

Speak! Spring 2018

*CASLT Chez Vous with Sylvia Duckworth!
May 12th - Register Now!*

*BCATML Conference 2018 Celebrating
Languages - Call for Workshop Proposals*

Cultural Calendar 2018 Survey

*Core French Introductory 11 New Ministry
Course for BC*



BCTF



BCATML

BC ASSOCIATION OF TEACHERS OF MODERN LANGUAGES

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President's message

Rome Lavrencic



Spring greetings from BCATML!

There is a vibrant buzz in the air, which means Spring is just around the corner! No matter where you are, on a fabulous holiday get away, or on a staycation enjoying the comforts of your sofa, we hope this Spring Break will allow you to replenish your reserves and re-energize yourself for the remaining three months of school.



Soon after Super Conference, BCATML launched another Teaching Proficiency through Reading and Storytelling (TPRS) event in Duncan, BC on Saturday, November 25, 2017. Both Michelle Metcalfe and Adriana Ramirez led 45 teachers, at the Quamichan Campus of Cowichan Secondary School, through a better



understanding of TPRS theory, as well as a number of steadfast teaching methodologies. BCATML was extremely excited to be able to renew partnerships in Vancouver Island, allowing teachers from both Vancouver Island and the Mainland to network together. We welcomed many teacher candidates, as well as teachers of French, German, Indigenous languages, Japanese, Mandarin, Punjabi, Russian and Spanish. We simply could not be more delighted with the turnout for this event. Special thanks and acknowledgement go to Jesse Whittington of SD79 for his initiative in proposing this training event with BCATML.

In January 2018, BCATML produced its very first Cultural Calendar. BCATML's Executive created this calendar to highlight the many contributions, innovations and influences languages have had in society. We hope you will use your calendar as a tool to engage your students in some of the curriculum Big Ideas relating to cultural identity, creative works, personal perspectives, and more. For next year's calendar we would like to invite your feedback! Please complete a two-minute short survey by visiting <http://bit.ly.BCATML2018CalendarSurvey> before April 30th.



Upcoming Professional Development Opportunities:

In our Winter newsletter, we announced that BCATML would collaborate with CASLT to organize a *CASLT Chez Vous!* Mark your calendar because **Saturday, May 12th, 2018**, we are proud to present *CASLT Chez Vous* with internationally renowned tech-language guru, Sylvia Duckworth! Registration for this event is now open. Be sure to apply early for funding through your District Pro-D Committee or Detached Duty Committee. This one-day event will certainly inspire you with many innovative technology-based learning projects and tools. Current BCATML members receive a discounted registration fee for this event at the beautiful Burnaby Hilton Hotel, near Metrotown. Full registration details can be found at www.bcatml.org under the Conferences tab, or copy and paste the following URL into your browser: <http://www.bcatml.org/bcatml-caslt-chez-vous.html> Be sure to register early to avoid disappointment, as this one day catered lunch event will undoubtedly fill up fast!



BCATML's Conference Committee is pleased to announce the Executive Inn Hotel in Richmond, as the venue for this fall's *Celebrating Languages Conference*. Plans are already underway to make our signature event an excellent day for Second Language teachers to network, share ideas, and learn from the best of the best in the Province and across Canada. The call for workshop proposals is now open and we invite you to submit your workshop proposals today! Submit your proposal online **before May 15th**, by visiting <http://www.bcatml.org/workshop-proposals.html>. BCATML has invited Shauna Nero and Ashleigh McNeill, in hopes that they are available to offer their highly acclaimed workshop using manipulatives and games for developing Core Competencies.

Curriculum updates:

There have been a number of recent updates regarding curriculum and implementation. Firstly, all Second Languages curricula revisions have now been completed and sent to Ministry copy editors to be posted online later this Spring. As well, full implementation of all Grade 10 curricula will begin this September; with Grades 11 and 12 to be implemented the following year. The Ministry also recently announced a seventh non-instructional day for 2018-19 to allow teachers time to collaborate, discuss, and share ideas regarding implementation. While the Ministry has not yet called a committee to draft a companion document linking



the Common European Framework of Reference for Languages (CEFR) to our curriculum, it is expected that once the Grade 10 curricula are posted, work can then begin on this important correlation. In other news, the Ministry replied to BCATML's letter which requested the inclusion of a Languages 11 credit for graduation. Deputy Minister D. Scott MacDonald said that the "Ministry will continue to engage with the education sector on graduation requirements and will soon release a draft policy document for feedback." BCATML will be certain to participate in that feedback process and keep you posted. We invite you to read his letter found within this edition of *Speak!* And finally, BCATML is delighted to announce the creation of the province's first Core French Introductory 11 course. Some members of the Core French writing team, along with representatives of BCATML, completed this draft last month. We hope school districts will be excited to pilot Introductory French 11 this fall. Full details can be found in this edition.

MAY
12

BCATML CASLT CHEZ VOUS!
WITH SYLVIA DUCKWORTH



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Sylvia Duckworth is an award-winning French teacher and technology coach from Toronto, Canada, with more than 30 years of teaching experience. Her mantra is "Connect, Collaborate, Create" and she is constantly searching for ways to enable teachers and students to maximize these opportunities. She is a Google Certified Innovator, a Level 1 and 2 Google Educator, a Google Certified Trainer, and Apple Teacher and an Apple Distinguished Educator. She is the author of the book "Sketchnotes for Educators". You can find her resources at sylvia Duckworth.com and her store at sylvia Duckworth.shop

Connect, collaborate, learn, share ...

- Who?** All K-12 second language teachers, consultants, and teacher candidates
What? Full day workshop with award-winning tech guru Sylvia Duckworth
Where? Burnaby Hilton Hotel near Metrotown (6083 McKay Avenue, Burnaby)
When? Saturday, May 12th, 2018 between 8:30 - 3:00 pm
Cost? \$100 current BCATML members; \$150* for non-BCATML members
* registration includes a catered lunch; membership to BCATML & CASLT

FULL DETAILS FOUND AT WWW.BCATML.ORG



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Come join second language teachers from across BC and share ideas on our provincial PSA day Friday, October 19th, 2018!



BCATML SOCIAL EVENT

Thursday Evening 7pm
At Ceili's Pub
Appetizers provided



BCATML Conference 2018 Celebrating Languages

Friday, October 19th, 2018 at the Executive Airport Plaza Hotel in Richmond, BC



Sylvia Duckworth Conference 2018 keynote

BCATML will host its *Celebrating Languages* fall conference at the Executive Airport Plaza Hotel in Richmond, BC on October 19th, 2018. Award-winning and tech-innovator Sylvia Duckworth will be this year's keynote speaker who will open the day followed by many innovative workshops. There will be exhibitors on site to share new materials, programs, and events. Don't forget BCATML will host its annual AGM with fantastic door prizes! Join the executive at the BCATML Social Event the night before at Ceili's Pub in the host hotel! Registration will open later this summer. Stay up to date by visiting www.bcatml.org



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Dear Colleagues,

The BCATML is accepting applications for Presenters to our 2018 Fall Conference, Celebrating Languages! We invite you and your colleagues to submit a proposal for a presentation or workshop at our PSA Day, to be held at the Richmond Executive Inn, on Friday, October 19, 2018. Our Conference Committee reviews all submissions in order to create a balanced and comprehensive program for our many participants. If you know anyone who would like to share their experience, energy, professional growth or wisdom, please encourage them to submit a proposal.

When submitting your proposal, we encourage you to consider presentations and workshops that:

- focus on the implementation of the Redesigned Curricula
- infuse First Peoples Perspectives into Language teaching
- promote Truth & Reconciliation with First Nations in B.C.
- develop strategies for Social-Emotional Learning and Growth Mindset
- explore current Language methodologies
- share useful strategies and classroom activities
- investigate the role that Art and Culture play in Language teaching
- nurture critical thinking & metacognition skills in the Language classroom
- incorporate numeracy & literacy strategies
- advance best practices in assessment & evaluation
- incorporate learning technologies which foster language learning, including the use of iPads
- promote articulation & facilitate the teaching of Elementary Core French

Please submit your proposals by May 15, 2018 via the electronic proposals form on our website:

Thank you for your willingness to share your professional growth & expertise! We look forward to receiving your submissions in the next few weeks!

Sincerely,

Jacqueline Alvarado Cruz
& Amandeep Chhina
Presenters' Co-Chairs
BCATML Conference Committee

Call for Workshop Proposals!
BCATML Conference 2018





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BCATML Scholarship

Award Information

To help promote the study of a second language and culture in British Columbia at a post-secondary level, the British Columbia Association of Teachers of Modern Languages is offering a scholarship for language students. The scholarship provides up to four (4) \$500 awards for B.C. students who are continuing with second language studies at a post-secondary institution.

Award Value \$500

Deadline: May 1st

Academic Eligibility Criteria and Requirements

Priority will be given to applicants who best meet the following criteria with supporting documentation:

- Canadian citizen or permanent resident
- Currently enrolled as a Grade 12 student at a public or independent school in BC
- Completed a Modern Language course at the Grade 11 or 12 level in BC
- Planning to major in a Modern Language in a post-secondary institution
- Current secondary school transcript provided
- Evidence of intention to pursue modern language studies in a post-secondary institution

Application

Please complete all sections of the application. PART A and PART B are to be completed by the Student Applicant. PART C is to be completed by the School Sponsor.



PART A: To be completed by the Student Applicant

Full Name of Student Applicant	SURNAME, GIVEN NAMES		
Personal Education Number (PEN)		Date of Birth	____/____/____ <small>MM/DD/YYYY</small>
Telephone Numbers	(____) ____ - ____ (____) ____ - ____		
E-mail Address			
Mailing Address	UNIT NUMBER, HOUSE NUMBER, STREET NAME		
	CITY/TOWN, POSTAL CODE		
Post-secondary Institution		Period Attending	
Citizenship Information	<input type="checkbox"/> Canadian Citizen <input type="checkbox"/> Permanent Resident (Landed Immigrant) <small>CHECK ONE</small>		
Are you currently enrolled as a Grade 12 student at a BC public or independent school?	<input type="checkbox"/> YES <input type="checkbox"/> NO <small>CHECK ONE</small>		
Languages(s) of Study and Grade(s) Received	_____, _____% _____, _____% _____, _____% _____, _____%		
Name of School Sponsor		Position	
Email Address of School Sponsor			



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PART B: To be completed by the Student Applicant

WRITTEN STATEMENT

Please attach a written statement of up to 250 words in English, addressing the following question:

Why is studying second languages important to you?

STUDENT TRANSCRIPT

Please include an official or school copy of your Grade 11 or Grade 12 secondary school transcript with this application. Do not send the transcript separately from this application. Applications that do not include a transcript will not be considered.

I have included with this application a copy of my Grade 11 or Grade 12 transcript.

DECLARATION

I HAVE READ AND UNDERSTOOD THE INSTRUCTIONS, AND DECLARE THAT:

1. All information provided is true and complete;
2. I will be a full-time student at the school named for the period stated and,
3. I will immediately notify the British Columbia Association of Teachers of Modern Languages in writing if I withdraw from full-time studies at that school.

Name of Student Applicant

Signature of Student Applicant

Date Signed



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PART C: To be completed by the School Sponsor

SPONSOR INFORMATION

This portion is to be completed by the sponsor. The purpose of the collection is to determine the applicant's eligibility for the scholarship. School sponsors must be the student applicant's language teacher, vice principal or principal and must agree to nominate the student for the award. Each school may nominate up to two (2) applicants for this award. If the school is submitting multiple applications, please indicate below:

Full Name of Student Applicant			
Full Name of School Sponsor			
Are you a current member of the BC Association of Teachers of Modern Languages?	<input type="radio"/> YES <input type="radio"/> NO CHECK ONE		
Telephone Number of School Sponsor	(____) _____ - _____		
Email Address of School Sponsor			
Name of School		Position	
Name of School District or Independent School Authority			

REFERENCE LETTER

Please include a reference letter (up to 250 words) in support of the student for this award.

SUBMISSION INSTRUCTIONS

Please email the entire application package to psac51@bctf.ca by **May 1st**.



January 25, 2018

Ref: 197798

Rome Lavrencic, President
BC Association of Teachers of Modern Languages
Email: psac51@bctf.ca

Dear Mr. Lavrencic:

Thank you for your letter of November 24, 2017, to the Honourable Rob Fleming, Minister of Education, regarding the interest of the BC Association of Teachers of Modern Languages (BCATML) to include a Grade 11 level second language course credit requirement for graduation. I am pleased to respond on behalf of Minister Fleming and apologize for the delay.

I appreciate your advocacy in this matter, and thank you for writing to the Ministry of Education again with additional information. The Ministry will continue to engage with the education sector on graduation requirements and will soon release a draft policy document for feedback. This engagement process will include the British Columbia Teachers' Federation, and through it the BCATML and other provincial specialist associations.

If you have any questions, please contact Emilie Hillier, Executive Director of Strategic Initiatives and Student Certification, by phone at (250) 886-4844 or by email at Emilie.Hillier@gov.bc.ca.

Again, thank you for writing.

Sincerely,

D. Scott MacDonald
Deputy Minister

pc: Kim Lacharite, Executive Lead, Learning Transformation



BCATML Cultural Calendar 2018 Survey

Rome Lavrencic



Earlier this year, BCATML produced a very colourful and visual calendar to highlight some of the contributions, innovations, celebrities, traditions, and cultural practices among the different languages BCATML represents. Many of you have commented on this calendar and congratulated us for what we think was a job well done.

We would love to collect your thoughts and invite you to complete a very short survey – two minutes ... honest! Your feedback will be very helpful for us in creating another calendar hopefully for next school year; if there is sufficient interest. We will compile your responses through an online survey which will be available until **April 30th, 2018**. Please visit <http://bit.ly/BCATML2018CalendarSurvey> to share your anonymous feedback with us and to let us know what you think we can do to improve next year's calendar. Below are the six survey questions.

1. How would you overall evaluate the 2018 BCATML Cultural Calendar?
 Excellent Very good Average Unsatisfactory
2. What was good about using the 2018 BCATML Cultural Calendar at your school?
3. How has using this calendar increased your students' awareness about the role languages, cultures, celebrations, and holidays have on society?
 Considerably Moderately Slightly Not at all
4. Would you like to receive another calendar again next year?
 Yes No Undecided
5. The BCATML Executive plans to create another calendar for next school year to be given out at the **Celebrating Languages Conference** in October. Which theme(s) would you like to see represented on the calendar for each of our languages? Select all that apply.
 Famous monuments and/or destinations
 Influential leaders, heroes, heroines, celebrities
 Regional idiomatic expressions and origins
 Cultural identity
 Historical references about the evolution of each language
6. Please share any constructive feedback with us regarding the 2018 BCATML Cultural Calendar.

Core French Introductory 11 – a new course for British Columbia!

Rome Lavrencic

It seems nowadays there is a lot of buzz out there around the new (or redesigned) curriculum. The last four years has seen countless changes and deviations from the original paths from which many of the curriculum teams started, if not all. As an example, the Social Studies Curriculum Team saw a complete overhaul of its curriculum over the entire K-12 continuum, whereas other disciplines were merged together to form a new curriculum encompassing several different domains like the newly created Applied Design, Skills, and Technologies (ADST) curriculum. There is one thing of which we can all be sure: change is constant; and the Second Languages Curriculum Teams saw several changes as well.

For the first time, British Columbia will see the creation of a new Ministry course called Core French Introductory 11. Since the Ministry already has introductory Grade 11 courses for the other eight second languages taught in BC (American Sign Language, German, Italian, Japanese, Korean, Mandarin, Punjabi, and Spanish), the Core French Curriculum Writing Team advocated for the creation of the same type of course for Core French 11. We wanted to ensure that students throughout British Columbia would have the same opportunities afforded as with the other languages.



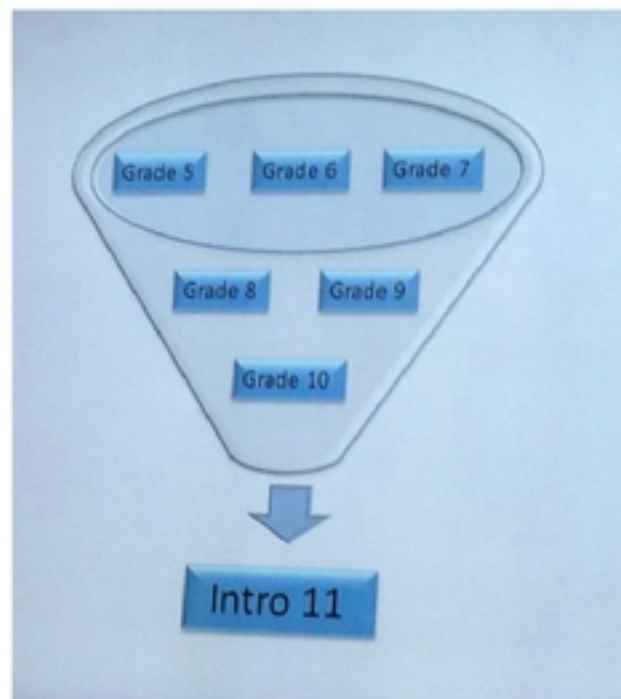
Last month, several members of the Core French Writing Team returned to Victoria to draft curriculum for Core French Introductory 11. This draft will be published before school's end in June on the Ministry's



website (www.curriculum.gov.bc.ca) and will be ready to pilot beginning September 2018. During our three days of intense, yet highly productive meetings, the team outlined the purpose for this new course and defined the parameters for its audience. This included drafting information for School Districts and Administrators to use when determining which students would be best suited for this new course. The team also defined the Big Ideas, Curricular Competencies, and Content for this curriculum, and wrote new elaborations to better illustrate these learning standards. Due to time constraints however, the Curriculum Team did not have time during this round of

meetings to develop the much anticipated CEFR companion document. However, Ministry officials have assured BCATML that this work will be slated for a later date once the Grade 10 drafts have been revised and posted by Ministry copy editors.

Core French Introductory 11 is ideally designed for students who have no previous knowledge of French but wish to begin studying it at a late entry point. This course would be ideal for International students who are studying in BC and who would like to study one of Canada's two official languages. As well, Core French Introductory 11 is also suitable for English Language Learners (ELL) who have arrived in Canada from another country. Lastly, this course is well suited for BC students who studied another language, other than French, between Grades 5-8. It is expected that students who enroll in this intensive and accelerated course will have sufficient ability and preparedness to continue their studies with French 11 and 12 as students who studied French since Grade 5, however they will not be expected to have the same French proficiency and range of vocabulary.



Core French Introductory 11 will have the essential learning standards from Grades 5-10 covered in an accelerated time frame to adequately prepare students for the rigors of Core French 11; should they continue with their studies in a subsequent year or term. The team explicitly wrote in the curriculum front matter that Core French Introductory 11 cannot, and should not, replace the regular progression of the Grades 5-10 programme for students. Additionally, this stand-alone course is not remedial in nature, nor is it simply a revision of vocabulary and language structures taught throughout Grades 8-10. Finally, the Writing Team unanimously agreed that this course should not be combined as a split class with other "regular" Core French courses (ie: French 9, 10, or 11) as it will defeat the purpose of providing an ideal learning environment for both students and teachers alike.

British Columbia's French teachers will undoubtedly have some questions about the implementation of this new course and how it will work in their school districts. It will be up to all of us to provide valuable and meaningful feedback to the Ministry once this course and all the other second language curricula have been finalized and published on the Ministry's curriculum website (www.curriculum.gov.bc.ca). Be sure to follow [@BCATML](https://twitter.com/BCATML) on social media via Twitter (www.twitter.com/BCATML) and like our Facebook page (www.facebook.com/BCATML) to stay abreast of all the exciting changes. As always, BCATML's Language Representatives would love to hear your feedback about some of the proposed changes and updates with the redesigned curriculum. You can find each Language Representative's contact information at www.bcatml.org.

**BCATML
BRINGS FRENCH TEACHER
PROFESSIONAL DEVELOPMENT
TO VANCOUVER ISLAND NORTH**
By Stacia Johnson



Each year the Federal Government provides each school district with some funding for the promotion and support of French language learning. For the past few years, the Vancouver Island North School District has used some of the funding to provide French Teacher Collaboration Days. These collaboration days include a workshop given by past or present BCATML executive members and provide great ways to take part in Professional Development along side colleagues. Some of the workshop providers have been Enza Arquilla, Diane Tijman, Stacey Sveistrup, Kendra Harte and Rome Lavrencic. Each one of these presenters has brought immense French teaching expertise and a "suitcase" of teachable activities that are easy to implement. Topics for discussion have included: the new curriculum, French resources for grades 5-12, engaging and fun communicative games, infusing educational technologies, iPad apps, assessment, music, French stories, and much more...

Teachers find these days very useful and are eager to sign up the following year. These days are especially helpful to rural districts who may not have easy access to other French Professional Development opportunities. So if you are interested in bringing a BCATML executive member to your district, contact your district language coordinator and the BCATML.

FRENCH IDEAS
By Trish Kolber



**IDÉES D'ACTIVITÉS POUR LES ÉLÈVES DE LA 4
E À LA 10 E ANNÉE**

Voulez-vous entamer une discussion sur la justice sociale avec les ados ? Voilà des plans de leçon et des court-métrage produits pour utilisation dans la salle de classe.

Ces activités peuvent être intégrées à tout programme scolaire qui favorise le développement d'aptitudes interpersonnelles : résolution de conflits, communication, écoute et réflexion. Les exemples s'adaptent à l'orientation ainsi qu'à l'information scolaire et professionnelle de même qu'à l'éducation religieuse, sanitaire et familiale. Objectif : Les élèves prendront conscience des effets négatifs de l'intimidation et se familiariseront avec des stratégies propres à la prévenir ou à en réduire l'impact.

**LA RÉOLUTION DES CONFLITS ET LA SÉRIE
ANIMAPAIX : Aperçu**

Série AnimaPaix/ShowPeace Series, 2002, Maison de production, Office national du film du Canada
Dîner intime, Et la poussière retombe, La Danse des brutes et Distances traitent des tensions et des conflits avec humour, vivacité et un brin de provocation. Chacun reconnaîtra ces situations où les petites frictions quotidiennes dégénèrent en guerre totale! À travers les péripéties d'animaux fabuleux et bigarrés, la série AnimaPaix nous fait découvrir que même au plus fort du chaos suscité par un conflit, il existe toujours des voies de réconciliation.

Les leçons relatives aux conflits et à leur résolution que véhiculent les films de la série AnimaPaix peuvent être transposées au travail, à l'école et à la maison. Elles incitent à réfléchir à la manière d'aborder les conflits (Distances), aux conséquences de la colère mal gérée (Et la poussière retombe et à la tendance de certains à intimider (La danse des brutes). L'enseignante ou l'enseignant qui utilise la série AnimaPaix et les guides pédagogiques peut aider les jeunes à :

- comprendre et classer les conflits;
- utiliser la résolution de problèmes (négociation) pour composer avec les conflits;
- comprendre et gérer la colère ;
- comprendre le pouvoir et l'abus de pouvoir (intimidation);
- reconnaître les styles de gestion des conflits;
- apprécier la diversité et la différences

Pro-D tips from Kindra!

Looking for some fun, high-energy professional development for Language teachers? Here are two cool ideas:

1 Host an Ignite Session!!

This is super easy to organize! Low cost and prep, very high energy and fantastic professional development! Topics included at a recent event: CEFR / new curriculum / using Book Creator / Facebook / and more!



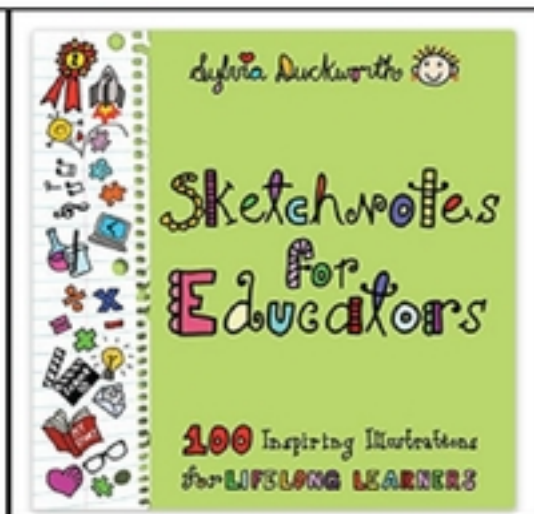
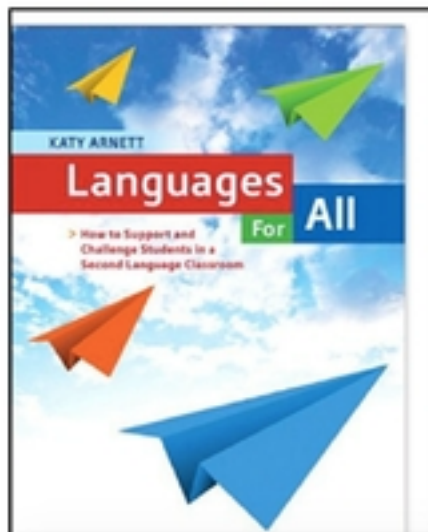
Step 1: Send an email in advance, inviting teachers to choose a passion project or a favourite resource they would like to share.

Step 2: Ignite a Pro-D day or a collaboration session with 10 presentations! Each speaker has five minutes to present their idea. After all the presentations, have a question and answer period. The format is simple, low prep, high energy, and awesome professional development.

Step 3: Leave inspired with lots of new ideas and resources! Be sure to give this a try!!

2 Book Club for Language teachers!

Book clubs can be an exciting and fulfilling way to get colleagues together to share and collaborate. Many school districts see this as valuable professional development for teachers. Recently my school district offered a book club specific to language teachers. Once again, book clubs are low cost Pro-D and a super effective means of encouraging collaboration among like-minded teachers! Here are two suggestions for books to read with your colleagues:





Mark your calendar for **May 28 to June 3, 2018!** The Vancouver International Children's Festival will be back at Granville Island this spring ready to delight, enchant and engage your students. [School tickets are on sale NOW!](#) [Sign up](#) to receive our updates to ensure you're one of the first to be notified.

Featured Performers & Special Events

Our 2018 Festival will feature dazzling performances from artists far and wide. From local treasures to rare and exotic finds, these captivating performers will put a smile on your child's face and hopefully even make you hoot with laughter.

We've got many exciting shows and special events planned for you this year! Browse the list below to see who's performing this year.



School Tickets are on sale NOW!



Public Tickets available on March 7, 2018

NOTRE JOURNÉE FRANCOFUN JEUDI 31 MAI

Venez célébrer la francophonie avec nous! Nous vous offrons plusieurs spectacles inoubliables en français et plus de 15 activités (gratuites avec billet de spectacle). Même nos bénévoles bilingues font partis de la fête!

	lundi 28 mai	mardi 29 mai	mercredi 30 mai	jeudi 31 mai	vendredi 1 juin
10h00					
10h30		Masabo	Les parfaits* Le sentier des rêves	Le sentier des rêves Les parfaits* Masabo	Le sentier des rêves
11h30					
12h30			Le sentier des rêves Masabo	Masabo Le sentier des rêves Les parfaits*	Masabo

POUR UN EN FRANÇAIS

SERVICE

Prenez contact avec **Sophie Mines** au **604-708-5655** ou par [courriel](#). Elle vous aidera à passer votre commande et à planifier votre journée au Festival!

EXPLORE

DESTINATION CLIC

OYSSÉE

1 877 866-4242

EXPLORE

Recherche

PROGRAMME

INSCRIVEZ-VOUS!

AU SUJET

CONTACT

Découvrez, apprenez, voyagez et faites-vous des amis pour la vie grâce à ce programme de bourses d'études en anglais de cinq semaines.



La date limite d'inscription a été hâtive et était le 15 février mais votre demande sera acceptée jusqu'au 15 mars! Envoyez-nous immédiatement votre demande!



porter

Porter Airlines is proud to offer a travel discount on all available base fares for travel to and from locations for the Explore, Odyssey and Destination Clic programs.

Programme de bourse de cinq semaines pour l'apprentissage de la langue anglaise — Principales dépenses payées! Vous êtes à la recherche d'un programme de printemps ou d'été pour apprendre l'anglais? Vous voulez découvrir une autre région du Canada et rencontrer de nouvelles personnes? Participez à Explore! Explore est un programme d'immersion linguistique intensif d'une durée de cinq semaines. Vous pouvez y participer au printemps ou en été, selon votre préférence. Les personnes qui participent à Explore reçoivent une bourse de 2 200 \$ (montant imposable) qui couvre les droits de scolarité pour les programmes, le matériel didactique, les repas et l'hébergement, les ateliers et autres activités obligatoires. Découvrez une autre région du Canada tout en apprenant l'anglais. Vivez cinq semaines d'apprentissage, d'aventures, d'amitié et de découvertes.

Programme de bourses destiné aux élèves francophones de 8e et 9e année qui résident en dehors du Québec. Explorez, apprenez et découvrez le monde en français!



À vos marques, prêts...
Le portail des demandes est maintenant OUVERT!
Bonne chance à tous les candidats!



Date limite de mise en candidature: 31 mars 2018

porter

Porter Airlines is proud to offer a [travel discount](#) on all available base fares for travel to and from locations for the Explore, Odyssey and Destination Clic programs.

Programme de bourse pour l'enrichissement du **français langue première**. Programme de trois semaines pour les élèves de 8e et 9e années qui résident en dehors du Québec. Principales dépenses payées! Explorez, apprenez et découvrez le monde en français!

节庆彩灯制作

Pinetree Secondary School
Leah Chan

中国人过的春节和元宵节都离不开漂亮的灯笼做点缀。正值春节来临之际，不妨花一点时间教学生做几只灯笼，不仅烘托了节日的气氛，而且也可以让学生体验灯笼在中国节庆文化中的重要性。教学生做灯笼要面对面，现场教比较好。如何写下来，可能不够生动，我们尽管试试吧！

材料：

一元店买的铁线一圈
一元店买的彩色透明纸

制作步骤：

1. 用一张纸设计你喜欢的图
 2. 把图从平面，变成立体。
 3. 将立体变成架构。如：做一条鱼，要多少圆圈，多少个半圆圈
 4. 把所有圆圈用比较细的铁线扎实。
 5. 扎好整个架，然后贴上透明彩色纸。
 6. 用最透明的那种胶带把彩纸贴上（因为胶带是透明的，所以看不见接驳口）。
 7. 加上细节，如眼睛、嘴巴等，这些都是只用纸，不用铁线。
- 一只漂亮的灯笼就这样做成了！



A Great Way to Promote Place-Based Learning & Bridge Cultural Understanding

Ping Li

BCATML Mandarin Representative

Not too long ago, few beginner Mandarin students in Vancouver would have been able to tell much about what Beijing opera is. Now, thanks to the generosity of the world-renowned Mei Lanfang Beijing Opera Troupe from China, a lot more students can appreciate this unique form of Chinese performing art, developed in the late 18th century in Beijing and only performed for the emperor and his family at that time.

On December 22, 2017, around 300 teachers, Mandarin students and their family members and friends from K-12 schools as well as universities in the Metro Vancouver area had the opportunity to enjoy free of charge “The Legend of Lady White Snake” performed by the Mei Lanfang Beijing Opera Troupe at the Queen Elizabeth Theatre, right before Christmas, just as Beijing opera is often performed at celebratory times in China. The overwhelming positive feedback from the audience proves their appreciation of the special occasion to gain insight into a Chinese diaspora community.



“The Legend of Lady White Snake” is one of the four Chinese classic folk tales, which tells a story of a white snake spirit who falls in love with a human on a bridge above the West Lake in paradise-like Hangzhou and the subsequent drama. However, it is not only a love tale but also a presentation of Daoism themes of immortality and yin and yang with apparent Confucian and Buddhist influences. The fairytale echoes well UNESCO’s declaration that Beijing opera is an “intangible cultural heritage of humanity”. The opera is a scenic art, which goes beyond the usual music and singing on the stage in western operas with a combination of treasures of original art, literature, aria, face-painting, drama, dancing, martial arts, and acrobatics.

No doubt, this great opportunity allowed the attending teachers and students to learn more about our city today, the history of its peoples and their varied perspectives. Grade 9 student Alexia Cirstea from Moscrop Secondary School recalled her opera-going experience:

“The Beijing Company put on a splendid performance that expanded my knowledge of the Chinese culture. The singing and dancing that were incorporated were unique and enjoyable to listen to and to watch. All the traditional clothes worn by the performers were gorgeous, and demonstrated a rich history and style. You could see, just by the clothes and tone of the performers’ voices, who everyone was and what their social status was. Overall, I thought the performance was delightful and entertaining, and helped me understand this culture even better. This experience was a great opportunity to learn and enjoy a new style of opera.”

Another student Angel Kim from Moscrop Secondary School recalled:

“As a Korean, it was very fascinating to watch the Chinese traditional play because it is not common in foreign countries. The sound of the players was loud and clear, and their costumes were very unique and beautiful. I loved the theme of their story and I hope I can watch it again!”

Siblings Erin Ilett from Pinetree Secondary School and Alison Ilett from Scott Creek Middle School reflected, “Having the opportunity to watch a top level Beijing opera performance was a great experience. The show itself was amazing with incredible vocals, dancing, acting, and acrobatics. We also learned more about the history and culture throughout China. Both the culture and story were beautifully illustrated in the performance that we saw and deeply appreciated.”

A friend of Ms Xiao, the Mandarin teacher from Burnaby Mountain Secondary School, highly praised the opera experience while expressing gratitude:

“I was born and raised in Canada and have only been exposed to interpretations of Italian opera. Lady White Snake goes beyond music and singing and adds stunning dancing, gymnastics and martial arts. With vibrant colors and sound added, it becomes a very sensual experience. I have never seen a performance quite like it! Thank you for introducing me to Chinese Opera. It was a beautiful way to start the Christmas Season!”

BCATML’s Secretary, Antonella Garcia, also enjoyed the Beijing Opera with her family. “My favourite memory of the opera was the acrobatic dancing and the intricate, colourful costumes, not to mention the exquisite set designs. Having grown up with Italian opera, the Chinese opera exposed me to a different kind of opera voice.”

St. John’s School Mandarin teacher Ms Qiang regretted that if she had known that there were English subtitles for every line in the opera, she could have asked more of her colleagues and friends to enjoy the opera. In order to let more people understand and appreciate Chinese opera, she is now helping her grade 4 students to stage a play based on the lady white snake tale.

What could be a better way to foster community pride and deeper cultural understanding than this eye-opening experience?



JAPAN BOWL & OTHER NEWS

As your BCATML Japanese Rep, I would like to deliver to you timely updates about events in our community and all the way across the Pacific Ocean to the Land of the Rising Sun. If you don't already follow me on Twitter, please do! @VancouverGrace

On Saturday, February 24, the 1st Metro Vancouver Japan Bowl was organized by JETAABC (Japan Exchange and Teaching Programme Alumni Association of British Columbia/Yukon) for high school students learning Japanese! Six high schools – Hamber, Killarney, McMath, Port Moody, Richmond High, and Tupper – competed in several rounds of gruelling questions about Japanese language and culture at the beautiful Nikkei National Museum and Cultural Centre.

The evening before, on Friday, February 23, the Japan National Tourism Organization presented a Visit Japan School Seminar at the Vancouver Hyatt Regency Hotel. One lucky teacher even won two airline tickets to Japan! Unfortunately, I was unable to attend the event, but if you are interested in taking your students to Japan during Spring Break 2019 and would like to join forces with me, please let me know ASAP!

SAKURA SAKURA

Spring is here! It is time to sing one of the most beautiful melodies ever!

さくら さくら のやま も さと も
みわたす かぎり かすみ か くも か
あさひ に におう さくら さくら
はな ざかり

Cherry blossoms, cherry blossoms, in fields and villages
As far as you can see. Is it a mist, or clouds?
Fragrant in the morning sun. Cherry blossoms, cherry blossoms,
Flowers in full bloom.

さくら さくら やよい の そら は
みわたす かぎり かすみ か くも か
におい ぞ いくる いざや いざや
みに ゆかん

Cherry blossoms, cherry blossoms, across the spring sky,
As far as you can see. Is it a mist, or clouds?
Fragrant in the air. Come now, come now,
Let's look, at last!

This traditional song is known worldwide. The second verse is the original verse. In 1941, the Japanese Ministry of Education published an additional verse as the first verse.

I often sing this song with the students upon our return to school after Spring Break. Here are some video links:

<https://www.youtube.com/watch?v=UoTavO4Zbi4>

<https://www.youtube.com/watch?v=jqpFjsMtCb0>

<https://www.youtube.com/watch?v=0pFKXWvh6LU>



SPOTLIGHT!

Here's the moment you've all been waiting for! Which amazing Japanese language teacher made the Spotlight? Why, it's none other than the Incredible Joseph Liau who teaches Japanese at TWO schools! (We will do a Venn Diagram on him later. Please read the Digital Badge Challenge article also.)



Name: Joseph Liau

リアウ先生

Tools that he uses: Textivate, Kahoot, jisho.org

Latest resource of inspiration: TPRS with Chinese Characteristics by Terry Waltz. YES, it also applies to Japanese.

Known for:

親父ギャグ ^^ (dad jokes)

I will need to ask Joseph to share some of his "dad jokes" next time. For now, here are some copy-and-paste-friendly links related to the tools and resource mentioned above:

<https://www.textivate.com/>

<https://kahoot.com/welcomeback/>

<http://jisho.org/>

<http://terrywaltz.com/the-red-book-not-just-for-chinese/>

DIGITAL BADGE CHALLENGE

Thank you to those of you who read both Speak! Summer 2017 and Speak! Winter 2017 to compare the two photos of me and other BC Japanese language teachers! I'm sure you spotted five differences between the two photos, so you have unlocked a digital badge with 1000 XP!

To refresh your memory, here are the two photos:



Photo A



Photo B

This is a simple exercise you can do with your class either informally through oral discussion, or more formally using a Venn Diagram. Using the two photos here as an example, students might say:

Photo A:

せんせいが よにん います。
まるごとの ほんは みどりと きいろと オレンジです。
まるごとの ひらがなは くろいです。
ふたりの せんせいが みどりの シャツを きています。
めがねを かけている せんせいは さんにん います。

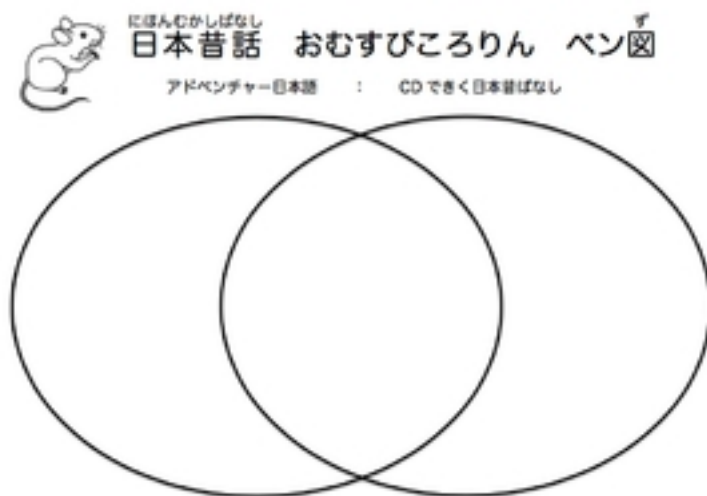
Photo B:

せんせいが ごにん います。
まるごとの ほんは みどりと ぎんいろです。
まるごとの ひらがなは あかと きいろと みどりで。
よにんの せんせいが しろい シャツを きています。
めがねを かけている せんせいは ひとり います。

Both Photos:

せんせいは まるごとの ほんを もっています。
うしろに こくばんが あります。
にほんごは おもしろそうですね！

More recently, my Japanese 11 class listened to two versions of a Japanese folktale. We also did improvised role playing while listening to make sure everyone could understand. Then, students filled out a Venn Diagram to compare and to contrast the two recordings. Here is the template they filled out:



The Venn Diagram is so basic, but when is the last time you used it in Japanese? Last minute idea for your Teacher-on-Call? Give them a BENZU Venn Diagram (not BENTSU Mercedes Benz) along with TWO photos or TWO videos or TWO stories. For super keen classes, try a BENZU with THREE circles and THREE of everything!!!

Surrey Art Gallery Field Trip

Princess Margaret Secondary School

By Amandeep Chhina

On Thursday March 8, 2018 students from Princess Margaret Secondary, went to the Surrey Art Gallery. Mrs. Chhina's Punjabi classes attended the "Many Visions, Many Versions: Art from Indigenous Communities in India Exhibition. This is an exhibition of art by twenty four contemporary artists from the major indigenous artistic traditions in India: the Gond and Warli communities of central India, the Mithila region of Bihar, and the narrative scroll painters of west Bengal.

The students received a warm welcome from the two tour guides. They were divided into two groups. The minute they entered the exhibition room, the students were mesmerized by the appeal of the art displayed on the walls. Gond art is all about the animals and plants, which is radiant and rich in colour. Each and every detail is so intricate. The students learned that these paintings were traditionally crafted on mud walls and floors during weddings and festivals.

On the other hand, Warli art is not as vibrant as Gond art, as it is tame. The artists stick to shades of brown, white, and a few red pigments. This particular art consisted of hourglass shaped figures that represented humans and animals. Furthermore, the students acknowledged that these paintings were made over generations.

Next, the classes took a look at Mithila paintings. These were made by women in Mithila. Vivid colours made from mineral pigments were used to make this art. These paintings usually included powerful feminists' critiques and statements about gender inequality.

Lastly, the students took a look at Bengali Patua scrolls. The artists that made these are called chitrakar, which means "one who makes images." These paintings are read by unrolling putas because each puta has an event painted on it. Overall, this exhibition was a wonderful experience as it allowed the students to learn about traditional art and the significance it has on our heritage. All the unique paintings have their own little stories to tell and the students enjoyed every moment of it!



Surrey School District Punjabi Film Festival 2018

By Amandeep Chhina

Surrey School District Punjabi Language teachers organized their 5th Annual Punjabi Film Festival at the Bell Performing Centre, on March 16th. This festival is a collaboration with the Abbotsford School District and the Delta School District. Schools offering the Punjabi Language Program participated. These schools included, LA Matheson Secondary, Princess Margaret, Tamanawis, Panorama Ridge, Enver Creek, Frank Hurt, Sullivan Heights, North Delta Secondary and Rick Hansen Secondary in Abbotsford.

The festival screened movies produced and directed by Punjabi language students. Students narrated stories in the Punjabi language, based on such social issues as elder abuse, domestic violence, inter racial marriages and eroding values. Short films were produced to convey an important message to the audience and suggest solutions to social issues facing the community. This was a great opportunity to showcase students' dedication to their community. The feature presentation included a screening of Maple Batalia's documentary, produced by Jasleen Kaur, a Capilano film student, as well as a speech from ex-gang member Jordan Buna. Projects such as these promote vocabulary development, oral speaking skills, script writing and cultural understandings. The Punjabi film festival was a huge success!



Burnaby North students enjoy Le Festival du Bois at Maillardville, Coquitlam!

Antonella Garcia



While some students may have been enjoying a lazy Spring Break Saturday at home, Ms. Garcia's French II Enriched class braved the cold and rain to come out to the Francophone Festival du Bois, in Maillardville, Coquitlam! This was an alternative to doing a research project on a Francophone Festival in Canada. I told the students that they would learn more from a real-life experience, than from a book or the Internet. Of course some students chose the research project! Those who attended got to hear French Canadian music, eat Poutine & Crepes. Visit the Cabane a Sucre, and watch some very talented Francophone students

compete in a series of Improvisation Challenges. The students were free to roam around and stay as little or as long as they wished. Since it was my first time attending the Festival, (yes, that's right, my first time - even though I've been teaching French for 25 years) I did not prepare any field trip exercises. I do think next year I will plan something. And when I do, I will happily share it with all of you. I think it is a must see and do experience for all French teachers. If you haven't been before, you really must! If you want to take advantage of all the entertainment, you should plan to stay the whole day and evening. There are a lot of activities for young children, ages 2 to 10. For teenagers, of course there is always food and shopping at the craft tables. My favourite part was the Improvisation Challenges. What a great way for your Core French students to focus on and test their comprehension skills! These kids were super cool and so very fluent in French. A real inspiration and incentive for any student who wants to improve their skills in French. This is an experience I would offer my students again. I look forward to debriefing with them when I get back to school. But for now, I will enjoy the rest of my Spring Break holiday.



Maillardville's Music Festival
29th Edition
Festival du BOIS
MARCH 23 | 24 | 25 MARS 2018
QUÉBÉCOIS | CELTIC | WORLD | FOLK
PARC MACKIN COQUITLAM

ENGLISH VERSION

FRENCH COHORT PROGRAM

FACULTY OF ARTS AND SOCIAL SCIENCES (FASS)



[SFU.CA/FRCOHORT](https://www.sfu.ca/frcohort)

SFU

UNIVERSITÉ SIMON FRASER
LE MONDE EN TÊTE

French Cohort Program

If you want to study in **Canada's two official languages**, in a **unique multidisciplinary program** which includes small cohort groups, a student exchange program, experiential learning experiences and community-based research projects, for example, on public policies and civil society, this program is for you!

The French Cohort Program (FCP) in **Public and International Affairs** offers you the opportunity to study primarily in French at British Columbia's Simon Fraser University (SFU). This program leads to a Bachelor of Arts degree with a major in Political Science and an extended minor in French, and vice versa, to meet your needs.

Studying in a Cohort

As part of a cohort, you will attend the majority of classes together with your FCP classmates for the duration of the program. You will benefit from a support network as well as small class sizes that foster strong relationships and allow for a more personal learning experience. Beginning in the Fall term, the FCP is ideally suited for those who plan to pursue full-time studies over a four-year period.

Areas of Study

FCP courses offered by the Department of Political Science and the Department of History are taught primarily in French and include such topics as Canadian government, political economy, research methods, public administration, governance, as well as Canadian and Québec History. French courses, offered by the Department of French, consist of studies in French language, linguistics, francophone literatures and cultures. In addition to taking courses, you will also participate actively in field studies and community-based projects.

Political Science

Political Science prepares students to develop and apply the disciplinary concepts, analytical tools and critical perspectives necessary to understand current political trends and to assess the alternatives available to states, communities and citizens in today's rapidly changing world. Political Science offers courses covering a range of complex issues including questions about citizenship and social cohesion, the functioning of democracy at home and abroad, the impact of globalization on political institutions and behavior, the transformation of these institutions and processes in response to social change, and how we might achieve human security while retaining or obtaining key rights and freedoms. Students of Political Science may also participate in student associations' activities and Co-op program placements.

French

Studying in French is for anyone who wishes to enhance their knowledge of French for cultural, professional, or employment purposes. Simon Fraser University's Department of French is the only one in Western Canada to offer a combination of French and French Canadian literatures, French linguistics, as well as language classes at all levels, including writing and conversation courses. The Department of French is home to two multimedia language laboratories, a French Writing Centre, a French Reading Room, a Co-op Education program, a French Student Union which organises discussion groups, films and social events.

History

History introduces students to major world regions and cultures, to historical periods, and to social, political, cultural and economic themes. History courses reflect our local context while also providing a global perspective, and are divided into regional groups: Europe, the Americas, Africa, the Middle East and Asia. The Department of History has an active undergraduate student union, which organizes events such as socials, movie nights and Undergraduate History Conferences.



And Studying in Québec or Europe!

During your third year of studies, you will have the opportunity to participate in a student exchange program at a Francophone university in **Québec, France, Belgium or Switzerland** further developing your understanding and knowledge of the Francophone world.

What else does the FCP have to offer?

- Small class sizes in cohort-specific courses (25 students or less)
- Courses developed specifically for the FCP
- Large selection of elective courses
- Teaching by renowned Faculty members
- Presentations and seminars with prominent scholars, politicians or writers
- Academic, cultural and community activities and events
- Linguistic support outside of classes
- Access to the Student Lounge at the Office of Francophone and Francophile Affairs (OFFA)
- Various scholarships and awards

French Cohort Program Skills

Project Experience

- Through community-based and community research projects as well as field studies, gain an accurate representation of the sectors where you may want to work
- Participate in original research projects in Political Science, often with a strong perspective on Francophone and Francophile communities in the province or in the rest of Canada

Discovering and Understanding Francophone Cultures

- Through a required student exchange program at a Francophone university (in Québec or in Europe), familiarize yourself with the unique cultural aspects of the region in which you are studying
- Improve your linguistic capacities and gain a broader perspective through a variety of courses
- Experience the pedagogical approach and academic structure of a francophone university

Bilingual Academic Literacy

- Be able to effectively communicate in oral and written form, in Canada's two official languages

Writing / Editing

- Learn to edit, find patterns in writing and fix errors
- Develop a strong aptitude for the language and its grammatical rules
- Create well-researched documents

Public Speaking

- Deliver well-rounded verbal presentations to a number of stakeholders in various settings
- Practice knowledge of the language in spoken form
- Build confidence through a number of presentations to a variety of different publics

Teamwork

- Work effectively with individuals from different backgrounds and experience levels
- Demonstrate leadership in a team setting
- Constantly find ways to improve projects for which a team shares the responsibility

Critical / Creative Thinking

- Find new solutions to old problems by thinking 'outside the box'
- Reflect on what is being communicated in a conversation setting, work setting, and more
- Apply what has been learned in a variety of non-traditional ways (in jobs, volunteer roles, etc.)

Problem Solving

- Use cultural understanding to solve problems that may arise for a variety of reasons
- Form a well-researched methodology to deal with problems
- Be proactive and solve problems before they become larger issues

Self-Reliance

- Learn to rely on oneself to effectively solve problems
- Rely on one's own knowledge of the language to effectively communicate while on a student exchange program or a teaching practicum
- Be confident enough with the language to achieve success both at school and in a professional setting



Where can the FCP take you?

If you are considering a future using Canada's two official languages, the FCP prepares you well for graduate studies or career options in various work environments.

Work Environments

- Academia
- Arts and Culture
- Business and Industry
- Consumer Goods and Personal Services
- Education (French and English, elementary and secondary)
- Foreign Affairs and Diplomacy
- Foundations and Professional Associations
- Government Departments and Agencies (provincial and federal)
- Journalism (print, radio, television, internet, social media)
- Law and Justice
- International Relations
- Non-Governmental and Not-for-profit Organizations
- Protective Services
- Public Policy and Research Firms
- Public Relations
- Social and Community Services

Career Options

- Civil Servant
- Community Planner
- Community Worker
- Diplomat
- Editor
- Foreign Service Worker
- Journalist
- Lawyer
- Interpreter
- Museum Educator
- Non-Governmental Organization (NGO) Representative
- Policy Analyst
- Politician
- Project Manager
- Public Service Commissioner
- Research Analyst
- Teacher
- University or College Professor



Who can apply?

The FCP is designed for:

- French Immersion program and *Programme francophone* graduates
- Students with French Language 12 (Core French)
- IB program students
- College and University transfer students
- International students

To find out more

For more information about the FCP, visit us online at:

SFU.CA/FRCOHORT



Office of Francophone and Francophile Affairs (OFFA)

Cornerstone Building 198 – 8960 University High Street
Burnaby, BC, Canada, V5A 4Y6

Phone: 778.782.6927 / Fax: 778.782.6682

Email: freruit@sfu.ca



[facebook.com/SFUbuff](https://www.facebook.com/SFUbuff)



twitter.com/BAFF_SFU

Frequently Asked Questions

1. What is the French Cohort Program?

The French Cohort Program (FCP) is an undergraduate program (Bachelor of Arts) taught primarily in French. Students registered in the FCP can choose one of the following three options for their specialization: a major in Political Science and an extended minor in French, a major in French and an extended minor in Political Science, or a double major.

2. Who can apply to the FCP?

Students who have graduated from the French Immersion stream, from *Programme francophone* and IB program or who have taken Core French courses up to grade 12 may apply to the FCP. In addition, students from other Canadian universities or colleges, as well as international students, may apply to the program.

3. What level of proficiency in French is required to be part of the FCP?

Most of the courses in the FCP are taught in French and all assignments related to those courses must be written in French. Students who wish to join the FCP must feel comfortable in oral and written French. A French language placement test will determine students' level of entry in the program. For students who require language support, OFFA offers additional "Grammar clinics", linguistic support services and additional language correction services for selected assignments in Political Science and History.

4. How can I apply to the FCP?

The application process to the FCP is the same as for other programs at SFU: after creating an account on www.applybc.ca, select SFU among your choices. After that, choose « Faculty of Arts and Social Sciences » under Faculty, and « French Cohort Program » under program.

5. What is the difference between the FCP and the regular major in Political Science at SFU?

The requirements for the Political Science major in the FCP are the same as the regular major in Political Science. By taking courses in French, one of Canada's two official languages, the FCP provides a head start to students interested in pursuing a bilingual career in government or international affairs. In addition, with a registration cap of 25 students per cohort, FCP courses allow students to better know their classmates and to receive personalized instruction from their professors.

6. What are other advantages of the FCP?

Besides the unique opportunity to take classes in French and to be part of a select cohort, the FCP integrates a study abroad placement for one or two trimesters. In addition, an academic advisor works closely with FCP students to provide support for course scheduling and guidance for academic goals. Finally, FCP students have access to an array of linguistic support services, individually or in group.

7. What are my career options after graduating?

The FCP can lead to several career paths: many of SFU alumni pursue careers in education, law, research, government and international relations, among others. See the list of career options above.

8. Do FCP students have access to financial aid, other than that offered by SFU?

Yes. In addition to the scholarships offered by SFU, FCP students may also apply for the Official Languages Study Fellowship, worth \$5,000 over the course of four years. The form for this scholarship is available on the Provincial Government's website (www.bced.gov.bc.ca/frenchprograms/fellowship_fr.pdf). As well, with the support of the *Association des collèges et universités de la francophonie canadienne* (ACUFC) of which SFU is a member, a number of scholarships were awarded in the past to FCP students.

9. Does the FCP cost more than other SFU programs?

No. Students registered in the FCP pay the same tuition fees as other SFU students in the Faculty of Arts and Social Sciences.

10. Can I take FCP courses without being registered in the program?

Yes. The COOL (Curriculum in the Other Official Language) Option offers students who are proficient in oral and written French the possibility of taking courses taught in French without being enrolled in the FCP. To register in one of FCP courses, please contact the FCP Student Advisor (fcpmgr@sfu.ca). In previous years, courses such as economics, history, criminology and political science have been part of the COOL Option.

What about continuing in French at SFU?

Are you interested in programs in French other than the FCP? No problem, SFU offers many other options to study in French!

Faculty of Arts and Social Sciences

French Department:

The French Department offers variety of choices to keep and improve your French such as:

- Elective Courses: language, linguistic, literature, culture, *francophonie*, cinema, etc.
- Major in French (linguistic, literature or a combination of both areas of study)
- Major with Concentration for Prospective Teachers
- Joint Majors: English and French Literature / French and Humanities / French, History and Politics

For more information:

www.sfu.ca/french.html | frenadv@sfu.ca | Tel: 778-782-8744 | Facebook: SFUfrench | Twitter: @SFUfrench

COOL Option:

The COOL Option offers you the opportunity to take courses in French in a variety of subject areas such as:

- Introduction to Criminology
- Canadian and Quebec History
- Introduction to International Politics
- Many courses available in Political Science

The selection of courses varies every year.

For more information:

www.sfu.ca/fassfr | fcpmgr@sfu.ca | Tel: 778-782-6858 | Facebook: SFUbaff | Twitter: @BAFF_SFU

Faculty of Education

To become a Teacher or just for your personal interest, the Faculty of Education offers many programs and courses taught in French:

Elective Courses:

- Diversity in Education: Theories, Policies, Practices
- Introduction to Teaching French in Canadian Contexts

French Education Minor

Professional Development Program (PDP) French Module: to become a teacher in French Immersion, Core French or Programme francophone.

For more information:

www.sfu.ca/educfr | educprog@sfu.ca | Tel: 778-782-7646 | Facebook: SFUbaff | Twitter: @BAFF_SFU

What are some of the advantages of studying in French?



- Maintain your French and/or **improve** your French language abilities
- Study in **smaller classes** which facilitates and supports learning
- Take advantage of the **student exchange programs** and Co-op programs alternating **studies and work** in Francophone environments
- British Columbia **needs** qualified elementary and secondary school teachers in French
- Stand out from the crowd and become a **bilingual (French, English) professional!**

Debunking the Myths for not Learning an Additional Language

By Trish Kolber

On Monday February 19, Mary Grantham O'Brien from the University of Calgary delivered a keynote address to Vancouver School Board Additional Languages Teachers. She presented her findings compiled in the LITERATURE REVIEW on the Impact of Second-Language Learning published in 2017. Her findings debunk many of the myths used to explain why students are not learning additional languages. Whatever language you teach, here are some facts you can use to dispel some common detractors.

Myth: Learning a second language has a negative impact on first language proficiency

Findings: "Grade 2 and Grade 5 students in a French immersion program performed better on understanding the grammatical rules of English (their first language), compared to children who did not learn French" Applied Psycholinguistics, 2014

Myth: Bilingual students will have a harder time learning a third language

Findings: "bilingual Dutch-speaking English learners performed significantly better on learning Indonesian, compared to Dutch monolinguals." Bilingualism: Language and Cognition 2011

Myth: Students at risk for cognitive dysfunctions (such as epilepsy) should not learn an additional language

Findings: "bilingual participants had a significantly greater working memory capacity than their monolingual peers. The results suggest that bilingualism might be a protective variable against working memory dysfunctions related to epilepsy." Epilepsy & Behavior, 2016

Myth: Learning academic subjects in a second language (such as in immersion) can negatively impact outcomes

Finding 1: "even though French immersion students learn core academic subjects in a second language, French, their academic performance does not lag behind, and sometimes they outperform their English-only program peers." Canadian Modern Language Review, 2007

Finding 2: "students enrolled in the Mandarin-English immersion program matched or outperformed their English-only program peers in academic achievement on core subjects such as mathematics, science, writing and English language arts" Foreign Language Annals, 2013.

Myth: learning the second language will not be useful after secondary school

Finding 1: "bilingualism in Canada seems to contribute to higher wage returns, which could be the result of language skills being perceived as indicative of cognitive ability." Canadian Public Policy/Analyse de Politiques, 2010

Finding 2: "second-language skills are highly valued by future employers and act as a very useful tool, given how important successful communication is in today's plurilingual workplace." System, 2008



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Keynote Speaker

Seth Klein

Seth Klein is the British Columbia Director of the Canadian Centre for Policy Alternatives, a public policy research institute committed to social, economic and environmental justice (www.policyalternatives.ca). He has been a social activist for over 30 years.



Jumelage et Mentorat Intergénérationnel et Interculturel Invitation aux enseignants en immersion francophone



DÉCOUVREZ LA CULTURE FRANCOPHONE ET AMÉLIOREZ VOTRE NIVEAU DE FRANÇAIS !

Vous enseignez en immersion francophone mais le français n'est pas votre langue maternelle ?

Si vous souhaitez approfondir bénévolement votre connaissance de la langue et/ou de la culture française, jumelez-vous à des aîné(e)s francophones (mentors) de votre communauté et faites bénévolement l'expérience du français à l'extérieur de l'école.

OBJECTIFS DU PROGRAMME : Déjà implanté avec succès dans plusieurs villes canadiennes, ce programme vous offre l'opportunité de vivre des expériences culturelles et communautaires enrichissantes qui vous permettront d'/de :

- Améliorer vos compétences linguistiques et interculturelles ;
- Approfondir vos connaissances de la culture francophone ;
- Tisser des liens avec la communauté francophone ;
- Enrichir votre vie professionnelle et personnelle.

QUOI FAIRE AVEC MON JUMENT : Une liste de sorties culturelles et/ou communautaires à faire avec votre jumeau vous sera proposée parmi lesquelles vous pourrez en choisir **cinq (5)** qui intéresseront les deux parties. Le projet défraye, en tout ou en partie, les coûts liés à ces sorties jusqu'à un maximum de \$100 (environ \$20 par sortie).

QUAND : Une rencontre d'orientation et de jumelage aura lieu au début du programme et une série de cinq (5) sorties et/ou activités auront lieu à intervalles réguliers sur une période de cinq (5) mois.

CRITÈRES D'ADMISSIBILITÉ AU PROGRAMME :

- Avoir le français comme deuxième langue ;
- Avoir la motivation de parfaire vos connaissances et de développer vos compétences linguistiques ;
- Avoir pris connaissance du Guide du programme et en accepter les termes et conditions ;
- Vous rendre disponible au minimum une (1) fois par mois selon l'horaire convenu avec le jumeau. Notez que les activités se font généralement les soirs et/ou fins de semaine ;
- Pouvoir répondre à une courte évaluation en ligne et échanger des courriels avec les mentors ;
- Être en mesure de vous déplacer par vos propres moyens ou en co-voiturage avec d'autres participants afin de participer aux activités.

COMMENT S'INSCRIRE : Quelques options s'offrent à vous pour vous inscrire à titre de participant enseignant(e) :

- 1) Inscription en ligne sur le site internet à www.afracb.ca/projets/jmii ;
- 2) Inscription papier en commandant votre formulaire par téléphone au **778.747.0138** ou par courriel à projets@afracb.ca ;
- 3) En personne à votre association francophone locale.

INFORMATIONS : Pour plus d'informations, contactez la personne qui coordonne le projet au **778.747.0138** ou à projets@afracb.ca.

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 2017-18 fees are: BCTF members \$40, Associate members \$63; students/TTOC/retired and community-based teachers \$15. Payment of fees by attending 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: November 1st, March 1st, Aug 1st

Submission topics: curriculum implementation, back to school, 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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