



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

Excellence in Teaching Languages



2022–2023
Annual Report



Vision

Excellence in teaching languages.

Mission

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

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

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Version française disponible

Dear members, partners, and friends of CASLT,

I AM HONOURED once again to present our association's annual report, this time for the year 2022–2023. It has been a year full of opportunities, challenges, and successes, and CASLT has innovated and remained an engaged player in the language teaching field in Canada and beyond. As always, our members are at the core of what we do. We exist to support and inspire language teachers and the invaluable work that they do every day.

This past year has been marked by a return to in-person events for CASLT. Our 2022 Annual General Meeting and Networking Day reunited members and stakeholders in Ottawa, and the 2023 Languages Without Borders conference brought together over 600 L+ educators and stakeholders in Toronto. Going forward, we will continue to offer a suite of both in-person and virtual professional learning opportunities to support language teachers across the country.

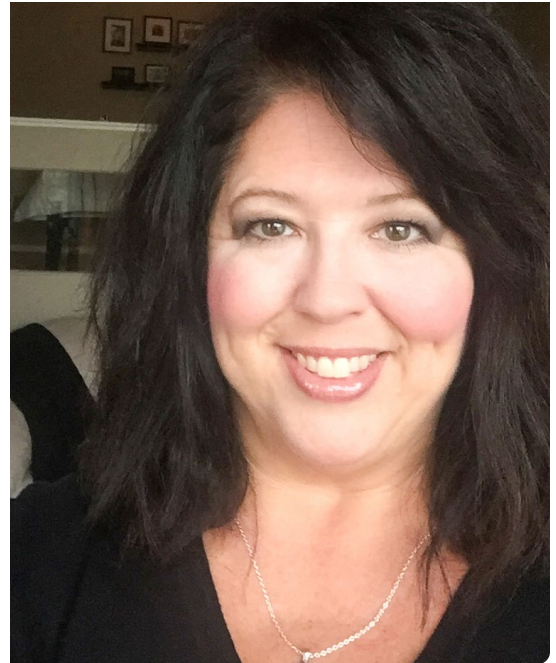
Other highlights from 2022–2023 include the launch of two new initiatives. First, the CASLT CoLab is our new online space for L+ teachers to build communities of practice and access asynchronous professional learning content. Second, our Discovering Languages series is designed to help teachers promote language learning and help their students develop intercultural awareness and understanding. We also published *Pandemic and Practice: The Impact of COVID-19 on Second Language Teachers in Canada* as well as new resources for our *Supporting Second Language Teachers in a Blended Teaching Model* project. Our *FSL Teacher Education Project* transitioned to its knowledge mobilization phase, with the FSL Teacher Education Consortium sharing findings and promoting dialogue at events across the country.

CASLT also made its voice heard on national and provincial issues important to language teachers. CASLT representatives, including Board members and National Council representatives, participated in federal government consultations on the proposed changes to the *Action Plan for Official Languages 2023–2028*. CASLT also participated in consultations held by the Government of New Brunswick regarding transforming the province's FSL programs.

I would like to thank the Department of Canadian Heritage for supporting CASLT's work to promote excellence in language teaching in Canada. Heartfelt thanks also go to our staff and volunteers for their dedication to CASLT and its success. Finally, to our members: thank you for all that you do for language education and for being part of our journey in 2022–2023.

Best wishes,

Carole Bonin, CASLT President



Carole Bonin, CASLT President

Message From the Executive Director

AS YOU READ the 2022–2023 annual report, I hope you will agree that it has been a productive year for CASLT. The CASLT staff continues to deliver a wide variety of new and ongoing activities and projects.

The past year has seen a particular focus on building CASLT's professional learning (PL) assets. The development of the CASLT CoLab, unveiled at our 2022 Networking Day, continued through the year. This repository of PL material now has over 150 lessons in 31 different course categories that teachers can access at any time. The CASLT CoLab also allows teachers to network and engage in peer-to-peer mentorship. In the coming year, we will continue to add and curate CoLab content as well facilitate the creation of communities of practice groups on the CoLab.

CASLT once again delivered Online Professional Learning webinars in regular programming and for specific projects. Sessions were recorded and assessed by CASLT's professional learning committee for possible inclusion in the CASLT CoLab.

In collaboration with local partners, the CASLT Chez-Vous program delivered six professional learning events. National Council representatives also presented on CASLT resources and programs at several language conferences. And we closed out the 2022–2023 year with the Languages Without Borders conference in Toronto.

In the years to come, CASLT hopes to build a continuum of professional learning supports for language teachers in Canada, whatever their specific context may be.

All this work is made possible by a dedicated group of staff and volunteers. National Council representatives promote CASLT in their respective province or territory as well as serve on CASLT committees. CASLT's Board of Directors provides oversight and guidance, while members take on additional responsibilities such as serving on CASLT committees. CASLT is blessed with a dedicated and knowledgeable leadership group.

Many thanks to the CASLT staff for the professional excellence they demonstrate every day. In terms of both quality and quantity of output, they are unbeatable.

Finally, we thank Canadian Heritage for their ongoing and essential financial support.

Sincerely,

Francis Potié, CASLT Executive Director



Francis Potié, CASLT Executive Director

Annual General Meeting

CASLT's annual general meeting (AGM) took place in person after two years online. On October 14, 2022, CASLT members and L+ stakeholders gathered at the Hilton Garden Inn Ottawa Downtown to reflect on CASLT's 2021-2022 fiscal year and learn about the status of the association.

Attendees heard reports from CASLT's president, treasurer, and auditor and the announcement of the 2022 CASLT award recipients. The AGM also saw the introduction of a new National Council representative for Prince Edward Island.



Board of Directors

CASLT's Board of Directors is responsible for supervising the management of the association's activities and affairs. To fulfill this mandate, CASLT's Board held eight meetings in 2022-2023: four in-person and four virtually.

In addition to its recurring responsibilities, which involve setting priorities, providing oversight, approving budgets and financial reports, and receiving activity reports, CASLT's Board gives valuable support to the association's many projects and initiatives. Additionally, CASLT's National Council representatives continue to support the Board with their dedication and expertise.

These are our 2022-2023 Board members:



Carole Bonin,
President



Joanne Robertson,
Vice-President¹



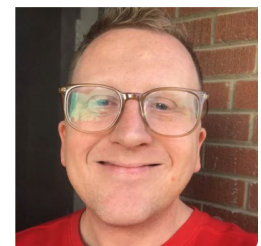
Yasmina Lemieux,
Secretary²



Katherine Mueller,
Treasurer



Trish Kolber,
Director at Large³



Jimmy Steele,
Director at Large

¹ Resigned in February 2023

² Interim Vice-President as of February 2023

³ Interim Secretary as of February 2023

National Council

Each National Council (NC) representative acts as a bridge between the association and its member and stakeholder network in their province or territory. NC representatives help promote CASLT's services and resources, foster networking in the L+ community, take an active role in CASLT committees and working groups, and keep the CASLT Board and staff apprised of the L+ landscape and realities in their respective province or territory.

These are our 2022–2023 National Council members:



Kindra Harte,
British Columbia



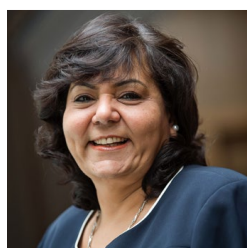
Diana Boisvert,
Alberta



Tara Dryburgh,
Saskatchewan



Meredith McGuinnes,
Manitoba



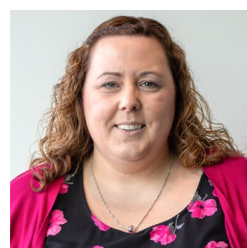
Faten Hanna,
Ontario



Philippa Parks,
Quebec



Karla Culligan,
New Brunswick



Stephanie Burke,
Nova Scotia



Lana Mill,
Prince Edward Island



Erin Dawe, Newfoundland
and Labrador



Nicole Doré,
Yukon



Jeff McConomy, Northwest
Territories and Nunavut

Committees and Working Groups

Thanks to an expansive list of standing committees, board committees, project working groups, and outside experts, CASLT’s capacity to deliver programs to members remains solid. Standing committees are permanent, as mandated by the association’s bylaws. The Board creates other committees and working groups to address current issues and initiatives and reviews them annually. We are grateful to the dedicated group of volunteers who serve on these committees to help CASLT achieve its mission.

CASLT Committees 2022–2023

Standing Committees

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

Board Committees

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

Board Liaison

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

Project Working Groups

- Identifying Requirements and Gaps in French as a Second Language (FSL) Teacher Training: Recommendations and Guidelines
- CASLT CoLab
- Supporting Second Language Teachers in a Blended Teaching Model
- Decolonization and Indigenization of Second Language Pedagogy
- FSL Fundamentals

Staff

CASLT staff implement the association’s programming and projects:



Francis Potié,
Executive Director



Elise Catudal,
Production Coordinator



Fatima Ezzahra El
Barhoumi El Idrissi,
Administrative and
Membership Assistant



Solomiya Ostapyk,
Communications
Coordinator



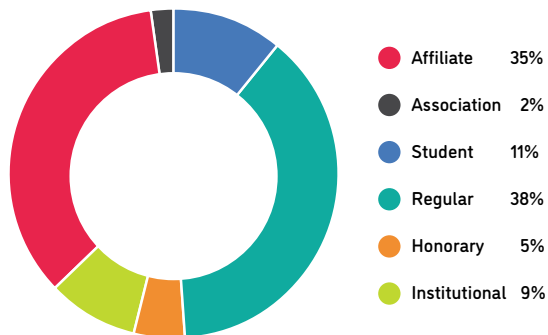
Kim Giese, Projects
and Professional
Learning Coordinator



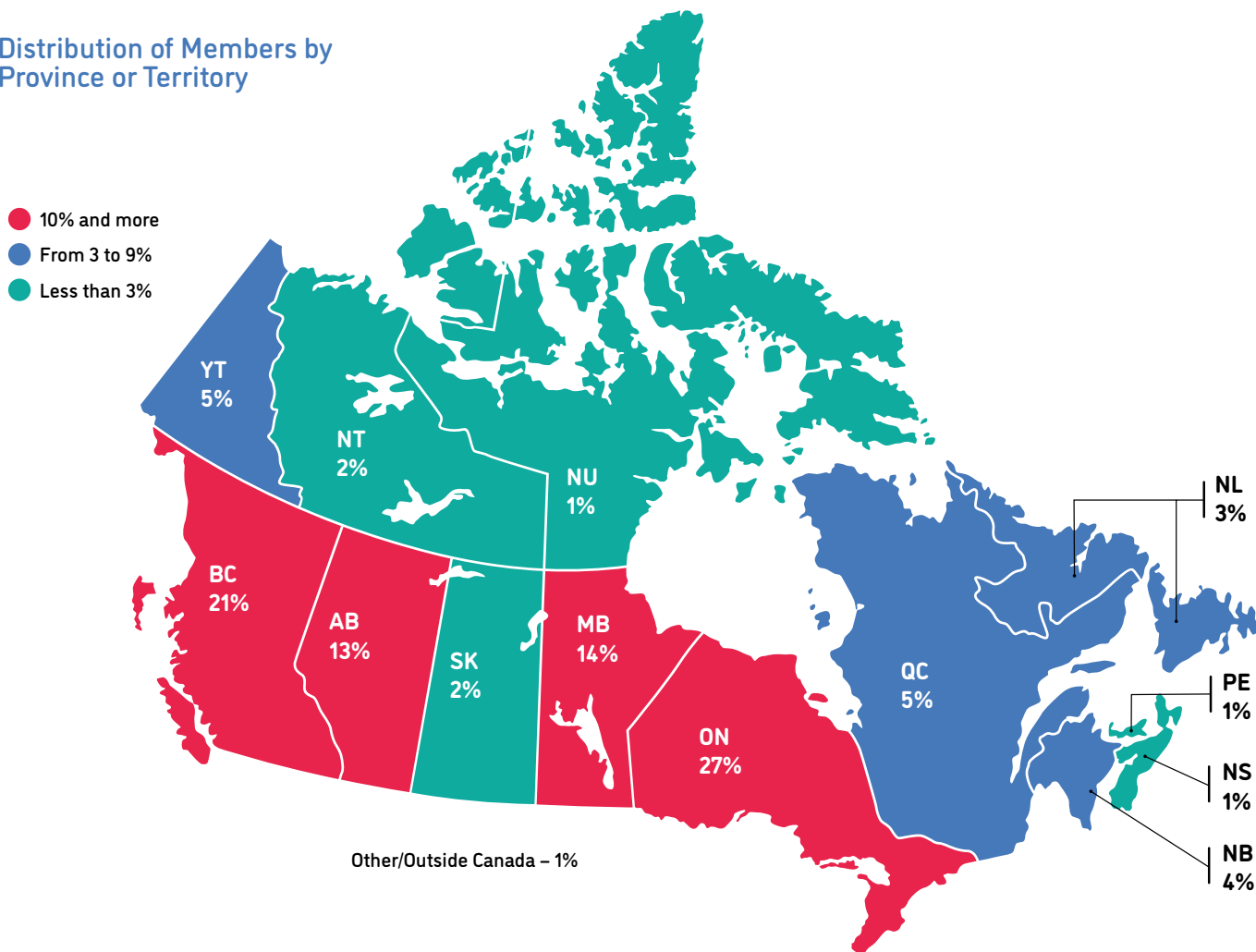
Rachel Galipeau,
Finance Manager

Membership

Distribution of Members by Membership Type



Distribution of Members by Province or Territory



CASLT values networking among second and additional language (L+) communities and building strong partnerships to achieve its mission. It seeks to seize and create opportunities to connect and network with L+ educators and stakeholders.

Networking Day

Networking Day 2022 featured a panel titled “When Does FSL Teacher Retention Begin? A Pan-Canadian Perspective on FSL Teacher Education” and table talk focused on language teacher retention. It took place directly following CASLT’s AGM on October 14. Networking Day also included five concurrent sessions:

- Connect, Learn, Grow: How the CASLT CoLab Will Support Your Professional Journey
- Decolonization and the Integration of Indigenous Knowledge in Second Language Teaching: A Dialogue to Inform a New CASLT Project
- Pandemic and Practice: The Impacts of COVID-19 on Second Language Teachers in Canada
- What’s New at CASLT?
- Pan-Canadian Perspectives on Resilience in International Languages Programming

Stakeholder Meetings

Board members and the Executive Director represent CASLT to governments and stakeholders. When the CASLT Board of Directors meets in person, it also schedules meetings with local L+ stakeholders. CASLT is also a member of the Commission Amérique du Nord: Fédération internationale des professeurs de français and the National Table for French as a Second Language.

Where Was CASLT?

CASLT participates in L+ teaching and learning events across the country. Representatives present on CASLT programs and resources, host exhibitor booths, and network with event attendees. A widespread return to in-person events characterized the year, with some events still taking place online or in hybrid format. CASLT participated in the following events to share information with the L+ education community and expand its network:

- DEESL/SPEAQ IT Conference
- Camerise FSL Teacher Recruitment and Retention Event
- OMLTA Spring Conference
- Congrès annuel AQEFSL
- BCLCA Annual Conference
- CSSE Annual Conference
- OFFA-SFU Conference
- CAJLE Annual Conference
- Sommet sur les langues officielles (Soirée de clôture)
- OMLTA Fall Summit
- Celebrating Languages 2022
- NSLTA Annual Conference
- Congrès annuel ACPI
- ACTFL Annual Convention and World Languages Expo
- SPEAQ Annual Conference
- Journée pédagogique pour les profs d’immersion au Yukon
- Journée pédagogique pour tous les profs FLS en communauté au Yukon
- Mighty Peace Teachers’ Convention
- Second Languages Professional Learning Day, Edmonton Public Schools

Communication

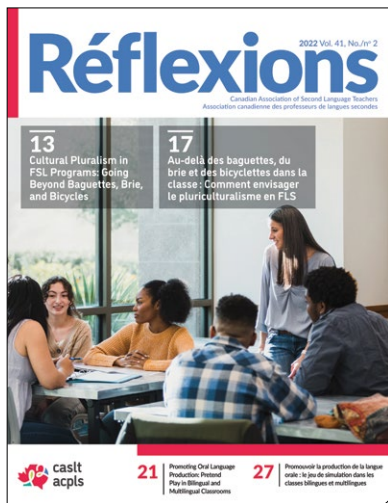
Facilitating the exchange of information and ideas among L+ teachers and stakeholders is one of CASLT’s areas of focus. CASLT uses several communication channels to expand its network and foster connections among those in the L+ world.

Réflexions

Réflexions, our professional magazine, is published three times per year. It includes research articles on exemplary practices, articles on L+ teaching experiences, resource reviews, teaching tips, classroom activities, updates on our projects, and CASLT’s latest news.

In 2023, *Réflexions* saw the introduction of themed issues:

- Emerging Trends in Language Teaching Research and Practice (February 2023/vol. 42, no. 1)
- Professional Learning in Language Teaching (May 2023/vol. 42, no. 2)
- Decolonizing and Indigenizing Language Teaching Practices (October 2023/vol. 42, no. 3)



CASLT Info ACPLS

CASLT’s e-newsletter, **CASLT Info ACPLS**, is sent out weekly. In 2022–2023, the newsletter was delivered to an average of 7,379 subscribers each week, and its average open rate was 59%. **CASLT Info ACPLS** shares information about CASLT events, projects, and opportunities, as well as news and updates from the wider L+ world.

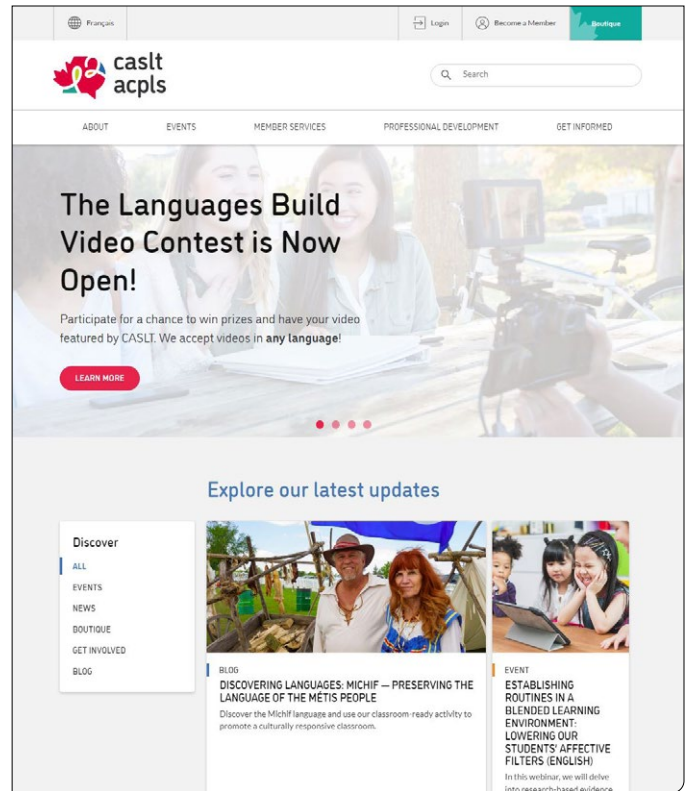
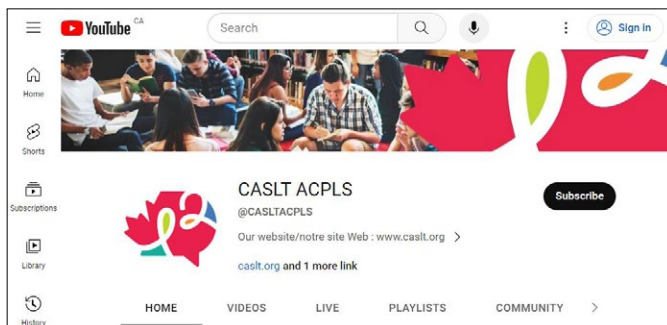
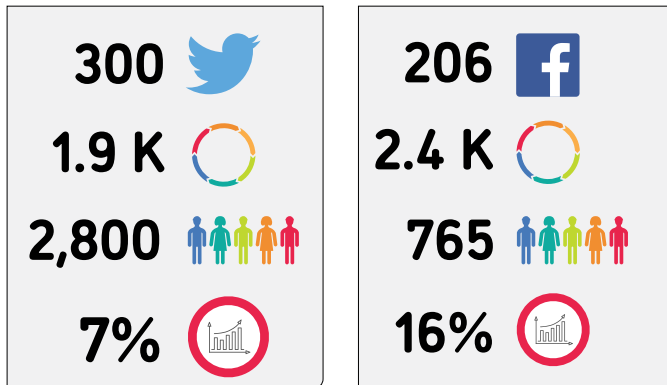


CASLT Website

[CASLT's website](#) shares news, events, projects, and resources from CASLT and the L+ world. The homepage and the events calendar are regularly updated to highlight new content and opportunities for language teachers. CASLT's blog shares ideas, tips, and reflections for and from the language classroom and accepts submissions on topics of interest to language educators. Stay up to date with CASLT's ongoing and future projects by visiting the Research and Projects website section, which provides the latest details on CASLT initiatives.

Social Media

CASLT engages with members, stakeholders, and the public through its social media channels. It shares information about CASLT initiatives, informs members about developments in the L+ field, and connects with professionals in language education.



Twitter

In 2022–2023, CASLT published 300 [tweets](#), resulting in 1,900 engagements. By the fiscal year-end, CASLT had just under 2,800 followers, representing a 7% increase over the previous year.

Facebook

CASLT published 206 posts on its [Facebook page](#), which generated over 2,400 engagements. At the end of March 2023, the page had 765 likes, up 16% from the previous year.

YouTube

[CASLT's YouTube channel](#) had over 32,000 views in 2022–2023. Its subscriber count also increased by 145 subscribers for a total of 1,147.

Partnerships

CASLT prioritizes partnerships and collaboration with other organizations in the L+ field. Many are governed by a formal partnership agreement, while others are less formal. These partners support CASLT's projects and outreach to the L+ community on an ongoing basis. CASLT wishes to acknowledge and thank them for the valuable work they continue to do to advance language teaching and learning:

Provincial Affiliates

- Association québécoise des enseignants de français langue seconde (AQEFLS)
- British Columbia Association of Teachers of Modern Languages (BCATML)
- British Columbia Language Coordination Association (BCLCA)
- Éducatrices et éducateurs francophones du Manitoba (ÉFM)
- Manitoba Association of Teachers of French (MATF)
- Nova Scotia Language Teachers Association (NSLTA)
- Ontario Modern Language Teachers' Association (OMLTA)
- PEI Association of Core French Teachers
- Saskatchewan Association of Teachers of French (SATF)
- Second Languages and Intercultural Council (SLIC)
- Société pour le perfectionnement de l'enseignement de l'anglais, langue seconde, au Québec (SPEAQ)
- Yukon Ministry of Education (French Programs)

National Partners

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

International Partners

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

Institutional and Postsecondary Partners

- Institute for Innovation in Second Language Education (IISLE), Edmonton Public Schools
- Official Languages and Bilingualism Institute (OLBI), University of Ottawa
- EducLang, University of Ottawa
- Second Language Research Institute of Canada (L₂RIC), University of New Brunswick

Affinity Program Partners

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



One of CASLT's priorities is to help its members continue to learn, develop their teaching practices, and grow as educators. Diverse professional learning opportunities throughout the year allow CASLT members to learn from L+ subject matter experts and one another about current hot topics and issues in the L+ field.

Online Professional Learning

Online Professional Learning (OPL) sessions are one-hour webinars on topics pertinent to L+ teachers. A total of 156 participants attended the 16 (eight English and eight French) OPL sessions CASLT hosted in 2022–2023, which included 12 sessions for the Blended Learning project. All the sessions were recorded and uploaded to the CASLT CoLab for asynchronous learning.

- Exploring an Anti-Oppressive Pedagogical Framework Centred on Student Identity, Linguistic Needs, and Social Justice (Heather Norton and Sylvia Moll)
- Ditch the Textbook: A Panel Discussion on Leveraging Technology to Centre Diverse Perspectives in the L+ Classroom (Eric Keunne, Rubina Sharma-Mohan, and Lauren-Rose Stunell)
- Stronger Together: Building Online Language Teacher Communities of Practice (Mimi Masson, Jennifer Francis, and Adam Kaszuba)
- Establishing Routines in a Blended Learning Environment: Lowering Our Students' Affective Filters (Shauna Néro)
- Innovative Assessment Practices Using Technology (Stephanie Jackson-Basuyaux)
- The Contradiction of Being a French L+ Teacher: Issues to Consider to Support Immersion Teachers (Sarah Fedoration and Monica Tang)
- Connecting Language Learners to the World Outside: A Panel Discussion (Laun Shoemaker, Ashleigh Hudson, Karen Devonish-Mazzotta, and Serena Quintal)
- Inspiring Action: Leadership Strategies for Empowering Language Teachers (Tamie Beattie, Antonia Cetin, Kalen Thorne, and Stephanie Jackson-Basuyaux)

CASLT Chez-Vous (CCV)

CCVs are one- or half-day professional learning workshops, held in-person or virtually, centred on a theme designed by CASLT or based on the expertise of a selected presenter. CASLT

organized six CASLT Chez-Vous sessions in 2022–2023, with a total of 260 participants.

- **Yellowknife, NWT:** Kindra Harte facilitated a workshop for K–2 Indigenous language immersion teachers
- **Saskatoon, SK:** Denis Cousineau facilitated workshops for participants of the Odyssey program
- **Edmonton, AB:** Danielle Hunter facilitated a workshop for consultants at the Institute for Innovation in Second Language Education (IISLE)
- **Winnipeg, MB:** Antonia Cetin delivered a keynote and facilitated workshops for the Winnipeg School Division's *Congrès de l'immersion*
- **Gibsons, BC:** Antonia Cetin delivered a workshop to School District 46 Core French teachers
- **Grande Prairie, AB:** Shauna Néro delivered a virtual workshop for the Northwest Regional Learning Consortium for Alberta FSL teachers

CASLT CoLab

The CASLT CoLab, launched in fall 2022, is an online space designed to support language educators in their professional journeys. It has two main objectives:

1. Supporting language teachers in building communities of practice
2. Providing a wide variety of high-quality professional learning content for teachers to complete on their own time

In the CASLT CoLab, users can share their teaching tips, questions, and classroom experiences as they interact with others to build their own online community of practice. The CASLT CoLab is also a professional learning hub, with dozens of asynchronous courses for language teachers on a variety of current and useful topics. New PL materials are continually added, making the CASLT CoLab a go-to platform for professional learning *and* community-building support.

Languages Without Borders

Languages Without Borders 2023

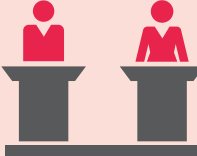
On March 23–25, 2023, CASLT held the first in-person edition of Languages Without Borders (LWB) since 2019. Over 600 people gathered at Toronto’s Westin Harbour Castle for this edition of Canada’s premier professional learning conference for language educators and stakeholders. Co-hosted with the Ontario Modern Language Teachers’ Association (OMLTA), LWB 2023 was full of unique and enriching opportunities for language teachers from across Canada and beyond to learn, share, explore, and network. Highlights included a pre-conference panel discussion on “Collective Resilience: Supporting and Engaging Language Teachers Through Communities of Care,” a Faculties of Education Roundtable, networking receptions, an exhibitors’ hall, and more than 130 professional learning sessions.

LWB 2023 also included a virtual program of over 20 live and 10 pre-recorded sessions. This hybrid format enabled those who were unable to attend in person to participate in the conference. In addition, select conference sessions were recorded and published in the CASLT CoLab, enabling future asynchronous conference participation.

Participants

600+ 

Sessions

130+ 

Sponsors

Thank you to our eight sponsors who helped make LWB 2023 a success.

Platinum



Université de l’Ontario français

Gold



Silver



Bronze



Special Thanks

We acknowledge the financial support of the Government of Canada



Boutique

CASLT sells a wide variety of publications for language teachers, from professional learning and pedagogical resources to research reports. CASLT members get up to 50% off regular publication prices.

In 2022–2023, 562 publications were purchased. The most-purchased resources were these:

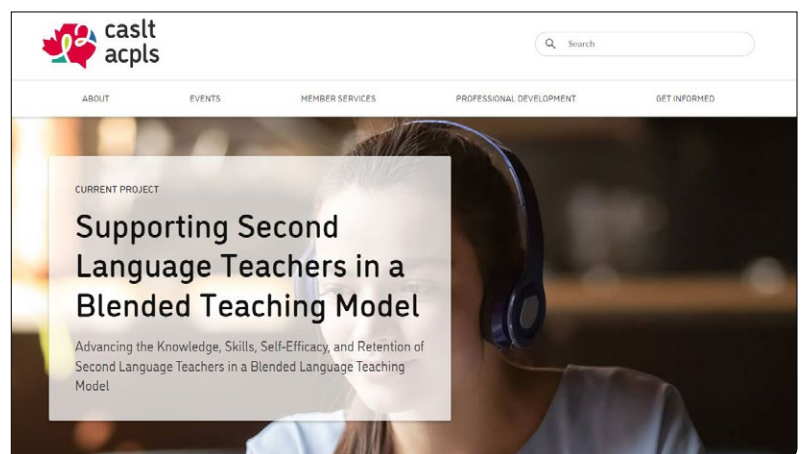
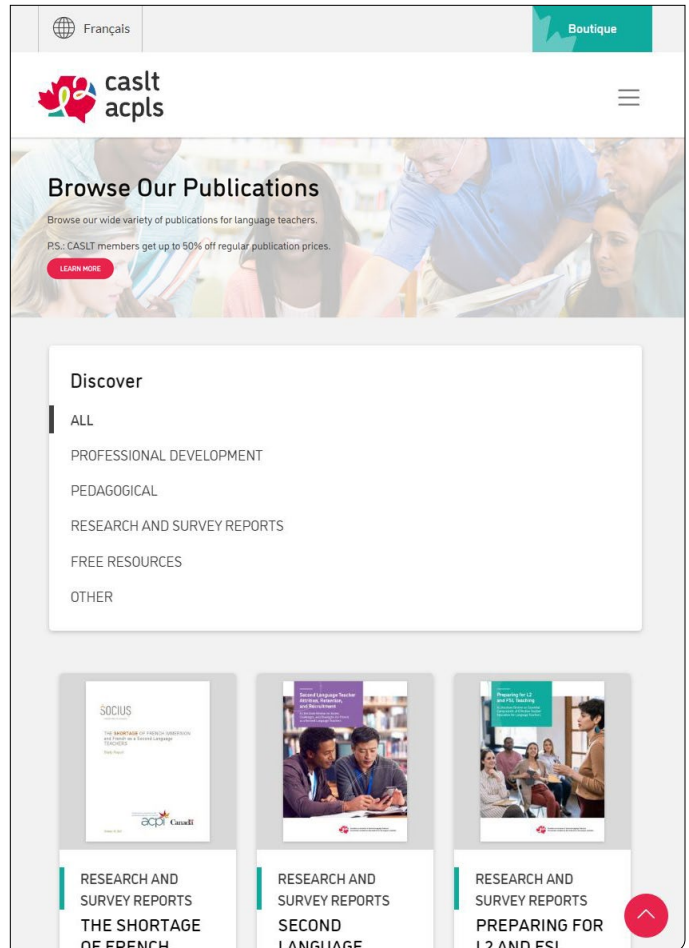


- New Teacher’s Handbook: Surviving and Thriving in the Second Language Classroom
- Action-Oriented Approach Handbook
- The Assessment Toolkit: Formative Assessment Instruments for FSL

Supporting Second Language Teachers in a Blended Teaching Model

CASLT’s support project for teaching languages in a blended learning model progressed in 2022–2023 with webinars, articles in *Réflexions*, blogs, and new content for the CASLT CoLab. Coming in 2023–2024 are the following resources:

- A handbook to help language teachers leverage technology to drive learning
- Virtual tours of innovative language classrooms across Canada
- A series of video interviews with language teaching and technology experts
- A host of teacher tools for classroom use



Célébrons la francophonie!

CASLT releases a new [Célébrons la francophonie](#) resource every March to help FSL teachers celebrate the *Semaine internationale de la francophonie* with their students. This year, we built on last year's success and used Kahoot! to offer teachers and students an opportunity to connect with other classes across Canada while having fun in French.

This year's resource featured four live Canada-wide Kahoot! challenges, one for each of the following categories:

- Grades 3–7 Core French
- Grades 8–12 Core French
- Grades 3–7 French Immersion
- Grades 8–12 French Immersion

Teachers signed up their classes for the appropriate live challenge and had access to practice Kahoot! quizzes to help their students prepare. Each challenge included questions in French on a variety of topics, such as Canadian inventions, sports and leisure, pop culture, animals, French expressions, and more. In total, over 650 FSL students from across Canada participated.



Discovering Languages Series

CASLT developed its new [Discovering Languages](#) series with the following aims:

1. Sparking interest in plurilingualism and pluriculturalism among language learners, school communities, and the public
2. Supporting teachers as they help their students develop intercultural competencies
3. Highlighting and promoting non-official languages in Canada

This 2023 project highlights 12 languages spoken in different parts of the world – one for each month of the year. Each language is featured in a blog article and accompanied by a classroom-ready activity for language teachers to promote and popularize language learning among their students and help them develop intercultural awareness and understanding. CASLT plans to further develop the Discovering Languages Series in 2024.

<p>CULTURE DISCOVERING LANGUAGES</p> <p>DISCOVERING LANGUAGES: 10 THINGS YOU (MAYBE) DIDN'T KNOW ABOUT THE GEORGIAN LANGUAGE</p> <p>The Georgian language has a unique linguistic history spanning Eastern Europe and Western Asia, the Black Sea and the Caucasus mountains.</p>	<p>CULTURE DISCOVERING LANGUAGES</p> <p>DISCOVERING LANGUAGES: THE RESILIENT GUARANÍ LANGUAGE</p> <p>The Guaraní language is an Indigenous language of South America with a rich and fascinating history.</p>	<p>CULTURE DISCOVERING LANGUAGES</p> <p>DISCOVERING LANGUAGES: MICHIF — PRESERVING THE LANGUAGE OF THE MÉTIS PEOPLE</p> <p>Discover the Michif language and use our classroom-ready activity to promote a culturally responsive classroom.</p>

New Early-Stage PL Resources

CASLT launched two new projects in 2022–2023:

1. FSL Fundamentals
2. Decolonization and Indigenization of Second Language Pedagogy

FSL Fundamentals

This project will help FSL teachers find support and a sense of community around FSL teaching. It will help them develop their pedagogical and linguistic knowledge, combat professional isolation, and strengthen their sense of identity and self-efficacy as language teachers. It will include a series of synchronous, online, instructor-led courses, a support section in the CASLT CoLab, and virtual community-building events.

Decolonization and Indigenization of Second Language Pedagogy

This project will produce tailored, comprehensive, and responsive professional learning content to help decolonize and Indigenize additional language education. It will result in four asynchronous online courses for language teachers:

1. Understanding Decolonization and Indigenization
2. Diversity of Indigenous Languages
3. Understanding Epistemologies and Worldviews of Indigenous Peoples
4. Infusing Indigenous Worldviews in L+ Pedagogies

The courses will be developed over the summer of 2023 for launch in late 2023 and early 2024.

The committees and contractors for these two projects have been hard at work. Stay tuned for updates!



CASLT initiates, supports, and disseminates research and projects to advance and contribute to the field of language education. It strives to keep its members informed of current and emerging trends in language education.

FSL Teacher Education Project

In 2022–2023, the FSL Teacher Education Project (full title: *Identifying Requirements and Gaps in French as a Second Language (FSL) Teacher Training: Recommendations and Guidelines*) transitioned to its knowledge mobilization phase. The FSL Teacher Education Consortium travelled the country to share findings from the report and promote dialogue at various teacher and professional events, including the following:

- CASLT’s 2022 AGM and Networking Day (October 2022)
- Celebrating Languages, the annual BCATML conference (October 2022)
- Renew Connect Evolve, the annual NSLTA conference (October 2022)

- Nos voix communes vers l’avenir, the annual ACPI conference (November 2022)
- Languages Without Borders (March 2023)

CASLT also developed two infographics to describe the findings of the report, entitled “The Avalanche Facing FSL Teachers” and “Recruitment and Retention: The FSL Teacher Highway.” Next steps include publishing the final report as well as developing two videos, one based on each infographic, to make the report findings easily accessible to a wide audience.

The AVALANCHE Facing FSL Teachers

What drives FSL teachers to leave the profession?

CASLT’s FSL Teacher Education Study investigated the experiences of FSL teachers in Canada. It found that the challenges they are facing are layered and compound one another, like an avalanche. This avalanche plagues FSL teacher education and prevents progress in resolving the FSL teacher shortage.

There isn’t one singular challenge that prompts FSL teachers to leave the profession – it is the pile up. Even small issues can reveal the perpetual precarity of the FSL snowpack.

What’s in the avalanche?

Conditions may look different on each teacher’s mountain, but they all share similar challenges. Participating teachers described a lack of resources, such as:

- Physical Space**
Classroom-ready, age-appropriate and competency level-appropriate teaching resources
- Human resources, such as supply teachers**
Some of these challenges create more difficulty as they avalanche. For example, a lack of FSL supply teachers meant that some participants could not participate in professional learning opportunities.

No single obstacle – or layer of snow – is insurmountable, but together, they become a threat to retention.

Systemic weaknesses speed up the avalanche. Many teachers described feelings of isolation, linguistic insecurity, and marginalization. They reported a lack of understanding of FSL education among their colleagues and administrators.

What does this mean for FSL?

FSL stakeholders are looking for ways to not only dig out current teachers, but to control the avalanche and prevent buildups of snow. They need to recognize the underlying conditions. Addressing only surface issues, like buying classroom resources or one-time professional learning, does not do enough to slow the snow. These isolated interventions are like a “search and rescue” approach to address one specific issue, not the deeper problems.

Strengthening the foundation of FSL requires systemic improvements in strategic planning and informal stakeholder collaboration across all areas of FSL education. This can reduce the amount of FSL teachers hiking alone and lower their risk of getting buried under the avalanche.

The data suggest that this avalanche is the defining feature of FSL in Canada. It plagues FSL teacher education and shifts progress towards resolving the potential FSL teacher shortage. Let’s work together to improve conditions on the mountainside and reduce the threat of avalanche.

casit acpls
Read the full report at caslt.org/fsl

Recruitment and Retention: The FSL Teacher Highway

56% of teachers who participated in CASLT’s FSL teacher education study were considering leaving the profession. Here are reasons why:

Start →

(Pre) Undergrad & Life Experience

1 Reputation
The reputation around being a French teacher and pre-admission testing deters potential candidates from applying. They know that FSL teachers are in demand and that they could get hired without a certification or simply do a one-course FSL certification later.

Admission

2 Course Load and Content
Some students leave because of a lack of courses dedicated to using and developing their French-language skills and pedagogy.

FSL Teacher Education Program

3 Bad Experiences
The first five years are key for retaining teachers. A lack of support and negative early experiences can drive them to leave the profession.

Graduation & Hiring

4 Lack of Professional Learning and Community
More experienced FSL teachers struggle with a lack of community and professional learning opportunities.

Professional Learning

casit acpls
Read the full report at caslt.org/fsl

Pandemic and Practice: The Impact of COVID-19 on Second Language Teachers in Canada

The December 2022 publication of this report, written by Dr. Roswita Dressler and Rochelle Guida, marked the culmination of CASLT's study on the impact of COVID-19 on L+ teacher practice. It reveals what language teachers experienced during the pandemic, what innovations may have emerged, and how CASLT might support language teachers as we move forward into a post-pandemic world.

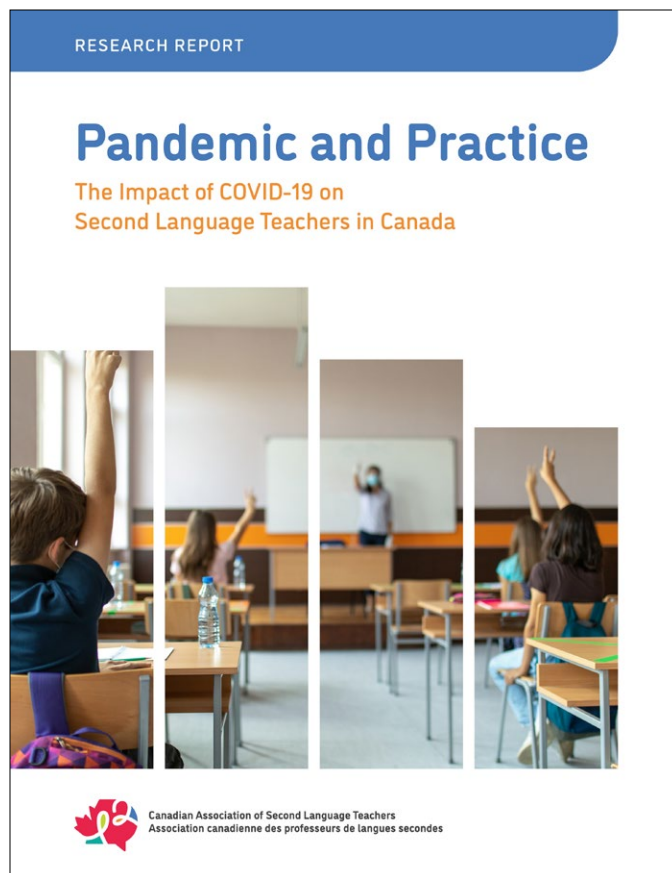
Research and Special Initiatives Grants

CASLT awards Research and Special Initiatives Grants to bridge teacher experience with CASLT initiatives. In 2022–2023, CASLT supported two projects with \$1,000 grants:

1. The Impact of Combined Reading Instruction Approaches (Laun Shoemaker)
2. Culturally Responsive Teaching and the Use of a Portfolio Tool/CEFR to Monitor Language Progress Within the K-2 Classroom (Lindsay Lawless and Andrea Sollows)

Disseminating Research

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



Advocacy and Promotion

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

French as a Second Language Programs in New Brunswick

In response to New Brunswick's intention to transform its French as a Second Language programs, CASLT wrote to the Minister of Education and Early Childhood Development to share its views that the proposed changes to French Immersion were not in line with current research on language education. We were, however, supportive of the proposed strengthening of Core French programs in the province. CASLT also participated in consultations held by the Government of New Brunswick.

Cross-Canada Official Languages Consultations 2022

CASLT was an active participant in the Department of Canadian Heritage's efforts to gather stakeholder input on the proposed

changes to the *Action Plan for Official Languages 2023–2028*. We responded to the online questionnaire and encouraged our members to do the same. Our Board members and National Council representatives participated in local consultations and CASLT submitted a position paper.

Languages Build Video Contest

The third edition of the Languages Build Video Contest ran from January 30 to March 31, 2023. CASLT invited language learners across Canada to create videos that share how learning an additional language has helped “build” aspects of their identity, personality, or society. Eight different languages were represented among the entries. Congratulations to our [2023 contest winners!](#)



2022 CASLT Award Winners

CASLT's awards highlight language educators and allies who make important contributions to the language teaching field in Canada. Their work exemplifies best practice in L+ teaching, research, or teacher education.

Robert Roy Award: Rome Lavrencic

Rome Lavrencic is the president of the BC Association of Teachers of Modern Languages (BCATML) and has served on the CASLT Executive for the last 16 years. He is also the Languages Department Head for New Westminster Secondary School, teaching Core French and International Baccalaureate French on the unceded territories of the Qayqayt First Nations. Rome has collaborated on many language initiatives and professional learning events throughout his 26-year career, including CASLT's *Assessment in Action: A CEFR-based toolkit for FSL teachers*. He also co-chaired the *Celebrating Languages Without Borders* conference in Vancouver. A career highlight was representing BC's second language teachers at the Ministry of Education and redesigning the Languages curricula for Core French and eight additional languages, including American Sign Language, German, Italian, Japanese, Korean, Mandarin, Punjabi, and Spanish. He helped update BC's Second Languages Template, allowing additional languages to be added to BC's curriculum, including, most recently, Farsi. He is a lifelong learner and an advocate for teachers' professional development and exploration of additional languages.



Honorary Lifetime Member Award: Glenn Cake

Glenn has 34 years of foreign language teaching experience, including sojourns in Bermuda and the Middle East. He has been a lead distance education teacher with the Centre for Distance Learning & Innovation since 2002, from which he recently retired. His vast experience in teaching with technology has allowed him to use many classroom tools, including Edutainment platforms for formative assessment and various multimedia tools for student-created projects. For many years, Glenn has presented at multiple conferences — including OLBI, OMLTA, and CASLT — and has provided professional training to second language teachers in internet resources and software that teachers and students can use to enhance their second language and technology skills.



H. H. Stern Award: Rebecca Sands

Rebecca Sands teaches Grades 9–12 French: Communication and Culture in the Louis Riel School Division in Winnipeg, Manitoba. During her 20-year teaching career, she has consistently leveraged creativity and innovation in her approach to authentic student learning while supporting the whole child. She has had the opportunity to teach at all levels, from Kindergarten to Grade 12. She believes that student voice, choice, and fun are necessary ingredients to facilitate engagement and nurture a love of learning. Rebecca is a lifelong learner and is currently completing a Master of Education degree.

Rebecca is the 2022 H. H. Stern Award recipient for her project entitled "Grounded: Mindfulness and Land-Based Learning as Tools to Address Anxieties Related to Climate Change in French Class." This project intertwined communication in French, mindfulness, mental well-becoming and well-being, land-based learning, and technology. The learning situations helped students learn and use vocabulary and cognitively demanding structures. The students built on their prior knowledge to communicate more complex topics, emotions, and choices.



Schedule of Project Summary for the Year Ended March 31, 2023

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

	Programming	FSL Teacher Education	LWB 2023	Decolonization	Blended Model	Teacher Self-Efficacy	2023 Total	2022 Total
REVENUE								
Grants and contributions	\$ 484,350	\$ 44,364	\$ -	\$ 6,493	\$ 106,231	\$ 119,724	\$ 761,162	\$ 621,933
Other	80,140		224,931	920			305,991	75,617
	564,490	44,364	224,931	7,413	106,231	119,724	1,067,153	697,550
EXPENSES								
Salaries and benefits	231,508	-	-	4,289	38,908	72,991	347,696	324,856
Honoraria	73,502	6,200	22,747	1,045	17,875	29,000	150,369	155,163
Travel	145,070	2,219	137,698	-	11,393	813	297,193	30,880
Publicity and printing	44,903	32,947	5,548	354	29,002	13,395	126,149	112,545
Operational costs	65,496	2,998	48,937	1,725	9,053	3,525	131,734	64,874
Other	804						804	1,110
	561,283	44,364	214,930	7,413	106,231	119,724	1,053,945	689,428
EXCESS OF REVENUE OVER EXPENSES								
	\$ 3,207	\$ -	\$ 10,001	\$ -	\$ -	\$ -	\$ 13,208	\$ 8,122





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