

# **Canadian Association of Second Language Teachers**

## **International Language Development Summer 2007 Survey Results**

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## **Executive Summary**

The Canadian Association of Second Language Teachers (CASLT) is developing a strategy to enhance its services in international languages other than French. As part of this initiative, CASLT conducted an online survey in the summer of 2007 to seek member feedback on several themes:

- languages taught by respondents
- needs in languages taught
- suggested partnerships for CASLT
- ways for CASLT to share information
- suggestions to improve the CASLT website
- teacher needs for support resources
- teacher role in promoting languages
- participation in professional associations

Of the 242 respondents, 33.5% taught Spanish, 14.9% taught German, 11.2% taught Japanese, 6.2% taught Mandarin, 6.2% taught Chinese, 3.7% taught Cree, 1.7% taught Arabic, 1.7% taught Punjabi, and fewer than 1% taught Blackfoot, Portuguese, Polish, Greek and Finnish.

The survey respondents indicated that their principal language needs are:

- high interest learning resources
- sharing of innovative practices and projects
- language program support material
- age appropriate learning resources
- assessment and evaluation tools.

Survey respondents suggested that CASLT form partnerships with a number of agencies which promote the development of Spanish, Japanese, German, Chinese, Aboriginal languages, Italian, Polish, Punjabi and Ukrainian.

Respondents noted that CASLT could share information with members through:

- web-based materials
- workshops / conferences
- print resources and publications
- online newsletter.

Respondents recommended that CASLT place the following materials on the website:

- classroom ready language specific activities
- reviews of new teacher support resources, publications and research (software, kits, programs, etc.)
- tips and information on using technology in the classroom
- listing of workshops, conferences or events
- video clip presentations by experts
- online learning opportunities, self-paced tutorials.

Survey respondents expressed the need for the following support resources:

- audio or video resources

- cultural materials
- model lesson plans, teaching units

The CASLT member services and programs that are important to respondents include:

- CASLT professional development sessions (CASLT Chez Vous sessions and workshops at provincial conferences)
- information and knowledge exchange (teacher and program support)
- networking opportunities among members
- updates on language teaching as a profession (provincial reports, new research, etc)
- advocacy at national level for language teaching and learning.

Survey respondents indicated the roles they would like to play in promoting the language they teach. The most important roles are:

- networking and knowledge exchange with colleagues
- review of new resources
- sharing classroom ready materials or articles in print newsletter
- participating in research projects.

A total of 46.2% of the 145 respondents indicated that they belonged to Canadian-based provincial language associations (SPEAQ, TESL, BCATML, OMLTA, IHLA). A total of 11.7% belong to TESOL (Canada).

Respondents are pleased that CASLT is supporting teachers of languages other than French.

## Introduction

The Canadian Association of Second Language Teachers (CASLT) is developing a strategy to enhance its services in international languages other than French. As part of this initiative, CASLT conducted an online survey in the summer of 2007 to seek member feedback on several themes:

- languages taught by respondents
- needs in languages taught
- suggested partnerships for CASLT
- ways for CASLT to share information
- suggestions to improve the CASLT website
- teacher needs for support resources
- teacher role in promoting languages
- participation in professional associations

Participants in the online survey were asked to respond to the following survey questions:

1. What language(s) do you teach?
2. What are the general needs in the language(s) that you teach?
3. What partnerships should CASLT establish to promote language learning and teaching in the language(s) that you teach? Name any organizations you would like to recommend. (Comment if you wish)
4. How can CASLT best share knowledge, popularize research findings, and promote support materials in language(s) that you teach?
5. What suggestions do you have to improve the CASLT web site to serve languages that you teach?
6. What are the teacher needs for support publications and classroom ready materials in the language(s) you teach?
7. CASLT offers a variety of services and programs for members. Please indicate those which would be most important to you and for your language group.
8. What role would you like to play in promoting the language(s) you teach?
9. What other professional associations are you also a member of?
10. Please use this space to provide us with other comments and suggestions to help us better serve our members/teachers of languages other than French.

This report presents the results of the online survey.

## Languages Taught by Respondents

Of the 242 respondents, 81 or 33.5% taught Spanish, 36 or 14.9% taught German, 27 or 11.2% taught Japanese, 15 or 6.2% taught Mandarin, 15 or 6.2% taught Chinese, 9 or 3.7% taught Cree, 4 or 1.7% taught Arabic, 4 or 1.7% taught Punjabi, 2 or .8% taught Blackfoot, 2 or .8% taught Portuguese, 2 or .8% taught Polish, 1 or .4% taught Greek and 1 or .4% taught Finnish.

The results are summarized in Table 1:

**Table 1 – Languages Taught by Respondents**

### 1. What language(s) do you teach? (Please list all)

	<b>Response Percent</b>	<b>Response Count</b>
German	14.9%	36
Spanish	33.5%	81
Italian	5.4%	13
Mandarin	6.2%	15
Chinese	6.2%	15
Japanese	11.2%	27
Blackfoot	0.8%	2
Cree	3.7%	9
Portuguese	0.8%	2
Arabic	1.7%	4
Punjabi	1.7%	4
Greek	0.4%	1
Polish	0.8%	2
Finnish	0.4%	1
<b>Others (please list all)</b>	<b>40.9%</b>	<b>99</b>
	<i>answered question</i>	<b>242</b>
	<i>skipped question</i>	<b>13</b>

## Needs in Languages Taught

The principal needs in the languages taught are:

- high interest learning resources
- sharing of innovative practices and projects
- language program support material
- age appropriate learning resources
- assessment and evaluation tools

A total of 198 or 81.8% of the respondents identified high interest learning resources as a need. A total of 193 or 79.8% of the respondents identified the sharing of innovative practices and projects as a need. A total of 192 or 79.3% of the respondents identified language program support material as a need. A total of 190 or 78.5% of the respondents identified age appropriate learning resources as a need. A total of 182 or 75.2% of the respondents identified assessment and evaluation tools as a need. A total of 182 or 75.2% of the respondents identified assessment and evaluation tools as a need.

A total of 155 or 64.0% of the respondents identified finding teachers with appropriate proficiency in the language as a need. A total of 150 or 62.0% of the respondents identified bursaries, awards and grants for teachers as a need. A total of 145 or 59.9% of the respondents identified second language methods training as a need. A total of 140 or 57.9% of the respondents identified language training as a need. A total of 136 or 56.2% of the respondents identified the benefits of language learning material for parents as a need.

The results are summarized in Table 2:

**Table 2 – Needs in Languages Taught**

### 2. What are the general needs in the language(s) that you teach?

	Yes	No	Response Count
Finding teachers with appropriate proficiency in the language	<b>64.0% (155)</b>	36.0% (87)	242
Age appropriate learning resources	<b>78.5% (190)</b>	21.5% (52)	242
High interest learning resources	<b>81.8% (198)</b>	18.2% (44)	242
Language training	<b>57.9% (140)</b>	42.1% (102)	242
L2 methods training	<b>59.9% (145)</b>	40.1% (97)	242
Sharing of innovative practices and projects	<b>79.8% (193)</b>	20.2% (49)	242
Assessment and evaluation tools	<b>75.2% (182)</b>	24.8% (60)	242

Applied language specific research	<b>55.8% (135)</b>	44.2% (107)	242
Bursaries, awards, grants for teachers	<b>62.0% (150)</b>	38.0% (92)	242
Language program support material	<b>79.3% (192)</b>	20.7% (50)	242
Benefits of language learning material for parents	<b>56.2% (136)</b>	43.8% (106)	242
		<b><i>answered question</i></b>	<b>242</b>
		<b><i>skipped question</i></b>	<b>13</b>

## Suggested Partnerships for CASLT

A total of 183 respondents suggested that CASLT form partnerships with the following organizations to promote language learning and teaching:

### Spanish

Spanish language partnerships should be established with:

- Alberta Spanish Consortium
- Instituto Cervantes
- American Association of Teachers of Spanish and Portuguese (AATSP)
- OMLTA Spanish teachers association (Toronto) ILEA
- Mexican or Latin-American Consulates
- International Spanish Academies schools both in Calgary and Edmonton
- Canadian and Spanish universities
- Spanish language Advisor in Edmonton

### Japanese

Japanese language partnerships should be established with:

- The Japan Foundation <http://www.japanfoundationcanada.org/>
- Nihongo BC - Teachers of Japanese <http://www.nihongobc.com/>
- Japanese Embassy/Consulates
- The Japan Forum [http://www.tjf.or.jp/index\\_e.html](http://www.tjf.or.jp/index_e.html)
- Japanese Advisor sponsored by Japan Foundation at the Alberta Ministry of Education

### German

German language partnerships should be established with:

- Alberta Association of Teachers of German (AATG)
- Goethe Institute
- German consulate

- KVDS (Canadian Association of German Language Schools)
- AGECE (Association of German Education in Calgary)
- CATG - Canadian association of Teachers of German KVDS - Canadian association of German Language (Heritage) Schools(1)

### **Aboriginal Languages**

Aboriginal language partnerships should be established with:

- The Canadian Indigenous Languages and Literacy Development Institute (CILLDI)
- Assembly of First Nations
- Treaty Six Education
- Saskatchewan Indian Cultural Centre
- Canadian Heritage Western First Nations Educational Administrators
- Native Friendship Centres
- Soligsoft Inc. [www.soligsoft.com/](http://www.soligsoft.com/)
- Teacher's of English as a Second Language
- Tribal Chiefs and Blue Quills College

### **Punjabi**

Punjabi language partnerships should be established with:

- Punjabi Language Education Association of Alberta

### **Chinese**

Chinese language partnerships should be established with:

- Hanban
- Alberta Chinese Language Teachers Association

### **Ukrainian**

Ukrainian language partnerships should be established with:

- Alberta Ukrainian Language Association
- Canadian Institute of Ukrainian Studies
- Ukrainian Language Education Consortium in Alberta
- Ukrainian Language Education Center
- Canada-Ukraine Foundation
- Ukrainian Canadian Congress
- World Ukrainian Congress...

### **Polish**

Polish language partnerships should be established with Polish organizations in Edmonton.

### **Italian**

Italian language partnerships should be established with:

- Southern Alberta Heritage Language Association Calgary Italian School
- Italian Consulate/ Embassy for Italian as a Second Language [ISL]
- American Association of Teachers of Italian

## **General**

General language partnerships should be established with:

- ISLC (International and Second Languages Council ), Alberta Teachers' Association
- Consulates and embassies of German-, Spanish-, Portuguese, etc. -speaking nations
- Local school boards
- University of Toronto
- American Council on the Teaching of Foreign Languages
- Chamber of Commerce, Tourism, heritage foundations
- International and Heritage Language Association, Edmonton, Alberta
- TESOL
- ERGO ESL Resource Group of Ontario
- OISE/UT and other teacher training institutions where ESL/ELD is offered as an AQ
- OMLTA MLC
- TESL
- University of Lethbridge
- Nihongo BC
- Partner with Scott's Parables or a Christian Bookstore to create French Christian materials
- International Language Research Centre, EPSB
- Canadian Parents for French - National Canadian Parents for French - Alberta and NWT
- Immigration Department Canadian Heritage
- The Catholic Church Community clubs
- Saskatoon Multilingual School
- EF Tours (educational tours)
- Specialist councils in the Alberta Teachers' Association
- University of Calgary - Faculty of Education
- University of Alberta
- Grant MacEwan Community Collage,
- Mount Royal College

## **Ways for CASLT to Share Information**

Respondents noted that CASLT should share knowledge, popularize research findings, and promote support materials in language in several ways. The top four ways are:

- Web-based materials (PDFs, links, interactive activities (152 out of 183 responding teachers or 83.1% of respondents)
- Workshops / Conferences (137 teachers or 74.8% of respondents)
- Print resources and publications (104 teachers or 56.8% of respondents)
- Online newsletter (95 teachers or 51.9% of respondents)

The results are summarized in Table 3:

**Table 3 – Ways for CASLT to Share Information**

**4. How can CASLT best share knowledge, popularize research findings, and promote support materials in language(s) that you teach? Please check v the top 4 items.**

	Top 4	Response Count
Online newsletter	<b>100.0% (95)</b>	95
Web-based materials (PDFs, links, interactive activities)	<b>100.0% (152)</b>	152
Materials on promoting language learning (promotional posters, brochures, fact sheets)	<b>100.0% (65)</b>	65
Online learning opportunities and discussion forums	<b>100.0% (69)</b>	69
Print resources and publications	<b>100.0% (104)</b>	104
Workshops / Conferences	<b>100.0% (137)</b>	137
Communications (broadcast faxes, list servs, email distribution lists, etc.)	<b>100.0% (41)</b>	41
Bursaries, awards, grants for teachers	<b>100.0% (77)</b>	77
	<b><i>answered question</i></b>	<b>183</b>
	<b><i>skipped question</i></b>	<b>72</b>

### **Suggestions to Improve the CASLT Website**

Teachers made suggestions to improve the CASLT website in ways that would serve teachers of the language taught. The top six way to improve the CASLT website are:

- classroom ready language specific activities (153 out of 169 responding teachers or 90.5% of respondents)
- reviews of new teacher support resources, publications and research (software, kits, programs, etc.) (112 or 66.3% of respondents)
- tips and information on using technology in the classroom(102 or 60.4% of respondents)
- listing of workshops, conferences or events (101 or 59.8% of respondents)
- video clip presentations by experts (84 or 49.7% of respondents)
- online learning opportunities, self-paced tutorials (84 or 49.7% of respondents)

The results are summarized in Table 4:

**Table 4**  
**Suggestions to Improve the CASLT Website**

**5. What suggestions do you have to improve the CASLT web site to serve languages that you teach? Please check v the top 5 items.**

	Top 5	Response Count
Classroom ready language specific activities	<b>100.0% (153)</b>	153
Video clip presentations by experts	<b>100.0% (84)</b>	84
Listing of workshops, conferences or events	<b>100.0% (101)</b>	101
Reviews of new teacher support resources, publications and research (software, kits, programs, etc.)	<b>100.0% (112)</b>	112
Blogs / vlogs (online diary / video diary)	<b>100.0% (18)</b>	18
Chat groups, discussion forums for members	<b>100.0% (33)</b>	33
Special interest group listservs (mailing lists)	<b>100.0% (24)</b>	24
Podcasts and webinars	<b>100.0% (27)</b>	27
Web links, recent updates and additions	<b>100.0% (69)</b>	69
Online learning opportunities, self-paced tutorials	<b>100.0% (84)</b>	84
Tips and information on using technology in the classroom	<b>100.0% (102)</b>	102
Online store, online registration for events	<b>100.0% (45)</b>	45
	<b><i>answered question</i></b>	<b>169</b>
	<b><i>skipped question</i></b>	<b>86</b>

### **Teacher Needs for Support Resources**

Responding teachers identified the following needs for support publications and classroom ready materials. The top three support resource needs are:

- audio or video resources (107 out of 169 responding teachers or 63.3% of respondents)
- cultural materials (106 or 62.7% of respondents)
- model lesson plans, teaching units (97 or 57.4% of respondents)

The results are summarized in Table 5:

**Table 5**  
**Teacher Needs for Support Resources**

**6. What are the teacher needs for support publications and classroom ready materials in the language(s) you teach? Please check v the top 3 items.**

	Top 3	Response Count
Software	<b>100.0% (57)</b>	57
Model lesson plans, teaching units	<b>100.0% (97)</b>	97
Audio or video resources	<b>100.0% (107)</b>	107
Teaching Strategies (cooperative learning, assessment, literacy, etc)	<b>100.0% (65)</b>	65
Cultural materials	<b>100.0% (106)</b>	106
Research based classroom activities	<b>100.0% (78)</b>	78
	<b><i>answered question</i></b>	<b>169</b>
	<b><i>skipped question</i></b>	<b>86</b>

### **CASLT Member Services and Programs**

Responding teachers selected the CASLT member services and programs that are most important for them and their language. The top five member services and programs are:

- CASLT professional development sessions (CASLT Chez Vous days, workshops at provincial conferences) (89 out of 150 responding teachers or 59.3% of respondents)
- Information and knowledge exchange (teacher and program support) (76 out of 150 responding teachers or 50.6% of respondents)
- Networking opportunities among members (74 or 49.3% of respondents)
- Updates on language teaching as a profession (provincial reports, new research, etc) (70 or 46.7% of respondents)
- Advocacy at national level for language teaching and learning (55 or 36.7% of respondents).

The results are summarized in Table 6:

**Table 6**  
**CASLT Member Services and Programs**

**7. CASLT offers a variety of services and programs for members. Please indicate those which would be most important to you and for your language group. Please check v the top 5 items.**

	Top 5	Response Count
CASLT professional development sessions (CASLT Chez Vous days, workshops at provincial conferences)	<b>100.0% (89)</b>	89
Virtual professional development and discussion groups	<b>100.0% (53)</b>	53
Networking opportunities among members	<b>100.0% (74)</b>	74
Information and knowledge exchange (teacher and program support)	<b>100.0% (76)</b>	76
Eligibility for CASLT Awards (H.H.Stern Award, etc)	<b>100.0% (21)</b>	21
Updates on language teaching as a profession (provincial reports, new research, etc)	<b>100.0% (70)</b>	70
Opportunities to publish articles, share classroom activities in print	<b>100.0% (53)</b>	53
CASLT professional journal, Réflexions	<b>100.0% (24)</b>	24
Opportunities to present workshops (CASLT Speaker Bureau)	<b>100.0% (27)</b>	27
Reduced subscription rate with CMLR (20% discount)	<b>100.0% (15)</b>	15
Advocacy at national level for language teaching and learning	<b>100.0% (55)</b>	55
CASLT monthly online newsletter	<b>100.0% (37)</b>	37
CASLT web site	<b>100.0% (49)</b>	49
Free publications (CASLT Language Teacher Calendar, For Your Students)	<b>100.0% (41)</b>	41
CASLT Research Reports	<b>100.0% (20)</b>	20

Publications for purchase (teacher support resources)	<b>100.0% (52)</b>	52
CASLT Group Home and Auto Insurance Program (The Personal)	<b>100.0% (6)</b>	6
	<i>answered question</i>	<b>150</b>
	<i>skipped question</i>	<b>105</b>

## Teacher Role in Promoting Languages

Responding teachers suggested the role they would like to play in promoting the language they teach. The most important roles are:

- networking and knowledge exchange with colleagues (125 or 83.3% of respondents)
- review of new resources (124 or 82.7% of respondents)
- sharing classroom ready materials or articles in print newsletter (113 or 75.3% of respondents)
- participating in research projects(95 or 63.3% of respondents)

The results are summarized in Table 7:

**Table 7**

### Teacher Role in Promoting Languages

#### 8. What role would you like to play in promoting the language(s) you teach?

	Yes	No	Response Count
Networking and knowledge exchange with colleagues	<b>83.3% (125)</b>	16.7% (25)	150
Participation in Special Interest Group listserv	46.0% (69)	<b>54.0% (81)</b>	150
Sharing classroom ready materials or articles in print newsletter	<b>75.3% (113)</b>	24.7% (37)	150
Participating in research projects	<b>63.3% (95)</b>	36.7% (55)	150
Review of new resources	<b>82.7% (124)</b>	17.3% (26)	150
Participation on CASLT committees or working groups	38.0% (57)	<b>62.0% (93)</b>	150

Presenting workshops at conferences and CASLT Chez Vous days	41.3% (62)	<b>58.7% (88)</b>	150
		<i>answered question</i>	<b>150</b>
		<i>skipped question</i>	<b>105</b>

## Participation in Professional Associations

A total of 46.2% of the 145 respondents indicated that they belonged to Canadian-based provincial language associations (SPEAQ, TESL, BCATML, OMLTA, IHLA). A total of 11.7% belong to TESOL (Canada). The associations most frequently mentioned in order of frequency include:

- Nihongo BC: BC Teachers of Japanese
- Intercultural Second Languages Council, ATA
- Alberta Teachers' Association
- ERGO (ESL / ELD Resource Group of Ontario) NSCD
- Teachers of Ukrainian, Alberta Teachers Association (ATA)
- AATG (Alberta Association of Teachers of German)
- Alberta Chinese Teachers' Association
- Punjabi Language and Education Association
- Asociacion colombiana de licenciados
- International School Connection
- Modern Languages Council (Ontario) ERGO Golden Horseshoe Association (FSL)
- Writers Guild Fine Arts Council
- International and Heritage Language Association
- Canadian Association of Hispanists Centre for Advance Research in Language Acquisition

The results are summarized in Table 8:

**Table 8  
Participation in Professional Associations**

**9. What other professional associations are you also a member of? Choose all that apply.**

	<b>Response Percent</b>	<b>Response Count</b>
Canadian-based provincial language associations (SPEAQ, TESL, BCATML, OMLTA, IHLA, etc)	46.2%	67
TESOL (Canada)	11.7%	17
ACTFL (USA)	5.5%	8
ASCD (USA)	4.1%	6
American-based language specific associations (AATG, AASP, etc)	4.8%	7
<b>Other (please list all)</b>	<b>51.0%</b>	<b>74</b>
	<i>answered question 145</i>	
	<i>skipped question 110</i>	

### **Respondent Comments**

Respondents provided comments and suggestions to help CASLT better serve our members/teachers of languages other than French on the following topics:

- networking opportunities
- newsletter
- resources

#### **Networking Opportunities**

- CASLT should provide networking opportunities - either online or in person.
- CASLT needs to create partnerships with the Japan Foundation and provide networks for Japanese teachers across Canada.

#### **Newsletter**

- CASLT should include other languages in each newsletter, journal, calendar, website and other publication to be inclusive.

- CASLT should include more articles about languages other than French and also written in languages other than French.
- CASLT could save money by not sending the paper copy of the newsletter to non-French teachers. An online version or reserve of resources would be preferable.

### **Bilingual Teachers**

- Immersion/bilingual program teachers of languages other than French need attention.

### **Resources**

- There is lack of adequate materials for Cree Language in Alberta.
- More funding for language resource materials are needed.
- Teachers need help with resources. A resource sharing page should be established.
- High school resources for Spanish with a Canadian perspective are needed.
- Promotional material for students should be provided to focus on the value of languages for employability, global citizenship and professions without borders.

### **Compliments**

- CASLT provides practical information, tools, and tips.
- Respondents are pleased that CASLT is supporting teachers of languages other than French.