

Wendy Carr
Canadian Association of Second Language Teachers
University of British Columbia



CELV

ECML Projects in Canada

Official Languages and Bilingualism Institute

About Programs and Courses Intensive Programs Research Tests Development Resources



Master of Arts in Bilingualism Studies

▶ 1 2 3 4 5

e-Bulletin

- [January 2015](#)
- [December 2014](#)
- [November 2014](#)

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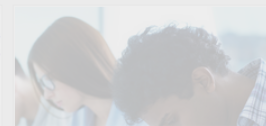
All Events



Programs and courses



Intensive Programs



Tests

Our Networks

- [ECML = Europe](#)
- [Sri Lanka = Languages for Peace](#)
- [Latinus = Romance Languages](#)
- [RIFL = The Americas](#)
- [SLMC = Language Planning](#)

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2008-2011

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2008-2011

Langues minoritaires, langues collatérales et éducation bi-/plurilingue (EBP-ICI)

- Dr. Diane Dagenais, Simon Fraser University

Mise en relation de l'évaluation en classe avec le CECRL (ClassRelEx)

- Dr. Enrica Piccardo, University of Toronto
- Brigitte Patenaude, Vancouver School Board

Content-based teaching + plurilingual/cultural awareness (ConBaT+)

- Dr. Peter MacIntyre, Cape Breton University

Encouraging the culture of evaluation among professionals (ECEP)

- Dr. Enrica Piccardo, University of Toronto
- Dr. Alister Cumming, University of Toronto

2008-2011

Developing online teaching skills (DOTS)

- Aline Germain-Rutherford, University of Ottawa

European Language Portfolio in whole-school use (ELP-WSU)

- Marnie Beaudoin, Edmonton Public School Board

Guidelines for university language testing (GULT)

- Amelia Hope, Official Language & Bilingualism Institute

Language associations and collaborative support (LACS)

- Nicole Thibeault, Canadian Association of Second Language Teachers

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2012-2015

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Les langues dans la qualité des entreprises (LINCQ)

Dr. Enrica Piccardo, University of Toronto

- tools and resources to support employers, trainers, recruiters and Human Resources professionals in evaluating and recognizing linguistic qualifications
- establishment of professional links and preparation of examples of linguistic policies and identification of criteria on which these policies should be based

Compétences plurilingues et interculturelles : descripteurs et matériaux didactiques (CARAP)

Dr. Danièle Moore, Simon Fraser University, Vancouver, BC

Dr. Laura Ambrosio, University of Ottawa

- development of tools developed within the CARAP (Un Cadre de Référence pour les Approches Plurielles des Langues et des Cultures) project:
 - a) a reference that defines plurilingual and intercultural competencies in terms of knowing, knowing what to do and knowing how to be,
 - b) a set of online teaching materials,
 - c) a training kit.

Portfolio européen pour les enseignants de préélémentaire en formation initiale

Joël Thibeault, University of Ottawa

- adaptation of a tool that supports reflexive practices for pre-service elementary (CITE 1) teachers in conjunction with development of professional competencies

Collaborative Community Approach to Migrant Education (Community)

Melody Kostiuik, Edmonton Public School Board

The project looks at how to approach a range of texts, including multimodal texts, with students from diverse backgrounds and creating learning communities by involving parents in 'dynamic interactive groups' within mainstream schools, linking complementary and mainstream schools, working with local libraries and museums, and developing online module for teacher education.

Final team output is online Moodle module: moodle.community.ecml.at

Diversity in majority language learning-Supporting teacher education (MALEDIVE)

Dr. Patricia Lamarre, Université de Montréal

Dr. Gail Prasad, University of Toronto

This project focuses on majority language teacher education and aims to provide concrete tools and study modules based on plurilingual approaches and building collaboration between language teachers and language subjects

Language descriptors for migrant and minority learners' success in compulsory education

Dr. Paula Kristmanson, University of New Brunswick

The project focuses on the language of schooling. This is done by analyzing the need for language learners aged 12-13 and 15-16 to succeed in social sciences and mathematics in compulsory education.

Literacies through content and language integrated learning: Effective learning across subjects and languages (CLIL)

Dr. Roy Lyster, McGill University

The project focuses on critically evaluating existing and new concepts in order to guide the piloting of an approach to FL learning in CLIL – an approach increasingly literacy-driven and meaning-led to develop performance-oriented competence.

Empowering language networks (LACS)

Dr. Wendy Carr, University of British Columbia / Canadian Association of
Second Language Teachers

This project targets regional and national ECML colleagues/associations in order to build up, support and sustain regional networks engaging in, adapting and implementing the results of ECML work

- assist in ongoing work of disseminating ECML projects within member states
- demonstrate Canada's commitment to ECML projects through related ones in our country, most notably the ***Teacher Language Portfolio*** developed under the auspices of the Canadian Association of Second Language Teachers (CASLT) and ***Primary Student Portfolio*** co-developed by Ireland (IILT), Niagara Catholic Schools and CASLT.

Empowering language networks (LACS)

- Carr, W. (2012). Research priorities for the Canadian Association of Second Language Teachers. In T. Lamb, T., Atanoska, M. Hepp, S. Jónsdóttir, & J. Zielinska (Eds.) *Learning from each other: A handbook for language teacher associations* (pp. 81-85). Graz, Austria: ECML.
- Educator Workshops in Canada:
 - use of *Canadian Language Portfolio for Teachers* based on the CEFR
 - use of *Primary Language Portfolio* (Integrate Ireland Language & Training, Niagara Catholic School Board, & Cdn Assn of Second Language Teachers)
 - Piccardo & Carr. *Potentiel des apports plurilingues et transnationaux dans les contextes professionnels et d'apprentissage*. Part of full-day ECML Symposium as part of CASLT/FIPLV/OMLTA World Congress, Niagara Falls, March 2015.

The image shows the cover of a book titled "The Canadian Language Portfolio for Teachers". The cover features a photograph of a smiling Black male teacher standing with his arms crossed behind a whiteboard. In the foreground, a young woman and a young man are looking at a laptop. The whiteboard behind the teacher contains the title and the name of the principal investigator. The bottom of the cover features the logos of the Canadian Association of Second Language Teachers and the Association canadienne des professeurs de langues secondes.

The Canadian Language Portfolio for Teachers

Principal Investigator: Miles Turnbull

Canadian Association of
Second Language Teachers



Association canadienne des
professeurs de langues secondes

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GLOBAL PERSPECTIVE ON MY SECOND LANGUAGE



1 Think about the following tasks. Use the following scale:

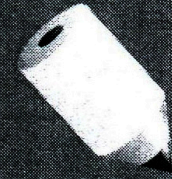
1. I am not yet able but I will include it in my action plan
2. I am beginning to do this
3. I can do this relatively easily
4. I can do this quite easily

2 Note your comments in one column at a time. Indicate the date of each self-assessment at the top of the column. Add an asterisk (*) to indicate which tasks take priority (language work or action plan).

For example:

I can use enough vocabulary to express ideas on topics I am familiar with, on current events and on my students.								
Assessment dates	02/11	08/11	02/12	08/12	02/13	08/13	02/14	08/14
Area to colour in								
Assessment criteria	1- I am not yet able but I will include it in my action plan		2- I am beginning to do this		3- I can do this relatively easily		4- I can do this quite easily	

ÉCRIRE




Mes priorités et mon plan d'action : ÉCRIRE

Ici, il s'agit de déterminer vos priorités pour votre travail linguistique et interculturel. Pensez à la vie quotidienne, à votre salle de classe et à votre vie professionnelle. Référez-vous aux compétences analysées dans l'autoévaluation que vous venez de compléter pour ÉCRIRE. Essayez de déterminer trois priorités par catégorie (chaque fois que vous ferez votre autoévaluation). Ces priorités deviendront alors votre plan d'action jusqu'à la prochaine autoévaluation.

Dans ma vie quotidienne

Date	Les compétences que je veux maintenir	Mon plan d'action	Mes défis	Mon plan d'action
Le 14 février 2011	Rédiger des courriels simples à mes bons amis	Chaque mois, inviter un nouvel ami sur Facebook et rédiger de courts messages en français à son intention	Rédiger au passé une lettre pour décrire mes activités	Revoir la concordance des temps du passé et rédiger un récit de mes activités sur ma page d'accueil de Facebook
le 28 sept 2011	Correspondre avec mon amie en France.	Envoyer une lettre par mois.	Utiliser un vocabulaire plus varié.	- Mot du jour site - Dictionnaire-synonymes - 1 nouveau mot dans chaque réflexion de la semaine




Portfolio des langues (élèves du primaire)

Canadian Association of
Second Language Teachers



Association canadienne des
professeurs de langues secondes



David Little, IILT
Jayne Evans, Niagara CSB
Laura Hermans, CASLT

Mon passeport de langues

.....

Mets une photo
ou un dessin de
toi ici

Mon nom est : _____

.....

J'habite : _____

.....

Ma date de naissance est le : _____

.....

Mon école s'appelle : _____

.....

Mes cheveux sont : _____

.....

Mes yeux sont : _____

.....

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- E-Newsletters
- CASLT Resources
- CASLT Research Reports
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Our Research

Our Projects

Our Advocacy

MEMBER TESTIMONIAL

"Student teachers are always very pleased with the opportunity to received CASLT's

Home » What We Do » Our Resources & Publications » Member Publications » Portfolio des langues (élèves du primaire)

WHAT WE DO

Our Resources & Publications

Member Publications

Portfolio des langues (élèves du primaire)



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

Free electronic version

To purchase (for \$4.80 for members and \$8.00 for non-members), order from our [Online Boutique](#).

I CAN...: EMPOWERING LANGUAGE LEARNERS

A teacher's guide to using the Language Portfolio

Canadian Association of
Second Language Teachers



Association canadienne des
professeurs de langues secondes

Paula Kristmanson
Chantal Lafargue

Sample 1:





Module on Goal-Setting (cultural focus)

Objectives

1. I can identify my cultural experiences using my language(s).
2. I can set goals for new cultural experiences and follow through on them.
3. I can ask others for help to stay on track with my cultural goals.
4. I can use the auto biography and goal-setting components of the Language Portfolio independently.

Rating Scale in the Language Portfolio

Rating Scale in the CASLT AAT

 I can do this and I have proof.	4 Fully
 I can do this with help.	3 Mostly
 I have tried this.	2 Somewhat
 I haven't done this yet.	1 More practice is needed

Instructional Steps

1. Teacher explains to students and posts the goals of the lesson.
2. Teacher models to the students how to fill out the autobiography.
3. Teacher guides students in filling in their own autobiographies.
4. Students complete their own autobiographies.
5. Students share their autobiographies with their peers, family, community members, and teacher.

Assessment in Action:

A CEFR-based Toolkit for Second Language Teachers

Level **A**



Listening



Writing



**Spoken
Production**



**Spoken
Interaction**



Reading



A1.2

Spoken interaction

I can ask how people are and react to news.



The Canadian Association of Second Language Teachers

L'Association canadienne des professeurs de langues secondes

1 What is the task?

Students ask each other how they are doing and react to the responses.

2 How can it be done?

Scenario. Ask questions related to states of being by using emoticons and respond to the emotion appropriately in simulated social situations such as an 'inner-outer circle'.

3 How did it go?

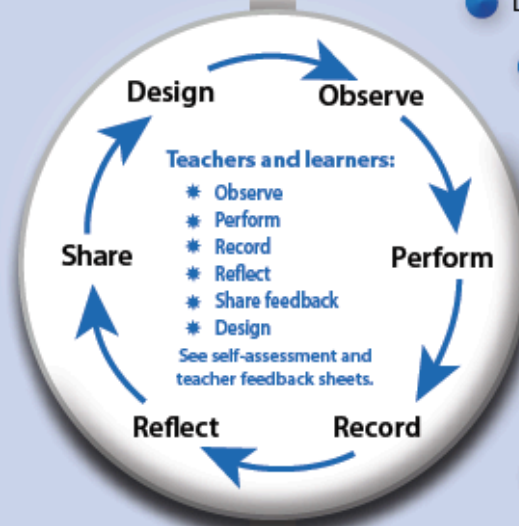
Criteria. The student:

1. Can talk about day-to-day activities (range);
2. Can say simple sentences that he/she memorized (accuracy);
3. Can speak slowly in short phrases, but hesitates at times (fluency).

Assessment in Action

Preparing for the task

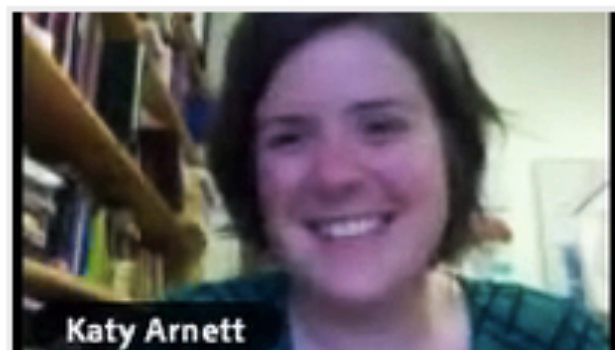
- Show the following symbols: 😊 😞
- Ask students to express the symbols in the target language.
- Brainstorm and record emoticons that answer the question "How are you?" as well as other ways to say the same thing (e.g. "How's it going") and possible responses (e.g. "Great").
- Students draw an emoticon on a strip of paper to be used during the task.
- Model and practice role-playing the "How are you?" question followed by a response related to the emoticons drawn by the students.



Doing the task

- Divide the class in half by assigning students a number: 1 or 2.
- Form an inner circle with number 1 students.
- Give each student an emoticon.
- Form an outer circle with number 2 students.
- Number 1 students ask the question 'How are you?' or 'How is it going?'
Number 2 students give answers using the emoticon as a prompt. Number 1 responds appropriately then the students switch roles.
- Give a signal to move one place to the right and repeat the process.
- Discuss the exchanges.

CASLT Online Professional Learning 1-Hour Session Series



[✎ Tips for Tweaking: Key considerations of adapting instruction in second language classrooms](#)

By Katy Arnett, Ph.D., Associate Professor of Educational Studies

Online session held on May 29, 2014



[✎ Integrating Technology & Social Media into L2 Teaching and Learning](#)

By Jacques Cool, Education Specialist

Online session held on April 3, 2014



[✎ Teaching Culture in the L2 Classroom](#)

By Melody Kostiuik, Languages Consultant, Institute for Innovation in Second Language Education Edmonton Public Schools

Online session held on October 28, 2014

CEFR Videos

These short videos give you a quick overview of what is the Common European Framework of References for Languages, and how it could apply to our Canadian context. The slightly longer version develops the notion of a Language Portfolio, and is intended for teachers, administrators, etc. whereas the shorter version is for the general public.



What is the CEFR?

Uploaded on February 12, 2014



What is the CEFR? (Longer version)

Uploaded on February 14, 2014

WORLD CONGRESS OF MODERN LANGUAGES

CONGRÈS MONDIAL DES LANGUES VIVANTES



▶▶▶ Collaborating across Languages and Borders

La collaboration au-delà des langues et des frontières ◀◀◀

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Ontario Modern Language
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