

Réflexions

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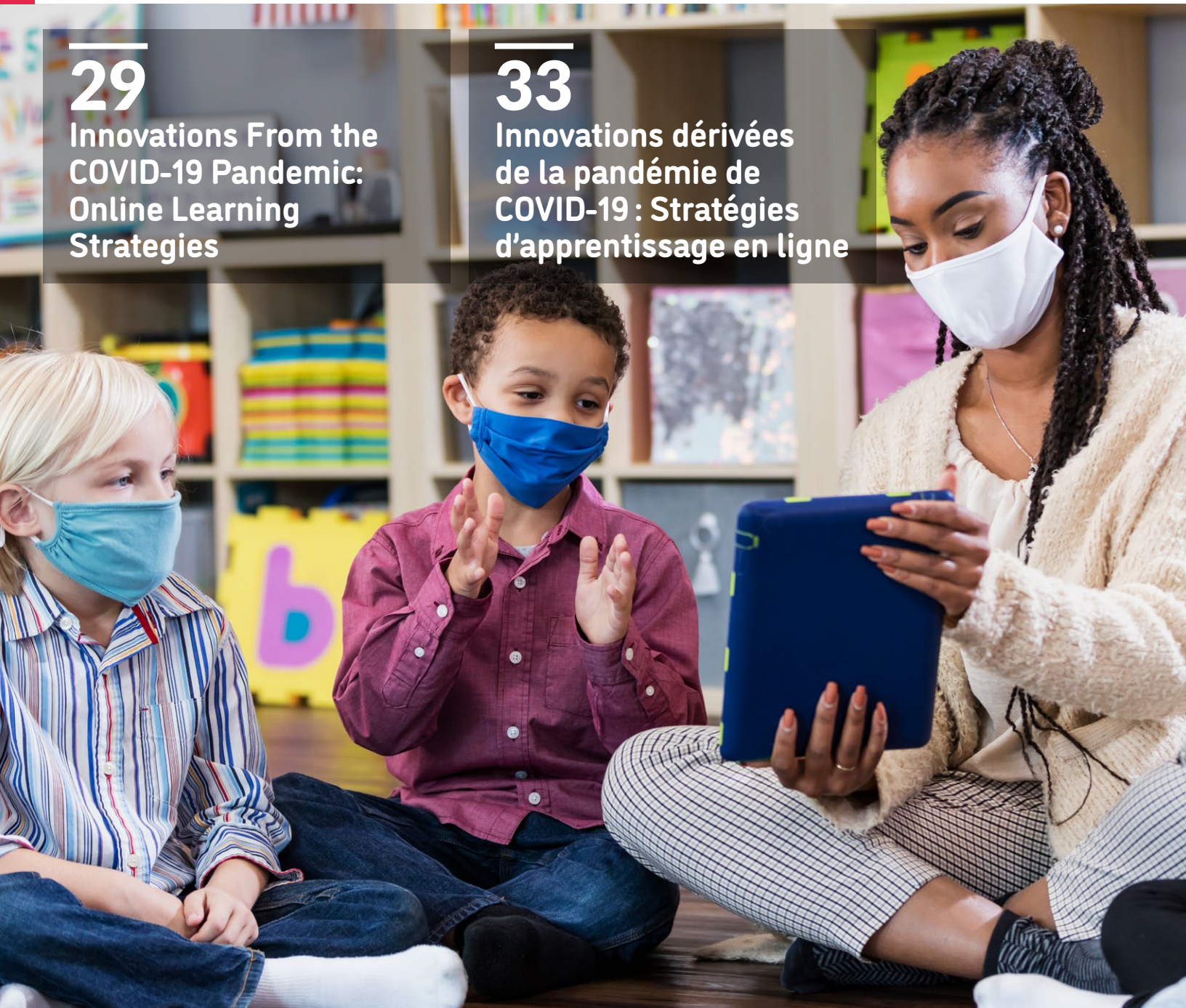
Canadian Association of Second Language Teachers
Association canadienne des professeurs de langues secondes

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Association canadienne des professeurs de langues secondes (ACPLS)

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President's Message

Dear *Réflexions* readers,

FIRST OFF, HAPPY 2022! I hope that you were all able to enjoy a restful and joyful holiday season.

We're now officially halfway through the school year, and I remain in awe of the resilience shown by language teachers across the country.

It has, once again, not been a smooth year for any of us. I hope you have been able to take advantage of CASLT's products, services, and programs to help you in your professional practice. Speaking of which, don't forget to encourage your students to participate in the [Languages Build Video Contest](#) — or take advantage of the [Classroom Toolkit](#) and participate as a class!

In addition to investigating peer interaction in the writing process and profiling the state of Spanish-language education in Alberta, this issue spotlights two of CASLT's current research projects. The featured article looks at some preliminary findings of our [Study on the Impact of COVID-19 on L2 Teacher Practice](#). While there's no question that the pandemic has brought immense challenges, this article looks at COVID-19 and language teaching from a different perspective. What L2 teaching strategies — either born or popularized out of necessity — will continue to influence language teaching in a post-pandemic world?

We also introduce a new section — “Blended Teaching Tips” — as part of our [Supporting Second Language Teachers in a Blended Teaching Model](#) research project. In this issue, we explore how language teachers can leverage social media and build online professional learning networks. Keep an eye out for more tips in upcoming issues of *Réflexions*.

Finally, have you seen CASLT's new website? It has been redesigned, refreshed, and restructured to help you better access CASLT's many products and supports. If you haven't taken a look at it yet, head over to caslt.org (after you finish reading *Réflexions*, of course!).

Best wishes,

Carole Bonin



Carole Bonin
CASLT President

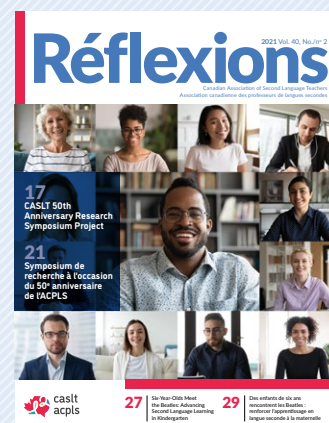
WOULD YOU LIKE TO PUBLISH AN ARTICLE IN *Réflexions*?

Our readers are looking for:

- Articles that are interesting, thought-provoking, timely, practical, informative, concise, complete, and current
- Texts written by leading educators
- Reports on effective programs and practices
- Reports summarizing action research projects in the field of language teaching and learning or on current language-related events

We are looking for articles (1,150 words max.) written for:

- Practising K–12 educators, practising second-language classroom teachers – French, English, and other languages
- Researchers in second-language teaching and learning in various university settings
- Student teachers enrolled in faculties of education
- People interested in second-language learning development



For more information, consult our [Guidelines for Writers](#).

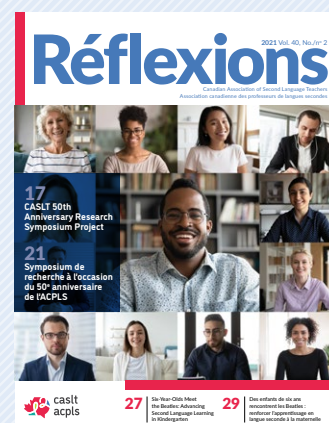
VOUS AIMERIEZ PUBLIER UN ARTICLE DANS *Réflexions*?

Nos lecteurs recherchent :

- des articles pertinents, pratiques, informatifs, concis et complets, sur des sujets d'actualité, susceptibles de piquer l'intérêt et d'engager une réflexion;
- des textes provenant de professionnels renommés en éducation;
- des rapports au sujet de programmes et de méthodes efficaces;
- des études relatives à des ressources et à des activités récentes ainsi qu'à l'enseignement des langues.

Nous recherchons des textes comportant un maximum de 1 150 mots qui s'adressent à :

- des enseignantes et enseignants de la maternelle à la 12^e année et de langues secondes – français, anglais et autres langues;
- des chercheurs rattachés à divers milieux universitaires, spécialisés dans l'apprentissage et l'enseignement d'une langue seconde;
- des étudiants inscrits à une faculté d'éducation;
- des personnes qui s'intéressent au développement de l'apprentissage d'une langue seconde.



Pour plus d'informations, consultez les [Lignes directrices à l'intention des rédacteurs](#).

Save the Date

2023 Languages Without Borders Conference

The next edition of Canada's premier national professional development conference for second language educators and stakeholders will take place from **March 24–26, 2023, in Toronto, Ontario.**

We're proud to co-host LWB 2023 with the [Ontario Modern Language Teachers' Association \(OMLTA\)](#).

caslt.org/en/event/lwb-2023



Call for Proposals

2023 Languages Without Borders Conference

The program selection committee welcomes session proposals from both novice and experienced presenters. Share your high-impact strategies, current research, and innovative ideas with language educators from across Canada and beyond. Consult our LWB 2023 [Call for Proposals](#) webpage for submission guidelines and key dates.

Proposals are accepted until May 31, 2022.





Innovations From the COVID-19 Pandemic:

Online Learning Strategies

While this article primarily focuses on innovations and successful teaching outcomes emerging from the pandemic, this CASLT study also gathered data about the many challenges that teachers and their students have faced in terms of equity, mental health, workload, administrative support, and more. We will explore these issues in depth in an upcoming series of CASLT blog articles.

By Dr. Roswita Dressler and Rochelle Guida

DURING THE FIRST WAVE of the COVID-19 pandemic (March–June 2020), many second language teachers were challenged in supporting students learning the target language through emergency remote teaching. When the new school year started (September 2020), some teachers continued online, but many schools reopened. For in-person teaching, educators were often required to be masked or to practice social distancing. As the 2020–2021 school year progressed, some jurisdictions experienced interruptions in course delivery due to individual, class-wide, or school-wide quarantines. Consequently, the COVID-19 pandemic changed the definition of “classroom” into a more flexible one. A classroom could now be exclusively online, hybrid¹ (i.e., teaching students at school face-to-face while concurrently hosting a virtual classroom for students joining online), or a return to face-to-face instruction.

¹ The terms “bimodal” and “HyFlex” (hybrid-flexible) are also sometimes used.



Innovations dérivées de la pandémie de COVID-19 : Stratégies d'apprentissage en ligne

Bien que cet article se concentre principalement sur les innovations et les résultats positifs de l'enseignement découlant de la pandémie, cette étude de l'ACPLS a également recueilli des données sur les nombreux défis auxquels les enseignants et leurs élèves ont été confrontés en matière d'équité, de santé mentale, de charge de travail, de soutien administratif, parmi d'autres. Nous explorerons ces questions plus en profondeur dans une prochaine série d'articles de blogue de l'ACPLS.

Par Dre Roswita Dressler et Rochelle Guida

PENDANT LA PREMIÈRE VAGUE de la pandémie de COVID-19 (mars-juin 2020), de nombreux enseignants de langues secondes ont été mis au défi de soutenir les élèves apprenant la langue cible au moyen d'un enseignement à distance d'urgence. Lorsque la nouvelle année scolaire a commencé (septembre 2020), certains enseignants ont continué à enseigner en ligne, mais de nombreuses écoles ont rouvert leurs portes. Pour l'enseignement en personne, les enseignants ont souvent dû être masqués ou pratiquer la distanciation sociale. Au fur et à mesure que l'année scolaire 2020-2021 progressait, certaines administrations ont connu des interruptions de cours en raison de quarantaines individuelles, de classes entières ou d'écoles entières. Par conséquent, la pandémie de COVID-19 a modifié la définition de « salle de classe » pour la rendre plus flexible. Une classe peut désormais être exclusivement en ligne,



...scaffolded peer interaction can be readily integrated into the writing process, either before or after writing...

Peer Interaction Before and After Writing

By Quinton Stotz, Kim McDonough, and Ahlem Ammar

PEER INTERACTION is important in many approaches to second language (L2) teaching, such as communicative language, content-based instruction, and task-based lessons. It is therefore not surprising that L2 teachers might want to use pair or small group activities when teaching writing. An important question, however, is when and how in the writing process should they encourage peer interaction? And equally as important, does what students *actually* talk about affect their written texts?

These questions were tackled in a recent study by researchers from Concordia

University and Université de Montréal. Specifically, McDonough, Ammar, and Michaud (2021) examined whether introducing scaffolded peer interaction into writing tasks either during the planning stage (i.e., interactive planning) or revision stage (i.e., co-revising a draft) helped L2 French students improve aspects of their writing. Put simply, they examined how peer interaction affected students' writing development when they worked with a classmate at the start of the writing process (i.e., interactive planning) or at the end (i.e., interactive revision).

METHODOLOGY

The research team followed two classes of upper intermediate learners of French (CEFR B2) at an English-language university in Québec. These 13-week classes were taught by the same instructor, following the same communicative and task-oriented syllabus informed by the Québec Ministry of Education. Each class had students with similar profiles in terms of years of French study, age, gender, first language backgrounds, and self-rated French proficiency in the four skills. In these classes, the instructors typically assigned writing tasks at the end of an instructional

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