



# SPEAK!

Newsmagazine of the B.C. Association of Teachers of Modern Languages

Joint Conference in WHISTLER May 6th

Resources from Dominique et Compagnie and FDMT Canada

Call for Presenters & Save the Date!  
"Celebrating Languages" Oct 21

A BCATML member in Toronto at  
OMLTA's #Talk2moi 2016

Call for Presenters & Save the Date! "Celebrating Languages" Oct 21

Japanese, Mandarin and German News!

Special insert for teachers from  
**CPF** *Canadian Parents for French*



# Updates on the Core French Curriculum

By Rome Lavrencic



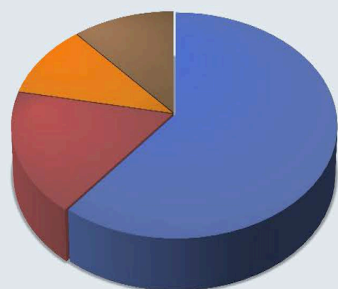
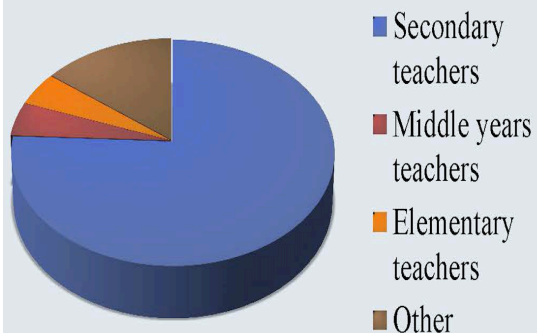
## Where are things at with the redesigned curriculum?

Second Language teachers are undoubtedly wondering what progress and revisions have been made to the draft version of the Core French curriculum posted on the Ministry's website last summer on July 14<sup>th</sup> – coincidentally *Bastille Day*. The Core French Curriculum Writing Team has met twice since the release of the draft version, once in January and again in March. Our purpose was to review the feedback received from various educators and stakeholder groups and to make revisions to the draft curriculum.

## Who sent in feedback?

Prior to January meeting:

Since January meeting:



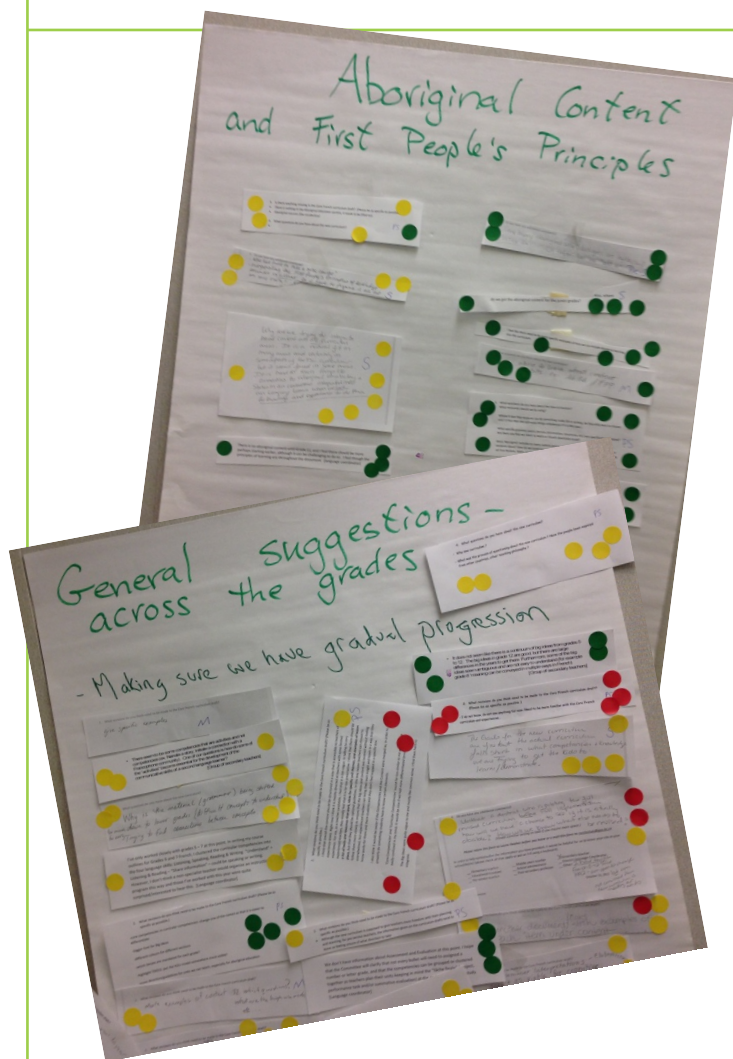
## Initial response:

In January 2016, the Ministry received feedback from four major stakeholder groups in descending order starting with:

- Secondary teachers
- Other: post-secondary, pre-service teachers, parents, etc.
- Middle years teachers
- Elementary teachers

There was a concern regarding the lack of response from grassroots teachers in the feedback received by January. As a result, the BCATML Executive, in conjunction with the Ministry of Education and the BCTF, conducted a second push and call for feedback from the province with a particular focus on Elementary and Middle years teachers.

By March 2016, the Ministry received approximately the same number of responses from the field, but this time there was a greater response from both Elementary and Middle years teachers.



## January Meeting Highlights

Here are some of the main highlights from the first set of revision meetings held in January.

### Organizing initial feedback

The Curriculum Team first began organizing the multitude of comments received from the province into common themes. For example, General suggestions for all grades, elements that were well liked, Aboriginal content and First Peoples Principles of Learning, the Common European Framework of Reference for Languages (CEFR), Ministry's website, Resources, Assessment and Teacher preparedness for implementation.

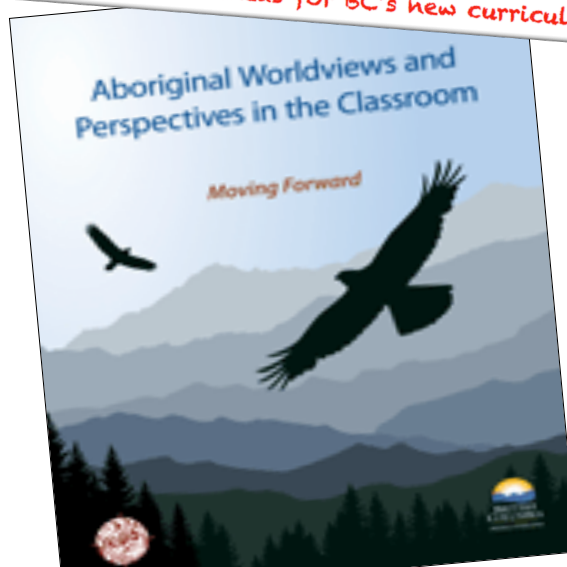
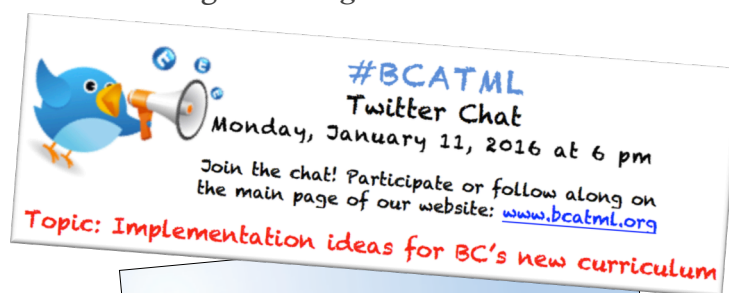
### BCATML Twitter chat

BCATML brought forward to the Ministry suggestions from our membership from our winter Twitter chat conducted just prior to the January revision meetings. This allowed BCATML to add further discussion and focus to the table during our revision meetings. *Un très grand merci à nos membres!*

### Ministry website updates

Nancy Walt, Director of K-12 Curriculum, explained several updates made to the Ministry's curriculum Tools section of the website. A FAQ section was added, as well as instructional videos in both French and English that explain the KDU framework. The Ministry also made available a downloadable teacher resource guide called Aboriginal Worldviews and Perspectives in the Classroom to assist teachers in imbuing Aboriginal content in their curricular areas.

The Ministry also began work revising the profiles for the Core Competencies in the curriculum. Teachers will likely see these competencies standardized from one to another in terms of the number of profiles for each and to provide better clarification to the illustrations in order to help contextualize them. Instructional samples will be added too.



## March meeting highlights

### Organizing feedback, round two!

Once again, the Curriculum Team sorted the new feedback into common themes. The Ministry received approximately the same number of comments as previously, but in this round there was a greater response from both Elementary and Middle years, thus providing a better well-rounded perspective from the province.



### Front Matter revisions

The Curriculum Team completed a number of revisions to the Front Matter section of the Core French curriculum. Some of these revisions include opting for affirmative phrases, reducing the number of comparisons to the 2011 Core French draft and clarifying how to infuse Indigenous content and ways of knowing with Core French in a more seamless manner.

### Aligning the curriculum for continuity

In the final two days, the Curriculum Writing Team completed meticulous and comprehensive revisions by wordsmithing the Big Ideas, Curricular Competencies and Content pieces for grades 5-12. Furthermore, the Writing Team paid particular attention to grades 7, 8 and 9 where feedback from the field indicated a need to ensure better continuity and consistency of the curriculum for these grades. Wordsmithing then continued for the 5-8 and 9-12 grade bands including their respective elaborations as well.

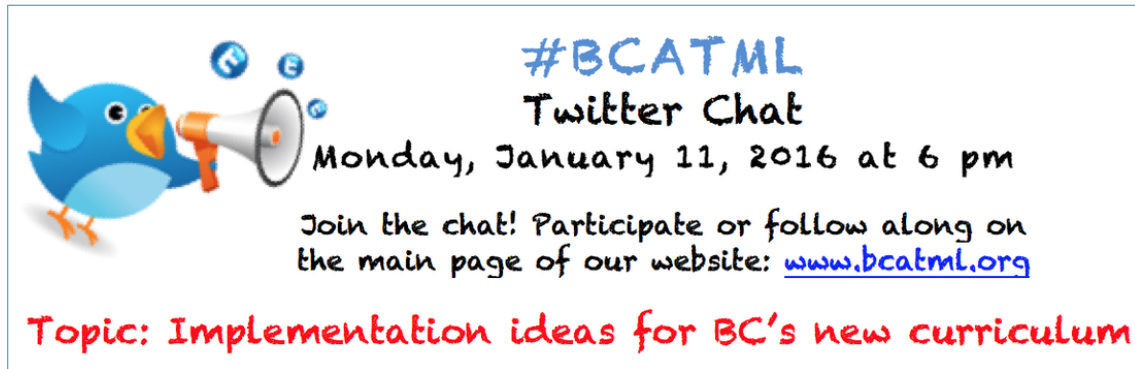
### The next steps ...

The Core French Curriculum Team finalized the revisions to the draft. At the time of publishing this article, Ministry personnel have confirmed that the revised draft has been sent to the Ministry's Copy Editors. The goal is to post the revised version of the Core French curriculum on the [Curriculum Website](#) by **June 30, 2016**. In the interim, teachers can expect to see instructional samples on the website in the next few months as well. Teachers are encouraged to engage with colleagues within their Professional Learning Network and experiment with activities and resources and then share their findings with others. Be sure to follow us on Twitter ([@BCATML](#)) and/or [Facebook](#) where we will post the latest updates.



## Tweet tweet ... Twitter Twitter

By Rome Lavrencic



On January 11<sup>th</sup>, 2016 between 6-7 pm – almost one year to the day of BCATML’s inaugural Twitter chat – BCATML hosted its third Twitter chat. Many members of the BCATML’s Executive participated as well as a number of other teachers around the province. The purpose of this chat was to provide implementation ideas for BC’s redesigned Core French curriculum.

The timing of this Twitter chat was no coincidence. Members of the Core French Curriculum Writing Team participated in the event in order to ensure that BCATML Executive members would be able to bring comments, questions and suggestions to the first set of meetings revising the Core French curriculum scheduled later that same week.

Both Stacia Johnson and myself moderated the event. Teachers and educational leaders were able to follow and participate in the chat using the hashtag #BCATML. We decided to use a more structured format for the chat similar to the #langchat following that occurs every Thursday and Saturday. We posted four questions on our website before the event and then teachers weighed in sharing their experiences and views with those across the province. These were the four guiding questions:

Q1: What do you already do that supports BC’s new Core French curriculum?

Q2: What do you do already that needs minor tweaks to support the new curriculum?

Q3: How are you going to incorporate Aboriginal ways of knowing into your lessons? How will you incorporate the First Peoples Principles of Learning into your lessons?

Q4: What would you like the Curriculum Writing Team to further clarify in the revision of the draft?

This Twitter chat was certainly invaluable to many teachers across the province. Not only did teachers share a number of ideas and strategies for curriculum implementation, but they also connected with other colleagues to share resource ideas around Aboriginal content and ask important questions. The entire chat has been archived on [Storify](https://storify.com/staciajo33/bcatml-implementing-the-new-curriculum), and we encourage you to read it in its entirety by visiting: <https://storify.com/staciajo33/bcatml-implementing-the-new-curriculum>. With over 70 reads and downloads, this event was undoubtedly a success!

BCATML will plan another Twitter chat before the end of the year in which you can participate. Be sure to follow us on our [Facebook](#) and Twitter (@BCATML) accounts. We constantly post information about Pro-d events, language related matters on our News page, and are beginning to develop the Language Resources section of our website as well. Stay tuned for more details by following us online!

# Together

## We can do it together

Greetings and best wishes for spring 2016! I hope that your spring break – whether one or two weeks – provided you time to rest, recharge and refocus for the last stretch of the school year.



The long winter months have come to end as spring has definitely sprung in many parts around the province. I hope this new season will invigorate you with fresh ideas to explore in your classrooms. Despite June's fast approach, there are many events to which second language teachers can look forward.

BCATML is excited to partner again with MyPITA for our spring conference in beautiful Whistler, BC on Friday, May 6th. We are delighted to be invited back and join new partner BCTELA in co-hosting this motivating event. Teachers of second languages, intermediate and middle years as well as English Language Arts will find something of interest. Both Stacia Johnson and myself will co-present a workshop exploring the redesigned Core French curriculum. The event is near capacity, so register today! Click here for full details, or visit [www.bcatml.org](http://www.bcatml.org).

The Ministry of Education has seen a flurry of activity recently that will be of interest to many second language teachers. The eligibility criteria and guidelines for provincial bursary programs in French have been updated. BC teachers can now apply for funding to attend our annual Celebrating Languages Conference in October. As well, revisions to the redesigned Core French curriculum have finally been completed. The document has been sent to the Copy Editors at the Ministry with the goal of posting the revised curriculum online by June 30, 2016. Further information about the revisions is found in this issue of the newsletter.

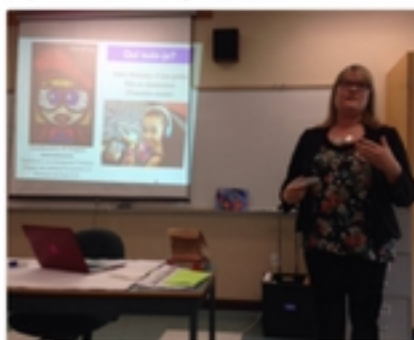
Finally, BCATML is already preparing for its annual Celebrating Languages Conference at Burnaby South Secondary on Friday, October 21, 2016. We are accepting workshop proposals and invite you to submit one online by visiting: <http://www.bcatml.org/workshop-proposals.html>. Our website will provide you with suggestions for workshop offerings as well as other details.

As you delve into this edition of our newsletter, I hope you find items that will not only intrigue you but also inspire and invigorate your teaching and practice.

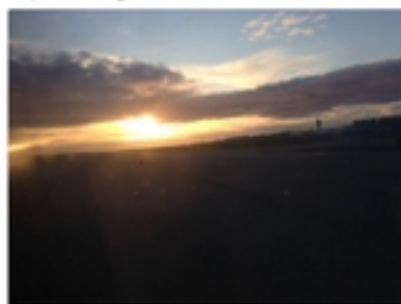
Bonne lecture!

- Rome Lavrencic,  
BCATML President

Rome Lavrencic @RLavrencic - Apr 22  
Learning all about Inquiry Learning with @MmeNero with #sd40 Curriculum Implementation Day #sd40learns



Flying to Prince George to work w/ French teachers on the Core French Curriculum. Representing .@BCATML #sd57learns



BC Language Teachers @BCATML - Mar 16  
Woah. This video of indigenous culture in Peru is un.buh.lievable! Thank you to Simon Isbister, Delta Teacher, ...  
[fb.me/S9GPeshe4](https://fb.me/S9GPeshe4)

# Table of Contents

1	<b>President's Message</b>	29	<b>Teaching in an offshore B.C. school</b> <i>Early-Career Teacher Dalia Elramly</i>
3-10	<b>Whistler, here we come!</b> <i>Joint conference May 6th</i>	30-31	<b>Tech Tools Quizlet &amp; Kahoot</b> <i>Elementary/Middle Years Rep: Trish Kolber</i>
11-13	<b>BCATML iPad Inquiry Project</b> <i>From Kathy Yamazaki, Richmond Teacher</i>	32	<b>Question from a BCATML member</b> <i>Karen Christiansen, Creston B.C.</i>
14	<b>iPad inquiry kit request form</b>	33-34	<b>My Path to Becoming a French Teacher</b> <i>Japanese Rep: Stacia Johnson</i>
15-16	<b>German Teaching news</b> <i>German Rep: Angela Kleine-Buning</i>	28	<b>Student Article: C'est en parlant que...</b> <i>Ansel Hartano, Ideal Mini School, Vancouver</i>
18-20	<b>Mandarin Teaching News</b> <i>Mandarin Rep: Ping Li</i>	35	<b>Useful Apps for Japanese Learning</b> <i>Japanese Rep: Stacia Johnson</i>
21-22	<b>A Memorable Celebrity Field Trip</b> <i>From Gurpreet Bains, Surrey Teacher</i>	36-37	<b>Scholarships &amp; Japanese Resources</b>
23-24	<b>Call for Presenters</b> <i>BCATML Conference October 21 2016</i>	39-42	<b>French Resources from FDMT &amp; Dominique et Compagnie</b> <i>Vice President Stacey Svestrup &amp; Webmaster Nicole Jarvis</i>
25	<b>Punjabi Teaching News</b> <i>Punjabi Rep: Anu Bal</i>		<b>IDELLO: A new resource for Ontario's redesigned curriculum</b> <i>BCATML Webmaster Nicole Jarvis &amp; Joelle Andraos of Groupe Media TFO</i>
26	<b>Pro-D funds for French Teachers</b> <i>French Rep: Kindra Harte</i>	44-45	<b>My trip to the OMLTA conference</b> <i>BCATML Webmaster Nicole Jarvis</i>
27	<b>An Update from the Elementary/Middle Years pilot project</b> <i>French Rep: Kindra Harte</i>	46-49	
28	<b>The Latin American Youth Project</b> <i>Spanish Rep: Jacqueline Cruz</i>	52-62	<b>SPECIAL INSERT from CPF Magazine</b> <i>Canadian Parents for French</i>

## Dear BC Language Teachers,

We really hope that as you read this magazine you will understand that we wish to hear from our members. In fact, we get excited thinking you will email, tweet and facebook us about the amazing things you are doing with your students! Transformative practice doesn't need to be flashy, or techy, or fancy. We think effective practice can be something simple, but effective, with technology or without. Regardless of what form your methods take, your successful practices deserve to be shared, for the sake of student learning across the province. Our BCATML magazine, website, and ultimately our association exist together to serve as a central venue for your professional sharing.

In today's world of curriculum change, it's important to remember that in many ways the curriculum is catching up with current practice. The best resources we have are

each other. As a senior leadership team in the province, we want you to be able to point to practical examples of what innovation or transformation actually looks like in your classrooms, so that we can forge ahead into the era of authentic, action-oriented language learning in the modern language classroom.

Your practice - and your communication with us about your practice - will help inform our understanding and will help us shape the types of supports we can provide as a professional specialist association. Thus, we hope to hear from you very soon :)

*Best wishes,  
Your BCATML Executive Committee*

# WHISTLER, HERE WE COME!

Join us for our second year at the beautiful Hilton Whistler Resort & Spa for half-day explorations with six very exciting and passionate presenters in early May. You will come away with great new ideas, and meet other teachers who share your interests.





# The Hilton Whistler Resort & Spa is ready to welcome you!

BCAMTL is ecstatic to partner again with the Provincial Intermediate and Middle Years Teachers' Association (MyPITA) as well as new partner, the BC Teachers of English Language Arts (BCTELA) in hosting this year's spring conference.

This tri-PSA collaboration has organized a fantastic spring conference for teachers in beautiful, picturesque Whistler.

Do you wish you had more time for your favourite BCATML conference workshops?

Maybe you would like to explore the redesigned curriculum further and learn how to develop unit plans, lesson ideas or hands-on activities?

Or perhaps, you would like to learn more about the First Peoples Principles of Learning and finding ways to infuse Aboriginal ways of knowing into your curriculum.

Perhaps you would like to develop your understanding and expertise with using technology in your classroom or get inspired by developing your writing power.

Our Whistler conference has it all!



"Conference registration is nearing capacity. Don't delay! Register today!"

Visit <http://www.bcatml.org/whistler-conference-2016.html> for info!



**Starting a Circle:**  
Exploring Aboriginal Education  
English Practice  
Vol. 27 No. 1 2015

Tourism Whistler @GoWhistler · Apr 10  
Spring skiing - get into it!

Pic: Mike Crane | [whistler.com/spring](http://whistler.com/spring) #littletingswhistler



The English Practice Journal is a publication from Whistler Conference joint-sponsor, the BC Teachers of English Language Association (BCTELA)

# 8 great half-day sessions led by...



ADRIENNE GEAR  
@AdrienneGear

NON-FICTION WRITING  
POWER  
&  
EFFECTIVE WRITING

Adrienne Gear has been a teacher in the Vancouver School district for over 18 years working as a classroom teacher, ESL teacher, teacher librarian and District Literacy Mentor. She is currently teaching two days a week at Sexsmith Elementary. Adrienne developed Reading Power almost 10 years ago and has been since working with teachers in many districts throughout the province presenting workshops, giving demonstration lessons and facilitating Reading Power leadership teams. She has also presented workshops in the United States in Atlanta, Kansas and Pennsylvania.

She is the author of two books, Reading Power – Teaching Students How to Think While They Read (Pembroke, 2006) and Nonfiction Reading Power – Teaching Students How to Think While They Read All Kinds of Information (Pembroke, 2008) and has just completed her third book Writing Power. Adrienne lives in Vancouver with her husband and their two boys.

[www.readingpowergear.com/](http://www.readingpowergear.com/)



KATHERINE MULSKI  
@TeachingInThe21

"AVEZ-VOUS WIFI?"

Katherine is currently supervising a technology education cohort diploma program as Faculty Associate for Simon Fraser University. When not seconded to the university, Kat teaches French Immersion in the Langley school district, and loves to spend time chatting about education on Twitter. She recently helped to organise an 'unconference,' Langley's EdCamp35, which was a great success for all involved.



**Kat and the Langley  
#Edcamp35 team, Saturday  
April 19th at H.D. Stafford  
Middle School in Langley.**



VICTORIA OLSON  
@MsVictoriaOlson

SCREENCASTING  
&  
PASSION BASED  
LEARNING



CERTIFIED  
TEACHER

Victoria is a grade 3/4 teacher and technology coach at West Langley Elementary in Langley, British Columbia. She is a graduate of the Masters of Educational Technology program at the University of British Columbia. Victoria co-founded #bcdedchat and Edcamp35 to increase networking between BC educators and to enrich the focus on professional development within the province. She is an Apple Distinguished Educator, a Google Certified Innovator, and a Google Education Trainer. Victoria is an active member of her Personal Learning Network and advocates for online sharing of best pedagogical practices. She believes in meaningful tech integration and innovation in schools, helping teachers reach their professional goals with pedagogical development and technology. She has facilitated professional development sessions and workshops at conferences all over North America, including ISTE, CUE, GAFE Summits, and iOS Summits.

[www.techteacheronamission.com/](http://www.techteacheronamission.com/)



MENTORSHIP NETWORK  
Connecting for Learning

# 6 passionate B.C. Educators



**NARYN SEARCY**  
@NSearcy17

**ASSESSING THE NEW CURRICULUM  
&  
INDIGENOUS PERSPECTIVES THAT  
BENEFIT ALL**

Naryn teaches English, English First Peoples 10 & 12, Literature 12 and is SD #67 (Okanagan-Skaha) district's helping teacher in Aboriginal Education, involved with the district's "Through A Different Lens" project. Her specific interests include finding ways for students to use their strengths in the classroom.

[racinginrain.blogspot.ca](http://racinginrain.blogspot.ca)

 **Naryn Searcy** @nsearcy17 · 28 Nov 2015  
Having a great time at the @FNESC session on the new science resource! Awesome ideas #engaging #landbased



 **Naryn Searcy** @nsearcy17 · 17 Sep 2015  
Studying a Richard Wagamese Story in English 10 First Peoples today #sd67 #outsideisawesome



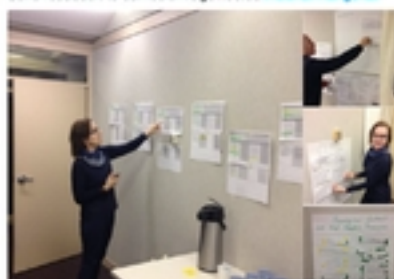
**ROME LAVRENCIC & STACIA JOHNSON**  
@RLavrencic @StaciaJo

**NAVIGATING  
THE CORE FRENCH CURRICULUM**

Rome is a member of the provincial Core French curriculum development team, and he teaches Core French & Immersion at New Westminster Secondary as Languages Dept Head, and District ProD Co-Chair. He is a passionate lifelong learner & user of technology in L2 classes. He is BCATML's President & a BCTF Facilitator.

Stacia is a passionate, energetic Teacher from Port Hardy. She learned Japanese and French as an adult, and still seeks opportunities to immerse herself in L2 environments. Stacia is a valued member of the BCATML Executive Committee, as Japanese Language Rep.

 **Rome Lavrencic** @RLavrencic · Jan 14  
@BCATML returns to Min. Ed. to revise Core French curri. Send feedback to curriculum@gov.bc.ca #fishat #langchat



 **Rome Lavrencic** @RLavrencic · Feb 6  
Working w/ the @BCATML on a Saturday long wkend @ #BCTF @trish\_kolber @yamazakisensei @nico1e @staciajo33 @khane12

[www.bcatml.org](http://www.bcatml.org)



proudly co-presented by



# WHISTLER CONFERENCE

Friday, May 6, 2016 - Whistler Hilton Resort

**Adrienne Gear**

Nonfiction Writing Power  
Effective writing instruction

**Victoria Olson**

Screencasting to explain everything  
Passion-based learning

**Naryn Searcy**

Assessing the new curriculum  
Indigenous perspectives

**Rome Lavrencic & Stacia Johnson**

New core French curriculum

**Katherine Mulski**

Web applications



REGISTER AT  
[www.bctela.ca](http://www.bctela.ca)

Photo: Mike Crane

## About the presenting PSAs



The Provincial Intermediate and Middle Years Teachers' Association (myPITA) is one of BCTF's largest Professional Specialists' Associations. myPITA helps teachers through:

- Advocacy for Intermediate and Middle School teachers. Annual Fall Conference, to be held this year in the Lower Mainland on October 21 and 22, 2016 with over 65 workshops to choose from.
- Annual mini-conferences in Prince George, Whistler, and sometimes other locations around the province.
- Newsletters mailed to members multiple times a year; full of tips and lesson ideas.
- Password protected web resources at [www.mypita.ca](http://www.mypita.ca) including
  - Classroom management including community building games
  - Drama activities and resources
  - Novel study materials including: chapter summaries and tests for over 300 novels
  - A variety of great resources specifically targeting new and developing teachers in a range of subject areas



British Columbia Teachers of English Language Arts (BCTELA) is a Provincial Specialist Association. We are made up of English Language Arts teachers from all over the province of British Columbia and the Yukon Territory. As an affiliate of both NCTE and BCTF, our mandate is to provide support for our members in their practice and professional development. BCTELA is coordinated by an executive committee, but powered by each and every member educator throughout the province. We provide members with support, an award winning professional journal, a newsletter, a bookclub, as well as an annual conference.



The BC Association of Teachers of Modern Languages (BCATML) represents teachers of French, German, Japanese, Mandarin, Punjabi, Spanish and other languages at the elementary and secondary levels.

We provide a wide range of services to our members:

- BCATML's *Celebrating Languages* annual Fall conference offers over 35 workshops as well as a joint membership to the Canadian Association of Second Language Teachers (CASLT) at no additional cost!
- A regional mini-conference in Whistler (May 2016) supporting elementary and intermediate teachers
- Three issues of our electronic newsletter *Speak!* and CASLT's *Réflexions* newsletter
- Access to BCATML's two iPad lending libraries to try in your classroom
- Requests for language specific workshops in your area of BC for you and other BCATML members
- Full access to the members' only password protected areas of our website [www.bcatml.weebly.com](http://www.bcatml.weebly.com) with lesson ideas, activities, resources, and tools to enhance your teaching



## BECAUSE THERE'S A FOODIE IN EVERY TRAVELER.

The Hilton Whistler Resort & Spa welcomes back MyPITA in May 2016!

You work hard. You deserve to be pampered. While you are here for your May conference, we are delighted to offer you a 20% discount on Food & non alcoholic Beverage in our Cinnamon Bear Bar & Grille. Eat, drink, relax, repeat.



For room reservations please visit [hilton.com](http://hilton.com) or call 604-932-1982

4050 Whistler Way | Whistler | VON 1B4 | CANADA

## Morning Workshops 9:30-11:00

# Adrienne Gear

is an internationally-acclaimed speaker and author who keeps herself rooted in the classroom by teaching part time in Vancouver. Her practical “power” approach to reading and writing instruction is implemented in many school districts across the country. She has presented internationally and her books have been translated into multiple languages. She is the author of four books for teachers: *Reading Power* (2006), *Nonfiction Reading Power* (2008), *Writing Power* (2011), and *Nonfiction Writing Power* (2014).

**Nonfiction Writing Power:** Writing in the content areas. Tired of the same old animal reports? Come to this engaging workshop with Adrienne Gear as she shares some ideas from her new latest “power” book, *Nonfiction Writing Power* (Pembroke, 2014). Adrienne will explain the different forms of nonfiction, including description, instruction and persuasion and the importance of teaching students intent, language and structure of expository writing. She will model several lessons and shares how different forms of writing can be applied to your content areas. As always, she shares many student samples and her favorite anchor books to support the lessons. Participants will receive a packet with some reproducible templates and a recommended list of anchor books. Grades 5–9.

# Victoria Olson

is a teacher and technology coach at West Langley Elementary. She co-founded #bcdchat, EdCamp35, and the EdTech Mentorship Network. She is an Apple Distinguished Educator (2015), a Google Certified Teacher (GTAATX), and a Google Education Trainer.

**Screencasting:** You and your students can explain everything. Explore the potential of visible thinking and learning on the premier screencasting app, *Explain Everything*. Learn how to import and annotate images and files to create your very own screencasted videos for presentations, directions or directions. Victoria will provide concrete examples of how screencasting can be used to empower authentic student learning and self-assessment skills. Students creating with screencasting! Grades 4–9.

# Naryn Searcy

teaches English First Peoples and is a district helping teacher in Aboriginal Education in School District 67 (Okanagan Skaha). For the past three years, Naryn has led a district team of 70 K–12 teachers in exploring non-traditional methods of instruction and assessment. Her passion is finding ways for students to use their strengths in the classroom, and her current school has been nationally recognized for innovative instructional practice.

## Assessing the new curriculum

The new curriculum will increase opportunities for students to engage in learning in personal, meaningful, and relevant ways; however, at the end of the day teachers are still responsible for assessing what students have learned and communicating that information to others. How do we evaluate the effectiveness and creative ways that students might use to demonstrate understanding? How do the core competency profiles fit in? This session will provide specific examples along with clear and practical recommendations for effective assessment. Grades 4–12.

# Stacia Johnson

has taught high school French, Japanese, English, and ELL in urban and rural settings for the past 22 years. She has presented at the BCATML Conference, World Congress of Modern Languages, and the University of Ottawa. Currently, she is a mentor and curriculum collaboration teacher in SD 85.

## Getting a grip on the new core French curriculum

Presenters: Stacia Johnson and Rome Lavrencic

In order to understand the Ministry’s guidelines in the most recent French curriculum draft, Stacia and Rome will highlight its significant elements. This new curriculum focuses on concept-based learning, imbeds the First Peoples Learning, and highlights the importance of one’s sense of place in learning through language learning. The presenters will help put you at ease with the similarities and additions to the new curriculum as well as provide lesson ideas, hands-on activities as well as assessment and evaluation ideas. Workshops will be in English with examples in French. Grades 5–12.

# Rome Lavrencic

has taught high school Core French and French Immersion for the past 20 years. He is the current president of the BCATML and a member of the Ministry’s Core French Curriculum Working Group, which is writing and revising of the new curriculum. In addition to presenting at the BCATML’s annual Conference for the past decade, he has presented at the World Congress of Modern Languages, and BCTF New Teachers’ Conference.

## noon Workshops 1:15-3:30

### **writing instruction: Setting up for success!**

Why a successful writing program? How can we design explicit instruction for our students to become more confident and competent writers? Adrienne will share her ideas for setting up a successful writing program which is based on the key principals of the writing process: Plan-Draft-Revise. She will explain how she sets up her weekly writing routine which includes explicit instruction and opportunities for regular writing practice. She will give effective "mini-lessons" that will help improve students' writing skills. And, as always, link her lessons to authentic picture books. Come to learn and leave with some great ideas for refining your writing program!

### **Passion-based learning: Genius Hour & 20% Time**

Students excited to come to school and create projects based on their passions? Get ready to run Genius Hour or 20% Time including planning, implementation, and logistical tips. Leave ready to run these passion-based learning strategies for getting past obstacles, plus loads of resources!

### **First Peoples Principles of Learning: Perspectives that benefit all students**

The First Peoples Principles of Learning, set for full implementation in September 2016, offer original content and perspectives throughout all grade levels and subject areas. The First Peoples Principles of Learning are compatible with current educational practices such as self-regulation, social-emotional learning, differentiated instruction, and experiential learning. Teachers will leave with practical examples of engaging students as well as recommended resources that will increase motivation and achievement for all students.

### **Web 2.0: WiFi?: Web applications for the French classroom**

Katherine Mulski will share some tried, tested, and true web-based applications. These applications will help add to your tech tool belt for the facilitation of the French Language in the intermediate and high school classroom. She will provide concrete examples and troubleshooting tips to help you succeed in having fun and applying these applications in your classroom. Participants will have fun with French! Participants are strongly encouraged to bring their own laptops as there will not be devices available for loan. A handout of links and tricks will be provided. Workshops will be in English with French content.

## Registration Rates

BCTF members \$125 until April 10, \$145 starting April 11.  
Non-BCTF members, out-of-province and administrators \$145.  
TTOCs, student/retired teachers, para-professionals, and SEAs \$65.  
Register as a group of three or more and receive 10% off.

Space is limited; register early to avoid disappointment.

Registration includes PSA memberships. Participants may choose to receive PSA memberships in all three of the co-sponsoring PSAs. Coffee to start your day as well as mid-morning refreshments are included. Lunch is on your own to take advantage of Whistler's many interesting options.

## Whistler Hilton Resort Rates

4050 Whistler Way VON 1B4  
604-932-1982 • 1-800-515-4050 • [www.hilton.com](http://www.hilton.com) • [reservations@hiltonwhistler.com](mailto:reservations@hiltonwhistler.com)  
Rate code: My Pita Conference Booking Code: MYP

\$149 per night plus taxes for a double occupancy standard room with two double beds or king/queen junior suite with kitchenette. Other room options are available.

Book by April 5, 2016. Room rates are applicable from May 2-10, 2016. \$20 for each adult over double occupancy. \$22 per night for parking. Reservations guaranteed with credit card or advance deposit.

## Katherine Mulski

Katherine Mulski is currently a seconded teacher working as an Inservice Faculty Associate for Field Programs at Simon Fraser University. When not teaching diploma programs for teachers, you can find her assisting colleagues as a Digital Literacy Coach and teaching grade seven French Immersion in Langley. Kat advocates for purposeful leveraging of technology and fun in the classroom.

*Trying new things  
in our professional  
practise*

Kathy Yamazaki's  
students studied  
culture & language  
with Acti-Vie's  
'Fetons l'Hiver,'  
then used the  
BCATML Inquiry  
iPad Library to  
demonstrate their  
French ability and  
learning about  
Carnaval!

*Howard DeBeck Elementary,  
Richmond, BC*





# BCATML iPad Inquiry Project

## — A recipe for success!

- by Kathy Yamasaki  
Howard DeBeck Elementary  
Richmond, BC  
kyamasaki@sd38.bc.ca

Every year I look forward to teaching my students about Carnaval as a Francophone cultural festival in Canada. My unit has developed from posters, to sugar cube *palais de glace*, to students conducting French interviews with *Bonhomme* or as guides to the festival activities. My students look forward to what we will do for Carnaval each year.

So, what's the problem you may ask? New to technology, I wanted to see how I could incorporate my students' love of all things 'tech' but was reluctant to give it a try. Voilà! Last year's Spring Conference in Whistler and Rome Lavrencic's session on using iPads in the FSL classroom. I decided to give it a try.

I applied for a BCATML iPad Inquiry Project library consisting of a kit with 15 iPads. My class was excited when the iPads arrived and when I told them we would be doing our Carnaval project with the iPads, their reaction was *incroyable!*

We had already spent time learning the Carnaval vocabulary using activities from the *Acti-Vie* kit titled *'Fétons l'hiver'*. We had plenty of oral practice with inside/outside circles, viewed videos of the Carnaval and sang related songs, so my Gr. 5/6 class was ready for the main event.

Our inquiry question was: *Can one share events from a Francophone cultural festival using a variety of mediums and basic learned vocabulary?*

The majority of the class was very comfortable and familiar with using iPads from previous teachers but mostly from their own experiences at home. There

were many apps already loaded on the iPads to choose from, such as *Puppet Pals*, *Pic Collage*, *30 Hands* and *Book Creator*.

I chose to use *Book Creator* for our projects. Students worked in pairs and focussed on the activities, sights and events that one might see or do at the Carnaval in Québec. We used the sentence frame: *"Au Carnaval de Québec on peut....voir Bonhomme....manger les crêpes... jouer au hockey....patiner....visiter le palais de glace..."* The students had many, many choices for what to include in their book.

It was easy for the students to choose a format for each page. Illustrations were found from a variety of free sites and loaded onto the iPad camera roll. From the camera roll it was an easy download to the appropriate page. I was thrilled with the enthusiasm and French language I heard as the students worked through their projects. Students helped each other often correcting pronunciation.

Initially I had hoped for a book with a few pages, however most of the finished projects were much longer than I had anticipated and it was all easy to complete over the 6 week borrowing period.

Once the written sentences and illustrations were added to the *Book Creator* app, the real fun began as students recorded their voices reading their books!

We extended the project by making dioramas of the activities the students

had presented in their iPad book. Creativity really shone, and all *en français!*

We did this project just before our student-led conferences and it was an absolute joy to watch the students share their books with their parents. The parents were very impressed at what their children had done.

Some fast finishers tried out the *Puppet Pals* app using the same Carnaval topic with great results!

I am hooked! As a 'veteran' of 38 years in FSL teaching, I found the project inspiring. Any anxiety about using the iPads to enhance my French program was dispelled, and I can't wait to use the iPad library again!



Take one 'seasoned' FSL teacher, add a love of teaching Carnaval, mix with 28 enthusiastic Gr. 5/6 students, blend in technology, and what do you have?  
Fun with French learning!



# How can I apply for the BCATML iPad inquiry lending library?

*Fill out our application form online at [www.bcatml.org](http://www.bcatml.org)!*

BCATML is pioneering the way for BC Language Teachers to increase the use of technology in their classrooms, risk free. We embarked on an innovative educational project aptly called the BCATML iPad Inquiry Project in May 2014. Since then, we have purchased two libraries of iPads that will be shared with current BCATML members in the province. Project leaders Rome Lavrencic and Nancy Griffith-Zahner showcased this new initiative at BCATML's Celebrating Languages Conference in October 2014 to a room full of eager and inquisitive teachers. The workshop highlighted some of Apps and strategies language teachers can use to enhance the delivery of their curriculum to students.



Both libraries come fully equipped with 15 iPads, cases, chargers, power strips, cables, dongles and a Teacher's Resource Binder to get setup with no fuss! One library will be dedicated to the Lower Mainland to easily monitor the project, while the second library will be shipped anywhere in BC upon availability. The cost to you is free! All you need to provide is a Wi-Fi signal and some creativity and imagination.

Once you have finished with the iPads, all we ask is that you share your experiences with us so we can include it on our website and in our newsletter.

# BCATML iPad Inquiry Project Request Form

Please complete the form below by responding to each question.

<b>Teacher's Contact Information:</b>			
Full name:		Email address:	
School name:		Subject & grade level(s):	
School address:			
City:		Postal Code:	
School phone:		Home phone:	
Date for iPad use:		Desired # of weeks of use:	
Inquiry topic:			

<b>Inquiry Project Information:</b>	
<b>Describe how you plan to complete your inquiry project with your students:</b>	
<b>How will you connect the iPads to your school's Wi-Fi network? (Do you know the username &amp; password?)</b>	
<b>Where will you store the iPads when not in use?</b>	
<b>Other information/special requests:</b>	
Required Apps:	

<b>Post iPad Library use: (use bold, highlight, strikethrough or underline)</b>		
<b>Please indicate how, from the following, you will promote your experience with BCATML's iPad library?</b>		
Yes	No	Write an article for BCATML's newsletter
Yes	No	Write a blog post for BCATML website blog
Yes	No	Offer a workshop at a future BCATML conference
Yes	No	Offer a workshop at your school or at a district event
Yes	No	Other (please describe briefly):

Once you have completed this form, please email it to BCATML President at [psac51@bctf.ca](mailto:psac51@bctf.ca).



*Go paperless! Find the Electronic Request Form at [www.bcatml.org/ipad-inquiry-project.html](http://www.bcatml.org/ipad-inquiry-project.html)*

# German Teachers

## DSD-Expertenteam für Kanada



Mit einem zweitägigen Seminar im winterlichen Banff in den Rocky Mountains haben 16 Ortslehrkräfte aus ganz Kanada den einjährigen DSD-GOLD-Kurs erfolgreich abgeschlossen.

„Das war ein tolles, sympathisches Team.“, „Ich habe in dem Kurs so viel für meinen Unterricht gelernt.“, „Sehr ermutigend, dass ich jetzt auch selbst als Fortbildnerin und Prüfungsvorsitzende agieren kann!“ – dies sind nur einige Rückmeldungen der Teilnehmerinnen zu dem einjährigen Blended-Learning-Kurs der ZfA in Kanada.

Die Lehrkräfte haben in dem Jahr auf der PASCH-Lernplattform auf [www.pasch-net.de](http://www.pasch-net.de) alle Stationen der DSD-I-Prüfung durchlaufen. Dabei wurden lerntheoretische Voraussetzungen, fachdidaktische Schwerpunkte und administrative Aspekte der Prüfung genau unter die Lupe genommen. Theoretisch und in vielen Selbstversuchen. Ergänzt wurde das Online-Seminar durch zwei Präsenztage an Wochenenden im Sommer 2015 und im Januar 2016.

Erst bei der zweiten Tagung konnten alle Teilnehmerinnen und Teilnehmer sich endlich auch direkt kennenlernen; davor hatten die Seminarteilnehmerinnen und -teilnehmer aus dem Osten und Westen Kanadas intensiven, aber doch nur digitalen Kontakt.

Besonders zufrieden sind auch die beiden ZfA-Fachberater in Edmonton und Toronto, die den Kurs zusammen geleitet haben. Andreas Meckes, der die Stelle in Edmonton im Sommer 2015 neu übernommen hat, erklärte: „Ich bin begeistert von dem Engagement und den Fachkenntnissen unserer Ortskräfte. Eine große Ermutigung für meine Tätigkeit als Fachberater im Kanadischen Westen!“ Seinem Vorgänger, Wieland Petermann, der den Kurs bis zum Sommer mit geleitet hatte, setzten die Teilnehmerinnen in Banff noch ein besonderes Denkmal: In Anlehnung an die „Oscar-Verleihungen“ bescheinigten sie dem Kurs „Vier Wielands“.



Fachberater Friedrich Broeckelmann aus Toronto freute sich zum gelungenen Abschluss des Kurses: „Am erfolgreichsten arbeiten wir dann, wenn wir uns als Experten aus Deutschland wenigstens teilweise überflüssig machen. Dieses Ziel haben wir mit dem phantastischen Expertenteam ein gutes Stück weit erreicht!“

*Congratulations  
from the BC  
Association of  
Teachers of Modern  
Languages!*



Nicola Townend (CATG Präsidentin), Isolde Hey, Ulrike Kugler (Goethe Institut Toronto)

# ***Award-winning!***

**Im Rahmen der diesjährigen CATG (Canadian Association of Teachers of German) Jahrestagung im Februar in Montréal bekam Isolde Hey den CATG Award verliehen.**

Seit ihrer Einwanderung aus Deutschland hat sich Isolde unermüdlich für die deutsche Sprache in BC eingesetzt. Isolde hat jahrelang eng mit dem Goethe-Institut zusammengearbeitet und u.a. das Goethe-Zentrum in Vancouver auf die Beine gestellt. Isolde war über Jahre als Präsidentin des BCCTG aktiv, und hat ihre Expertise in vielen kanadaweiten Workshopangeboten an ihre Kollegen und Kolleginnen weitergegeben. In Montréal wurde ihr vom CATG-

Vorstand sowohl ein Zertifikat als auch ein Buchpreis präsentiert. Die Laudatio wurde mit viel Liebe und Humor von Barbara Schmenck, Altpräsidentin des CATG, vorgetragen. Der Vorstand und alle Mitglieder des CATG und BCCTG möchten Isolde für ihren Einsatz, ihre Initiative und ihre Mühe vom tiefsten Herzen danken, und wir wünschen ihr im Ruhestand weiterhin alles Gute und viel Spaß mit ihrer Familie und Freunden.

# Mandarin Teachers

## A Most Rewarding and Successful Immersion Trip!

- Ping Li, BCATML Mandarin Representative

### Program Overview:

The 2016 Shanghai Spring Break Chinese Language and Culture Immersion Program, organized by the Canadian TCSL Association and hosted by the International Education College at Shanghai University of Traditional Chinese Medicine, proved to be a great learning opportunity and an amazing cultural experience for the eight students who participated in the immersion program from March 12th to March 26th, 2016. No classroom learning or book reading or video watching could give so many occasions for honing the language skills, interacting with the local people, and learning about the history, culture and day-to-day lives of the Chinese. New foods, dialects, stories, legends, entertainment, sights, and all works of life filled every moment of each day. Thanks to the supportive staff, language buddies and the enthusiastic participants, the program truly fulfilled its purpose of enabling students to raise awareness of the importance of learning foreign languages, to interact with people from different cultures in positive and productive ways, to witness the huge changes China has experienced for the past decade, to appreciate cultural products and activities such as sports, traditional music and dance, architecture, tea ceremony, to learn to overcome adversity and improve problem-solving skills, to enhance teamwork and develop leadership skills, and to understand the impact of China on the world economic and financial affairs and global interconnectedness.



## Chinese Language Learning and Cultural Activities:

The participants spent a total of 32 hours learning conversational Mandarin in the morning and doing cultural activities in the early afternoon. They learned language skills that would help them communicate in Mandarin in daily situations such as greetings and self-introduction, time expressions, inquiring about prices and bargaining, asking the way, ordering food and asking for the bill, describing the weather, stating the reasons for learning Mandarin and expressing farewell formalities. The pace was fast and the content intense; however, the participants all agreed that they had never been so focused in learning and so determined to learn Mandarin well. It only took them a few days to become more confident to converse in Mandarin when they had to ask the hotel staff for a new room key or an extra towel. Quite often, they shared proudly among themselves how they ordered lunch, bubble tea or Chinese pastry in Mandarin on their own! The best part was to see them bargaining skillfully in stalls in Mandarin like locals! Some of their early afternoon cultural activities included paper-cutting practice with other foreign students, interaction with local university students playing games and writing calligraphy on fans. The highlight was the tea ceremony, where they wore traditional Chinese dresses and served each other tea! They have planned to do a similar one with their peers in their Mandarin classes. At the end of the two weeks, the participants prepared a skit to showcase their learning, a testimony to their mastery of Mandarin skills as well as their understanding of the Chinese cultural practices.

"The pace was fast and the content intense; however, the participants all agreed that they had never been so focused on learning or so determined to learn Mandarin well."

- Ping Li, BCATML Mandarin Rep





03/14/16

## The Campus

### History and Culture Exploration:

Late afternoons and evenings were times when the participants left university campus with their language buddies (university students) exploring various aspects of life in Shanghai. They karoked in a disco, watched the movie Zootopia in a theatre, and did the Chinese dama square dance with the locals in Yu Garden. M50 Creative Arts District demonstrated to them the efforts the local artists have made to turn a deserted factory area into a contemporary art haven. They visited an ancient water town called "the Shanghai Venice", experienced the lifestyle of southern China, and were drawn to the making of rice wraps with leaves. They became Chinese "gourmets", falling in love with Chinese taro porridge, sesame and red bean paste balls, and the various snacks and drinks they had never tasted in their lives! They ate with chopsticks and fought to pay the bill just like the locals! They visited the Shanghai New World (historical and cultural legacies of the city), Tianzifang (an arts and crafts enclave) & Shanghai French Concession, where they had a glimpse of old Shanghai architecture and history, and experienced the changes that had taken place after years of development. The visit to the Shanghai Jewish Refugees Museum made them thankful to the Chinese people who risked their own lives to save the Jewish people. They also had a lesson on biology when they went to the Shanghai Ocean Aquarium, currently the only aquarium in the world to have a China Zone specializing in exhibiting aquatic organisms and ecology of the Yangtze River valley as well as some endangered aquatic species in China. They also learned in the Shanghai Natural History Museum how Shanghai came into being out of the ocean and gradually became one of the cosmopolitan cities. Both the river cruise and the acrobatic show made their jaw drop! The sight of the cute giant pandas was another sensation!



"There was so much for them to explore and experience that they didn't want to go back to Vancouver!"





## Social Responsibility and Leadership Enhancement:

Not only did the participants involve themselves actively in language acquisition and culture appreciation, but they also showed their courage to embrace a new living environment, a new language as well as a group of new friends. They learned how to overcome adversity, how to problem-solve, how to cooperate and compromise for the benefit of every group member and how to work together to adapt to a new life in a new culture and perform adequate levels of physical, mental and social activities. They developed skills to interact with the local people while volunteering at a hospital working as guides and providing massage therapy at a station set up by the university students. They planned in small groups for an afternoon visit to a kindergarten class, activities including a presentation of Canadian kindergarten life, introduction of Canadian children's games to the local children and chatted with the kids in both Mandarin and English. Through their observations, they became curious about social issues, asking questions about the equality between men and women, the impact of migrant workers, the system of education, etc. All of them offered to take a leadership role, one way or another, throughout the trip. Strangers became friends; friends became better friends! Without parents and guardians around them, they became more independent and mature.

**Have you taken your students on a field trip or exchange?  
Please tell us about it! Contribute to SPEAK! newsmagazine by emailing  
us at [psac51@bctf.ca](mailto:psac51@bctf.ca) (The BCATML is PSA #51 of the BCTF)**

# A Memorable Celebrity Field Trip

## *Punjabi Language Fun!*



Gurpreet Bains (middle) and colleague Amanpreet Chhina (right) with Punjabi actress Neeru Bajwa (left)

Punjabi classes from LA Matheson Secondary and Princess Margaret Secondary from Surrey School district recently organized a Punjabi movie screening field trip at Cineplex Strawberry Hill. The movie was called "Channo" which was locally produced and directed. The lead celebrity actress, Neeru Bajwa, surprised the students by making a guest appearance at the end.

The energy in the theatre was electrifying. Kids were overjoyed and very excited to meet their celebrity sensation. They got to shake hands, hug, talk and take pictures with her. The actress spoke to the kids as a group and thanked them for taking Language classes and the importance of speaking different languages. She explained how her movie career excelled because of her fluency in speaking, reading and writing the Punjabi language. She also commended students about the videos they produce for the Punjabi Film Festival. She hinted about a casting call for her upcoming movie projects and screening student videos.

She gave a special shout out to LA Matheson Mustangs as she also graduated from LAM years ago. The real surprise came when she posted a shout out to the kids on her personal Instagram and Facebook accounts.

This was a memorable field trip for all of our students. Students were also interviewed by Zee TV Canada BC Round up and the segment aired on a News story. Experiential learning at its best!

**- by Gurpreet Bains, Punjabi Teacher at L.A. Matheson Secondary, Surrey**

L.A. Matheson & Princess Margaret Punjabi students 'schmoozing' with a movie star!





*(cont.) Interviewing with a local television news channel.*

## Syrian refugee students celebrate Vaisaiki at Senator Reid Elementary

Senator Reid Elementary hosted a Vaisaiki celebration with their high school LA Matheson as part of a pilot program they are doing with their school called "The Next 100 Years". They brought in a DJ and invited students from each grade level to come up to the front for a dance off. Naturally, the kids loved it!

However, for 9 Syrian refugee students who arrived just last week, the experience was a bit overwhelming at first and hard to for them to connect to. As one can expect, it would be rather intimidating for a new student - refugee or otherwise - to come to a different school where familiar faces would be few and far between. Add to this malaise is the fact that all the other students in the school are speaking in a different language and celebrating a cultural celebration that may be foreign to most Syrian-born students. Understandably, the Syrian refugee students were very shy and quiet, but soon this all changed.

One young, thoughtful student approached her teacher, Jennifer Jotie, and asked if they could play an Arabic song. Shortly thereafter, both the DJ and Punjabi teacher Gurpreet Bains found a song to play. According to Ms. Bains, what happened next melted her heart. Upon hearing the song in Arabic, the Syrian refugees came to the front and began dancing in front of the whole school to the applause and cheers of everyone present. Ms. Bains wrote: "[It was] so great to see these very new students all get up to dance in front of the school and be so excited about it. What a wonderful way to build community without a need to know English."

Senator Reid Elementary was expecting to welcome another three Syrian refugees the same week.

BCATML thanks Gurpreet Bains for sharing this heart-warming story.

# BCATML's 2016 iCelebrating Languages! Conference

- Stacey Sveistrup, BCATML Vice President, French Language Helping Teacher, Vancouver School Board

On October 21, 2016 the BCATML Celebrating Languages Conference will be held once again at Burnaby South Secondary School.

We have a very eager and committed conference committee. This year the committee is larger than in recent years so we are hoping this will result in an even better conference!

We have some ideas for very intriguing keynote speakers. We have made contact and once we have news we will post it on our website and on our registration page, so stay tuned!

If you are thinking you might like to facilitate a workshop, please submit a proposal! You might be a 'first timer,' but feel like you have something to share with your colleagues; we encourage you to submit a proposal on the BCATML website, no matter what topic you might like to share. If you have presented before and you are willing to facilitate a workshop again, go for it! Alternatively, if you know another educator who may be a great presenter, please encourage him/her to present. Sometimes it is that extra little conversation or nudge that might just be the impetus for many people to benefit from a great workshop!

We are also trying to ensure we have lots of great exhibitors/publishers. If you know some publishers that might like to participate in our 2016 conference please contact Stacia Johnson or Wendy Yamazaki especially if you have ideas for languages other than French. The exhibitors last year were located in the gym which was not ideal for either the delegates or the exhibitors, so this year we are working on a more visible and suitable location for the booths.

We appreciate all the feedback that was provided to us after the conference last year and we always try to improve on the conference from one year to the next. We are well aware that the line-up for lunch was long and inconvenient last year so we are working with the caterer to ensure this does not happen again.

**If you have an amazing idea and you feel you want to pass it on for our 2016 conference, please contact either Stacey Sveistrup or Rome Lavrencic, or fill out our application form directly, at <http://www.bcatml.org/workshop-proposals.html>**



## Benefits of hosting the conference at Burnaby South Secondary include;

- a huge cost savings particularly in catering and facility rental
- a significantly lower fee for participant registration than if it were in a hotel
- classrooms with ideal setup & technology for workshops
- access to many different sized rooms, including the Michael J. Fox Theatre
- lots of free parking
- convenient location within walking distance of the Royal Oak Skytrain station

**Please submit workshop proposals to share your methods, ideas, and best practices!**



# CALL FOR PRESENTERS

**SUBMIT  
YOUR  
PROPOSAL  
TODAY!**

-Celebrating Languages-  
Provincial Conference: Oct 21st 2016  
<http://www.bcatml.org/workshop-proposals.html>

GOAL PLANNING  
DEMONSTRATE  
VISION

SUCCESS  
Learn  
SHOW

SHOW  
PROFESSIONALISM  
PRIDE

RISK

TEAM

MAKER

SPACE

COACH

GIVE BACK

GROWTH

MINDSET

Practice

COLLABORATION

PROGRESS

SHARE try  
ACTION  
ORIENTED

STRATEGY

GOAL

STUDENTS

Proficiency

# Punjabi Culture

Vaisakhi in many parts of South Asia is the start of something new. In the province of Punjab India, Vaisakhi is celebrated for many reasons, such as the start of the harvest season and for Sikhs, the celebration of the inauguration of the Khalsa. Vaisakhi is a reminder to all Sikhs to live a life in service to humanity, striving for equality of all.

At Tamanawis Secondary in Surrey, Vaisakhi is celebrated with much enthusiasm. The school is decorated in vibrant colours draped at the entrance and Punjabi songs of Vaisakhi are playing to greet everyone as they enter the school first thing in the morning. The staff and students of Tamanawis dress up in traditional Punjabi clothing to celebrate Vaisakhi at school.

During lunch, students fill the bleachers in the gym to watch their peers perform to celebrate the cultural side of Vaisakhi. One student sings in Punjabi while others perform Bhangra dances. On the side of the gym, mehndi artists create beautiful designs on the hands of anyone interested. The dhol (drum) is a major component to music and dance in the Punjabi culture and the school's Drumline wows the crowd with their presentation.

The day ends with food, which is also a big part of Punjabi culture. Staff and students are treated to samosas, and there are tikis for everyone!

*Sat sri akal!*

**Anu Bal**  
BCATML Punjabi Rep  
Teacher at Tamanawis Secondary,  
Surrey School District 36



# ATTENTION ALL TEACHERS OF FRENCH!

## DO YOU NEED MONEY FOR PROFESSIONAL DEVELOPMENT?

Be sure to visit the BC Ministry of Education website to check out all of the funds available to you: [www.bcedextranet.gov.bc.ca/bursary](http://www.bcedextranet.gov.bc.ca/bursary)

Laura Hawkes from the Ministry of Education has also mentioned that the funds are retroactive, so if you attended the BCATML conference last fall and did not have sufficient funds in your school pro-d account, you can submit receipts and be reimbursed through this program. Please note that these funds are for teachers of French only. Be sure to act fast.

These funds are available on a first come first served basis so do not delay! Apply now! Be sure to take some time to visit the website and see all of the different funding available to you. It's free money, and easy to apply. Bonne chance!

*BCATML also posted detailed information regarding the changes to the guidelines of the Provincial Bursary Programs for French. Feel free to read about all the changes and learn about which French conferences are available for funding by reading our news blog at*

<http://www.bcatml.org/news/changes-to-the-provincial-bursary-programs-in-french>

- Kindra Harte, BCATML French Representative  
Core French Teacher, Vancouver Island



# An Update

## from the Elementary & Middle years pilot project

As mentioned in our winter issue of this newsletter, we started an elementary & middle years professional growth project for FSL teachers in the Sooke and Victoria School Districts. It then grew to include school district #40 with Rome Lavrencic leading the group for New Westminster.

In the fall, we began exploring the redesigned curriculum for elementary and middle school FSL. The next stop on the journey was to explore our BCATML iPad kit!

Rome visited Victoria to work directly with our teachers. Since that time the teachers have been excitedly using the pre-installed apps to liven up student learning in the FSL classroom.

After Christmas we met again to go shopping! (It's true.) We put together resource kits for each of the grade levels; grades 5-9.

Stay tuned! The teachers participating in this exciting project will be attending the May 6th Whistler conference that BCATML is co-hosting with BCTELA & MyPita. After the conference we will begin sharing out which resources we are using, along with success stories.

As you embark on a journey of exploring the redesigned curriculum, be sure to create a team. Find like-minded 'teaching ninjas' and work together to pool the energy and creativity! Stay tuned!

*Best,*  
*Kindra*

Kindra Harte,  
BCATML Elementary & Middle Years Rep



# THE LATIN AMERICAN YOUTH PROJECT

at Britannia Community Centre

Did you know that the City of Vancouver has been running a Latin American Youth Program for over 15 years now?

The program was originally designed to provide culturally sensitive support to new immigrant Latin American youth and their families. The main goals of this program are to reach out to Latin American youth that have difficulty integrating in the Canadian society or those that are interested in connecting more with their culture and looking to practice their Spanish. The program has been able to meet these goals by creating a welcoming environment where youth can receive support and connect with other Latin American youth and participate in their community either through recreational activities or culturally relevant events.

The program is for Latin American youth ages 14-18, who are new to Canada or youth looking to meet other Latin American youth in Vancouver and connect with the Latin American community culture and practice their Spanish. They meet every Tuesday, Thursday, Friday and Saturday at Britannia Community Centre.

This endeavor has gone through some challenges. Participants faced a number of issues including: immigration/deportation, substance abuse, isolation, lack of formal education and cultural identity issues, among other barriers.

The Latin American Youth Program offers a variety of activities such as indoor soccer, Latin American cooking, and a girls-only groups that meets once per week. They also offer workshops on various topics, depending on participants' needs and interests.

How can youth take part in this program?

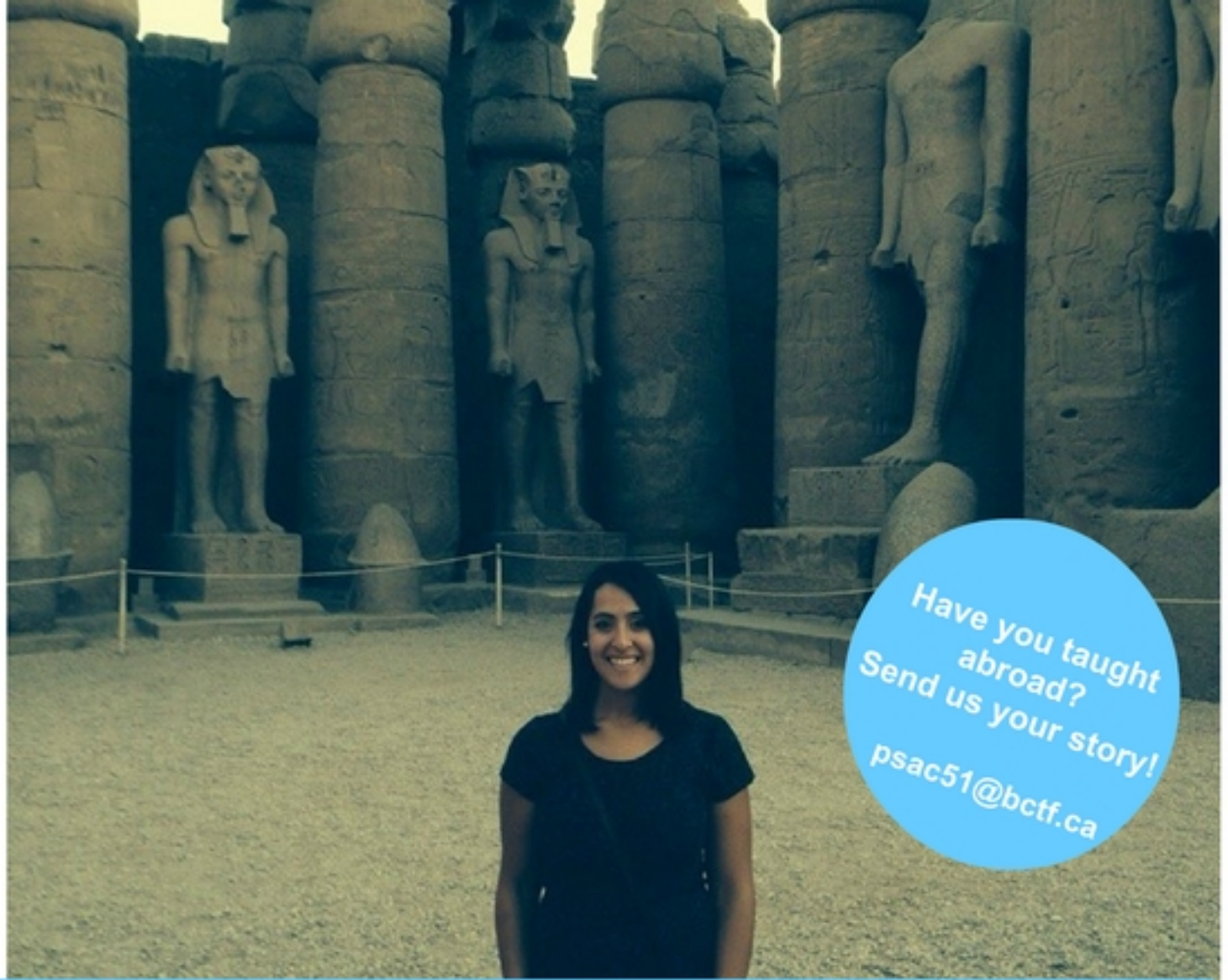
Contact Britannia Community Centre to register and to get more information.

You can also call 604 - 718 - 5829 or e-mail [stephanie.angel-garay@vancouver.ca](mailto:stephanie.angel-garay@vancouver.ca).

Pass this information on to our Latin American Youth, so they know they have a safe place to go for support, and where they can learn more about their culture.

- JACQUELINE CRUZ, BCATML SPANISH REP

INFORMATION PROVIDED BY STEPHANIE  
ANGEL-GARAY, LATIN AMERICAN CULTURAL  
ENRICHMENT YOUTH WORKER



Have you taught  
abroad?  
Send us your story!  
[psac51@bctf.ca](mailto:psac51@bctf.ca)

## "While finishing up my teaching program I knew that I wanted to teach abroad..."

I wanted to take the skills I had learned in my teaching education and be able to apply them anywhere, regardless of the environment. I've always known that socio-economic and political factors can greatly impact education, so I was curious as to how it would feel to teach at a B.C. offshore school. I'm essentially teaching the B.C. curriculum, but to a different audience, and in a different environment. I would say it is one of the best decisions I've ever made. Not only am I doing what I love to do, but I'm also growing as a person. Teaching in a B.C. offshore school in Cairo gives me the opportunity to travel frequently and expose myself to different cultures. It is definitely not easy at times: I have to adapt certain methods or phrases in teaching in order to adhere to cultural norms, and I have to come up with different methods for classroom management. Regardless, I have enjoyed the challenge. I've also learned to always be prepared to quickly adapt to change. There were a couple of times while I was teaching when all of a sudden there was a power cut and I had to quickly come up with how I would continue with my class without any of the technology that I had been planning to use. The most important thing I've learned on my journey is that at the end of the day I'm a teacher, and no matter where I am, students are the same; they just communicate differently. Language and cultural barriers can be hard to look past while teaching students abroad, but I just have to remember that communicating to students is not a simple matter of speaking the same language; what matters most is trying connect with your students and show them that you care for them. Teaching abroad has taught me a lot & has made me grow in ways I could have never dreamed!



Dalia Elramly is a UBC B.ed Grad (2014)  
who now teaches at a B.C.-Administered  
school in Egypt.



Have you seen these *Secret Paris* colouring books?

Idea: Get your students to create their own, about different cultural scenes!

You can now order the new animated *Petit Prince* movie from Amazon Canada. Be careful about DVD vs. Blue Ray!



Is anyone else loving that our Prime Minister is a teacher?!



68,926 Views

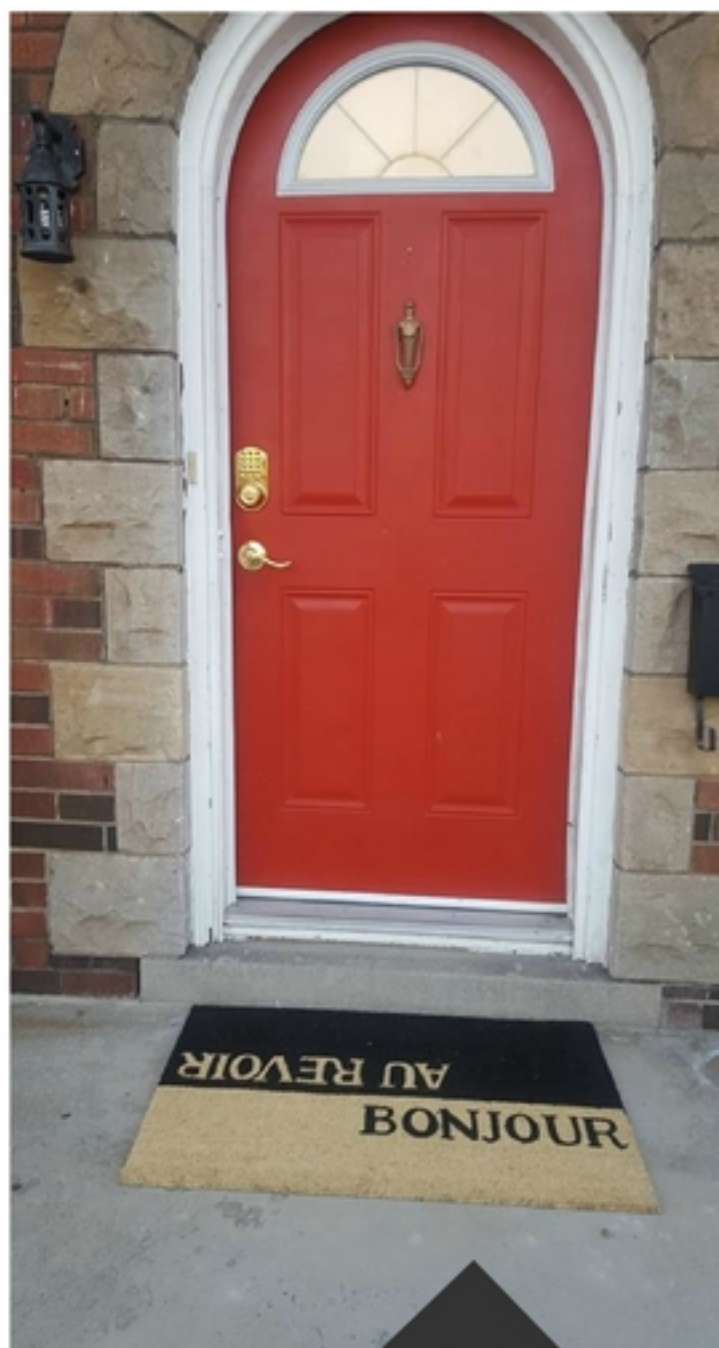
CBC Politics

April 20 at 4:44am ·

Like Page

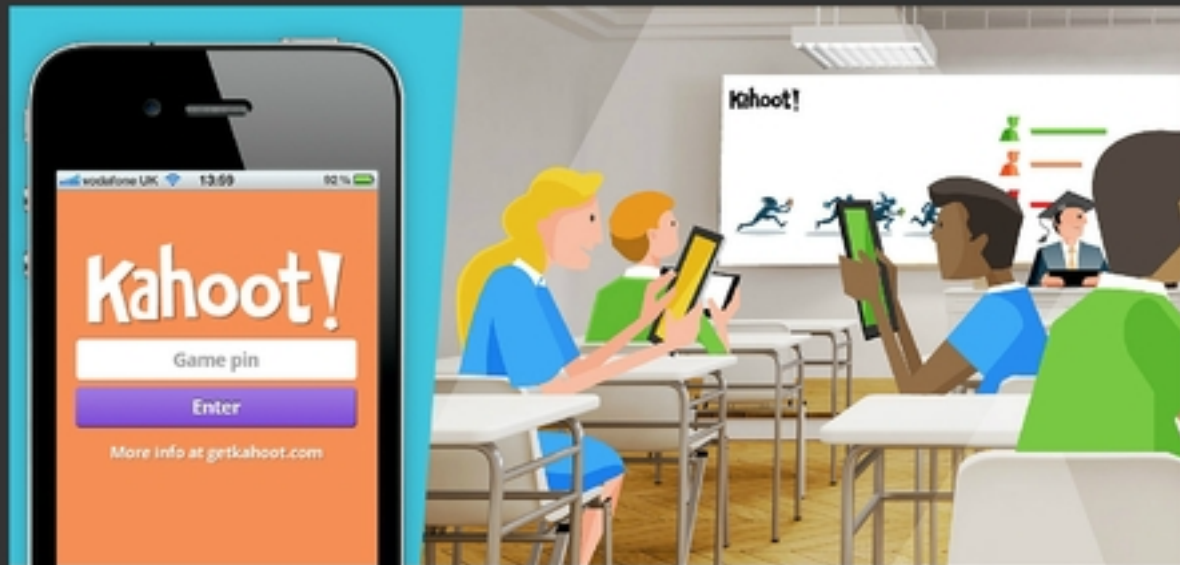
"For me, being a teacher is a fundamental part of my identity. I consider being a teacher who I am and what I am," Justin Trudeau explained Tuesday.

Like Comment Share

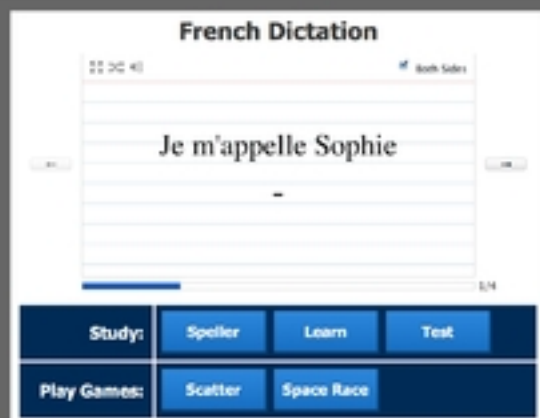


You can get these doormats at JYSK!

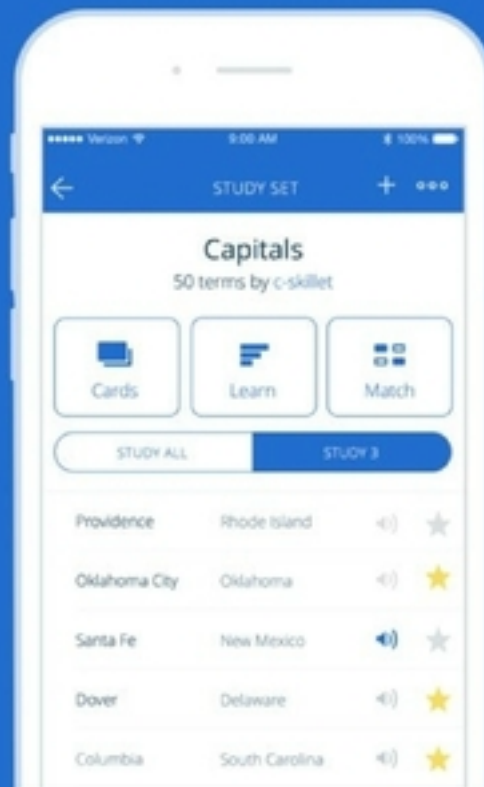
- Nicole Jarvis, BCATML Webmaster & Other Languages Rep



**Books not quite cutting it?  
Try these L2-friendly tech tools!**



Study any subject on the go with Quizlet



# Using Quizlet and Kahoot to increase vocabulary, improve pronunciation, and to increase motivation in the L2 classroom

For the last two school years, I have been experimenting with various sites in an effort to “flip” some of the learning outside of the classroom and to differentiate the learning.

I believe I have an effective formula which I am please to share with you! First, I pick an area of study. The example I will detail here is for geographical features in French. I created a Quizlet (Termes géographiques-Quizlet) with my vocabulary and using Quizlet’s stock photos. This example uses 40 new vocabulary terms. You create a Quizlet class and invite your students to join and they go through the cards as homework. I usually tell them there will be a spoken and a multiple choice reading or writing quiz the next class. Quizlet allows students to hear the terms pronounced by a native speaker. The next period, I use the Quizlet cards to test the students one of two ways. I project the images, and the students identify up to 5 of the terms for oral marks. Or, they can set up a Quizlet test on a computerized device according to my parameters: Written answers (spelling test), Matching, Multiple choice or True/False and how many questions. Then, all students start. At the end, they show me their results on the screen and I write down their score. Each student has a different quiz as the questions are randomly generated. Finally comes the part the students have been waiting for. Kahoot is a timed online multiple choice quiz using individual computers, smart phones,

tablets or ipods. The teacher launches the prepared quiz and a game pin is displayed. The students visit kahoot.it and enter the game pin and a user name (here is the one created for this lesson Termes géographiques-Kahoot). Once all students are signed in, the teacher launches the quiz and the students compete to choose the correct answer in the shortest possible time. Students quickly become addicted and beg to do more Kahoots. What’s so cool about that? They are begging to be tested! They are begging to show off their knowledge of the new vocabulary! Engagement and performance? Through the roof! Mission accomplished! From here, we can move on to application activities using the new vocabulary. The whole process takes two ½ classes on 2 separate days. This example uses a Quizlet with 40 new vocabulary terms and a Kahoot testing 10 of those terms. Kahoot results can also be downloaded as an Excel document at the end of the activity to be used as formative assessment. You can find more of my sets on Commerce équitable, Formes, or Vêtements by searching my card sets by the user names TrishKolber or Tkolber.

-Trish Kolber,

BCATML French Rep

Questions from members are welcome!

A question posted on the BC Association of Teachers of Modern Languages Facebook page:

"Is anyone using French Playground? If you haven't tried it, there's a 30-day free trial available!

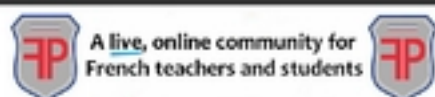
I'm looking for some Pacific time zone partners to play Kahoot with (or some north-east BC partners who, like us in Creston, never change the clocks!)

Times on the site are listed in Eastern time. I am finding that many of them are too early in the day for westerners like us. Let me know! "

<https://frenchplayground.com/login/league-kahoot-games/>

- Question from Karen Christiansen, Prince Charles Secondary School , Creston, BC

Contact Karen at [kchristiansen@sd8.bc.ca](mailto:kchristiansen@sd8.bc.ca)



Once you have joined, let's get you and your school on the League's list of "Registered Teams" so you can begin signing up for events and engage your French students in challenges.



Add your school to the "Registered Teams" list



# My Path to Becoming a French Teacher: The struggles and successes of a B.C educator

- Stacia Johnson, BCATML Japanese Rep, Port Hardy

Back in high school, I knew I wanted to learn as many languages as I could. The end goal was to become a flight attendant and travel the world. So, there I was at school signing up for French, Japanese, and German- every possible language course being offered at Kamloops Senior Secondary. At home I would listen to Italian tapes. I graduated with French 12, Beginner's German, and Beginner's Japanese. Off to UBC I went to continue learning languages. There I found myself immersed in French, Japanese and English. At the end of first year, I realized it was going to be a tough four years if I was to continue studying multiple languages, so at the time I chose to continue with Japanese. I spent my undergraduate years studying Japanese in the basement of the Asian Studies Center at UBC and one year in an immersion setting at Tezukayama Gakuin Daigaku in Osaka, Japan. Five years later, with a Bachelor in Asian Studies that focused on Japanese, I realized I wanted to share my love of language learning with others, so I opted to take a Bachelor of Education, instead of becoming a flight attendant. Twenty-two years later I am so happy that I made that decision as I have had the opportunity to continue studying and teaching Japanese, English and even French.

Now becoming a teacher of French was quite unexpected! Yet, this was one of the best things that has ever happened to me. In 2003, after teaching Japanese and English in Richmond for 10 years, I decided to move to a beautiful small town on Vancouver Island. When I went to a local high school there to introduce myself for a possible teaching position, the vice-principal said at the time that there would be openings for teachers-on-call, but if I wanted a job immediately, I could teach French 8-12. The district was in dire need because they were unable to find anyone to take the position. I replied that I hadn't used my French since first year university; however, I did have second language methodology courses and experience teaching other languages. At that point, he asked me if I would consider taking French courses to refresh the French in my brain from years back. Not knowing how long I could possibly have to TTOC before landing a job, I jumped at the chance to teach French right away

even though I knew it would be an uphill climb for a while getting reacquainted with the French language and advancing my skills.

So there I was - at 33 years old - signing up for every French course at North Island College (NIC). A couple of years later, having worked with their amazing French professors, Catherine Carston and Alix Carrel, I completed every 100 and 200 level French course (I believe it was 8 courses in total). The college stated that they could give me credit for my grade 12 year in high school so that I could begin at 121 level. However, due to the fact that I hadn't used my French in about 9 years, I felt it was imperative for me to start my French studies at the beginner level. Through this experience, my love for the language grew and a francophile I became. I immersed myself anytime and anywhere I could; I would listen to French podcasts, watch French films, have French speaking days and dinners with friends. In fact, many times I would forgo having fun to study French, like the time when two friends went surfing at San Jo Bay and I sat on the beach with my French texts reviewing the weeks' lessons. I continued taking summer courses at UBC and Collège Mérici, taking 300 and 400 level online courses through Athabasca University and traveling to Paris. Tons of hours and dollars were spent over a few years, but it was well worth it! Those times when I felt like I had made it began to occur on a more frequent basis. Nothing beats that feeling of finally being successful in a language.



*"At home I would listen to Italian tapes."*

# Continued...

I can still remember vividly the three times when I felt I was reaching fluent status. One was during a summer language program in Québec, where after my oral interview I was put into a class level with immersion teachers. Another was the writing of a 4th year level paper for NIC in French about a scientific phenomenon of a specific parasite's lifecycle. The last time was recently at a bilingual conference at the University of Ottawa where I presented a paper, following some work I did during my Master studies at UVIC in curriculum and instruction. The paper was about the benefits of using Twitter in developing second language and literacy competencies. The abstract for this presentation was written in French and prior to the presentation I spoke with a fluent speaker about a plethora of educational topics in French. In light of these successes, I thank the patience of my editors, Dr. Deborah Begoray, Dr. Michael Paul, and Arnaud Côté, and the many accepting and understanding participants at the CCERBAL conference at the Bilingual Institute. In addition, many others have supported me along the way.

There are many times when I could have given up. I could still give up, considering that my pronunciation was and is still not perfect. But I continue...

I continue because I witness daily the value of being multilingual and I realize that I am very lucky to have had my mind opened to other ways of being and thinking through language and culture.

**Where to next? The plan is to study at the Sorbonne in Paris and cycle through Southern France for a semester in 2017, after having saved money for the last couple of years. The pathway to becoming fluent never ends... C'est la vie!**

## So what have I learned from this?

- We have to be accepting of all levels of language learners. We must provide support and formative assessment so that learners know how to improve. We have to encourage them and not discourage them because they are not "perfect".
- When students are discouraged they may quit. This is one less speaker of a foreign language, leading to one less human being able to understand the thinking, the knowledge and the culture of another.
- We can't push away people who don't pronounce a language perfectly- think of all the different speakers of the English language. The key is to have what is being said intelligible and comprehensible.
- We must model what it looks like to value other languages and cultures.
- The CEFR for Canadian Educator books, for me, is an instrumental piece of literature for the teaching and learning of any language. Additional helpful literature for teaching languages are works by Vygotsky (social learning), Will Richardson (collaboration and the new realities), and Dornyei (motivation).
- Not one method is the end all and be all whether it is immersion, the communicative approach, comprehensible input, TPR, AIM, or TPRS. As Anne Davies states, "people learn in different ways and in their own time" p. 61 So what matters? The use of good pedagogy and evidence of effective student learning are important.
- Methods have to be relevant and based on real-life tasks.
- Students need to feel they are progressing in competencies in all language skill areas (speaking, listening, writing, reading, representing, and viewing)
- Language learning takes time and patience and is a lifelong practice.
- Living and participating in the language and culture of the L2 country speeds up the language learning process
- Learners need to have a vision and a purpose for learning the L2
- Educators and students benefit from a growth mindset and risk taking in an environment that is safe and builds confidence.
- Having access to the bursaries offered by the Ministry of Education helps with the costs of taking French courses. Find out more information here: <https://www.bcedextranet.gov.bc.ca/bursary/>



# Student Article

## "C'est en parlant français que"

C'est en parlant français j'ai développé mon esprit pour aider la communauté. Née en Indonésie, je suis un étudiant passionné au Canada. Mon anglais n'était pas bon et j'étais très timide. Ma mère a décidé qu'elle voulait m'inscrire à classe du français pour améliorer ma passion en langues. Je n'avais pas parlé tout de français avant ces courses. Aujourd'hui, le français est ma troisième langue et je trouve qu'en parlant français j'ai ouvert beaucoup des opportunités pour aider ma communauté.

Toutefois, j'ai rencontré un professeur vraiment charmant; elle changeait mon attitude à français toujours. Madame Francine était une femme vieille, mais son esprit m'a surpris. Avant ma classe de français, je n'ai pas tout d'intéresser pour le français. Quand tous mes professeurs étaient ennuyeux, Madame Francine était un soleil brillant dans le ciel de nuit. En classe extracurriculaire comme sa classe, je ne pensais pas que nous chanterons beaucoup des chansons! Après l'école a terminé, tous mes amis étaient fatigués quand nous marchions à la classe du Madame Francine. Mais, la sourire de Madame Francine était tellement grand et accueillant, tu pouvais regarder ses dents brunes que j'ai prises très drôle. A la dernière classe du français avec Madame Francine, c'était le jour que Madame Francine parlait les mots la plus important pour moi.

Avant nous avons sortis, Madame Francine créer un « discours de motivation » à nous. Elle a dit que dans nos vies, nous rencontrerons tous les types des personnes. Madame Francine a dit que les expériences et les mémoires étaient les plus importants. Quand nous parlons à une personne, la connexion ne disparaîtra jamais. Comme le français, ou toutes autres les langues, les langues connectent le monde, chaque communauté, chaque ville, et chaque personne. Donc, elle aimait être un professeur, être un personne qui connecte avec ses étudiants par les chansons, les livres, et les connaissances. J'étais très inspiré par ses mots forts. Qui était Ansel, un homme qui ne fait rien? Ou une personne qui peut changer le monde? Après ce jour, j'ai commencé mon parcours pour découvrir quelles étaient mes convictions. Je devenais un démonstrateur des sciences et un coordinateur pour un programme d'école.

Pour ma première initiative, j'ai accepté une position à Science World pour le volontariat. Appelle le "Eureka Youth Team", nous présentons des jouets

scientifiques comme le Pendule de Newton. Les petits enfants sont excités quand je présente ces jouets! Une fois, un enfant qui parle le français a m'approché. Régulièrement, je parle en anglais chez le Science World. Mais, je voulais utiliser mon français car je voulais étonner l'enfant. J'ai découvert que l'enfant, il avait 8 ans, était heureux quand j'ai parlé en français! J'ai lui montré comment un "Jacob's Ladder" fonctionne et son sourire a augmenté. J'étais heureux que je parle français parce que, sans ça, je ne pouvais pas avoir ces moments.

Une autre initiative dans laquelle j'ai participé était devenir un coordinateur pour "Math Buddies" en "Learning Buddies Network" ou LBN. LBN est une organisation à but non lucratif pour aider les étudiants élémentaires qui trouvent les mathématiques difficiles. Située à mon élémentaire passe, je voulais contribuer à mon école élémentaire parce qu'il a donné beaucoup des expériences quand j'étais un étudiant là. L'année dernière, je devenais un coordinateur volontariat pour LBN. J'expliquais des concepts lentement chaque semaine avec mes émotions et dessins pour les étudiants et leurs parents. À la communautaire avec beaucoup des immigrants, il y avait beaucoup de nationalités qui construisaient ma communauté. Je trouvais mon français très utile quand je rencontrais toutes sortes de personnes. Par exemple, Chantal avait 9 ans et elle ne pouvait pas parler en anglais, français seulement!. S'il y avait un problème de communication, je travaillais avec le tuteur de Chantal car elle ne pouvait pas parler en français. Je l'ai vue d'améliorer chaque semaine! À la fin du programme, tout le monde, notamment Chantal, améliorait leur mathématique et connexion avec leurs tuteurs. Je crois que les langues devraient améliorer nos esprits, pas interféraient nos connaissances. Sans français, je ne pouvais pas assister les étudiants comme Chantal.

Le français n'est pas ma langue première, mais c'est en parlant français que j'ai rencontré Madame Francine, j'inspirais les enfants à Science World, et je pouvais aider les étudiants comme Chantal. Chaque jour, je veux améliorer mon français parce que des expériences comme ces ont développé ma passion pour aider la communauté et par la suite la monde. Comme Madame Francine m'a appris, c'est en parlant français que je peux développer mes convictions.

**- Ansel Hartano**

*Grade 12 student at Ideal Mini School in Vancouver*



# USEFUL APPS FOR LANGUAGE TEACHING

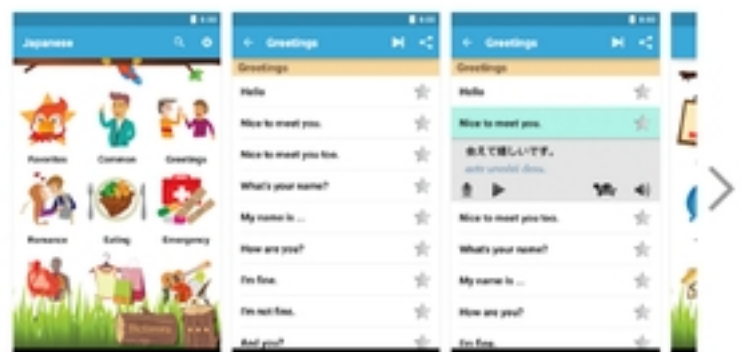
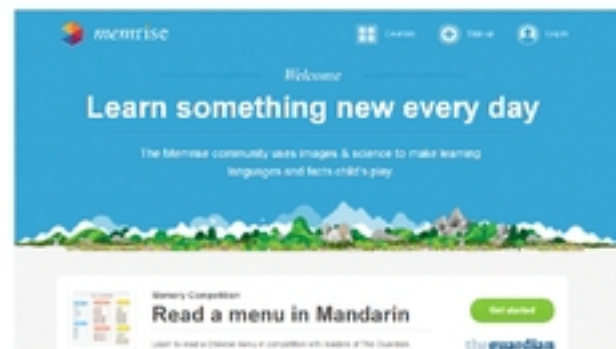
*This issue we're featuring Japanese learning apps!*

Teachthought.com has shared some of the best language learning apps for 2015 and there are a few good ones for Japanese specifically. These are FREE and easy for students to use. Members of the BCATML can also log into our members-only area on [www.bcatml.org](http://www.bcatml.org) to see which apps are loaded onto our iPad Inquiry Lending Kit, along with videos and exemplars of student projects from the pilot classrooms. Experiment with the following and explore the members-only area... I am sure you won't be disappointed!

1. Memrise
2. Busuu
3. Learning Japanese
4. Hello Talk

For more details about apps for other languages visit: <http://www.teachthought.com/uncategorized/best-language-learning-apps-2015-ipad-learn-english/>

-Stacia Johnson, BCATML Japanese Rep, Port Hardy B.C.



"Learn Japanese" contains over 800 commonly-used Japanese phrases and vocabularies for travelers and beginners. Using this app, you can learn from our Japanese speaking parrot. The parrot works together with you to practice your speaking and listening skills, wherever and whenever you are.

# Japanese Teaching News

Application packages for the 2017 MEXT Undergraduate Scholarship are now available. The scholarship is open to high school graduates (as of March 2017) born between April 2, 1995 and April 1, 2000, who would like to study and complete an undergraduate degree at a university in Japan.

The Ministry of Education, Culture, Sports, Science and Technology (in Japanese: Monbukagakusho, English acronym: MEXT) offers scholarships to Canadian students wishing to pursue their studies at a Japanese university.

The scholarship covers:

1. Full tuition
2. Monthly allowance
3. Round-trip flight between Japan and Canada

Applications must be sent to the Japanese diplomatic mission nearest you. For detailed information, please contact the Embassy of Japan in Ottawa or the Consulate General of Japan nearest you in Vancouver, Calgary, Toronto, and Montreal.

Below are the three categories of scholarships available for Canadian students.

1. RESEARCH STUDIES (details online)
2. UNDERGRADUTE
3. JAPANESE STUDIES

The application guide and forms can be accessed through the Embassy of Japan's website at [http://www.ca.emb-japan.go.jp/itpr\\_en/education.html](http://www.ca.emb-japan.go.jp/itpr_en/education.html). The deadline to apply for the scholarship is June 3, 2016. All eligible applicants will be invited for an interview and examination on a designated date (yet to be determined) in late June or early July.

Questions can be directed to the Consulate General of Japan: 604-684-5868, ext. 391 or [education@vc.mofa.go.jp](mailto:education@vc.mofa.go.jp).

Sincerely,



Steve Chevalier  
Culture and Information Assistant  
\*\*\*\*\*

Consulate General of Japan  
900-1177 West Hastings Street  
Vancouver, BC V6E 2K9  
604-684-5868/[education@vc.mofa.go.jp](mailto:education@vc.mofa.go.jp)



**Did you know?**  
We post this information on [www.bcatml.org/news](http://www.bcatml.org/news) the very same day that we receive the bulletin!  
Check our Twitter, Facebook or website News Blog for instant updates.



**Embassy of Japan in Canada**  
在カナダ日本国大使館

# New Japanese Education Resource



TWEETS 441 FOLLOWING 617 FOLLOWERS 346 LIKES 167 LISTS 1

Follow

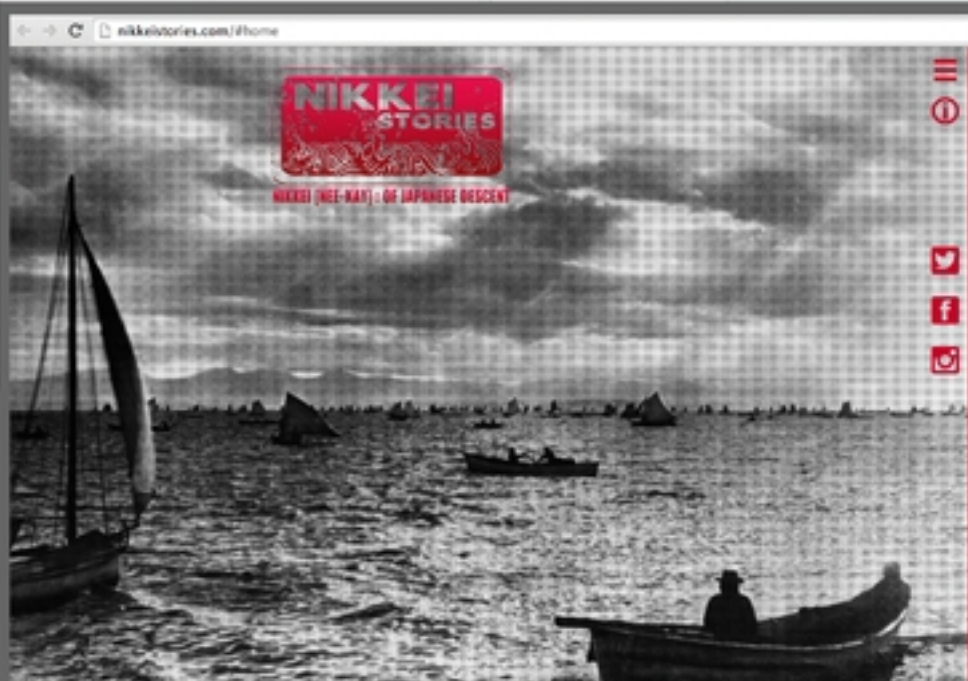
Nikkei Stories

A new web/film project featuring stories about the struggles and triumphs of the Japanese diaspora. Launching in Vancouver, Canada in 2015.



Tweets Tweets & replies Media

Who to follow Refresh View



Nikkei Stories of Steveston pays tribute to the struggles and successes of Japanese Canadian pioneers and their descendants.



Ten short documentary videos reanimate the people, places and events of the historic Steveston Japanese Canadian community.

Nikkei Stories signage will appear in 10 locations around Steveston. These signs will display a QR code that will link viewers directly to the corresponding video via their mobile phones.

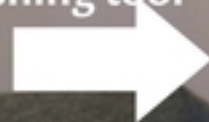
Videos are accessible by visiting <http://nikkeistories.com/#home> as well as to Telus Optik TV customers.

## EDUCATION

Nikkei Stories is pleased to provide a comprehensive study guide for teachers who wish to include the history of Japanese Canadians in their curriculum. Click on the image to download the Nikkei Stories Study Guide pdf.



Disclaimer: this man is probably not a teacher. He is a stock photo gentleman from the template Nicole found on the online publishing tool Jilster.com :)



## "What's out there for resources?"

### French-language resources from Dominique & Co.

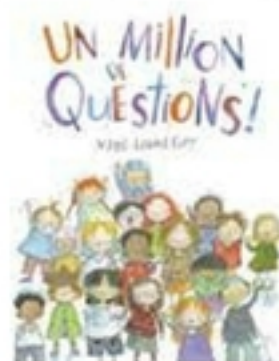
BCATML Vice President Stacey Sveistrup and Webmaster / Other Languages Rep Nicole Jarvis met with Ben Minuk, Independent Publishing Rep and FDMT Sales Director Jean Sebastien Legros on April 21st at the Vancouver School Board office on W. Broadway, in order to learn about 'what's out there' in terms of sensory tools, books, and more. We learned that FDMT recently acquired distribution rights for french publishing house Dominique & Co.

Here is Jean Sebastien's follow-up email to us at BCATML!

Bonjour!  
Comment ça va?

Pour ma part, ça va très bien. Lors de notre rencontre, je vous ai parlé de notre partenariat avec la maison d'édition Dominique et Compagnie. Nous avançons à pas de géant dans ce dossier et je maîtrise de plus en plus les collections. Je m'amuse à lire de magnifiques albums!

Laissez-moi vous présenter un aperçu de toutes les possibilités littéraires qui s'offrent à vous! Je vous guide tout au long de ce courriel avec des hyperliens. Parfois, il est nécessaire de l'explorer de haut en bas pour trouver la collection.



En ce moment, mon album préféré est *Un million de questions* de Marie-Louise Guay. L'auteure nous raconte comment elle s'y prend pour écrire un livre. Au cours des pages, on y rencontre certains de ses personnages (Stella, Caramba...).

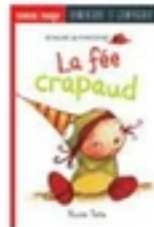
Se poser des questions, anticiper la suite, émettre des hypothèses, faire des liens avec son vécu et son monde, faire des inférences... Tout y est! Un coup de foudre assuré. Il est possible de consulter un extrait ici : [http://www.dominiqueetcompagnie.com/catalogue/livre.asp?id\\_prd=2786](http://www.dominiqueetcompagnie.com/catalogue/livre.asp?id_prd=2786)

Free shipping on orders over \$150 from now until April 30th. Let them know you found out about FDMT and Dominique & Company from the BCATML! We'd like them to come present!

# Books from Dominique & Company, available from [www.fdmnt.ca](http://www.fdmnt.ca)

Plus de livrets gradués?

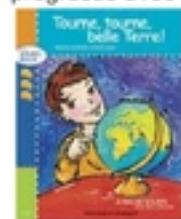
Les collections Griqnote les mots, Gribouillis et Lis et raconte sont les points de départ. N'oubliez pas que tout ce que je vous propose ce sont des œuvres originales francophones, aucune traduction.



Une demande souvent formulée est d'offrir de jolis petits romans gradués, des romans offrant une progression. Encore une fois, voici plusieurs titres regroupés sous différentes séries (rouge-lime-vert-bleu- noir) et thématiques.

Vous pouvez aussi visionner un court vidéo qui explique les collections.

On progresse? Pas de problème! Les collections A pas de souris et A pas de loup sont très intéressantes et attrayantes et progresse avec les élèves.



La collection A pas de souris est conçue pour nos plus jeunes. Les illustrations riches sont captivantes et le choix des mots est simple et actuel. La collection se divise en différentes séries. Découvrez la série rouge (1 fromage) qui propose des titres de moins de 100 mots, la série verte (2 fromages) de 100 à 200 mots et la série bleue (3 fromages) de 150 à 200 mots.

[http://www.dominiqueetcompagnie.com/catalogue/categorie.asp?id\\_cat=74](http://www.dominiqueetcompagnie.com/catalogue/categorie.asp?id_cat=74)

Vous pouvez télécharger les fiches de corrélation entre les diverses échelles (Clay, Fountas et Pinnell, DRA et couleur) ici : [http://www.dominiqueetcompagnie.com/pedagogie/livres\\_niveles.asp](http://www.dominiqueetcompagnie.com/pedagogie/livres_niveles.asp)

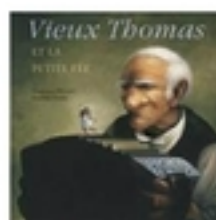
et des versions audio ici :

<http://www.dominiqueetcompagnie.com/pedagogie/narrations.asp>

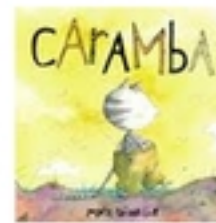
On fait un pas de plus avec A Pas de loup.



La collection A pas de loup est composée de 4 niveaux distincts. Chacun de ces niveaux offre des séries thématiques amusantes. Que pensez-vous de Fred Poulet?



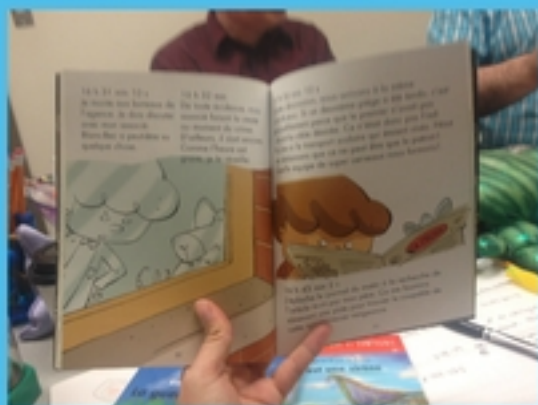
Évidemment, plusieurs superbes albums sont disponibles. Que ce soit Lustucru, le loup qui pue ou Pétunia princesse des pets dans la collection Dominique Demers ou les personnages attachants de Marie-Louise Guay,



ou encore des albums illustrés comme Le grand jour de Jean-Serge ou Le monstre qui aimait trop lire, vous renouvelerez une expérience littéraire agréable, voire pédagogique. Certains de ces titres peuvent être vendus avec un cd audio pour l'écoute de la lecture.



Independent Publishing rep  
Ben Minuk shows us some  
French social-emotional  
posters



Jean Sebastien, Ben Minuk and Stacey Sveistrup go through new resources from FDMT & Dominique et Compagnie (photo by Nicole)



**FREE  
DELIVERY**

From April 1<sup>st</sup> to April 30<sup>th</sup>, 2016\*

fdmt.ca



\* Québec and Ontario: minimum order 155 before taxes. Other Canadian provinces: minimum order 125\$ before taxes. Delivery charges may apply in remote areas, but a discount equivalent to standard delivery charges will be applied. This offer does not apply to products displaying a truck pictogram.

Série Kino, l'étoile du soccer



Série Les bêtises



La collection Premières Nations écrite par Michel Noël, un auteur québécois né de parents d'origine algonquaine est un coup de cœur. Découvrez sans préjugés les Papinachois et les Mohawks au cours d'aventures qui permettront de comprendre les leçons de la nature.

Collection Premières Nations



Les Papinachois et les ours



Les Papinachois et les bleuets

Bref, il y a tellement de beaux livres, impossible de se lasser. Nous les ajouterons progressivement à notre site web, mais ils sont tous disponibles dès maintenant.

Vous cherchez un titre en particulier, contactez-moi et je ferai les recherches pour vous.

A bientôt!

**Jean-Sébastien**

Jean Sébastien Legros  
Directeur pédagogique et des ventes  
Sales director

c 514.715.5500  
t 866.465.0559 #112  
f 450.321.5503  
js.legros@fdmt.ca

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Série Papa



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# IDELLO

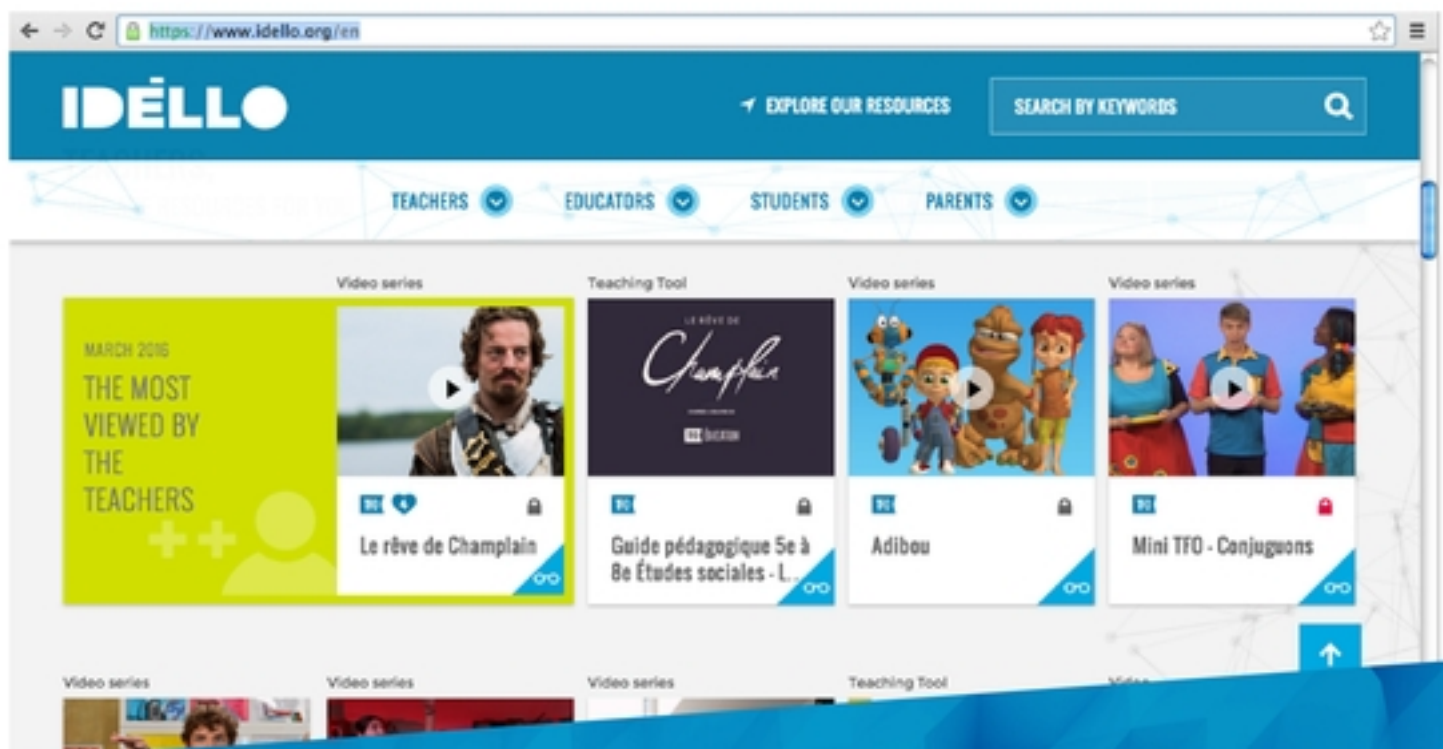
## A RESOURCE DEVELOPED FOR ONTARIO'S REDESIGNED CURRICULUM

Have you explored what teachers in other provinces use?

Le Groupe Média TFO est une destination incontournable pour les publics à la recherche de contenus éducatifs et culturels innovants, en français, à l'avant-garde de l'apprentissage numérique. TFO dessert deux millions d'étudiants et 30 000 enseignants à travers l'Ontario et le Canada et opère la chaîne YouTube en français numéro 1 au Canada. Ses contenus se sont mérités différents prix d'Austin à Amsterdam (Kidscreen Awards, Gêmeaux, Caissies, IBC Awards, SXSW Film Design Awards et plus).

Groupe Média TFO is a premium destination for audiences seeking educational and cultural content in French. It offers stimulating experiences and award-winning content, always at the forefront of digital learning. TFO serves 2 million students and 30 000 teachers across Ontario and Canada. It operates the number one French-language Youtube Channel in Canada. TFO has received awards and accolades from Austin and Amsterdam (Kidscreen Awards, Gêmeaux, Caissies, IBC Awards, SXSW Film Design Awards and more).

**The new TFO IDÉLLO website is pretty awesome. Our French-teaching colleagues would probably love to know it exists!**



Nicole (BCATML's Webmaster & Other Languages Rep) met Joelle Andraos of Groupe Media TFO ([www.tfo.org](http://www.tfo.org)) during the Ontario Modern Language Teachers' Association's #Talk2moi2016 Spring Conference in Toronto. We have invited IDELLO staff to come to our October 21st Celebrating Languages conference as an exhibitor and presenter.



TEACHERS,  
HERE ARE RESOURCES FOR YOU

CREATE A FREE TEACHER ACCOUNT >

EXPLORE >

Video series

MARCH 2016  
THE MOST VIEWED BY THE TEACHERS

Le rêve de Champlain

Teaching Tool

LE RÊVE DE Champlain

Guide pédagogique 5e à 8e Études sociales - Le...

Video series

Adibou

Video

Vieux Québec

Video

L'Anse aux Meadows

Video

SGang Gwaay

Video

Canal Rideau

## IDELLO

- The Arts +
- French +
- Mathematics +
- Sciences and Technology +
- Social Sciences +
- Health, Physical Education and Security +
- Business Studies +
- Canada
- Native Studies and Languages
- Religious Education
- Computer Studies
- Trades and Technological Studies
- Guidance and Career Education
- Pedagogy

**FILTER** ✕

LEVEL ∨

SUBJECT ∨

TYPE ∨

THEME ∨

FRENCH SECOND LANGUAGE ∧

- A. Basic User +
- B. Independent User +
- C. Proficient User +

LANGUAGE ∨

SKILL ∨

TFO

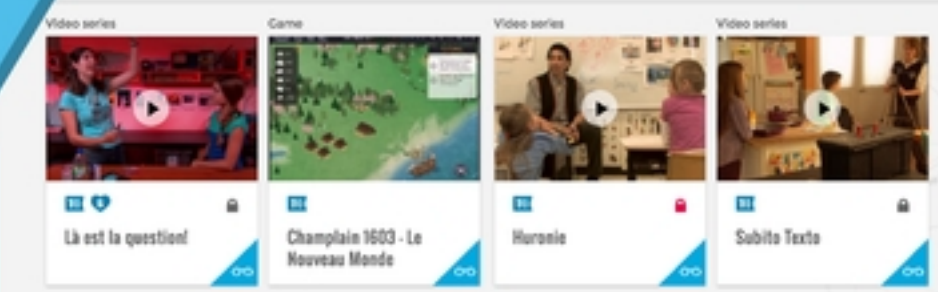
THE BEST OF CINEMA

CHILDREN'S SONGS

**IDELLO has thousands of videos related to music, culture, history, current events, themes, and more.**



Search the IDELLO database with any given number of criteria.



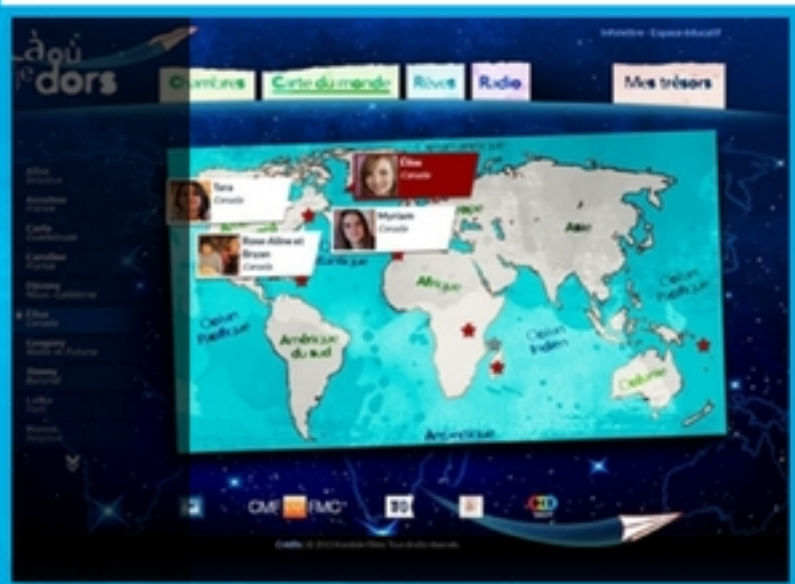
**SKILL**

- Autoregulation
- Collaboration
- Communication
- Knowledge and comprehension
- Creativity
- Thinking ability
- Literacy
- Methodology
- Parctical application
- Motor skills
- Numeracy
- Critical thinking
- Research
- Problem solving

IDELLO / TFO example

**LÀ OÙ JE DORS - Mini-website for student use**

Alors que la série télévisuelle Là où je dors vous invite à rencontrer des enfants du monde, le site web éponyme vous propose de prolonger le voyage dans leur univers. La série télévisuelle met en scène 36 enfants de 9 à 13 ans issus de la Francophonie grâce à 36 capsules qui présentent aux téléspectateurs l'endroit où ces jeunes dorment. Le site web quant à lui permet de revisiter leurs chambres de façon plus intime. L'internaute découvre ainsi de nombreuses choses insoupçonnées jamais révélées à la télévision et qui ont de quoi surprendre... La première d'entre elles sera d'apprendre que plusieurs des protagonistes... n'ont pas vraiment de "chambre". En fait, dans plusieurs pays, les enfants ne dorment pas dans une chambre. Ce sont plutôt des "lieux" polyvalents où, à la fois, ils dorment, rêvent et discutent en famille et entre amis. Le site plonge les internautes dans des environnements foisonnants d'objets inattendus, de "cachettes" imprévues, de jouets, d'objets du quotidien, de souvenirs et de trésors. Ce site révèle tout ce que contiennent les espaces du sommeil des jeunes et il présente d'une façon originale les différents univers culturels des jeunes francophones.



A A A

Level: 2e année (7-8 ans), 3e année (8-9 ans), 4th grade (9-10 years), 5th grade (10-11 years), 6th grade (11-12 years), 7th grade (12-13 years), 8th year (13-14 years), 9th grade (14-15 years), 10th year (15-16 years)

Theme: Francophonie, Nouveaux arrivants (PANA), Compréhension interculturelle (FSL)

Subject: Écoute (FLS), Français, Geography, Interaction et production orale (FLS), Lecture, Social sciences

Language: French

French Second Language: A1: Introductif ou découverte, A2: Intermédiaire ou de survie

# My trip to Toronto for the OMLTA Spring Conference

Having spent three years helping to organize our annual BCATML fall conferences, I had the opportunity to attend the Ontario Modern Languages Teachers' Association's Spring #Talk2Moi2016 Conference in Mississauga.



OMLTA / AOPLV



BCATML Webmaster & Other Languages Rep. Nicole Jarvis, with her Ontario host Tammy Aiello, a French teacher in the Peel School District.

I went to Toronto with the goal of attending workshops that I otherwise miss out on back home. Running a conference is no small feat, so the members of our executive are usually making sure things are running smoothly while you are in sessions!

I also hoped I could learn from the OMLTA's example and come back inspired to help the BCATML grow even more. Building a community for professional collaboration, sharing, and expertise doesn't come easily; it requires countless volunteer hours from teachers who are already busy with 1.0 FTE's, families, and more. I remember being on my student council back in highschool: I got tremendous satisfaction out of organizing the school dances and charity events like the 30 hour famine. Now that I'm teaching, my event-planning skills are valued by our professional community. Becoming involved in the work of the BCATML and the BCTF has been very rewarding. This trip to Toronto wouldn't have been possible without the encouragement of my fellow Executive Committee members, and I am grateful for their support.

"I got on the airplane thinking that I wouldn't know any of the teachers in Ontario, but I felt motivated to get out of my comfort zone.

Besides, my greatest strengths are that I'm a people person, and I'm addicted to professional development."

A few years ago I wandered my way into a few French-teaching groups on Facebook. One of them was managed by Tammy Aiello, a Core French & French Immersion teacher in Bolton, Ontario, in the outskirts of the Toronto region. Tammy and I would often exchange information and give advice to other teachers in the group. Someone started a thread about the OMLTA's spring conference, in the hopes of getting a small crowd out on the Saturday night to meet at Jack Astor's pub; a real-life Facebook group! I commented to say "I'm in!" and Tammy instantly messaged me to invite me to stay with her and her family that weekend so I wouldn't need to book a hotel.

As it turned out, my flight arrived at midnight. An hour later, we finally disembarked (don't ask), and I met my 'hostess with the mostess' for the first time. That first car ride was the beginning of a weekend I will never forget, and I feel tremendously lucky to have found a kindred spirit in Tammy. We visited publisher's booths (like IDELLO, mentioned elsewhere in this issue!) and Facebook-messaged each other about the best parts of the workshops we attended. We met up for lunch and excitedly picked up where we had left off.

Keep reading to see more pictures from Ontario, and to learn about a session I attended that was led by students involved in French learning through a great teacher-created platform called Eduquest.



## Touching down in Toronto



Awesome online sharing using the conference hashtag #Talk2Moi2016

"It was a great weekend of learning that allowed us to get to know each other as educators outside of the typical 'work' environment. I feel inspired after 3 days of amazing workshops, ideas, comparison, discussion, 'connexions' and fun!

Merci beaucoup to Tammy Aiello, her husband, and great kiddos for hosting me at their home"

"The most valuable resource that all teachers have is each other. Without collaboration our growth is limited to our own perspectives."  
Robert John Meehan

At Jack Astor's pub in Ontario with the French teaching friends I've met through Facebook & Twitter!



Resources in the exhibitor's area

Nicole Jarvis in Bolton, Ontario  
April 1 at 4:56am · Instagram ·

Coffee service at Château Aiello #blessed #roadtrip



pictures from Ontario (top to bottom)

Conference Swag!

- A powerpoint slide from my first session; "Oral Interaction: The Action-Oriented Approach" by Shirley Cameron, B.Ed., B.A., M.A. OCT

- A cool bag carried by a proud teacher

Meeting members of the OMLTA Executive

- Using Lego for stop-motion videos, puppetry, and L2 narration

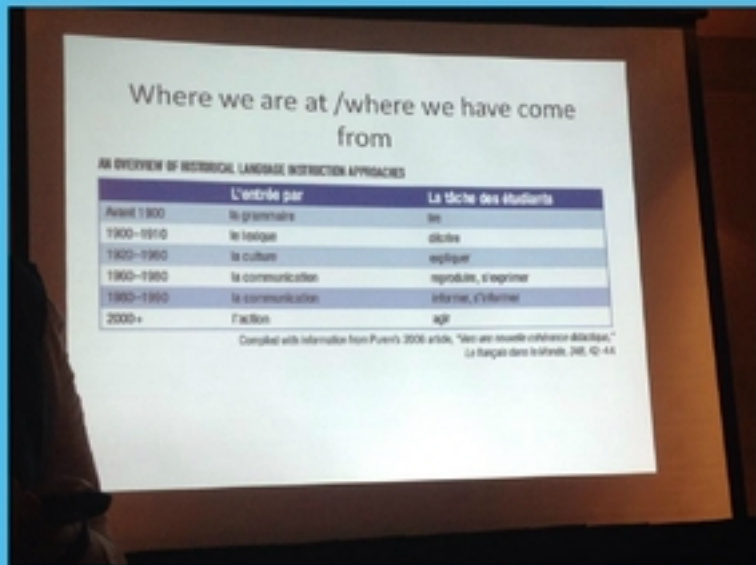
- CEC Publishing in the Exhibitor's area

- A selfie with Guy LeClerc President of the Canadian Association of Second Language Teachers ( www.caslt.org)

- Phonetics cards from the publishers' area

- Handouts from Shirley Cameron's workshop

- Reading OMLTA's Communication magazine & watching french films on the flight



same question(s) from the previous...

the visual of the vocabulary- pictures only; ask  
 -> assessing for 'range'.

suggestions for 'personal interest' (I So...

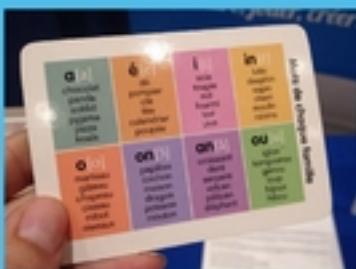
a) Teachers of Immersion should verify if  
 it's a good place to start!!

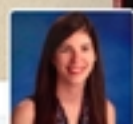
b) Some of these are reading compre...

them in as suggestions.

Core French students may be learning to carry out the following sets of  
 communication in French.

- > Greeting someone
- > Making introductions
- > Asking and answering simple questions about familiar topics
- > Completing simple registration forms
- > Writing simple descriptions to inform someone about an event
- > Asking for help
- > Responding and giving directions
- > Offering and responding to an apology
- > Offering and responding to an invitation
- > Reading advertisements, answering questions, and writing about oneself
- > Giving oral information, answering questions, and writing about oneself
- > Understanding and following procedures to join a club, team, or other group
- > Understanding and asking questions about tasks they are to perform
- > Understanding safety rules and instructions
- > Making purchases





**Erica Armstrong**  
@ms\_a FOLLOWING YOU  
Elementary French and  
Technology teacher  
frenchquest.ca #french  
#edquest  
Joined December 2009

TWEETS 4,227 FOLLOWING 720 FOLLOWERS 1,430 LIKED 1,940 LISTS 1

**Erica Armstrong** @ms\_a · 14 Nov 2015  
Starting a new project to support self-directed PD: [pd.eduquest.ca](http://pd.eduquest.ca) Lots more to come. Free & open to all educators worldwide.

Who to follow - Refresh - View  
Buttons (@youthbatt...)  
Follow  
mawell (@mawellP...)  
Follow  
Lansley Pro-D (@lans...)  
Follow



Erica Armstrong brought her students along to the OMLTA conference to help show teachers how "FrenchQuest" - a web platform she created for badge-earning that is now available to educators worldwide - leads to engaged L2 explorations in their classroom.

Conference Fee: \$375

Flight: \$678

### Seeing grade five students facilitate a Saturday workshop for teachers: *Priceless*

These grade four Core French students led their own session with their teacher, Erica Armstrong! Erica created programs called 'FrenchQuest' and 'Eduquest.' FrenchQuest is a digital badge and blended learning platform that enables individualized language learning. Eduquest is the version for other subjects, with badge-earning similar to what you would find in a Scouting or Girl Guides program. These platforms are great for differentiating when students are at different places in their learning. I could see this being incorporated as a component in many core, extended, or immersion programs. I felt inspired by the focus the students' classmates showed in video clips during the presentation. The clips showed small group work & lots of collaboration: the students had freedom to choose their targets within the course, and apparently it eliminated behavior issues, too!

I especially liked FrenchQuest's potential for portfolio & proficiency-based assessment. It even allows the teacher to save student samples without physically accumulating paper projects, because the proof of their learning is submitted online! Students can submit samples proving their proficiency using screenshots from Duolingo level scores, audio recordings, videos, puppet pals skits, popplet, stop-motion films, GarageBand music with podcast dialogue, and more. Go to [www.FrenchQuest.ca](http://www.FrenchQuest.ca) to find out more!

-Nicole

Ms. FrenchQuest-organized class with powerful, effective language learning. Look how focused they are! #ask2mo0016



Presentation: Saturday, April 2nd – 9:30-10:30:  
Session F4 – FrenchQuest: Gamifying Your French Class

"Come experience how I use digital badges to empower students to take ownership of their learning. FrenchQuest has allowed me to personalize learning, truly differentiating and engaging my students."

The following resources are linked on [www.msarmstrong.ca/presentations](http://www.msarmstrong.ca/presentations):

Presentation Slides – please feel free to comment on the slides if you have questions or thoughts

Example FrenchQuest sites: My Core French | My FI Technology | Sylvia Duckworth | St Louis School | Mme Nguyen

Participate in gamified PD: EduQuest PD

Erica teaches Core French and Technology Class at Fairlawn Elementary in the Peel School Board in Ontario. She is the creator and owner of [www.Frenchquest.ca](http://www.Frenchquest.ca) and [www.Edquest.ca](http://www.Edquest.ca)



PSA DAY 2016

# SAVE THE DATE!

JOIN US

FRIDAY OCTOBER 21

A CELEBRATION OF  
LANGUAGE TEACHING

AT

BURNABY SOUTH SECONDARY SCHOOL

**NOW SEEKING PRESENTERS!**  
[www.bcatml.org/workshop-proposals.html](http://www.bcatml.org/workshop-proposals.html)

BCATML's conference attendees receive a membership to the Canadian Association of Second Language Teachers with their conference registration fee. If you haven't already explored their website, now is the time!

Note: we have a special discounted arrangement with CASLT that is specific to our conference attendees only. If you have not attended our conference and do not thus have a CASLT membership, you can sign up directly with CASLT on their website.

-Nicole Jarvis, BCATML Webmaster / Other Languages Rep

This email is being sent to you on behalf of CASLT / ACPLS.

26-28 March/Mars 2015

**WORLD  
CONGRESS  
OF MODERN  
LANGUAGES**

**CONGRÈS  
MONDIAL  
DES LANGUES  
VIVANTES**

Niagara Falls | ON

As a special thank you to all our members, CASLT is excited to provide you complimentary session recordings from World Congress of Modern Languages 2015 through the [CASLT Live Learning Centre](#).

Recorded sessions make great training tools and provide a comprehensive recap of all the valuable information that was shared at the conference. If you missed a session live, here's your chance to experience it. Session recordings through the Live Learning Centre keep you up-to-date on the latest industry education so you can continue your professional development year-round.

Visit the [CASLT Live Learning Centre](#) and log in with the below information to access your complimentary session recordings:

Username: CASLT members would have received their own username & password via email April 19th  
Password:

L'ACPLS est très heureuse d'offrir à ses membres l'accès aux enregistrements de certains ateliers tenus lors du Congrès mondial des langues vivantes sur son [Centre d'apprentissage virtuel](#).

Ces séances enregistrées sont des outils de formation professionnelle très utiles et constituent une excellente introduction à la richesse de ce congrès. Si vous avez manqué une des séances, voici la chance de vous rattraper! Ces enregistrements vous permettent d'obtenir de formation professionnelle à votre gré!

Visitez le [Centre d'apprentissage virtuel](#) de l'ACPLS et connectez-vous en utilisant l'information ci-dessous:

Nom d'utilisateur: Les membres auraient reçu leur nom d'utilisateur et mot de passe le 19 avril par ce même courriel. de l'ACPLS  
Mot de passe:

[www.caslt.org/WCML-CMLV-2015](http://www.caslt.org/WCML-CMLV-2015)



CANADIAN PARENTS FOR FRENCH


# CPF MAGAZINE

VOL 3 ISSUE 2 • 2016

\$6.95 • FREE FOR MEMBERS



**Special Insert**



This special CPF insert was compiled by Nicole Jarvis, BCATML webmaster / Other Languages Rep.

Special thanks to Nicole Thibault, CPF National Director

**WHERE ARE THEY NOW? 3**

**HOW CPF HELPED MOVE CANADA'S OFFICIAL LANGUAGES POLICY 9**

**VICTOR GOLDBLOOM A BRIDGE BUILDER FOR LINGUISTIC DUALITY IN CANADA 26**



**FRENCH  
STREET**.CA

The road to French experiences.

---

# DISCOVER LIVING IN FRENCH



Experiential learning is unforgettable. As part of an enriched learning environment, these resources will engage and inspire students. Discover exchanges & programs through a French lens. The current curriculum will come alive in a whole new way.

*Visit FrenchStreet.ca to get on the road to unique French experiences.*

FrenchStreet.ca



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FRANCOPHONE CENTRES



POST-SECONDARY OPPORTUNITIES



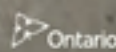
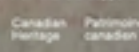
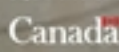
GUEST SPEAKERS



PARENT SUPPORT



CONTESTS & EVENTS



We thank the Government of Ontario and the Government of Canada through the Department of Canadian Heritage for their financial support.



**FRENCH  
STREET**.CA

The road to French experiences.

# New CPF Ontario Initiative

**A**nnouncing CPF Ontario's new website — [FrenchStreet.ca](http://FrenchStreet.ca), a new and one-of-a-kind searchable database of French program enrichment opportunities for students to experience through the arts, interactive workshops, field trips, educational and cultural exchanges, community events and more.

Funded by the Ontario Ministry of Education, CPF Ontario developed

French Street to support the goals in the Ministry's Framework for French as a Second Language in Ontario Schools and specifically to support student engagement in French to Grade 12. Yet another milestone in CPF's effort to build awareness and understanding of Francophone culture through active participation in French socio-cultural activities.

This one-stop shop will allow teachers (and parents) to discover experiential learning opportunities available throughout Ontario and beyond to enrich the Core French, Extended French and French Immersion classroom environment and make French come to life. Visit [FrenchStreet.ca](http://FrenchStreet.ca) today. ■

# How a GRASSROOTS Organization

Sneak Peek

## Has Contributed to the Advancement of Canada's Official Languages Policy

By Judy Gibson, Canadian Parents for French distinguished life member, and Sylvie Roy, University of Calgary

Reprinted and edited for space from the original with permission from the Journal of Immersion and Content-Based Language Education. The full article can be read and purchased at the following website [www.jbe-platform.com/content/journals/10.1075/jicb.3.2.03gib](http://www.jbe-platform.com/content/journals/10.1075/jicb.3.2.03gib).



### Introduction and background

Language policy and the implementation of language programs in education have been studied widely (Pennycook, 2008; Skutnabb-Kangas, 2000; Tollefson, 2002). Which languages to choose and how to promote those particular languages differs from place to place, and the actions taken require careful consideration of a country's history and population as well as the target audience. The role of parents in language policy is also well described, especially when it concerns family language choices and bilingual education (King & Fogle, 2006; Schwartz, 2013). At the macro level of language policy, parents also have a key role to play in advocacy for their children's education. As Kidder (n.d., para. 1) notes, "policymakers have come to recognize the importance of parents' role not only with their own children, but in the education system as a whole"

*Continued on next page →*

# New CPF Twitter Contest, Share Your "Frenchness"

To celebrate the « *Journée internationale de la francophonie* », the International day of the Francophonie, on March 20, 2016, Canadian Parents for French are inviting students across Canada to post and share their "Frenchness".

Every year, Canadians take part in various activities to practice using French and to recognize the rich cultural history of Canada's francophone communities.

During the month of March 2016, CPF is launching the *Affiche ta Franco* Twitter contest to celebrate and promote the French language as well as encourage students to engage in, document and share their online support for French. The campaign is targeting elementary and high school aged youth.

Each day in March an activity challenge tweet will encourage students to participate by sharing a picture that relates to the topic of the day around French language and culture in Canada.

A calendar of daily tweets has been developed and posted on our website. Participant responses, using the contest hashtag, **#FrancoCPF2016**, will be entered in a weekly draw to win prizes ranging from gift certificates to bursary opportunities.



**AFFICHE  
ta  
FRANCO!**  
**#francoCPF2016**

## Daily tweet examples include:

- Partage la photo d'un personnage historique qui t'inspire.
- Partage une citation française préférée.
- Partage une recette d'un mets préféré écrite en français.
- Partage le nom d'une personne intéressante à suivre sur Twitter.

As a supporter of French, CPF hopes that you that you will be able to spread

the word about this campaign and bring attention to a day that celebrates Canada's great pride in its linguistic and cultural duality. For more information, contest rules and a calendar with the daily tweets please visit the CPF website.

Students in British Columbia have the opportunity to participate in their own provincial contest. ■

## Look for the Summer Camps Listings and the Fall 2016 issue of CPF Magazine



### CPF Summer Camps

French Summer Camps are the ideal way to immerse your child in the French language through a daily motivating environment "en Français."

The CPF Summer Camps Listings include a variety of camps offered in every province, some with discounted rates for CPF members.

Sign up early! Spaces are limited – registration starts in Spring 2016. For more information visit [www.cpf.ca](http://www.cpf.ca).

### Fall and Winter Opportunities

This next issue will highlight the benefits of enrolling children in FSL programs.

### To Advertise in the Fall 2016 issue of CPF Magazine

Email [advertise@cpf.ca](mailto:advertise@cpf.ca) for a detailed information package.

### We're ONLINE!

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Visit advertisers' websites, check out links to more information from feature articles, connect with our branches, and more.



The BCATML Executive Committee encourages members to register with Canadian Parents for French in order to receive regular news relevant to Core & Intensive French teachers, programs, students & families. We have also invited CPF to present at our fall conference on October 21st 2016!

## KEY CPF CONTACTS

### National Office

1104 - 170 Laurier Ave. W., Ottawa, ON K1P 5V5  
T: 613.235.1481 F: 613.230.5940  
[cpf@cpf.ca](mailto:cpf@cpf.ca) [cpf.ca](http://cpf.ca)

### Quebec Office

400-1819 Rene Levesque Blvd W, Montreal, QC H3H 2P5  
[qc.cpf.ca](mailto:qc.cpf.ca)

### British Columbia & Yukon

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T: 778.329.9115 TF: 1.800.665.1222 (in BC & Yukon only)  
[info@cpf.bc.ca](mailto:info@cpf.bc.ca) [bc-yk.cpf.ca](http://bc-yk.cpf.ca)

### Alberta

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Edmonton, AB T5P 0R5  
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[info@cpfalta.ab.ca](mailto:info@cpfalta.ab.ca) [ab.cpf.ca](http://ab.cpf.ca)

### Northwest Territories

PO Box 1538, Yellowknife, NT X1A 2P2  
T: 867.873.2054  
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CANADIAN  
PARENTS  
FOR FRENCH

2016 SUMMER  
CAMPS

This summer – Your child can speak the language, play in another culture and have a blast!

Summer camps provide a gift to our children that can't necessarily be offered at school – The gift of time. Time to think about things that they have learned in the last year and time to consider new ideas and new interests for the coming year. Time to spend with old and new friends, to be who they are, and to begin to become the person they want to be. Time spent with mentors or role models doing the things they want to do. A camp counsellor is an optimist who models positive energy. And when we can extend that camp opportunity to involve learning and using their French skills – well, we now have upped the ante for a truly winning combination. Kids need an opportunity to gain experiences and take risks in their second language.

As parents, we play a crucial role encouraging our children to participate in extra-curricular activities during the school year. We also play a role encouraging our children to participate in summer camp experiences – adventures that will engage them, inspiring their confidence and enhancing their French language proficiency.

Choosing the right camp for your child or teen, can be a big decision. If you can't show your child the world this summer, why not bring the world to them by enrolling them in a camp where they will be immersed in French? At Canadian Parents for French, we hope our Summer Camp Listing can help.

Choose a camp that stretches your child's understanding to help them gain independence, share experiences, build new skills, discover new interests, and speak in French!

Things to consider:

- Readiness is important – day camps versus overnight camps
- Your child's interests, likes and dislikes
- Answers to your questions – call the CPF Branch contact, the Camp Director or visit the Camp website and Facebook pages
- Where the friends are – Talk to teachers, neighbours and friends. Attending camp with a friend builds confidence!
- What positives can you share with your child to reduce anxiety and set realistic expectations around the experience.

#### FROM THE RESEARCH

The Canadian Summer Camp research project (University of Waterloo, 2011) indicated that "all groups of campers regardless of age or gender experienced significant positive growth in all five areas". The five areas studied were social integration and citizenship, environmental awareness, self-confidence and personal development, emotional intelligence and attitudes towards physical activity.

Smemoe et al (Language Learning, 2010) reported "statistically significant connections between out-of-class language use and proficiency gains."

From the CPF  
Summer Camp  
Listing

## CPF British Columbia & Yukon

### BC Family French Camp (BCFFC)

The first BC Family French Camp was organized in 1983 and today over 600 children participate in these week-long camps throughout the summer. This is a camp suited to the whole family, whether or not the parents speak French. Families camp in their own tents or trailers and together a friendly neighbourhood is formed, surrounded by the sounds of children playing and singing in French with their energetic and funny Francophone moniteurs. Camps are held in three locations around the province. Suitable for children from pre-kindergarten to teen, the camp also offers a counsellor-in-training program. Please visit [www.bcffc.com](http://www.bcffc.com) for more information about each camp.

Where: Shuswap Lake (Salmon Arm)  
Gwillim Lake (Chetwynd)  
Vancouver Island (Nanaimo)

Ages: Preschool – Grade 12

Contact: [info@bcffc.com](mailto:info@bcffc.com)

### Petit Tournesol French Summer Camp

This day camp is offered to children aged 5-12 years old who wish to learn French, students that are in French Immersion, or children with a French background. A variety of outdoor, educational, group, cultural, and sport activities are offered. Special activities may include field trips to the Golden Eco Adventure Ranch, Glacier Rafting Columbia River, Kicking Horse Mountain Resort.

Where: Golden, BC  
Ages: 5 – 12 years old  
Contact: Claudine St-Cyr Premont  
250-272-0062  
[enfrancais@mail.com](mailto:enfrancais@mail.com)

### Fun with French Camp

CPF Burnaby Chapter and Burnaby Parks and Recreation are proud to sponsor 2 weeks of French camp for children 6 – 12 years of age in August. Students practice their French while enjoying all the fun of summer camp! Arts and crafts, games and all activities are offered in a French-speaking environment. All instruction is in French to support kids from French Immersion or Francophone programs. Register through Burnaby Parks and Recreation's website: <http://burnaby.ca/webreg>.

Where: Burnaby, BC  
Ages: 6 – 12 years old  
Contact: Burnaby Parks and Recreation  
604-297-4529  
[parks@burnaby.ca](mailto:parks@burnaby.ca)

### Maillardville French Summer Camp

La Société francophone de Maillardville in Coquitlam and CPF Tri-Cities organize this weekly day-camp which runs for most of July and August. Activities focus on French culture and include weekly field trips to places such as the Vancouver Aquarium or Fort Langley. The camp is intended for children ages 6-12 with at least one year of French Immersion.

Where: Coquitlam, BC  
Ages: 6 – 12 years old  
Contact: Société Francophone de Maillardville  
604-515-7070  
[info@maillardville.com](mailto:info@maillardville.com)

## CPF British Columbia & Yukon

### Thompson Rivers University French Language Sports Camps

Thompson Rivers University has been running these successful sports camps for years. Two week-long day camps in July and August will each include training and introduction to a variety of sports, plus special activities such as scavenger hunts, attending the Rock Climbing gym and TOC Pool. These activities have been included to create real-life opportunities for children to use French, in fun situations with amazing and creative instructors. They are intended for children entering grades 1 to 8 in September and all instruction is in French. Every camper must be a CPF member, as the cost is subsidized by the Kamloops Chapter.

Where: Kamloops, BC  
Ages: 6 – 12 years old  
Contact: Susan Hammond  
250-573-3127  
[schammond@shu.ca](mailto:schammond@shu.ca)

For more information on CPF camps in British Columbia & Yukon, please call your local Branch at 1-800-665-1222 or visit [www.bc-yl.cpf.ca/activities/youth-activities/camps](http://www.bc-yl.cpf.ca/activities/youth-activities/camps).



# Where Are They Now?



Où en sont-ils?

# Where Are They Now?

## A Project to Inspire Today's Students

By Jensen Edwards and Jinnie Liu, Communication Summer Students Canadian Parents for French BC & Yukon

Learning French, far from being a drain to the GPA, is an asset to a student's resumé and to their long-term success.

As students change gears and prepare for post-secondary life and the job market, worries about GPAs and extracurriculars tend to creep in and force them to "prioritize" certain educative choices over others. Unjustifiably and all too often, French gets left by the wayside, seen as an unnecessary hassle. However, with Canadian Parents for French BC & Yukon's latest project, **Where Are They Now?**, we are able to demonstrate to students, parents, and decision makers alike, that learning French, far from being a drain to the GPA, is an asset to a student's resumé and to their long-term success.

Supported by the Office of the Commissioner of Official Languages, we have partnered in this project with Radio-Canada, Canadian Parents for French Alberta and the Department of Canadian Heritage to learn where and how French program graduates from BC, Yukon, and Alberta have benefited from bilingualism after high school. Thus far, we have heard from over 400 grads who have been able to reap the benefits of their bilingual education!

*Continued on next page →*





**Pierre Chénier**  
 Chef cuisinier - chef cuisinier  
 Résidence - résident  
 Occupation - cuisinier  
 Lieu de travail - restaurant  
 Niveau de langue - couronné  
 Niveau de langue - couronné  
 Niveau de langue - couronné

"Le français, à toutes fins pratiques, a paved le voie au reste de ma carrière."  
 "French basically paved the road for the rest of my career."

Présenté par / Presented by  
 Planification 10, FLS 11, FLS 12, ABO-CANADA

OuEnSonsIls.ca | WhereAreTheyNow.ca



**Katherine Evans**  
 Enseignante - enseignante  
 Résidence - résident  
 Occupation - enseignante  
 Lieu de travail - école  
 Niveau de langue - couronné  
 Niveau de langue - couronné  
 Niveau de langue - couronné

"Je ne serais pas rendue où j'en suis et je ne serais pas aussi heureuse si je ne savais pas parler français."  
 "I would not be where I am and as happy as I am without my ability to speak French."

Présenté par / Presented by  
 Planification 10, FLS 11, FLS 12, ABO-CANADA

OuEnSonsIls.ca | WhereAreTheyNow.ca



**Adam Gruchak**  
 Officier militaire - officier militaire  
 Résidence - résident  
 Occupation - militaire  
 Lieu de travail - armée  
 Niveau de langue - couronné  
 Niveau de langue - couronné  
 Niveau de langue - couronné

"Être en mesure de communiquer dans les deux langues officielles a façonné ma vie de façon remarquable."  
 "Being able to communicate in both official languages has shaped my life in remarkable ways."

Présenté par / Presented by  
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**Nijke McKay**  
 Enseignante - enseignante  
 Résidence - résident  
 Occupation - enseignante  
 Lieu de travail - école  
 Niveau de langue - couronné  
 Niveau de langue - couronné  
 Niveau de langue - couronné

"J'ai des collègues au Mali avec lesquels je communique régulièrement en français."  
 "I have colleagues in Mali with whom I communicate regularly in French."

Présenté par / Presented by  
 Planification 10, FLS 11, FLS 12, ABO-CANADA

OuEnSonsIls.ca | WhereAreTheyNow.ca



**Danielle Long**  
 Enseignante - enseignante  
 Résidence - résident  
 Occupation - enseignante  
 Lieu de travail - école  
 Niveau de langue - couronné  
 Niveau de langue - couronné  
 Niveau de langue - couronné

"Parce que je suis diplômée du programme, j'ai continué à suivre des cours parce que je le pouvais."  
 "Because I had graduated in the program, I continued taking French courses because I could."

Présenté par / Presented by  
 Planification 10, FLS 11, FLS 12, ABO-CANADA

OuEnSonsIls.ca | WhereAreTheyNow.ca

Prior to this project, we hadn't been able to formally hear from these graduates to truly evaluate the post-graduation impact of second language learning. Acknowledging the great unheard stories that they can share with current and future students, we have collected some of these grads' stories of life after high school so that we can show students in French programs some of the many possibilities that their education can offer.

"Graduates of French programs include Olympians, journalists, engineers, ministers, teachers and so much more. For many, learning French created some unique social, cultural or professional

opportunities, culturally or professionally. We launched the *WhereAreTheyNow.ca* project to catch up with French program graduates from BC and Yukon, capture their experiences, and share their stories to help inspire current students," – Canadian Parents for French BC & YK President Patti Holm, on the impetus behind the project.

### What will the project look like?

In November we relaunched *WhereAreTheyNow.ca*, to host:

- biographies from French program grads;
- 25 video interviews in French and English;

- downloadable posters; and
- curriculum materials for teachers too!

We sent posters and curriculum materials related to Planification 10, FLS 11 and FLS 12 to every French-teaching high school in western Canada. Ultimately, the goal is to motivate and encourage students to stick with second-language learning. This project can also be used in CPF's advocacy efforts. By showing local decision makers first-hand accounts of opportunities that great programs like French Immersion have offered to graduates, we can reinforce the value of second language learning.

...although partial programs may be easier to staff and may be a better option for parents who insist on early exposure to the French language, they do not produce better French Immersion first- or second-language results in the long run. [Dicks/Kristmanson (2008)]

#### FOR EXAMPLE:

##### The Professional Benefits:

"My first job out of my Master's degree in Political Science was due to speaking French (late immersion BC grad 1989.) It was a fashion job with trips to Paris. My daughters are now enrolled in early immersion in BC – thankfully they won the placement lottery. I feel like it is the #1 boost we can give them in their education and future careers." (282)  
– *Editor-in-Chief of a lifestyle magazine*

##### The Cultural Benefits:

"[M]y job is to create global campaigns that celebrate the things that we are passionate about. My experience in the French Immersion program helped me develop a deep love for travel, adventure and French food. It taught me about adaptability, responsibility and the value of doing something off the beaten path, which have all helped me in building my career. I'm

grateful for the program and teachers who created such a wonderful experience for us." (189) – *Brand strategist with Lululemon*

##### The Personal Benefits:

"Late Immersion helped me to get into the Rhone-Alps - Ontario exchange program, where I went to school in France for my 3rd year of university. Knowing French then later helped me when my work sent me to Cannes for a wireless conference. It helped me tremendously when I met a very nice Quebecois man while waiting in line at CIBC. He's now my husband." (288)  
– *An Independent IT Contractor*

When the project wraps up, current students will have access to many other stories like these, and will be able to learn more about the ways in which French can help them throughout their lives. We hope to be able to share their stories someday too!

Stay tuned—we're excited to share **Where Are They Now?** with you! ■



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FOR MORE INFORMATION, VISIT **FRENCH-FUTURE.ORG**

# JOIN TODAY!

CPF MEMBERSHIP APPLICATION

Canadian Parents for French is a nationwide, research-informed, volunteer organization that champions the opportunity to learn and use French for all those who call Canada home.

## 1 MEMBER TYPE —

Please note we do not need your child's name— please apply under your own name. CPF members must be at least 18 years of age. You may register up to two adults per household as voting members.

I am applying as a:  **New Member**  **Renewing Member #:** \_\_\_\_\_

To find out more about member benefits, value and AMO membership, please visit our website.



### Family/Individual

CPF allows one or two adults per family as voting members.

\$25.00

\$60.00

### (AMO) Associate Member Organization

School or organization

\$60.00

\$150.00

I would like to donate \$ \_\_\_\_\_

Designate to:  National  
 My Branch  
 My Chapter (If applicable)

Your gift in support of CPF is welcomed and appreciated. Due to cost, we will issue tax receipts in January of the following year only for donations of more than \$10, unless a receipt for a lesser amount is specifically requested.

CPF Charitable Reg. No: 11883 5131 RR001

## 2 CONTACT INFORMATION —

Fields marked with an asterisk are required. (CPF reserves the right to cancel any application missing information)

First Name\* \_\_\_\_\_ Last Name\* \_\_\_\_\_

2nd Member First Name \_\_\_\_\_ 2nd Member Last Name \_\_\_\_\_

Organization Name (if AMO\*) \_\_\_\_\_

Address\* \_\_\_\_\_

City\* \_\_\_\_\_ Province\* \_\_\_\_\_ Postal Code\* \_\_\_\_\_

Preferred Phone\* \_\_\_\_\_ Additional Phone \_\_\_\_\_

Email\* \_\_\_\_\_ Additional Email \_\_\_\_\_

CPF Chapter/Branch \_\_\_\_\_ School Board \_\_\_\_\_

School Name\* \_\_\_\_\_ How did you hear about us? \_\_\_\_\_

## 3 PAYMENT OPTIONS —

(CPF reserves the right to charge a fee for NSF cheques)

**Visa**  **Mastercard**  **Cheque** (payable to CPF National)

Card # \_\_\_\_\_ Expiry Date\* \_\_\_\_\_

Name on Card \_\_\_\_\_ Signature \_\_\_\_\_

Occasionally, the CPF membership list may be made available to other groups/agencies to offer members special benefits or education-related information. Use of the list will be carefully regulated and only permitted under a contract specifying confidentiality and one-time authorization. If you DO NOT wish to receive mailings other than directly from CPF, check here.

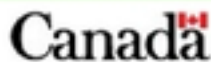
Your membership provides you with the opportunity to receive occasional updates from CPF as well as the *CPF Magazine* twice a year. Please confirm your consent to receive electronic communication from CPF by checking here.



Please submit form and payment to:  
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Ottawa, ON K1P 5V5

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English / Español

## SPANISH COURSES

General Information

Our Curriculum

▶ A1 Breakthrough

▶ A2 Waystage

▶ B1 Threshold

▶ B2 Vantage

▶ C1 Proficiency

Student access

Special Courses

Courses for corporations

Online courses

Spanish Immersion for Schools

Passport to Sefarad

Registration

Schedule

Tuition fees

Placement tests

Our Teaching Staff

Didactic Materials

## Spanish Immersion program for school groups



Learn Spanish in the United States. Visit the only State in America where Spanish is an official language. Instituto Cervantes Albuquerque has designed a unique Spanish language and cultural immersion program for junior and high school groups. This program includes linguistic, cultural and historical components that not only challenge the student but create skills for personal growth in a real Spanish social contexts.

Learn Spanish in New Mexico. Imagine one or two weeks speaking and learning Spanish in a truly immersion program, with our highly trained native speaking teachers. We have a team of 12 experienced Spanish instructors from different Spanish speaking countries, trained and committed to academic excellence.

Learn Spanish and experience the vibrant Hispanic culture of New Mexico. There are lots of activities and field trips to choose from for your school group. Instituto Cervantes in Albuquerque, NM, is the only Cervantes center in the world that is located in an area where Spanish is an official language - along with English. Your students will have the unique opportunity to experience New Mexican and Spanish culture, within the US, in an intensive and rich Spanish immersion program.

Our Spanish language and culture program is broken into mid-week morning and afternoon classes and activities and weekend field trips.

**Weekdays Mornings (9.00 am - 12.00 pm)**

Option 1: Spanish Language and Culture immersion classes (from A1 to C2 levels) designed according to the needs, linguistic competence and curriculum of each group.

Option 2: Spanish Language Arts Modules (Literature, History, Culture, Social Studies, Arts, Linguistics, Native-American Studies) designed according to the needs, linguistic competence and curriculum of each group.

**Weekdays Afternoons (1.00 pm - 5.00 pm)**

Option 1: New Mexican Interactive Cultural Workshops in Spanish: different topics on New Mexican and Hispanic Culture: Dance, Music, History and Traditions, Food, Arts and Crafts, Nature, Legends, Cinema, etc. Different venues according to the workshop topic: National Hispanic Cultural Center, The Albuquerque Museum, New Mexico Museum of Arts, Georgia O'Keeffe Museum, New Mexico National Parks, Indian Pueblo Cultural Center, etc.

Option 2: Cultural guided visits in Spanish, in collaboration with New Mexico Tourism Department: Albuquerque's Old Town, Santa Fe's Old Town, Palace of the Governors, Indian Pueblos, Colonial Architecture and Urbanism, Rio Grande, Sandia Peak etc.

In the evening during the week, we also offer extra curricula activities after dinner to keep all students engaged.

Fridays and weekend's fieldtrips from Albuquerque (Full Day): In collaboration with New Mexico Tourism Department. There are different options to choose from:

- Santa Fe, el Camino Real y El Rancho de Las Golondrinas
- Taos y el tour del Circulo Encantado
- Reservas de los Indios Pueblo del norte del estado
- Parque Nacional y desierto de White Sands, Las Cruces y Mesilla
- Asentamientos colgantes de los ancestrales indios Pueblo, en el Monumento Nacional de Bandelier
- Parque Nacional de las cavernas de Carlsbad

**For more information or reservations please contact:**

Manuel González  
adx2abq@cervantes.es  
Instituto Cervantes  
1701 4th Street SW  
Albuquerque, NM 87102

[Information regarding program and fees.\(PDF\)](#)

[Download the application form. \(PDF\)](#)

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**FOROS:** «A la mayoría no les da tiempo de ponérselo»

**FOROS:** «Anuncio vobis gaudium magnum»

**EL TRUJAMÁN:** Cervantes como cliente

**RINCONETE:** Victoria Abril, el amor y la furia

**FOROS:** Significado de «cantata suntu»

**FOROS:** ¿Es esto laísmo o leísmo?

**FOROS:** 'Ánima', 'anime', 'animé'

**LENGUA:** Hoy en «Martes Neológico»: bookcrossing

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"If you've never been to the Alliance Française, it's definitely worth a field trip! They have a huge French library, DVD's galore, an art gallery with changing exhibits, movie nights, and cultural events. As for Spanish, keep an eye out for Cinco de Mayo celebrations!" -Nicole

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**07**  
**MAY**  
**2016**

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End Time :May 7, 2016  
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**CINCO de MAYO**  
en la CASA de AMIGOS  
SATURDAY MAY 7th 2016

**Cinco de Mayo en la Casa de Amigos**

What is Cinco de Mayo en la Casa de Amigos? Buenos dias, amigos! Lets get ready for a Cinco de Mayo fiesta, Vancouver style. On Saturday, May 7, 2016 (6pm to 10pm), at Robson Square (Plaza Leve), Wet Ape Productions and Buena Onda of Savoury Chef Catering will host Cinco de Mayo, the Mexican fiesta recognized worldwide. Everyone 19+ is invited to this casa de amigos for all of Vancouver! For those with an appetite for culture and fun, we'll be offering the very best of Mexico, from traditional street food and drinks to live entertainment. Enjoy gourmet tacos, ceviche, churros, and other handheld Mexican street-style foods. Meet your friends at our fully licensed event to sample a wide array of signature Mezcal and Tequila cocktails and your favourite Mexican cervezas. Whatever your tastes, there's something for everyone, including a street market, Mariachi bands, Salsa dancers, Luchador wrestlers, and more. So wear your green, red, and white proudly and lets celebrate. Event Details Activities & Entertainment Cinco de Mayo will incorporate the best in Latin entertainment with Mariachi bands, Salsa dancers, Luchador wrestlers and more. Admission Tickets start at \$20. Group pricing will be available for corporate functions, school groups, etc. Decor Robson Square will be decked out Cinco de Mayo style from tip to tail with bright colours, crafts, wall hangings, and everything else Mexican. Food & Beverage There will be four main food stations with ceviche, tacos, churros, and other Mexican handheld delights. A hot sauce sampling station will also be included. A wide variety of Mexican liquors will be available in our beverage garden, complete with tequila & mescal samplings, best margarita/tequila cocktail competitions, and other cerveza options. Vendors Expect a Mexican style street market with fun trinkets, colourful blankets and clothing and more exciting items for you to peruse.

# French Summer Institutes at UBC

Immerse Yourself in French Language and Culture



Take time this summer to enhance your French language skills. Our lively and interactive Summer Institutes focus on the practical application of French through conversation and cultural experiences in a supportive, small group environment.

Our courses are taught by a team of engaging, passionate instructors who are experienced in adult education. Many have graduate degrees, and all are native speakers who bring their unique Francophone cultures to each lesson.

Full-day courses feature afternoon cultural activities that complement your learning by giving you an opportunity to practise your language skills in real-life contexts. Enjoy excursions and workshops that may include cheese tasting, a UBC farm tour, wine appreciation, croissant making, and celebrations of francophone holidays.

“  
*The course was a perfect balance of instruction, practice, culture, and celebration. The small class size allowed everyone to participate and receive feedback regularly.*

- 2015 FRENCH SUMMER INSTITUTE PARTICIPANT



## Summer 2016 Course Schedule

Mornings-only summer institutes focus on conversational language skills, while full-day summer institutes combine language classes and afternoon cultural activities and workshops. You receive an award of completion provided your attendance meets the course requirements.

### UBC Point Grey Campus:

*Three Weeks, Mornings Only, Mon-Fri, Jul 4-21*  
(note: course ends Thu, Jul 21); 9am-12:30pm.  
\$630 to Jun 3; \$650 after.

*Three Weeks, Full Day, Mon-Fri, Jul 4-21*  
(note course ends Thu, Jul 21); 9am-3:30pm.  
\$975 to Jun 3; \$1,000 after.

*One Week, Full Day, Mon-Fri, Jul 4-8; 9am-3:30pm.*  
\$440 to Jun 3; \$453 after.

### UBC Robson Square:

*One Week, Full Day, Mon-Fri, Jul 11-15; 9am-3pm.*  
\$465 to Jun 3; \$478 after.

### Accommodations

A variety of affordable accommodation options are available at the UBC Point Grey campus for participants from outside the Lower Mainland. Please visit the UBC Conferences & Accommodation website at [ubcconferences.com/accommodations](http://ubcconferences.com/accommodations) for more information and bookings.

*For more information:*

**[cstudies.ubc.ca/immersion](http://cstudies.ubc.ca/immersion)**  
**[language.programs@ubc.ca](mailto:language.programs@ubc.ca)**  
**604.822.0800**  
**1.866.528.7485**

### Bursaries for BC French Teachers

Administered directly by the British Columbia Ministry of Education, teacher bursaries for official languages in education are awarded on a first-come, first-served basis. You are encouraged to apply for a bursary as early as possible for the French Summer Institutes course you intend to take. Please note course registration is separate from the bursary application.

Bursaries cover tuition, plus a portion of the relocation expenses (for teachers from outside the Lower Mainland). Normally, only three-week programs are eligible for the bursary but sometimes exceptions are made.

Visit the Ministry of Education French Programs page at <https://www.bcedextranet.gov.bc.ca/bursary/> for information on eligibility and to download an application form.

### Tuition Fee Certificates for Teachers

Teachers who have supervised UBC education students and have earned Tuition Fee Certificates can apply these certificates toward the Summer Institutes tuition fees.



# BCATML Newsmag Guidelines

“SPEAK!” 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 “SPEAK” (the BCATML Newsletter) is included with membership in the BCATML. 2015-2016 fees: BCTF members \$40, Associate members \$63; students/TTOC/retired and community-based teachers \$15. Payment of fees includes membership in BCATML, 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.

## NOTICE TO CONTRIBUTORS

Articles submitted for publication should be sent with a covering letter that contains:

- the author’s full address and telephone number
- a short description of the author and his/her current work
- a brief disclaimer allowing the editor editing and publishing rights

Please also include, where possible:

- a photograph of the author, if available
- a photograph or high resolution graphic to accompany the article.

“SPEAK” is produced by volunteer teachers on our Executive committee, using Adobe InDesign, jilster and Canva. We encourage material submitted by email in .doc and .pdf format, as most articles are reformatted to our publication style. Graphics should be sent as separate files. Please send articles as an e-mail attachment to: [newsletter@bcatml.org](mailto:newsletter@bcatml.org). Length of articles usually varies from 300 to 1,000 words. Articles longer than 1,000 words may be shortened for publication. Authors must take particular care with diagrams and drawings. Please do not submit items from copyright publications if you have not included permission to publish them. The editor reserves the right to alter the text in any way necessary to conform to the objectives and mandates of the BCATML.

## Submission Deadlines

Spring – March 1

Fall - July 31

Winter – December 1

## Suggested topics

Spring, Professional Development, Field Trips, Activities

Fall, Back to School, Classroom Start Up Ideas, Lesson Plans

Winter, App and Book Reviews, Activities, Lesson Plans, Ideas, Professional Development

Address correspondence, submissions and advertising inquiries to the Editor:

Kelly MacLean - Editor, BCATML

[newsletter@bcatml.org](mailto:newsletter@bcatml.org)

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