate issues related to student metacognition and awareness of teaching practices, as well as students' support of learning French when they may experience uneasy relationships with language. Particular attention is given to the challenges associated with balancing the demands of a teaching model with the needs of the students in the classroom.

Arnett, Katy (Associate Professor, St. Mary's College of Maryland) and **Jim Howden** (Professor, McGill University)

Learning for All, Learning Together: Differentiation and cooperative learning strategies in Échos Pro

In this interactive session participants will learn how to apply differentiation and cooperative learning strategies in the second-language classroom to help challenge support and unlock the potential of every student. Meeting the needs of all students supporting them and teaching them how to support one another are hallmarks of the Échos Pro series from Pearson and Katy Arnett and Jim Howden will describe how their research and experience informed the creation of this leading resource for core French.

Aoki, Keiko (Adjunct Associate Professor, Queen's University), **Jotaro Arimori** (Senior Lecturer, University of Toronto) and **Ikuko Komuro-Lee** (Senior Lecturer, University of Toronto)

Utilizing CEFR to Foster Articulation across Japanese Programs in Ontario

The Canadian Association for Japanese Language Education (CAJLE) has been actively involved in the Japanese Global Articulation Project (J-GAP) which aims to achieve articulation across Japanese programmes regionally and globally. J-GAP Canada has set several objectives to support the continued study of Japanese including teacher networking and information sharing and identifying gaps across programs. We have launched a working group with teachers from various educational institutions in Ontario. The group has created a list of Japanese programmes in Ontario and is currently conducting a syllabus project to describe targeted course proficiency levels based on CEFR so that we are able to recognize continuities as well as gaps across Japanese programs in the region. This will also enable teachers to reflect on their own objectives in reference to a common framework. In this presentation we will introduce our activities and potential impact on Japanese-language education in Canada.

B

Badakhshan, Hedieh (French Immersion Teacher, Halton District School Board, Ontario)

How to Expand Vocabulary in the French Classroom?

This workshop is designed to help teachers encourage vocabulary and grammar development in a practical context and to apply it in everyday conversation. Teaching vocabulary and grammar with different strategies will be discussed so that students can retain remember better and think more in French. Some of the teaching tools will be daily routines oral presentations using visual arts memory games and websites. Some specific websites will also be discussed to help students practice the French grammar at home through games.

Beaudoin, Marnie (Consultant, Institute for Innovation in Second Language Education, Alberta)

Inclusion in the Second Language Classroom: How we can apply the principles of Universal Design for Learning (UDL) in the second language classroom

Participants in this session will gain insight into how the principles of Universal Design for Learning (UDL) can be applied in the second language (L2) classroom. Practical examples from a variety of L2 classrooms will be used to illustrate how UDL can help teachers enhance second language programming to include all students. A brief introduction to UDL will be provided.

Bigourdan, Jean (Conseillère pédagogique, Bureau de l'éducation française, Manitoba) et **Lillian Klausen** (Conseillère pédagogique, Bureau de l'éducation française, Manitoba)

Le projet de discussions *Touchstones* : Penser pour parler, parler pour penser

Les participants découvriront le projet de discussions *Touchstones*, une nouvelle approche pédagogique, très efficace en matière de discussion de groupe qui suscite la participation enthousiaste et pleinement active des élèves. L'approche favorise le dialogue, la pensée critique, le leadership de collaboration et les valeurs communautaires chez les élèves. En écoutant, en explorant, en coopérant et en résolvant des problèmes, les élèves apprennent à collaborer réellement à leur apprentissage. Tout le monde peut bénéficier de l'écoute, de l'expression, de la réflexion et des compétences interpersonnelles acquises par la participation à des discussions actives et orientées. Les participants à l'atelier auront l'occasion de prendre part à une discussion et de découvrir ces bénéfices.

Boisvert, Diana (Core French Teacher, Grande Prairie, Alberta) and **Lesley Doell** (Consultant, French Language Resource Centre, Alberta)

Experiments with DELF PRIM

What are the advantages of testing Core French students in Grade 6 with a DELF PRIM A1.1 exam? What are the disadvantages? The French Language Resource Centre piloted this particular exam in the spring of 2012 with three different schools. Results were surprising and revealing. This session will explore the benefits and challenges of administering this test to all main stakeholders: students, teachers and parents. Ultimately we will explore whether this exam could improve Core French teaching and learning. Participants leaving this session will have a clearer idea of what the DELF PRIM exams are what is entailed in the administration of the exams and what is the early anecdotal evidence of its success.

Bonin, Carole (Conseillère, Bureau de l'éducation française, Manitoba)

Les cercles littéraires en Français de base au secondaire

Les objectifs de cet atelier sont de partager les bénéfices d'intégrer les cercles littéraires en Français de base au secondaire, de partager des stratégies d'enseignement de la lecture et de partager des stratégies pour le bon fonctionnement des cercles littéraires en salle de classe. À la fin de l'atelier les participants seront motivés à intégrer les cercles littéraires à leur enseignement de la lecture et ils auront des pistes leur permettant de faire le lien entre la communication orale la lecture et l'écriture basé sur la thématique du texte. La présentatrice partagera des idées tout en suscitant la participation des participants à la conversation et au partage d'idées. Les participants auront l'occasion d'explorer des stratégies de l'enseignement de la lecture au secondaire. Cet atelier accentuera l'importance de la communication orale, de l'interaction sociale et de l'écriture dans une étude de roman ou de courte histoire afin de développer davantage les habiletés de littératie chez les élèves. Les nombreux bénéfices d'intégrer les cercles littéraires dans la salle de classe de Français de base secondaire seront examinés.

Bourbonnais, Shannon (French Teacher, AIM Language Learning & La Petite École, British Columbia)

I Like To Move It, Move It!

In this interactive workshop participants will be shown various activities that focus on teaching vocabulary and grammar in a fun and engaging way using music and movement which will involve the whole French class. Participants will leave the session with materials which they can use in their very next French class.

Bourbonnais, Shannon (French Teacher, AIM Language Learning & La Petite École, British Columbia)

Histoires en action!

Shannon Bourbonnais présentera le programme « Histoires en action! » de la Méthodologie accélérée intégrée (AIM). Elle montrera comment la musique, l'art dramatique et la gestuelle peuvent agir de façon synergique pour accroître rapidement l'acquisition d'une langue seconde.

Bovey, Édith (Special Assignment Teacher, Algonquin Lakeshore Catholic District School Board, Ontario)

ACPI vous présente : la culture unique aux apprenants de français!

Quand nos élèves de diverses expériences se réunissent en salle de classe, ils se construisent ensemble une identité culturelle qui leur est propre. L'Association canadienne des professeurs d'immersion vous offre un recueil de

projets motivants qui valorisent cette culture dynamique. En encourageant la réflexion, le partage et la discussion les élèves ont l'occasion de bâtir des liens avec leur propre culture, la culture de leurs co-apprenants et la langue étudiée. Ces activités sont basées sur des ressources en ligne, y compris le site de l'Association canadienne des professeurs d'immersion, et comprennent tout ce qu'il faut pour commencer immédiatement.

Broekelmann, Friedrich (Language Advisor, ZfA, Ontario)

Zum Sprachenlernen ins Museum

Bilder dominieren zunehmend die Wahrnehmungswelt von Jugendlichen. Das Internet hat sich innerhalb von 10 Jahren von einem vorwiegend schriftlichen Medium zur Bilderflut verwandelt. Sprache wird nicht verdrängt aber sie erlangt zunehmend eine dienende und ergänzende Funktion gegenüber Bildern. Moderne Lehrwerke benutzen Bilder längst nicht mehr nur als Illustration sondern als Material das Lernimpulse setzt und das Sprachenlernen strukturiert. Der Workshop behandelt Vorschläge durch bewusstes Sehen auch die aktive Sprachwahrnehmung und Sprachpraxis zu fördern. Dabei werden besonders Möglichkeiten des produktiven Lernens mit Kunstwerken der Malerei behandelt.

Browne, Timothy Di Leo (PhD Candidate, Carleton University)

On Dialects & Languages Interaction in Second Language Classrooms

(Indigenous Languages in Action and Interaction with Other Languages Roundtable)

Language teachers generally teach standard language varieties, and for good reason. Students will need to communicate with their peers in academic and professional contexts, and such contexts require competence in an appropriate language and register. However, standard varieties are based on prestige dialects, and "correctness" is an arbitrary feature of any phonological or grammatical form. This talk will focus on non-standard language varieties that teachers may encounter in language classrooms: How can teachers treat such varieties sensitively while also teaching the standard? We will explore the fine line between language and dialect, and discuss examples drawn from French, Italian, and English, including Indigenous varieties of French and English in North America.

Butterfield, Blair (Teacher, Foundations for the Future Charter Academy, Alberta) and **Macarena Cameron** (Teacher, Foundations for the Future Charter Academy, Alberta)

I Do It. We Do it. You Do It. DI Rocks the L2!

In this interactive session attendees will be introduced to the Direct Instruction model (I do it, we do it, you do it) and be given plenty of ready-to-use lessons and ideas applicable to any language classroom. In addition presenters will demonstrate a classroom management plan that really works. Attendees will be given opportunity to try out the methods and reflect on their own experiences.

C

Cameron, Macarena (Teacher, Foundations for the Future Charter Academy, Alberta) and **Butterfield, Blair** (Teacher, Foundations for the Future Charter Academy, Alberta)

I Do It. We Do it. You Do It. DI Rocks the L2!

In this interactive session attendees will be introduced to the Direct Instruction model (I do it, we do it, you do it) and be given plenty of ready-to-use lessons and ideas applicable to any language classroom. In addition presenters will demonstrate a classroom management plan that really works. Attendees will be given opportunity to try out the methods and reflect on their own experiences.

Campbell, Martine (Directrice des programmes, Collège Appleby College, Ontario)

Le wiki : à la rencontre de l'autre

Objectifs : comment utiliser le wiki pour favoriser l'échange entre élèves d'une même classe ou entre élèves d'écoles différentes au Canada ou dans le monde. Résultats : présentation de différents projets menés en classe de 10e et 11e année. Méthodologie : 1) le wiki: qu'est-ce que c'est?; 2) les pages modifiables : un instrument flexible et créatif; et; 3) la collaboration en ligne.

Carr, Wendy (Coordinator, French Teacher Education, University of British Columbia) and **Bev Anderson**, (Consultant, Bev Anderson Consulting)

Taking Language Learning to a New Level with Audio Visual and Multimedia Texts

Using engaging texts in the second language classroom motivates learners and activates literacy strategies they already use in Language Arts and other subject areas. Wendy Carr and Bev Anderson both long-time French teachers teacher educators and classroom resource authors will model how to develop comprehension and strategic awareness while building student confidence and success using a variety of print visual audio electronic and musical texts. You will leave with know-how how-to as well as samples to use right away with your students. Examples are mainly in French but the ideas apply to any second language.

Coltrinari, Helen (Consultant, French for the Future)

Web 2.0 for the Language Classrooms

Learn about educational and completely free Web 2.0 tools to help students practice their language skills in exciting new ways. Explore how all these tools can transform the way your students view learning any language. Take away fun ideas activities to use right away in your classrooms...from the simple to the complex. This workshop is delivered in English with some examples in French but teachers of ALL languages are invited to attend and learn about these tools. If participants bring their own laptop they can explore online along with the presenter...then use the tool tomorrow in class – it's that easy! Handouts provided.

Cook, Ron (Cree Language Coordinator, School District of Mystery Lake, Manitoba)

Nehinawewin: Does it mean 'Cree'?

Nehinawewin (Cree) carries the key to the world view of the *ininiw*. The Elders tell us that we cannot just translate our language into English we need to understand how our words are put together in order to get a better understanding of the cultural teachings within the language. This workshop will introduce participants to certain words within *nehinawewin* and the cultural and world views conveyed within the words. In order to teach beyond just words and phrases we need to have an understanding of how our language describes our culture and the world around us.

Cordeiro, Tess (Second Language Teacher, Pembina Trails School Division, Manitoba)

Multiple Intelligence and Second Language Learning

In this session, history on the measuring of intelligence and how the theory of Multiple Intelligences emerged will be presented. Associations will be made with brain research and applications. Definitions of the Multiple Intelligences and concrete examples of activities for teaching French, Spanish, German and EAL will be provided.

D

Dankochik, Shelly (Basic French Consultant / Teacher, Evergreen School Division, Manitoba)

Using Games in the Basic French Classroom

Do you want to create a fun and interactive environment in your Basic French classroom but need creative ideas to do so? This interactive session will give participants the opportunity to “play” in French. Games will focus on the reinforcement of tricky structures especially those taught at the senior high level. Participants will actually play the games and the presenter will share electronic files so that they can go back to the classroom with several ready to use games that will engage students and get them speaking in the target language. Games that will be presented are “tried and true” and are easily adaptable to different levels and learning styles.

Daoust, Véronique (Enseignante, C.S. Sir Wilfrid Laurier, Québec)

Les 5 au quotidien en classe de FLS

« Les 5 au quotidien » est un système de gestion de l'apprentissage et de la pratique de la lecture et de l'écriture. Utilisant ce système dans ma classe depuis quelques années, j'aimerais vous montrer comment il peut être facile de l'implanter dans vos classes et les bienfaits que cela a sur les élèves. Vous repartirez avec des idées plein la tête ainsi qu'avec du matériel pédagogique à utiliser avec vos élèves. Un atelier mariant la littérature et la technologie ainsi que des ateliers de lecture et d'écriture.

Dicks, Joseph (Professor, University of New Brunswick) and **Chantal Lafargue** (Faculty Associate, University of New Brunswick)

Référentiel des compétences à l'écrit en immersion française

This session will explore a formative assessment tool developed by the Second Language Research Institute of Canada (L2RIC) in collaboration with ACPI. This tool designed to assess writing competencies in French is based on commonly used writing traits and the Common European Framework of Reference (CEFR). The document entitled "Référentiel des compétences à l'écrit en immersion française" includes linguistic profiles a six level rubric (A1-C2) teacher checklists and student "I can" statements. Participants will be given an overview of how the tool was developed validated and field-tested with teachers across Canada. A teacher guide under development will also be discussed.

In French and English / En français et en anglais

Doell, Lesley (Consultant, French Language Resource Centre, Alberta) and **Diana Boisvert** (Core French Teacher, Grande Prairie, Alberta)

Experiments with DELF PRIM

What are the advantages of testing Core French students in Grade 6 with a DELF PRIM A1.1 exam? What are the disadvantages? The French Language Resource Centre piloted this particular exam in the spring of 2012 with three different schools. Results were surprising and revealing. This session will explore the benefits and challenges of administering this test to all main stakeholders: students, teachers and parents. Ultimately we will explore whether this exam could improve Core French teaching and learning. Participants leaving this session will have a clearer idea of what the DELF PRIM exams are what is entailed in the administration of the exams and what is the early anecdotal evidence of its success.

Dressler, Roswita (Sessional instructor, University of Calgary, Alberta)

The Introduction of Poetry in the Beginner German Classroom through the Use of Drama Pedagogy

Teachers of beginner German may not believe it is possible to introduce poetry to students with very little active German vocabulary. This interactive workshop will demonstrate otherwise. Through the application of techniques from the field of drama pedagogy participants will experience the introduction of spoken word poetry as it has been done previously in a university beginner German classroom. They will play with the language in one spoken word poem by Nora Gomringer and arrive at their own understanding of the language of the poem. They will experience the delight and surprise of discovering the poem itself and reflect upon the use of drama pedagogy for similar purposes in their own classrooms.

In German / En allemande

Drzystek, Sandra (Liaison Officer – FSL, Bureau de l'éducation française, Manitoba) and **Arla Strauss** (Basic French Curriculum Consultant, Bureau de l'éducation française, Manitoba)

French: A guide to teaching oral communication

Oral communication skills are the foundation for learning a language. For this reason Manitoba Education has developed student profiles with accompanying video clips illustrating the desired outcomes for oral communication in Core French. This workshop will present the profiles for teaching and learning the video clips of students speaking French and the accompanying evaluation rubric. Participants will leave with a better understanding of how to teach and evaluate oral communication with clear expectations for student achievement.

E

Embaie, Michael (President, SAHLA) and **Constantine Ioannou** (Executive Director, International Language Educators' Association)

Current Initiatives and Practices in Community-Based Languages Education: SAHLA and the CLA

This presentation will include an overview of the Southern Alberta Heritage Language Association (SAHLA) in Calgary, and its local and provincial work in the teaching, development and promotion and policy development of international/heritage languages at the community level, in partnership with community-based language schools and

Alberta Education. This includes school and curriculum development and professional development in partnership with the University of Calgary Teaching Second Languages (TSL) Certificate program. SAHLA represents 38 different languages taught from kindergarten through grade 12, including high school credit courses in 9 languages, and adult language courses.

Erskine, John (Consultant, Manitoba)

Assessing Oral Communication: More than just talk!

If oral communication is truly at the core of language learning how can we meet the challenge of ongoing oral assessment of large classes of students? Suggestions for information collection and recording will be shared and we will have a look at some tools to help make oral assessment meaningful and more manageable.

F

Forrester, Susan (Agente d'éducation, FLS, Direction des services régionaux, Ministère de l'Éducation de l'Ontario) & **Mercédès Gagnon** (Chef, Unité des programmes scolaires et des normes, Direction des services régionaux, Ministère de l'Éducation de l'Ontario)

A Framework for French as a Second Language in Ontario Schools, Kindergarten to Grade 12

In February 2013, the Ontario Ministry of Education released a foundational document to present a call to action to strengthen FSL programming and prompt reflective practice. Participants will have an opportunity to discuss, in French or English, Ontario's vision for FSL, goals, guiding principles, focus areas and suggested actions.

In French and English / En français et en anglais

G

Gagnon, Mercédès (Chef, Unité des programmes scolaires et des normes, Direction des services régionaux, Ministère de l'Éducation de l'Ontario) & **Susan Forrester** (Agente d'éducation, FLS, Direction des services régionaux, Ministère de l'Éducation de l'Ontario)

A Framework for French as a Second Language in Ontario Schools, Kindergarten to Grade 12

In February 2013, the Ontario Ministry of Education released a foundational document to present a call to action to strengthen FSL programming and prompt reflective practice. Participants will have an opportunity to discuss, in French or English, Ontario's vision for FSL, goals, guiding principles, focus areas and suggested actions.

In French and English / En français et en anglais

Garnier, Aurélie (Agente de projets interactifs, TV5 Québec Canada)

Francolab - Des ressources pédagogiques canadiennes pour le FLS

Dans le cadre de sa mission éducative TV5 Québec Canada développe de plus en plus de projets pédagogiques destinés à l'apprentissage du français langue seconde et élaborés autour de contenus multimédias canadiens. Sites Web, vidéos, présentations audiovisuelles, illustrations, quiz... Tous ces contenus sont maintenant disponibles gratuitement sur une seule et même plateforme : Francolab (<http://francolab.tv5.ca>). Cet atelier vise à présenter Francolab, sa mission et ses contenus ainsi qu'à proposer une approche pédagogique autour des fiches d'activités qui y sont offertes. Plusieurs exemples d'activité seront abordés de façon interactive en lien avec le visionnement de vidéos disponibles sur le site. Des mises en situation permettront de mieux comprendre la manière dont ces contenus peuvent être utilisés en classe.

Griffith-Zahner, Nancy (French Specialist, BC Association of Teachers of Modern Language)

Aboriginal Cognitive Tools: Engaging every learner in the core French classroom

Secondary core French teachers often have the challenge of not only diverse knowledge levels on the part of students, but also a wide range of student motivation and engagement levels. In this workshop, Nancy Griffith-Zahner will show you cognitive teaching and learning tools inspired by aboriginal pedagogical methods which have been proven to motivate and engage students in the core French classroom. This methodology of cultural inclusion and

sensitivity is successful with all students, no matter what their ethnic background. Workshop participants will have ready-to-use material to take away.

González Vera, David (Education Advisor, Embassy of Spain to Canada)

Recursos web y Materiales para la Enseanza del Español como Lengua Extranjera

The main aim of this session is to give account of the many possibilities that technology offers us today in order to prepare materials, activities, exercises and lesson plans for those who teach Spanish as a foreign language. There is much to explore! Preparing a lesson plan can be very dynamic and less time-consuming when having appropriate resources and materials to meet your objectives and your students' specific needs.

In Spanish / En espagnol

Gsell-Dentsoras, Elisabeth (University of Winnipeg) and **Kristin Lovrien-Meuwese** (Professor, Ph.D, University of Winnipeg)

Manitoba German and German Manitobans: Questions of Language and Identity

(“How to Do It?” Perspectives on Language Education in a Plurilingual Society Pre-Congress Round Table)

Language is intimately intertwined with self-identity (e.g. ‘mother tongue’, ‘fatherland’). Both the language we speak and the country we call home influence our world view. But what happens when the language we speak is not the society majority language? Or when the country we live in is not the only ‘home’? This presentation deals with the situation of heritage languages within Canada, in particular the Manitoban context. We discuss how and to what extent heritage languages are maintained by governmental policy and by community groups. Our focus is on German and dialects of German (the dominant heritage languages within Manitoba, though certainly not the only ones). We explore issues related to their maintenance and transmission to younger generations of Manitoba's German-speaking populations. This includes looking at how religion and lifestyle act as motivation for language preservation and affect the role of language in creating identity. That is, we address the importance of the relationship between language and identity and how this relationship is fostered in Canada and more specifically in Manitoba.

H

Hamel, Marie-Josée (Professeure agrégée, directrice, CCERBAL, Université d'Ottawa)

Symposium CCERBAL -- Éclairage de la recherche sur la pratique en Apprentissage des langues assisté par ordinateur

Ce symposium qui s'adresse aux enseignants de L2 se propose de faire le pont entre la recherche et la pratique dans le domaine de l'apprentissage des langues assisté par ordinateur (ALAO). On y présentera en amont les fondements et principes théoriques de base qui guident une pratique éclairée de l'ALAO. Suivront des interventions ciblant des aspects précis de cette pratique à travers de recherches courantes portant sur : l'enseignement/ apprentissage en format hybride, le tutorat en ligne, les outils du web 2.0 et, en particulier, le rôle de l'enseignant dans ces contextes et avec ces nouvelles technologies participatives, la conception de la tâche langagière, la collaboration et l'autonomie de l'apprenant, l'(auto-)formation continue. Les intervenants sont des experts du domaine, mais aussi des praticiens en L2 et formateurs en didactique de la L2.

In English and French / En français et en anglais

Hawkins, Melissa (First Nations Language teacher, Robert Service School, Dawson City, First Nations Programs and Partnerships, Yukon Government of Education, Yukon)

First Nations' Languages: Using the Neurolinguistic Approach to develop resources and improve results (Roundtable)

This session will focus on the developments taking place in four First Nations' communities as the school system implements more effective teaching of the Aboriginal languages. Over the years, the neurolinguistic approach has proven successful with respect to teaching French as a second language in an intensive context (Intensive French and Post Intensive French). The neurolinguistic approach may also be applied to the teaching of other second languages and, to a certain extent, to the non-intensive teaching of a second language. Curriculum development for

the teaching of Mi'kmaw has been carried out for Prince Edward Island, and the pilot is now in effect. There are also efforts in the area of teacher training for those who teach Aboriginal languages in the Northwest Territories. David Macfarlane will briefly touch upon these themes during the presentation. Developments are also taking place in Han First Nations' community, Dawson City, Yukon, as this school implements more effective teaching of the first language. One teacher is experimenting with the NLA in Grades 1-3 (First Nation) inside a rural school (K-12). Collaboration with the Intensive French program that was introduced in the 2011-2012 school year is underway. Pascal St-Laurent will discuss these topics. A large curriculum development and teacher training project in the Bay James School District focusing on Cree is also underway.

Hermans, Laura (Consultant, frameWorks Consulting, Ontario) and **Jim Murphy** (Teacher, Centre for Distance Learning and Innovation, Newfoundland-Labrador)

CASLT's CEFR-based Assessment in Action Toolkit: Professional live web-based learning session and community

CASLT has recently launched the Assessment in Action: A CEFR-based toolkit for FSL teachers (AAT) to help teachers work with the CEFR in language classrooms. The AAT is a set of adaptable tasks assessment models and resources that combine effective teaching and on-going assessment in the framework of the CEFR. CASLT has also developed a live web-based professional learning community and session for teachers to learn about the CEFR how to use and adapt the AAT to the classroom and how technology can provide the means to interact and connect with peers and experts across the country. In this workshop the AAT will be presented and the live web-based professional learning session and online community will be demonstrated.

Hirata, Yoshimi (Japanese Language Advisor, The Japan Foundation, Alberta Education) and **Noriko Saito** (Program officer, The Japan foundation, Toronto)

Resources without borders: The Japan Foundation's Update

The Japan Foundation has developed online resources: "Marugoto plus", "Minna no Can-Do site", "Japanese in Anime and Manga" and so on. This session will present the latest update to the Japan Foundation's programs and resources for teachers and learners of Japanese language.

House, Liisa (Conseillère en éducation, Les voix de la poésie/Poetry In Voice, British Columbia)

Parlez-vous la poésie?

Dans cette séance les participants auront la chance de savourer la poésie francophone tout en vivant une expérience en art oratoire. En utilisant l'anthologie de poèmes classiques et contemporains de la francophonie choisie par Pierre Nepveu, trois fois poète lauréat, et les notes pédagogiques des Voix de la poésie nous allons jouer avec les métaphores, présenter les plus belles lignes de la poésie et évaluer les meilleures récitations par les concurrents de concours 2012. À la fin nous vous laisserons avec les outils l'expérience et le courage pour faire partie du nouveau concours de récitation de poésie bilingue maintenant ouvert à tous les élèves de FLS et immersion au Canada.

Howden, Jim (Professor, McGill University) and **Katy Arnett** (Associate Professor, St. Mary's College of Maryland)

Learning for All, Learning Together: Differentiation and cooperative learning strategies in Échos Pro

In this interactive session participants will learn how to apply differentiation and cooperative learning strategies in the second-language classroom to help challenge support and unlock the potential of every student. Meeting the needs of all students supporting them and teaching them how to support one another are hallmarks of the Échos Pro series from Pearson and Katy Arnett and Jim Howden will describe how their research and experience informed the creation of this leading resource for core French.

I

Ioannou Constantine (Executive Director, International Language Educators' Association) and **Michael Embaie** (President, SAHLA)

Current Initiatives and Practices in Community-Based Languages Education: SAHLA and the CLA

This presentation will include an overview of the Southern Alberta Heritage Language Association (SAHLA) in Calgary, and its local and provincial work in the teaching, development and promotion and policy development of international/heritage languages at the community level, in partnership with community-based language schools and Alberta Education. This includes school and curriculum development and professional development in partnership with the University of Calgary Teaching Second Languages (TSL) Certificate program. SAHLA represents 38 different languages taught from kindergarten through grade 12, including high school credit courses in 9 languages, and adult language courses.

J

Jang, In Chull (PhD Candidate, OISE, University of Toronto) and **Enrica Piccardo** (Assistant Professor, OISE, University of Toronto)

Fostering Teachers' Reflection on the Potential of the CEFR in Canadian Language Classrooms

This presentation analyzes ESL, FSL and heritage language teachers' voices about the potential of the Common European Framework of Reference (CEFR) in their practice. Reflection on the CEFR and its implications in the Canadian context was facilitated by targeted workshops. On the basis of the data collected in this qualitative study and analyzed using thematic content analysis the study provides insights into teachers' perceptions on benefits and challenges in applying the CEFR to the classroom teaching and assessment. The presentation underlines the need for targeted professional development to improve understanding and effective use of the tool in the Canadian context.

Jonk, Luella (PhD, Speech Pathologist, Manitoba)

Cross-cultural Influences regarding Language Acquisition

("How to Do It?" Perspectives on Language Education in a Plurilingual Society Pre-Congress Round Table)

Teaching a second language in a plurilingual and multicultural context necessitates a reconsideration of the traditional Western 'Show and Tell' classroom activities approach, and implicates educators' awareness on the different ways in which students learn, including cross-cultural exchanges. This talk will engage the audiences with how young children learn language, in particular ESL/EAL – it expands on why the pattern of 'the teacher choosing who will speak, when they will speak, and what they will speak about' may not lead to the formation of optimal second language communicative competence for students coming from immigrant and/or Indigenous communities, and may conflate language difference with language delays. These differences may be displayed through body language, eye contact, whole to part learning style, visual kinesthetic learning style, verbal response time lags, speaking volume and frequency, and spirituality. While it is important to acknowledge that language and culture are inarguably intertwined, it is equally pertinent to be cognizant of other related factors such socioeconomic status (SES), speaking different Englishes, and dual language use in the home and community.

K

Kabotoff, Susan (Core French Teacher, School District 73 in BC-Kamloops and Faculty Advisor, Thompson Rivers University)

Appartenance dans la classe de FLS

En tant que professeur de langue nous avons l'occasion idéale de modeler et d'encourager les élèves à créer des liens entre eux et avec vous. Inspiré des principes de la classe inclusive de TRIBES™ cet atelier vous laissera avec cinq activités concrètes et communicatives qui privilégient une ouverture et une amitié auprès des membres de votre classe. Pour vous mettre à la place de vos élèves et pour vivre l'expérience vous participerez à chaque activité. Vous partagerez aussi vos réactions, vos idées et vous créerez vous-même le sens de faire partie du groupe pendant ces activités. Ces activités écrites et orales sont basées sur le principe de langue comme outil d'interaction. En même temps vous trouverez les activités faciles à modifier pour d'autres niveaux, d'autres langues et pour renforcer certaines structures grammaticales. Alors venez voir et faire partie de notre groupe de profs attentionnés et énergiques!

Khatri, Raj (ESL Instructor, University of Regina, Saskatchewan)

Do You Teach The SIOP Way? Why Not?

The presenter will discuss a variety of classroom strategies from Sheltered Instruction Observation Protocol (SIOP) he has successfully been incorporating in his classrooms since 2008. 'Comprehensible input' is provided for better output and the content being taught is easily learned. Language acquisition takes place sometimes even without the 'need for motivation' to learn the language when strategies are incorporated in a 'compelling' way. The SIOP model initially a protocol created by Echevarria Vogt and Short in 2000 promotes student engagement and interaction among the students and between the students and the teacher and also between the students the teacher and the text. The SIOP framework presents the need and suggests strategies for teachers to create a fear-free atmosphere wherein students spontaneously participate in classroom interactions to the maximum and wherein the 'need for motivation' is eliminated with the use of 'compelling' strategies.

King, Carolyn (Sessional Instructor, University of Calgary)

Talking to Your Students about Second Language Learning - A Productive Conversation

Introducing the idea of a Class Meeting to share with students the many advantages of learning another language: Intrinsic motivation works in favour of positive language acquisition: Information introduced by Enthusiastic teachers sharing their own background can assist students to succeed. A discussion of elements important for teachers to consider will be held.

Klausen, Lillian (Conseillère pédagogique, Bureau de l'éducation française, Manitoba) et **Jean Bigourdan** (Conseillère pédagogique, Bureau de l'éducation française, Manitoba)

Le projet de discussions Touchstones : Penser pour parler, parler pour penser

Les participants découvriront le projet de discussions **Touchstones**, une nouvelle approche pédagogique, très efficace en matière de discussion de groupe qui suscite la participation enthousiaste et pleinement active des élèves. L'approche favorise le dialogue, la pensée critique, le leadership de collaboration et les valeurs communautaires chez les élèves. En écoutant, en explorant, en coopérant et en résolvant des problèmes, les élèves apprennent à collaborer réellement à leur apprentissage. Tout le monde peut bénéficier de l'écoute, de l'expression, de la réflexion et des compétences interpersonnelles acquises par la participation à des discussions actives et orientées. Les participants à l'atelier auront l'occasion de prendre part à une discussion et de découvrir ces bénéfices.

Komuro-Lee, Ikuko (Senior Lecturer, University of Toronto), **Keiko Aoki** (Adjunct Associate Professor, Queen's University) and **Jotaro Arimori** (Senior Lecturer, University of Toronto)

Utilizing CEFR to Foster Articulation across Japanese Programs in Ontario

The Canadian Association for Japanese Language Education (CAJLE) has been actively involved in the Japanese Global Articulation Project (J-GAP) which aims to achieve articulation across Japanese programmes regionally and globally. J-GAP Canada has set several objectives to support the continued study of Japanese including teacher networking and information sharing and identifying gaps across programs. We have launched a working group with teachers from various educational institutions in Ontario. The group has created a list of Japanese programmes in Ontario and is currently conducting a syllabus project to describe targeted course proficiency levels based on CEFR so that we are able to recognize continuities as well as gaps across Japanese programs in the region. This will also enable teachers to reflect on their own objectives in reference to a common framework. In this presentation we will introduce our activities and potential impact on Japanese-language education in Canada.

Kostur, Sandi (District Helping Teacher, International Languages, Surrey School District Education Services, British Columbia)

Art in the Language Class: Culture communication and competencies

In this workshop participants will discover how bringing works of art into the language classroom can serve as a vehicle for communicative activities in the target language. The work of art is not only a representation of culture but also a springboard for getting students talking. We will explore some hands-on activities that students are sure to find engaging. We will discuss how these activities are linked to descriptors of the CEFR.

Kozak, Jeff (Teacher, Sunrise School Division, Manitoba)

Language through Culture

This session is designed to share classroom experiences in a bilingual educational setting. Through cultural experiences including art, dance and literature, students share with the larger student body language and cultural education gained in the bilingual program. Leadership experiences present themselves in the form of one-on-one opportunities working with peers from outside the program. Performance opportunities also arise through this model, giving students the chance to share with the entire school community and the community at large.

L

Lacroix, Stéphane (Professor and Course Instructor, University of Quebec in Abitibi-Témiscamingue, Québec)

Student Interaction in L2...No sweat!

Nowadays, in order to have a more efficient milieu, the use of the target language by teachers and students has to be prioritized. Still, it is not a given to have students interact orally in the L2. Therefore, this workshop will present student-centered techniques, games and activities to help with the interaction of students in a second or foreign language. Following the session, teachers will be able to easily implement most of the content in their classrooms.

Lacroix, Stéphane (Professor and Course Instructor, University of Quebec in Abitibi-Témiscamingue, Québec) and **Miles Turnbull** (Dean, Faculty of Education, University of Prince Edward Island)

Did You Know about The Canadian Language Portfolio for Teachers?

Join us to explore the new CASLT tool for assessing ESL skills in an internationally recognised comprehensive and fun manner! Your daily life language classroom and professional life as an ESL teacher are all in focus through the Portfolio's components. Come experience how you yourself and your students can get more actively involved in the ESL teaching; learning process in a practical and autonomous way – it's used world-wide and it is here for you!

Lafargue, Chantal (Faculty Associate, University of New Brunswick) and **Joseph Dicks** (Professor, University of New Brunswick)

Référentiel des compétences à l'écrit en immersion française

This session will explore a formative assessment tool developed by the Second Language Research Institute of Canada (L2RIC) in collaboration with ACPI. This tool designed to assess writing competencies in French is based on commonly used writing traits and the Common European Framework of Reference (CEFR). The document entitled "Référentiel des compétences à l'écrit en immersion française" includes linguistic profiles a six level rubric (A1-C2) teacher checklists and student "I can" statements. Participants will be given an overview of how the tool was developed validated and field-tested with teachers across Canada. A teacher guide under development will also be discussed.

In English and French / En français et en anglais

Lafrance, Myriam (Directrice générale, Français pour l'avenir)

Ressources gratuites pour stimuler l'apprentissage du français en classe!

Motivez vos élèves et donnez-leur des raisons authentiques d'aimer le français avec l'aide du Français pour l'avenir! Grâce aux ressources gratuites des Sessions franconnexion un programme conçu pour encourager les élèves à continuer à apprendre le français vos élèves auront la chance de participer à des activités culturelles et à des ateliers axés sur les avantages du bilinguisme. Venez voir comment vous pouvez les aider à découvrir qu'une vie en français existe en dehors de l'école. Lors de l'atelier vous recevrez une multitude de ressources gratuites dont des plans de cours, des prix, des affiches et plusieurs surprises!

Lamb, Terry (Director, Learning and Teaching, University of Sheffield)

Influencing Language Policy: The role of language teacher associations in policy development

This presentation will offer an overview of the opportunities and challenges facing language teacher associations in relationship to the development of language policy at a national level. It will briefly present some findings of

international research carried out with such language teacher associations, as well as drawing on the presenter's own experience of government language policy development in England.

Lamb, Terry (Director, Learning and Teaching, University of Sheffield)

Developing learning learners

Patterns of language learning are changing throughout the world; increasing numbers of adults and children are choosing to learn a language not as a specialist subject but as an additional skill. Global developments mean that a wider range of languages are needed for various purposes and to varying levels. Learners are therefore turning to alternative forms of study: self-access and distance learning as well as through more flexible pedagogies in classrooms. These have in common the need for learners to be able to take charge of their own learning, to become 'learning learners'. This talk draws on research and practice in schools and universities to consider the implications for the learner of such learning contexts. It considers ways in which the formal language curriculum might prepare learners for such lifelong language learning, touching on concepts such as learner autonomy, differentiation, assessment for learning, motivation, metacognitive knowledge and lifelong learning.

Lamontagne, Mireille (Manager, Education Programming, Canadian Museum for Human Rights)

The Education Program of the Canadian Museum for Human Rights

Standing at the heart of North America, the Canadian Museum for Human Rights (CMHR) will be a unique educational hub and a destination for tourists. A stunning architectural icon, it is also a shining symbol of hope. Opening in Winnipeg in 2014, it will be the first museum solely dedicated to the evolution, celebration and future of human rights...through a uniquely Canadian lens. The first national museum built outside the Capital Region, it will be a source of Canadian pride and a beacon to visitors from around the world. CMHR learning programs will be as important as its galleries and exhibits, designed to help students and visitors make a personal connection to human rights. The museum's Learning & Programming Department is just beginning its strategic planning for its Education programs. As we move forward, we are seeking input from Second Language Teachers through this combined presentation and workshop session on how the museum may best serve and meet the needs of the Second Language Teacher and Student community across Canada.

Lapkin, Sharon (Professor Emerita, OISE, University of Toronto)

A Vygotskian Sociocultural Perspective on Immersion Education: The L1/L2 Debate

An enduring issue in second language education focuses on the appropriate use of the L1 in the classroom; the examples in this workshop come from immersion but the insights are applicable in any language classroom. I will discuss several key constructs (mediation languaging the cognition/emotion relationship zone of proximal development) that are central to a Vygotskian sociocultural theory of mind perspective on second language learning and teaching. We will examine three guiding principles emerging from theory and research; in each case we will consider one or more key research studies from one-way or two-way immersion contexts whose findings can be interpreted in light of Vygotsky's insights. Educators will become familiar with important concepts contributed by Vygotsky and will re-examine their own practices in terms of language use in the classroom. They will achieve a better understanding of their language use choices in the classroom.

Lapkin, Sharon (Professor Emerita, OISE, University of Toronto)

Language Education in a Plurilingual Society: Perspectives from FSL Education in Canada

("How to Do It?" Perspectives on Language Education in a Plurilingual Society Pre-Congress Round Table)

This presentation provides insights into language education in a plurilingual society by examining selected research in French second language education in Canada. I discuss student ethnic diversity as it relates to achievement using examples from both core French and French immersion. I also explore the nature of student proficiency in French with specific reference to the ability to communicate (core French) and sociolinguistic competence (immersion). Research is needed to address the dearth of information about intercultural communication in both of these program contexts.

Lemak, Alina (Student, OISE, University of Toronto)

Silence, Miscommunication, and Exclusion in Second Language Classrooms

(Access to and Inclusion in Second Language Education – Best Practices and Challenges Round Table)
Because of silence's ambiguous nature, function and usage in intercultural differences in silence norms are a major source of intercultural miscommunication (Nakane 2007; Jaworski 1993). Unfortunately silence is not adequately addressed in most L2 classrooms (Cruz 2008). In order to rectify this problem, teachers need to know what to teach and how to do it. I conducted a five-month descriptive and qualitative inter/intracultural comparison of silence perceptions among Chinese, Korean, Russian, Colombian and Iranian ESL speakers and Canadian native-speakers of English in a context of intercultural mentoring sessions and interviews. Participants' silence perceptions were described and the most negatively-interpreted silences (such as word search and thinking pauses) were identified. ESL teachers and curriculum planners need to focus their curriculum construction and classroom instruction on these negatively-perceived silences because they are potential sites of miscommunication.

L'Enfant, Julian (Academic Services Manager, TESL Centre, Saint Mary's University, Nova Scotia)

Teaching in the Plurilingual Classroom

This workshop will look at how the role of the teacher has developed in recent years to better meet the needs of the 21st Century student. We will briefly review the characteristics of the traditional teacher and trace the step of the modern language/subject teacher before providing an overview of what it means to teach in a plurilingual classroom.

L'Enfant, Julian (Academic Services Manager, TESL Centre, Saint Mary's University, Nova Scotia)

Introducing and Implementing the CEFR in Halifax NS

In the last 12 months I have introduced and implemented the CEFR for learning teaching and assessment at two language institutions in Halifax NS: a private language school where I worked as the Director of Teacher Training and more recently at the TESL Centre in a local university where I am currently the Academic Services Manager. This session will look at the events that led to the need for a restructuring of the level system and curriculum in each situation the decision to adopt the CEFR as a way of describing levels and how staff and students were engaged in the process the challenges that were and are still being faced and of course the successes. By the end of the session we will see how the CEFR is an acceptable and appropriate model for English language courses in Canada, illustrate how it can provide a transparent pathway to university for students and teachers as well as provide a consistency of standards across institutions.

Lewis, Cynthia (Adjunct Professor, Simon Fraser University, British Columbia)

Building Leadership Capacity in Second Language Programs

How can formal and informal leaders within second language programs work together with the community and district personnel to strengthen their programs? What is unique about second language programming which needs to be communicated and understood so that programs are designed to maximize learning? Participants will discuss these leadership opportunities within the contexts of the programs in which they work. Key concepts are based on CASLT's Leadership folios and the principles of action research. Themes for discussion include: recruiting and retaining teachers supporting professional growth, organizing effective programs, maximizing learning assessing for learning and promoting success for all learners.

Lévesque, Léo-James (Conseiller pédagogique, School District - Anglophone West, Nouveau-Brunswick)

La lecture : comment amener l'élève à assumer progressivement son apprentissage

Rien n'est plus inspirant qu'une classe qui se nourrit de lecture. Cet atelier a pour but de modéliser des stratégies d'enseignement qui selon les recherches donneront encore plus de valeur et d'authenticité à la période de lecture. On présentera des activités conçues pour amener les élèves à renforcer et à vérifier leurs habiletés de compréhension de langage et de réflexion. La plupart des activités présentées pourront facilement s'intégrer à d'autres disciplines et les participants apprendront comment les adapter aux besoins de leurs élèves.

Lovrien-Meuwese, Kristin (Professor, Ph.D, University of Winnipeg) & **Elisabeth Gsell-Dentsoras** (University of Winnipeg)

Manitoba German and German Manitobans: Questions of Language and Identity

(“How to Do It?” Perspectives on Language Education in a Plurilingual Society Pre-Congress Round Table)

Language is intimately intertwined with self-identity (e.g. 'mother tongue', 'fatherland'). Both the language we speak and the country we call home influence our world view. But what happens when the language we speak is not the society majority language? Or when the country we live in is not the only 'home'? This presentation deals with the situation of heritage languages within Canada, in particular the Manitoban context. We discuss how and to what extent heritage languages are maintained by governmental policy and by community groups. Our focus is on German and dialects of German (the dominant heritage languages within Manitoba, though certainly not the only ones). We explore issues related to their maintenance and transmission to younger generations of Manitoba's German-speaking populations. This includes looking at how religion and lifestyle act as motivation for language preservation and affect the role of language in creating identity. That is, we address the importance of the relationship between language and identity and how this relationship is fostered in Canada and more specifically in Manitoba.

M

Macfarlane, David (Consultant)

First Nations' Languages: Using the Neurolinguistic Approach to develop resources and improve results
(Roundtable)

This session will focus on the developments taking place in four First Nations' communities as the school system implements more effective teaching of the Aboriginal languages. Over the years, the neurolinguistic approach has proven successful with respect to teaching French as a second language in an intensive context (Intensive French and Post Intensive French). The neurolinguistic approach may also be applied to the teaching of other second languages and, to a certain extent, to the non-intensive teaching of a second language. Curriculum development for the teaching of Mi'kmaw has been carried out for Prince Edward Island, and the pilot is now in effect. There are also efforts in the area of teacher training for those who teach Aboriginal languages in the Northwest Territories. David Macfarlane will briefly touch upon these themes during the presentation. Developments are also taking place in Han First Nations' community, Dawson City, Yukon, as this school implements more effective teaching of the first language. One teacher is experimenting with the NLA in Grades 1-3 (First Nation) inside a rural school (K-12). Collaboration with the Intensive French program that was introduced in the 2011-2012 school year is underway. Pascal St-Laurent will discuss these topics. A large curriculum development and teacher training project in the Bay James School District focusing on Cree is also underway.

Martyniuk, Waldemar (Executive Director, European Center for Modern Languages, Austria)

The Council of Europe's Common European Framework of Reference for Languages (CEFR): A 2001-2013 review and update

(The CEFR in Canada: Now and ten years from now / Le CECR au Canada : Aujourd'hui et dans 10 ans)

The four speakers on this panel will focus on the future of the CEFR in Europe and in Canada in the next 10 years. Waldemar Martyniuk from the Council of Europe will summarise the developments around the CEFR in Europe by referring to the many related tools and instruments that have been developed by the Council of Europe as a starting point for the discussion on what is next to happen for the CEFR, in Europe, and, possibly, in Canada as well. Miles Turnbull from the University of Prince Edward Island will focus on language teachers, their knowledge and understanding of the CEFR and their use of the *Portfolio canadien des langues pour enseignants* as key factors that will impact the future of the CEFR in Canada. Enrica Piccardo from OISE-University of Toronto will discuss the CEFR action-oriented perspective. In particular, she will analyse continuity and innovation of this perspective in relation to the communicative approach as well its impact on language pedagogy and evaluation. She will present some of the risks of a linear, or even simplified, interpretation of the CEFR especially in the field of professional development. Larry Vandergriff from ILOB at the University of Ottawa will explore developments in the growing awareness and acceptance (or not) of the CEFR in three target populations referred to in his 2006 study that recommended the CEFR as the common framework of reference for languages in Canada: schools, universities and the work place. His reflections will be partly informed by his recent study (for ACPI) of the DELF (Diplôme des études en langue française) in Canada. This session will be delivered in English and in French.

Martyniuk, Waldemar (Executive Director, European Center for Modern Languages, Austria)

Promoting Inclusive, Plurilingual and Intercultural Education

Promoting Inclusive, Plurilingual and Intercultural Education will present an overview of the latest developments in the European language education policy and practice. Pr Dr Martyniuk is the Executive Director of The European Center for Modern Languages. The ECML, created by the Council of Europe, is a unique institution whose mission is to encourage excellence and innovation in language teaching and to help Europeans learn languages more efficiently.

Martyniuk, Waldemar (Executive Director, European Center for Modern Languages, Austria)

Access to and Inclusion in Second Language Education – Best Practices and Challenges (Chair)

This roundtable proposes to focus on the diverse challenges students, teachers, and parents have when dealing with second language education, whether they are related to different cultural norms, mother tongue spoken at home, disability, trauma etc., or to the resources that schools and communities may make available to them, including teachers' training, adapted curricula, and extra-curricular activities. The goal is double-fold: i) to educate audiences on the diverse realities of students and on how the larger administrative, socio-economic, and cultural contexts may affect students' performance and evaluation in second language classrooms; ii) to launch a conversation that will identify current and potential solutions to offer more access to and inclusion in second language education.

McFayden, Andrew (Teacher, School District 57, British Columbia)

Language for Travel – Encouraging the Exploration of the World of Language

Purposes: To expose students to languages and cultures through introducing 4 languages in one course. Themes: To function in that language as a tourist and cultural appreciation. Implicit purpose: To get outside the English "box". Ideas: Language promotion / preservation, different linguistic approaches, teaching against cultural imperialism and use of technology. Students learn the terms: Official, indigenous, heritage, lesser-used, and international languages. Students learn 2 international languages, 1 heritage language and 1 indigenous language. In my course the students learn French, Spanish, Italian and Scottish Gaelic. In the past, I have also included a guest speaker who is a local First Nation chief who taught us some of the Carrier language. Advantage: This course can use any four languages as long as one is lesser-used. Workshop: A synopsis of the Language for Travel course that I created and have been teaching since 2007, the options available for teaching this course, how I created it assignments/activities and an introspective final project idea. In September 2012 another school in Prince George will begin to offer it with French, Spanish, Italian, and, possibly, an aboriginal language and Japanese.

Melanson, Éline (Core and Intensive French Consultant, Nova Scotia Department of Education) and **Linda Osborne** (Ministry of Education, Saskatchewan)

Intensive French 101: Everything you always wanted to know about Intensive French but didn't know who to ask

In this workshop we will be offering an overview of the Intensive French approach and what current research says about it. We will also be looking at the 'nuts-and-bolts' of how to successfully implement Intensive French in a jurisdiction including a look at scheduling considerations communication with parents and evaluation practices. The session will also include a time for participants to ask and address those FAQ (frequently asked questions) that usually arise as one moves from discussion to planning to actual implementation of Intensive French.

Michels, Mardi (Teacher, Royal St. George's College, Ontario)

Learning about Haiti: Writing tasks for the elementary French classroom

A letter-writing unit ended up with students learning about Haitian history, traditions, culture, and current affairs. Students worked on writing tasks though a class blog stories (including a collaborative, online storytelling project) and recipes ending the unit researching and cooking a Haitian meal. Students used their knowledge in real-life contexts an excellent way to ensure transfer to spontaneous communication is achieved. This session presents performance tasks for the L2 classroom using vocabulary and content from a unit about Haiti. Workshop participants will see the complete process from the creation of/rationale behind tasks that can help engage motivate and connect our students to the second language. Goals: To show it is not only desirable but possible to teach a cultural component

in the target language, to show how to easily incorporate culture meaningfully into the L2 curriculum and to show how learning about a target culture can be motivating for L2 students.

Morin-Nett, Erika (Coordonnatrice, Université de saint-Boniface, Manitoba)

Former des formateurs: ce qui fonctionne pour nous

L'un des facteurs qui contribuent au taux de satisfaction élevé dans les cours de langue de la Division de l'éducation permanente (DEP) est la qualité de l'enseignement. Quelles sont les pratiques en formation du personnel enseignant qui permet d'assurer cette qualité? Cet atelier permettra aux participants de découvrir la démarche employée pour la formation du personnel enseignant de la DEP ainsi que celle intégrée dans les cours linguistiques destinés aux enseignantes et aux enseignants de FL2.

Murphy, Jim (Teacher, Centre for Distance Learning and Innovation, Newfoundland-Labrador) and **Laura Hermans** (Consultant, frameWorks Consulting, Ontario)

CASLT's CEFR-based Assessment in Action Toolkit: Professional live web-based learning session and community

CASLT has recently launched the Assessment in Action: A CEFR-based toolkit for FSL teachers (AAT) to help teachers work with the CEFR in language classrooms. The AAT is a set of adaptable tasks assessment models and resources that combine effective teaching and on-going assessment in the framework of the CEFR. CASLT has also developed a live web-based professional learning community and session for teachers to learn about the CEFR how to use and adapt the AAT to the classroom and how technology can provide the means to interact and connect with peers and experts across the country. In this workshop the AAT will be presented and the live web-based professional learning session and online community will be demonstrated.

N

Navarro, Adolfo (Education Attaché, Embassy of Spain to Canada)

Programs of the Education Office of the Embassy of Spain in Canada

This presentation offers an overview of the programs the Office of Education for the Embassy of Spain runs in Canada in cooperation with the different national administrations to support Spanish teachers and students at all levels (K-12 and university). Some of these programs are the visiting teachers from Spain, or North American Language and Cultural Assistants in Spain, and our development and coordination of summer courses for teachers and students in Spanish universities and the support to bilingual schools.

In Spanish / En español

Ningewance Nadeau, Patricia (Sessional Instructor, Indigenous Language Institute, Manitoba)

Facilitating Fluency at Native Language Camps

I have attended many native language camps in Ontario and one in Manitoba in the past ten years. This is a growing trend as aboriginal people seek to learn the languages of their home communities. In my workshop, I would like to demonstrate some of the activities I have used in language camps as well as in my university language classes. I see myself as a "Facilitator" nowadays, rather than a "teacher" standing at the front. My goal is to enable the participants to talk to each other and get to know each other. The tools are language games that I have devised or have adapted from "ice-breaker" activities or children's games.

O

Osborne, Linda (Ministry of Education, Saskatchewan) and **Élaine Melanson** (Core and Intensive French Consultant, Nova Scotia Department of Education)

Intensive French 101: Everything you always wanted to know about Intensive French but didn't know who to ask

In this workshop we will be offering an overview of the Intensive French approach and what current research says about it. We will also be looking at the 'nuts-and-bolts' of how to successfully implement Intensive French in a

jurisdiction including a look at scheduling considerations communication with parents and evaluation practices. The session will also include a time for participants to ask and address those FAQ (frequently asked questions) that usually arise as one moves from discussion to planning to actual implementation of Intensive French.

P

Patrick, Donna (Director, School of Canadian Studies, Professor, Carleton University, Ontario)

“How to Do It?” Perspectives on Language Education in a Plurilingual Society (Chair)

This pre-conference roundtable reunites experts on language education who will share different perspectives on unfolding dynamics in the teaching/learning of English, French, Indigenous, as well as additional/heritage, languages in Canada. The panelists will focus on the following questions: “How is language education responding to the students’ plurilingual and increasingly diverse backgrounds? What are some of the ways in which it may support intercultural communication and address (trans)national mobility? How do language acquisition and language retention interplay in a plurilingual context?” Organisers hope to trigger discussions on the above, by having different perspectives problematise, explore, and enrich language education approaches in both formal and informal schooling, as well as in administration and policy making. That is, audiences will have an opportunity to engage with ways in which language education in Canada upholds (or fails to uphold) plurilingualism, intercultural communication, and (trans)national social developments.

Patrick, Donna (Director, School of Canadian Studies, Professor, Carleton University, Ontario)

Indigenous Languages in Action and Interaction with Other Languages (Chair)

The panelists in this roundtable will explore the bridges between Indigenous languages, second languages, and official languages, which could be established with, and for, the students in second language classrooms. Language is learned both outside class and in class, but in different ways. These particular ways may not necessarily and generally reflect students’ perceptions of what a second language is, what mother tongue represents, and what official languages are needed for. Formal and informal schooling may impose unnecessary boundaries and confuse students in a plurilingual environment, especially when their social identities are in formation. Case studies presented in this roundtable will reveal some of the challenges and best practices in this respect and propose new bridging ways to look at language education.

Paupanekis, Ken (College University of the North, Manitoba)

Integration of Native Language in a School Setting

(“How to Do It?” Perspectives on Language Education in a Plurilingual Society Pre-Congress Round Table)

This talk will focus on native language education in Canada, contextualising the importance and particularities of native language programs in plurilingual contexts. Specifically, it will explore strategies on how schools can be better catalysts for such programs. Management and teaching strategies will be expanded on, highlighting how the combination of each can enhance native language programs and contribute to increased inter-cultural communication. The perspective put forward will also include social-cultural, as well as administrative, considerations that explain the factors which help or inhibit native language programs and the larger benefits that accrue from their implementation in schools.

Pellerin, Martine (Professeure adjointe, Université de l’Alberta)

Symposium CCERBAL -- Éclairage de la recherche sur la pratique en Apprentissage des langues assisté par ordinateur

Ce symposium qui s’adresse aux enseignants de L2 se propose de faire le pont entre la recherche et la pratique dans le domaine de l’apprentissage des langues assisté par ordinateur (ALAO). On y présentera en amont, les fondements et principes théoriques de base qui guident une pratique éclairée de l’ALAO. Suivront des interventions ciblant des aspects précis de cette pratique à travers de recherches courantes portant sur : l’enseignement/apprentissage en format hybride, le tutorat en ligne, les outils du web 2.0 et en particulier : le rôle de l’enseignant dans ces contextes et avec ces nouvelles technologies participatives, la conception de la tâche langagière, la

collaboration et l'autonomie de l'apprenant, l'(auto-)formation continue. Les intervenants sont des experts du domaine, mais aussi des praticiens en L2 et formateurs en didactique de la L2.

Petermann, Wieland (German Language Advisor, Central Agency for Schools Abroad, Alberta) and **Ulla In der Stroth** (German Support Teacher, Manitoba)

Neues aus der Szene: Silbermond und Lernlandschaft

This workshop will look at some recent trends in the German pop music scene. Participants will engage in various activities which can be beneficial to their students when they listen to texts or music in their German class. Taking a song by the band SILBERMOND as an example, we will show how popular music can trigger meaningful discussions in class at different proficiency levels.

In German / En allemand

Pfeifer, Pitseolaak (Student, Carleton University, Ontario)

When North Meets South: Indigenous reflections on Inuktitut and English as second languages

(Indigenous Languages in Action and Interaction with Other Languages Roundtable)

How an Inuk child learns the mother tongue and English as second languages and copes with some of the identity issues this can trigger, including relating to her/his Indigenous and non-Indigenous peers, is highly dependent on the in-class teaching pedagogies and on the wider social context in which schooling happens. As an Aboriginal person living in both southern and northern Canada, working and conversing in the above-mentioned two languages, one is most often required to engage with, and immerse in, different epistemologies and language pedagogies, in particular Indigenous and Euro-Canadian ways of knowing, teaching, and learning. Some of these may clash, if abstracted from social contexts. I argue though that while weaving in and out of two cultures can be challenging, Indigenous youth can often find opportunities to negotiate their place in society. Based on personal stories, this presentation underpins the perspective of an Inuk living in "two worlds," and articulates working frames for educators and policy makers to consider when engaging with Indigenous youth in Canada.

Piccardo, Enrica (Assistant Professor, OISE, University of Toronto)

The CEFR in Canada: Now and ten years from now / Le CECR au Canada : aujourd'hui et dans 10 ans

(Roundtable/Table ronde)

The four speakers on this panel will focus on the future of the CEFR in Europe and in Canada in the next 10 years. Waldemar Martyniuk from the Council of Europe will summarise the developments around the CEFR in Europe by referring to the many related tools and instruments that have been developed by the Council of Europe as a starting point for the discussion on what is next to happen for the CEFR, in Europe, and, possibly, in Canada as well. Miles Turnbull from the University of Prince Edward Island will focus on language teachers, their knowledge and understanding of the CEFR and their use of the *Portfolio canadien des langues pour enseignants* as key factors that will impact the future of the CEFR in Canada. Enrica Piccardo from OISE-University of Toronto will discuss the CEFR action-oriented perspective. In particular, she will analyse continuity and innovation of this perspective in relation to the communicative approach as well its impact on language pedagogy and evaluation. She will present some of the risks of a linear, or even simplified, interpretation of the CEFR especially in the field of professional development. Larry Vandergrift from ILOB at the University of Ottawa will explore developments in the growing awareness and acceptance (or not) of the CEFR in three target populations referred to in his 2006 study that recommended the CEFR as the common framework of reference for languages in Canada: schools, universities and the work place. His reflections will be partly informed by his recent study (for ACPI) of the DELF (Diplôme des études en langue française) in Canada. This session will be delivered in English and in French.

Piccardo, Enrica (Assistant Professor, OISE, University of Toronto)

Symposium CCERBAL -- Éclairage de la recherche sur la pratique en Apprentissage des langues assisté par ordinateur

Ce symposium qui s'adresse aux enseignants de L2 se propose de faire le pont entre la recherche et la pratique dans le domaine de l'apprentissage des langues assisté par ordinateur (ALAO). On y présentera en amont, les fondements et principes théoriques de base qui guident une pratique éclairée de l'ALAO. Suivront des interventions

ciblant des aspects précis de cette pratique à travers de recherches courantes portant sur : l'enseignement/apprentissage en format hybride, le tutorat en ligne, les outils du web 2.0 et en particulier : le rôle de l'enseignant dans ces contextes et avec ces nouvelles technologies participatives, la conception de la tâche langagière, la collaboration et l'autonomie de l'apprenant, l'(auto-)formation continue. Les intervenants sont des experts du domaine, mais aussi des praticiens en L2 et formateurs en didactique de la L2.

Piccardo, Enrica (Assistant Professor, OISE, University of Toronto) and **In Chull Jang** (PhD Candidate, OISE, University of Toronto)

Fostering Teachers' Reflection on the Potential of the CEFR in Canadian Language Classrooms

This presentation analyzes ESL FSL and heritage language teachers' voices about the potential of the Common European Framework of Reference (CEFR) in their practice. Reflection on the CEFR and its implications in the Canadian context was facilitated by targeted workshops. On the basis of the data collected in this qualitative study and analyzed using thematic content analysis the study provides insights into teachers' perceptions on benefits and challenges in applying the CEFR to the classroom teaching and assessment. The presentation underlines the need for targeted professional development to improve understanding and effective use of the tool in the Canadian context.

R

Rowe, Barry (Professeur agrégé, Université Sainte-Anne, Nouvelle-Écosse)

Les simulations globales : de multiples possibilités pour l'apprentissage, sur mesure, d'une langue seconde?

Les simulations globales tendent à reproduire la réalité pour favoriser l'acquisition d'une langue seconde dans le contexte d'une salle de classe. Elles constituent une excellente approche pédagogique pour enseigner le français et/ou d'autres matières en immersion française. En plus elles s'inscrivent facilement dans une planification à moyen ou à long terme. La salle de classe est alors transformée en « réalité virtuelle » tel un hôtel un immeuble ou une île déserte. La technologie est utilisée pour amener la culture francophone dans ces expériences. Les élèves sont en grande partie responsables de l'élaboration des activités d'apprentissage tout en étant accompagnés par l'enseignant. La recherche récente concernant l'apprentissage d'une langue seconde suggère que l'apprentissage autonome est favorable pour permettre aux apprenants d'identifier et de relever leurs défis langagiers. Ils auraient ainsi plus de succès et les principes de l'apprentissage autonome sont omniprésents dans les simulations globales. Au cours de cet atelier un aperçu de cette approche et des recherches s'y rapportant et des résultats de recherche portant sur les simulations globales seront présentés et discutés. Je partagerai avec les participants plusieurs expériences de succès vécues avec des élèves du secondaire dans les provinces de l'Atlantique ainsi que des étudiants en pédagogie de l'Université Sainte-Anne.

S

Saito, Noriko (Program officer, The Japan Foundation, Toronto) and **Yoshimi Hirata** (Japanese Language Advisor, The Japan Foundation, Alberta Education)

Resources without borders: The Japan Foundation's Update

The Japan Foundation has developed online resources: "Marugoto plus", "Minna no Can-Do site", "Japanese in Anime and Manga" and so on. This session will present the latest update to the Japan Foundation's programs and resources for teachers and learners of Japanese language.

Salvatori, Michael (CEO and Registrar, Ontario College of Teachers) and **Caroline Turnbull** (Anglais langue seconde et langues internationales, Nouveaux arrivants et élèves internationaux, Ministère de l'Éducation et du Développement de la petite enfance, Nouveau-Brunswick)

Getting the most of CASLT: We are here for you

During the first part of this session, CASLT President Michael Salvatori and Vice President Caroline Turnbull will highlight the mission of CASLT, the services it offers to members and some current initiatives. Michael and Caroline will then facilitate a discussion among participants about other services that CASLT could offer to members.

Durant la première partie de cette séance, Michael Salvatori, Président de l'ACPLS, et Caroline Turnbull, Vice-Présidente de l'ACPLS étaleront la mission, vision, services aux membres and les activités en cours. Suivra ensuite, une conversation animée par Michael et Caroline des autres services que pourrait offrir l'ACPLS.

St-Laurent, Pascal (Enseignant-ressource en Français intensif, Ministère de l'Éducation, Yukon)

First Nations' Languages: Using the Neurolinguistic Approach to develop resources and improve results
(Roundtable)

This session will focus on the developments taking place in four First Nations' communities as the school system implements more effective teaching of the Aboriginal languages. Over the years, the neurolinguistic approach has proven successful with respect to teaching French as a second language in an intensive context (Intensive French and Post Intensive French). The neurolinguistic approach may also be applied to the teaching of other second languages and, to a certain extent, to the non-intensive teaching of a second language. Curriculum development for the teaching of Mi'kmaw has been carried out for Prince Edward Island, and the pilot is now in effect. There are also efforts in the area of teacher training for those who teach Aboriginal languages in the Northwest Territories. David Macfarlane will briefly touch upon these themes during the presentation. Developments are also taking place in Han First Nations' community, Dawson City, Yukon, as this school implements more effective teaching of the first language. One teacher is experimenting with the NLA in Grades 1-3 (First Nation) inside a rural school (K-12). Collaboration with the Intensive French program that was introduced in the 2011-2012 school year is underway. Pascal St-Laurent will discuss these topics. A large curriculum development and teacher training project in the Bay James School District focusing on Cree is also underway.

Strauss, Arla (Basic French Curriculum Consultant, Bureau de l'éducation française, Manitoba) and **Sandra Drzystek** (Liaison Officer – FSL, Bureau de l'éducation française, Manitoba)

French: A Guide to Teaching Oral Communication

Oral communication skills are the foundation for learning a language. For this reason Manitoba Education has developed student profiles with accompanying video clips illustrating the desired outcomes for oral communication in Core French. This workshop will present the profiles for teaching and learning the video clips of students speaking French and the accompanying evaluation rubric. Participants will leave with a better understanding of how to teach and evaluate oral communication with clear expectations for student achievement.

In der Stroth, Ulla (German Support Teacher, Manitoba)

The Pied Piper of Hamelin – Exploring German Language through Centers

In this workshop we present an example of station learning we taught last year with a mixed group of 40 students from Grades 3 and 4 using the folktale Pied Piper of Hamelin as a backdrop. These stations incorporate the 9 learning intelligences outlined by Howard which we will highlight at the outset of our presentation. The first part of the presentation will describe the 12 stations as they apply to the various learning styles. The second part consists of hands-on time for the participants: they will have time to explore the different stations themselves to get an idea of the material which they can use in their classrooms. We would like to conclude by dedicating some time to discuss and reflect on the project and the use of stations in general.

In German / En allemand

Stroth, Ulla In der (German Support Teacher, Manitoba) and **Wieland Petermann** (German Language Advisor, Central Agency for Schools Abroad, Alberta)

Neues aus der Szene: Silbermond und Lernlandschaft

This workshop will look at some recent trends in the German pop music scene. Participants will engage in various activities which can be beneficial to their students when they listen to texts or music in their German class. Taking a

song by the band SILBERMOND as an example, we will show how popular music can trigger meaningful discussions in class at different proficiency levels.

In German / En allemand

Suquet, Dominique (Attaché de coopération éducative, Ambassade de France au Canada)

Échanges et partenariat éducatifs à distance: le projet E-Twinning

En Europe, le projet *E-Twinning* est né en 2005, sous l'égide de la Commission européenne. Grâce à lui, des milliers de projets pédagogiques entre établissements scolaires de 33 pays européens sont nés et des centaines de milliers d'élèves ont travaillé ensemble, à distance et en face à face. Ces projets sont une excellente source d'inspiration et nous invitent à rencontrer « l'autre ».

Swanson, David (Educator, Area Superintendent, Frontier School Division, Manitoba)

The Importance of Keeping Your First Nation Language

(Indigenous Languages in Action and Interaction with Other Languages Roundtable)

Historical aspects such as in the word “Keewatin” have a cultural, historical, structural and spiritual connection to the Cree Language. In this session Dave Swanson will also share the structuring of the Cree language. You will see why it is important to try and keep the language alive and continue to move forward in the preservation of the Cree language.

T

Tamalik McGrath, Janet (PhD, Independent scholar)

Indigenous Languages in Practice as Critical Approaches to Learning and Academia: Living in Inuktitut

(Indigenous Languages in Action and Interaction with Other Languages Roundtable)

This presentation is based on my Ph.D. research (2011) and draws on other applications of Indigenous languages in practice in higher education. My own work explores Inuktitut ethical dimensions through a documentation of Inuktitut methodology as reflected in our language use. Beyond “language” (words, terms), there is a “language” of relations that is reflected in stories. Together, these components – language and story – reflect a worldview that is sometimes in stark contrast to academic protocol and convention. In this presentation I draw on my own story of “living in Inuktitut,” as I compare my experience with the work of other authors engaging directly in Indigenous languages within the academy. I ask questions that my findings represent for Indigenous language education in a range of contexts, including elementary and urban spaces.

Tamalik McGrath, Janet (PhD, Independent scholar)

Pirurvik Centre Language Innovations

(Access to and Inclusion in Second Language Education – Best Practices and Challenges Round Table)

Pirurvik Centre – based in Iqaluit, Nunavut – was founded in 2003 to develop programs for Inuit language, culture and wellbeing. Among their language innovations is a unique approach to second language training. This presentation offers a view of this unique approach in theory and in practice. Best practices and challenges are discussed.

Thibault, Nicole (Educational consultant, Nelson Education, Ontario)

Preparing to Read the Text

Our focus for this session is on oral language development by using a variety of texts as springboards. We will share ideas on how to use oral interactions and warm-up activities to help contextualize and personalize a topic prior to introducing an audio video print or no-print text. We will discuss activities and ways to model the choice of language structures and vocabulary through scaffolding to prepare students to successfully read a variety of texts.

Turcotte, Marie (FSL Consultant and Series Editor, CEC Publishing, Québec)

Success for All with C'est parti! Now we're talking!

Discover the state-of-the-art new FSL resource that combines all the requested guiding principles to achieve success in your classroom. You will learn the best teaching practices in regards to oral interaction, cultural awareness, media literacy, learning goals and assessment. Emphasis is put on the CEFR with many action-oriented tasks reflecting authentic situations in order to meet the critical fundamentals of the framework. *C'est parti!* also includes cutting-edge technology to create a rewarding environment and lead students to become proficient second-language learners. Motivating and engaging this resource is for YOU!

Turnbull, Caroline (Anglais langue seconde et langues internationales, Nouveaux arrivants et élèves internationaux, Ministère de l'Éducation et du Développement de la petite enfance, Nouveau-Brunswick)

The CEFR in Canada: Now and ten years from now / Le CECR au Canada : aujourd'hui et dans 10 ans (Chair)

The four speakers on this panel will focus on the future of the CEFR in Europe and in Canada in the next 10 years. Waldemar Martyniuk from the Council of Europe will summarise the developments around the CEFR in Europe by referring to the many related tools and instruments that have been developed by the Council of Europe as a starting point for the discussion on what is next to happen for the CEFR, in Europe, and, possibly, in Canada as well. Miles Turnbull from the University of Prince Edward Island will focus on language teachers, their knowledge and understanding of the CEFR and their use of the Portfolio canadien des langues pour enseignants as key factors that will impact the future of the CEFR in Canada. Enrica Piccardo from OISE-University of Toronto will discuss the CEFR action-oriented perspective. In particular, she will analyse continuity and innovation of this perspective in relation to the communicative approach as well its impact on language pedagogy and evaluation. She will present some of the risks of a linear, or even simplified, interpretation of the CEFR especially in the field of professional development. Larry Vandergrift from ILOB at the University of Ottawa will explore developments in the growing awareness and acceptance (or not) of the CEFR in three target populations referred to in his 2006 study that recommended the CEFR as the common framework of reference for languages in Canada: schools, universities and the work place. His reflections will be partly informed by his recent study (for ACPI) of the DELF (Diplôme des études en langue française) in Canada. This session will be delivered in English and in French.

Turnbull, Caroline (Anglais langue seconde et langues internationales, Nouveaux arrivants et élèves internationaux, Ministère de l'Éducation et du Développement de la petite enfance, Nouveau-Brunswick) and **Michael Salvatori** (CEO and Registrar, Ontario College of Teachers)

Getting the most of CASLT: We are here for you

During the first part of this session, CASLT President Michael Salvatori and Vice President Caroline Turnbull will highlight the mission of CASLT, the services it offers to members and some current initiatives. Michael and Caroline will then facilitate a discussion among participants about other services that CASLT could offer to members.

Durant la première partie de cette séance, Michael Salvatori, Président de l'ACPLS, et Caroline Turnbull, Vice-Présidente de l'ACPLS étaleront la mission, vision, services aux membres and les activités en cours. Suivra ensuite, une conversation animée par Michael et Caroline des autres services que pourrait offrir l'ACPLS.

Turnbull, Miles (Dean, Faculty of Education, University of Prince Edward Island)

Le Portfolio canadien des langues pour enseignants

Le Portfolio canadien des langues pour enseignants est un document essentiel pour tout enseignant de langue seconde ou étudiant dans le domaine de l'éducation et qui envisage une carrière comme enseignant de français langue seconde, immersion française ou français intensif. Conçu à partir du Cadre européen commun de référence pour les langues (CECR) mis sur pied par le Conseil de l'Europe, cet outil permet à l'utilisateur de constater objectivement l'état de ses compétences en français, de préparer seul un plan d'action adapté à ses besoins et de suivre l'évolution de ses compétences. Miles présentera cet outil et les avantages de celui-ci et ainsi que la façon de s'en servir dans son quotidien et d'enseigner son utilisation aux élèves.

Turnbull, Miles (Dean, Faculty of Education, University of Prince Edward Island)

The CEFR in Canada: Now and ten years from now / Le CECR au Canada : aujourd'hui et dans 10 ans

(Roundtable/Table ronde)

The four speakers on this panel will focus on the future of the CEFR in Europe and in Canada in the next 10 years. Waldemar Martyniuk from the Council of Europe will summarise the developments around the CEFR in Europe by referring to the many related tools and instruments that have been developed by the Council of Europe as a starting point for the discussion on what is next to happen for the CEFR, in Europe, and, possibly, in Canada as well. Miles Turnbull from the University of Prince Edward Island will focus on language teachers, their knowledge and understanding of the CEFR and their use of the Portfolio canadien des langues pour enseignants as key factors that will impact the future of the CEFR in Canada. Enrica Piccardo from OISE-University of Toronto will discuss the CEFR action-oriented perspective. In particular, she will analyse continuity and innovation of this perspective in relation to the communicative approach as well its impact on language pedagogy and evaluation. She will present some of the risks of a linear, or even simplified, interpretation of the CEFR especially in the field of professional development. Larry Vandergrift from ILOB at the University of Ottawa will explore developments in the growing awareness and acceptance (or not) of the CEFR in three target populations referred to in his 2006 study that recommended the CEFR as the common framework of reference for languages in Canada: schools, universities and the work place. His reflections will be partly informed by his recent study (for ACPI) of the DELF (Diplôme des études en langue française) in Canada. This session will be delivered in English and in French.

Turnbull, Miles (Dean, Faculty of Education, University of Prince Edward Island) and **Stéphane Lacroix** (Professor and Course Instructor, University of Quebec in Abitibi-Témiscamingue, Québec)

Did You Know about The Canadian Language Portfolio for Teachers?

Join us to explore the new CASLT tool for assessing ESL skills in an internationally recognised comprehensive and fun manner! Your daily life language classroom and professional life as an ESL teacher are all in focus through the Portfolio's components. Come experience how you yourself and your students can get more actively involved in the ESL teaching; learning process in a practical and autonomous way – it's used world-wide and it is here for you!

V

Valdés Vazquez, Melissa (Education Advisor, Embassy of Spain Education Office, Alberta)

Integrating the Socio-Cultural Competence in Spanish through Audio-Visual Clips

Where to look at authentic material for Spanish learners? Understanding and comparing cultures is essential to learn foreign languages. This workshop offers useful resources and ideas to raise students' awareness of Spanish culture, from images and songs to videoclips, all of which fostering communicative techniques and the use of technology. We are going to explore ways of using the video effectively in the Spanish classroom and examples of activities for Spanish learners so we could motivate our students in the era of the image and social media.

En español / in Spanish

Vandergrift, Larry (Professor, University of Ottawa)

The DELF in Canada: Stakeholder perceptions

The Diplôme d'études en langue française (DELF) has recently gained attention in Canada for its potential as a national French-language proficiency test. There has been much anecdotal evidence about the benefits of the DELF; however there is very little empirical evidence for the perceived incentives and real advantages of this test nor any investigation of any potential barriers to participation and success of Canadian students. This presentation will present the results of a recent nation-wide study documenting the current state of affairs with regard to the DELF Scolaire in Canada. Results will report 1) information about experiences with the DELF from student teachers and parents from a number of school jurisdictions across Canada; 2) policy positions with regard to the DELF by university French departments; French-language universities and faculties; Ministries of Education in Canada; and 3) implications of the findings for FSL proficiency testing in Canada. Session participants will leave with a greater understanding of the issues with regard to DELF in Canada the study results and the implications of the results. The presentation will attempt to engage participants actively in discussion of the implications of the results through some initial discussion of the issues before presentation of the results and after the results presentation a longer discussion period than what is normally accorded to research presentations.

Vandergrift, Larry (Professor, University of Ottawa)

The CEFR in Canada: Now and ten years from now / Le CECR au Canada :aujourd'hui et dans 10 ans
(Roundtable/Table ronde)

The four speakers on this panel will focus on the future of the CEFR in Europe and in Canada in the next 10 years. Waldemar Martyniuk from the Council of Europe will summarise the developments around the CEFR in Europe by referring to the many related tools and instruments that have been developed by the Council of Europe as a starting point for the discussion on what is next to happen for the CEFR, in Europe, and, possibly, in Canada as well. Miles Turnbull from the University of Prince Edward Island will focus on language teachers, their knowledge and understanding of the CEFR and their use of the *Portfolio canadien des langues pour enseignants* as key factors that will impact the future of the CEFR in Canada. Enrica Piccardo from OISE-University of Toronto will discuss the CEFR action-oriented perspective. In particular, she will analyse continuity and innovation of this perspective in relation to the communicative approach as well its impact on language pedagogy and evaluation. She will present some of the risks of a linear, or even simplified, interpretation of the CEFR especially in the field of professional development. Larry Vandergrift from ILOB at the University of Ottawa will explore developments in the growing awareness and acceptance (or not) of the CEFR in three target populations referred to in his 2006 study that recommended the CEFR as the common framework of reference for languages in Canada: schools, universities and the work place. His reflections will be partly informed by his recent study (for ACPI) of the DELF (Diplôme des études en langue française) in Canada. This session will be delivered in English and in French.

De Villenfagne, Jennifer (French Teacher/Learning Leader, Calgary Board of Education, Alberta) and **Susan Wright** (French Specialist, Calgary Board of Education, Alberta)

iPad, iPod, iCan en français

You will discover that uCan effectively use the iPad and the iPod Touch in the French Core classroom. You will see how a K-6 French Core teacher uses them with her students and learn how to integrate technology in the daily teaching and learning in French Core. Please bring your iPhone, iPad or iPod, if you have one.

W

Weilandt, Jördis (Teacher Trainer, Goethe-Institute Toronto, Ontario)

Learn by Talking: Strategies to make cultural lessons effective communicative events

Participants of this workshop will learn about the complexity and necessity of speaking lessons. They will be provided with 3 cultural topics that serve as examples as to how teachers can deal with a number of challenges they face when planning and conducting a lesson. Eventually strategies will be applied to make speaking lessons that are most engaging, motivating and interactive for all learners in a class. The workshop intends to explore 3 cultural topics that can serve as incentives to spur conversation and create genuine oral communication amongst learners of German.1) Art(ist)s in Germany; 2) Contemporary Music - a personal(ised) approach; and 3) Deutschland aus der Vogelperspektive.

In German / En allemand

Wise, Nancy (PhD candidate, Second Language Education Program, OISE, University of Toronto and Special Education Resource Teacher, York Region District School Board, Ontario)

Access to Special Education for Exceptional Students Enrolled in French Immersion Programs: An equity issue

(Access to and Inclusion in Second Language Education – Best Practices and Challenges Round Table)
Exceptional students in French immersion programs in Canada rarely have access to the same range of special education programs and services that are available to students enrolled in the regular English stream. More often than not, children with special needs are counselled out of French immersion in order to access the support services they require. This exclusionary practice perpetuates the elitist status commonly attributed to French immersion programs. This presentation will focus on the lack of incentive on the part of multiple French immersion stakeholders to accommodate students with special education needs. In order to understand this discriminatory educational practice, some of the myths created by these stakeholders will be explored. Federal and provincial funding models

will be discussed, and the manner in which English-language district school boards apply special education funding allocations will be closely examined. Recommendations to promote a more inclusionary approach will be shared.

Wright, Susan (French Specialist, Calgary Board of Education, Alberta) and **Jennifer de Villenfagne** (French Teacher/Learning Leader, Calgary Board of Education, Alberta)

iPad, iPod, iCan en français

You will discover that uCan effectively use the iPad and the iPod Touch in the French Core classroom. You will see how a K-6 French Core teacher uses them with her students and learn how to integrate technology in the daily teaching and learning in French Core. Please bring your iPhone, iPad or iPod, if you have one.