



Oct. 23–24 2020 | Online / En ligne | Hosted in / Accueillie à : Vancouver, BC

Abstracts of Presentations Résumés des présentations

FEATURED PRESENTERS | PRÉSENTATEURS INVITÉS

Keynote | Présentation principale



Friday | Vendredi

Katy Arnett



Saturday | Samedi

**Kaleb Child
(Musgamdzi)**



**Martina
Bex**



**Luisa
Canuto**



**Denis
Cousineau**



**Angelica
Galante**



**Catherine
Ousselin**




**Maria Del
Carmen
Rodriguez
de France**



Canadian Association of
Second Language Teachers

Association canadienne des
professeurs de langues secondes

www.caslt.org/lwb-2020-lsf

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 /CASLT.ACPLS /bcatml



BCATML
BC ASSOCIATION OF TEACHERS OF MODERN LANGUAGES

S: Strand / Thématiques

T: Target audience / Clientèle cible

L: Language of presentation / Langue de la présentation

* S, T, L, data collected with the call for proposal / S, T, L – Données recueillies avec l'appel de propositions

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Oct-23-2020: 07:15 PDT– 07:45 PDT

Linda Osborne, Yasmina Lemieux**Abstract/Description:**

The Canadian Association of Second Language Teachers (CASLT) is dedicated to supporting excellence in the teaching of languages. In this workshop, the presenters will discuss CASLT's strategic plan and provide a comprehensive overview of the organization's programs, resources, and services. Attendees will learn about CASLT's professional development opportunities, research, publications, advocacy, and more. Discover CASLT's current initiatives and explore the benefits of membership in this professional network of L2 educators.

S: General (applicable to all strands) | **T:** | **L:** English**W3GSRZC – How evaluation can hinder, not help, student teachers**

Oct-23-2020: 07:15 PDT– 08:15 PDT

Philippa Parks**Abstract/Description:**

Second language teachers are more likely than teachers of other subjects to quit the profession early, with a reported 47% of English Second language (ESL) teachers in Canada considering leaving the profession within the year (French & Collins, 2011). This workshop presents findings from a doctoral research project indicating that the ongoing evaluation that occurs during a field placement, far from providing valuable feedback, is actually detrimental to helping new teachers' build resilience. Student teachers reported that they felt unable to take risks for fear of failing the field placement and feelings of having to conform to "expected" – and sometimes conflicting expectations of the 'eyes that are always watching' them. This research is intended to spark a discussion for all participants on ways to both support new teachers while assessing their learning in a way that supports them and allows them to develop resilience in preparation for the challenges of the classroom.

S: General (applicable to all strands) | **T:** Postsecondary, Researchers | **L:** English/French**WWYDVH – Le CECR : une pédagogie moderne et repensée**

Oct-23-2020: 07:15 PDT– 08:15 PDT

Denis Cousineau**Abstract/Description:**

La confiance de nos apprenants en langue seconde et surtout en français langue seconde nous amène à repenser notre culture pédagogique. Le CECR est un atout formidable pour tous, mais on doit aller bien au-delà de ses descripteurs. Il faut puiser dans ses principes, dans ses grandes idées afin de permettre à tous les apprenants d'apprendre et de progresser en toute confiance, et cela d'abord et avant tout dans toutes les compétences orales. On discutera entre autres de la conception de tâches actionnelles, de l'instauration d'une confiance sociale à l'égard de la langue et de l'établissement d'un parcours de progrès. En fait, il est question ici d'une redéfinition du succès.

S: General (applicable to all strands) | **T:** | **L:** French

WCL5P – Eine erweiterte Realität beim Deutschlernen?

Oct-23-2020: 07:15 PDT– 08:15 PDT

Marje Stock

Abstract/Description:

Augmented Reality basiert auf der Verwendung des Kamera-Bildes von Smartphones oder Tablets. Das aufgezeichnete Bild ist zunächst der Auslöser für den Aufruf von Links oder Medienverknüpfungen: z. B. Grammatik-Animationen, Phonetik-Videos, Wortschatz- Übungen und interessante Landeskunde. Den Mehrwert von AR-Elementen und ihre Einbindung in den Lernprozess wollen wir anhand von Panorama, dem neuen DaF- Lehrwerk für Erwachsene herausarbeiten.

S: IHL | **T:** Postsecondary | **L:** Other

W7NAGZ – Digital Skills for Democracy - tools for assessing online information.

Oct-23-2020: 07:15 PDT– 08:15 PDT

Joseph Péloquin-Hopfner

Abstract/Description:

Are you looking for engaging and reliable learning tools to help students better evaluate information online? Elections Canada offers a free, inquiry-based resource that explores five digital strategies using real misinformation scenarios. The lesson can be used with or without technology and is compatible with distance learning during the COVID-19 pandemic.

Language learners are often immersed in unfamiliar online environments, so how can they find out about information in a safe and controlled way? This lesson provides literacy and language learner pedagogy that can assist in this process through strategies to adapt embedded within the lesson plan and teacher tips. The core activity of this easy-to-use lesson plan includes many opportunities for oral expression and discussion in the classroom.

Direct B.C curriculum connections include senior media courses and language courses.

S: Other | **T:** 7–9,10–12 | **L:** English

WXH4UDU – Nos « applis coups de coeur » pour la construction identitaire et l'agir social en L2/FLS

Oct-23-2020: 07:15 PDT– 08:15 PDT

Marie-Josée Hamel, Catherine Caws

Abstract/Description:

Dans cet atelier, nous allons faire la démonstration d'applications numériques qui sont nos coups de cœur en apprentissage des langues secondes (L2), car elles permettent aux apprenants de développer leur construction identitaire et l'agir social en L2 (Hamel, 2019). Nous allons

introduire ces 'applis' dans le contexte d'une approche didactique 'socio-interactionnelle' développée au sein du projet eLANG (Ollivier et coll., 2018). Ainsi, dans la première partie de l'atelier, nous allons établir les bases de cette approche et, notamment, expliquer et illustrer le concept de tâche 'ancrée dans la vie réelle' (Mangenot & Penilla, 2009; Ollivier, 2017). Ces tâches invitent les apprenants à participer en L2 sur le Web 2.0 et à en devenir de véritables acteurs sociaux. Nous allons ensuite présenter des exemples de tâches en ligne, avec nos applis coups de cœur, qui s'inscrivent dans ce continuum de tâches 'ancrées dans la vie réelle'. Nous allons discuter du rôle de l'apprenant et de l'enseignant dans ces tâches qui visent le développement de littératies multiples en L2, notamment médiatiques et multimodales (Lebrun et coll., 2012; Pellerin, 2017). Les participants auront l'occasion de tester ces applis et de discuter de leur pertinence pour leurs contextes d'enseignement-apprentissage. Nos exemples cibleront en particulier le français langue seconde mais seront applicables à toutes les langues.

S: General (applicable to all strands) | **T:** 7–9,10–12,Postsecondary,Administrators/Leaders/Policy Makers,Researchers,General | **L:** French

WNH6BGT – Supporting Linguistically and Culturally Diverse Learners in Second Language Programs

Oct-23-2020: 07:15 PDT– 08:15 PDT

Gail Prasad

Abstract/Description:

The Canadian Association of Second Language Teachers' (CASLT's) Research Symposium 2020 project has been designed as part of CASLT's 50th Anniversary celebration. This interactive workshop will feature two Canadian scholars who will share their expertise in second language education and research from the past 50 years in the area of Supporting Linguistically and Culturally Diverse Learners in Second Language Programs. Participants will be invited to share their experiences and perspectives with the scholars in an effort to identify future trends in L2 research in this area, resulting in a one-page research brief and infographic for dissemination on the CASLT website after the LWB Conference. Organizers suggest that participants review the following resources in preparation for the workshop:

www.iemplurilingual.com

Prasad, G., & Lory, M. P. (2019). Linguistic and Cultural Collaboration in Schools: Reconciling Majority and Minoritized Language Users. *TESOL Quarterly*. <https://doi.org/10.1002/tesq.560>

Teaching in Language Rich Classrooms:

<https://www.youtube.com/channel/UCuznjX7nkcDqDwUJpzIYWsw>

S: General (applicable to all strands) | **T:** | **L:** English

WM9GAC – (Commercial Presentation) The 21st Century Classroom - Creating a Culture of Innovation

Oct-23-2020: 07:15 PDT– 08:15 PDT

Fabian Klein

Abstract/Description:

ROBOTEL has been providing SmartClass+ classroom management systems and language teaching platforms for more than 35 years in 89 countries.

A few years ago, we began diversifying into the electronic publishing market by undertaking the development of a complete English language curriculum based on the CEFR proficiency standards, levels A1 through C1, (Let's Talk! ENGLISH).

Our Let's Talk! authors are a group of experienced language teachers who had been using SmartClass+ in their language classrooms and were impressed by the impact on student learning – including: increased student speaking time, more opportunities for exposure to authentic pronunciation and better long-term retention of target languages.

It made sense to architect Let's Talk! using the capabilities already present in SmartClass+. As the project has moved forward, one of the synergistic benefits for Robotel has been that the demands of the didactics for learners with different proficiency levels have resulted in the expansion of SmartClass+ capabilities – especially in the area of auto-grading, self-access activities like pronunciation using AI-based speech recognition.

SmartClass+ digital tools empower teachers and students alike. In this era of social distancing and uncertainty, Robotel continues to provide blended teaching tools (in class and/or remotely) offering asynchronous flexibility and synchronous virtual resource materials.

Our mission is to help language teachers and their students by providing engaging and effective tools needed to promote all linguistic competencies, placing a strong emphasis on oral practice, the ultimate skill required to actually speak a new language.

S: General (applicable to all strands) | **T:** General | **L:** English

WC4P3B5 – Plan for Proficiency: What Does Proficiency-Oriented Language Instruction Look Like?

Oct-23-2020: 07:15 PDT– 08:15 PDT

Martina Bex

Abstract/Description:

In this session, Martina Bex will unpack the definition of Proficiency-Oriented Language Instruction (POLI) as outlined by the Center for Advanced Research on Language Acquisition (CARLA). Focusing on the core elements, participants will consider POLI's implications on lesson design by participating in three mini lessons. Participants will leave with a template for planning their own proficiency-oriented lessons.

S: General (applicable to all strands) | **T:** | **L:** English

WYUXRAH – Implementing Portfolio-Based Language Assessment for CLB - Pitfalls and Positives

Oct-23-2020: 07:15 PDT– 08:15 PDT

Jim Murphy

Abstract/Description:

Recent research has indicated that portfolio-based language assessment (PBLA) was poorly implemented as a means of assessing the Canadian Language Benchmarks, that instructors felt unprepared, not enough professional development was provided, that it was top-down and that it created too high an expectation for newcomers learning a second or additional language. So, where are we now? Are there any positive takeaways? Using portfolios as an indicator of language acquisition has long been recognized as a viable option to language assessment. It readily connects with task-based learning, is can-do driven, provides criteria-based feedback to the learner, is action-oriented, allows for a common language for discussions concerning what constitutes language achievement, has improved "assessment for learning" and impels the instructor to plan with the end in mind: an achievable real-world task that learners can apply to their new surroundings. This presentation will examine the ongoing issues with the implementation of the PBLA, but will also reflect on how organizations can better support this approach to language assessment through dialogue and professional development.

S: ESL/EAL | **T:** Administrators/Leaders/Policy Makers, Researchers, General | **L:** English

WRZPUM – Je peux parler français! Améliorer la compétence orale des apprenants du français langue seconde

Oct-23-2020: 07:15 PDT– 08:15 PDT

Dr. Stephenie Leitao Csada, René Hurtubise

Abstract/Description:

La recherche menée dans le domaine de l'enseignement et de l'apprentissage d'une langue seconde confirme que la compétence orale constitue un élément déterminant de l'action communicative. D'après les nombreuses études recensées, les conditions qui favorisent l'amélioration de la compétence orale chez les apprenants du français langue seconde (FLS) sont regroupées sous trois grands thèmes : le développement de la compréhension de l'écoute et la maîtrise orale chez les élèves; le développement des compétences linguistiques, sociolinguistiques et pragmatiques des élèves, ainsi que leurs stratégies et habiletés métacognitives; et finalement le développement des dimensions sociale et affective de la communication chez les élèves.

Cet atelier, axé sur la pratique pédagogique inspirée de la recherche, présente « Je peux parler français! – Améliorer la compétence orale de l'apprenant du FLS ». Cette ressource vise à appuyer l'enseignement de la communication orale dans le but d'améliorer le sentiment d'efficacité des élèves. Je peux parler français! offre un recueil des écrits sur la communication orale, une gamme de stratégies et pratiques pédagogiques efficaces ainsi que des lignes directrices pour planifier des échanges virtuels entre élèves leur permettant d'avoir des conversations authentiques en français,

Les participants quitteront l'atelier avec des pistes de réflexion professionnelle à mettre en pratique et des exemples pratiques de situations d'apprentissage visant une communication orale authentique. À noter que la ressource www.JePeuxParlerFrancais.ca a été élaborée par le Consortium du français langue seconde du Conseil des ministres de l'Éducation (Canada), avec le soutien financier des provinces et territoires membres et du gouvernement du Canada.

S: FSL/FAL | **T:** K-3,4-6,7-9,10-12,Administrators/Leaders/Policy Makers,General | **L:** English/French

WEZAD4T – Des pratiques pédagogiques adaptées aux étapes du développement de l'oral en langue seconde

Oct-23-2020: 07:15 PDT– 08:30 PDT

Josée Le Bouthillier, Lisa Michaud, Renée Bourgoin

Abstract/Description:

Pendant notre étude sur le développement oral d'élèves en immersion française précoce, nous avons eu l'occasion de documenter la progression de la compétence langagière orale des élèves. Depuis octobre 2019, nous avons suivi le même de groupe d'élèves de la 1^e année, d'abord dans leur première année d'apprentissage du français langue seconde (FLS) et, maintenant, au début de leur deuxième année d'apprentissage. Nous continuerons pendant la troisième année. Nous les avons filmés en groupe, eux et leur enseignante, et individuellement toutes les deux semaines depuis le début de l'étude afin d'observer de façon longitudinale leur acquisition de la langue orale dans un contexte scolaire. En outre, nous avons examiné la progression d'éléments langagiers comme le vocabulaire, la grammaire, la prononciation, la fluidité, etc.

À partir de notre étude, nous avons identifié les caractéristiques propres à différentes phases d'acquisition de la langue (Conseil de l'Europe, n.d.; Krashen et Terrell, 1983) dans le contexte précis de l'immersion française, donc un milieu scolaire. En examinant ces caractéristiques, cela nous a permis de dégager des pistes pédagogiques pour favoriser le développement langagier des élèves en immersion française en début d'acquisition. Notre atelier vise à répondre à la question suivante : « Comment pouvons-nous soutenir le développement oral de nos élèves en immersion française? » Nous y répondrons en fournissant des stratégies d'enseignement pour soutenir le développement de l'oral comme l'utilisation de cadres lexicaux, d'abord comme modèles, puis tranquillement comme tremplins à la production plus spontanée, les marqueurs de transition, les soutiens visuels et langagiers. Les participants auront l'occasion de visionner ou d'analyser des clips.

S: FSL/FAL | **T:** K-3,Administrators/Leaders/Policy Makers,Researchers,General | **L:** French

W46ZMS – Fostering Students’ Oral Communication in the Second Language Mathematics Classroom

Oct-23-2020: 07:15 PDT– 08:30 PDT

Karla Culligan

Abstract/Description:

The National Council of Teachers of Mathematics (NCTM) identifies “communication” as one of its fundamental standards for school mathematics. While mathematics curricula emphasize that students should be able to communicate their conceptual understanding orally (and in writing), teachers, perhaps especially at the secondary level, can find it challenging to engage students in meaningful mathematical communication. This challenge can be felt more acutely when teachers are faced with the additional goal of having students communicate in their second language. Teachers of mathematics in second language contexts (for example, immersion or sheltered ESL) have a dual interest in supporting students’ oral communication in the classroom, since oral communication is important not only for deepening students’ understanding of mathematical concepts but also for effective second language learning. In this workshop, we will examine best practices for fostering oral communication in the second language mathematics classroom. Through fun, hands-on, mathematically and linguistically interesting activities and problems, we will reflect on how to effectively apply these practices. These best practices are adaptable to a range of levels, but we will pay particular attention to how they might work at the middle and high school levels, where students’ oral communication is often identified as being particularly challenging to incorporate into the second language mathematics classroom.

S: FSL/FAL | **T:** K-3,4-6,7-9,10-12 | **L:** English

WV4SN7Q – The Language Friendly School: a bottom up and context sensitive approach to plurilingual continuity

Oct-23-2020: 07:45 PDT– 08:15 PDT

Emmanuelle Le Pichon, Roberto Di Prospero, Ellen-Rose Kambel, Nidhi Sachdeva

Abstract/Description:

For a long time, minority language students have been discouraged from using their mother tongue or even learning new languages (Le Pichon et al. in press). Today however, in Canada and in many countries around the world, K-12 students are increasingly proficient in a wide range of languages because of the increasing diversity of the school population. These drastic changes have prompted educational researchers to reconsider existing educational strategies. This requires a new understanding of the complexity of the language landscape in our schools and calls for the implementation of innovative practices.

In 2019, in cooperation with the Rutu Foundation, Le Pichon and Kambel founded the Language Friendly School. The core principle is that by promoting the active use of all languages, plurilingual development is enabled. Contrary to historical views, these funds of knowledge do not hamper, but rather support the acquisition of school languages (Heineke et al, 2012). In

2019, three schools (two in Amsterdam and one in Toronto) have been awarded the label-Language Friendly School- and schools worldwide are waiting to be trained.

In this paper, we will discuss the rationale for this novel concept, and provide examples of how member schools have developed new pedagogical pathways to support plurilingualism within their local educational contexts. We will discuss how this approach may foster partnership with parents and community members, promoting a vision of a school as a “meeting place” (Comber, 2013) for all its members, each with different skills and needs.

S: General (applicable to all strands) | **T:** General | **L:** English/French

WPN5YL3 – À propos de l’ACPLS

Oct-23-2020: 08:00 PDT– 08:30 PDT

Yasmina Lemieux, Linda Osborne

Abstract/Description:

L’Association canadienne des professeurs de langues secondes (ACPLS) est dédiée à soutenir l’excellence dans l’enseignement des langues. Dans cet atelier, les présentateurs discuteront du plan stratégique de l’ACPLS et donneront un aperçu complet des programmes, des ressources et des services de l’ACPLS. Les participants seront informés des occasions de perfectionnement professionnel, des activités de recherche, des publications, des perspectives de promotion de l’ACPLS, et plus encore. Découvrez les initiatives courantes de l’ACPLS et explorez les avantages d’une adhésion comme membre de ce réseau professionnel d’éducateurs en langues secondes.

S: General (applicable to all strands) | **T:** | **L:** French

W7K8WNV – Evolving Inclusive Practices for the (Digital) Language Classroom

Oct-23-2020: 08:30 PDT– 09:30 PDT

Katy Arnett

Abstract/Description:

“Evolution” is both a descriptor and a process. With attention to the idea of teaching as an “evolving” practice, and a practice in which we help others “evolve,” this interactive keynote invites participants to explore ways to hone and expand our inclusive practices within the language classroom. Further, we’ll consider policy, research, theory, teaching tools, and teaching philosophies as they intersect with the idea of what it means to foster proficiency in a classroom in accessible, relevant ways for all students. Participants are invited to use the Nearpod app to engage with the presentation as it happens.

S: General (applicable to all strands) | **T:** | **L:** English

W6B33MH – Critical Literacy and Online Textual Interactions

Oct-23-2020: 10:00 PDT– 10:30 PDT

Amir Kalan

Abstract/Description:

This presentation is a report of aspects of a practitioner action research project conducted by the instructors of a large online undergraduate English grammar course. The course hosted about 700 students most of whom were multilingual international students. The project was mobilized to create possibilities for developing online critical pedagogy. The online educators involved in this inquiry took measures to modify the syllabus they were working with in response to moments of dissonance while they were trying to comprehend students' online identities as valuable resources to enrich the process of teaching and learning. The findings of the project suggest that critical pedagogy would be more accurately conceptualized by complexifying the traditional notions of (a) literacy as a sociocultural and political phenomenon, (b) power relations, (c) student identity, and (d) transformation. Imagining how digital technology can multiply instances of the above notions through online posting, reposting, linking, sharing, networking, collaging and multimodality will clear the way for the emergence of different forms of online critical pedagogy.

Most research projects about online teaching and learning focus on course environment, learners' outcomes in comparison with face-to-face instruction, online practices associated with more effective learning, and administrative factors. In these research trends—which mainly address the infrastructure needed for rapidly emerging online models of education—there has been little attention to the importance of developing critical pedagogical practices online. Amidst our speedy migration to online classes, our project aims to address this gap in online education research.

S: ESL/EAL | **T:** 7–9,10–12,Postsecondary,Researchers | **L:** English

WGP5XF7 – Towards Inclusive Pedagogy: Including Students with Communicative Challenges and Special Education Needs in Ontario's French as a Second Language Classrooms

Oct-23-2020: 10:00 PDT– 10:30 PDT

Reshara Alviarez

Abstract/Description:

Ontario's commitment to bilingualism is evidenced by its emphasis on mandatory French as a Second Language (FSL) education. The values of acceptance and inclusion in the FSL classroom have not always been reflected in Ontario's second-language curricula. However, there has been a shift toward integrating students with special education needs in FSL. The purpose of this research is to reveal methods currently practised in FSL classrooms, which address the various learning needs of students with communication, speech, or language learning challenges. This study reveals current methods, which address the various learning needs of students with communication challenges in the L2 classroom. The findings reveal a connection between second

language and special education teaching methodologies as used in different foreign language learning contexts.

Data was collected using semi-structured interviews with three French teachers in Ontario: two Core French teachers, and one French Immersion teacher. Findings from these interviews reveal a connection between second language and special education teaching methodologies as used in different foreign language learning contexts. The teachers expressed concerns that the meaning of success in language learning as outlined in Ontario's FSL curricula ought to be reassessed in order to enhance opportunities for success for students learning with special education needs. The implications of these findings suggest that a concentrated effort be made to aid FSL teachers in determining realistic and equitable goals for target language acquisition for students learning with communicative challenges.

S: FSL/FAL | **T:** 4-6,7-9,Researchers,General | **L:** English

WYFLT6V – Manuel de l'approche actionnelle

Oct-23-2020: 10:00 PDT– 11:00 PDT

Denis Cousineau, Danielle Hunter, Gina Hook

Abstract/Description:

Fondé sur le Cadre européen commun de référence pour les langues (CECR) et le CECR – Volume complémentaire avec de nouveaux descripteurs (CECRVC), le Manuel de l'approche actionnelle a été conçu pour aider les professeurs de langues secondes à créer des scénarios actionnels destinés à améliorer l'interaction orale des étudiants. Il offre un aperçu des recherches qui alimentent l'approche actionnelle, des conseils pratiques pour adapter celle-ci à tout curriculum, et des activités pédagogiques qui peuvent être reproduites telles quelles ou adaptées à d'autres contextes. Ce manuel comprend aussi un répertoire de liens et d'outils de communication utiles pour les enseignants.

S: General (applicable to all strands) | **T:** | **L:** French

WAP8BA – The CEFR in the workplace: A CEFR-based oral evaluation for all New Brunswick healthcare sector employees

Oct-23-2020: 10:00 PDT– 11:00 PDT

Laura Hermans-Nymark, Nicole Poirier, Sally Rehorick

Abstract/Description:

In the only officially bilingual province of Canada, the issue of providing healthcare of equal quality in both French and English is ongoing and current (Benjamin, 2018; Mackinnon, 2017). The topic is complex, but second language teaching and assessment are considered to be at the heart of the solution. With funding from the provincial government and Heritage Canada, the three provincial healthcare service providers supported the Community College of New Brunswick (CCNB) and its specialized team to develop a CEFR based oral online tool to evaluate the second language proficiency level of all prospective and current employees in all areas of the healthcare sector. The goal of the project is to ascertain the oral proficiency level of all employees, both current and future, to determine whether a match exists between each

candidate's current CEFR level and the one required for the position and if additional language learning and supports are needed.

Join us in this presentation as we briefly outline the development of the oral evaluation in the framework of the CEFR, the evaluation tool and assessment grids, the evaluation delivery process, the field and pilot testing procedures, the examiner certification program and the findings from the first six months of implementation across the province. In addition, we will present the materials that were developed for candidates to continue learning their second official language, as well as discuss how the evaluation tool can be adapted for different sectors and contexts.

References

Mackinnon, B-J. (2017, February 22). Hospital patient language survey results 'far from being acceptable'. Retrieved from <https://www.cbc.ca/news/canada/new-brunswick/hospital-patient-survey-language-new-brunswick-1.3994584>.

Benjamin, G. (2018, December 20). Ambulance NB changes 'compromise New Brunswickers' language rights': commissioner. Retrieved from <https://globalnews.ca/news/4783479/language-commissioner-ambulance-nb-changes/>.

S: Other | **T:** Administrators/Leaders/Policy Makers | **L:** English/French

WCR8H8C – Second Language Instruction and Assessment in Canada's Official Languages

Oct-23-2020: 10:00 PDT– 11:00 PDT

Sharon Lapkin, Burcu Yaman Ntelioglou

Abstract/Description:

The Canadian Association of Second Language Teachers' (CASLT's) Research Symposium 2020 project has been designed as part of CASLT's 50th Anniversary celebration. This interactive workshop will feature two Canadian scholars who will share their expertise in second language education and research from the past 50 years in the area of Second Language Instruction and Assessment in Canada's Official Languages. Participants will be invited to share their experiences and perspectives with the scholars in an effort to identify future trends in L2 research in this area, resulting in a one-page research brief and infographic for dissemination on the CASLT website after the LWB Conference. Organizers suggest that participants review the following resources in preparation for the workshop:

The benefits of a bilingual brain

https://www.youtube.com/watch?v=MMmOLN5zBLY&feature=emb_logo

Arnott, S., Masson, M., & Lapkin, S. (2019). Exploring trends in the 21st century Canadian K-12 FSL research: A research synthesis. *Canadian Journal of Applied Linguistics*, 22(1), 60-84. <https://doi.org/10.7202/1060906ar>

Yaman Ntelioglou, B., Fannin, J., Montanera, M., & Cummins, J. (2014). A multilingual and multimodal approach to literacy education and learning in urban education: A collaborative

inquiry project in an inner-city elementary school. *Frontiers in Psychology* 5(533).
<https://www.frontiersin.org/articles/10.3389/fpsyg.2014.00533/full>

S: General (applicable to all strands) | **T:** | **L:** English

W56NVCQ – Tools to Support Teaching and Learning of French: Teacher Reflection, Student Survey, Administrator's Interview Questions and Observation Checklist

Oct-23-2020: 10:00 PDT– 11:00 PDT

Carole Bonin

Abstract/Description:

During this session, participants will explore four tools designed by the team at the Bureau de l'éducation française du Manitoba to support teaching and learning of Core French, Grades 4 to 12. The tools: Teacher Reflection, Student Survey, Administrator's Interview Questions and Observation Checklist were designed to support a systems approach to valuing and supporting student achievement. Currently in the pilot phase of this project, the presenter will share the tools and what we as a team have learned about using these tools in the milieu scolaire.

S: FSL/FAL | **T:** 4–6,7–9,10–12,Administrators/Leaders/Policy Makers,General | **L:** English/French

WY26ELW – Transforming Classes into Linguistically Inclusive Spaces: A Practice-Oriented Workshop

Oct-23-2020: 10:00 PDT– 11:00 PDT

Angelica Galante

Abstract/Description:

Besides English and French, Canada has over 200 languages, including many spoken by Indigenous peoples and immigrants. While language teachers are often expected to teach one language only in the classroom (or two in the case of bilingual programs), language pedagogy that fails to recognize the languages that students bring to class is inadequate and unproductive. Research shows that validating students' languages and cultures in any language classroom has several benefits, including enhancing student engagement, among the many other affective and cognitive benefits. Moreover, engaging students in critical discussions of differences and similarities among languages and cultures — as well as power relations among languages in society — is important in preparing them for agency over their own language use. This practice-oriented workshop will provide examples of strategies such as translanguaging spaces, comparons nos langues, cross-cultural comparisons, and translation. Participants will work hands-on with these strategies and will leave the workshop with concrete ideas for transforming their own classes into linguistically inclusive spaces.

S: General (applicable to all strands) | **T:** | **L:** English

W4Z5Z7 – L'enseignement de la francophonie sans frontière

Oct-23-2020: 10:00 PDT– 11:00 PDT

Fatima Chnane-Davin

Abstract/Description:

Dans le cadre de l'enseignement du français langue seconde ou langue additionnelle, l'importance d'initier les apprenants à la francophonie afin de faire connaître le monde francophone et sa diversité culturelle devrait faire partie des contenus à enseigner. Les enseignants ont, alors, besoin d'une formation spécifique pour acquérir une compétence francophone pour faire découvrir la francophonie à leurs élèves en immersion, nouveaux arrivants ou milieu minoritaire, sur le plan géographique, historique, institutionnel et culturel. D'où l'importance d'une approche didactique et méthodologique pour accompagner les enseignants dans leur développement professionnel.

S: | **T:** | **L:** French

W6NAKNF – Indigenous Music Research Project for Core French

Oct-23-2020: 10:00 PDT– 11:00 PDT

Andrew McFayden

Abstract/Description:

Music forms a huge part of our everyday lives. Music, music genres, and musical instruments are some things that students can really identify with. However, students are often shocked at how little they know about music and music genres. In this workshop, I will present a project that I do with my grade 9 Core French class. In this project, students learn about indigenous music styles, languages, and cultures that exist in areas of the world where French is spoken, with an emphasis on Africa and Polynesia. Students research the indigenous musical traditions of the culture that they chose. They also look at what indigenous and colonization mean and how they relate to French and the indigenous culture that they are researching. This presentation will be geared toward Core French in the secondary level, but it can easily be applied to other language curricula, and other themes such as sport and stories (as opposed to music).

S: FSL/FAL | **T:** 7–9,10–12 | **L:** English

W3MC2L2 – Bringing Culture Back

Oct-23-2020: 10:00 PDT– 11:00 PDT

Martina Bex

Abstract/Description:

You've pinned hundreds of resources, archived every story script on the Internet, and spent a small fortune building your class library, but you have no idea how to pull it all together. In this session, participants will learn how to use high-frequency word lists to map curriculum and how to follow a logical unit-mapping sequence to develop coherent, compelling, culturally rich units that meet Common Core Standards.

S: General (applicable to all strands) | **T:** | **L:** English

W6SP5D – Fostering a Growth Mindset with Standards-based Assessment and Reflection

Oct-23-2020: 10:00 PDT– 11:15 PDT

Ping Li

Abstract/Description:

Now that the British Columbia's redesigned curriculum is in full implementation, how we design assessment that connects to learning and improves performance presents a big challenge: how do we shift from primarily assessing students' knowledge of discrete grammar and vocabulary to one that aims for authentic communicative performance and lifelong learning? This workshop attempts to rejuvenate standards-based assessment and reflection by sharing classroom practices and learner samples while exploring what rubrics and assessment tools as well as instruction and practice can inspire learners, motivate them to express themselves in the target language, foster their curiosity for other cultures, and develop their critical thinking skills along their journey to acquiring a new language. Come join the presenter and participate in some hands-on activities to experience and reflect on how the process of standards-based assessment and reflection can impact current practices and take home some useful strategies to develop an action plan.

S: IHL | **T:** 7–9,10–12 | **L:** English

WPB2WX8 – Approche neurolinguistique - historique et principes

Oct-23-2020: 10:00 PDT– 11:15 PDT

David Macfarlane

Abstract/Description:

Conçue par Netten et Germain et basée sur des recherches et des expérimentations, les cinq principes de l'ANL offrent un cadre pour l'acquisition d'une langue second en milieu institutionnel. La séance portera sur les cinq principes et la manière dont leur application favorise l'acquisition d'une langue ainsi que sur les diverses manifestations de l'approche, en se penchant en premier lieu sur le français intensif (Terre-Neuve-et-Labrador, 1998) et ensuite sur des programmes offerts actuellement à l'échelle internationale (français, anglais, langues autochtones, etc.).

S: General (applicable to all strands) | **T:** 4–6,7–9,10–12,Postsecondary | **L:** French

WA7V9AW – On écrit sur les murs: Developing our students' French literacy skills

Oct-23-2020: 10:00 PDT– 11:15 PDT

Shauna Néro

Abstract/Description:

By developing our literacy skills, our students can build their vocabulary and use this vocabulary in an authentic manner. Learn research-based strategies that your students can use to engage and explore the French language by making inferences and exploring Francophone culture. By

using les mots amis (cognates), les faux-amis and les mots familiers, Core French students use their critical thinking skills to make sense of oral messages and communicate in basic French. Using the song "On écrit sur les murs" by Kids United as an authentic resource, participants will use their learned strategies reading and listening skills to make sense of the message in order to respond to the song and use these skills to apply them to other authentic texts.

S: FSL/FAL | **T:** K-3,4-6,7-9 | **L:** English

WD7NX2S – Stronger Together! Sharing Linguistic Duality Success Stories - Resources for Students

Oct-23-2020: 10:00 PDT– 11:15 PDT

Nicole Thibault

Abstract/Description:

Learn about new youth activities and resources developed to support your FSL program. New websites, Frenchstreet.ca and Where are they now?, provide opportunities for students to consider how learning French is shaping their lives. Videos share experiences of proud French language learners and the age-adapted risk taking passport helps them set personal goals. The oral speaking impromptu activities build their confidence to share their own stories. At Canadian Parents for French, we believe linguistic duality makes Canada, more Canadian! Find out what Canadian Parents for French does locally, provincially and nationally to support teachers and advocate for more French S.V.P.! Resources will be distributed.

S: FSL/FAL | **T:** 4-6,7-9,10-12 | **L:** English/French

W6PDHB – Multilingual Children's meaning-making and communication in the mathematics classroom

Oct-23-2020: 10:00 PDT– 11:15 PDT

Fatima Assaf

Abstract/Description:

This workshop will focus on multilingual children's participation and communication in the mathematics classroom. We will consider a shift of focus from what multilingual learners cannot do, and instead consider the multiple resources children use to communicate mathematically. Participants will be given the opportunity to work on various mathematics activities that encourage meaning-making and communication in the mathematics classroom. Participants will also be given the opportunity to explore children's mathematical thinking and learning experiences through examples of students' work. I will also share observations and strategies that I have developed while working with students learning an additional language in mathematics classrooms. Ultimately, this workshop will provide space for the participants to share ideas and experiences focused on communication in mathematics.

S: ESL/EAL | **T:** K-3,4-6 | **L:** English

WB6U32T – La grammaire en action : enseigner la grammaire dans une perspective communicative

Oct-23-2020: 10:00 PDT– 11:15 PDT

Léo-James Lévesque

Abstract/Description:

Un enseignement explicite en contexte est nécessaire pour sensibiliser les élèves aux conventions grammaticales dans leur apprentissage du français. Cet atelier présentera des approches différenciées de l'enseignement de la grammaire intégrées au contexte d'une communication significative. On présentera également les faits saillants de la recherche afin de favoriser une meilleure compréhension de ce que signifie enseigner la grammaire en contexte.

S: FSL/FAL | **T:** 4–6,7–9,10–12 | **L:** French

WE4NRGP – It's About Time! How Can We Maximize Time in the Second Language Classroom?

Oct-23-2020: 10:45 PDT– 11:15 PDT

Lori Lundy

Abstract/Description:

Time is something we never have enough of, especially in the second language learning classroom. Because FSL can be an option or complementary subject in elementary and jr high, we often don't get to see our students every day. When we do, sometimes it is only for 30 minutes at a time! In senior high, classes can be semestered and students may only have a second language for part of the year. How can we maximize the precious time we spend with our students to make the most positive effects? How can we encourage students to continue their studies, help them experience the joy of learning another language, and get as much practice as possible in such little time? It is a considerable and daunting challenge. If you teach over a range of grades, and/or split classes, activities that can be easily altered and used with different levels throughout the day can be extremely useful time-savers as well. I would like to explore practical, hands-on ideas to help make the best of our valuable time.

S: FSL/FAL | **T:** K–3,4–6,7–9,10–12 | **L:** English

WANKZW – TPRS: Finally, They're Fluent!

Oct-23-2020: 13:00 PDT– 14:00 PDT

Martina Bex

Abstract/Description:

Most language teachers spend the first few weeks each fall reviewing everything that students have forgotten over the summer, only to watch them forget it forever upon graduation. But it is possible for your students to maintain their language proficiency over the summer and across a lifetime. In this introductory workshop, you'll experience first-hand how Teaching Proficiency through Reading and Storytelling (TPRS) uses compelling, comprehensible input to build lifelong language proficiency in students and restore the joy of teaching.

S: General (applicable to all strands) | **T:** | **L:** English

WMC4EYZ – Voix autochtones : Intégrer les ressources autochtones authentiques dans la classe d’immersion.

Oct-23-2020: 13:00 PDT– 14:00 PDT

Genevieve Larose-Farmer

Abstract/Description:

À l’ère de la réconciliation, le défi des enseignants d’immersion française est d’exposer les élèves aux cultures autochtones locales, afin de leur permettre de vivre des expériences authentiques. C’est un grand défi pour les enseignants qui ne se sentent pas toujours préparés, qui sont soucieux de ne pas tomber dans le piège de l’appropriation culturelle, et qui ont accès à un nombre limité de ressources locales en français. Avec l’arrivée de ce défi pédagogique de taille, les enseignants se questionnent :

-Comment peut-on enseigner la réconciliation à nos élèves?

-Comment peut-on célébrer et faire apprécier la richesse et la diversité des cultures autochtones dans nos salles de classe ?

-Comment peut-on mettre en valeur les cultures et perspectives autochtones sans se les approprier ?

Cet atelier propose un éventaire de ressources multimédia authentiques de qualité qui permettent aux enseignants de faire entendre les voix, cultures et perspectives autochtones dans leur salle de classe. Les ressources sont gratuites et puisées de différentes sources crédibles comme Wapikoni Mobile, L’ONF, etc. Des approches pédagogiques simples, telle que le protocole d’appréciation VTS (Visual Thinking Strategy) et l’utilisation d’organiseurs graphiques permettent aux enseignants d’exploiter ces ressources riches et de les utiliser comme tremplin pour le développement de compétences langagières des élèves. Les ressources proposées suscitent l’intérêt et la curiosité intellectuelle des élèves des niveaux intermédiaires. Elles permettent aux enseignants d’aborder des thèmes complexes de façon simple et accessible. Stimulé par ses sens, l’élève peut développer sa pensée critique dans des situations pédagogiques inclusives.

S: FSL/FAL | **T:** 4–6,7–9 | **L:** French

WBUHWTH – Action Oriented Approach Handbook

Oct-23-2020: 13:00 PDT– 14:00 PDT

Denis Cousineau, Danielle Hunter, Gina Hook

Abstract/Description:

Informed by the Common European Framework of Reference for Languages (CEFR) and the CEFR Companion Volume with New Descriptors (CEFRCV), the Action-Oriented Approach (AOA) Handbook is designed to assist second language educators in creating action-oriented scenarios to enhance students’ spoken interaction. This handbook provides insights into the research that informs the approach, practical suggestions for implementing the AOA within any given

curriculum, and classroom-ready examples that can be used as is or adapted to other contexts. The handbook also includes a repertoire of helpful links and communication tools to support educators.

S: General (applicable to all strands) | **T:** | **L:** English

W69BR7 – Teaching Introductory/Core French with Confidence

Oct-23-2020: 13:00 PDT– 14:00 PDT

Tanya Campbell

Abstract/Description:

In this new world of on-line and in-person learning, there is a way to include Introductory French in a gentle way to support your elementary-aged students. I will share with you some of my ideas of how to include French learning that you can present to your students tomorrow (or whenever you are ready). There will also be space to hear from one another as we are all in this together.

S: FSL/FAL | **T:** 4–6 | **L:** English

W3WNEDD – Second Language Instruction and Assessment in International/Modern/Heritage Language Education Program

Oct-23-2020: 13:00 PDT– 14:00 PDT

Roswita Dressler, Jeff Bale

Abstract/Description:

The Canadian Association of Second Language Teachers' (CASLT's) Research Symposium 2020 project has been designed as part of CASLT's 50th Anniversary celebration. This interactive workshop will feature two Canadian scholars who will share their expertise in second language education and research from the past 50 years in the area of Second Language Instruction and Assessment in Heritage/Modern/International Language Education Program. Participants will be invited to share their experiences and perspectives with the scholars in an effort to identify future trends in L2 research in this area, resulting in a one-page research brief and infographic for dissemination on the CASLT website after the LWB Conference.

S: General (applicable to all strands) | **T:** | **L:** English

WFU3VNX – L'utilisation de la bande-dessinée en cours de français langue seconde

Oct-23-2020: 13:00 PDT– 14:00 PDT

Colombine Depaire

Abstract/Description:

Le cas pratique de la bande dessinée comme support de l'enseignement du français langue seconde. Quelles bandes dessinées se prêtent mieux à une utilisation dans un cadre pédagogique ? Quelles activités éducatives proposer autour du 9ème art ? Cette intervention

analysera les resorts narratifs de la bande dessinée pour expliquer comment les bulles et le rapport texte/image peuvent être un levier dans l'apprentissage d'une langue.

S: Other | **T:** General | **L:** French

WNR6MEX – Practical Strategies for Differentiated Instruction and Assessment through Technology

Oct-23-2020: 13:00 PDT– 14:00 PDT

Katy Arnett

Abstract/Description:

This hands-on workshop will model a variety of tools and teaching practices that teachers can use as anchors in online or classroom differentiated instruction. Though not necessary, participants may find it helpful to have access to a second device during the presentation for some of the activities.

S: General (applicable to all strands) | **T:** | **L:** English

WZ6SRD7 – (Part 1 of 2) Organized Chaos: Get Everyone Talking At Once

Oct-23-2020: 13:00 PDT– 14:00 PDT

Michelle De Abreu, Dionne LeBlanc

Abstract/Description:

If the person doing the talking is the person doing the learning, it's no wonder many second language teachers are exhausted at the end of the day. And when students do get an opportunity to speak, too often it is through prepared speech or where student talk is still teacher-controlled. Functional target language proficiency lies in students using language in authentic, meaningful ways inside the classroom so they can do so outside it. Explore ways to provide language learners multiple opportunities to interact orally in the target language with their peers. Try out a range of activities that get everyone talking at once that you can adapt for any language at any level with low-to-no preparation for use on Monday.

S: General (applicable to all strands) | **T:** General | **L:** English

WPLY9AP – (Part 1 of 2) Teaching Japanese Through Comprehensible Input – a Presentation, Workshop, and Discussion on CI/TPRS Activities, Strategies, and Philosophy in a Japanese Classroom

Oct-23-2020: 13:00 PDT– 14:00 PDT

Matthew Russell

Abstract/Description:

(Part 1 of 2)

CI (comprehensible input) is focused on teaching the language, instead of just teaching about the language. In a CI classroom, the focus is on providing as much quality, comprehensible input

as possible to allow the students' brains to naturally make connections and acquire the language. Grammar is only explicitly taught as needed with very simple and brief explanations. TPRS (Teaching Proficiency through Reading and Storytelling) offers some effective means of providing the required input through reading, storytelling, co-creating stories, and much more. TPRS not only dramatically increases student interest, it's also a complete game changer in proficiency. Rather than struggling to get through a paragraph, students quickly become comfortable reading level appropriate stories and novels. Part one of this session will give you the important foundation of the What/Why/How of TPRS in the classroom. Part 2 will be a workshop and discussion on the various specific classroom activities and strategies that can drive a successful TPRS Japanese class. Attendees will have an opportunity to demonstrate the skills used in TPRS and get feedback on themselves. Having a chance to practice these skills in a safe workshop environment is key to feeling successful when you first try these methods in a classroom. Attendees will also have the opportunity to share and hear any experiences that attendees may already have with CI/TPRS.

*Please note, if you've already seen my presentation on Japanese CI/TPRS you're welcome to skip part 1, and just join us for the workshop/discussion session.

S: IHL | **T:** 7-9,10-12,Postsecondary,General | **L:** English

WAH23V5 – Developing Listening Skills in the Language Classroom

Oct-23-2020: 13:00 PDT– 14:00 PDT

Jesus Toapanta

Abstract/Description:

Language learners often experience anxiety and frustration when doing second language listening (L2 listening). Learners perceive L2 listening as the most difficult skill (Graham, 2006) and often experience high levels of anxiety (Vandergrift, 2011) as L2 listening is frequently associated with evaluation (Mendelsohn, 1994). In the language classroom, L2 listening is usually taken for granted. The amount of time allocated to developing this skill is minimal when compared to other classroom activities. In fact, L2 listening is sometimes regarded as the Cinderella of the language skills (e.g., Nunan, 2002; Vandergrift 1997). Over the years, instruction in L2 listening has mostly relied on the comprehension approach (Graham, Santos & Francis-Brophy, 2014; Seigel, 2014). While this approach evidently informs and guides instructors on how to conduct L2 listening in the language classroom, this approach might not be helping learners to address L2 listening more tangibly. That is, while pre-listening activities, intensive and extensive listening, and post listening activities (Field, 2012) provide guidance on how to conduct L2 listening in the language classroom, these practices do not provide learners with guidance on how to address L2 listening more strategically. This presentation will show that it is possible to go beyond the comprehension approach and actually teach learners how to listen. It will present the results of an intervention study and will argue that introducing vocabulary as a pre-listening activity might not contribute in developing listening skills. Attendees will leave this session with practical ways to teach learners how to listening in the language classroom.

S: General (applicable to all strands) | **T:** 10-12,Postsecondary,Administrators/Leaders/Policy Makers,Researchers,General | **L:** English

W9NEGUX – (Part 1 of 2) How well do they speak their L2? Evaluating learners' oral proficiency

Oct-23-2020: 13:00 PDT– 14:00 PDT

David Macfarlane

Abstract/Description:

The New Brunswick L2 Oral Proficiency Scale, developed by Educational Testing Services of New Jersey for the Government of New Brunswick has been in use since the late 1970s and is used to evaluate L2 oral proficiency for both adults and students. All Grade 12 students enrolled in a course taught in French in Grade 12 are interviewed by trained specialists in a one-on-one situation. The session will focus on the level descriptors (Novice to Superior), their correlation to the CEFRL levels and on the structure and techniques of the interview.

S: General (applicable to all strands) | **T:** 7–9,10–12,Postsecondary,Administrators/Leaders/Policy Makers | **L:** English

WT8X7US – (Part 1 of 2) Learning Centres and More!

Oct-23-2020: 13:00 PDT– 14:00 PDT

Stacey Sveistrup, Kindra Harte

Abstract/Description:

Roll up your sleeves and let's get busy! Learning centres accomplish great things for second-language acquisition and literacy!! Engage your students including multi-level classes with this low-prep and very high-engagement approach! We will explore innovation and technology as we share ideas for an effective learning community for our second-language learners. Handouts provided and many hands-on classroom-ready activities will be distributed! We will explore ideas and strategies for building literacy and oral proficiency in the second-language classroom. Ideas shared will be highly motivating for our students and increase cultural awareness and competencies. Kindra Harte (UVic Instructor, Saanich School District French and Spanish Secondary Teacher and Language Coordinator, BCATML Vice President, BCLCA Treasurer, Pearson Author) Stacey Sveistrup (Vice Principal Sir James Douglas Elementary in Vancouver School District, BC Representative for CASLT National Council, Pearson Author; Intensive French experienced and trained teacher)

S: FSL/FAL | **T:** 4–6,7–9,10–12 | **L:** English

WGLR6FW – (Part 1 of 2) Core French Education Re-Inspired

Oct-23-2020: 13:00 PDT– 14:00 PDT

Jessica Irvine

Abstract/Description:

Whether you've just been hired as a Core French educator, or you've been in the trenches for many years, Core French programs across Canada are continually influenced by local and provincial politics, local demographics, curriculum, lack of resources, and student motivation. Core French educators are expected to teach literacy, French language skills, and cultural

appreciation and sensitivity. While provided a provincial curriculum, there are very few resources available specifically for Core French education. Canadian education has also been asked by the TRC to provide culturally appropriate curricula and in many Core French curricula, Indigenous content and knowledges have been added - most without resources or training. We face these challenges while often teaching multiple grades and classrooms and some of us do all of this without a classroom off a travel cart. Do you find yourself lacking motivation? Becoming discouraged? Needing just some tips to re-inspire you? This session will help you!

As a veteran in the Core French classroom, I have found routines, strategies, and games that simplify my program and has increased student motivation and engagement. In this session, I will share tips for developing an easy to teach Core French daily routine, tips for planning a unit, tips for how to approach literacy without teacher and student frustrations, introduce some fun games, ideas for planning for a substitute, share travel cart tips, discuss how you can respectfully and appropriately address Indigenous content in your curriculum, discuss assessment in a Core French program, and show some technology tricks.

S: FSL/FAL | **T:** K-3,4-6,7-9,10-12 | **L:** English/French

WSRADS – (Part 1 of 2) Teaching with CI (Comprehensible Input) Novels: Building Intercultural Understanding in the Language Classroom

Oct-23-2020: 13:00 PDT– 14:00 PDT

Adriana Ramírez, Michelle Metcalfe

Abstract/Description:

Using CI novels in the second language classroom is a powerful way to provide compelling, contextualized and comprehensible input to language learners. It is also an easy way for teachers new to TPRS (Teaching Proficiency through Reading and Storytelling) and CI (Comprehensible Input) to begin their journey. Novels can provide many opportunities for students to deepen their inter-cultural understanding while making personal connections to the lives of the characters and the events in the story -all while using the target language. This workshop will demonstrate how to plan and teach with novels in order to provide maximum engagement for learners in the reading process. Participants will learn how to expand and make every chapter comprehensible, how to build more cultural connections, how to explore social justice issues, and how to use authentic materials, all from one single novel.

S: General (applicable to all strands) | **T:** General | **L:** English

WKMC3L – Mettre la série télé au coeur de la classe de français de base

Oct-23-2020: 14:15 PDT– 15:15 PDT

Carl Ruest

Abstract/Description:

L'input de qualité demeure la variable la plus importante dans l'acquisition d'une langue seconde. Pourtant, les activités d'écoute et de visionnement occupent souvent une place marginale dans la classe de français de base. Aujourd'hui, avec la disponibilité de l'équipement technologique, l'offre abondante et accessible de ressources authentiques et les dernières

modifications à la loi sur les droits d'auteur, les obstacles au visionnement sont histoires du passé et il est plus facile que jamais de regarder des séries télé et autres documents audiovisuels dans la salle de classe.

Lors de cet atelier, nous prendrons le temps de découvrir des séries télé francophones disponibles pour le visionnement en salle de classe pour divers niveaux français de base. Des activités d'apprentissage pour encadrer le visionnement, développer des stratégies et habiletés d'écoute et aborder des thèmes chers aux élèves seront présentées. En fin d'atelier, les participant.e.s seront en mesure d'intégrer des séries télé à leur enseignement en ajustant la tâche pour leurs élèves sans dénaturer les oeuvres visionnées.

S: FSL/FAL | **T:** 4-6,7-9,10-12 | **L:** French

WYP4BQU – Exploiting technology – choosing your way

Oct-23-2020: 14:15 PDT– 15:15 PDT

Nataliya Nayavko

Abstract/Description:

With a sudden shift to teaching online due to Covid-19, we are making choices as to what tools to use to achieve different learning outcomes. What are the key things teachers need to keep in mind while teaching online? Join this workshop where we will be discussing the ways digital tools can be exploited in your virtual classroom.

Getting students to be involved in a learning process can be challenging. How to boost your students' involvement and motivation? Participants will be able to analyze students' learning needs, share their own experiences of synchronous and asynchronous teaching, and practise various interactive techniques, online applications and some handy tips that help students of different ages gain a deeper sense of enjoyment from their lessons and language learning. Participants will explore some ways of creating a sense of community with the help of different technological tools. You will definitely find something to use with your students next week!

S: ESL/EAL | **T:** K-3,4-6,7-9,10-12,General | **L:** English

WH4KLEE – Bringing culture to the language classroom: Virtual exchanges, cultural portfolios and podcasts

Oct-23-2020: 14:15 PDT– 15:15 PDT

Angela George, Eleonora Buonocore, Rachel Friedman

Abstract/Description:

In this panel, three presenters share ways of bringing the cultures of international and heritage languages into the classroom in order to engage students with culturally relevant material and to provide access to communities of target-language speakers. The activities presented can be used with any second language. In addition to describing how to implement these activities, each presenter will also share insights from students who completed the activities, explaining pedagogical benefits and challenges associated with each activity, including how to differentiate the activities for heritage learners.

The first way of bringing culture into the language classroom is a virtual exchange, wherein students of Spanish are connected with other students in two different geographic locations and converse in the target language on topics including immigration and discrimination along with the use of Spanish in each area. The second way takes the form of cultural portfolios, wherein students of Arabic engage in experiential learning by undertaking an activity related to cultures of the Arabic-speaking world. They then report on their observations and reflections in the form of written portfolio entries. The final activity included cultural videos for beginning students of Italian and podcasts for intermediate level.

Participants will be engaged in the panel by being invited to participate in a think-pair-share activity and a discussion facilitated by the use of polleverywhere.com on mobile phones. Participants will learn how to implement similar activities in their own classes as well as discuss the benefits and challenges associated with teaching culture.

S: IHL | **T:** 7–9,10–12,Postsecondary | **L:** English

WRZTVAN – (Part 2 of 2) Teaching with CI (Comprehensible Input) Novels: Building Intercultural Understanding in the Language Classroom

Oct-23-2020: 14:15 PDT– 15:15 PDT

Adriana Ramírez, Michelle Metcalfe

Abstract/Description:

Using CI novels in the second language classroom is a powerful way to provide compelling, contextualized and comprehensible input to language learners. It is also an easy way for teachers new to TPRS (Teaching Proficiency through Reading and Storytelling) and CI (Comprehensible Input) to begin their journey. Novels can provide many opportunities for students to deepen their inter-cultural understanding while making personal connections to the lives of the characters and the events in the story -all while using the target language. This workshop will demonstrate how to plan and teach with novels in order to provide maximum engagement for learners in the reading process. Participants will learn how to expand and make every chapter comprehensible, how to build more cultural connections, how to explore social justice issues, and how to use authentic materials, all from one single novel.

S: General (applicable to all strands) | **T:** General | **L:** English

WQTQZ6Q – Creating an Environment for Deeper Online Learning: Building and Maintaining Community and Social Presence

Oct-23-2020: 14:15 PDT– 15:15 PDT

Luisa Canuto

Abstract/Description:

Positive social interactions among learners are key to developing their cognitive, metacognitive, and language skills. As both research and experience have shown, engaging learning activities — such as discussions, annotations of documents or videos, group tasks, and collaborative projects — help students to articulate their own cognitive process, build knowledge, and challenge and support each other's ideas. Through an interactive mix of content delivery, guided reflection, and

experiential techniques, participants will be introduced to some broad concepts and discuss ways of developing a mix of real-time, synchronous teaching activities and asynchronous course material that students can complete at their own pace. Participants will have an opportunity to collaborate with peers in small breakout groups to brainstorm viable experiential activities and develop their understanding of effective approaches to enhance teaching presence and support active learning in the online environment.

S: General (applicable to all strands) | **T:** | **L:** English

WWM82N – (Part 2 of 2) Teaching Japanese Through Comprehensible Input – a Presentation, Workshop, and Discussion on CI/TPRS Activities, Strategies, and Philosophy in a Japanese Classroom

Oct-23-2020: 14:15 PDT– 15:15 PDT

Matthew Russell

Abstract/Description:

(Part 2 of 2)

CI (comprehensible input) is focused on teaching the language, instead of just teaching about the language. In a CI classroom, the focus is on providing as much quality, comprehensible input as possible to allow the students' brains to naturally make connections and acquire the language. Grammar is only explicitly taught as needed with very simple and brief explanations. TPRS (Teaching Proficiency through Reading and Storytelling) offers some effective means of providing the required input through reading, storytelling, co-creating stories, and much more. TPRS not only dramatically increases student interest, it's also a complete game changer in proficiency. Rather than struggling to get through a paragraph, students quickly become comfortable reading level appropriate stories and novels. Part one of this session will give you the important foundation of the What/Why/How of TPRS in the classroom. Part 2 will be a workshop and discussion on the various specific classroom activities and strategies that can drive a successful TPRS Japanese class. Attendees will have an opportunity to demonstrate the skills used in TPRS and get feedback on themselves. Having a chance to practice these skills in a safe workshop environment is key to feeling successful when you first try these methods in a classroom. Attendees will also have the opportunity to share and hear any experiences that attendees may already have with CI/TPRS.

*Please note, if you've already seen my presentation on Japanese CI/TPRS you're welcome to skip part 1, and just join us for the workshop/discussion session.

S: IHL | **T:** 7–9,10–12,Postsecondary | **L:** English

W7T389K – Indigenous Language Revitalization and Language Education

Oct-23-2020: 14:15 PDT– 15:15 PDT

Candace Galla, Judy Thompson

Abstract/Description:

The Canadian Association of Second Language Teachers' (CASLT's) Research Symposium 2020 project has been designed as part of CASLT's 50th Anniversary celebration. This interactive workshop will feature two Canadian scholars who will share their expertise in second language education and research from the past 50 years in the area of Indigenous Language Revitalization and Language Education. Participants will be invited to share their experiences and perspectives with the scholars in an effort to identify future trends in L2 research in this area, resulting in a one-page research brief and infographic for dissemination on the CASLT website after the LWB Conference. Organizers suggest that participants review the resources below in preparation for the workshop.

S: General (applicable to all strands) | **T:** | **L:** English

WCYNQW7 – (Commercial Presentation) Successes and Challenges of Digitizing the Blackfoot Language

Oct-23-2020: 14:15 PDT– 15:15 PDT

Michelle Housley, Pat Twigg

Abstract/Description:

This session will take attendees through the process of digitizing the Blackfoot language and highlight the lesson learned and the challenges that the Kainai Board of Education encountered. It will also discuss the design cycle used and how to ensure that the student, teachers and community get the most out of the resources that created. We will also discuss the realities of producing digital learning material for communities that do not have reliable internet access. We will cover the work we completed with the Blackfoot Headstart Immersion program to Grade 12.

S: ILCP | **T:** K-3,4-6,7-9,10-12,Postsecondary,Administrators/Leaders/Policy Makers,Researchers,General | **L:** English

WEVSK7M – (Part 2 of 2) Core French Education Re-Inspired

Oct-23-2020: 14:15 PDT– 15:15 PDT

Jessica Irvine

Abstract/Description:

Whether you've just been hired as a Core French educator, or you've been in the trenches for many years, Core French programs across Canada are continually influenced by local and provincial politics, local demographics, curriculum, lack of resources, and student motivation. Core French educators are expected to teach literacy, French language skills, and cultural appreciation and sensitivity. While provided a provincial curriculum, there are very few resources available specifically for Core French education. Canadian education has also been asked by the TRC to provide culturally appropriate curricula and in many Core French curricula, Indigenous

content and knowledges have been added - most without resources or training. We face these challenges while often teaching multiple grades and classrooms and some of us do all of this without a classroom off a travel cart. Do you find yourself lacking motivation? Becoming discouraged? Needing just some tips to re-inspire you? This session will help you! As a veteran in the Core French classroom, I have found routines, strategies, and games that simplify my program and has increased student motivation and engagement. In this session, I will share tips for developing an easy to teach Core French daily routine, tips for planning a unit, tips for how to approach literacy without teacher and student frustrations, introduce some fun games, ideas for planning for a substitute, share travel cart tips, discuss how you can respectfully and appropriately address Indigenous content in your curriculum, discuss assessment in a Core French program, and show some technology tricks.

S: FSL/FAL | **T:** K-3,4-6,7-9,10-12 | **L:** English/French

WCYN3U8 – (Part 2 of 2) Organized Chaos: Get Everyone Talking At Once

Oct-23-2020: 14:15 PDT– 15:15 PDT

Michelle De Abreu, Dionne LeBlanc

Abstract/Description:

If the person doing the talking is the person doing the learning, it's no wonder many second language teachers are exhausted at the end of the day. And when students do get an opportunity to speak, too often it is through prepared speech or where student talk is still teacher-controlled. Functional target language proficiency lies in students using language in authentic, meaningful ways inside the classroom so they can do so outside it. Explore ways to provide language learners multiple opportunities to interact orally in the target language with their peers. Try out a range of activities that get everyone talking at once that you can adapt for any language at any level with low-to-no preparation for use on Monday.

S: General (applicable to all strands) | **T:** General | **L:** English

WKBFNL – (Part 2 of 2) How well do they speak their L2? Evaluating learners' oral proficiency

Oct-23-2020: 14:15 PDT– 15:15 PDT

David Macfarlane

Abstract/Description:

The New Brunswick L2 Oral Proficiency Scale, developed by Educational Testing Services of New Jersey for the Government of New Brunswick has been in use since the late 1970s and is used to evaluate L2 oral proficiency for both adults and students. All Grade 12 students enrolled in a course taught in French in Grade 12 are interviewed by trained specialists in a one-on-one situation. The session will focus on the level descriptors (Novice to Superior), their correlation to the CEFRL levels and on the structure and techniques of the interview.

S: General (applicable to all strands) | **T:** 7-9,10-12,Postsecondary,Administrators/Leaders/Policy Makers | **L:** English

WL7V8W2 – Incorporating ACTFL’s Guiding/Core Principles and Global Competency (and the CEFR) into Technology

Oct-23-2020: 14:15 PDT– 15:15 PDT

Catherine Ousselin

Abstract/Description:

Considering a transition from grammar-based units to teacher-developed, proficiency-based thematic units? In search of meaningful feedback strategies, authentic resources and ideas for interpretive and interpersonal communicative activities? Engage ACTFL’s Six Core Practices to create impactful and researched-supported units. Units, activities, and curated resources provided. The presenter will share 3 units designed with the ACTFL’s “The Keys to Planning for Learning” following the Core Practices that connect to World-Readiness Standards and the CEFR Framework. Participants will interact with a thematic unit template, technology tools and authentic curated resources that support communicative activities and assessments.

S: General (applicable to all strands) | **T:** | **L:** English

WTQPRPV – (Part 2 of 2) Learning Centres and More!

Oct-23-2020: 14:15 PDT– 15:15 PDT

Stacey Sveistrup, Kindra Harte

Abstract/Description:

Roll up your sleeves and let's get busy! Learning centres accomplish great things for second-language acquisition and literacy!! Engage your students including multi-level classes with this low-prep and very high-engagement approach! We will explore innovation and technology as we share ideas for an effective learning community for our second-language learners. Handouts provided and many hands-on classroom-ready activities will be distributed! We will explore ideas and strategies for building literacy and oral proficiency in the second-language classroom. Ideas shared will be highly motivating for our students and increase cultural awareness and competencies. Kindra Harte (UVic Instructor, Saanich School District French and Spanish Secondary Teacher and Language Coordinator, BCATML Vice President, BCLCA Treasurer, Pearson Author) Stacey Sveistrup (Vice Principal Sir James Douglas Elementary in Vancouver School District, BC Representative for CASLT National Council, Pearson Author; Intensive French experienced and trained teacher)

S: FSL/FAL | **T:** 4–6,7–9,10–12 | **L:** English

wscu2G – The Linguistic Landscape vs Languacultural Landscape Project: a Multiliteracies Perspective

Oct-23-2020: 15:30 PDT– 16:00 PDT

Olessya Akimenko

Abstract/Description:

In this workshop, I will first talk about how linguistic landscape (LL) (Landry & Bourhis, 1997) could be used as a pedagogical resource. LL is the study of languages on public or commercial

signs in a given territory or region. This area draws from several academic disciplines such as applied linguistics, sociolinguistics, anthropology, sociology, and has recently found favor in EAL classrooms. The projects involving LL usually require students to collect and analyze photographs of languages used on signs in their local community or any other area. In the first half of this workshop, the participants will learn the ways how an LL project could be conducted and its benefits for students. In the second half of this workshop, I will compare LL with the new approach, that I created, called languacultural landscape (LCL), which is based on LL and the concept of languaculture (Agar, 1994, 2008). I merge LCL with the pedagogy of multiliteracies (PoM) (The New London Group, 1996) and the action-oriented approach (Council of Europe, 2001) to create a new pedagogical approach that could be used as a way to address and build upon students' understanding of cultural and linguistic diversity, while at the same time bringing multiliteracies pedagogy into plurilingual and pluricultural classrooms. While LL projects can benefit students in many ways, especially in the development of students' symbolic competence and multiliteracy skills, LCL action-oriented projects could do more than merely develop students' multimodal competencies. LCL action-oriented projects can give students the opportunity to practise working with different semiotic resources, to critically analyze historical, cultural and political contexts of learning, to look at various perspectives on culturally ingrained beliefs and values, and to explore the powerful forces and ideologies that underlie the ways of meaning-making. Finally, such projects can encourage students to become language researchers and connect the classroom to the streets of the learners' community.

S: General (applicable to all strands) | **T:** General | **L:** English

WXT42VW – CASLT's Success for All Series

Oct-23-2020: 15:30 PDT– 16:00 PDT

Michelle De Abreu

Abstract/Description:

The Success for All Series: Supporting Additional Language Learners provides teachers and school administrators with concrete, practical strategies to survive and thrive in the complex classrooms of additional language learning. Success for All underscores the importance of inclusion and the creation of culturally responsive classroom environments by addressing 10 common challenges faced by new and experienced teachers alike when dealing with additional language learners. Learn more about these valuable CASLT resources in this session. Learn more about these practical (or effective) CASLT resources in this session.

S: General (applicable to all strands) | **T:** | **L:** English

WHTMXGZ – The “Native Speaker” Myth: An Argument for Diversity in Japanese Language Education

Oct-23-2020: 15:30 PDT– 16:00 PDT

Natasha Rivera

Abstract/Description:

There has long been a bias in second language education towards having native speaker teachers. Many young college graduates have found themselves teaching overseas with no other

qualification than being a native English speaker. Most of them soon realize that explaining how the language works is not quite as easy as speaking it.

The same is true for any language, but Asian languages in particular face this bias more often in North America. This leads to qualified non-native speakers of Japanese facing far more scrutiny than their counterparts in European languages do. The lack of diversity in Japanese language education is both a cause and symptom of this bias, where many students are hesitant to try learning the language because they have trouble seeing themselves in fluent speakers, and place limits on their learning before they even begin.

In this presentation I will demonstrate how increased diversity among Japanese language educators can only benefit Japanese language education at all levels by adding new perspectives and approaches to both teaching and learning Japanese. This will include a variety of activities that both native and non-native speakers can include in their classroom to increase student participation, enthusiasm, and achievement in an increasingly digital and connected world.

S: IHL | **T:** 7-9,10-12 | **L:** English

WZ4EWZ8 – Shifting from fact- to concept-based learning environments in the digital age

Oct-23-2020: 15:30 PDT– 16:30 PDT

Megan Sénéchal

Abstract/Description:

Have you been thinking about concept-based learning environments? Are you trying to engage your language students in authentic learning tasks? Are you thinking about how you can leverage technology to teach languages? Come to this session to gain information about:

- Striking a balance between fact- and concept-based learning environments
- Powerful teaching strategies to engage learners
- Leveraging technology to create authentic language tasks

S: FSL/FAL | **T:** 4-6,7-9 | **L:** English/French

WETNWZT – Empowering Beginning ELLs in Junior High

Oct-23-2020: 15:30 PDT– 16:30 PDT

Luisa Zimich

Abstract/Description:

This presentation will highlight findings from the partnership in research grant between the Calgary Catholic School District (CCSD) and the University of Calgary (U of C). Highlights will include student, teacher and administrator perspectives from the English Language Development (ELD) program implemented in six schools within CCSD. The ELD program targeted beginning and newcomer English Language Learners (ELL) in grades 7, 8 and 9. The research project included program considerations such as scheduling, programming, cultural competency and

teacher professional development. Program implementation also included ELD teacher collaboration with content area teachers within their school site. Other highlights from the research project will include findings from the quantitative data collected through English language proficiency assessments.

S: ESL/EAL | **T:** 7–9, Administrators/Leaders/Policy Makers, Researchers | **L:** English

WD3ZMB – Facilitating Language Learning through Technology: A Literature Review on Computer-Assisted Language Learning

Oct-23-2020: 15:30 PDT– 16:30 PDT

Mary Grantham-O'Brien

Abstract/Description:

CALL, which stands for computer-assisted language learning, has become a catch-all term to encompass any use of technology for language teaching and learning. Seemingly endless numbers of software packages, websites, and apps at a range of price points promise effective teaching of a variety of languages. Deciding on which technology to use and then learning how to make a given technology work well in the classroom setting represent onerous tasks for teachers. More importantly, teachers need to know that the technology they have chosen offers an effective means of achieving learning goals and is thus appropriate for their group of learners. This workshop will provide participants with an overview of research into the following aspects of CALL:- Effective integration of CALL resources- Targeting multiliteracies with CALL- Production and CALL- Receptive skills and CALL- Grammar, vocabulary, and CALL- Culture and CALL- Assessing learning and providing feedback in CALL

S: General (applicable to all strands) | **T:** | **L:** English

WUTAW5B – Heteronormative beasts and where to find them: Identifying and combatting the heteronormativity in your textbook!

Oct-23-2020: 15:30 PDT– 16:30 PDT

Ashley R. Moore

Abstract/Description:

Various studies have shown that the vast majority of language learning materials are heteronormative, i.e., they present heterosexuality as "the only" or "the correct" form of human romantic and sexual relationships. This is problematic for all students; it acts to silence an ever-growing proportion of students who identify outside the strict confines of heterosexuality, and it denies other students the chance to develop respectful literacies around sexuality in their additional languages.

Various structures work to sustain heteronormativity in education, and even though many equity-promoting teachers might do their best to counter such forces through their teaching practice, the unfortunate irony is that many such attempts actually perpetuate heteronormativity in a less obvious guise.

In this interactive workshop, participants will learn how to identify five different types of heteronormativity. We will then use this taxonomy as a guide to 1) critique real language learning materials being used in K-12 schools today, and 2) suggest ways in which we can creatively "hack" such materials to ensure more equitable modern language classrooms and learning opportunities for our students. Regardless of the language you teach, you are encouraged to bring your own textbooks and materials for queer hacking!

S: General (applicable to all strands) | **T:** General | **L:** English

WXND7X7 – Hot Off The Press! Spanish Resources to Share

Oct-23-2020: 15:30 PDT– 16:30 PDT

Kindra Harte

Abstract/Description:

This high-energy interactive session will explore the exciting world of telenovelas! Hot off the press are current authentic telenovelas adapted to fit our BC curriculum. During this session 3 separate programs will be shared in order to provide resources and activities for learners of every level. Ready to use lesson plan ideas will be provided. Let's bring the classroom to life and create a high-energy learning environment by exploring the redesigned curriculum through the world of telenovelas. Immerse your students in both Spanish language and culture while bridging the gap to the Spanish-speaking world around them. Students will be very motivated and engaged. Activities to accompany each level will be provided and are low prep for teachers and high engagement for students. Following the backwards design approach to unit planning bring your classroom to life while sharing the cultural and historic importance of the telenovela!

S: IHL | **T:** 7–9,10–12 | **L:** English

WABGCN6 – How to get your students to Parlez vous en français!

Oct-23-2020: 15:30 PDT– 16:45 PDT

Rome Lavrencic

Abstract/Description:

Join Rome as he walks you through four activities he has used with overwhelming success in getting his students to speak en français sans effort! In this highly interactive workshop, teachers will work play the role of the student, while walking away with ideas that will allow your students to use taught language structures in context while speaking in French. Be prepared to have some fun as Rome leads you through some creative exercises to get your students talking to one another. Next, he will tap into your curiosity to solve intriguing enigmas tout en français from beginning to end. Lastly, Rome will walk you through two creative tasks using Book Creator and PuppetPals to narrate two different types of stories on an iPad. Est-ce possible??? Come find out! Participants will walk away with sample activities, ideas on how to differentiate the tasks to various learners' abilities, as well as ways to assist those students needing additional supports in order to succeed. Bring an iPad with Book Creator and Puppet Pals already installed (preferred but not mandatory).

S: FSL/FAL | **T:** 7–9,10–12 | **L:** English/French

WCD3V6C – Indigene Kultur und Perspektiven im Deutschunterricht

Oct-23-2020: 15:30 PDT– 16:45 PDT

Andreas Meckes

Abstract/Description:

In einer Broschüre des Bildungsministeriums von BC heißt es: „Indigene Kultur und Perspektiven sind in sämtliche Lernbereiche integriert worden.“ – Wie ist das zu verstehen? Und was hat das mit dem Deutschunterricht zu tun? Ziel des Workshops ist es, diesen Fragen nachzugehen und nach ein paar theoretischen Vorüberlegungen gemeinsam mit den Teilnehmer*innen konkrete Ideen für den Deutschunterricht zu besprechen bzw. zu entwickeln. Ggf. können Ideen des Vorjahres-Workshops (BCCTG) weiterentwickelt werden.

S: IHL | **T:** 4–6,7–9,10–12 | **L:** Other

WGQ9V84 – Un Sac de Trucs!

Oct-23-2020: 15:30 PDT– 16:45 PDT

Margaret Truant, Krista Heizelman

Abstract/Description:

Join Margaret and Krista as they share a bag of tricks for you to use in the core french classroom. They will be sharing different ideas that they have learned from others, created themselves, or picked up at workshops over the years. The purpose of this workshop will be to provide you with some ideas around fun oral/aural activities, games and projects for your classroom; as well as some ready to use resources that you can already use Monday!

S: FSL/FAL | **T:** 7–9,10–12 | **L:** English

WWT8BG – Different activities to promote learners' collaboration and interaction across three undergraduate language programs

Oct-23-2020: 15:30 PDT– 16:45 PDT

Maria Isabel Mayo-Harp, Jia Fei, Naoko Takei

Abstract/Description:

From a constructivist and a communicative perspective, learners' collaboration and interaction have numerous positive impacts on learning progress and target language acquisition. Ways and methods to encourage learner interaction and collaboration have always been a central theme of pedagogical discussions. In this panel, the instructors of Japanese, Mandarin Chinese, and Spanish language will introduce various methods they have been using and discuss the benefits and the challenges they have been experiencing to engage learners in their undergraduate language courses.

The design of engagement in each language has its own focus and characteristics. The Japanese language courses often use a Project-Based Learning approach to stimulate learner's interests and to incorporate their life experiences. The core philosophy underlying Mandarin Chinese courses centers on "building connections" for promoting active learning and social-emotional learning along with the development of language proficiency. The Spanish language courses

follow a blended learning design that incorporates different apps and online tools as teaching resources to promote learners' interaction and communication.

After sharing our firsthand understanding and experience of promoting learner collaboration and interaction, the panelists will invite the audience to reflect on their own practices, to share their stories and knowledge, and to explore new ideas and educational tools in their own classrooms.

S: IHL | **T:** 10–12, Postsecondary, Researchers, General | **L:** English

WVP3LGC – Le français Intensif et l’immersion tardive avec l’Approche Neurolinguistique en contexte virtuel!

Oct-23-2020: 15:30 PDT– 16:45 PDT

Pascal St-Laurent, Shannon Donald, Katharine Grenier

Abstract/Description:

Pendant la crise du Covid 19, deux enseignantes du Yukon, Canada ont décidé de tester quelques plateformes électroniques avec l’objectif d’enseigner le français langue seconde (FLS) en utilisant des stratégies d’oral, lecture et écriture basées sur l’Approche Neurolinguistique et ce, à l’intérieur du programme de Français Intensif (5e année,) et d’immersion tardive (6e année). Avec la collaboration du conseiller pédagogique Pascal St-Laurent, elles ont utilisé les plateformes Zoom, Google classroom et Sway (Office 365) pour enseigner le français à un groupe d’apprenants débutants. Dans cet atelier, des recommandations, ressources et astuces seront partagés afin de donner un point de départ aux enseignants désirant se lancer dans une aventure FSL virtuelle avec un groupe de jeunes apprenants débutants.

S: FSL/FAL | **T:** 4–6, 7–9, Researchers, General | **L:** English/French

WL6QCZV – Série Pour la réussite de tous de l'ACPLS

Oct-23-2020: 16:15 PDT– 16:45 PDT

Michelle De Abreu

Abstract/Description:

La série Pour la réussite de tous : Soutenir les apprenants d’une langue additionnelle propose des stratégies concrètes et pratiques pour persévérer et progresser dans les salles de classe complexes où s’effectue l’apprentissage d’une langue additionnelle. Pour la réussite de tous souligne l’importance de l’inclusion et de la création d’environnements de classe sensibles à la culture en examinant 10 défis courants qui se posent aux enseignants nouveaux et expérimentés qui travaillent avec des apprenants d’une langue additionnelle. Apprenez-en davantage sur ces ressources pratiques (efficaces) de l'ACPLS lors de cette session.

S: General (applicable to all strands) | **T:** | **L:** French

WMKUFWQ – Education for reconciliation during COVID-19 : sharing our experience with Grade 3 to 6 students

Oct-23-2020: 16:15 PDT– 16:45 PDT

Eva Lemaire, Mélanie Samson-Cormier

Abstract/Description:

When schools closed abruptly and switched to remote delivery, I was, as a professor and education researcher, engaged with two teachers and their Grade 3 to 6 students in a year long project aiming to integrate Métis language and perspectives into the curriculum. One of our goals was also to build relationships between our local Indigenous communities and the students and teachers involved. In this presentation, I will address how our “Michif awareness program” was envisioned and how we had to suddenly adapt to the remote delivery modalities. I will discuss:

- 1) How we tried to create some experiential and relational learning despite being apart, behind screens, not being able to gather together and to invite elders in the class, as initially planned.
- 2) How, using a holistic approach to teaching, drawing on Indigenous pedagogies (FNESC, 2015; Goulet & Goulet, 2014), we managed to offer social studies, art, health and sciences intertwined with literacy learning, while school boards encouraged a focus on literacy and numeracy first and foremost.

This presentation is about our challenges, the constraints we faced, and our learning outcomes in terms of online teaching as far as education to reconciliation is concerned. The presentation is based on field notes driven by my experience leading the project and supporting teachers, on interviews with the two teachers involved, as well as on students’ assignments.

FNESC (2015), “Principles of Learning” : www.fnesc.ca/wp/wp-content/uploads/2015/09/PUB-LFP-POSTER-Principles-of-Learning-First-Peoples-poster-11x17.pdf (consulté le 04/02/2020).

Goulet, Linda M., Goulet, Keith N. (2014), Teaching each other. Nehinuw Concepts & Indigenous Pedagogies, Vancouver, UBC Press.

S: ILCP | **T:** K-3,4-6 | **L:** English/French

WSQPKT – Fantastic Formative Assessment in Foreign Language

Oct-24-2020: 07:15 PDT– 08:15 PDT

Glenn Cake

Abstract/Description:

Every day in second language classrooms throughout Canada and around the world, teachers search to find new and more effective ways for their students to learn. In light of the pandemic, teachers are now faced with virtual classroom environments to contend with.

The ability to choose the appropriate activity can boost engagement, encourage motivation and foster creativity in learners. The current generation of learners in 21st century was born with access to vast applications of information and communication technology, which means much of

their communication, connection, collaboration, and recreation occur via digital devices (Beck & Wade, 2006).

Teachers need to seize the moment and integrate “edutainment” into learning for a variety of reasons. David Sousa claims that many teachers are entering the profession with a kitbag of strategies from the 1980s to work with students who have 21st century brains. Researchers argue that through active and intensive immersion, language learners can benefit significantly from game-playing as it can promote constructive, situated, and experiential learning (Squire 2008; Woo, 2014).

There are a variety of media designed to educate through entertainment which often includes content intended to teach but has incidental entertainment value. In this hands-on and interactive webinar session, Glenn will lead the group through a host of such free activities with a particular focus on FSL language examples which could be used in any second language. This session will feature short hands on presentation of a variety of tools and websites readily available online.

* This session will feature a LIVE Kahoot game. There are a couple of different ways to join the live game that will be taking place

a) a) Open up Play Kahoot! - Enter game PIN here! in a separate browser on your computer (You will need to set up a split screen - so that you can view both the Kahoot questions and the participant window to select your answer.)

b) Why not download the Kahoot app on your phone or tablet ?

Apple products - <https://apps.apple.com/app/apple-store/id1131203560>

Android products -

https://play.google.com/store/apps/details?id=no.mobitroll.kahoot.android&referrer=utm_source%3Dkahoot%26utm_campaign%3Dmobileapp

Sources : <https://scholar.uwindsor.ca/cgi/viewcontent.cgi?article=1034&context=major-papers>,
<https://flashacademy.com/french-language-classroom-games/>

S: General (applicable to all strands) | **T:** K-3,4-6,7-9,10-12,Postsecondary,General | **L:** English/French

WZRAMTL – Cultiver un développement holistique de l’oral

Oct-24-2020: 07:15 PDT– 08:15 PDT

Lisa Michaud

Abstract/Description:

C’est en évoquant son cheminement en apprentissage des langues qu’on explore sa propre identité linguistique, c’est-à-dire la cumulation des expériences constituant les connaissances et les habiletés langagières développées au fil du temps. L’apprentissage holistique de l’oral dans la classe d’immersion permet un développement communicatif enrichi—un incontournable puisque nos élèves en immersion comparent souvent leurs compétences orales à celles des interlocuteurs francophones.

Ma recherche portant sur les compétences orales d'élèves en immersion précoce m'a permis de dresser un bilan linguistique, dont certaines forces et faiblesses discursives. Au cours de cet atelier destiné aux enseignants d'immersion, je proposerai plusieurs exemples d'activités orales visant un développement holistique en tenant compte des différentes composantes de la compétence communicative (Celce-Murcia, 2007). C'est en adoptant une approche holistique en enseignement de l'oral que les enseignants d'immersion peuvent mieux orienter la performance orale des élèves en français, en plus de favoriser chez l'apprenant le développement d'une identité linguistique positive.

S: FSL/FAL | **T:** 10–12 | **L:** French

WRWFPUD – TIC TALK: Maximizing Oral Production, Connection and Community in Your Virtual Conversation Classes

Oct-24-2020: 07:15 PDT– 08:15 PDT

Laun Shoemaker

Abstract/Description:

For French Immersion Students, the virtual environment poses a significant challenge to oral French development and, consequently, overall language evolution. Students learning at home will have limited occasions to practice the L2. During online encounters, class size, teacher instruction, and an overall sense of disconnectedness from peers all reduce opportunities for spoken participation in the target language.

This workshop/presentation unpacks a series of activities which have shown themselves to draw in student participation and support social emotional learning. Some of the activities profiled and demonstrated include:

- Escape Rooms which encourage teamwork and problem solving while they support the development of directional vocabulary.
- Discussion of ethical dilemmas which encourage learners to think critically, express their own opinions and respect differing voices.
- Descriptive drawing activities that provide leadership opportunities for speakers as they build listening skills and expand questioning for clarification.
- Debating amusing topics which aids learners in thinking on their feet, organizing their argument and enlarge rhetorical skills.
- Picture Prompts support creativity, sequencing, voice and writing development
- «C'est quoi ça?» photos establish links between technologies and encourage learners to explain and defend their ideas.
- Song assignments offer learners cultural experiences, and provide learners opportunities to describe their video concepts.
- Mini-presentations permit students to discuss their own interests, offer leadership and connect students to each other.

A number these activities will be workshopped with the group, while the majority will be offered as out-of-the-box resources that can be quickly added to a virtual class with minimal preparation.

S: FSL/FAL | **T:** 4–6,7–9,10–12,Postsecondary | **L:** English/French

W6S87L8 – (Commercial Presentation) Développez les compétences langagières de vos élèves avec la plateforme IDÉLLO

Oct-24-2020: 07:15 PDT– 08:15 PDT

Barbara Franchi

Abstract/Description:

IDÉLLO, la plateforme éducative du Groupe Média TFO, comprend plus de 11 000 ressources numériques en français catégorisées en fonction des priorités en éducation et des programmes-cadres canadiens. On y trouve du contenu engageant pour les élèves (vidéos, jeux, applis, livres numériques) et pour les enseignants (guides pédagogiques, webinaires, etc.).

Lors de cet atelier, nous présenterons des ressources pour répondre aux besoins des apprenantes et apprenants du français, ainsi que des fonctionnalités de la plateforme numériques pouvant être utilisées pour l'enseignement à distance. Nous utiliserons des capsules vidéo et des fiches pédagogiques des trousseaux À L'ÉCOUTE et FRANÇAIS SANS FRONTIÈRES pour mettre l'accent surtout sur l'écoute et l'interaction orale.

S: FSL/FAL | **T:** K–3,4–6,7–9,10–12 | **L:** French

W7N6ZGM – Leadership in Support of Inclusive Language Education

Oct-24-2020: 07:15 PDT– 08:15 PDT

Katy Arnett

Abstract/Description:

This workshop is for anyone who currently holds a leadership position — whether grade-level, school-level, or district-level — or is thinking about making a transition into a leadership role. Drawing on research about leadership that has effectively supported both inclusive practices and second language learning, we'll collaborate to co-construct some clear action paths for deploying your leadership skills to support/facilitate more inclusivity within your sphere of influence.

S: General (applicable to all strands) | **T:** | **L:** English

W3SKMB – What do grade 6 students say about themselves as writers in French and English? A lot!

Oct-24-2020: 07:15 PDT– 08:15 PDT

Lynn Thomas, Olivier Dezutter, Corinne Haigh, Sunny Man Chu Lau

Abstract/Description:

This presentation describes what students in grade six intensive English in Quebec say about their writing practices in both English and French, their attitudes towards writing and their

understanding of what is important in writing in terms of both languages. Students were interviewed in their first language (French) at the beginning, mid-point and end of the intensive English sessions offered in grade six. Participants were asked about what kind of writing activities they did both in-school and in their free time in both languages, what kinds of writing they most enjoyed in both languages, and whether they believed they were competent writers in both of their languages or not. Findings indicate that students took pleasure in writing, especially self-sponsored writing and some in-school writing if the tasks allow self-expression and investment of personal funds of knowledge. Many students commented on the limiting parameters of school-based writing activities that tend to focus on mechanics and conventions of print. Students also indicated that they were aware of their scripting abilities in both their languages and had some understanding of the similarities and differences between English and French in terms of stylistic and pragmatic expression. The study points to important pedagogical implications of how both first and additional language writing is taught in Elementary schools in Quebec, beginning with the importance of placing the student at the centre of the writing experience and building on young people's innate desire to communicate ideas of importance to them.

S: ESL/EAL | **T:** 4-6, Administrators/Leaders/Policy Makers, Researchers | **L:** English/French

WABLXAR – La pédagogie par projet et la technologie - Comment motiver des élèves en français langue seconde!

Oct-24-2020: 07:15 PDT– 08:15 PDT

Stephanie Burke, Vera Ryan

Abstract/Description:

La pédagogie du projet est monnaie courante dans plusieurs programmes d'études depuis quelques années et son bien-fondé n'est plus à discuter. Êtes-vous à la recherche d'idées pratiques pour comment développer les habiletés de communication et la motivation de vos élèves en français langue seconde à l'école? Découvrez comment la pédagogie du projet en utilisant la technologie appuie des principes et stratégies de la littératie préconisées par l'Approche neurolinguistique, motiveront les élèves dans leur apprentissage du français dans les programmes de français langue seconde (immersion, intégré, intensif, de base). Les participants à cet atelier se pencheront sur des exemples de projets qui incorporent la technologie (des applications et le codage). Il y aura des exemples de projets qui appuient l'utilisation des chromebooks, des ipads ainsi que des robots programmables.

S: FSL/FAL | **T:** 4-6,7-9,10-12 | **L:** French

WP2X84A – (Commercial Presentation) Supporting Primary FI Students Through Structured Literacy Practices: How do we do that exactly?

Oct-24-2020: 07:15 PDT– 08:15 PDT

Marianne Guerriero-Tennant, Lidia Fumo

Abstract/Description:

How do we support primary FI students who find mastering the French language code challenging? This highly interactive workshop introduces primary FI teachers to engaging structured literacy activities inspired by our resource, *Ecoutons, lisons, rions*.

In 2012, a group of primary FI teachers at my French Immersion school asked the question: How do we assist struggling readers in FI to avoid switching them to the English track? This question became the basis for a teacher-led inquiry the results of which became the inspiration behind the creation of the resource, *Ecoutons, lisons, rions*. Participants will learn how to use comical comptines, story telling and language games to contextualize the teaching of inferencing skills, receptive/expressive vocabulary, phonological awareness and basic sounds to develop a student's literacy skills in French.

S: FSL/FAL | **T:** K-3,General | **L:** English

WFHSW8 – Implementing Plurilingual Instruction: Teacher and Student Perspectives

Oct-24-2020: 07:15 PDT– 08:15 PDT

Angelica Galante

Abstract/Description:

Recent research in second language education has repeatedly called for language pedagogy that is linguistically and culturally inclusive, but many teachers find implementation challenging. Some reasons for this include language policies that favour the use of one language only in the classroom and the lack of teacher professional development to implement change. This presentation will explore results of classroom research in English language teaching that support the need for plurilingual pedagogy. This study was a collaboration between a researcher and seven language teachers and their students (n = 129) in a university in Toronto. Their voices are presented in relation to the benefits of plurilingual pedagogy, the challenges of implementation, and how they were overcome. Results show that plurilingual pedagogy offers benefits that a monolingual approach may not: it enhances cognition, critical thinking, empathy, and language learning, among other factors. Moreover, teachers unanimously showed preference for plurilingual instruction compared to monolingual instruction. A discussion about the potential benefits and challenges in other language classrooms will follow this presentation.

S: General (applicable to all strands) | **T:** | **L:** English

WM9RNQ – On Line travelling: learning languages and exploring cultures

Oct-24-2020: 07:15 PDT– 08:15 PDT

Maria Carmen Romero Cachinero

Abstract/Description:

The presentation will concentrate on three specific stream resources

- 1) Videos and music Using great variety of platforms (YouTube, explore.com, documentaries, song lyrics, museum digital tours ...). Students can become encouraged to do research and to explore the many facets of cultures and languages.
- 2) Artifacts and games. Using platforms like Google images, or Instagram, students can work on comparing, contrasting and discussing different artifacts (pottery, jewelry, clothing, design styles, architecture) and traditional games around the world
- 3) Interactions: Zoom sessions, Whatsapp (4 participants). Class meetings can easily be made available to students to interact in small groups among their peers and also across cities, regions, countries or continents. They can establish a long term language and cultural network that will allow them to maintain language and intercultural skills.

S: General (applicable to all strands) | **T:** General | **L:** English

W967H78 – Pandemic FLORA - The Release of French Learning Opportunities for Rural Areas to support FSL- Reflections & Moving Forward

Oct-24-2020: 07:15 PDT– 08:15 PDT

Fiona Stewart

Abstract/Description:

New Brunswick took elementary French totally online during the pandemic. What happened? Can you really learn French as a Second Language in an online environment? What happens when there isn't even the teacher? Learn about FLORA and its design. Learn also about the scaffolded new version designed to support learning during the pandemic. How will the program be used on Microsoft Teams? This program is based on the Neuro Linguistic Approach (like Intensive French). See how we are making the leap to open the program province-wide.

S: General (applicable to all strands) | **T:** K–3,4–6,Administrators/Leaders/Policy Makers,Researchers,General | **L:** English/French

WH348H – Updates From the CASLT Teacher Education Project in Canada: Supporting FSL Teacher Preparation, Retention and Recruitment

Oct-24-2020: 07:15 PDT– 08:30 PDT

Mimi Masson, Stephanie Arnott

Abstract/Description:

The following presentation will cover three initiatives launched by CASLT this year to address issues surrounding FSL teacher preparation and support to improve teacher retention and

recruitment in the profession. First, we will present findings from two reports commissioned by CASLT with the aim of synthesizing existing research to better understand the relationship between teacher preparation and teacher shortages. The first report introduces a framework of essential components for effective language teacher education, and the second report explores existing research to identify causes of language teacher attrition and possible solutions to promoting language teacher retention and recruitment. We will then use both reports as a springboard for presenting preliminary findings of the CASLT-funded FSL Teacher Education Consortium project, which involves a collaboration between the University of British Columbia, the University of Ottawa, and the University of New Brunswick. The project aims to identify requirements and gaps in FSL Teacher Education across Canada by gathering data from three stakeholder groups: representatives from Faculties of Education and school districts, as well as beginning FSL teachers (those with 0-5 years of experience). Attendees will be invited to actively discuss the findings from these initiatives and their implications for supporting ongoing efforts to recruit and retain FSL teachers in Canada.

S: General (applicable to all strands) | **T:** | **L:** English/French

WAKG9NL – Construire la confiance orale des apprenants et des enseignants en langue seconde (FLS ou autres langues)

Oct-24-2020: 07:15 PDT– 08:30 PDT

Denis Cousineau

Abstract/Description:

De plus en plus on s'attarde au concept de l'insécurité linguistique. Ces efforts sont louables et on doit s'y attarder avec des stratégies coordonnées si l'on veut passer 'à la prochaine étape'. Pour bien comprendre cette prochaine étape, l'atelier propose de démystifier la 'confiance dans les compétences orales'. Plutôt que d'expliquer comment rendre les gens plus compétents, cette confiance fragile doit passer sous le bistouri. À la base, il faut comprendre ce qui cause l'insécurité en compréhension, production et interaction. Parmi les éléments abordés, il s'agira d'explorer comment les approches pédagogiques contribuent à cette insécurité. Par la suite, on examinera comment les pratiques en évaluations mal guidées renforcent cette anxiété vécue par une majorité de nos apprenants. En pédagogie et en évaluation tout est à revoir.

Dans un deuxième temps il s'agira d'explorer les pistes pour mettre un frein à cette insécurité. Concrètement, l'atelier abordera la confiance fragile des enseignants. L'enseignant du 21^e siècle doit faire progresser ses élèves mais avant tout, doit devenir lui-même un modèle de progrès. Alors comment aider et accompagner ces enseignants vers une progression constante de leurs compétences et d'établir des paramètres de confiance réalistes. Ces enseignants plus confiants et plus compétents doivent aussi réinventer une pédagogie stratégique sur l'oral. L'oral ne doit plus être perçu comme un 'événement' en salle de classe mais doit se retrouver au coeur d'une pédagogie cohérente qui a pour but d'établir une fondation vers une confiance solide liée à un niveau de compétence explicite.

S: FSL/FAL | **T:** General | **L:** English/French

WPACXP – “Maya’xala’pa — Respecting Each Other”: Equity, Responsibility, and Reconciliation

Oct-24-2020: 08:30 PDT– 09:30 PDT

Kaleb Child (Musgamdzi)

Abstract/Description:

This session will focus on the necessary transformational beliefs and rights-based approaches for a more inclusive and equitable education system for Indigenous learners. The goal is to increase the presence of Indigenous languages, cultures, and histories for all students. By recognizing our own personal and professional journeys as educators, we are called to action to further our roles and responsibilities to Truth, Reconciliation, and “equity of opportunity” for all learners.

S: General (applicable to all strands) | **T:** | **L:** English

WK3FLNA – UDL + SEL = AALL (Access for All Language Learners)

Oct-24-2020: 10:00 PDT– 10:30 PDT

Rebecca Deutschmann

Abstract/Description:

Every student deserves to the opportunity to be and feel successful at school. Learning additional languages can either be a barrier or an equalizer for our students, depending on the approaches of educators. Using the Universal Design for Learning (UDL) accompanied with an emphasis on social and emotional learning (SEL) sets the stage for success for our diverse learners. ELL students, learners with designations, and everyone in between can find success in second language classrooms, and this can be achieved without hours of planning!

This presentation will provide insights and practical ideas to create access points for learners of various needs in the second language classroom. You will leave with ideas to create comfortable and FUN learning environments that promote personal confidence as well as passion for languages! Discover simple, engaging lesson ideas that can be accessed at all levels, and hear experiences of how learners become eager to extend their own knowledge when they are given the tools to do so.

Languages are for everyone! Let's join together and share our love of languages with all learners, and provide EVERYONE with opportunities for success!

S: General (applicable to all strands) | **T:** 4–6,7–9,General | **L:** English

WER84TA – L'intégration de l'atelier d'écriture en contexte de langue seconde : une étude de cas

Oct-24-2020: 10:00 PDT– 10:30 PDT

Thi Tram Sinh Huynh

Abstract/Description:

Dans cette présentation, nous décrivons la mise en œuvre de pratiques d'enseignement d'écriture exemplaires en contexte d'atelier d'écriture d'une enseignante dans sa classe de français langue seconde (L2) du secondaire et l'impact de ces pratiques sur le développement de la compétence à écrire de ses élèves.

Comprenant trois phases essentielles : 1-mini-leçon, 2-temps d'écriture et 3-partage des écrits, l'atelier d'écriture est reconnu comme dispositif permettant aux apprenants d'acquérir des expériences d'écriture en tant qu'auteurs pour développer leur écriture (Calkins, 1986). Si les recherches examinant les effets de ce dispositif sur l'apprentissage en écriture en contexte de langue maternelle sont nombreuses, les recherches menées aux élèves de L2 sont encore rares.

Formée à l'intégration de l'atelier dans l'enseignement de l'écriture en L2, l'enseignante participant à cette étude de cas a été observée à deux reprises, au début et à la fin de la recherche s'étendant sur une année scolaire pendant qu'elle a mis en place en classe des ateliers d'écriture. Des narrations de ses pratiques observées sont présentées à l'aide de photographies alors que la qualité de ses interventions est analysée au moyen du modèle de Bucheton & Soulé (2009). Le développement de la compétence à écrire de ses élèves fait également l'objet de cette étude de cas. Les évaluations des élèves ont été réalisées au début et à la fin de la recherche par une même tâche de production de textes. Ceux-ci ont été mesurés au niveau de contenu, d'organisation, de fluidité, de précision et de complexité.

S: FSL/FAL | **T:** General | **L:** French

W4VRCBB – Integrating Reading A-Z into an EFL online program: A case study of a commercial school in China

Oct-24-2020: 10:00 PDT– 10:30 PDT

Chuan Liu

Abstract/Description:

The rapid development of technology has broken the limit of distance in EFL education. The ever-changing EFL training market entails continually updated curriculum products. The purpose of the case study focuses on micro-level program evaluation with regard to the Online EFL curriculum based on Reading A-Z. Reading A-Z is a prestigious online leveled reader publisher. The Chinese EFL private school integrates RAZ into their curriculum design. The primary issues are: (1) the contradiction between short-term needs and long-term needs; (2) the teachers were lack of experience with literacy instructions and online teaching practice. To resolve the problem, the researcher cooperated with the curriculum developers and teacher trainers through adjusting the training program and courseware development. The result illustrates tremendous growth in student retention rates.

S: ESL/EAL | **T:** K-3, Administrators/Leaders/Policy Makers, Researchers, General | **L:** English

WCDRN35 – CASLT Learning Centre (CASLT-LC)

Oct-24-2020: 10:00 PDT– 10:30 PDT

Denis Cousineau, Lesley Doell

Abstract/Description:

The CASLT Learning Centre (CASLT-LC) will enhance and diversify the professional development supports for professionals in the teaching of second and additional languages. The CASLT-LC is a new platform that will enable language educators to have access at all times to various professional development resources. This asynchronous resource centre will be offered as a complement to CASLT's current professional development offer. The CASLT-LC website provides teachers with some 200 professional development resources, including videos, podcasts, teaching tools, and documents. Six new video interviews conducted with speakers at Languages Without Borders 2019 will be included in the CASLT-LC, accompanied by summaries, transcripts, and teaching tools.

S: General (applicable to all strands) | **T:** | **L:** English

WLT3X6 – Programme de mentorat de l'ACPLS (PM-ACPLS)

Oct-24-2020: 10:00 PDT– 10:30 PDT

Carole Bonin

Abstract/Description:

Cette séance donnera aux participants un aperçu du programme de mentorat de l'ACPLS; une plateforme virtuelle qui facilitera les liens entre les éducateurs de partout au pays. Le programme de mentorat vient accroître les façons que l'ACPLS répond aux besoins de perfectionnement professionnel des enseignants de langues secondes: réduire le sentiment d'isolement, contribuer à l'apprentissage professionnel continu et accroître la rétention des enseignants. Les enseignants novices en FLS utiliseront le site pour établir des relations de mentorat avec des collègues expérimentés. Le programme offre une gamme de ressources de soutien, y compris des manuels, des plans réunions et des gabarits pour fixer des objectifs et des ressources de l'ACPLS.

S: General (applicable to all strands) | **T:** General | **L:** French

WQ2WKB7 – Elements of L2 Teaching to Indigenous Peoples of Canada

Oct-24-2020: 10:00 PDT– 11:15 PDT

Pierre Demers

Abstract/Description:

Teaching a dominant L2 (like English or French) to Aboriginal learners has specific problems that are generally not well known by people involved in L2 teaching.

In the workshop, problems facing L2 teachers to Aboriginal learners will be discussed and explained. Characteristics of traditional Aboriginal teaching will be presented and practical techniques for L2 teachers inspired by traditional Aboriginal teaching will be suggested.

S: Other | **T:** General | **L:** English

WHXX9LQ – Beyond the drill: Integrating grammar instruction into meaningful writing activities

Oct-24-2020: 10:00 PDT– 11:15 PDT

Philippa Parks

Abstract/Description:

Many English Language classrooms put an emphasis on learning the basics of English grammar as an essential part of teaching writing in English. However, despite teachers' best efforts and extensive practice, students continue to make the same mistakes when they write. In this workshop we will look at how to really improve your students' writing and grammar through an integrated and iterative approach to writing. Activities for teachers include looking at how to diagnose and select problem areas to work on, creating focused practice activities to address their students' issues and involving students in their own writing process in a meaningful way.

S: ESL/EAL | **T:** 7–9,10–12 | **L:** English/French

W5NRVDD – Bringing the Classroom Experience to Your Desktop and Phone/ Interactive, Effective and Engaging Learning Tools During Remote Learning

Oct-24-2020: 10:00 PDT– 11:15 PDT

Amandeep Chhina, Kamal Kaur

Abstract/Description:

In this workshop, you will learn to develop engaging, effective and interactive lessons using various platforms like TEAMS, Whiteboards, Flip grid, Interactive Power Points, Online games & discussions, Immersive Reader, Microsoft Forms, Collaboration space on class notebook, One note etc. These platforms will save your time for planning assignments and assessing your students. All these tools will also help you to engage the students that improve creativity, communication and collaboration. You will also learn to differentiate the lessons based on the principles of UDL along with activities for daily check-ins to support our students social and emotional learning.

S: General (applicable to all strands) | **T:** 7–9,10–12 | **L:** English

W2DEUUAU – An Open Source Digital Literacy Curriculum for Newcomers

Oct-24-2020: 10:00 PDT– 11:15 PDT

Christine Do

Abstract/Description:

Introducing a free online digital literacy resource for participants and organizations. Newcomer Introduction to Classes Online (NICO) prepares Newcomers who are learning English for online classes. NICO teaches learners the skills they need to succeed in an online class such as technical vocabulary, computer skills, time management, and study skills. Come to hear our story of overcoming challenges with teaching English and digital literacy online.

S: ESL/EAL | **T:** General | **L:** English

WX38U – Parlez! On vous écoute!

Oct-24-2020: 10:00 PDT– 11:15 PDT

Isabelle Côté

Abstract/Description:

En intégrant davantage la compétence orale interactive en FSL, nous avons remarqué que nos élèves ont une plus grande motivation et confiance à interagir en français en classe. Avec plus de tâches authentiques dans nos unités, nous avons dû étudier de plus près l'évaluation de l'oral interactif en intégrant explicitement les compétences communicatives : linguistique, socio-linguistique et stratégique (Canale et Swain, 1980). Dans cet atelier, nous discuterons comment l'approche actionnelle encourage un changement de perception de nos élèves de français d' "apprenant" de français L2 à un "acteur social" (Ziegler, 2008) communiquant dans un contexte précis. L'objectif de cet atelier est d'une part, de mieux outiller les enseignants pour planifier et évaluer des tâches authentiques dans leur classe ; d'autre part, de mieux comprendre comment des changements fondamentaux dans l'évaluation peuvent transformer l'apprentissage des élèves.

S: FSL/FAL | **T:** 7–9,10–12,Postsecondary | **L:** English/French

W72LWZK – Supporting English Language Learners in FRIMM

Oct-24-2020: 10:00 PDT– 11:15 PDT

Kiran Abraham, Anne-Marie Bilton

Abstract/Description:

The profile of students enrolled in French Immersion programs has dramatically shifted over the past number of years. With growing numbers of English language learners enrolling in French Immersion, how can schools work towards supporting both French and English language acquisition? English language learners can achieve success in French Immersion with the appropriate programming. Join Anne-Marie Bilton and Kiran Abraham to explore research and theory on multilingualism as well as practical ways to implement universal language supports.

S: FSL/FAL | **T:** K–3,4–6,7–9,10–12,Administrators/Leaders/Policy Makers | **L:** English

W7RUBH8 – My Mother Used to Say... (How Proverbs Inform Our Worldview)

Oct-24-2020: 10:00 PDT– 11:30 PDT

Maria Del Carmen Rodriguez de France

Abstract/Description:

This session will offer opportunities to think about how specific ways of knowing are reflected through proverbs, refrains, and other popular sayings within a culture. Through examples, this session invites participants to consider these cultural expressions as vehicles to explore values, morals, and teachings from a variety of perspectives.

S: General (applicable to all strands) | **T:** | **L:** English

W5DHPK7 – (Part 1 of 2) Language Learning: It All Starts with A Good Story!

Oct-24-2020: 10:15 PDT– 11:15 PDT

Joanne Robertson, Tracy Langer

Abstract/Description:

Mindfully choosing the right book is essential to the efficacy of a language lesson. A compelling story can enable students learning a second or additional language to build on their linguistic competencies while exploring complex themes related to cultural diversity, inclusion, indigenous worldviews, and social justice. This interactive workshop will allow participants to explore multilingual children's literature and wordless picture books for language instruction in a variety of second, additional, and heritage language classrooms. The participants will engage in innovative, integrative, and research-based language and literacy experiences and leave with suggested book lists and sample lesson plans. This session is intended for language teachers from K-9 and will be provided in English (and French as required).

S: General (applicable to all strands) | **T:** K-3,4-6,7-9,Postsecondary | **L:** English/French

WRREHR2 – (Part 1 of 2) Bringing Reconciliation into the Core French Classroom: Honouring Indigeneity While Building French Fluency

Oct-24-2020: 10:15 PDT– 11:15 PDT

Nancy Griffith-Zahner

Abstract/Description:

Teachers are often surrounded by educational buzzwords and pressure to change their teaching so that the Indigeneity of the land is honoured, but we don't always receive "hands-on" instruction as to how to accomplish this, especially for teachers of non-Indigenous language. This workshop will provide guidance for language teachers as to how they might shift their lens to include the influence of local Indigenous content and ways of knowing. This session is not only "hands-on" but "how-to" as well, and teachers will be offered ideas which they can take back to their classrooms, as well as ideas as how to best learn Indigenous ways of knowing (and what that means in your local community), as well as how to weave local Indigenous content (and perhaps language) into your second-language instruction. We will also discuss the idea of land

acknowledgement in the second-language classroom, and how to gently approach the inclusion of Indigenous content and language with your students.

S: General (applicable to all strands) | **T:** General | **L:** English

WCMB3PC – (Part 1 of 2) L'interculturel, qu'ossa donne? Rendre pertinente l'interculturalité par l'expérience

Oct-24-2020: 10:15 PDT– 11:15 PDT

Meike Wernicke, Carl Ruest

Abstract/Description:

Cet atelier fait partie d'une étude sur les perceptions et les approches en enseignement de la culture dans les programmes de français en Colombie-Britannique (y compris les programmes de français de base, de français intensif, d'immersion française et francophone). L'objectif de cette étude est de fournir des renseignements sur le rôle de la culture dans l'enseignement du français ainsi que sur les défis et les besoins des enseignants et des futurs enseignants en abordant le développement interculturel dans la salle de classe. Les résultats serviront à élaborer une formation professionnelle en enseignement culturel dans les programmes de français langue seconde (FLS) afin d'encourager l'interculturalité dans les programmes de formation pour les futurs enseignants de français.

Dans cet atelier, les participant.e.s seront appelé.e.s à vivre deux activités ancrées dans l'apprentissage expérientiel et dans la pédagogie de la transformation, ce qui les amènera à développer de nouvelles perspectives, une habileté au cœur du développement de la compétence interculturelle. Développé à partir des résultats d'un sondage auprès d'enseignant.e.s de français langue seconde sur leurs perspectives sur l'enseignement culturel et interculturel, cet atelier permettra aux participant.e.s d'examiner les liens entre culture et langue et l'importance de la prise de conscience de leur propre identité culturelle. Ayant vécu ce processus, les enseignant.e.s seront en mesure d'adapter cet atelier pour leurs propres apprenant.e.s dans leur salle de classe. L'atelier sera présenté en format de groupe de discussion. Au cours de l'atelier, les participant.e.s auront l'occasion de partager de la rétroaction sur les activités, qui fera parti de l'objectif global de l'atelier de développer une conscience interculturelle.

Comme indiqué ci-dessus, l'atelier a un objectif pédagogique et un objectif de recherche. Au début de l'atelier, l'étude associée à l'atelier sera présentée. Veuillez noter que votre participation dans l'étude est facultative. Participer à l'atelier ne signifie pas que vous êtes censé participer à l'étude de recherche. La participation à l'étude implique l'utilisation de vos réponses données pendant l'atelier, pas d'engagement supplémentaire. Si vous souhaitez faire partie de l'étude, veuillez trouver sous ce lien

https://ubc.ca1.qualtrics.com/jfe/form/SV_73XB6XluZh1eynr une explication de comment participer.

Pour toute question, veuillez-vous adresser à la chercheuse principale, Meike Wernicke, meike.wernicke@ubc.ca.

S: FSL/FAL | **T:** K-3,4-6,7-9,10-12 | **L:** French

WHY3L3V – (Workshop) Kans Hile: “Making Things Right”: Perspectives for Indigenous Education

Oct-24-2020: 10:15 PDT– 11:15 PDT

Kaleb Child (Musgamdzi)

Abstract/Description:

This session will build on the strategic and collaborative directions supporting Indigenous Education and systems change. Participants will have an opportunity to reflect on their own awareness, knowledge, skills, and advocacy to support authentic Indigenous learning experiences for all learners. Participants will first explore their own personal and professional journey to focus action-oriented approaches, Indigenous worldviews and perspectives, and the First Peoples Principles of Learning to support student success. Educators will deepen their own understanding and take away further strategies on how we can nurture respectful, inclusive cultures in our schools, districts, and networks.

S: General (applicable to all strands) | **T:** | **L:** English

WU59YKF – CASLT Mentorship Program (CASLT-MP)

Oct-24-2020: 10:45 PDT– 11:15 PDT

Gillian Blackmore

Abstract/Description:

This session will provide participants an overview of the CASLT Mentorship Program; a virtual platform that will facilitate connections among educators from across the country. The mentorship program expands on CASLT’s efforts to meet the professional development needs of second language teachers: to lessen the feelings of isolation, to contribute to ongoing professional learning and to increase teacher retention. Teachers new to FSL and more experienced colleagues will use the site to establish mentoring relationships. The program provides a range of support resources including handbooks, meeting and goal-setting templates and CASLT resources.

S: General (applicable to all strands) | **T:** | **L:** English

WX5HQLQ – IFprofs au Canada : un réseau social de l'éducation en français à travers le monde

Oct-24-2020: 10:45 PDT– 11:15 PDT

Cécile Heijnen

Abstract/Description:

La communauté IFprofs rassemble des milliers de membres des quatre coins du monde. Ce réseau social de l'éducation contribue à la promotion d'une francophonie plurielle et permet à ses membres de dialoguer, de découvrir des milliers d'actualités et de ressources, de déposer des publications ainsi que de se former. Le dispositif est actuellement en cours d'implantation au Canada et est ouvert à tous les professionnels du français (professeurs, conseillers

pédagogiques, chefs d'établissement, formateurs, médiathécaires etc.). L'accès et la participation à IFprofs sont gratuits.

Vous travaillez dans le domaine de l'enseignement francophone au Canada? IFprofs est votre réseau social!

Cette présentation vous permettra de vous familiariser avec la plateforme.

S: FSL/FAL | **T:** Administrators/Leaders/Policy Makers,General | **L:** French

WS46U4A – Centre d'apprentissage de l'ACPLS (CA-ACPLS)

Oct-24-2020: 10:45 PDT– 11:15 PDT

Denis Cousineau, Lesley Doell

Abstract/Description:

Le Centre d'apprentissage de l'ACPLS (CA-ACPLS) vient bonifier et de diversifier les supports de perfectionnement professionnel destiné aux professionnels de l'enseignement de langues secondes et additionnelles. Le CA-ACPLS est une nouvelle plateforme qui permettra aux éducateurs du domaine des langues d'avoir accès en tout temps à diverses ressources de perfectionnement professionnel. Ce centre de ressources asynchrone se veut un complément à l'offre actuelle d'activités de perfectionnement professionnel de l'ACPLS. Le site CA-ACPLS propose aux enseignants quelque 200 ressources de perfectionnement professionnel, incluant des vidéos, des balados, des outils pédagogiques et des documents. Six nouvelles entrevues vidéos produites avec des conférenciers de Langues sans frontières 2019 seront incluses dans le CA-ACPLS, accompagnées de résumés, de transcriptions et d'outils pédagogiques.

S: General (applicable to all strands) | **T:** | **L:** French

WMP6U58 – Talking about your hometown – Conversation activity in the Japanese language classroom

Oct-24-2020: 10:45 PDT– 11:15 PDT

Yuiko Goya

Abstract/Description:

Among teachers, we often talk about the gap between the beginner and intermediate levels, not only in terms of knowledge of the language but also speaking ability. Moreover, as courses and textbooks tend to become more and more reading-based as they progress opportunities to speak can actually decrease.

The Japan Foundation, Toronto, has been offering Japanese language courses for adult learners where a strong emphasis is placed on speaking, and students are encouraged make their own experiences a part of classroom discussion. In doing so, our classes are structured so that students do not simply learn about the Japanese language and culture, but also learn about and reflect on their own cultures.

This presentation will look at the specific example of an "Introduce my Hometown" activity from our A2/B1 pre-intermediate class. For 20 minutes each class, students are directed to work in pairs, sharing about topics such as the geography, ethnic and religious demographics, etc. of

their hometowns. As it is not a one-off activity, students build on their understanding of each other, while also building on speaking in their target language with opportunities to focus on task-achievement, accuracy, and self-monitoring.

Through looking at students' self-evaluation and audio recordings of their pair work, this presentation will examine how students develop their speaking ability, as well as examine how verbalizing their own values deepens intercultural understanding and allows students to have genuine experiences in the target language.

S: IHL | **T:** 7-9,10-12,Postsecondary,General | **L:** English

WACATW5 – Modern Online Professional Development for Language Teachers

Oct-24-2020: 10:45 PDT– 11:15 PDT

Andreea Cervatiuc

Abstract/Description:

This presentation will explain how effective online courses can offer language teachers access to modern professional development, aligned with constructivist learning, authentic pedagogy, and new literacies. The intended audience for this presentation consists of language teachers and mainstream teachers of language learners.

The presentation will draw on recent research and the presenter's experience as a developer and instructor of online graduate and undergraduate courses for language educators. The presenter will highlight the key differences among online, face-to-face, and blended courses and between synchronous and asynchronous learning. Modern online courses smoothly integrate theory and practice and are user-friendly, learner-centered, multimodal, and well-organized. The presentation will focus on the key characteristics of successful asynchronous courses, such as relevance, flexibility, accountability, and active, collaborative and focused learning.

Collaborative online environments contribute to socialization through learning (Ioannou, Demetriou, & Mama, 2014), resource exchange, and mutual support. Well-managed discussion forums generate sustainable communities of inquiries (Shin, 2016), which morph into long-term communities of professional collaboration among language teachers. Effective online courses create social bonds among students, fostering continuing collaboration after the course is finished.

ReferencesIoannou, A., Demetriou, S., & Mama, M. (2014). Exploring factors influencing collaborative knowledge construction in online discussions: Student facilitation and quality of initial postings. *American Journal of Distance Education*, 28(3), 183-195.

Shin, J. K. (2016). Building a sustainable community of inquiry through online TESOL professional development. In J. A. Crandall, & M. A. Christison (Eds.), *Global Research on Teacher Education and Professional Development in TESOL*. New York: Routledge.

S: General (applicable to all strands) | **T:** K-3,4-6,7-9,10-12,Postsecondary,Administrators/Leaders/Policy Makers,Researchers,General | **L:** English

WCYVU8G – Transfère d'un programme d'immersion en présentiel, en un programme à distance

Oct-24-2020: 12:30 PDT– 13:00 PDT

Lauriane Laforge

Abstract/Description:

En raison de la pandémie, nous avons dû repenser l'offre de l'un de nos programmes d'immersion, soit le programme Junior, habituellement offert en présentiel. Cette année, les élèves de la 9e et 10e année des secteurs anglophones de la province du Nouveau-Brunswick auront la chance de suivre des cours en synchrones en matinée, en plus d'avoir accès à du contenu de cours sur notre plateforme en ligne, et poursuivre en après-midi avec des activités, des ateliers ou des discussions avec des invités. La présente session vous permettra d'avoir un aperçu de ce programme tout nouvellement repensé permettant d'offrir l'enseignement d'une langue seconde en ligne tout en maintenant la motivation des jeunes.

S: FSL/FAL | **T:** 7–9,10–12 | **L:** French

WTLHXQ6 – Bringing DEEP virtual learning experiences to life in the International and Heritage Languages classes

Oct-24-2020: 12:30 PDT– 13:00 PDT

Francisca Aleman

Abstract/Description:

Migrating from in-classroom teaching/learning of international and heritage languages to a fully virtual teaching/learning environment demands from us instructors the creation of the necessary conditions to make sure learners continue to build their command of the target language and culture by developing, for both synchronous and asynchronous instruction, learning experiences that promote active participation, allow for the development of communicative language as well as general competencies, and give learners the opportunity to collaborate and co-create tasks and projects. In this presentation, I will show examples of activities we can create for use in synchronous and asynchronous instruction with a number of popular online tools which can definitely help us develop DEEP (dynamic, enriching, engaging and practical) virtual learning experiences for our International and Heritage languages learners.

S: IHL | **T:** 7–9,10–12,Postsecondary,General | **L:** English

W9BUB54 – An Online Phenomenological Stream of Consciousness Exercise: Lived Experiences through Creative Writing

Oct-24-2020: 12:30 PDT– 13:00 PDT

Laura Brass

Abstract/Description:

This interactive workshop introduces the concept of phenomenology (i.e., the study of what shows itself to consciousness), gives examples of different types of phenomenology and major

contributors, and engages the participants in a stream of consciousness exercise. Inspired by Brazilian artist Lygia Clark (1920-1988), Constanza Silva (2013) proposes a phenomenological exercise on her blog: <https://constanzasilva.com/2013/03/31/phenomenology-and-hermeneutics-bag-and-stone-exercise/>. Today, we will test out that exercise and explore our creative selves and critical voices by focusing on our perceptions triggered by senses (i.e., smell, touch, hear, taste), while at the same time try to understand our past, present (and future) identity through thought, experience, and senses.

S: ESL/EAL | **T:** 7–9,10–12,Postsecondary,Administrators/Leaders/Policy Makers,Researchers,General | **L:** English

WM6RN3 – Shifting Perspectives: Unlearning and Reframing

Oct-24-2020: 12:30 PDT– 13:15 PDT

Maria del Carmen Rodriguez de France

Abstract/Description:

This session will address the importance of paying attention to language, and the values, beliefs, and messages we convey through our words. It will also invite reflection on how a shift in perspective ought to be a starting point when working towards naturalizing Indigenous knowledge within our work.

S: General (applicable to all strands) | **T:** | **L:** English

WEKNWD7 – Technology Tools for All Three Modes of Communication

Oct-24-2020: 12:30 PDT– 13:30 PDT

Catherine Ousselin

Abstract/Description:

This session focuses on integrating Web-based tools, apps, and techniques for linguistic expression and assessment within global thematic units based on the TPACK, CEFR, NCSSFL-ACTFL, and AP frameworks. Participants will develop competencies and confidence on evaluating and incorporating engaging and meaningful tools into thematic units and assessing student performance. We will explore all three modes of communication through demonstrations, facilitated group work, and guided research. Participants will discover a variety of tools that highlight student-centred instructional strategies designed to motivate and involve all learners. Topics include Digital Storytelling, Social Media, and apps for World Languages.

S: General (applicable to all strands) | **T:** | **L:** English

WHY3L3V – (Workshop) Kans Hile: “Making Things Right”: Perspectives for Indigenous Education

Oct-24-2020: 12:30 PDT– 13:30 PDT

Kaleb Child (Musgamdzi)

Abstract/Description:

This session will build on the strategic and collaborative directions supporting Indigenous Education and systems change. Participants will have an opportunity to reflect on their own awareness, knowledge, skills, and advocacy to support authentic Indigenous learning experiences for all learners. Participants will first explore their own personal and professional journey to focus action-oriented approaches, Indigenous worldviews and perspectives, and the First Peoples Principles of Learning to support student success. Educators will deepen their own understanding and take away further strategies on how we can nurture respectful, inclusive cultures in our schools, districts, and networks.

S: General (applicable to all strands) | **T:** | **L:** English

W8LXAYM – (Part 2 of 2) Bringing Reconciliation into the Core French Classroom: Honouring Indigeneity While Building French Fluency

Oct-24-2020: 12:30 PDT– 13:30 PDT

Nancy Griffith-Zahner

Abstract/Description:

Part II of this workshop concentrates on lesson plan building using the First Peoples Principles of Learning, the Lil'wet Principles of Learning, Cajete's Fifteen Axioms of Indigenous Teaching, and the Nine Haida Sk'ad'a (Principles of Learning and Teaching) as our guides. We will examine methods by which we can re-write existing lesson plans to reflect the Indigeneity of our land, as well as examine our own thinking as we continue on the road to decolonization and reconciliation.

S: General (applicable to all strands) | **T:** General | **L:** English

WH3958F – (Part 2 of 2) L'interculturel, qu'ossa donne? Rendre pertinente l'interculturalité par l'expérience

Oct-24-2020: 12:30 PDT– 13:30 PDT

Meike Wernicke, Carl Ruest

Abstract/Description:

Cet atelier fait partie d'une étude sur les perceptions et les approches en enseignement de la culture dans les programmes de français en Colombie-Britannique (y compris les programmes de français de base, de français intensif, d'immersion française et francophone). L'objectif de cette étude est de fournir des renseignements sur le rôle de la culture dans l'enseignement du français ainsi que sur les défis et les besoins des enseignants et des futurs enseignants en abordant le développement interculturel dans la salle de classe. Les résultats serviront à élaborer une

formation professionnelle en enseignement culturel dans les programmes de français langue seconde (FLS) afin d'encourager l'interculturalité dans les programmes de formation pour les futurs enseignants de français.

Dans cet atelier, les participant.e.s seront appelé.e.s à vivre deux activités ancrées dans l'apprentissage expérientiel et dans la pédagogie de la transformation, ce qui les amènera à développer de nouvelles perspectives, une habileté au cœur du développement de la compétence interculturelle. Développé à partir des résultats d'un sondage auprès d'enseignant.e.s de français langue seconde sur leurs perspectives sur l'enseignement culturel et interculturel, cet atelier permettra aux participant.e.s d'examiner les liens entre culture et langue et l'importance de la prise de conscience de leur propre identité culturelle. Ayant vécu ce processus, les enseignant.e.s seront en mesure d'adapter cet atelier pour leurs propres apprenant.e.s dans leur salle de classe. L'atelier sera présenté en format de groupe de discussion. Au cours de l'atelier, les participant.e.s auront l'occasion de partager de la rétroaction sur les activités, qui fera parti de l'objectif global de l'atelier de développer une conscience interculturelle.

Comme indiqué ci-dessus, l'atelier a un objectif pédagogique et un objectif de recherche. Au début de l'atelier, l'étude associée à l'atelier sera présentée. Veuillez noter que votre participation dans l'étude est facultative. Participer à l'atelier ne signifie pas que vous êtes censé participer à l'étude de recherche. La participation à l'étude implique l'utilisation de vos réponses données pendant l'atelier, pas d'engagement supplémentaire. Si vous souhaitez faire partie de l'étude, veuillez trouver sous ce lien

https://ubc.ca1.qualtrics.com/jfe/form/SV_73XB6XluZh1eynr une explication de comment participer.

Pour toute question, veuillez-vous adresser à la chercheuse principale, Meike Wernicke, meike.wernicke@ubc.ca.

S: FSL/FAL | **T:** K-3,4-6,7-9,10-12 | **L:** French

WR8B4Z2 – (Part 2 of 2) Language Learning: It All Starts with A Good Story!

Oct-24-2020: 12:30 PDT– 13:30 PDT

Joanne Robertson, Tracy Langer

Abstract/Description:

Mindfully choosing the right book is essential to the efficacy of a language lesson. A compelling story can enable students learning a second or additional language to build on their linguistic competencies while exploring complex themes related to cultural diversity, inclusion, indigenous worldviews, and social justice. This interactive workshop will allow participants to explore multilingual children's literature and wordless picture books for language instruction in a variety of second, additional, and heritage language classrooms. The participants will engage in innovative, integrative, and research-based language and literacy experiences and leave with suggested book lists and sample lesson plans. This session is intended for language teachers from K-9 and will be provided in English (and French as required).

S: General (applicable to all strands) | **T:** K-3,4-6,7-9,Postsecondary | **L:** English/French

W3WM2PQ – Le SEP en lecture des garçons du secondaire en contexte de français langue seconde, une piste à suivre?

Oct-24-2020: 12:30 PDT– 13:30 PDT

Nadia Bazinet

Abstract/Description:

Cette séance présentera les résultats d'une recherche qualitative exploratoire portant sur les pratiques d'enseignement de la lecture et le sentiment d'efficacité personnelle (SEP) des garçons du secondaire en classe de FLS. Si la lecture est la compétence scolaire dans laquelle on observe l'écart de réussite le plus marqué entre filles et garçons (Royer, 2010), on observe aussi que les garçons entretiennent des attitudes plus négatives à l'égard de la lecture et une moins grande motivation à lire (McGeown et al. 2011; Coles et Hall, 2002, Mullis et al., 2007; Logan, Medford et Hughes, 2011). Parallèlement, les garçons sont de plus en plus nombreux à abandonner l'apprentissage du FLS au secondaire (CPF, 2018 ; Kissau et Tunbull, 2008). De toute évidence, engager les garçons du secondaire dans les tâches de lecture dans les classes de FLS constitue un double défi à relever. Alors que Smith et Whilhelm (2006) souligne que le SEP se trouve au cœur de l'engagement envers les activités dans lesquelles les adolescents masculins s'investissent, la présentation portera sur les trois questions suivantes : Quel est le sentiment d'efficacité personnel en lecture des apprenants masculins du secondaire au sein des classes de FLS ? Quelles sont les pratiques enseignantes en lecture dans les cours de FLS auxquelles les élèves du secondaire ont été exposées? Quels sont les liens à établir entre les pratiques d'enseignement de la lecture en contexte de FLS et le sentiment d'efficacité personnelle (SEP) en lecture des garçons du secondaire?

S: FSL/FAL | **T:** 4–6,7–9,10–12,Postsecondary,Administrators/Leaders/Policy Makers,Researchers,General | **L:** French

WS5AWYP – Connecting Curriculum Design to Competency-Based Assessment: Rethinking Percentages to Focus on Proficiency

Oct-24-2020: 12:30 PDT– 13:45 PDT

Shauna Néro

Abstract/Description:

In order to develop proficiency, we need a concept-based competency-driven approach to learning. Since assessment and instruction are interconnected, we need to honour our L2 students' learning and understanding. As we design learning experiences that connect to the curricular content and competencies, we need to design a framework for quality assessment and focus on the learning process by providing multiple opportunities for students to demonstrate their learning.

Competency-based assessment is a process that collects evidence based on observations, conversations and products that are connected to the curricular and content learning standards. During this introductory session, participants will reflect on their past and present assessment practices and explore meaningful questions to deepen their understanding of competency-based assessment. Participants will leave the session with theoretical knowledge and some practical

examples to design a framework for quality assessment. It's time to rethink percentages and letter grades to make our assessment and reporting meaningful for our learners!

S: General (applicable to all strands) | **T:** 4–6,7–9,10–12 | **L:** English

WA86N2L – Introduction to Teaching Proficiency Through Reading and Storytelling: Bringing Joy, Laughter and Authenticity to the Language Classroom

Oct-24-2020: 12:30 PDT– 13:45 PDT

Michelle Metcalfe, Adriana Ramírez

Abstract/Description:

Teaching Proficiency through Reading and Storytelling is an innovative and powerful instructional method that promotes natural and authentic second-language acquisition in the classroom. The co-creation of class stories is at the heart of the method and is the vehicle for providing the one essential element for language acquisition to occur: a steady stream of personalized, compelling and contextualized Comprehensible Input. Research in both first and second language acquisition indicate that the key ingredient to authentic language acquisition is Comprehensible Input (Stephen Krashen). When students are focusing on the elements of a comprehensible story, language is used to communicate meaning that is personally relevant to each learner. Through drama, music and a playful stress-free environment, we create an immersion-like atmosphere where the target language can be used comprehensibly for 90% of our class - even with beginners.

In this workshop/presentation, participants will be introduced to the essential skills of TPRS through an interactive collaborative story-telling process. In a live demonstration, they will experience first hand the excitement of acquiring a new language in this innovative way. They will also learn how TPRS and teaching with Comprehensible Input is supported by research in language acquisition, how it is different from other "language-learning" methodologies and why it leads to unrivalled levels of proficiency.

Human beings are wired both emotionally and psychologically to learn through stories. In the TPRS classroom we acquire our new language as we acquired our first language: through stories, narrations and personally meaningful interactions with those around us.

S: IHL | **T:** 4–6,7–9,10–12 | **L:** English

WHR42GA – Talking to Learn: How Talk Creates an Inclusive and Affirming Classroom

Oct-24-2020: 12:30 PDT– 13:45 PDT

Stephanie Dodyk

Abstract/Description:

Oral language is fundamental to thinking and learning in all areas of the curriculum. Talk provides opportunities to practice connecting concrete concepts to abstract ideas before writing or carrying out a task while building collaborative partnerships among students. This interactive

session will discuss some of the research behind culturally responsive pedagogy and the impact oral language has on learner efficacy. Easy to implement strategies for all grades and all proficiency levels will also be shared.

S: ESL/EAL | **T:** K-3,4-6,7-9,10-12 | **L:** English

WAUHHHM – Buckle Up Core French with the Neurolinguistic Approach!

Oct-24-2020: 12:30 PDT– 13:45 PDT

Rochelle Guida

Abstract/Description:

Participants will learn about the neurolinguistic approach - its history and its present contributions to cultural research and practice. Attendees will also review sample lesson plans from an Ontario Core French secondary school teacher, and exchange ideas to apply the model in other Core French contexts. The workshop is best suited for stakeholders interested in high school Core French.

S: FSL/FAL | **T:** 7-9,10-12,Researchers | **L:** English/French

WTQP95K – Origami for Every Occasion – Bringing Every Student into the Fold

Oct-24-2020: 12:30 PDT– 13:45 PDT

Grace Ho

Abstract/Description:

Origami, the art of paper folding which is often associated with Japanese culture, is an enriching craft for the language classroom. The mystery of forming a single piece of paper into a tangible object intrigues most students. The hand-eye coordination, mental concentration, and need to continue listening to teacher instructions stimulate the brain and open the mind to creative thinking. Regardless of which method or approach in language acquisition you prefer, origami can encourage development across all core competencies and engage multiple intelligences. When the brain is active, language input and output occur more naturally.

In this workshop, not only will we explore ideas for special occasions, but we will fold four items that can be used with language tasks anytime of the year! Students can use these origami creations to interact while introducing themselves, telling stories, discussing locations, exchanging gifts, making predications, and much more. Although examples will be given mostly in Japanese, ideas can be adapted into any target language. PLEASE PREPARE THE FOLLOWING PAPER: one sheet 22 x 26 cm exactly, one sheet 20 cm square (or larger), two sheets 15 cm square (or larger).

Come join me! We will listen, speak, read, write, interact and of course, FOLD!

S: IHL | **T:** 7-9,10-12,General | **L:** English

WSWB2E9 – French Immersion Group Identity and Accent in BC: What We Know Now

Oct-24-2020: 13:15 PDT– 13:45 PDT

Livia Poljak

Abstract/Description:

From its inception in the mid-1960s, the French immersion program has dominated the Canadian research landscape on second language acquisition. Indeed, the goal of SL proficiently for anglophone/allophone students has been at the forefront of the early research on immersion students (Lapkins et al., 1990). Years later, while the conversation on SLA research has steadily shifted towards a more multilingual, learner-centric approach (ex:Cummins, 2014), research on French immersion students continues to question their grammatical and lexical prowess with respect to their Francophone counterparts (Mougeon et al., 2010). The preoccupation with the survival of the French language (d'Anglejan, 1984), as well as the potential impact of the so-called 'immersionese' (Lyster, 2018), has often tainted these French language learners (Hammerly, 1987). Such arguments often fail to recognise the role of immersion students in furthering the language west of Ontario. As immersion students tend to outnumber their Francophone peers in provinces like BC and Alberta, some researchers have increasingly begun studying these students' identities as learners of French (Roy, 2010), while a further body of work has concentrated on immersion students' accents (Netelenbos et al., 2016), and how they may be linked to a potentially distinct identity (Poljak, 2018). This emerging study links student identity with spoken French by focusing on immersion students' identities as a group/cohort, and what role language may play in the construction of these identities. We are seeking participants and are hoping to showcase our study to potentially interested schools and instructors.

S: FSL/FAL | **T:** K-3,4-6,7-9,10-12 | **L:** English/French

WKZPEVL – Second Language Research Institute of Canada: Creating Knowledge . . . Supporting Practice

Oct-24-2020: 13:15 PDT– 13:45 PDT

Karla Culligan, Joseph Dicks, Paula Kristmanson, Josée Le Bouthillier, Lisa Michaud

Abstract/Description:

The Second Language Research Institute of Canada (L2RIC) / l'Institut de recherche en langues secondes du Canada (IRL2C) is housed in the Faculty of Education at the University of New Brunswick and is an official partner of CASLT. This session will introduce you to who we are and what we do, and to what we can offer teachers, researchers, and other leaders in the second language field. Faculty at L2RIC are leaders in policy and curriculum development, consult on various local and national committees, and hold leadership positions within several local and national associations. Collectively, we are engaged in research related to French immersion, oral competency, EAL and newcomers, mathematics, assessment, and teacher education. L2RIC faculty are also excellent teachers who offer undergraduate and graduate courses in FSL, ESL/EAL, and bi/multilingual education both face-to-face and online; specialized certificates in

teaching French or English as a second language; and professional learning sessions for in-service teachers. The team at L2RIC has produced a number of print and digital pedagogical resources designed for classroom teachers and those working directly in the education field, most of which are downloadable free from our website. All are welcome to come learn more about L2RIC and check out what we have to offer!

S: General (applicable to all strands) | **T:** General | **L:** English

W5TC4DM – Translanguaging as Creative Ways to Learn & Transform: Korean Youth Learning a L3 in China

Oct-24-2020: 13:15 PDT– 13:45 PDT

Meilan Ehlert

Abstract/Description:

In this presentation, we use data from a longitudinal qualitative study to explore the translanguaging practices of a group of 22 ethnic Korean youths, all engaged in learning of Japanese or English as a third language from a high school in North-east China. Our aim is to contribute to studies of plurilingual pedagogies in education (Lau & Van Viegen, 2020) by adopting a 'wholistic' approach (Castellotti & Moore, 2010) that, rather than examining separate languages, emphasize the linguistic repertoires of individuals, and how these shift with time and lived experience (Coste, Moore & Zarate, 2009). Within this lens, learners' plurilingual interactions in educational contexts are understood as those involving multiple languages, in which interlocutors switch and mix languages purposefully and/or creatively without necessarily being completely fluent in one or all of the languages involved (Marshall & Moore, 2013, 2018). In this presentation, we will focus on data that reveal participants' active and ongoing "translanguaging practice" (Canagarajah, 2011, p. 401), intermeshing of several languages and semiotic resources, and their reflective comments on how these youths' knowledge and practice of multiple languages relates to their learning a third language. Key finding of our study reveals these youths used their languages in unique and creative ways that supported language learning and afforded them with multiple identifications that surpass static linguistic boundaries and ideologies attached to languages as separate entities. They valued their ability to move fluidly across languages and across online and offline spaces, which they described increased their agency and voice, as well as their investment in learning multiple languages.

KEY REFERENCES
 Coste, D., Moore, D. & Zarate, G. (2009). *Plurilingual and Pluricultural Competence*, with a foreword and complementary bibliography. Language Policy Division, Council of Europe. Accessed April 15, 2010. www.coe.int/lang
 *French version originally published in 1997.
 Marshall, S. & Moore, D. (2018). Plurilingualism amid the panoply of lingualisms: addressing critiques and misconceptions in education. *International Journal of Multilingualism*, 15(1), 19-34, DOI: 10.1080/14790718.2016.1253699
 Pennycook, A. (2013). *Language and Mobility. Unexpected Places*. Clevedon: Multilingual Matters.

S: General (applicable to all strands) | **T:** 10–12, Postsecondary, Administrators/Leaders/Policy Makers, Researchers, General | **L:** English

WD74SD6 – Language Fora: Other Languages

Oct-24-2020: 14:00 PDT– 15:00 PDT

Andrew McFayden**Abstract/Description:**

Please join our BCATML Language Reps in a session which will be specific to each language area. The sessions will be led by our BCATML Language Reps. This is an opportunity to connect with colleagues, share ideas, resources, and more. Bring your questions, comments, and ideas to share. Topics to include: assessment, resources, CEFR, remote teaching, and more. Hope to see you there!

S: | T: | L:**WREXEYD – Language Fora: Punjabi**

Oct-24-2020: 14:00 PDT– 15:00 PDT

Amandeep Chhina**Abstract/Description:**

Please join our BCATML Language Reps in a session which will be specific to each language area. The sessions will be led by our BCATML Language Reps. This is an opportunity to connect with colleagues, share ideas, resources, and more. Bring your questions, comments, and ideas to share. Topics to include: assessment, resources, CEFR, remote teaching, and more. Hope to see you there!

S: | T: | L:**WQEBUH – Language Fora: Mandarin**

Oct-24-2020: 14:00 PDT– 15:00 PDT

Ping Li**Abstract/Description:**

Please join our BCATML Language Reps in a session which will be specific to each language area. The sessions will be led by our BCATML Language Reps. This is an opportunity to connect with colleagues, share ideas, resources, and more. Bring your questions, comments, and ideas to share. Topics to include: assessment, resources, CEFR, remote teaching, and more. Hope to see you there!

S: | T: | L:**W2FHEV6 – Language Fora: Japanese**

Oct-24-2020: 14:00 PDT– 15:00 PDT

Grace Ho**Abstract/Description:**

Please join our BCATML Language Reps in a session which will be specific to each language area. The sessions will be led by our BCATML Language Reps. This is an opportunity to connect with

colleagues, share ideas, resources, and more. Bring your questions, comments, and ideas to share. Topics to include: assessment, resources, CEFR, remote teaching, and more. Hope to see you there!

S: | T: | L:

WHCYQVW – Language Fora: Elementary / Middle Years

Oct-24-2020: 14:00 PDT– 15:00 PDT

Tanya Campbell

Abstract/Description:

Please join our BCATML Language Reps in a session which will be specific to each language area. The sessions will be led by our BCATML Language Reps. This is an opportunity to connect with colleagues, share ideas, resources, and more. Bring your questions, comments, and ideas to share. Topics to include: assessment, resources, CEFR, remote teaching, and more. Hope to see you there!

S: | T: | L:

WBTH3BB – Language Fora: French

Oct-24-2020: 14:00 PDT– 15:00 PDT

Trish Kolber

Abstract/Description:

Please join our BCATML Language Reps in a session which will be specific to each language area. The sessions will be led by our BCATML Language Reps. This is an opportunity to connect with colleagues, share ideas, resources, and more. Bring your questions, comments, and ideas to share. Topics to include: assessment, resources, CEFR, remote teaching, and more. Hope to see you there!

S: | T: | L:

WNGZ5Y – Language Fora: Spanish

Oct-24-2020: 14:00 PDT– 15:00 PDT

Shireen Cotterall

Abstract/Description:

Please join our BCATML Language Reps in a session which will be specific to each language area. The sessions will be led by our BCATML Language Reps. This is an opportunity to connect with colleagues, share ideas, resources, and more. Bring your questions, comments, and ideas to share. Topics to include: assessment, resources, CEFR, remote teaching, and more. Hope to see you there!

S: | T: | L: