

# MLC Bulletin

February 2005

Lead Editor: Tae-Young Kim

Contributing Editors: Sarah Cohen, Margaret Hearnden, Kim MacDonald, Amir H. Soheili-Mehr

## Sounds of Silence



Photos: Sarah Cohen, Kim MacDonald, & Amir H. Soheili-Mehr

## MLC February Feast!

Dear MLC faculty and students,  
**You are invited to the MLC FEBRUARY FEAST!**

Here are some reasons to celebrate:

- \*successful completion of the Comps
- \*Lunar New Year
- \*Chinese New Year
- \*Korean New Year
- \*another chance to make and keep your New Year's resolutions!

Bring your family and friends.

Where: **Spring Rolls Restaurant**  
38-40 Dundas St. West  
(across from the Eaton Centre)  
416-585-2929

When: **Friday, February 18, 2005 7:00 pm**

For more information, check out their website:  
<http://www.springrollsonline.com/index.html>  
Please RVSP by Monday, February 14, 2005.  
Email Ping at [pdeters@oise.utoronto.ca](mailto:pdeters@oise.utoronto.ca)



## SLE Information Sessions

12:00-1:00 pm | Room 10-200

**February 16, 2005 Getting Published** with Prof. Alister Cumming

**February 23, 2005 Literature Reviews** with Prof. Nina Spada

**March 30, 2005 Thesis Proposals** with Profs. Merrill Swain and Normand Labrie

**Please come with questions to pose!**

Open to all students in the **Second Language Education** program.

## MLC Friday Colloquium Series

Room 4-414 | 1:30 – 3:00 pm

**February 25** *At the Interface: Dynamic Interactions of Explicit and Implicit Language Knowledge* by **Professor Nick Ellis**, University of Michigan.

**March 4** *Goals and Activities for Writing Improvement in ESL and University Courses* by **Professor Alister Cumming, Kyoko Baba, Khaled Barkaoui, Michael Busch, Jill Cummings, Dr. Keanre Eouanzoui, Tae-Young Kim, Luxin Yang and Dr. Aili Zhou**, MLC, OISE/UT.

## MLC Informal Seminars and OISE/UT Graduate Student Conference

**February 18** *A case study of compact core French models: A pedagogic perspective* by **Pamela Marshall**, Ph.D. student in SLE, OISE/UT.

**February 25** *Making French come alive for post-secondary, beginning FSL learners: The effects of electronic interaction on L2 writing achievement and perception A phenomenological case study* by **Kim MacDonald**, Ed.D. student in SLE, OISE/UT.

**March 4** *Changes in perceived needs regarding Italian language educational provision in Toronto* by **Christian Elia**, Ph.D. student in SLE, OISE/UT.

**April 1 & 2** Some students of the MLC will be presenting at the *OISE/UT Dean's Graduate Student Research Conference "Diverse Perspectives in Education"*. This conference is open to graduate students, preservice teacher candidates and all other members of the OISE/UT community. For more information visit <http://www.oise.utoronto.ca/events/studentconference>

## Visiting Scholars at MLC



### MLC Welcomes...

Visiting Scholar, **Ms. Jacinta McKeon** of University College Cork, Ireland. She will be visiting with us until June and will be using the MLC Visiting Scholars office (10-240) while she is here. Her areas of research interest are research methods, second language teacher education, and second language learning.

Visiting Professor, **Roberto Silva Torres** of Universidad de Playa Ancha, Chile. He will be visiting with us until mid-April and will be sharing the MLC Visiting Scholars office (10-240) with Jacinta McKeon while he is here. He will be researching theories and methodologies in CALL (including multimedia applications for foreign language teaching).

## Interview with Visiting Scholars

*This term two visiting scholars are participating in the MLC community; Roberto Silva from Chile and Jacinta McKeon from Ireland. Below they share with us a bit about their work and what brought them here. -Sarah Cohen, Contributing Editor*

Roberto Silva

**Could you tell us about your work and where you are from?**

Well, I am a professor at Universidad de Playa Ancha in Valparaíso, Chile. I teach language courses for first year students enrolled in a 5-year teacher training program for teachers of English. I also teach a course on applied linguistics to 4<sup>th</sup> year students from the same program and am a thesis adviser to undergraduate students who are about to finish their course of studies. My university is a state government-funded university that specializes in teacher education programs in different fields.

**What brought you to the MLC and what are you working on during your time here?**

My university in Chile recently won a grant from the Chilean government to carry out a 5-year project on the implementation of new technologies to support foreign language learning in the different programs that are offered. As part of this project, I applied for a visiting scholarship to research methodologies and innovative ways that technology can be used to support language learning, particularly using networked-based hypermedia environments. I decided to come to OISE/UT because of the international prestige this institution and faculty have worldwide in the field of Second Language Studies. I intend to meet with faculty here to receive feedback and guidelines on the project I am carrying out for my university.

**What are you enjoying most about your time at the MLC and in Toronto?**

I am enjoying the possibility of enriching my knowledge of SLA and meeting students who are interested in second language education. I find it very interesting to experience the multicultural life on campus and in Toronto, which, despite the weather at this time of the year, is truly a city you cannot miss visiting. Everybody I have met has been very kind and helpful to me during my stay, and I would definitely like to come back in the near future, perhaps to continue my studies at the U of T.

Jacinta McKeon

**Could you tell us about your work and where you are from?**

I come from Ireland and work in the Education Department of University College Cork. Cork is a city of over one hundred thousand people and is situated along the southern seaboard. It is the "European Capital of Culture" for 2005. The county of Cork has some beautiful scenery especially along the west coast. One of my favourite places there and one of the prettiest villages in Ireland is the village of Glandore.

My area of responsibility within the Education Department at my university is second language education. I give courses in second language pedagogy and second language learning to student teachers completing the Higher Diploma in Education (a one year post-graduate course in Education which qualifies teachers to teach in Irish secondary schools). This work also involves visiting the student teachers during their teaching practice and working with them to develop their understandings of practical and theoretical issues relating to the teaching of French, German, Irish and Spanish. I also work with experienced second language teachers in the Masters in Education programme where I teach courses in second language pedagogy and learning.

**What brought you to the MLC and what are you working on during your time here?**

I am on Sabbatical Leave for six months and based in the MLC as a visiting scholar. I hope, during my time here, to deepen my understandings of second language research and in particular second language research methodology. I welcome the opportunity to learn from researchers whose work is recognized throughout the world and who are highly experienced. One of the areas of research I will focus on is the use of the L1 and the L2 in the second language classroom.

**What are you enjoying most about your time at the MLC and in Toronto?**

I am enjoying having time to read without having any teaching responsibilities and having access to a great range of second language journals. I am really enjoying the cultural diversity of the MLC and sharing experiences of learning and teaching with people from countries and cultures different to the Irish experience. I am looking forward to getting to know more of Toronto over the coming months and to doing some traveling around Ontario.

## New Journal Info

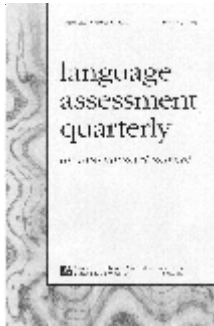
### Language Assessment Quarterly (LAQ)

Courtesy of Dr. Antony John Kunnan, Editor of LAQ

Contacted by Tae-Young Kim, Lead Editor

### Editorial Scope

Language Assessment Quarterly: An International Journal (LAQ) is dedicated to the advancement of theory, research, and practice in first, second, and foreign language assessment for school, college, and university students; language assessment for employment; and language assessment for immigration and citizenship. LAQ publishes original articles addressing theoretical issues, empirical research, and professional standards and ethics related to language assessment, as well as interdisciplinary articles on related topics, and reports of language test development and testing practice. All articles are peer-reviewed and will appeal to an international audience. Examples of topic areas appropriate for LAQ include: \*assessment from around the world at all instructional levels, including specific purpose; \*assessment for immigration and citizenship and other 'gatekeeping' contexts; \*issues of validity, reliability, fairness, access, accommodations, administration and legal remedies; \*assessment in culturally and/or linguistically diverse populations; \*professional standards and ethical practices for assessment professionals; \*interdisciplinary interfaces between language assessment and learning; \*issues related to technology and computer-based assessment; \*innovative and practical methods and techniques in developing assessment instruments; \*recent trends in analysis of performance; and \*issues of social-political and socio-economic concern to assessment professionals.



### Audience

The audience includes scholars, professionals, graduate students, school and college ESL and EFL teachers interested in language assessment, practitioners conducting language assessments, educational and governmental education officers, and language education policymakers.

For more information, visit the publisher's website <https://www.erlbaum.com/shop/tek9.asp?pg=products&specific=1543-4303>

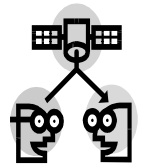
Dr. Kunnan's message: The journal offers opportunities to discuss language assessment from the points of view of research and practice. Research is addressed through the regular traditional articles and book reviews, practice is addressed through the interviews with well-known authors, test development and test review and commentary pieces. I would welcome expressions of interest in contributing to the journal from your group in OISE/UT.

We always welcome your contribution or comments at [mlcbulletin@oise.utoronto.ca](mailto:mlcbulletin@oise.utoronto.ca).

## Technology and Language Learning

By Kim MacDonald, Contributing Editor

After having introduced CALL, learned about its history, recommended sites for classroom use, and suggested practical web-site and dedicated software evaluation criteria, perhaps now is the time to dive in and get our feet wet. Let's start authoring!!



This month's link, *ICT 4LT Module 2.5:*

*Introduction to CALL authoring programs*

([http://www.ict4lt.org/en/en\\_mod2-5.htm](http://www.ict4lt.org/en/en_mod2-5.htm)), by Paul Bangs (2004), Language Technology Consultant, UK, provides a comprehensive module discussing how authoring systems and languages can assist in the creation of language learning programs (Internet-based or dedicated). The module analyses the differing types of authoring systems and deals with the need for a sound pedagogical approach to their use. It offers those wanting to create their own courseware with suggestions for choosing authoring tools, as well as practical authoring tips. Finally, it ends with a note on the future of authoring, and an extensive bibliography and reference list.

This module is one in a series of 16 training modules, which is part of the Information and Communications Technology for Language Teachers project. The project is funded under the Socrates Programme and organized by Thames Valley University, UK, University of Venice, Italy, University of Jyväskylä, Finland, CTICML, University of Hull, UK, and CILT, UK. For a complete list of all 16 modules arranged by level (basic, intermediate, and advanced), visit the Contents Page at <http://www.ict4lt.org/en/index.htm>.

*Enjoy and feel free to share your creations!!!*

Send your contributions and ideas for dedicated software, Internet resources, and data analysis software to [mlcbulletin@oise.utoronto.ca](mailto:mlcbulletin@oise.utoronto.ca) or [kamacdonald@oise.utoronto.ca](mailto:kamacdonald@oise.utoronto.ca) by the 25th of each month.

## MLC @ OISE/UT Research Celebration

On February 22, 2005, OISE/UT will be having its annual Research Celebration. The MLC will be taking part in this celebration. Come and visit our table and see what else is happening in OISE/UT!

## OISE/UT Graduate Workshops

**Academic Job Interview** by Profs. Megan Boler and Lana Stermac Feb. 28, 2005 5:00 – 6:30 PM Room 4-422

**Academic Job Talk** by Profs. Janet Astington and Nina Bascia Mar. 7, 2005 5:00 – 6:30 PM Room 4-422

Excellence is an art won by training and habituation. We do not act rightly because we have virtue or excellence, but rather we have those because we have acted rightly. We are what we repeatedly do. Excellence, then, is not an act but a habit. - Aristotle

## Question of the Month: MLCers' Data Back-up Recommendations



*Computers have made the tempo of our lives much faster than some 20 years ago. All of us use word processing programs and store word files mostly in our desktops or laptops. However, as we are well aware, these are not without problems. Sometimes for various reasons such as a computer virus, software crash, and power outage (do you remember the Blackout of 2003?), our precious data files are GONE FOREVER without any prior notice. We asked MLC students (2+ years both for Master's and Doctoral) about their data back-up strategies and solicited recommendations. Here are their responses. Hope this is informative to other MLCers. – Tae-Young Kim, Lead Editor*

My strategy is to save important files in different medias (e.g., floppy disk and CD-ROM). What I am doing now is to save the files into a few CD-ROMs and put them at two different servers where I have an account (including the OISE/UT server). These medias are fine as long as the data size is not so large. But if you want to save a large amount of data, a portable harddisk is another possibility. This is my recent favorite. There are different capacities of portable harddisks, but I bought a 20GB one, which cost around C\$ 170 (in Japan, but it should be much cheaper now). It is possible to save to it almost everything in my laptop. What is more, it is very small (7cm x 12cm) and light (about 150g), so easy to carry. – **Kyoko Baba**

I've been looking into the best backup system and the options are numerous: internal/external hard drive, CD, DVD-RW, tape drive, flash memory key, internet storage, etc. Money is one consideration as to what's best for you and convenience is another, but I think paranoia should be the deciding factor in choosing your backup system. I think redundancy is important. Use more than one medium, duplicate your data in each medium, and keep them stored in different locations. It doesn't matter so much what means of backup you use. Build redundancy into your system. Currently I use three backup CDs and always keep one disk outside of my house. Once a week I switch the outside disk with an inside disk. I intend to buy second hard drive and a memory stick in the near future. – **Michael Busch**

1) Create as many e-mail accounts as you can and save it online. 2) Floppy-save on several discs and store them in different places. 3) Burn onto CDs-save on several CDs and store them in different places. 4) USB flash drive. 5) I-Pod and other similar devices. 6) Invest in external hard drives. 7) Revive that old computer and make use of its hard drive. 8) Bring a bottle of wine to your friend and save it on his/her computer while you're there. – **Louis Chen**

I am a fretful safe-keeper of data files and writing. Lots of back-ups. I have saved copies of my thesis and other documents on 4 CDs, locating them in different places at home and work. Plus I have an e-mail copy. Maybe I **have learned** from that "once upon a night" experience of needing to recreate, from memory, 14 of

21 pages of an important paper when my computer failed me long ago. That has not happened again. :-) - **Jill Cummings**

My strategy is to make several back-up copies for it. When I was writing my MRP, I saved it on my USB disk (also on a floppy disk) and attach it in my email account. Whenever I have some changes of the draft, I updated all the back-up copies. I strongly suggest that one save a copy in his/her email account if its storage quota allows. This way, if we have access to it on computers anywhere, we do not need to worry even when we forgot to bring our disks. – **Jia Fei**

If I am working on something very important that I definitely do not want to lose, I usually email that most up-to-date version to myself. Also, I save all my files in the "My Documents" folder and then burn this folder onto CD once every couple of months (if I remember-eeek!). – **Lee-Anne Gershater**

You can never have too many backups - 5 is the magic number: hard drive, CD burning, flash memory, virtual storage (E-mail) and hard copy. Make copies daily when nearing the end of your project. Arrange for a family member, friend, neighbour or colleague to keep copies at a second location. I think I went too far when I introduced an emergency evacuation list and procedures for hard copies/notes associated with my thesis work and started carrying drafts of my thesis chapters everywhere I went. People thought I was weird, but I slept better at night. – **Mila Glavinic**

I used floppy disks, zip drives, and CDs, but I still lost data when I expected it least. The most ridiculous one happened when an insect decided to sleep (or die) on my IBM motherboard - the computer died when I started it and I lost everything!

Now I use a USB drive at the end of every day if not everytime I leave my computer for a while; then back up with a rewritable CD every week, and a regular CD every month! - **Huamei Han**

Well, as well as saving everything on my laptop, I save it to 2 different flash keys, plus I send documents to my email address and keep them on the internet. I try and save things as I go along so I don't forget. I do worry about losing the flash keys though! – **Margaret Hearnden**

Fortunately I've never had trouble such as losing important data, and I normally leave all data files in the hard disk of my computer, which I realize is not a good idea. However, just recently I started using a CD-RW. Since it can handle more data than floppy disks, I find it useful. – **Yasuhiro Imai**

I'd say the best solution that works for me is to use a USB key (if you're frequently transferring files) and burn a CD (as a semi-permanent record of your data). In the future I might consider using external hard drives, gmail storage, and invest in a better personal firewall. – **David Ishii**

Actually, I've been very lucky, I haven't had the misfortune of losing data. So, to be honest, I'm a bit leery about broaching this subject. I guess I'm somewhat superstitious. Nonetheless, here goes. Four data storage devices that I use and recommend are: 1) WORM devices (write once read many) including CDs and DVDs; 2) the flash memory-stick (a USB storage device the size of a key chain); 3) a RAIDed hard-drive system; and 4) network space.

(Continued from page 4)

1. Burning data CDs or DVDs are an easy and very cost effective solution. Also, if CD-RWs (Read-Write) are used, then the same disc can be re-used, assuming that the CD burner is compatible with CD-RWs (some inconsistencies in drive types have been documented). CDs can store up to 650 to 700 MB and DVD's can store up to 4.7 GBs (8.5 if dual layered).

2. One of the best solutions to date is the flash memory-stick. It is relatively inexpensive and is essentially like carrying a mini hard-drive with you, at all times. Some can store as much as 2 GB.

3. A RAIDed hard-drive system has two hard-drives to store information – one primary and one backup. Information is stored on both simultaneously and if the primary drive fails, the backup takes over. When this option first appeared, it was used mainly for servers and was quite expensive. Although, it is possible to fit an older desk-top with this option, it would entail pricey hardware upgrades (not worth the effort). Today, however, many new systems offer RAIDed hard-drives as a standard feature tied into the purchase price, which makes for a good investment.

4. Network space, for those of us studying and/or working in the university setting, is a convenient and free means of data storage, and is backed-up on a regular basis.

The key is to have multiple copies of data stored on several devices. How many and which devices to use, ultimately depends on your data and research context. – **Kim MacDonald**

My recommendation: back up, back up and back up!

Students can save their precious files on First Class server if they have enough disk space. This space can be created by deleting all old emails and large attachments. The file(s) will be saved on the OISENet desktop window and (hopefully) be safe from any harm. – **Parto Pajoohesh**

My suggestion is to set up for yourself a Gmail account, which has 1,000 megabytes (one gigabyte) of free storage. If I have any precious data file, I usually email one copy of it to my Gmail account as a backup. – **Yan Wang**

I usually save my important files to my hard drive and CDR as well as e-mailing it to my Yahoo account which I have set up especially for this purpose. I also have MS word automatically create back-up files every 5-minutes and have the auto-recovery option activated. This is very useful when your computer suddenly freezes and you have to manually turn it off. It also helps if you want to go back to earlier versions of your draft since all the versions of that file are backed up separately. Having a battery back-up for my computer also allows me 5~6 minutes to save my files, should the power go out (like the one we had a couple summers ago!) – **Yuko Watanabe**

My computer was corrupted with virus one month before the comprehensive exam. I lost many files including my draft of doctoral research proposal which I wanted to use for my first comprehensive exam question. Fortunately I had hard copies of most lost files, which definitely 'saved' the 'desperate' me. After this event, I usually keep five copies of my 'important' files: one in my portable harddrive, one in CD, one in my computer, one hard copy and one in my email account. – **Luxin Yang**

What I normally did when I was writing my thesis was that I would back up all relevant files to a USB flash drive at the end of the day. I would also attach the saved files (using Winzip [data compression software] to save space) to an email and send it to myself. Then I would leave the flash drive at school and take my laptop with me. This strategy allowed me to have three identical copies of the same files at three different locations. In case bad things happened to one place or even two if I was unlucky (due to theft, fire or system crash), I would always have a backup somewhere... Sometimes I still felt nervous: What if bad things happen to all three locations? Luckily, nothing like that happened, but I usually printed off a hard copy of each chapter at the end of every month when I was working intensively on my thesis. But remember: don't drive yourself crazy. If this is the end of the world, we definitely don't need to work on our thesis any more! For normal upkeep, I'd suggest backing up important files to a USB flash drive on a daily basis and to a rewritable CD on a weekly basis. – **Aili Zhou**

\* \* \* \* \*

**Lead Editor's Choice** – OK, I'm almost sure that some of you may be confused with this flood of information. So, here's my recommendation based on its portability and cost-effectiveness.



**Best Choice: USB thumb drive** (also called flash drive, pen drive, jump drive) – USB (an acronym for Universal Serial Bus) thumb drive is very easy to use and will guarantee portability. If you are familiar with floppy disk, you will find that it functions almost in the same fashion. Simply plug it into a USB port in your computer, then it becomes a larger floppy disk. You can store and erase your data almost endlessly into it. Buying a 256 Megabytes (MB) or 512 MB USB thumb drive will be a worthwhile investment. (Price range: \$ 40 – 90)



**Second Best: Creating a G-mail account** (<http://www.gmail.com>) – Many of you mentioned First Class e-mail attachment. Unfortunately, we are only allowed for 10 MB for our First Class account. If your file size becomes bigger, this will cause enormous troubles. Setting up a G-mail account will be an attractive alternative. The storage is 1 Gigabyte (GB) (100 times of First Class and almost 1000 times of floppy disk). It is free, but you need to have a friend who already has a G-mail account. Otherwise, you can't open an account. In such cases, create a yahoo or hotmail account (250 MB storage). This is still 25 times of First Class storage.



**Still want more storage?** – If you have many voice files, photo files, or SPSS files, sometimes you may need more than 1 GB. In such cases, consider buying an external (portable) harddrive or a DVD burner. A DVD disk looks exactly the same as a CD, but its capacity is 4.7 GB.

What lies behind us and what lies before us are tiny matters compared to what lies within us. - William Morrow

## Academic Associations: The Canadian Association of Second Language Teachers (CASLT/ACPLS)

Submitted by Nicole Thibault, CASLT Executive Director.  
Contacted by Amir H. Soheili-Mehr, Contributing Editor



The Canadian Association of Second Language Teachers (CASLT) is a professional association formed in 1970. Today, we have more than 3,000 members in every province and territory. We are committed to advancing second language teaching and learning throughout Canada by providing opportunities for professional development, encouraging research, and facilitating the sharing of information and the exchange of ideas among second language educators. We are dedicated to cooperating with partner organizations to provide a cohesive voice and effective action on second language issues.

Among the large-scale French second language projects we have coordinated are the *National Core French Study* (1990) which proposed a different approach to core French curriculum and new teaching strategies, and the *Pan-Canadian Formative Assessment Project* (1998) which elaborated a series of model evaluation instruments to support student communicative skills.

During the past year, CASLT has actively participated in the national response endorsing the federal government's *Action Plan for Official Languages*. At the present time, we are calling for the revitalization of Core French programs through changes that focus on high school interest topics and oral communication skills as well as alternate methods of program delivery. More than 85% of French second language students are enrolled in Core French while only 16.5% of high school students complete their French graduation requirements.

The CASLT is recognized for its expertise in educational issues and provides a variety of professional development opportunities for teachers each year. A 'CASLT Chez Vous' is a regional one day practical in-service training for classroom teachers. The CASLT is an invited speaker and workshop provider at every provincial language association conference. The CASLT Colloquia provide specific training for a target audience such as Intensive French teachers or teacher education professors. CASLT coordinates a large-scale national conference every 3 years, bringing together educators from across the country.

The CASLT website, developed to improve pan-Canadian member services, has received high accolades and much success. The website, [www.caslt.org](http://www.caslt.org), hosted approximately 2 million visitors in 2004. And the popularity of the site extends beyond Canadian borders. *Schoolzone*, an independent service appointed by the *British Department for Education and Skills* produces evaluations for computer-assisted learning. *Schoolzone* awarded the CASLT website their highest five star award. The website provides second

language teachers with hundreds of printable classroom ready activities and many more links to teacher-support resources and language-related events. The CASLT also provides a free bilingual, monthly online newsletter to over 1,000 subscribers. Educators across the country are enjoying the up-to-date information-sharing provided by this monthly medium of communication.

Membership in the CASLT includes a free subscription to *Réflexions*, the professional publication published three times per year and eligibility for the Prix Robert Roy Award or HH Stern Innovations in Second Languages Award. The Prix Robert Roy Award is granted to an outstanding Canadian who has been active in CASLT for at least two years and has distinguished him or herself in the world of teaching, research or writing, in advancing second language teaching and learning in Canada. The award was first introduced by the CASLT in 1983 and its first recipient was Dr. H. H. Stern. The Association also established an award named in memory of Dr. H.H. Stern in recognition of his contribution to second language instruction in Canada. This award encourages school-based educators to focus on innovations in the classroom, the school and the community. Details related to both awards and deadline submission dates are provided on the Association website. Through partnerships, CASLT provides special offers and price reductions to members on various publications and the Canadian Modern Language Review.

Although the main focus for the CASLT has been the promotion of the two official languages of Canada, members include teachers of diverse languages. In response, services to members have been diversified through expanded postings on the Association website to target six languages including Spanish, Portuguese, Italian, and German. As well, the CASLT is beginning new initiatives related to 2005 – the Year of International Languages with Alberta Learning.

The CASLT values the importance of languages and the diversity of culture and believes that the ability to communicate in a second language contributes to the full development of the human potential. The members of CASLT include classroom teachers, language researchers, school boards, university faculties, educational publishers, and non-governmental organizations throughout Canada, the United States and Europe. The CASLT is a member organization of the FIPF (Fédération internationale des professeurs de français), and of the FIPLV (Fédération internationale des professeurs de langues vivantes). Its national office is located in Ottawa, well situated to influence policy makers and to work with national partner organizations.

For more information on our member services and new initiatives: CASLT/ACPLS – 201-57 Auriga Drive, Ottawa, ON, K2E 8B2. Tel: (613) 727-0994, Fax: (613) 998-7094, Email: [admin@caslt.org](mailto:admin@caslt.org), Website: [www.caslt.org](http://www.caslt.org).

### Web Page Recommendation

By Jill Cummings, Ph.D. Student, SLE

Canadian Newcomer Magazine

(<http://www.settlement.org/site/cnmag/fall04/>)

The Newcomer News is a magazine offered for ESL learners, classes, and Canadians in general available at this website. Interesting and timely reading for your students.