



Using Evidence-Based Frameworks and
Tools to Promote
Successful Language Programs

This document will help principals and other school leaders to:

- build their capacity around language education.
- facilitate conversations with teachers and language learners.
- facilitate communication with parents and teachers.
- engage community partners/groups.

Evidence-based Frameworks and Tools to Support Practice

- Response to Intervention (RTI)
- Universal Language and Differentiation Actions (ULAs)
- Teacher Inventory of Baseline Techniques (TIB-T)
- Common European Framework of Reference (CEFR)

How do we support language learners?

Response to Intervention (RTI)

RTI is an **evidence-based** framework that promotes effective classroom teaching and timely interventions to support learning.

To help ensure a language learner's success, RTI supports an inclusive education system that works collectively to support all learners.

All learners fall under the Education Support Services (ESS) umbrella using the RTI pyramid of instruction framework and are subject to the same referral and support processes.



RTI — Pyramid of Interventions

Where do teachers start?

Inventory of Universal Language and Differentiation Actions

Inventory of Universal Language and Differentiation Actions is an **evidence-based tool** that supports universal language and differentiation actions and promotes inclusive practise for language learning and teaching—principles that align with the RTI framework. There are four categories of Universal Learning Actions (ULAs) and one category of Differentiation Actions.

Arnett and Bourgoin (2018) remind us that, "... it does not take a specialized skill set to address learners' needs. Rather, it takes an awareness of how the knowledge and skills we, as teachers, already possess can be best leveraged to support all learners' needs" (Access for Success, p. 5).

ISBN – 9780134632711 (English)
ISBN - 9780134632766 (French)



To be directed to this tool online, scan the QR code using your mobile phone.

How can teachers self-assess to enhance their practices?

What are some of the tools that teachers use to self-assess practices to support planning and teaching for all language learners?

Teacher Inventory of Baseline Techniques (TIB-T)

The Teacher Inventory of Baseline Techniques (TIB-T) is an **evidence-based tool** that supports teacher reflection on techniques that support learning. It is not meant to be evaluative; rather, the intention is to remind teachers of techniques that can be utilized in the classroom to assist in inclusive teaching practice. Teachers can use this four-part tool to reflect on how to enhance daily practices.



“Only when new students become comfortably integrated into your classroom’s social and academic routines will optimal second language acquisition and academic learning occur” (Peregoy and Boyle, p. 19).



To be directed to this tool online, scan the QR code using your mobile phone.

http://www.pearsoncanada.ca/school/afs/pdf/afs_c11_tibt.pdf

Inventory of Universal Language and Differentiation Actions

ULAs to Support Learner Understanding	Several Times a Day	Once a Day	A Few Times a Week	Once a Week	Once or Twice a Month	Never (No Need)
Using gestures, facial expressions, images, pictures, drawings, objects, and manipulation materials						
Playing with expressions and voice intonation, and pacing rate of speech						
Adjusting the complexity of oral and/or written language						
Assessing the extent of prior knowledge and filling in any major gaps						
Providing wait time when presenting new information, after asking a question, or before inviting learners to start a task						
Repeating or reformulating oral and written language						
Reusing and recycling pedagogical materials						
ULAs to Support Learner Language Production	Several Times a Day	Once a Day	A Few Times a Week	Once a Week	Once or Twice a Month	Never (No Need)
Providing many exemplars of oral and written tasks						
Using graphic organizers to support oral and written production						
Creating and displaying linguistic supports around the classroom						
Offering planning strategies for learners to use before starting a task						
Using pedagogical and language production routines						
Choosing grouping arrangements that favour peer communication						
Asking questions that encourage learners to elaborate						
ULAs to Support Student Attention	Several Times a Day	Once a Day	A Few Times a Week	Once a Week	Once or Twice a Month	Never (No Need)
Providing specific listening intention and reading intentions						
Dividing lessons, activities, and tasks into many small steps						
Incorporating discourse markers to oral and written texts						
Providing explicit cues to refocus learners' attention						

Using different modalities to present material										
Explaining the relevance of what is being taught										
Summarizing key points of lessons, activities, and reading passages										
ULAs to Support Vocabulary Development										
Identifying and presenting required language at the outset of a lesson or activity	Several Times a Day	Once a Day	A Few Times a Week	Once a Week	Once or Twice a Month	Never (No Need)				
Capitalizing on the use of word walls and mind maps										
Accessing the senses to facilitate vocabulary acquisition										
Using role-play and games to present or reinforce new vocabulary										
Explaining vocabulary using examples, synonyms, antonyms, cognates, and teacher/learner definitions										
Differentiation Actions	Several Times a Day	Once a Day	A Few Times a Week	Once a Week	Once or Twice a Month	Never (No Need)				
Differentiate activities by linguistic complexity										
Differentiate activities by product										
Differentiate activities by process										
Differentiate activities by content										
Grouping students based on interests										
Grouping students based on needs										
Grouping students based on readiness										
Use differentiated instruction over the course of a full lesson										

Teacher Inventory of Baseline Techniques (TIB-T)

	Always (100%)	Most of the Time (90%)	Usually (75%)	Often (50%)	Sometimes (25%)	Never
Knowledge of Principles of Second Language Learning						
I am aware of and value the silent period for new language learners.						
I acknowledge the interrelated relationships of languages.						
I recognize that in a second (or any additional) language-learning environment, progress is individual. Student progress or success are not comparable.						
I know that multiple factors contribute to individual student gains in a language.						
Planning						
I consider the linguistic demands of the lesson.	Always (100%)	Most of the Time (90%)	Usually (75%)	Often (50%)	Sometimes (25%)	Never
I consider the language backgrounds of my students.						
I consider the cultural backgrounds of my students.						
I consider affective and socio-affective factors that could influence student participation.						
I consider the learning needs and experiences of my students when selecting in-class activities.						
I select instructional materials that reflect my students' lives and language needs.						
Instructional Delivery and Assessment						
I establish and promote a positive classroom environment.	Always (100%)	Most of the Time (90%)	Usually (75%)	Often (50%)	Sometimes (25%)	Never
I exclusively use the target language to deliver instruction.						
I provide praise and positive responses to student use of the target language.						
I limit use of home language in the classroom in a way that does not punish or penalize students or otherwise create negative emotions toward the target language.						
I provide formal instruction, where needed, in grammatical/linguistic elements of the target language to support accurate language production.						

I provide multiple opportunities a day to every student to produce sustained spoken output, consistent with the student's current level of proficiency.									
I provide models or sample responses for students to use as a reference for producing written output.									
I clearly articulate learning goals to students.									
I work with students to co-construct success criteria for key learning activities.									
I provide targeted and descriptive feedback to student work.									
I explicitly teach the learning strategies I expect students to use to complete activities (e.g., reading strategies, cooperative learning strategies).									
I facilitate student-to-student interaction within academic tasks (e.g., collaborative or cooperative learning).									
I vary the way in which students are expected to engage with different aspects of the concept or language points over the course of the lesson.									
	Always (100%)	Most of the Time (90%)	Usually (75%)	Often (50%)	Sometimes (25%)	Never			
Metacognitive Support									
I identify with—and share with students—my experiences as a language learner.									
I encourage learners to reflect on their own identity or identities as part of their learning experience.									
I facilitate individual goal-setting to promote learner autonomy.									
I provide students with opportunities to monitor and reflect on their own progress.									

How does the Common European Framework of Reference (CEFR) support language learning and teaching?

The Common European Framework of Reference (CEFR)

The CEFR is an evidence-based framework that was created by the Council of Europe to provide a common basis for language learning throughout Europe. The CEFR adopts an “action-oriented, task-based approach” that focuses on purposeful, authentic, and interactive classroom tasks that engage learners in a variety of contexts of language use (Council of Europe, 2018). It is a framework which describes the abilities of a language learner in terms of understanding (listening and reading), speaking (interaction and production), and writing using six levels, from which, three user groups are defined: Basic (A1-A2); Independent (B1-B2); and Proficient (C1-C2).

The CEFR is a valuable reference tool that can be adapted to:

- Build curricula and teaching materials
- Build lesson plans
- Build assessments
- Personalize learning
- Engage learners to self-assess

Je suis bilingue au niveau A1  **Voici quelques exemples de ce que je peux faire :**

A1	Écoute	Lecture	Interaction orale	Production orale	Écriture
A1.1	<ul style="list-style-type: none"> • Je peux comprendre de simples questions personnelles. • Je peux comprendre des salutations simples. • Je peux comprendre des instructions et des tâches très simples. • Je peux comprendre des mots et des descriptions très simples. 	<ul style="list-style-type: none"> • Je peux comprendre des directives très simples. • Je peux comprendre certaines expressions et des phrases très simples dans des textes très simples. • Je peux comprendre une invitation très simple. 	<ul style="list-style-type: none"> • Je peux dire que je ne comprends pas ou que je ne sais pas. • Je peux dire comment je m'appelle et demander aux autres comment ils s'appellent. • Je peux parler avec quelqu'un en utilisant des mots simples. • Je peux saluer les gens : Bonjour, au revoir, à demain, etc. 	<ul style="list-style-type: none"> • Je peux nommer des objets courants comme les aliments, les boissons, les parties du corps, les vêtements. • Je peux compter de 1 à 100 à haute voix. • Je peux donner des informations simples comme mon nom, mon âge, mon adresse. • Je peux dire où j'habite. • Je peux épeler mon nom à haute voix. 	<ul style="list-style-type: none"> • Je peux écrire des mots très familiers. • Je peux écrire des phrases très simples et courtes en utilisant un modèle. • Je peux remplir un formulaire simple avec mon information personnelle.
A1.2	<ul style="list-style-type: none"> • Je peux comprendre des messages simples si les gens parlent lentement et de façon très simple. • Je peux comprendre des descriptions très simples telles que la couleur, la quantité et la taille. • Je peux comprendre de simples directions si la personne parle lentement et clairement. • Je peux comprendre la plupart des chiffres, des prix et des heures. 	<ul style="list-style-type: none"> • Je peux lire un texte très simple et court. • Je peux trouver des informations simples et importantes dans des annonces ou des affiches. • Je peux comprendre un formulaire simple assez bien pour inscrire mes renseignements personnels. 	<ul style="list-style-type: none"> • Je peux saluer, de façon respectueuse, les personnes de tous les âges. • Je peux poser et répondre à de simples questions sur des sujets très familiers avec de l'aide. • Je peux indiquer le temps avec des expressions simples, comme demain ou la semaine prochaine. • Je peux demander de simples directions. 	<ul style="list-style-type: none"> • Je peux me présenter et présenter une autre personne. • Je peux fournir des informations de base sur moi-même, ma classe ou ma famille. • Je peux décrire ce que j'aime et ce que je n'aime pas. • Je peux parler de la météo et des saisons de façon très simple. 	<ul style="list-style-type: none"> • Je peux écrire des messages et des questions très simples. • Je peux écrire des informations sur moi-même dans une lettre ou un courriel. • Je peux écrire une simple description de quelque chose que je connais bien.

Posters in French

https://collabe.nbed.nb.ca/res/sa/fila/_layouts/15/WopiFrame2.aspx?sourcedoc=/res/sa/fila/DocumentSets/CEFR%20Posters/12475%20Je%20suis%20bilingue%2011x17.pdf&action=default



Posters in English

https://collabe.nbed.nb.ca/res/sa/fila/_layouts/15/WopiFrame2.aspx?sourcedoc=/res/sa/fila/DocumentSets/CEFR%20Posters/11700%20Bilingual%20in%20NB%2011x17.pdf&action=default



CEFR Skills Grid

Understanding		Speaking		Writing
Listening	Reading	Spoken Interaction	Spoken Production	Writing
A1				
I can understand familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.	I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.	I can use simple phrases and sentences to describe where I live and people I know.	I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.
A2				
I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements.	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.	I can write short, simple notes and messages. I can write a very simple personal letter, for example thanking someone for something.

Understanding		Speaking		Writing
Listening	Reading	Spoken Interaction	Spoken Production	Writing
<p>I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc.</p> <p>I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.</p> <p>B1</p>	<p>I can understand texts that consist mainly of high frequency every day or job-related language.</p> <p>I can understand the description of events, feelings and wishes in personal letters.</p>	<p>I can deal with most situations likely to arise whilst travelling in an area where the language is spoken.</p> <p>I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).</p>	<p>I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions.</p> <p>I can briefly give reasons and explanations for opinions and plans.</p> <p>I can narrate a story or relate the plot of a book or film and describe my reactions.</p>	<p>I can write simple connected text on topics which are familiar or of personal interest.</p> <p>I can write personal letters describing experiences and impressions.</p>
	<p>I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints.</p> <p>I can understand contemporary literary prose.</p>	<p>I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible.</p> <p>I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.</p>	<p>I can present clear, detailed descriptions on a wide range of subjects related to my field of interest.</p> <p>I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.</p>	<p>I can write clear, detailed text on a wide range of subjects related to my interests.</p> <p>I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view.</p> <p>I can write letters highlighting the personal significance of events and experiences.</p>
<p>I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar.</p> <p>I can understand most TV news and current affairs programmes.</p> <p>I can understand the majority of films in standard dialect.</p> <p>B2</p>	<p>I can understand texts that consist mainly of high frequency every day or job-related language.</p> <p>I can understand the description of events, feelings and wishes in personal letters.</p>	<p>I can deal with most situations likely to arise whilst travelling in an area where the language is spoken.</p> <p>I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).</p>	<p>I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions.</p> <p>I can briefly give reasons and explanations for opinions and plans.</p> <p>I can narrate a story or relate the plot of a book or film and describe my reactions.</p>	<p>I can write simple connected text on topics which are familiar or of personal interest.</p> <p>I can write personal letters describing experiences and impressions.</p>
	<p>I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints.</p> <p>I can understand contemporary literary prose.</p>	<p>I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible.</p> <p>I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.</p>	<p>I can present clear, detailed descriptions on a wide range of subjects related to my field of interest.</p> <p>I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.</p>	<p>I can write clear, detailed text on a wide range of subjects related to my interests.</p> <p>I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view.</p> <p>I can write letters highlighting the personal significance of events and experiences.</p>

Understanding		Speaking		Writing
Listening	Reading	Spoken Interaction	Spoken Production	Writing
<p>C1</p> <p>I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly.</p> <p>I can understand television programmes and films without too much effort.</p>	<p>I can understand long and complex factual and literary texts, appreciating distinctions of style.</p> <p>I can understand specialised articles and longer technical instructions, even when they do not relate to my field.</p>	<p>I can express myself fluently and spontaneously without much obvious searching for expressions.</p> <p>I can use language flexibly and effectively for social and professional purposes.</p> <p>I can formulate ideas and opinions with precision and relate my contribution skilfully to those of other speakers.</p>	<p>I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.</p>	<p>I can express myself in clear, well-structured text, expressing points of view at some length.</p> <p>I can write about complex subjects in a letter, an essay or a report, underlining what I consider to be the salient issues.</p> <p>I can select a style appropriate to the reader in mind.</p>
	<p>I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided I have some time to get familiar with the accent.</p>	<p>I can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialised articles and literary works.</p>	<p>I can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms.</p> <p>I can express myself fluently and convey finer shades of meaning precisely.</p> <p>If I do have a problem I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it.</p>	<p>I can present a clear, smoothly-flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.</p>
<p>C2</p>				

What should educators consider when using the CEFR?

With the CEFR in mind, teachers should consider matching the purpose of their proposed instruction and assessment activities with the current comprehension and production proficiency levels of their learners. This decision-making process is facilitated by using all data collected at time of arrival or through collecting a baseline of language samples and background information about their learners.

The CEFR and the language portfolio can help teachers and learners set language goals which promote self-reflection and self-assessment. These goals are situated in authentic tasks including learning experiences in content classes in school.

Keeping in mind the needs, strengths, interests, and backgrounds of the learners, teachers should also be mindful of their role in balancing pedagogical scaffolding and cultural mediation. When designing activities and tasks, the teacher may choose to design a unit based on several interconnected and targeted “can do” statements to support learners in their

language goals and in their movement from guided to independent language use. By setting the target “can do” and defining the criteria for success at each level of proficiency, a teacher can match learning resources to learner readiness. Embedding “can do” statements in authentic or meaningful tasks allows the learner to collect evidence of their language development in their portfolio and to demonstrate increasing “autonomy” with respect to their language goals (Council of Europe, 2004, p.3).

Drawn from the English as an Additional Language Curriculum (2017)

“...we strongly advocate that content and language teachers collaborate closely as they prepare lessons and help their students meet language and content goals” (Echevarria, J.J., Vogt, J.M., Short, J.D., 2016).

What is an integrated approach to language learning?

It is important to be intentional when planning and teaching to ensure that language learners learn the content while using accurate language. According to Lyster (2016), content-based instruction is the future of language teaching. By clearly stating the **learning outcomes** through **content and language** objectives, the teacher will support the learners' academic and language needs. This will establish the purpose of the lesson and support the development of academic language through content learning.

How do **content objectives** differ from **language objectives**?

The **content objectives** state what the students will learn. The **language objectives** state how the students will learn and demonstrate their mastery of the content by using the target language: reading, speaking, writing, or listening.

Content Objective: I can analyse costs and benefits of renting, leasing, and buying by creating a plan.

Language Objective: I can compare and contrast cost benefits for renting, leasing, and buying. I can select a plan that will meet my needs and explain my choice.

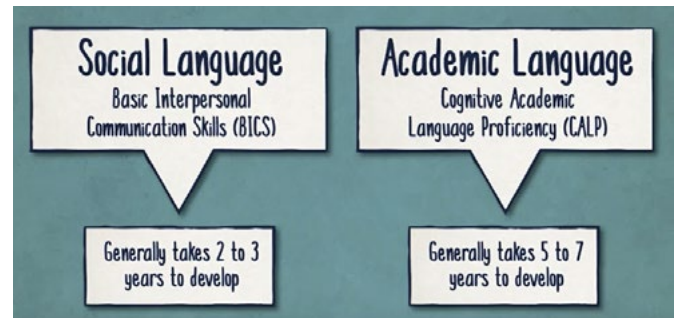
Although content objectives remain the same for all, language objectives provide linguistic scaffolding necessary to differentiate for the language needs of learners.

"An integrated approach means that all teachers are responsible for language learning, regardless of the subject they teach. In an integrated approach, the content is never taught without making reference to the language, and the language is always used in a relevant context." (Lyster, 2016).

Monitoring Learner Progress with CEFR

By using the CEFR as the continuum, a language learner can show progress over time for both their social and interpersonal language (BICS) and their academic language use (CALP).

“... the more exposure students have to academic language and the more time they spend using it, the faster they will develop language proficiency” (Echevarria & Graves, 2010; Saunders & Golden berg, 2010, as cited in Echevarria, J.J. & al., 2016, p. 34).



The Impact of Culture on Language

The CEFR also acknowledges the “cultural context in which language is set” (Council of Europe, 2001, p. 1) and recognizes that as a person learns another language and culture, they do “not simply acquire two distinct, unrelated ways of acting and communicating. The language learner becomes plurilingual and develops interculturality. The linguistic and cultural competences in respect of each language are modified by knowledge of the other and contribute to intercultural awareness, skills and know-how” (Council of Europe, 2001, p.43; emphasis in original). Home languages and cultures can be used as resources to support and engage learners, as they see themselves reflected in the curriculum and/or as they transfer their skills from one language context to the next.

Adapted with permission from the English as an Additional Language Curriculum (2017)

“Classroom interactions between educators and students (are) the most direct determinant of educational success or failure for the culturally and linguistically diverse students” (Egbo, 2009, p. 10).

Resources Supporting Second Language Learning

To be directed to each tool online, scan the QR code using your mobile phone.

Strengthening Engagement in French as a Second Language is a unique professional resource to increase student and stakeholder engagement in French second-language education.

The French Second Language GNB website contains many helpful resources for you to explore.

https://www2.gnb.ca/content/gnb/en/departments/education/k12/content/anglophone_sector/fsle.html



French Language and Cultural Exercises in School provides a number of examples of how classrooms are integrating language and cultural learning.

https://www2.gnb.ca/content/gnb/en/departments/education/k12/content/anglophone_sector/fsle/whats_happening.html

Presentation about immersion from the Second Language Research Institute of Canada dispels a number of myths associated with second language learning.




https://www.unb.ca/fredericton/second-language/_resources/pdf/FrenchImmersionresearchmythorrealityJan2015EECD.pdf



The English as an Additional Language resources on the Educational Resources Hub on ONE contains many helpful resources for you to explore.

<https://tinyurl.com/y6c6r2ez>

NB Policies Supporting Language Education Decision-making

<p>French Second Language Programs</p> <p>Policy 309</p>	<p>This policy establishes standards for the provision of French Second Language (FSL) programs in New Brunswick Anglophone school districts.</p> <p>https://www2.gnb.ca/content/dam/gnb/Departments/ed/pdf/K12/policies-politiques/e/309A.pdf</p>	
	<p>This policy provides assistance in interpreting the Education Act as it relates to admission to an English or French school based on linguistic proficiency and entitlement.</p> <p>https://www2.gnb.ca/content/dam/gnb/Departments/ed/pdf/K12/policies-politiques/e/321A.pdf</p>	<p>Admission Based on Language</p> <p>Policy 321</p>
<p>Inclusive Education</p> <p>Policy 322</p>	<p>This policy establishes the requirements to ensure New Brunswick public schools are inclusive.</p> <p>https://www2.gnb.ca/content/dam/gnb/Departments/ed/pdf/K12/policies-politiques/e/322A.pdf</p>	

Strengthening Engagement in French as a Second Language

We invite you to explore this unique professional resource to increase student and stakeholder engagement in French second-language education!



Be inspired: Viewing engagement in the classroom!

This video series and accompanying guide combine relevant research and authentic examples from classrooms across Canada to illustrate numerous practices that educators have found to be effective in increasing engagement in French second-language education.

Passionate about Learning French:

Exploring the topic of engagement



Leading Engagement of French-language Learners and Stakeholders:

The critical role of school administrators



Relationships are Key:

Engaging French-language learners and stakeholders through personal connections and positive environments



Nurturing a "Can-do" Attitude:

Engaging French-language learners by fostering success



Meaningful Learning Experiences:

Engaging French-language learners through relevance and authenticity



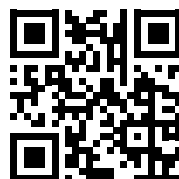
Voices and Choices:

Engaging French-language learners by encouraging student voice and autonomy



This resource was made possible through the participation of students, teachers, and school and school-board leaders across Canada representing Core French, Intensive French, and French immersion programs from elementary through secondary school.

This resource was developed by the French as a Second Language Consortium of the Council of Ministers of Education, Canada, with financial support from member provinces and territories and the Government of Canada.



<https://inspirefsl.ca/en/>



cmec

Funded by the
Government
of Canada

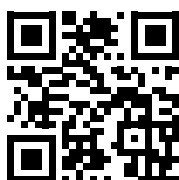
Canada

Professional Organizations for Leaders and Teachers to Consider Joining

CASLT (Canadian Association of Second Language Teachers)

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

Visit: <https://www.caslt.org/en/>



ACPI (Association canadienne des professionnels de l'immersion)

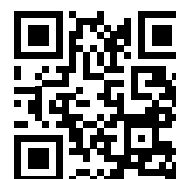
The cornerstone of French immersion in Canada, the Canadian Association of Immersion Professionals (ACPI) supports and enriches immersive pedagogy by providing educators with training, research, and networking services. ACPI is thus involved in the promotion and development of a bilingual Canada.

Visit: <https://www.acpi.ca/>

CPF (Canadian Parents for French)

CPF was founded in 1977 by parents who wanted to ensure that children would have the opportunity to become bilingual in the Canadian school system. Originally a small group of concerned parents who met in Ottawa, CPF has evolved into a proactive national network with 10 Branch offices and some 150 Chapters in communities nationwide.

Visit: <https://cpf.ca/>



TESL NB (Teachers of English as a Second Language in New Brunswick) and TESL Canada (Teachers of English as a Second Language in Canada)

TESL NB is a professional organization with the dual aims of supporting, and advocating for, ESL/EAL/EAL educators in New Brunswick. TESL NB is a member of TESL Canada (<https://www.tesl.ca/>). Both organization offer networking and professional learning opportunities for educators

TESOL (Teaching English to Speakers of Other Languages)

TESOL International Association advances the expertise of professionals who teach English to speakers of other languages in multilingual contexts worldwide. They accomplish this through professional learning, research, standards, & advocacy.

Visit: <https://www.tesol.org/>



Thank you

for working every day to engage meaningfully and authentically with all learners.

The teacher's ability to recognize and respect all cultures and identities, meet students where they are, and co-create goals and support to help them move forward will ensure both student sense of belonging and academic growth.

