

BCATML NEWS

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May 8th!

BCATML is excited to announce that we are co-hosting a conference with MyPITA in Whistler on May 8th. Registration is now open.

For more information, turn to page 4!

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Call for Presenters



Agassiz Tulip Festival - Photo Credit Jerry Meaden

April Showers Bring May Flowers!

Welcome to our Spring 2015 newsletter! With the end of the school year looming on the horizon, we at the British Columbia Association of Teachers of Modern Languages want to say,

“Way to go, awesome colleagues! You did it!”

This year has been a challenging one for many, and we hope that you're able to finish off strong before making the most of the summer months to relax, rejuvenate and rest up for next year.



President's Message



Rome Lavrencic

@rlavrencic

In January, Rome attended New Year's celebrations at Japanese Consul General Okada's residence in Vancouver. The evening was marked by the traditional breaking of a Sake barrel as well as a koto performance.



Mr. Okada explained Japan's renewed interest in sending 30 high school and 100 post-secondary students to Japan for a cultural and educational study.

Bonjour! Best wishes to all in this first issue of 2015! It's hard to believe that our school year is already three quarters finished. It has been a uniquely challenging year for most, but there is a light at the end of the proverbial tunnel; we have much of which to be proud. BC Teachers' commitment towards our students and our profession is second to none and it shows in our students who continue to explore and enjoy the study of languages and cultures. The work we all do to deliver top-notch engaging language programs is valued and significant. Allow me to highlight some of the initiatives BCATML has been working on.

We have been quite active this year collaborating with other professional associations and organizations to provide and promote professional development opportunities. Be sure to visit our [website](#), [Facebook](#) page and [Twitter](#) account (@BCATML) where we regularly update Pro-d opportunities.

January also saw BCATML's first Twitter chat discussing literacy strategies in L2 classes. We encourage members to follow us on [Twitter](#) and partake in our next Twitter chat where we will share updates about the redesign of the new Core French curriculum. Save the date for **Wednesday May 6th starting at 6 pm**. More details can be found within this issue.

BCATML's *iPad Inquiry Project* has been in the limelight lately. Nancy Griffith-Zahner and I recently promoted this innovative project at the Vancouver School Board Modern Languages Pro-d day to glowing praise and a room packed with different language teachers. We then kept the momentum moving forward and presented this project at the CASLT, OMLTA and FIPLV World Congress Conference in Niagara Falls which had participants attending from over 40 different countries! Again, teachers were intrigued with our innovation and initiative as BCATML pioneers the way for other language associations to develop similar pursuits. More details about this project are found in this issue.

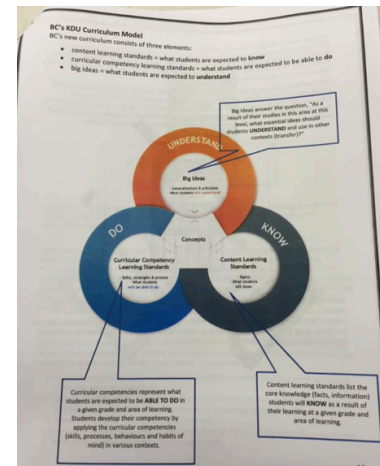


I am especially excited to announce another new initiative for BCATML. We are proud to co-present a joint conference with the Provincial Intermediate and Middle Years Teachers' Association and Rural & Small Schools Teachers' Association. Save the date for **Friday May 8th** and join us at **the Hilton Whistler Resort and Spa**. This one day conference offers seven energetic and dynamic speakers that will certainly appeal to

many teachers. Of particular interest for language teachers will be a half-day session with BCATML's Stacey Sveistrup who will share Intensive French strategies to enhance your Core French classrooms as well as practical and useful activities. In the afternoon, I will demonstrate how to use iPads in any second language classroom using BCATML's iPad library. We will explore various apps including: *Socratic*, *Pic Collage*, *QR Reader*, *Book Creator*, *Puppet Pals* and more. You will definitely leave the day feeling inspired and invigorated! Register now by clicking [here](#); spots are filling up fast!

On the note of conferences, plans are already underway for BCATML's annual fall ***Celebrating Languages Conference*** for **Friday October 23rd**. We will return to Burnaby South Secondary School and Michael J. Fox Theatre to allow for a greater number of workshop offerings and number of attendees than what can be offered at a hotel (within our budget). Tina Tsai and Stacey Sveistrup lead this year's conference team with Trevor O'Rourke, Nicole Jarvis and myself. We have just opened the call for presenters and invite you to submit a workshop proposal and to encourage other teachers and professionals you know to do the same. Workshops with a focus on practical, hands-on lessons, techniques, and resources tend to be more appealing. Some suggestions for workshops may include developing teaching methodologies with technology, art and culture, social-emotional learning, growth mindset in the L2 classroom, literacy, assessment and interesting projects or activities. Please submit your workshop proposal using our e-form available on our website or by clicking [here](#). The deadline to submit workshop proposals is **Friday, May 29th, 2015**.

Finally, in January, the Core French Curriculum Working Group met in Victoria to examine the structure and model for the curriculum redesign. Like the other draft curricula already viewable online, the Core French curriculum will follow in their footsteps and use the KUD model (Know, Understand and Do). This 3-dimensional model will shape the framework for all of BC's new curricula. It allows students' knowledge of course content and their application of curricular competencies to reach a deeper understanding of the bigger ideas. This learning model goes beyond learning facts and skills alone. Rather, students will raise their knowledge to the conceptual level while practicing the competencies of the discipline. The goal is to create a shift from "covering facts" to "using facts and skills to understand concepts and big ideas". At our last meeting, the committee developed the content, curricular competencies and big ideas for grades 5, 8 and 12. We then reviewed each team's drafts before pairing up to write new curriculum for the remaining grades. Our homework over the last couple of months will be reviewed and discussed at our next meeting later this month in Victoria. We have also been told that the new curriculum will not replace our current grade levels with the CEFR proficiency levels (A1, A2, B1, B2). While we have not yet addressed the issue of assessment or evaluation, it is not certain how much of the CEFR-based 2011 draft curriculum will be imbedded into this new framework. Members of the committee have been encouraged to imbue the new curriculum with philosophies from different pedagogies and methodologies such as (but not limited to) the Common European Framework of Reference, the First Peoples Principles of Learning, Teaching Proficiency through Reading and Storytelling, and Intensive French – to name but a few. Be sure to follow updates using the hashtag **#frenchcurric** and visit our website.



I hope that the remaining few months with your students proves to be enriching and rewarding, and that as you dive into this edition of our newsletter, may it inspire you to try something new and different with your students. As always, we welcome your thoughts, comments, feedback and submissions. Happy reading!



whistler conference

Friday, May 8, 2015
Whistler Hilton Resort



Transforming our thinking and practice
A conference for grade 4–9 teachers

Featuring:

Maureen Dockendorf curriculum changes for 21st Century learning

Tom Schimmer assessment and grading

Victoria Olson screencasting with iPads and passion based learning

Diana Cruchley revitalising student journalling

Brad Ovenell-Carter sketchnoting

Rome Lavrencic French and iPad technology

Stacey Sveistrup Core French activities

details on reverse

Participants will receive their choice of memberships in two of the co-sponsoring PSAs.

Register at **my pita.ca**
provincial intermediate and middle years teachers association



proudly co-present



BC Association of Teachers
of Modern Languages

BC Rural & Small Schools
Teachers' Association



Transforming our thinking and practice

A conference for grade 4–9 teachers

Friday, May 8, 2015 at the Whistler Hilton Resort

Morning Workshops 9:30-11:45

Afternoon Workshops 1:15-3:30

The BC Education Story of Transformational Change

Learners at the Centre of BC Competencies, Curriculum, and Assessment
The proposed Ministry of Education's redesign of curriculum, assessment, and reporting practices places the learner at the center and builds on the strengths each learner brings to innovative learning environments. Maynard will outline the proposed 21st century changes, including the development of BC's competencies that focus on educating the heart and the mind to support success in life for all learners.

Maryann Deckerhoff is Superintendent of Literacy and Necessity for British Columbia's Ministry of Education. Maryann has worked as a teacher, SFU Faculty Associate, Principal and Assistant Superintendent. She is currently leading a province-wide initiative entitled, *Changing Results for Young Readers*, and continues to work with BC's Ministry of Education to redesign curriculum, assessment, and reporting practices.

Grading From the Inside Out

This workshop will explore how you can rethink the process of grading and reporting, whether it's through giving full credit for what students have learned, redefining accountability, or reorganizing homework, you can make monumental shifts in the role summative assessment plays even if traditional reporting methods are still in use. This session will also highlight the integral roles played by assessment accuracy and student confidence.

Tom Schimamer is an internationally recognized leader and expert in the areas of assessment for learning, sound grading practices, student behavior, and educational leadership. Tom is the author of *Five Things That Matter from Assessment to Grading* (Pearson, 2013). His new book, *Grading from the Inside Out* (Corwin Press), is scheduled for publication in 2015.

Screencasting for Visible Thinking and Learning

Explore the potential of visible thinking and learning with screencasting apps for the iPad. Apps like Explain Everything, Edmentix, and ShowMyWork will be used to import and annotate files to create your very own screencasted videos for presentations, explanations, or directions. Victoria will provide concrete elementary examples of how screencasting can be used to empower authentic student learning and self-assessment skills. Get your students creating with screencasting!

Victoria Olson is a teacher and technology coach at West Langley Elementary. She co-founded iBoardcat, EdCamp21, and the EdTech Mentorship Network. She is a Google Certified Teacher and Google Education Trainer. Victoria is an active member of her Personal Learning Network and advocates for online sharing of best pedagogical practices.

Worried About Teaching French? Worry not!

This Core French Workshop will focus on purposeful, engaging, and meaningful strategies. Games, songs, and sample mini-units will be shared as well as activities that can be adapted for various themes. A literacy-based approach, some intensive French methodology, and tried-and-true activities will be presented. Regardless of your abilities in French, you will go away with some new and fun ideas to use immediately in your classrooms.

Stacey Sweetman teaches Grade 6 Intensive French at Roskell Elementary in Vancouver. She has spent many years teaching Elementary Core and Intensive French for the YSB. She is a member of the BCADFL Executive, and she has worked for Pearson Canada developing new Core French materials.

Registration Rates

BCAT members \$125 until April 10 | \$145 starting April 11.

Non-BCAT members, out-of-province and administrators \$145.

TTOCs, student/retired teachers, para-professionals, and SEAs \$45.

Register as a group of three or more and receive 10% off.

Space is limited so register early. Participants will receive their choice of memberships in two of the co-sponsoring PSAs.

Whistler Hilton Resort Rates

4050 Whistler Way V0N 1B4

604-932-1982 • 1-800-515-4050 • www.hilton.com • reservations@hiltonwhistler.com

Rate code: MYP or myPITA conference

\$149/night double occupancy standard room with two double beds or king/queen junior suite with kitchenette, rate valid for Thursday and Friday. \$20 for each adult over double occupancy. \$22 per night for parking. Reservations guaranteed with credit card or advance deposit.

Sketchnote

Typically, note-taking is a passive experience: we merely record what a speaker is saying and then, if we are diligent, we review and process our notes at a later time. Sketchnoting inverts this; all the processing happens before a single mark is put on paper. This focuses student engagement with the content. Sketchnoting is a powerful tool for all students, especially visual learners. This hands-on, how-to workshop presents the basics of sketchnoting. Participants will learn how to draw the essential components—lines, words, boxes and ovals—in as well as tips and tricks for developing ideas visually.

Brad Owsell-Carter is the Director of Educational Technology at Mulgrave School, an International Baccalaureate School in Vancouver. He has led an international student body and faculty around the world with an iPhone, iPad, and MacBook Pro. A Google Certified Teacher and Apple Distinguished Educator, Brad has presented at conferences and schools across North America and overseas. He believes that the essence of technology lies not in all to do with anything technological.

Reaffirming, Reworking, and Rethinking Our Assessment Fundamentals for the 21st Century

An educational priorities shift toward 21st century competencies, so we must re-examine our assessment practices. First, this session will highlight the assessment fundamentals of formative assessment and effective feedback that are nurtured despite the curricular shifts. Next, the focus will shift to reworking performance assessment and the self-regulation of learning to maintain relevance. Finally, the rethinking of assessing of collaboration and creativity will be explored through the lens of competency-based instruction.

See Tom Schimamer's bio in the morning session section.

Passion Based Learning: Genius Hour and 20% Time

Want to get students excited to come to school, learn, and create based on their passions? Get ready to run Genius Hour or 20% time including planning, implementation, and logistics of tips. Leave ready to run these passion-based activities with strategies for getting past obstacles, plus loads of resources!

See Victoria Olson's bio in the morning session section.

Extreme Writing

Adding renewed excitement to your journaling time

Your writing program, journals help meet two of the biggest challenges in improving writing—building fluency and developing voice. But how do you keep your journal program fresh and engaging for students long enough to build fluency and voice? Diana has developed 24 unique strategies in a ready-to-go package you can use immediately with your students. Each provides a model for more examples you can create to add to your repertoire. Leave with an entire year's program and a detailed handout in this engaging and practical workshop.

Diana Credley is an award-winning author and educator who has taught at both elementary and secondary levels. Her practical workshops are always enthusiastically received.

French Made Easy and FUN While Using iPads

Technology is changing the way in which students learn: active, personalized, and collaborative learning have all been impacted by the use of technology in the classroom. Learn how to imbue your French lessons with technology by experimenting with tested apps and receive lesson plan ideas. This workshop will highlight Socrative, FlipCollage, Book Creator, iPad camera, and more. Delivered in English with some French here and there. Input and research offered by co-moderator Nancy Griffith-Zakara will also be shared. If you don't have your own iPad, email psac11@bc.ca to borrow one for the workshop.

Rome Lamonde has taught Core French at New Westminster Secondary School for the last 19 years. He is the president of BCATML (Modern Languages), and is currently a member of the Ministry of Education's review team for the new Core French curriculum. He has presented at the BCIT New Teachers' Conference and internationally at the Canadian Association of Second Language Teachers this spring with co-presenter Nancy Griffith-Zakara.

Register at

my pita.ca
provincial intermediate and
middle years teachers' association



2015 WORLD CONGRESS OF MODERN LANGUAGES

by Stacey Sveistrup, Vice-President

I feel fortunate to have been given the opportunity to attend the 2015 World Congress of Modern Languages Conference in Niagara Falls at the end of March. Some of the funding for me to attend was provided through the BCATML. (If you are an executive member you can apply for this funding after giving two years of service.) It was a very exciting conference as three associations worked together to put on this unforgettable event: OMLTA, CASLT, and FIPVA*. Typically CASLT holds a conference every two years while FIPVA is every three years. This year they could coordinate, and that they did well.



The conference was spread over two connecting hotels, and it was huge! They offered sixteen choices for each workshop time-slot, as well as two options for the morning plenary and a round table panel discussion as a pre-conference event. There were events planned to tour the city as well as opportunities to socialize with other participants from around the world and enjoy cultural performances.



They packed in the workshops. I was able to embrace the professional development while attending eleven workshops, two plenary sessions and the pre-conference round table discussion. I was amazed by Silvia Duckworth (an Ontario teacher) who dazzled with her ideas about technology in the language classroom. You cannot imagine all of what she does in her classroom! I also was intrigued by Katy Arnett's workshop on differentiation in the Core French classroom. She has done lots of research and was able to provide us with facts about differentiation and so much more. She is also well-known for her work on assessment. A third snip-it of the workshops offered was more of a discussion by researchers (Stéphane Lacroix, Sunny Man Chu Lau, and Daniela Coelho) who have looked at the use of L1 in the L2 classroom and in various settings in the world. The discussion made me realize that location

and context play significant roles in the use of L1 in an L2 classroom and that different models show success. For me it is a constant battle to decide if it is okay to use a little L1 in my L2 Intensive French classroom. Talking about Intensive French, John Netton and Claude Germain were in attendance and gave a short workshop. For those who do not know these two, they are the creators of Intensive French! How exciting! I was also able to see Stéphanie Burke and Céleste Foisy present on Oral Development. Both are Intensive French trained teachers from Nova Scotia and the workshop provided with me a few new ideas for my classroom! Merci Stéphanie et Céleste. All in all the variety of workshops was impressive and I felt the ones I chose to go to were informative and interesting.



BCATML members were also well represented in the workshop presenters line-up! Wendy Carr, Nancy Griffith-Zahner with Rome Lavrencic, Stacia Johnson, and Michelle Metcalfe presented on different and exciting topics. If there are others I apologize for missing you.

Besides enjoying the professional development, visiting a variety of publisher displays, and the exciting discussion with other teachers, I was delighted to meet delegates from all over the world. We met people from Australia, Sweden, and Colombia, to name a few!

It was an amazing experience! Merci beaucoup BCATML for supporting my presence at this international conference!



*OMLTA – Ontario Modern Languages Teachers Association *CASLT – Canadian Association of Second Language Teachers *FIPVA – Fédération internationale des professeurs des langues vivantes/International Federation of Language Teacher Associations.

QUESTIONS? ASK BCATML!

Elementary/Middle Years Q & A with @nico1e!

Dear @nicore,

From TOC'ing in different language classrooms, I'm sure you see a wide variety of tools being used for language classrooms! What are your favorite and easiest (and free) Internet tools? I have one computer in my room with no projector, just an old overhead, no smartboard or doc-camera or anything. I have many students with phones but certainly not all of them have a cellphone, and I wouldn't want to leave anyone out. My own relationship with technology is way behind, and I'm a slow learner with not a lot of time (I have a baby and a 4 year old at home), but I'd love to get some new activities going.

- Feeling Outdated in Haida Gwaii B.C.

Dear Feeling Outdated,

I'd love to introduce you to Kahoot! A question pops up on screen that either you created (or you can find public ones other people make, too), and there are 2-4 choices. The students have to answer using any type of smart electronic device (iPad, Tablet, Smartphone - as long as they're on the internet). They access your quiz by going to Kahoot's website and entering a quiz key, which is a number you give them that is associated to a particular quiz (it's super easy).

The quicker the students answer, the more points they receive, and it can become very competitive. It's a great way for you to see how well your students are understanding the subject, and you can see the class results if you wish to identify the lowest-performing students in order to provide support to those students in particular. There is no registering each of the players, they join simply by going to Kahoot.it and putting the 'game pin' in and using any username they want (if it gets inappropriate you simply click on their name and it'll boot them out). If you need any further explanation, poke around the website for tutorials!

- Nicole Jarvis (@nico1e) Elementary & Middle Years Representative / Webmaster



TWITTER CHAT

Elementary/Middle Years Q & A

with Nicole Jarvis

On Jan. 12, 2015, the BCATML hosted its first ever Twitter chat. The goal was to collaborate with members and others on the theme of developing literacy in the L2 classroom. Participants tweeted about best practices and resources for literacy in the L2 classroom. Participants asked and answered questions, shared photos, and discussed resources for all types of literacy in the second language classroom. A link to the chat is provided here:

<https://storify.com/staciaj033/bcatml>

Some key points from the hour session included:

- using the CEFR spiral format/concept for developing language ability in split classes
- reviewing elements of the new French curriculum
- using the feedback loop to reflect on teaching
- recognizing the importance of hands on and performance to develop linguistic skills, especially composition
- learning how to best teach split classes
- giving reasons for tweeting include: growing PLNs and getting inspired with new ideas
- having members to compile a list of resources to share
- giving suggestions on how to structure a chat by labeling questions and answers

The next Twitter chat is scheduled for Wednesday May 6th, 2015 at 6:00pm. The focus will be the new curriculum and content-based instruction. Use hashtag #bcatml to participate.

If you are new to Twitter, begin by creating a Twitter account. Then to keep your tweets organized and to follow our chat create an account with Hootsuite. Once you have created your Hootsuite account, create a stream called #bcatml. You can do this where it says “add a stream” and then in the keyword box type #bcatml. See the following images to help you get started

Dear @nico1e,

My kids ask me about programs like Kahoot, Quizlet, Verb2Verbe, and more, as they have used them in another class. I told them I had heard of these programs, but feel nervous to use them! They have laptops in the room to use (twelfth graders). Do you think that would work well?

-Curious German Teacher, Vernon BC

Dear Curious,

Laptops would be fine! Many of the classrooms I've been in use a mix of technology: students have their own phones, while others use Netbooks (small laptops), and others use iPod Touches that belong to the languages department (it is much cheaper for the departments to purchase iPod Touches rather than purchase full-sized laptops or iPads... the new iPod touches have recording functions like camera, microphone, videocamera, and can download all kinds of apps or use web-based tools which are super useful in language programs).

- Nicole Jarvis (@nico1e)
Elementary & Middle Years
Representative / Webmaster



The screenshot shows the Hootsuite dashboard for user 'staciao33'. The interface includes a top navigation bar with 'Compose message...' and an 'Upgrade to Pro' button. Below the navigation, there are four main panels:

- Mentions staciao33:** Displays tweets mentioning the user. Recent mentions include 'MmeM27' (Apr 08, 4:05pm) and 'YYCfranceophile' (Apr 07, 7:41pm).
- Sent Tweets staciao33:** Shows tweets sent by the user. Recent tweets include one from 'hilarybs' (Apr 10, 10:52am) and another from 'staciao33' (Apr 08, 4:25pm) about Project Based Learning.
- New Followers staciao33:** Lists new followers. Recent followers include 'go_speaky' (Apr 13, 11:02pm) and 'LizJan1' (9:03am).
- Home Feed staciao33:** Shows a feed of tweets. Recent tweets include one from 'GoogleForEdu' (Apr 07, 8:03am) and another from 'scopit' (9:41am).

The 'Add Stream' dialog box is shown, allowing the user to select a social network and a search filter. The 'Keyword' tab is active.

- Social Networks:** Twitter (selected), Facebook, Google+, LinkedIn, WordPress, and Apps.
- Stream Search:** Keyword (selected), Lists.
- Select a profile:** A dropdown menu showing 'staciao33'.
- Enter a word or phrase (max. 3) you would like to track:** A text input field containing '#bcatml' and an 'Add' button.
- Buttons:** 'Add Stream' and 'Add'.

The screenshot shows the Hootsuite dashboard with keyword streams. The 'Keyword' tab is active, and the following streams are visible:

- #langchat:** Keyword stream showing tweets related to language chat. Recent tweets include one from 'AppleLanguages' (7:03am) and another from 'AvanAssessment' (9:43am).
- #BCATML:** Keyword stream showing tweets related to the BC Association of Teachers of Modern Languages. Recent tweets include one from 'Ltsai' (Apr 12, 11:04pm) and another from 'ChristyHughes' (Apr 09, 4:10pm).
- #frimm:** Keyword stream showing tweets related to the French Immersion program. Recent tweets include one from 'MmeIsacote45' (Apr 12, 8:55pm) and another from 'ChristyHughes' (Apr 12, 9:57pm).
- #cuebc:** Keyword stream showing tweets related to the CUEBC organization. Recent tweets include one from 'cyberjohnd?' (Apr 12, 3:28pm) and another from 'msilverton' (Apr 09, 6:04pm).

WHAT ARE TEACHERS SAYING ABOUT KAHOOT?!

“So, today was our last day before Spring Break. We've finished our unit and I wasn't about to start another when I won't see my students again for two weeks. Instead, I tried Kahoot! for the first time. If you haven't tried it yet, I highly recommend it. The kids had a great time: I had to close the door to muffle the cheers! It is free and very easy to use, for both the teacher and the students. Here's the quiz game I created in case you want to see an example in French. It's very basic (my 5th graders only meet twice a week), but a lot of fun.” -*Trina Burek, U.S. French Teacher*

“Kahoot is amazing!! I was SO resistant to trying it bc I didn't know how it worked but I'm so glad I gave in! My high schoolers absolutely love it!” -*A New Fan (teaching grade six Intensive French), Vancouver BC*

“My middle schoolers love it and ask to play it all the time. I've made it clear that I think it's a great activity for some purposes but not for every day. I mostly use it for review, but on a couple of occasions I've used it to introduce new vocabulary; the kids are so determined to win the second time we play that they are really motivated to retain the vocabulary after the first time through. Make sure to randomize the order of the questions and the answers!” -*Enthusiastic ESL in Kitimat*

“I usually just do a search on the Kahoot topic I need and use that. I would like to find time to make my own Kahoots, but it's pretty busy this time of year.”

-*Pragmatic Punjabi Teacher in Surrey*

“I use it occasionally - I'm finding a certain percentage of my students do not own phones, so they are excluded. Also, since this is HS, I get weary of dealing with naughty names (easy to delete, but still) and those who figure they can appear to be playing but are actually doing something else, texting? And then the

small percentage who take joy in answering incorrectly every single time and waiting until the last second to answer to get the lowest amount of points. Yes, it is Friday and it's been a long week!!”

-*Ready for the Weekend in Renton*

“I have encountered some problems but I figured out how to overcome them. When students don't have phones I allow them to work as groups. When it comes to the inappropriate names I tell them we can always turn the game off and we can go the ‘un-fun’ way if they prefer.... which would be a board full of vocab words to look up in the dictionary. I also check at end and show them the spreadsheet that shows who played and how they played.” -*No Nonsense in Nanaimo*

“I use it in college, students love it too!” -*SD 43 Teacher who teaches Adult Education ESL in the evenings at Vancouver Community College*

“I use it with my high school students and they love it. In my Japanese class I had them create an account as groups of two or three and either find or make a Kahoot that fit what we were studying at that time house and then share it with me. We then opened my account and each group got to come forward and lead the game. They enjoyed that as much as getting to play because they felt like they were the teachers for a bit. I plan to do something similar with my Spanish classes some time this week when the testing is over and we have wifi again. Did I mention the wifi has been down for a week?” -*Internetless Polyglot in Prince George*

“ I teach high school and all of my students love it. I just make sure to be judicious with it because if you use it too often then it becomes business as usual, then you will have to find something else to use!” -*Fun French Teacher, Terrace BC*

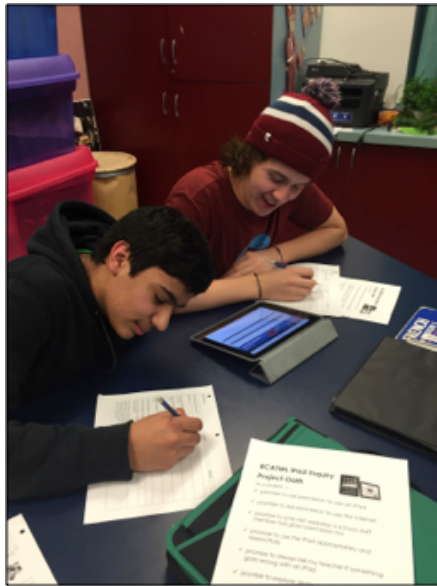
DO YOU USE KAHOOT? WILL YOU TRY IT?

Send us a tweet using the #BCATML hashtag to be entered for a prize draw!

BCATML IPAD INQUIRY PROJECT: A NEW TOOL FOR OUR FUTURE

by Rome Lavrencic

BCATML is pioneering the way for the future of teaching and learning second languages. We embarked on an innovative educational project aptly called the *BCATML iPad Inquiry Project* one year ago. The Executive approved the purchase of a set of iPads that would be shared with current BCATML members in the province. Project leaders Nancy Griffith-Zahner and I showcased this new initiative at our *Celebrating Languages Conference* last October to a room completely filled with eager and inquisitive teachers. Not all attendees were iPad aficionados – no, in fact, many had never even touched an iPad before that day. The workshop highlighted some of the Apps and strategies language teachers can use to enhance the delivery of their curriculum to students using this mobile iPad lending library ... free of charge!



Since then, BCATML has invested in a second library fully equipped with 15 iPads, cases, chargers, power strips, cables, dongles and a Teacher's Resource Binder to get setup initially with no fuss or muss! The Executive decided to dedicate one of the mobile libraries to the Lower Mainland in order to easily monitor the project, while the second library is available to be shipped

anywhere in the province upon availability. The cost to you is nothing and there is no risk! Hard to believe? *Non, c'est facile!*

The response from teachers has been nothing but positive and extraordinarily encouraging. With that, the *BCATML iPad Inquiry Project* began its road trip around the province ... and even the country. The second library was shipped to Prince Rupert in January and has begun to enlighten the minds of young teens who conducted research on different Francophone regions of the world as well as discovering job opportunities in Quebec. Building upon the success of our workshop in October, Vancouver teacher Julia Giuriato invited Nancy and I to present to yet another packed room of language teachers at the Vancouver School Board Modern Languages Pro-d day in February. Our session highlighted Apps that facilitate teacher instruction and administrative tasks, as well as practical Apps that engage learners in the target language. The response was overwhelming. Many teachers again had never touched an iPad before and found the devices intuitive to use. Many left feeling inspired and eager to try out many of the ideas presented and shared.

BCATML's next step in this incredible journey was Niagara Falls, Ontario last month at the *World Congress of Modern Languages*. Our partners the Canadian Association of Teachers of Modern Languages (CASLT), the Ontario Modern Languages Teachers' Association (OMLTA) and the International Federation of Language Teacher Associations (FIPLV) hosted this unique international conference with attendees representing over 40 countries from around the world, including each inhabited continent. With over 1200 participants in

attendance, BCATML was sure to inspire yet another group of teachers with our vision and flare.



BC teachers were well represented at the *World Congress of Modern Languages*. Japanese Rep Stacia Johnson shared her insight on how to use Twitter in the second language classroom. Long time BCATML presenter Michelle Metcalfe highlighted TPRS (Teaching Proficiency through Reading and Storytelling). BCATML member Andrew McFayden led a session explaining a course he developed locally on the purpose of language for travel. French Rep Nancy Griffith-Zahner and I teamed up again to showcase the *BCATML iPad Inquiry Project*. Our goal for the session was to not only show how to incorporate iPad use in teaching language curriculum but to also inspire other language groups to take up this project in their parts of the world as well. We are all painfully aware that finding available funds for technology is difficult. Many teachers said they were intrigued by our innovation and felt inspired to approach their school districts and possibly their local language association. Former OMLTA President Jayne Evans was very much impressed by our vision and was invaluable in assisting Nancy and I by loaning additional iPads from her

school district. *Un très grand merci à Jayne, et bonne retraite!*

BCATML's iPad Inquiry Project has one more step to make before the end of this school year. We have joined forces in another BCATML first with the Provincial Intermediate and Middle Years Teachers' Association (My PITA) as well as the Rural and Small Schools Teachers' Association (RSSTA). We will proudly host *Transforming our thinking and practice*, a one-day conference on **Friday May 8th** at the **Whistler Hilton Resort and Spa**. Sessions are already nearing capacity and I encourage you to register now by clicking [here](#). Once again, I will lead another room filled with keen teachers who anxiously await to try out BCATML's iPads and see how they can infuse technology into their language classrooms with their students. I would like to take this moment to thank My PITA president, Elaine Jaltema, for inviting BCATML to work with them in order to better support our grassroots teachers with their language delivery.

Be sure to visit our [website](#) to learn more about this innovative project and to make a request for one of our two iPad libraries. Details will be posted soon. This is the final step in completing the project and making it fully available to all current BCATML members. We will once again offer a workshop or two on how to use iPads at our fall conference. If you would like for BCATML to come to your district and demonstrate how to use iPads with your teachers, please do not hesitate to email me by clicking [here](#).



LES CORRESPONDANTS "OLD SCHOOL"

by, Nancy Griffith-Zahner; French representative

Perhaps you yourself won't remember, but it's likely that your parents might smile at the distant memory of receiving mail; not an email in an inbox, but an actual paper letter in an envelope, received in the actual mailbox of your home. Paper that someone else has written on, folded, and sent off to you, anticipating your delight when you reach into your mailbox and discover a message there for you.

I receive lots of paper mail, but it's mostly flyers, leaflets, and the occasional postcard from my dentist reminding me of an upcoming appointment. Not much delight experienced there. You would think that as someone who is involved in the BCATML iPad inquiry question with our president Rome Lavrencic, I would be in favour of anything and everything electronic, not only to support 21st century learning, but also to reduce waste. But to be honest with you, nothing beats receiving a letter in the mail. It was with that thought in mind that I embarked on a pen-pal project between my Grade 10 core French students and a teacher whom I had never met before, over in Haidi Gwaii.

It all started when my pal and co-worker Brian Cameron mentioned that he had met, through his volunteer work with our award-winning basketball team the Rainmakers (Go 'Makers!) an enthusiastic and charming French teacher from Queen Charlotte Secondary School in Haidi Gwaii named Russell Fleming. Considering my interest in supporting French provincially, Brian suggested to Russ that the two of us get to know each other. Before I knew it, I had received an email suggesting that we embark on a joint project that would motivate both of our classes. We decided on a pen-pal project, but rather than writing emails, the students would correspond on paper.

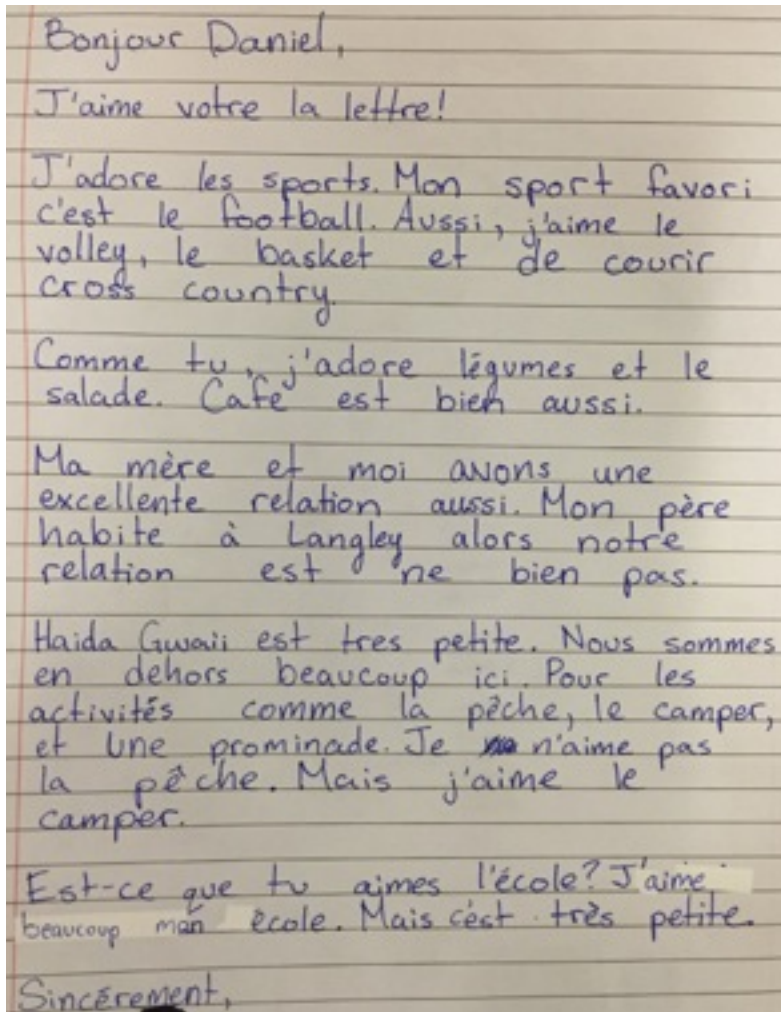
After some preliminary setup (matching up students to be pen pals, deciding upon content and mailing dates), the project began. My class received the first batch of letters with a great deal of excitement.

Consulate General of Japan - Learning Opportunities

by Stacia Johnson

On January 16, 2015, Wendy Yamazaki, Kathy Shannon and Rome Lavrencic were invited to Consul General Okada residence's to hear about educational initiatives in Japan and Canada. These initiatives include sending about 129 Canadian students for language and cultural study in Japan. 100 of these students will be from University level and 30 will be from high-school level. Mr. Okada said that education is a top priority and he and the government recognize the benefits in students learning different values and ways of thinking. He also looks forward to Japanese students coming from Japan to Canada to learn as well. Please contact the Consulate General's office in Vancouver to find out more about these programs.

The evening was also marked by the traditional new year's breaking of the sake barrel and two musical performances on koto instruments. The evening was an opportunity to recognize the efforts of educators in BC who have made strides promoting Japanese language and culture, including the Kakehashi exchanges of 2013-2014.



No one was worried about grammar and verb conjugations; if my students noticed any errors in the letters, they ignored them and concentrated on content. Most of Russ' students wrote about their favourite sports, how many pets they have, what food they liked to eat, their families, and descriptions of Haida Gwaii. As many of my students had already visited Haida Gwaii, it was exciting for them to re-live that experience as they read their letters.

Two sets of letters came and went between our two classes, then Russ announced his big surprise: he and his class (plus a few French Immersion students) would be coming to Prince Rupert in January to attend our *Cabane à Sucre*, sponsored by AFFNO ([Association des Francophones et Francophiles du Nord-Ouest](#)), run by our local Patrick Witwicki. This event is much anticipated by the folks in Prince Rupert, French-speaking or not, as

it involves Francophone and local music, French films, and a gorgeous breakfast served at our Civic Centre: pancakes, sausages, eggs, tortière, and of course, lots of *tarte au sucre*.

To prepare for the meeting of the two classes, Russ and I swapped tidbits of information about each student (such as “Johnny likes Adventure Time” or “Mary used to live in the Phillipines”) and created a chart for the game “Trouvez quelqu’un qui...”. Not only would it break the ice with the students, but it would be a non-threatening way to have them speak French to each other. We also shared some “playing card” vocabulary so that





the students could play “Pige Dans le Lac!” (Go Fish).

The day finally arrived when Russ and his students arrived, and after a French-style snack in my classroom (baguettes et fromage, anyone?) we played “Trouvez Quelqu’un Qui...” then settled down to play cards.



The next day our two classes met at the Prince Rupert Civic Centre to volunteer at AFFNO’s *Cabane à Sucre* celebration. We all wore les *ceintures fléchées* (woven arrowed belts in the style of the voyageurs) and helped set up, then served breakfast to the large crowd who came to enjoy some excellent food and foot-stomping music from the group “Les Bûcherons”.



Friendships were forged on that weekend, including one between myself and M. Fleming, which I hope will lead to further pen-pal projects between our two schools. Not every correspondence can be topped off with a visit and a celebration, but we’re looking forward to supporting French and a sense of community not only between Prince Rupert and Queen Charlotte City, but hopefully inspiring other teachers to pick up their pens and organize a pen-pal project between their language students, be they down the road or across the province from each other. Happy writing!

For more information about the *Cabane à Sucre* celebration in Prince Rupert, [read about it in the Northern View](#)

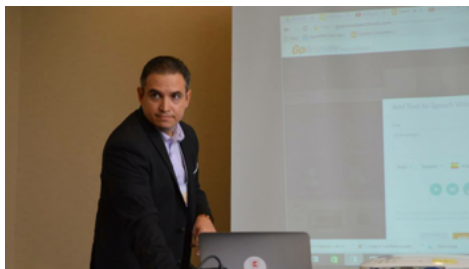
CELEBRATING LANGUAGES

Conference 2014 highlights & feedback

by Tina Tsai, Treasurer & Conference Co-Chair



Your attendance and shared insights made our 2014 *Celebrating Languages* conference a huge hit - THANK YOU! Putting on a conference for more than 370 French, Spanish, German, Japanese, Mandarin and Punjabi modern languages teachers from all across British Columbia is never an easy task. Each year the Conference Committee volunteers tremendous amounts of time and effort in order to create a valuable professional development opportunity. On behalf of the BCATML, I'd like to thank Rome Lavrencic for leading the Conference Committee, Nancy Griffith-Zahner for coordinating with the presenters in delivering a variety of workshops, and Cristina Gismondi for setting up a smooth registration for our members, guests, teacher candidates, and presenters.



The BCATML would also like to thank our members for your feedback and sharing your conference experiences with us. Whether it is through personal conversation, twitter, email, or survey monkey, we are excited to hear about your experiences and always appreciate our members' suggestions to help us enhance future conference planning.



We hear you!



Pro:

- Registration was very easy.
- The Hotel staff were extraordinarily accommodating. After being on a job action, it was nice to be treated for a day.
- Impressed by the Mandarin display all the way from Toronto and by its textbooks etc in relation to modern technology such as ipad usage.
- It was a good idea to put the AGM before the lunch because everyone is quite tired at the end of the day and may not stay to attend the AGM; it also helped that it was focused and not lengthy.
- I thought this was by far the best of BCATML's conferences in the last decade. Unlike in previous years, sessions started on time throughout the day, and the conference committee kept pace with the agenda for the day, including having the AGM end before lunch was served. There was far greater information available from the team re: the conference both on Twitter, FB, e-blasts from Cristina and Rome, including information on the website. I heard many teachers say at my table how much they appreciated having the AGM right before lunch. It allows the entire membership to know the activities of BCATML and shows that the AGM is actually an important part of the conference day instead of sticking it at the end when teachers are most likely to leave and go home. Well done! I had an opportunity to mix and mingle with others and



enjoy the dance and creme brûlée demonstration. The conference committee did a stupendous job of organizing this year's conference under less than ideal conditions with job action looming over everyone's head. The team ran the most efficient conference I have attended in the last 10 years and I thank each of you for

your hard efforts. I look forward to seeing what next year holds.

*Con:*

- The workshop description needs to be next to registration picks
- There really wasn't enough time provided for Language Forum
- It was difficult to be able to hear in the large ballroom for the French forum, but that is simply because of the size of our group. However, it was nice to hear issues by other teachers in the forums and be able to share and connect that way.
- I would like to see more small publishers and local businesses
- I loved that the AGM was in the middle of the conference but I really disliked that there were



way too many people talking and I had a very hard time listening to what was being said. I was really interested in knowing what was happening and who I was voting for etc...

- Reducing the conference fee might attract more attendees. Leave more time for teachers to socialize and connect.



As the 2015 Conference Committee begins with this year's planning, all feedback will be reviewed. While we know we can't make everyone happy, we do our best to keep your suggestions in mind and continue to work as a team to enhance your professional development experience.

Lastly, a special thank you to our exhibitors and all of you who attended the conference. Visit our website, twitter, and facebook page to find out conference updates. We will see you at 2015 Celebrating Languages Conference.

Want to see more photos? VISIT BCATML website - <http://bcatml.weebly.com/>
Facebook - <https://www.facebook.com/bcatml>
Twitter - <https://twitter.com/bcatml>

CALLOUT TO PUBLISHERS!

Publishers, Exhibitors and Vendors,

We are accepting applications for tables at our 2015 conference as of Friday, April 17th, 2015. Our conference will have approximately 400 enthusiastic delegates in attendance from all language groups!! Please check <http://bcatml.weebly.com/> for the application form, or you can e-mail Trevor O'Rourke at torourke@sd40.bc.ca if you would like to be e-mailed the form directly.

Costs associated are \$350 per table and \$15 per additional lunch.

Please contact Trevor by e-mail should you have any questions.



CONFERENCE 2015

Update by Tina Tsai & Stacey Sveistrup, Co-Chairs

Our 2014 Celebrating Languages Conference, held at Delta Burnaby Hotel and Conference Center, was a huge success that we just can't wait to share our ideas for Conference 2015.

We are excited to announce that 2015 BCATML Celebrating Languages Conference will be returning to **Burnaby South Secondary School** and the **Michael J. Fox Theatre**.

BCATML's annual fall conference is a great professional growth opportunity not only to attend outstanding workshops, explore current teaching materials and resources, but also to network and connect with old and new colleagues. As a result, the Conference Committee is hard at work in planning a memorable professional development opportunity for modern language teachers across British Columbia.

The eager Conference Committee members include:

Nicole Jarvis | Presenter Coordinator | mme.jarvis@gmail.com

Trevor O'Rourke | Exhibitor / Publisher Coordinator | torourke@sd40.bc.ca

Tina Tsai | Conference Chair / Treasurer | Tina.Tsai@sd41.bc.ca

Stacey Sveistrup | Conference Chair / Registrar | ssveistrup@vsb.bc.ca

Hosting a conference at a school, instead of the hotel is advantageous because there is a huge cost savings particularly in catering, and rental, therefore the fee for participants will be reduced. Other benefits are that most of the workshops will be in classrooms, and we will have access to a large space (the gym) for the publishers to all display all their materials, as well as access to a variety of other rooms including the majestic Terry Fox Theatre. The location is also convenient as it is close to the Royal Oak Skytrain station.

Some of the new ideas we are trying to put together for our participants for the 2015 conference include:

- A breakfast truck parked outside the school - we are hoping for crêpes!
- Tweet Bean to show the live tweets from the conference
- A selfie photo station
- An Ed Wall to discuss burning questions and ideas
- A new BCATML logo voting poll
- A wine and cheese celebration at the end!
-

The call for presenters has gone out and if you are interested or know someone who you think would be a great presenter please contact our Presenter Coordinator, Nicole Jarvis. We are very excited about having some new presenters this year and we look forward to providing you the line up. Stay tune for our Summer newsletter.

If you have an amazing idea and you feel you want to pass it on, please contact either Stacey Sveistrup or Tina Tsai.

We all look forward to sharing another amazing day with you at the 2015 BCATML Celebrating Languages Conference!

CALL FOR PRESENTERS

Celebrating Languages | Conference 2015

Dear Colleagues,

It's that time of year again, and we are so excited to start accepting applications for presenters to our 2015 Fall "Celebrating Languages" Conference! We invite you to submit a proposal for a presentation or workshop at our October 23rd PSA Day. The proposal form can be found on our website.

We kindly ask that proposals be submitted before May 29, 2015.

Every year, our Conference Committee has the extremely difficult job of going through all the phenomenal options you provide us and then try to create a balanced, comprehensive program for our participants. If you know anyone else whom you think has experience, energy, growth, and wisdom to share, please point them to this form!

The Conference will be held at the same location as in 2013:

Michael J. Fox Theatre and Burnaby South Secondary School
5455 Rumble Street, Burnaby, BC V5J 2B7 Canada
Friday, October 23, 2015

Successful workshops for BCATML conferences tend to include a strong focus on practical, hands-on lessons and especially on information, techniques, resources, and lessons that can be implemented immediately in our classrooms.

Some ideas are;

- updating methods with technology;
- art and culture;
- social-emotional learning;
- growth mindset in the language classroom
- literacy strategies;
- best forms of assessment;
- preserving strong language elective programs;
- any strategies/activities that you have found useful in your teaching.

Please note that there will be an announcement soon for Publishers or Exhibitors wishing to purchase a display table and advertisement at the Conference.

Thank you so much for your willingness to share your professional growth & expertise. We look forwards to seeing the variety of ideas that will be flooding in!

Sincerely,

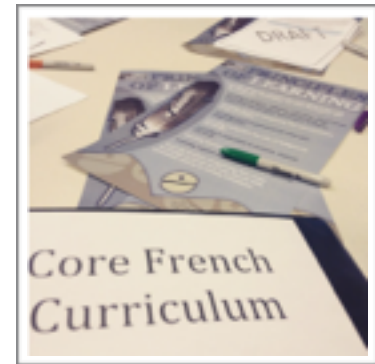
The BCATML 2015 Conference Planning Committee
(Tina Tsai, Stacey Sveistrup, Rome Lavrencic, Trevor O'Rourke, Nicole Jarvis)

CORE FRENCH CURRICULUM UPDATE:

So, What's New?

by Rome Lavrencic

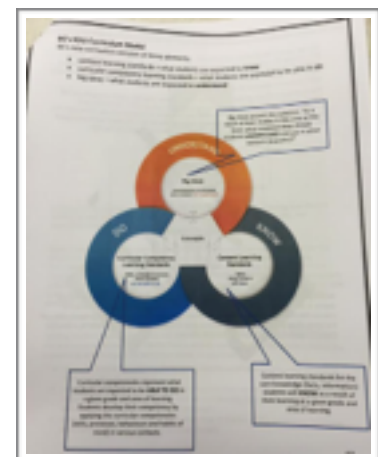
Language teachers have been a patient bunch to say the least. We were one of the first curricula groups to begin the demanding task of rewriting BC's French and Additional Languages curricula many long years ago. Unfortunately, job action prevented us from providing feedback to the Ministry of Education. Then in 2011, a new draft was carefully designed based heavily upon the Common European Framework of Reference (CEFR) for Languages. Unfortunately, labour disputes again disrupted the province's ability to implement this document. We patiently waited to see where the province would go. Finally in the last two years, we saw a majority of BC's curricula rewritten and is presently undergoing review and feedback from the field. So, where's the new Core French curriculum you may ask?



Executive members Nancy Griffith-Zahner, Stacey Sveistrup and myself returned to Victoria in January for our second series of meetings along with nine other teachers and administrators from the public and private school systems. Laura Hawkes (Ministry Curriculum Coordinator) and Claire Guy (Langley Assistant Superintendent) are leading the Core French Curriculum Working Group. Together, we have begun writing and aligning the new Core French curriculum with BC's other draft curricula. Beginning with the feedback provided by you – our members – at our *Celebrating Languages* conference last October, the committee began compiling and prioritizing teachers' big ideas and goals for the new curriculum into a workable framework. Furthermore, we examined other philosophies and pedagogies that would support this new curriculum. Expect to see a shift in one's

paradigm of thinking, specifically fostering a growth mindset towards language learning and adopting philosophies from the First Peoples Principles of Learning in British Columbia.

The most challenging part for the committee thus far is understanding the new 3-dimensional model that is the basis for BC's new curricula. The KUD model (Know, Understand and Do) allows students' knowledge of course content and their application of curricular competencies to reach a deeper understanding of the bigger ideas. This learning model goes beyond learning facts and skills alone. Rather, it is expected that students will raise





their knowledge to the conceptual level while practicing the competencies of the discipline. The goal is to create a shift from “covering facts” to “using facts and skills to understand concepts and big ideas”.

At our last meeting, the committee developed the content, curricular competencies and big ideas for grades 5, 8 and 12 which anchored the group for writing the curriculum for the other grades. We also discussed the current structure of Core French teaching in BC. With the exception of Saanich and Surrey school districts, there does not appear to be any districts that hire specialist French teachers at the elementary level. What implication does this pose you may wonder?

Without more specialist teachers at the grassroots level, Core French programs in British Columbia are at a disadvantage. Dr. Wendy Carr conducted a comprehensive study in 2007 – the largest and only study to date – that examined the state of Core French programs in the province.

The study highlights factors affecting the quality of Core French teaching and learning, particularly at the elementary and middle years levels. The survey reports that the pressing challenges for BC Core French teachers in the study are how to achieve provincial learning outcomes with the lack of time and valuing allocated to French instruction and with low levels of teacher language proficiency and methodological background. The results of the surveys are as relevant today as they were then. With this in mind, the committee has strived to develop curriculum that will appeal to both specialist and generalist teachers alike. This study was shared with the rest of the committee and is downloadable by clicking [here](#).

Before leaving Victoria, members were paired into teams and assigned to a grade for which we have written curriculum. Our homework over the last couple of months will be compiled, reviewed and discussed by the entire committee later this month in Victoria. The revisions and edits will be examined closely to ensure continuity in the Core French curriculum across the grades and to foster a growth mindset towards learning. Of particular interest for second Language teachers is the fact that the Ministry agreed to include the domain of Languages under the [Graduation Years Curriculum: Proposed Directions](#) document. This endorsement shows support for the study of languages and that developing a plurilingual society is not only valued but also encouraged in British Columbia.



While we have yet to address the issue of assessment and evaluation, it is my hope that the CEFR will figure more prominently in this part of the Core French curriculum. We have however been told that the CEFR proficiency levels (A1, A2, B1, B2) will not replace our current grade levels. It is not yet certain how much of the CEFR-based 2011 draft curriculum will be imbedded into the new framework, as the CEFR does not lend itself readily to the KUD model. However, many members of the committee are infusing philosophies from different pedagogies and methodologies into each grade level. These include (but are not limited to) the CEFR, ACTFL, TPRS, First Peoples Principles of Learning and Intensive French. Be sure to follow updates on [Twitter](#) using hashtag

#frenchcurric and visit our [website](#). We invite you to learn more and ask about the new Core French curriculum by joining our live Twitter chat on Wednesday May 6th at 6 pm using hashtag #BCATML.

PUNJABI

Mandeep Dhaliwal

In the Province of British Columbia, several languages can be taught in British Columbia schools including French, Spanish, German, Punjabi, Mandarin, Korean, Italian etc. As a national Canadian language, French was (and still is) traditionally the first choice for learning a second language. Spanish or German were alternatives. Since 1995, other languages like Punjabi, Mandarin, Korean and Italian have also been made available. In Surrey, Punjabi is currently taught in 6 public High Schools. There have been conversations about adding it in other public schools but there are always challenges. Can a qualified teacher be found? Will there be sufficient demand to run the course? How will offering another language impact existing languages?

Generally, engaging with the student body can determine if a course will have demand. At our school, there are over 1000 Punjabi speaking students so it is very likely that a Punjabi course would run. Finding a qualified teacher can be a challenge for an administrator. If there are only two applicants for a position, and both are weak, then how is that a benefit to students? A course taught by someone who has credentials but is not a strong candidate can be counterproductive to a new course and can take away from its integrity. The question of how languages impact existing languages is an interesting one. If offering a new language means the collapse of an existing program, then that too is a challenge. However, often these fears are unfounded. Although a reduction may occur in other programs, it rarely, if ever, results in the collapse of another program. If our decisions are governed by fear and not data, then we will often not make the correct decisions. Some of the arguments I have heard about not offering a new language such as Punjabi include, "It is not a true alternative students who want to take French". I am not sure what that means. Punjabi and Mandarin are two highly spoken 2nd languages in British Columbia. Their origins are from China and India, the two most populous countries on Earth. If these languages are not considered "true alternatives", then what is? Punjabi and Mandarin are as relevant in British Columbia as Spanish is in California. Another argument that occasionally surfaces is "How will it affect other teacher course loads?". If we are making decisions based on the fear of losing courses to teach and thereby having to teach something else, then we are not thinking about students. We are thinking about our own comfort levels. We are essentially saying "There is sufficient demand for that course, it will be successful, but let us not offer it because then we might have to teach 1-2 other courses that we have not taught in many years".

It is not for me to say what is right or wrong. But it is important to look at what is driving our decisions. Is it based on any meaningful data that supports what we think? Or is it based on our own fears, comfort levels, and reluctance for change? At our school, we have a Spanish, French, and Punjabi Program with both French and Punjabi offering Grade 12 courses. We are able to have open and honest dialogues and it has resulted in decisions that are based on what is best for our students rather than what is convenient for ourselves.

JAPANESE

Stacia Johnson

Japanese Language Activities for Beginner Grades Around The Theme of Food

ACTIVITY 1

食べ物

Your partner has been given a fridge in which are placed 5 food or drink items from your list. Take turns trying to find out what your partner has in his/her fridge by asking “Do you have...?” in Japanese.

Your partner will then answer yes or no in Japanese. Keep track of the items that you guessed correctly. Take turns asking the question and answering the question. The first person to guess all 5 items correctly is the winner.

Partner A _____ が あります か。

Partner B はい ・ いいえ

ACTIVITY 2

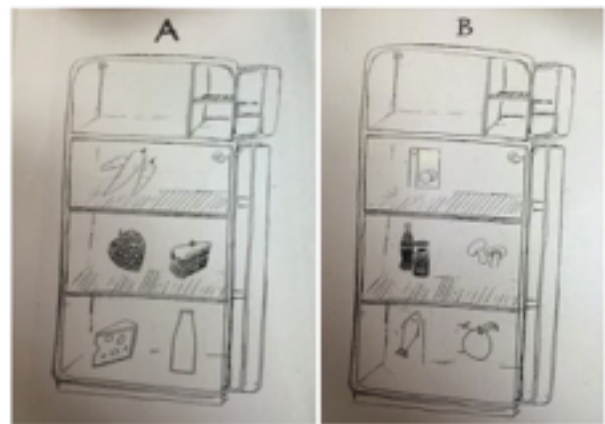
食べ物とおはし

Create a bunch of mini-flash card pictures with all the different types of foods and drinks that you would like to teach. Have the students repeat the words after you and then have them write the vocabulary down using hiragana, katakana or romaji as needed.

Fill enough envelopes with the cut out mini-flashcard pictures and give an envelope out to groups of two. Have the students lay the cards on the table with the pictures face up.

Hand out a pair of chopsticks to each person. At this point you can discuss any important cultural notes about the use of chopsticks in Japan.

You then call out in Japanese one by one the different food/drink items that you have taught and then the students race to pick up the specific food mini-flashcard picture with the chopsticks. The person who is able to collect the most food/drink items, after the teacher has called them all out, is the winner.



SPANISH

Trevor O'Rourke

Trips for Language Programmes

Los viajes escolares: las ventajas de la comunicación verdadera

Hola a tod@s,

Espero que estén pasando una primavera maravillosa y que hayan podido aprovechar de las vacaciones.

Yo acompañé a un grupo de alumn@s en un intercambio SEVEC a Québec durante Pascuas, y recibimos a l@s de allá en marzo. El año pasado, fuimos a Cuba de viaje con un coro y dos orquestas. Por eso, quisiera subrayar la importancia de estos viajes para nosotr@s como maestr@s, tratando de enseñar a nuestr@s alumn@s comunicarse en otro idioma. Mis dos viajes han sido con doble propósito: primero, hay un aprendizaje lingüístico inigualable, porque un(a) estudiante está confrontad@ con la realidad de que se tiene que comunicar por cualquier modo, y segundo hacen el viaje para poder tocar música y aprender acerca de la música local. Para mí, esto deja que gran parte de l@s alumn@s se motiva durante el viaje porque pueden elegir cómo van a interactuar con la gente y la cultura con las cuales se encuentran.

Hay que reconocer que estos viaje sirven de recompensa para alumn@s que han seguido un programa particular: si ustedes están preocupad@s por el futuro de su programa de español, el hecho de tener viajes planeados tal vez sirva de motivo para alguien indecis@ que no sabe qué tomar. Así salimos adelante con alumn@s con mayor entendimiento de la comunicación y una experiencia propia y local, y ojalá con más de ell@s. Hablamos mucho de la utilidad del castellano como idioma mundial: tenemos gran cantidad de destinos posibles de habla hispana, cada uno con sus encantos y dificultades.

Si temen (como yo) ir con una compañía, el hecho de colaborar con otros departamentos en su colegio les deja decidir más a su gusto lo que quieren hacer sin que caiga todo en los hombros de una sola persona. No lo puedo negar, los viajes escolares cuestan muchísimo trabajo para sus organizadores, pero los beneficios pueden ser enormes.

No pretendo ser experto en la organización global de estos viajes, porque siempre he sido parte de un equipo de profesores que los organiza, pero como siempre estoy a la orden para ayudarles con los principios de organizar un tal viaje.

Que pasen buen fin de primavera,

Trébol.

GERMAN

Angela Kleine-Buning

Eine Nachricht von Ulrike Kugler, Leiterin der Spracharbeit, Goethe Institut Toronto

Liebe Kolleginnen und Kollegen, das Goethe-Institut Toronto hat das Werbevideo, “**German: A great option for a brighter future – The benefits of German in Canadian schools**” produziert. Es steht in englischer und französischer Sprachfassung auf der GI - Webseite zur Verfügung.



www.goethe.de/canada/abrighterfuture (EN)



www.goethe.de/canada/avenirbrillant (FR)

Schaut es euch an, falls ihr es noch nicht kennt!

Das Video eignet sich hervorragend für Elternabende, Sprachentage und für alle Gelegenheiten bei denen es um die Förderung von Karrierechancen geht.

Wir bitten euch, den Link zum Video an eure Kontakte an Schulen und in Schulbehörden zu verschicken, auf euren Webseiten darauf hinzuweisen und ihn bei passenden Gelegenheiten zu zeigen.

Herzlichen Dank an alle, die bereits fleißig dabei unterstützen, das Video bekanntzumachen! Viel Erfolg beim Einsatz für Mehrsprachigkeit und für Deutsch!

CHINESE TEA CEREMONY

by Erica Huang



Earlier in January this year, I had the opportunity to invite tea ceremony instructors from the Tzu-Chi Buddhist Relief Foundation to host a Chinese tea ceremony workshop at our school. My Introductory Mandarin 11, Mandarin 11 and Mandarin 12 classes, along with the International Foods 10 classes, participated in this wonderful workshop. The students really enjoyed the session!

Here is what some of my students said about their experience in their reflections:

“I learned that there are some manners for how to drink and how to serve tea. There is a polite way to give a cup of tea... [Chinese people] make tea for someone who comes to their home. Serving tea is kind of like greetings in their culture. I could understand it because also in Korea we serve the drink when visitors come.”

“I enjoyed the tea ceremony. I agree with [the instructors] how important it is to be kind and welcoming to guests. I found it interesting how many different objects they used in the process of making tea. I feel like it was a really graceful and peaceful experience and maybe in the future I can share it with my parents. I also like the smell they put in the water, the fragrance was pleasing.”



“I was surprised that Chinese tea is totally different from Japanese tea because I've only experienced Japanese tea. I thought they're similar. 我都喜欢。(I like both styles.)”



“I thought the tea ceremony was very interesting as it added lots of steps to a simple act of making tea. From the tea making to serving each step was deliberate and calm. I very much enjoyed the tea ceremony as it was very calm and relaxing.”

Tea culture is an important part of the long Chinese history. From washing hands before entering the classroom for the session, learning about different equipments, carefully following the instructions, respectfully serving tea to someone, to enjoying a cup of tea, there is a sense of serenity and peace throughout the session. I learned a lot as someone of Chinese descent as well, as I had never seen a formal

Chinese tea ceremony myself. I was also glad to hear the students saying they learned that offering a cup of tea is a sign of respect in Chinese culture and got to experience it themselves!



THE YEAR OF THE SHEEP BRINGS CONTEMPLATION AND APPRECIATION OF PAST ACCOMPLISHMENTS AND FUTURE ASPIRATIONS

by Ping Li, Mandarin Rep

According to the Chinese astrology, the twelve-year cycle not only corresponds to the twelve zodiac animals, but is also associated with the five elements of wood, fire, earth, metal and water, the “life force” or “energy” which shapes the fortune of each year. Thus, 2015 is not simply the Year of the Sheep but the Year of the Wood Sheep! So, what is the “fortune” of the Wood Sheep after the galloping Horse? Wood, naturally connected with all living things and the colour green, signifies the “spring” or life renewal process; therefore, the Year of the Sheep heralds the peaceful and harmonious nature of the sheep: look back at what has been accomplished, look around for what can be done to bring goodness to others, and look ahead to what lies in store for new aspirations.

A path of harmony, generosity, creativity and growth in 2015 blessed by the Wood Sheep has already shown auspicious promises in the Mandarin field in B.C. On Jan. 17th, members of the Greater Vancouver K-12 Association of BC Mandarin Teachers gathered together to celebrate Chinese New Year at the invitation of the Consulate General of PRC. We spent a very relaxing and also rewarding time together, the atmosphere reminiscent of the New Year revelry in China. Never had we had so many participating Mandarin teachers ever since the establishment of our association. After a delicious buffet dinner, Mr Yu and Mr Du, officials in charge of education from the Consulate General of PRC, each gave a speech in which they not only complimented Mandarin teachers on their contribution to Mandarin teaching and learning but also gave valuable suggestions on Chinese language and culture promotion. The association’s committee election followed. The newly-elected committee consists of a chair and vice chair, a treasurer, a representative for art and culture activities, and a representative for elementary school affairs. Everyone present thanked all the stepping down committee members for volunteering their precious time for our Mandarin community! As the Mandarin representative, I also used this opportunity to give a brief report of BCATMI’s current work with a focus on the new web site with its various features and the iPad initiative.

The rest of the evening was used for



high school teachers and elementary teachers respectively to discuss concerns, exchange ideas, share good teaching practices, and make suggestions for the new year. Teachers also exchanged ideas about what to do to celebrate Chinese New Year with the students. The impression I received from such a gathering is that more and more Mandarin teachers have made conscientious efforts to incorporate culture into Mandarin teaching, create incentives to attract students to learn Mandarin, seek suitable teaching resources and assessment tools and methods, **use technology effectively in the classroom and meet the diverse needs of students**. There is an urgent need from the teachers to stay connected, and everybody agreed that there should be more workshops and seminars for teachers to collaborate and learn the new trends in teaching and learning.

The celebration evening ended with much hope and anticipation for growth and collaboration. Immediately afterwards, the new committee members started talking about the possibilities for various activities in the New Year!



An amazing recognition came in just when we Mandarin teachers were celebrating the Year of the Sheep. I learned from the Tri-City News that Hanban, a government agency linked to China's Ministry of Education, had recognized School District 43 for its successful Confucius Institute, which has helped boost interest in the Chinese language education. Patricia Gartland, superintendent of School District 43, commented, "Parents want to equip their children to be successful in the new global contest and Mandarin is one of the most important languages."



To honour such a tradition of festive celebration, Vancouver school district decided to change their Pro-D date from Friday to Thursday Feb. 19th, the Chinese New Year day, so that it would "give parents and students a chance to celebrate this day, should it be part of their culture." Many other schools in the greater Vancouver area hosted various celebration activities, including my own school, where my Mandarin students entertained the school community with singing, dancing, taichi demonstration, the lion dance, riddle guessing, paper cutting, calligraphy, food-tasting and other cultural activities. They also participated in a Beijing opera workshop and experienced with awe the pipa (a Chinese string instrument) and talk show performances.

With the growing popularity of Chinese New Year festivities in B.C., Prime Minister Stephen Harper's surprise appearance at Aberdeen Centre just before the countdown surely highlighted the effort to bring harmony to all people living in Canada.

NEWSLETTER GUIDELINES

The BCATML Newsletter is the official publication of the B.C. Association of Teachers of Modern Languages, a provincial specialist association of the B.C. Teachers' Federation. Three issues are published each calendar year.

STATEMENT OF PURPOSE

The BCATML Newsletter is the professional journal of the BC Association of Teachers of Modern Languages. As such it:

- 1) acts as a communication vehicle for ideas, trends and new developments in the field;
- 2) supports a professional network of modern language teachers who are committed to innovative teaching strategies;
- 3) promotes the learning and teaching of additional languages through the BC curriculum.

Subscription to *The BCATML Newsletter* is included with membership in the BCATML. 2014-2015 fees: BCTF members \$40, Associate members \$63; students/TTOC/retired and community-based teachers \$15. Payment of fees includes *The BCATML Newsletter*, membership in CASLT (Canadian Association of Second Language Teachers) and information about conferences, workshops, projects, and other BCATML publications and activities. BCATML memberships/subscriptions run for 12 months from the time applications are processed by the BCTF staff.

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- a brief disclaimer allowing the editor editing and publishing rights

Please also include, where possible:

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Submission Deadlines

Spring - March 1

Fall - Aug 1

Winter - December 1

suggested topics

Spring, Easter, Passover.

Back to School, Fall, Halloween, Dia de Los Muertes

Winter, Christmas, Hanukah, Solstice, New Year's, Valentine's

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