Speak! Spring 2017

BCATML
BC ASSOCIATION OF TEACHERS OF MODERN LANGUAGES

TPRS Training Workshop with Michelle Metcalfe & Adriana Ramirez · May 13, 2017

Teacher Travel
Port Hardy to Paris!

Curriculum Update!

BCATML Twitter Chat!

A Provincial Specialist Association of the BC Teachers' Federation

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BC ASSOCIATION OF TEACHERS OF MODERN LANGUAGES

President's message

Rome Lavrencic

With spring officially here, let's hope the chill and snowfalls from this past winter will be left far behind us. Here's hoping we can look forward to a new season of rejuvenation, optimism and inspiration! Many of you are just returning from a well-deserved Spring Break, and I hope you were able to recharge during your time off, as we look ahead to the last few months of the school year.

BCATML's Executive members have been hard at work on a number of projects and initiatives. We are currently lobbying the Ministry to expand its list of approved countries for the Student Exchange and Mobility Award to include German, Spanish and Punjabi speaking countries. Additionally, we have participated in the redesigned second languages curricula for the eight languages, which are now ready to receive feedback from the teachers in the province. Once again, BCATML attended the BC Teachers' Federation New Teachers' Conference and our secretary attended the 101st BC Teachers' Federation Annual General Meeting (AGM). BCATML will also be attending the CASLT Languages Without Borders Conference and the BCLCA Conference in early April. Finally, our Japanese Rep is studying French at the Sorbonne in Paris, and is no doubt making connections during her six months stay. BCATML has truly gone international!

#BCATML
Twitter Chat
Monday, April 24, 2017 at 6pm

Topic: Feedback on the Second Languages draft Curricula

Join the chat using your Twitter account and hashtag #BCATML or follow along on BCATML's website at the bottom of the page! www.bcatml.org

BCATML has planned to take Twitter by storm with another **Twitter chat for Monday, Arpil 24th, 2017** starting at 6 pm. We will discuss elements of the recently released draft curricula for second languages (other than French). Be sure to participate in this hour-long chat and lend your voice to the discussion. If you are unfamiliar with Twitter chats, read our article on how to participate with easy step-by-step instructions in this edition! Save the date and don't be late, we'd love to hear from you!

BCATML is very proud to announce our upcoming one-day **TPRS Training event on Saturday, May 13th, 2017** at the BCTF building from 9:00 – 4:00 pm. We are thrilled to have TPRS experts Michelle Metcalfe and Adriana Ramirez lead this

intensive training day for 50 teachers. This one-day event will allow teachers to delve deeper into TPRS pedagogy and practice their skills with these two expert coaches! BCATML members may attend this one-day event for a mere $35, which includes TPRS-ready resources to take home, as well as a catered lunch! More details can be found in this issue of *SPEAK!* and online at http://www.bcatml.org/tprs-day-2017.html. Space is limited, so be sure to register early to avoid disappointment! Non-BCATML members must purchase a BCATML membership at the time of registration. Teachers have been asking for more time to explore TPRS with Michelle and Adriana, so now is your chance. We hope you will join us on May 13th.

Draft curricula for second languages now available:

There have been a number of recent updates for second language teachers. After many months, the Ministry of Education finally released draft curricula for Second Languages, specifically: American Sign Language, German, Italian, Japanese, Korean, Mandarin, Punjabi and Spanish. BCATML is thrilled to have four Executive members on the curriculum writing teams. We invite all teachers to have a look at the drafts which can be found by visiting https://curriculum.gov.bc.ca/curriculum/10-12#sl and send feedback to the Ministry by writing to curriculum@gov.bc.ca. It is extremely important that second language teachers take the time to review the drafts and offer input and suggestions on what works well and what needs to be improved. The writing teams will meet again this fall to begin revisions. Implementation of these eight language areas will begin in the school year 2018-2019. Second language teachers are encouraged to experiment with the redesigned draft curriculum this fall, if they wish.

Interim Reporting Order:

For other curriculum news, the Interim Student Progress Report Order will remain in effect for the 2017/18 school year. School districts have two options to pursue for K-9 reporting: Option A (Schedule 2) or Option B (Schedule 1). The Ministry has collected feedback from the public on reporting and a summary report will be published in the spring. Check BCTF's website for the latest updates.

The Interim Student Progress Report Order states that an *end-of-year report must include comments in relation to learning outcomes for Applied Design, Skills and Technologies, Career Education, and a student self-assessment on core competencies.* The BCTF has indicated to the Ministry that directing teachers to have students self-assess on all the core competency areas for the end-of-year report card is not advisable.

Teachers have not had sufficient time to explore student self-assessment as it pertains to the core competencies this year. Requiring students to self-assess all the core competencies reduces the practice to a bureaucratic paperwork requirement. Teachers must remember that <u>we are not evaluating or reporting on the core competencies</u>. These are <u>teacher-supported</u> and <u>student-assessed</u>. Teachers are advised to keep reasonable workload issues in mind when adding these new areas to end-of-year reporting. <u>The focus on reporting must be on teacher-selected reporting tools that are timely, reasonable, and sustainable.</u>

Lastly, BCATML's annual *Celebrating Languages Conference* will be different this fall. BCATML, along with 25 other Provincial Specialist Associations, will join forces to host one **Super Conference** at the Vancouver Convention Centre on **October 20-21, 2017** commemorating the 100th Anniversary of the BCTF. Participants can expect to see a larger number of sessions offered during the two days, but they will likely be more general in nature and not as language specific as in the past. There will be a greater opportunity for teachers to explore a variety of speakers, sessions and exhibitors. Details are still being worked out by the planning committee and updates will be posted shortly on our website. Stay tuned!

I hope you will browse through the rest of this edition of *SPEAK!* and that you will find it informative and inspiring!

Bramble Berry Tales – The next frontier in App storytelling

By Rome Lavrencic

Stories have been told throughout the ages. Some have been passed down unchanged from generation to generation, while others have evolved to be told with new and innovative ways. BC's newly redesigned curricula rely on the use of stories and texts to facilitate students' understanding of the Big Ideas in each subject. As second language teachers, finding texts in the target language that are appropriate for our students' ability is tough enough. Finding texts that include Aboriginal perspectives and knowledge in the target language is even more challenging! Enter Rival Schools, a Vancouver-based company that embraces this philosophy with open arms and says hello to the digital age and 21st Century learning. Rival Schools is the maker of a heart-warming App called Bramble Berry Tales – an interactive digital adaptation of three Squamish stories produced here in British Columbia.

There are three stories in the Bramble Berry Tales: *The Story of Kalkalilh*, *The Great Sasquatch*, and *The Little People*. All three stories are narrated in their original First Nations language of Squamish, Halq'emeylem, and Cree respectively, as well as in English, French, and Spanish. Just as the Brothers Grimm traipsed around Europe in the 19th century to capture and record oral stories to preserve them from being forgotten, so too has Rival Schools. With the support and voice of Squamish Chief Ian Campbell and Cree author Marylin Thomas, Rival Schools has managed to preserve these beautiful indigenous tales and languages from fading away, by recording them forever with relatable and memorable characters.

Enter Lily, Thomas, Mooshum and Kookum, the main characters in the Bramble Berry Tales. Each story is told from the perspective of Lily and Thomas, who embark on exciting adventures and learn from their loving Mooshum and Kookum the significance of Kalkalilh, Sasquatch and the Little People. Through their adventures, Lily and Thomas learn more about Aboriginal legends, beliefs and lessons with Mooshum and Kookum as their patient teachers. Readers will follow a series of stories that harbour a message

from which all children undoubtedly can learn. The tales themselves have the right ingredients to capture young readers' interest with just the right amount of scary bedtime appeal.

Most students today know how to navigate an iPad better than their parents, or teacher for that matter! Therefore, it makes perfect sense that kids are able to experience these stories through a familiar medium that engages them. Bramble Berry Tales is so aptly timed and takes the right steps forward in helping to protect, preserve, and expose rapidly disappearing First Nations languages to our students in the second language classroom. Students will surely be able to relate to each of the characters unique to all of the stories and be able to identify similarities and differences to other stories they may have heard or already know from other parts of the world, Canada or their own home even!

One of the beautiful aspects built into the Bramble Berry Tales App is the ability to interact with elements on the screen and bring life to the characters by moving them, and other items they see, around the screen; cause sound effects to occur; and tap on highlighted words to open a special window that reveals the significance of that particular word in indigenous cultures. Furthermore, students can hear how the word is pronounced in one of the three indigenous languages found within the App and practice their pronunciation at the same time! Students are exposed to the rich culture found within many of BC's First Nations communities as they explore the vibrancy contained therein.

Bramble Berry Tales touch on many of the Big Ideas of the Core French and Spanish curricula. Here are but a few:

Grade 5:
- Reading and stories help us make connections to what we have already learned through oral language
- Each culture has traditions and ways of celebrating

Grades 6&7:
- With basic language skills, we can describe important people in our lives (ie: Mooshum, Kookum)
- Stories allow us to understand ideas in a meaningful way
- Deepening our knowledge of diverse communities helps us develop cultural awareness

Grade 8:
- Creative works allow us to experience culture in an authentic way
- Stories allow us to communicate ideas in a meaningful way
- Acquiring a new language and learning about another culture deepen our understanding of our own language and culture

Grade 9:
- Stories give us unique ways to interpret and share knowledge, thoughts, and feelings
- Acquiring a new language provides opportunities to explore our own cultural identity from a new perspective
- Creative works allow us to experience culture in an authentic way

I recently met with Rival Schools to discuss expanding the App's functionality and to develop classroom-ready resources. Rival Schools would like teachers' assistance in providing feedback on the App's re-launch and use in the classroom. **If you are interested in testing the App and providing feedback, please contact Rome Lavrencic at psac51@bctf.ca as soon as possible**. Work has already begun on its expansion. Bramble Berry Tales is available both on iTunes and Google Play for androids. Each story costs $3.99 but is part of the Volume Purchasing Program. If 20 licenses or more are purchased through VPP, the cost of the App is reduced by 50%. For more details, please visit www.brambleberrytales.com.

How to participate in a Twitter Chat?

By Rome Lavrencic

Among the many social media platforms out there, Twitter is one of the best that affords teachers access to inspiring lesson ideas and activities, new resources (often free), professional development, latest information on research and more – all in 140 characters or less. What a time saver!

For second language teachers, two popular weekly Twitter chats are **#langchat** (Thursdays at 5 pm; Saturdays at 7 am), and **#fslchat** (Sundays at 6 pm). BCATML has held three Twitter chats to date and our next one will be held Monday, April 24, 2017 at 6 pm. It will provide a venue for BC second language teachers to chime in and share their thoughts, concerns and suggestions for improvement over the recently released draft curricula for Second Languages (other than French). Participating in a Twitter chat can be confusing and daunting at first if one is not properly prepared for the format, speed, and having the right platform in which to participate. There are a number of free tools out there to help the beginner and seasoned professional alike.
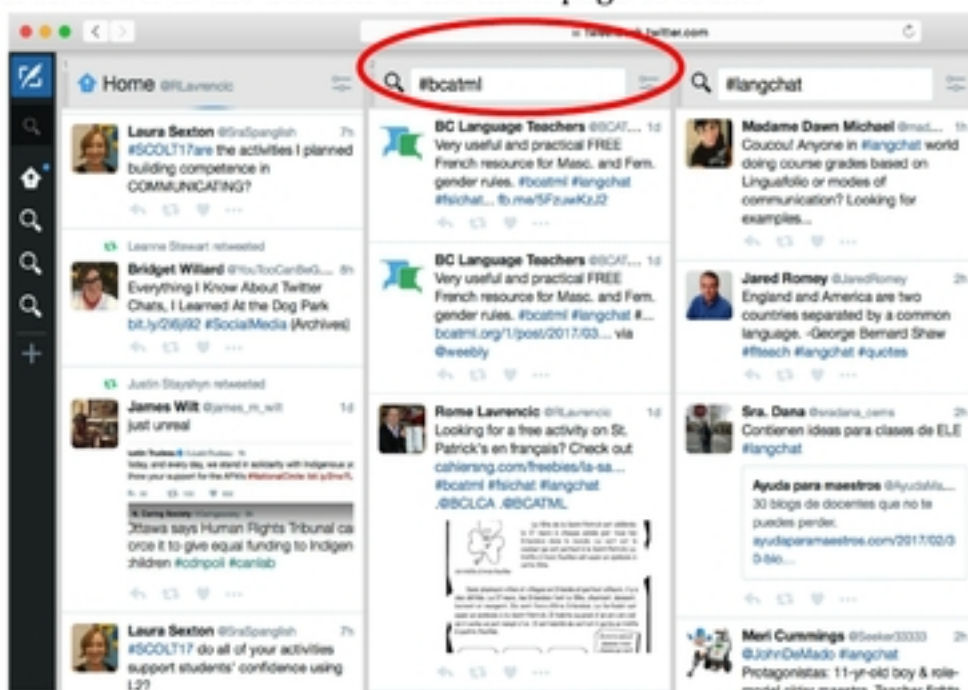
For those with no Twitter account:

Simply visit www.bcatml.org and scroll down to the bottom of the main page to locate three widgets (or live feed windows). The middle one tracks tweets with the hashtag **#BCATML** which will be used for our Twitter chat. Teachers without a Twitter account can read along with the chat, but will not be able to send or respond to any tweets they read.

For those with a Twitter account:

There are many platforms to use when participating in a Twitter chat. One can simply follow a hashtag within Twitter's platform, however, keeping pace with a Twitter chat mixed with other hashtags can be distracting. Two platforms to alleviate this are TweetDeck (www.tweetdeck.com) and Hootsuite (www.hootsuite.com). Both are free to use and link to your Twitter account after a simple

Tips on Participating in a Twitter Chat

Create a column in Tweetdeck to help follow the chat. Understanding Tweetdeck.

When you find someone you agree with retweet or favorite the tweet.

Find people in the chat to follow that share ideas / resources you find interesting.

Q#: question will come in this format; answer with A#

registration process. For the purposes of this article, let's focus on how to use TweetDeck even though both operate very similarly to one another.

After successfully linking TweetDeck to your Twitter account, type the hashtag you wish to follow at the top of the column's search field and voilà TweetDeck will do the rest for you! It will automatically sort every tweet tied to that particular hashtag and provide you with several options to perform various tasks.

BC Language Teachers @BCAT… 1d
Very useful and practical FREE French resource for Masc. and Fem. gender rules. #bcatml #langchat #… bcatml.org/1/post/2017/03… via @weebly

At the bottom of each tweet, from left to right, are four icons allowing you to reply, re-tweet, like or do more. Select the single arrowed icon (reply) and write your response to the sender of the original tweet. Don't forget to include the same hashtag in the body of your tweet to allow other users to follow the discussion. Remember to keep your response to 140 characters maximum, including spaces. Be sure to scan through the other tweets in this column to see if there are other tweets to which you wish to respond, or see if someone has replied to one of your own tweets.

BCATML's Twitter chats typically follow a structured "start to finish" format organized in a Q1/A1 format. Moderators will tweet out about 4-6 questions in key intervals over the hour-long chat. Participants generally start their tweets with the answer number of the question to which they are replying. For instance, if the moderator tweets: "*Q1: What are elements that you like in the draft curriculum? #BCATML*", participants should respond with: "*A1: I like the non-prescriptive nature of the content & curricular competencies #BCATML*". Participants can ask and respond to all tweets by including the agreed upon hashtag, in this case **#BCATML**. If participants omit **#BCATML** from their tweet, other members of the Twitter chat will not necessarily see the tweet as it will not come up automatically in the TweetDeck column created earlier.

We hope you will join us on **Monday, April 24th, 2017 at 6 pm** and lend your voice to the discussion around the draft version of the Second Languages curricula (other than French). Members of BCATML's executive who

#BCATML
Twitter Chat
Monday, April 24, 2017 at 6pm

Topic: Feedback on the Second Languages draft Curricula

Join the chat using your Twitter account and hashtag #BCATML or follow along on BCATML's website at the bottom of the page!
www.bcatml.org

are also on the curriculum writing teams will take your feedback to the Ministry in order to make revisions to the existing drafts.

Steps to joining BCATML's Twitter chat:

1) Link your Twitter account to TweetDeck or Hootsuite.
2) Login to TweetDeck or Hootsuite on Monday, April 24th, at 6 pm
3) Add a hashtag column **#BCATML** to your TweetDeck or Hootsuite dashboard
4) Respond to the moderator's questions using Q1/A1 format and include **#BCATML** in your reply
5) Engage and reply to other participants' tweets by using #BCATML in your tweets
6) Check www.storify.com for a history of BCATML's Twitter chat afterwards.
7) Have fun!

BCATML's Twitter chat will begin at **6:00 pm on Monday, April 24, 2017**. Rememer to use hashtag **#BCATML** to participate. To help you prepare, we have listed below the questions the chat moderators will ask on April 24th. Remember to answer each question using A1 for Question 1, A2 for Question 2 and so forth.

Q1 In what ways do the curriculum elements (big ideas, curricular competencies, content) work well together? How do they not?

Q2 Do the curriculum elements in your language area reflect what is important for all students to learn at each grade level?

Q3 Which curriculum elements require greater clarity or more elaborations? Please specify.

Q4 How can L2 teachers incorporate Aboriginal perspectives and knowledge into the redesigned curricula? What resources are needed?

Q5 What questions, concerns or additional feedback do you have on the second languages draft curricula?

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Story-telling, Story-asking and Teaching with Comprehensible Input
By Michelle Metcalfe and Adriana Ramirez

Teaching Proficiency through Reading and Storytelling (TPRS) is a second-language teaching methodology that was originally developed by Blaine Ray in the 1990's. Grounded in current second-language acquisition research (Stephen Krashen, Bill van Patten), the method continues to develop today and has become one of the most powerful instructional methods to promote natural, authentic second-language acquisition in the classroom. Class stories are at the heart of the TPRS method and are the vehicle for providing the one essential element for language acquisition to occur: a steady stream of personalized, compelling and contextualized Comprehensible Input.

Comprehensible Input (CI) is the key ingredient for any language acquisition to occur, first or second. All human beings are wired to acquire language, but the importance of CI in this process has been somewhat underrated in many second-language classrooms where instruction has been based on a "language learning" model rather than a "language acquisition" model. As language teachers we all want our learners to speak the target language spontaneously and with confidence, but how we reach that goal will depend on the beliefs and assumptions we have about the language acquisition process. In a TPRS/CI classroom, the fundamental principal that guides instruction is that comprehensible oral input will lead directly to output. In a more traditional, task-based or "communicative" classroom, output is emphasized from the very beginning. Instruction is based on the assumption that output will lead to output.

Teaching with TPRS or CI based methodology often follows a 3-step process: establishing meaning of a small number of target structures, asking/telling a story, and reading. Classes are conducted 90% in the target language, always staying "in bounds" with vocabulary that students know and understand. The target structures selected for each story are 3 or so high-frequency words or vocabulary chunks from the target language. These structures are not selected in accordance with a grammatical topic or theme, but are those structures that are used most frequently and are necessary in day to day communication in the target language. Grammatical items are taught as vocabulary, with a focus on meaning rather than form. Numerous strategies can be used to establish meaning such as Total Physical Response (TPR), Personalized Questions and Answers (PQA), direct translation or through the creation of mini-stories.

Asking or telling a story is the core of the method. In this step, the class interacts with the teacher to co-create a unique oral story around the key structures that have been introduced. Through a series of repetitive yet interesting questions, a skill known as "circling", the teacher slowly guides the class through the creation of a simple story, checking frequently for comprehension. The story provides the input to the students, allowing them to hear the target structures repeatedly in a context that is interesting and comprehensible. This step requires many complex skills and can be the most challenging part of the process, but the results in terms of student comprehension are un-paralleled.

The last step in the process is the development of literacy through reading. Readings are based on the oral story or extensions of the story. The readings are read and discussed in class and may often contain new elements of vocabulary or grammar that are at a slightly higher level than the oral story. As students have more control over their reading, new elements can be easily understood through the context of the story, but should always be within the student's level of comprehension. Reading is a critical element in the acquisition process as this is where the student can take full ownership for the mastery and acquisition of their new language.

Teaching through stories and CI requires learning a whole new set of skills as language teachers. Many of these new skills are very complex and take practice before they are truly mastered. In addition, there are a growing number of CI based strategies that are developing in the field as TPRS/CI instructional methods gain in popularity. These include Movie Talk, Picture Talk, Free Voluntary Reading, One Word Images, Story-listening, to name a few. What they all share is the recognition that language acquisition cannot take place without massive amounts of Comprehensible Input. The role of the TPRS/CI teacher is to maximize, personalize and contextualize the Comprehensible Input, to make it as compelling as possible for our students. With this as our goal, output will follow in a natural, stress-free and spontaneous way.

Human beings are wired both emotionally and physiologically to learn through stories. When language is presented through stories, we understand and acquire our new language with ease, unconsciously and more naturally because our mind is a story processor. When we focus on the elements of a story and use language to communicate through meaning rather than form, language acquisition becomes deep and personal. We use stories to teach our children about life, values and knowledge of things; we use movies and documentaries to teach our youngsters about history facts, that otherwise might be dry and boring; we never get tired of reading novels, we learn from their characters, we connect to them, and ultimately we build who we are based on a compilation of the stories and narrations that come to us through oral, visual or written forms.

In a TPRS classroom, we acquire our new language in the same way we acquire our first language: through stories, narrations and personally meaningful interactions with those around us. We never have to explicitly "learn" the grammatical rules of our first language. As Bill van Patten points out, the rules, patterns and grammar of a language are mapped to the brain through listening, making meaning and interacting with others as we attempt to communicate. When we understand, we acquire, and when we acquire we will eventually produce.

BCATML will host a one-day TPRS Training event:

TPRS and Teaching with CI is a process that requires practice of many challenging skills. It also requires new learning and understandings about the language acquisition process itself. BCATML will host a one-day TPRS training event on Saturday, May 13th, 2017 from 9 am to 4 pm at the BC Teachers' Federation building. Current BCATML members may participate in the event for a mere $35, which includes a healthy catered lunch. Non-BCATML members are also encouraged to participate but must purchase a BCATML membership at the time of registration. BCATML reserves the right to adjust registrations and payments that have been entered falsely either accidentally or deliberately.

Space for this one-day training event is extremely limited; so don't delay as we can only accommodate 50 teachers. Be prepared to learn about TPRS with highly experienced and successful trainers Adriana Ramirez and Michelle Metcalfe who will provide all participants with hands-on coaching and step-by-step instruction to hone your skills while using TPRS in your second language classroom. Save the date and register early!

Teaching Proficiency through Reading & Storytelling

A new way of approaching language learning
Michelle Metcalfe and Adriana Ramirez

Saturday, May 13, 2017
9:00 am to 3:00 pm
Lunch will be provided

BCTF building
100 - 550 West 6th Ave
Vancouver, BC, Canada

TPRS Training Workshop
• Do you want to improve your TPRS skills such as circling, PQA, story-asking and Movie Talk?
• Do you want to experience intensive, hands on coaching to improve these skills?
• Do you want to understand what TPRS is really about and why it works?
• Do you want to know how Second Language Acquisition research supports the use of TPRS?
• Do you want to know how TPRS supports the new BC languages curricula?

Why try TPRS?
TPRS (Teaching Proficiency through Reading and Storytelling) is a powerful and engaging second language teaching methodology that uses highly interactive, personalized, contextualized and compelling stories to develop language proficiency. There is growing interest in TPRS (Teaching Proficiency through Reading and Storytelling) among Second Language Educators in B.C.

Why try TPRS now?
With the new Core French Curriculum now being implemented, and with the other languages curricula on the horizon, teachers are looking for fresh methodologies to build language proficiency with their students.

How will this TPRS workshop help me?
This workshop will help teachers to develop the essential skills and techniques of TPRS. The workshop will consist of demonstrations of these skills by both Michelle and Adriana, as well as the opportunity to practice and receive coaching of these skills in smaller breakout groups.

What can TPRS cover?
The workshop will also address hot topics such as homework, assessment, timed writings, classroom management, lesson planning, integrating culture and teaching with novels in the TPRS classroom.

Who is this TPRS workshop for?
This workshop is appropriate for novice, beginning and intermediate TPRS teachers of all languages: French, Mandarin, Japanese, Punjabi and Spanish and others.

BCATML is pleased to let you know that the curriculum drafts for ASL, Spanish, Italian, German, Punjabi, Mandarin, Korean & Japanese are now available on the Ministry's website. You will also find the "Introduction", "Goals & Rationale" and "What's New" documents for each language. The drafts went through an internal review at the Ministry and they were very impressed with the work of the writing teams. During the editorial process, it became clear how aligned the curriculum drafts were for each language, so you will see shared big ideas for all of the language drafts. The Ministry will continue to work on aligning the curricular competencies with each team during the revision process in early June.

Here is the link to the curriculum drafts:
https://curriculum.gov.bc.ca/curriculum/10-12#sl

Questions to consider when reviewing the drafts:

1. Do the curriculum elements (big ideas, curricular competencies & content) work well together?

2. Do the curriculum elements reflect what is important for all students to learn at each grade level?

3. Which curriculum elements require greater clarity or more elaborations? Please be specific.

4. How can L2 teachers incorporate Aboriginal perspectives and knowledge into the redesigned curricula? What resources are needed?

5. Collectively, do the curriculum elements provide enough or too much choice and flexibility for teaching and learning?

6. What questions, concerns or additional feedback do you have on the second languages draft curricula?

Feedback can be sent directly to the Ministry at: **curriculum@gov.bc.ca**

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Self-Monitoring your own Pronunciation by Listening to Yourself

Have you ever listened to yourself speaking? Was it an awkward experience? In which language were you speaking? For most people, speaking and listening to one's own speech falls below our threshold of awareness. Our focus is largely on how to construe a message that is coherent and cohesive, but listening to how we "sound" while articulating our own concatenated speech is atypical. For this reason, listening to one's recorded voice may feel like a rather odd experience. Yet, in some professions (e.g., singers, radio announcers, actors), people rely on hearing how they are pronouncing words, mastering intonation patterns, or reproducing the features of a given accent (e.g., Leonardo DiCaprio's accent in *Blood Diamond* [2006]). For these professionals, because successful performance depends on accuracy of articulation, self-monitoring their speech is crucial. In this essay, I propose a series of simple steps through which language students can learn to self-monitor in order to improve their pronunciation of a new language.

Self-monitoring—a road to accurate pronunciation. When learning an additional language, just like in our first language, we rely on our voices to articulate oral messages. Thus, learning to listen to how we are pronouncing things facilitates mastery of the phonetic and phonological features of this new language. Essentially, self-monitoring our own articulation of the new sounds, words, or phrases leads us to *sound* more accurately. And although learners are often encouraged to listen to and assess their own oral production (Morley, 1991), our understanding of how they go about it remains limited (Ingels, 2011).

Successful self-monitoring implies knowing what is considered to be correct target language pronunciation. To increase knowledge, learners need to hear multiple examples of authentic target language samples (e.g., movies, podcasts, radio programs, etc.). In this way, they can more successfully assess their progress when they hear themselves speaking in the new language. Simply put, familiarizing oneself with how the new language is spoken facilitates subsequent comparison and assessment of one's own pronunciation of it.

Practical steps toward learning to self-monitor. Learning to self-monitor one's own pronunciation of a new language may differ for students enrolled in mainstream programs (e.g., at secondary and post-secondary levels). For example, differential levels of proficiency, course objectives, and students' interest in pronunciation are some of the variables that may affect whether students develop this subtle skill. Teachers who teach Phonetics introduce students to the International Phonetic Alphabet (IPA). As a result, these students can work on self-monitoring by transcribing their own speech and then assess it relative to models of correct target language pronunciation. Students can also use the transcriptions to identify their own errors and annotate possible corrections (Ingels, 2011). Despite the value of both transcription and annotation, not all students have access to this kind of knowledge. For this reason, I propose some strategies and techniques for students to use in working on self-monitoring regardless of the new language they are studying.

1. Select a short reading passage that contains words or phrases that impose challenges when pronouncing them. Focus attention on one feature at a time (e.g., the pronunciation of a vowel sound, a cluster of consonant sounds, etc.).
2. If a recorded sample of this passage is available (a model), listen to it several times. Ask your teacher for help if no such recording is available.
3. Find a small room with good acoustics (e.g., a bathroom), the idea being that you can hear your own speech while speaking out loud.

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4. Alternatively, place a middle finger in one of your ears. Press gently to create an acoustic effect.
5. Read the passage out loud and at a slow speed to concentrate on how you are pronouncing it.
6. Pay attention to (a) how you articulate the sound or sound sequence you want to improve, (b) what you hear yourself pronouncing.
7. Compare your output (i.e., what you hear yourself pronouncing) and the sample model. Does your pronunciation match the target language sound?
8. If no match between your output and the sample model is found, try again. Repeat the process until you feel satisfied with your own output.

The steps described above are suggestions from which language learners can derive their own strategies and techniques for listening to how they are pronouncing the various features. Yet, two fundamental notions will always remain. The development of self-monitoring requires that learners work systematically and persevere over time. No skill can be successfully developed without steady practice that stretches over multiple repetitions of the same skill. The following diagram shows a Hispanophone learner of English at three moments of self-monitoring her pronunciation. If you are wondering whether that could be you, the answer is yes!

| Scene 1 | Scene 2 | Scene 3 |
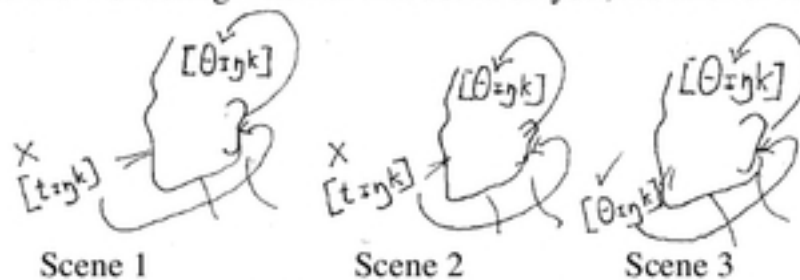
In Scene 1, the learner utters the word *think*. She focuses on her articulation of the 'th' letters, because she knows that this is a challenging aspect for her. She notices that she pronounces the sound [t] rather than the target sound [θ]. In Scene 2, the learner repeats the process, but still produces an inaccurate output. In Scene 3, the learner tries one more time and finally succeeds at pronouncing the 'th' letters as [θ]. That is, the learner now hears that her output matches the phonetic information stored in her mind (her mental sound storage) that she is using as referential information for comparison.

Benefits of learning to listen to yourself: (1) Learners who have the opportunity to listen to themselves speaking, learn to self-monitor pronunciation of the new language; (2) consequently, they acquire the possibility of speaking the new language more correctly; (3) learners can work independently and at their own pace; (4) the skill of self-monitoring is transferable to learning the pronunciation of any additional new language.

References

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Port Hardy to Paris
A blog by Stacia Johnson

Français French

Cette semaine, j'avais trois buts: lire de la littérature en français, parler plus de français hors de la salle de classe et prendre des photos pour mon cours de photographie.

Dans mon cours de littérature, le prof a lu une petite nouvelle de Guy de Maupassant. C'est La Parure. J'étais étonnée parce que j'avais enseigné cette nouvelle plusieurs fois dans mes cours d'anglais. Mes élèves et moi, nous aimons cette nouvelle. Il est indéniable que la version française est plus belle que la version anglaise. C'est le cas avec des traductions, n'est-ce pas?

Pour parler plus de français, je parle chaque jour aux magasins et aux restaurants tels que la patisserie <<Du Pain et Des Idées>>. Ses croissants sont les meilleurs que j'ai jamais mangés. Maintenant, je me suis habituée à entendre <<emporter>> et <<sur place>> quand je commande quelque chose. De plus, je me suis inscrite à un club nommé <<Café Conversations>> où 5-8 personnes parlent français avec l'aide d'une Française qui nous donne de nouveaux mots d'argot parisiens. J'ai rencontré des gens de Belgique, de Taïwan, des Pays-Bas et d'Italie. Après la conversation, nous sommes allés ensemble au marché.

Pour chercher des photos pour mon cours de photographie, je suis allée voir la Seine et le Canal Saint-Martin. C'est difficile pour moi de trouver de bonnes photos pour mon projet. Notre prof nous a demandé de faire un portfolio sur le thème de Paris Vivant ou Paris Vide. J'ai choisi de prendre des photos au sujet de la vie sur l'eau et des bateaux ici. Nous devons apporter nos photos à la classe lundi soir pour que le prof puisse les examiner et donner ses pensées sur notre travail.

Je suis très contente que mon amie, Stacey, arrive dimanche pour cinq jours. Nous irons au concert de Christophe Mae et nous assisterons à une dégustation de vin et à la Tour Eiffel.

This blog excerpt was edited with permission

For more stories in English, French, Japanese and Kwak'wala visit Stacia's blog at:

porthardytoparis.wordpress.com

Paris – A Few More Discoveries
## MARCH 12, 2017

A brief write-up in English, French, Japanese, and Kwak'wala follows about the past week in Paris.

English Anglais 英語 Mamałak' ala

For the last week I have spent a lot of my time reading French literature and searching for opportunities to speak French outside of class. I have also been on a hunt to find just the right images for my photography class.

It was quite a pleasant surprise this week when I was in my French literature course and the prof starting reading a short story by Guy de Maupassant and I had a feeling that I had heard it before. In fact, it was La Parure (1884) which is known as "The Necklace" in English. For many years, I have enjoyed teaching this very story in my English classes back in Canada. It was the first time ever that I had heard the original French version from start to finish. It is amazing how the same story written in different languages can leave different impressions. The language and details have such a richer impact in French than in the translated English compact version.

Daily outings have me using my French in stores and restaurants. I made it to the most famous bakery, Du Pain et Des Idées, one day after school this week, as it is closed on weekends. The croissants there are some of the best I are ever had. I also went into a new waffle restaurant that just opened in my neighbourhood and I ordered a savoury salmon waffle (I know it sounds odd, but it was delicious). When ordering, I am getting used to the terms emporter or sur place for take out or eat in. In addition, I have joined a group that meets up for café conversations. Today it was group of 5 people (from Italy, Vietnam, Denmark and Holland) who met to speak French for a couple of hours with the help of a fluent speaker who teaches us new elevated vocabulary and Parisian colloquialisms while enjoying a coffee. Afterwards, 3 of us walked around a couple of neighbouring markets.
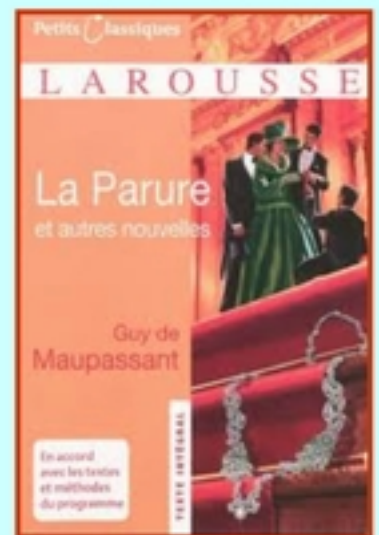
Core French & the Redesigned Curriculum Workshop
By Kindra Harte and Stacey Sveistrup

The North Island School District was very gracious to invite both Kindra and Stacey to present an entire day on Core French and the redesigned curriculum. The day was held in the most beautiful boardroom, with wooden walls, and large windows so you could see the monstrous trees and lush foliage that encased the building. There were about 6-10 participants and from various levels of Core French instruction as well as confidence in the language.

The day started out with various oral language strategies that can be used in Core French at any level, as well as looking at how we learn our own language and parallels that exist between that and learning other languages. Then we took a deeper look at the curriculum, by doing a couple of fun activities to see how the learning standards relate to the big ideas, and to really look at the grade levels we teach in a deeper level.

After looking at the curriculum for a while, pedagogy was shared around using Intensive French methodology for the oral, reading, and writing. We looked at setting up routines, we watched a video that is an instructional sample, A Literacy-Based Approach in Core French from the Ministry website and discussed ways that some of the ideas from the video could be used in Core French classrooms. We talked about the gradual release of responsibility and the importance of teacher modelling for students developing literacy.

We also provided several examples of some songs that students enjoy singing as well as French songs that are available through You-Tube that students might enjoy listening to. Then we shared some activities that can be done in the Core French classroom for songs with a lot more language, for example pop songs.

Games are another area that we were able to share. We did hands-on demonstrations of various language learning games and activities to help increase fluency for second-language learners.

Assessment-approaches and strategies for assessment using the new curriculum, descriptive feedback, grade book options were also explored.

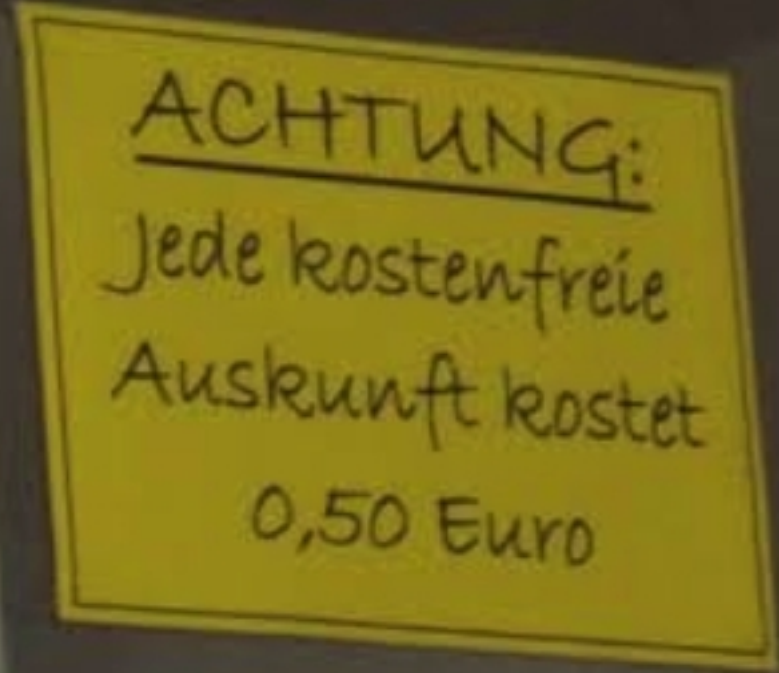Indigenous ways of knowing and First Peoples Principles of Learning were discussed as well.

There was a lot of open discussion, lots of exciting questions, lots of time to share and go beyond just scratching the surface. It was a great opportunity for teachers to come together and share as well. All in all, such a great day and a wonderful opportunity to connect and collaborate with colleagues!

À bientôt.

Merci Port Hardy!

Kindra and Stacey

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GRADE 12 STUDENTS VISIT SENIOR CENTRE

Visiting the Gurdwara and the Senior Centre was an inspiring experience for us as a class. After sitting in the darbar and hearing the paath (devotional reading) we came downstairs to eat delicious langar. (food) Before we left to walk to the Senior Centre, we met this wise old woman. In fact she approached us herself. She talked to us about her life story and the hardships she's gone through. After all that she has been through, she still had a smile on her face after seeing us. All she wanted was someone to listen to her and we felt really privileged to hear her story. After all she has been through she is still so strong and hopeful. She inspired us and made us realize that the little problems we always worry about at this age are nothing compared to difficulties and circumstances like those. After that we visited the Senior Centre and we got a lot of knowledge on what is available there. A lot of seniors come there to interact with others, play cards, read the newspaper, play pool, etc. One of the senior's told us how when student go to school, parents go to work, the seniors are left home alone. They begin to feel unaccompanied and they begin to think all day. That leads them to depression which is not beneficial. That is one of the main purposes' of these Senior Centres. Overall the experience taught us a lot of things and

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Fun for Seniors

STUDENTS ENJOY THE LOVE OF LANGUAGE!

Our visit to LA Matheson was very helpful and it encouraged all the students to write the short story's for the competition. The guest speakers like Mr. Sangera and Mr. Barj Dhahan motivated all the guests to partic-ipate and show their love towards Punjabi. We also got a chance to communicate with different T.V. Channels, which also helped in building our confidence. Our visit to L.A Matheson for the Dahan prize conference was very useful and this competition is a great chance to show our love and respect for our mother language Punjabi.

Metro Vancouver Students Welcomed the Year of the Rooster
Ping Li
BCATML Mandarin Representative

For Mandarin students as well as the general populace across Metro Vancouver, the week leading towards the Lunar New Year (Jan. 28th) was filled with a festive atmosphere. Many celebration activities were taking place in schools and in communities to honour this special cultural holiday.

In one school, Mandarin students staged a Chinese New Year assembly with Chinese singing, dancing and a traditional Chinese dress and ethnic costume show, ushered in by student lion dancers, in front of a packed house at the auditorium. They also decorated the school buildings with lanterns, spring couplets, window ornaments, and hand-made crafts. They invited the school community to experience traditional New Year rituals such as the lion dance, riddle guessing, paper cutting, calligraphy, food tasting and other cultural activities. A Chinese lunch menu carefully prepared by the kitchen staff added spice to the festive joy, accompanied by Chinese traditional music instrument playing during lunch break. Mandarin students had an opportunity to enjoy a professional Chinese waist drum performance and a Chinese dress fashion show. Reflected by their teacher after the New Year, the two-week long celebration activities led by Mandarin students gave them a venue to engage with the school community and share their expertise in Chinese language and culture, particularly the meanings behind important cultural practices over thousands of years, to promote intercultural connectedness, a true testimony to purposeful communication, critical and creative thinking work, and personal connection with the community.

To celebrate this special occasion, one Mandarin teacher took her students to Richmond Aberdeen Centre's Chinese Flower Fair and New Year market to observe the festive decorations and appreciate the cultural practices there. And there was plenty for them to absorb. For a couple of hours, the students were immersed in Chinese culture, and learned more about Chinese traditions than in the classroom: how to choose appropriate plants, flowers and crafts to decorate for the Lunar New Year, what special food to eat for the New Year dinner, how to express good wishes in Mandarin, what symbolic meanings are embodied in everything Chinese people do and eat. Equally inspiring for the Mandarin students was how this mall event attracted people from different cultures to share and celebrate. This was a good lesson in diversity and inclusiveness.

(Image courtesy of J. Sun) Phalaenopsis, known as Hudie Lan in Mandarin, stood out in the Flower Fair since this plant's petals resemble the wings of a butterfly, symbolizing happiness, spring, vitality and longevity.

At an elementary school where about 90 per cent of the students are of Chinese origin, the annual Chinese New Year celebration excites everyone since celebrating the culture and language is regarded as particularly important. Every year the close-knit community comes together to design and implement every detail of the biggest cultural event led by its Mandarin Department, committed to connecting students with their cultural heritage. One way of doing so is to help their students understand their own culture through traditional Chinese New Year food making, Chinese calligraphy practice, and traditional lion and dragon dance. This year, parents showed enthusiasm and support by volunteering their time and energy to decorate the school. Chinese musicians were invited to play traditional musical instruments and perform traditional Chinese New Year music for students to sing along. Both parents and teachers were impressed by the enthusiastic involvement of the student body and their pride in their growing language proficiency and cultural understanding.

(Image courtesy of Lawrence Manken)
Golden Pearl Ensemble, a group of award-winning musicians was invited to St. Francis Xavier School to introduce Chinese musical instruments and traditional Chinese New Year

Some students braved the unusual winter weather to the Dr. Sun Yat-Sen Classical Chinese Garden for its first full Garden exhibition, Coming Home: Traditions of Chinese New Year, to "connect …… with the practices of one of the oldest and grandest observances in Chinese culture, the Lunar New Year Spring Festival". They had first-hand experience in understanding what it means that family is at the core of Chinese New Year celebrations, and how the rituals and customs that go with it are expressed through colourful symbols, lively stories, and tasty food! There were other students who participated in the annual Chinese New Year Parade in Chinatown, now a cultural extravaganza in multicultural Vancouver. They performed amidst the largest assembly of traditional lion dance teams, cultural dance troupes, marching bands, martial arts performances and much more.

From a sea of bright red and gold decorations comes the fire rooster, embodying qualities of hard work, resourcefulness, courage and talent, always the first to find his way atop the barn to announce the start of a new day.

(Image courtesy of P. Li) Mandarin students decorated a wall to show their understanding of New Year practices.

(Image courtesy of S. Chow) Dancers from Canada Chinese Waist Drum Association performed the traditional Chinese drum dance at CHS.

(Image courtesy of J. Sun) Various snacks with meanings of happiness and good fortune awaited empty stomachs.

(Image courtesy of J. Sun) Bright red and gold New Year decorations and crafts for good luck and prosperity attracted

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Palabras en español de origen peninsular
Por John Parker, Richmond School District

Preparando el año pasado una conferencia del vocabulario no latino en el español para los profesores de Richmond, me di cuenta de la riqueza de las palabras que vinieron al español desde las tribus antiguas de la Península Ibérica. Los Romanos llegaron a la Península durante el tercer siglo A.C. durante las Guerras Púnicas e identificaron tres grupos indígenas cuando decidieron buscar minerales fuera de la costa mediterránea. Estos grupos, los Celtas en el norte, los Ibéricos en el sur, y los Vascos en el nordeste, tenían sus propios idiomas y culturas, y contribuyeron de manera muy importante al desarrollo del español contemporáneo. La palabra izquierda, por ejemplo, viene del vasco, o euskera. De hecho, muchos lugares geográficos en España tienen nombres vascos, sugiriendo que esta gente ocupaba una parte mucha más grande que solamente el rincón compartido con Francia. La conquista de la Península por los Romanos duró dos siglos; las tribus indígenas se unificaron y, practicando la guerrilla no convencional, sorprendieron a las legiones romanas.

Vencidos, los Celtas e Ibéricos adoptaron rápidamente el latín vulgar de los Romanos y perdieron sus propios idiomas. La sociedad romana, urbana y cosmopolita, tenía más prestigio que las de los indígenas, especialmente después de la construcción de ciudades modernas como Sevilla, Córdoba y Toledo. Los Vascos, por el contrario, aislados en aldeas pequeñas en regiones montañosas, siguieron hablando el vasco. En ciertas partes del Imperio Romano los vencedores documentaron minuciosamente las culturas conquistadas, pero no era el caso en la Península. Por eso no sabemos casi nada del idioma ibérico; provenientes del norte de África, los Ibéricos representaron el primer contacto de gentes peninsulares con los Fenicios y después los Griegos antes de la llegada de los Romanos. La palabra España viene de la palabra Hispania, la romanización del nombre fenicio que quería decir "Tierra de conejos." Los Celtas, que ocupaban la parte norte de la Península, por otro lado, dejaron sus idiomas y cultura en Francia y en Gran Bretaña, en los idiomas gaélicos como el irlandés y el escocés, por ejemplo.
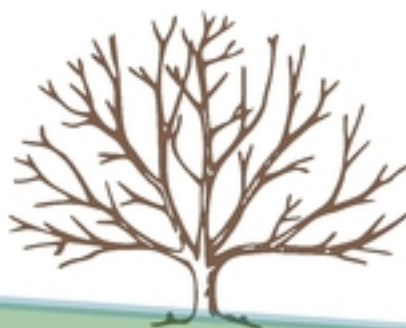
Antes de establecerse en la Península hace cuatro mil años, los Celtas viajaron desde el norte de Rusia y Escandinavia hacia la región de Anatolia, hoy en día Turquía, donde adquirieron palabras del indoeuropeo, el idioma común de la región que ya tenía raíces a lo largo de ocho mil años. Este idioma que tiene influencias sánscritas, hindúes, y chinas, es ancestro directo del griego, es un ancestro del latín, y también de los idiomas germánicos y eslavos fuera del mar Mediterráneo. La palabra céltica carro, de origen sánscrito, es un buen ejemplo de una palabra que tiene raíces en este idioma difunto y que hizo el viaje hacia el norte de España. Estas mismas raíces nos dan carrus en latín. Los Celtas continuaron su viaje desde Anatolia hacia Europa central donde estaban en contacto con tribus germánicas. Eventualmente se establecieron en Gran Bretaña, en el oeste de Francia y, hace cuatro mil años, en el norte de España. Es decir que los Celtas habían estado viviendo en España dos mil años antes de la llegada de los Romanos. Vale la pena mencionar aquí que el vasco no es un idioma indoeuropeo, a pesar de que la mitad de su vocabulario se origina en el latín.

Las palabras de los grupos indígenas peninsulares entraron en el latín vulgar que, a la desaparición del Imperio Romano, se desarrolló en los idiomas proto romances, predominantemente en el norte de la Península, que conocemos como el catalán, el asturiano, el leonés, el gallego, el aragonés, el portugués, y por supuesto, el castellano, por mencionar solamente algunos. Los Visigodos, que tomaron la Península después de los Romanos, adoptaron los idiomas locales y no dejaron muchos trazos lingüísticos de sus dos siglos de presencia. La palabra gaita, por ejemplo, se parece a la palabra visigoda que quiere decir "cabra," ya que las gaitas estaban fabricadas con piel de cabra, pero es más lógico pensar que gaita tiene raíces en una palabra para "viento," que siempre ha existido en el irlandés. Castilla, un pequeño territorio en el norte de España situado entre los otros pequeños territorios de Asturias y Navarra, dominaría las primeras etapas de la Reconquista de la Península contra los Moros que ocupaban la mayoría del sur. El castellano se hizo entonces el idioma de unificación de los grupos cristianos. La palabra español viene de España, una galicismo, en este caso del occitano, de la palabra romana Hispania.

Salvo ciertas excepciones, la mayoría de las palabras peninsulares que entraron en el latín vulgar eran celtas. Las palabras álamo, berro, cerveza, y conejo representan cosas indígenas. Arándano, ahora una palabra muy dinámica, quiere decir "ciruela" o "endrino" en céltico. Camino, correa, mina, y gancho pueden a veces parecerse a palabras latinas, y sus polémicos orígenes necesitan más investigación. Correa y gancho, por ejemplo, son "conriug" y "geska" respectivamente en irlandés, más prueba de sus orígenes celtas. Bruja tiene raíces germánicas y tenía gran importancia en la cultura celta; trazos de esta importancia se quedan en la Galicia moderna. Taladro nos da el verbo "taladrar," y caballo, de origen asiático, se ve en el persa y el turco como "kaval." Estos ejemplos de palabras bastante comunes representan el largo viaje de los Celtas por el Medio Oriente y Europa Central durante miles de años antes de llegar a la Península, y representan también una gran parte de la historia de España.

Un buen entendimiento del idioma español incluye el conocer sobre sus raíces, tales como las de las culturas prerromanas que dejaron sus trazos lingüísticos hasta el día de hoy. Las primeras tres referencias siguientes están disponibles en línea y representan obras clásicas de este dominio: Joan Corominas (1987) Breve diccionario etimológico de la lengua castellana; Rafael Lapesa (1981) Historia de la lengua española; Ramón Menéndez Pidal (1968) Orígenes del español; Eva Núñez Méndez (2012) Fundamentos teóricos y prácticos de historia de la lengua española; Ralph Penny (2000 y 2002) Variation and Change in Spanish and A History of the Spanish Language; David Pharies (2007) A Brief History of the Spanish Language. Todos ellos son muy buena lectura, especialmente si se es profesor de español.

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Dollars and Sense
Federal funding for Core French programs

All federal funds received by school districts must be spent entirely in support of core French classes or for intensive or enhanced core French courses. The Ministry of Education could reclaim any portion of the grant not used for this purpose.

**At the end of the current agreement, the Ministry has made it clear that
any portion not used will be reclaimed.**

- **How much does your school district (SD) receive annually for core French programs?**
  This funding is also given to English SDs in Québec for English as minority language learning. To find out how much your SD receives, go to *www2.gov.bc.ca/gov/content/education-training/administration/kindergarten-to-grade-12/french-federal-funding*

- **Funding is based on full-time equivalent (FTE) enrolment in core French?**
  The Core French funding represents 16% of the total SD funding envelope under the current BC Action Plan. The purpose of this grant is to provide supplemental funding needed to deliver the core French programs in participating SDs where the minimum instructional time of 4% is met. Except for items otherwise covered under the guidelines of this guide, all district expenses in direct support of this initiative, including any allowable salary expense under this guide, are eligible. SDs offering core French courses will receive $8 per student plus an additional amount equal to their base funding times their rural factor (RF). School districts will be expected to report on the type, quantity, and cost of expenses incurred in this category.

- **Core French teachers have funds for the promotion of French culture in schools.**
  This grant represents 2% of the total SD funding envelope under the current BC Action Plan. The purpose of this grant is to assist districts in providing opportunities for students to be exposed to Francophone culture, by sponsoring various French cultural activities that could include visiting musicians/authors or children's theatre groups, field trips, or special "days."
  Core French: 1-1,000 students $450   1,000 students or more $900

- **Core French teachers have access to professional development (PD) funds to be used in addition to local PD funding.**
  The teacher professional development funding represents 5% of the total school district (SD) funding envelope under the current BC Action Plan. The purpose of this grant is to support teachers' participation in activities such as in-service/program implementation for core French, which may be offered to individual or groups of teachers, and may include workshops, online learning, conference attendance and   post-secondary courses. SDs with more than 10 students will receive $4,500 for the first 2,570   students and an additional $1.50 per student beyond that threshold.
  Do your core French teachers know they have access to this funding? Is this funding being spent by core French teachers for their PD?

- **Your SD must report expenditures on an annual basis.**
SDs are required to keep an accounting of all expenditures of federal funds for French as a second language and report on these expenditures at the end of the school year. Auditing and monitoring of these funds should be expected as an integral part of the Ministry of Education's funding process. A Financial Report / *Evaluation Form (FP01-SD)* must be submitted no later than July 31, at the end of each school year. The most updated version of this form must be made available for download no later than June 1st of every year through the ministry of Education's website. To see your SD's 2014–15 report, go to: *www2.gov.bc.ca/gov/content/education-training/administration/kindergarten-to-grade-12/french-federal-funding/final-school-district-reports-2014-2015*
You and your local have a right to see and to ask questions about this report.

- **Do you have a French language programs co-ordinator/helping teacher/language consultant in your district?** Is this person a French as a first or working language (FFWL) BCTF member? SDs may apply up to 20% of their total federal contribution to the maximum of a 0.4 full-time equivalent (FTE) position, for French as a second language teacher's salary or at the district level for a co-ordinator position responsible for French as a second language programs. The 2015 Fall RA determined that, where appropriate, locals lobby school districts to ensure that this funding allocation be used for a bargaining unit district co-ordinator's position responsible for French as a second language programs.
Do you know who is responsible for French programs in your district? Is it a teacher or an administrator?

- **Do you have a French advisory committee in your local?**
Locals are encouraged to form a French advisory committee with representatives from the various stakeholders, i.e. trustees, administrators, parents and teachers. Many of the questions asked above can be verified by this advisory committee. Teachers involved in this committee should be appointed by the local. The 2015 Fall RA determined that where appropriate, locals lobby SDs to provide involvement of the local in the decisional process of the allocation of federal funding for French second language education in school districts. The BC / Yukon Chapter of the Canadian Parents for French Association created a model to help locals create such a committee. You can find this information on pages 3-4.

For more information, contact Marie-Claude Tremblay, Assistant Director, French Programs and Services, PSID: *mctremblay@bctf.ca*.

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Dollars and Sense
Federal Funds for French immersion

All federal funds received by school districts must be spent entirely in support of French immersion programs. The Ministry of Education could reclaim any portion of the grant not used for this purpose.
**At the end of the current agreement, the Ministry has made it clear that
any portion not used will be reclaimed.**

How much money does your school district (SD) receive each year for French immersion programs?
This funding is also given to Anglophone school boards in Quebec for the learning of English as a minority language. To find out how much your school district receives, go to the following website:
www2.gov.bc.ca/gov/content/education-training/administration/kindergarten-to-grade-12/french-federal-funding

Funding is based on enrollment FTE (full time equivalent) in French immersion.
A school district offering French immersion will receive $50 per FTE for Kindergarten to Grade 3, $70 per FTE for Grade 4 to 7, $95 per FTE Grade 8 to Grade 12; plus an additional amount equal to their basic funding to protect the funding of immersion (IF = immersion funding protection factor), plus an additional amount equal to their funding base of their rural factor (RF = rural factor). The purpose of this grant is to provide additional funding to immersion programs for school district participants.

French immersion programs receive funds for the promotion of French culture in schools.
This grant represents 2% of the total school district funding envelope under the current BC Action Plan. The purpose of this grant is to assist districts in providing opportunities for students to be exposed to Francophone culture, by sponsoring various French cultural activities that could include visiting musicians/authors or children's theatre groups, field trips, or special "days." Neighbouring school districts are encouraged to co-operate to "make the money go further."

French immersion	(all school districts)	$900
10,000–15,000 students		$450 more
15,000 students or more		$900 on top

Teachers of French immersion have access to a professional development (PD) fund that can be used in addition to the local PD funds.
This funding represents 5% of the total school district funding envelope under the current BC Action Plan. The purpose of this grant is to support teachers' participation in activities such as in-service or program implementation for French immersion programs, which may be offered to an individual or groups of teachers, and may include workshops, online learning, and conference attendance and post-secondary courses. School districts with more than 10 students will receive $4,500 for the first 2,570 students and an additional $1.50 per student beyond that threshold. School districts will be expected to report the nature, quantity, and cost of professional development opportunities accessible to their staff in support of this category.

Do the French immersion teachers know about this funding? Is this funding being entirely spent by French immersion teachers for their PD?

Boards/districts with immersion programs receive grants for educational resources to assist with bearing the higher cost of resources for education in French.
Learning Resources funding represents 8% of the total school district funding envelope under the current BC Action Plan. The purpose of this grant is to assist districts with the higher cost of buying education resources in French, for the library as well as the classroom. School districts will be expected to report on the type, quantity, and cost of French resources and ebooks purchased in support of this category.

N.B.: This fund covers the difference between the English resource price and the French resource price. The resource base price is paid using the school district's regular budget.

Your school district receives funding for learning assistance specific to French immersion.
This funding represents 7% of the total school district funding envelope under the current BC Action Plan. The main purpose of this grant is to support the French Immersion program's capacity in working with students who demonstrate delayed language, delayed perceptual-motor functioning, and delayed social skills in conjunction with below average academic achievement. All district expenses in direct support of this initiative are eligible. School districts offering French immersion programs with less than three hundred FTE will receive $11,500 per year in support of this initiative. School districts will be expected to report on the number of supplementary staff (learning assistants/specialists) working in support of this category.

Your school district has to declare its expenditures on an annual basis.
School districts are required to keep an accounting of all expenditures of federal funds for French as a second language and report on these expenditures at the end of the school year. Auditing and monitoring of these funds should be expected as an integral part of the Ministry of Education's funding process. A Financial Report / Evaluation Form (FP01-SD) must be submitted no later than July 31, at the end of each school year. The most updated version of this form will be made available for download:
www2.gov.bc.ca/gov/topic.page?id=93CFAF469DE445BDAD90A139705AD525

To consult the 2014–15 reports, go to www2.gov.bc.ca/gov/content/education-training/administration/kindergarten-to-grade-12/french-federal-funding/final-school-district-reports-2014-2015

You and your local have the right to see these reports and ask questions about them.

Do you have a co-ordinator / helping teacher / consultant for French language programs in your school district? Is she/he a BCTF member with French as a first language or working language (FFLWL)?
School districts may apply up to 20% of their total federal funding to the maximum of a 0.4 full-time equivalent (FTE) position, for a French as a second language teacher's salary or at the district level for a coordinator position responsible for French as a second language programs. The 2015 Fall Representative Assembly (RA) determined that, where appropriate, locals lobby school districts to ensure that this funding allocation be used for a bargaining unit district co-ordinator's position responsible for French as a second language programs.

Do you know who is responsible for French programs in your SD? Is it a teacher or an administrator?

SAVE THE DATE

2017 PSA Super Conference

**Change, Challenge, Opportunity:
BC Teachers Sharing Successes,
Shaping Futures**

October 20-21, 2017
Vancouver Convention Centre

Provincial specialist associations of the BC Teachers' Federation

Participating PSAs and Contact Information

PSA Name	Email
Aboriginal Education Association (AEA)	psac71@bctf.ca
Association for Educators of Gifted, Talented, and Creative Children of BC (AEGTCCBC)	psac63@bctf.ca
Association Provinciale des Professeurs de l'Immersion et du Programme-Francophone BC (APPIPC)	psac45@bctf.ca
BC Art Teachers' Association (BCATA)	psac41@bctf.ca
BC Association of Teachers of Modern Languages (BCATML)	psac51@bctf.ca
BC Business Education Association (BCBEA)	psac42@bctf.ca
BC Co-operative Learning Association (BCCLA)	psac72@bctf.ca
BC Culinary Arts Specialist Association (BCCASA)	psac75@bctf.ca
BC Dance Educators' Association (BCDEA)	psac73@bctf.ca
BC Early Career Teachers' Association (BCECTA)	psac77@bctf.ca
BC Educators for Distributed Learning PSA (BCEDL)	psac64@bctf.ca
BC Primary Teachers' Association (BCPTA)	psac55@bctf.ca
BC Rural and Multi-grade Teachers' Association (BCRMTA)	psac67@bctf.ca
BC School Counsellors' Association (BCSCA)	psac44@bctf.ca
BC Science Teachers' Association (BCScTA)	psac57@bctf.ca
BC Teacher-Librarians' Association (BCTLA)	psac49@bctf.ca
BC Teachers for Peace & Global Education (PAGE BC)	psac68@bctf.ca
BC Teachers of English to Speakers of Other Languages (BC TESOL)	psac69@bctf.ca
BC Technology Education Association (BCTEA)	psac58@bctf.ca
Computer-Using Educators of BC (CUEBC)	psac65@bctf.ca
Environmental Educators' PSA (EEPSA)	psac66@bctf.ca
Learning Assistance Teachers' Association (LATA)	psac53@bctf.ca
Middle Years and Provincial Intermediate Teachers' Association (MYPITA)	psac48@bctf.ca
Teachers of Home Economics Specialist Association (THESA)	psac47@bctf.ca
Teachers of Inclusive Education (TIE-BC)	psac60@bctf.ca

Teacher's notes:

BCATML Newsletter Guidelines

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

STATEMENT OF PURPOSE
The BCATML Newsletter 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! is included with membership in the BCATML. The 2016-17 fees are: BCTF members $40, Associate members $63; students/TTOC/retired and community-based teachers $15. Payment of fees by attenidng the annual fall conference includes the BCATML Newsletter, membership in CASLT (Canadian Association of Second Language Teachers) and information about conferences, workshops, projects, and other BCATML publications and activities. BCATML memberships 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, telephone number and/or email address
• 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.

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: msagarcia314@gmail.com. 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. These should be done in high contrast so as to be easily reproduced. 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: December 1, March 1, July 31
Submission topics: curriculum implementation, bacak to school ideas, cultural festivals & celebrations, aboriginal ways of knowing and perspectives aligned to the curriculum, assessment & evaluation, reporting, use of technology in a second language classroom context, etc

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BCATML

BC ASSOCIATION OF TEACHERS OF MODERN LANGUAGES

British Columbia
Teachers' Federation