

Speak! Summer 2018

*Celebrating Languages Fall Conference
Friday, October 19, 2018*

BCATML Student Scholarship - New!

CASLT Chez Vous - Great Success!

Curriculum Updates



British Columbia
Teachers' Federation



BCATML

BC ASSOCIATION OF TEACHERS OF MODERN LANGUAGES

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President's Message - Rome Lavrencic

Warm greetings to one and all! As this summer break nears its end, I hope you found time to relax, explore, laugh, and enjoy all that our summer holidays have to offer with dear friends and loved ones. As for me, I decided to "nose" around a bit and explore several new spots for me in our beautiful province.

Some of you know that I like puns, so I decided to "hang" around close to home and try a few adventures. Ziplining over Cougar Mountain in Whistler at 90 Km/h was a thrilling experience and definitely "bears" repeating. Exploring the beauty of the Gulf Islands allowed for some much-needed downtime. Savouring the sweet flavours at Pender Chocolates in Hope Bay on Pender Island was a mini death-by-chocolate experience. I was also very fortunate to don my Maria Von Trapp shoes and hike Mount McDonald in the Birkenhead area just north of

Pemberton. The views from the Coast Mountains were simply breathtaking. No matter where your travels took you this summer, I hope they inspired you and provided you with sufficient rest and energy to embark upon the upcoming school year with renewed fervor and passion.



School year 2018-2019 will see the mandatory implementation of the redesigned curriculum for kindergarten to Grade 10. Secondary teachers may opt to also implement curricula for Grades 11 and 12 if they wish; however, these remain voluntary until July 1st, 2019. For second language teachers, this may be a good year to begin piloting many of the Introductory 11 Language course that are now available online. I encourage all second language teachers to revisit the Ministry's curriculum website (www.curriculum.gov.bc.ca) and to view the newly revised and updated Second Languages curricula that were posted at the end of June. Teachers will see a more streamlined version of all the Languages curricula, as well as some consolidation and movement of the Learning Standards and elaborations from the 2016 and 2017 draft versions. You will find a complete explanation of the many changes and updates to the Second Languages curricula in this edition of SPEAK! I invite you to read about them further in this newsletter.

After celebrating last year's Super Conference with 6,000 teachers, BCATML's Conference Co-Chairs Kindra Harte and Stacey Sveistrup immediately began plans to make this year's annual BCATML Celebrating Languages Fall Conference a more personable experience for you. Join us on Friday, October 19th, 2018 at the Richmond Executive Airport Plaza Hotel!



BCATML Conference 2018 Celebrating Languages

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



Our conference committee has finalized preparations to welcome you back, and we are eager for you to see our fall line up! We specifically chose a Richmond hotel to vacillate air travel for teachers outside Vancouver; ferry travelers from the Gulf Islands; and commuters in the Lower Mainland. We have accepted 45 workshops from a number of new presenters, including two workshops with this year's keynote speaker Sylvia Duckworth, a Google and Apple Distinguished Educator. Come join us for a day of inspiration and incredible

learning! Our Conference team has also planned an event for Language teachers to come together and network in a relaxed and social environment. Come join us the night before at Ceili's Pub on Thursday, October 18, starting at 7 pm. Pick up your registration package early, avoid line ups the next morning, and have some appies on us! We kindly ask that you RSVP your attendance (no fee to attend) when you register for the conference. To help you plan and organize your full day of professional development with us, please read the full conference details in this issue. Our Conference Committee has been hard at work this past year to make our fall signature event a rewarding one, and we hope you will be please with our efforts!

One of the many resources (and surprises) we have prepared for conference attendees is a full-sized calendar for second language teachers. Building on the positive feedback about our 2018 Cultural Calendar, all conference attendees will receive a copy of our 2019 Monumental Calendar which highlights important landmarks and tourist attractions for your students to learn about and hopefully incite them to visit. Cultural feast days have also been added as conversation starters for your language classroom. As well, we have many amazing door prizes to give away at this year's Annual General Meeting immediately following our keynote address. Consider running or nominating a fellow BCATML member for one of the Executive Committee positions at our AGM; or learn about the numerous activities and initiatives your Executive undertook this past year. It will be an exciting day complete with a cultural performance at lunch. There will be much to see, learn, and experience! We hope you will be a part of this amazing day.



May 2018-19 be your best year of teaching yet; filled with success and many rewards! Now, please enjoy the rest of this edition of SPEAK!

CASLT Chez Vous!! By Kindra Harte

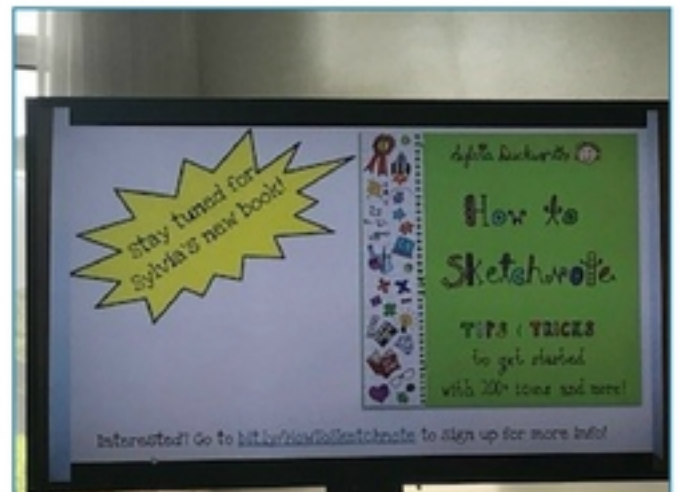
On May 12th, we excitedly worked with the super talented Sylvia Duckworth, who gave a one-day conference to Second Language teachers. Our CASLT Chez Vous conference in Burnaby, was very well attended. All teachers left inspired with many new tools and tricks to bring back to the classroom! Sylvia is an outstanding teacher-leader who presented many user-friendly free apps for the second-language classroom.



Sylvia Duckworth, Keynote Speaker at this year's BCATML Conference 2018, Richmond, B.C.



Part of the day focused on Sketchnoting!! It was an amazing experience, very relaxing, creative, and mindful! This is a must for all teachers and students, especially as we embark on new curriculum and incorporate technology into our teaching. Sylvia's book, *Sketchnotes for Educators*, is very engaging and motivational. If you haven't tried Sketchnoting yet, or if you did and loved it, come back for more as we welcome Sylvia Duckworth as our keynote speaker for our BCATML Fall Conference, this October in Richmond. Hope to see you there! Be sure to register early as workshops will fill up quickly!!



Curriculum Updates for all Second Language Teachers

By Rome Lavrencic

As we are about to start the 2018-19 school year, all teachers are reminded that the curricula for grades 5-10 are to be fully implemented this year. Senior level teachers are encouraged to begin experimenting with the Grades 11 & 12 curriculum if they like; but are not required to do so until July 1, 2019.

At the very end of June, BCATML received information from the Ministry of Education that a number of updates were made to all the second languages curricula. We have summarized them for you below:

Bye bye old, and hello NEW!

The 2016 version of the curriculum for grades 5-12 has now officially been removed and has been replaced by the “new” (meaning revised this year) curriculum. Grades 5-10 are available in the fully interactive HTML format, as well as the downloadable PDF and Word versions. The Grade 11, Introductory 11, and Grade 12 curricula are available in PDF and Word documents only. They will be posted in the fully interactive format prior to their official implementation start date of July 1, 2019.



French teachers will be happy to see that the Core French curriculum for Grades 5-10 has been translated and the French version is now available on the Ministry website (click on French in the upper right-hand corner). It is expected that the Front Matter and Grades 11-12 curriculum will be translated and posted by September.

Visit <https://curriculum.gov.bc.ca/curriculum/second-languages/all/courses> to view all of the second languages curricula!

A new name for Second Languages

Many teachers will likely notice that the term “Second Languages” has now been changed to “Languages” on the Ministry’s curriculum website. The Ministry did this to better reflect the fact that often, a language class is not a student’s second language, but rather his or her third, fourth, etc. Currently, all nine languages that have Ministry-developed curriculum sit under this new subject heading. The plan from the Ministry is that the Language Template and Indigenous Languages will also be a part of this group once they are ready to be published.

The Ministry has shared with us that they have received some comments about the fact that Core French no longer sits on its own on the curriculum website; but is now under the category of Languages. According to the Ministry, this was the intent all along; but because the Core French curriculum was developed ahead of the other second languages taught in BC, it sat alone until the other curricula were posted. The Ministry would like to remind teachers that even with the old IRPs, Core French was listed in the “family” of languages on the website. This move by the Ministry does put all languages on equal footing with one another; however, the Ministry is working to give each language its own landing page within Languages so that it will be easier to navigate between grades of each language without having to always go back to the main Languages page.

Ethics of cultural appropriation content bullet added

Teachers will also likely notice a new content bullet on the ethics of cultural appropriation and plagiarism for all grades. This content piece was added during the internal Aboriginal Education review and has been added to all the Second Languages curricula as well as some other curricular areas.

BCATML's involvement with Curriculum development

Many BCATML members have sat on several Ministry curriculum writing teams. In fact, we have recommended several of our own members to committees which oversaw the development of several aspects to the curriculum overhaul for British Columbia; including the Assessment for Numeracy and Literacy Committee as well as others. BCATML has also been invited to assist with the development of the Language Template for those languages which are taught in the province that yet do not have an official curriculum of their own. BCATML will hopefully announce this fall when work will begin to write the CEFR-companion document for use with our curriculum. BCATML worked fervently to have this important document created and we are delighted that the Ministry has agreed.

Core French Introductory 11 – a new course for BC!

Upon the completion of the initial drafts of the Second Languages curricula, the Core French Writing Team encouraged the creation of *Core French Introductory 11*. This new course will allow students to begin studying French at a later entry point. This course would be ideal for International students or English Language Learners who have just arrived in Canada with no prior French background. The essential Learning Standards from Grades 5-10 will be covered in an accelerated timeframe and will provide a sufficient foundation for students to continue studying French in Grades 11 and 12. Intro French 11 is a stand-alone course and is not remedial in nature; nor a revision of French 8-10. Intro French 11 students will not be expected to have the same level of fluency and range of vocabulary as students who have completed French 5-10 but should possess the necessary skills to continue their studies during their senior high school years. Teachers are reminded that this is a Grade 11 course and that it is scheduled for full implementation beginning July 2019. However, should teachers wish, they can begin piloting the Grade 11 and 12 curricula now.



Instructional Samples to be added

The Ministry hopes to begin posting additional instructional samples (Grade 10) during the next round, hopefully later this fall; although no specific dates have been set yet. Be sure to visit the curriculum website often to view these latest samples at <https://curriculum.gov.bc.ca/curriculum/second-languages/all/courses>.

As always, teachers are invited to send any feedback regarding curriculum changes and updates to Curriculum@gov.bc.ca. If you spot any errors on the Ministry website, please notify them at the same email address.



Focus on

Graduation Assessments: Numeracy and Literacy

Details

As part of the updated Ministry of Education graduation requirements, students in the new Graduation Program will have to complete a provincial literacy and numeracy assessment. This assessment is not tied to any particular curriculum.

The Graduation Numeracy Assessment is being implemented this year, and the Graduation Literacy Assessment will be implemented in the 2019–20 school year, replacing the existing Language Arts 12 examinations.

A motion was passed at the May 2016 BCTF Representative Assembly meeting:

That continued participation in the development of a new Provincial Student Assessment Program instrument at the secondary level be premised on student and school data being protected and therefore not released or available for misuse by outside groups; and, that an updated report and recommendations, as necessary, be brought to the fall Representative Assembly.

Subsequent to this motion being passed, the BCTF, unable to secure the required assurances regarding data use from the Ministry of Education, withdrew from the Graduation Assessment development process. The Ministry continued with the development process.

In January 2018, as part of the implementation plan, the Ministry ran a large-scale pilot of the new Graduation Numeracy Assessment with just over 9,000 students.

Numeracy Pilot Assessment Feedback

The following key concerns were received from the field about the pilot numeracy assessment:

- The literacy level of the assessment was too high, preventing some students from being able to demonstrate their numeracy skills.
- The complexity of some questions made them difficult for students (and teachers) to understand.
- There were some technical issues with the online portion of the assessment, especially with those students requiring the use of adaptive technologies.
- Many parents were ill-informed about the purpose of the assessment and how the resultant proficiency scale would be used.

The Graduation Numeracy Assessment will be a graduation requirement for all students graduating after June 2018.

Students Who Have Completed Math 10

If a student has already completed a Math 10 provincial exam, it will satisfy the Graduation Numeracy Assessment requirement.

Students will take the Graduation Numeracy Assessment during their graduation years; schools will determine scheduling. Students can write the assessment up to three times to improve their proficiency score.

A student's proficiency score for the graduation assessment will be recorded on their student transcript. The level of a student's proficiency score does not affect the student's ability to graduate, however, it remains to be seen what effect it may have on post-secondary entrance requirements or when applying for a job.

BCTF Advice

It is the BCTF's position that it is the responsibility of school districts and school administration to inform parents about the Numeracy and Literacy Assessments. However, as BCTF members are often the main contact point for parents, they may be asked to provide information about the assessments.

The Ministry of Education has produced a guide for parents on the Numeracy Graduation Assessment. It may be useful for teachers to share the [link](#) to that guide with parents.

Numeracy Assessment Marking

The BCTF is aware that the Ministry of Education has posted for teacher markers for the Graduation Numeracy Assessment.

As the BCTF has withdrawn from the development process for these assessments, the advice to members is that they do not participate in these marking sessions.

Links

More information and resources can be found [here](#) on the Ministry of Education's curriculum web page.

The BCTF has published two position papers that outline the BCTF's positions on Graduation:

1. [Updated Graduation Requirements Review \(2016\)](#)
2. [Priorities for Public Education \(2017\)](#).

Learn **Engage** **Develop Professionally**
Share **Celebrate**
Network

Registration now open. Come join the fun!
www.bcatml.org

BCATML Celebrating Languages Conference 2018

SUPER SUMMER SPOTLIGHT!

GRACE HO

BCATML Japanese Representative

Welcome to the Japanese Corner! 日本語のコーナー

As your Japanese Rep, I am pleased to present this issue's Spotlight Teacher! どなたでしょうか。

It's Elizabeth Baerg 先生 from the sunny Okanagan of beautiful BC! Who could be more perfect for this Super Summer Spotlight? Elizabeth Sensei also shares some of her impressions from the Japan Foundation Summer Workshop that was held the first week of July at Simon Fraser University. Let's read on and find out more!



Elizabeth Baerg Sensei and her student

Name:

Elizabeth Baerg

Favourite phrase in Japanese:

七転び八起き (Nana korobi Ya oki)

"Fall down 7 times. Get up 8."

Favourite dish in Japanese cuisine:

親子丼 (Oyakodonburi)
"Chicken and egg on rice."

What your students like most about learning Japanese:

I think students are most intrigued by a writing system that is so different from English, French or other additional language choices offered in our school. They get very excited and feel a huge sense of accomplishment when they are learning to read and write Hiragana and Katakana, but then like most of us non-native speakers, when they find out they are still illiterate after several years of studying, it can become very challenging. The intrigue hooks them and then the challenge either defeats them or keeps them motivated.

My students love 'Fun Fridays'. I followed a Spanish teacher colleague's example, and I try to set aside about half the class when it falls on a Friday to do something fun, such as cooking, origami, calligraphy etc. I love to eat, so it often involves food. We have made everything from, of course, sushi and onigiri, to miso soup, takoyaki, okonomiyaki, and curry rice. We make it all right in the classroom. Food is culture, and culture is 100% linked to language.

Online website or app suggestions:

I've just started to use the Japan Foundation's Kanji Memory Hint App and a game called Kanji Drop on my phone. All for free! When I have a few minutes to kill here and there, it is an easy /fun way to review Kanji. I'll be recommending them to my students in the fall.

Recommended travel destination in Japan:

Fushimi Inari is one of my favourite places in Japan. I have just watched the movie "Udon". Now I want to go to Shikoku. I have never been there!

Best place in BC to learn about Japanese culture:

If you have never been to the Village of New Denver, you must make a road trip to:

The Nikkei Internment Memorial Centre (NIMC)
A National Historic Site dedicated to telling the story of over 22,000 Japanese Canadians who were forcibly relocated during World War II. Located on the site of "The Orchard" internment camp, the NIMC contains original buildings, period artifacts and interpretive displays as well as the Heiwa Teien Peace Garden, designed by the renowned Japanese Canadian gardener, Tomomichi (Roy) Sumi.

Impressions and useful take-away points from the July 4-7 Summer Pro-D:

I feel so lucky to have been able to participate in the JFT Summer Language Brush Up for two years in a row. Meeting with colleagues, exchanging ideas, studying and getting to know each other, all in Japanese really helps with brushing up language skills. The Japan Foundation staff are so kind, helpful and generous. They patiently explained grammar and answered our many questions about vocabulary. The focus this summer was on autonomous learning. Murakami Sensei guided us in various way to continue our studies even when we are at home alone. The 4-day workshop gave us plenty of time to explore Tadoku (extensive reading), Content Based Learning, conversation and various online communities. I was so pleased to be introduced to the Japanese Graded Readers and NHK EasyNews. Each of the workshop participants set goals for our own learning over the next year, and plan to regularly check in with each other to see how we are progressing. It is nice to be given the chance and inspiration to focus on my own learning rather than my students'. The external motivation of this type of learning community is just what I needed to re-motivate myself in my personal challenge of progressing in Japanese.

(Grace here again...) I am suddenly motivated to visit Shikoku and the Village of New Denver on Slocan Lake! Thank you, Elizabeth Sensei for sharing your experiences with the rest of the Japanese teaching community and the Japanese culture and language enthusiasts in our membership!

どうもありがとうございました。



SUMMER MATSURI TIME!

So... you missed all the Japanese martial arts demonstrations at the 73rd Annual Steveston Salmon Festival on Canada Day AND you missed taiko drumming and all the street food at the 42nd Annual Powell Street Festival on the BC Day long weekend... BUT there is still... the 6th Annual Nikkei Matsuri on the Labour Day long weekend! There will be a ninjutsu demonstration for all you closet ninjas, a beer garden with sake, and much, much more! For more info, please visit:

<http://nikkeimatsuri.nikkeiplace.org/>

Not convinced? Here's my son doing a plug for this awesome event:

日系祭りには9月1日と9月2日にあります。家族全員で楽しみましょう!



Curriculum Implementation Seminar Sparked Interesting Discussion

Ping Li

BCATML Mandarin Representative

On March 3rd, 2018, over 20 Mandarin teachers from 16 BC public and private schools gathered at the BCIT Confucius Institute in Vancouver to participate in a seminar centred around the implementation of the BC new curriculum in Mandarin teaching and learning.

Jennifer Sun, one of the four members of the BC New Curriculum Mandarin writing team from McMath Secondary Secondary School, updated the progress and development of the new curriculum and then used her own experiences to demonstrate how the new curricular standards can be incorporated in daily Mandarin teaching and learning. Her Chinese New Year activity, a creative way to use an online resource to teach students how to write the character (good fortune) in connection with various Chinese provinces and cities, drew a lot of interest from the participating teachers and generated a meaningful discussion on how to improve teaching with new approaches and methods.

Ruby Bar, teacher from John Norquay Elementary School, also a members of the BC New Curriculum Mandarin writing team, talked about how to motivate and engage young learners in language acquisition by using online resources and popular cultural elements such as pop songs, Chinese recipes, etc. as well as linking Mandarin lessons with other disciplines.

BCATML Mandarin representative Ping Li from Crofton House School presented inquiry-based case studies with an emphasis on the importance of inquiry-based and student-centred approaches and integrated performance tasks to demonstrate how teachers can blend language themes with K-D-U teaching model to develop and build up competencies for adept communication, creative and critical thinking skills and personal/cultural awareness and social responsibility in the Mandarin classroom. She also introduced some effective teaching materials that can be used in conjunction with the new curricular requirements, including TPRS storybooks, graded reading books, student self-assessment rubrics for curricular core competencies, and online resources.

The teachers participating in the seminar also worked in groups, discussing the impact of the new curriculum on day-to-day Mandarin teaching, the selection of appropriate teaching materials and resources, as well as the concerns of effective evaluation and assessment methods. In the end, participants all agreed that it was a most productive day well spent on the need of implementing the new Mandarin curriculum, and everybody hoped that there would be more such sharing sessions in the future.

K-12 Mandarin teachers did have another opportunity on April 28th, 2018 to further their discussion on the implementation of the new BC curriculum in the 14th Canadian TCSL Symposium & 2018 AGM hosted by the Canadian TCSL Association in conjunction with the Greater Vancouver K-12 Chinese Teacher Association. Apart from attending the morning workshops on new directions for teaching Mandarin, integration of technology, learner-centered assessment method, and the CEFR action-oriented textbook design, etc., they spent the afternoon in a group roundtable discussion facilitated by Ping Li, focussing on the effective evaluation and assessment methods with best teaching practices. Many teachers eagerly shared their lesson plans, assessment criteria and rubrics to prove that appropriate and effective assessment and evaluation are an integral part to carry out the new curriculum, but there is much space for further discussion and improvement.



Mustang Justice program in Surrey wins the Mayor's Award

By Gurpreet Kaur Bains



L.A. Matheson's Mustang Justice Program received the Mayor's Excellence Award, which carries a cash prize of \$10,000, for instilling civic responsibility in our youth. This student program, which focuses on social justice and social responsibility, runs under the supervision of Annie Ohana, Social Justice Program and Aboriginal Department head at the school, as well as Languages Department Head, Gurpreet Kaur Bains. The prestigious Mayor's award recognizes the school's outstanding involvement in empowering students to make a positive change in their community. One example is that the students took it upon themselves to welcome Syrian refugees to Canada, with over 300 welcome packages!

The program has been in existence for 6 years now and is open to students in grades 8 to 12. It has assisted students to become more socially aware and to take pride in themselves. Both Ohana and Bains were thrilled to receive the award, which will now give them more funds to continue this necessary and rewarding work.

Surrey launches creative Punjabi writing contest for B.C. youth

By Gurpreet Kaur Bains



The Dhahan Youth Prize is a short story contest in Punjabi and English. Grade 11 and 12 students studying Punjabi across B.C. are able to submit their work to win a \$500. "Each language carries its own knowledge, its own spirituality, and its own cultural and intellectual richness," said prize founder Barj S. Dhahan. Dhahan is committed to preserving the wealth of history and stories embedded in Punjabi.

Gurpreet Kaur Bains, teacher and Department Head of Languages at L.A. Matheson Secondary, hopes the prize will encourage students to explore their cultural identity. Studying Punjabi is more than just language learning. Short stories from other countries like India, allow the students to understand and appreciate cultural similarities and differences. This creative writing contest will give students the opportunity to write stories that speak from their point of view.

Punjabi is the third most spoken language in Canada behind English and French.

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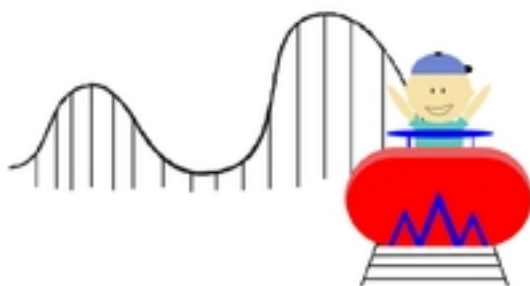
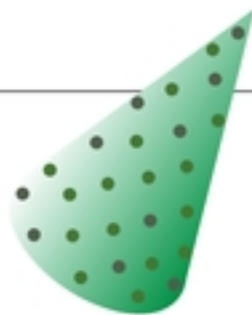
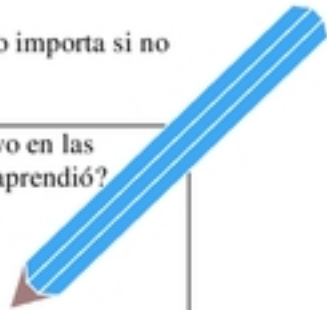


Gurpreet Kaur Bains is the Department Head of Modern Languages at L.A. Matheson Secondary school in Surrey.

Busca una persona.....

Busca a alguien que pueda contestar lo siguiente en frases completas pero EN ESPAÑOL. No importa si no completas todo lo importante es tener una conversación.

Estudió en la escuela de verano Pregunta que estudió. ¿Cómo le fue en la escuela?	Le pasó algo interesante durante las vacaciones. ¿Qué pasó?	Aprendió algo nuevo en las vacaciones. ¿Qué aprendió?
Habló o escucho mucho español durante las vacaciones. ¿Adónde? ¿Con quién?	Trabajó durante las vacaciones. ¿Adónde trabajó? ¿Cómo fue el trabajo?	Fue a un concierto. ¿A cuál concierto? ¿Cómo fue el concierto?
¿Viajó durante las vacaciones? ¿adónde? ¿Con quién? ¿Por cuánto tiempo?	Fue a una fiesta. ¿Qué tipo de fiesta? ¿Cómo fue la fiesta? ¿Qué hizo en la fiesta?	Compró muchas cosas. ¿Qué compró? ¿Cuánto dinero gasto [spent]? ¿Para quién compró?
Jugó muchos deportes durante las vacaciones. ¿Qué deportes? ¿con quién? ¿Adónde? ¿Quién ganó?	Miró mucha televisión. ¿Qué programas miró? ¿Cuál fue el mejor programa? ¿Por qué miró mucha televisión?	Tiene clases muy difíciles este semestre. ¿Cuáles clases? ¿Por qué son difíciles?
Jugó muchos videojuegos. ¿Cuáles? ¿Cuál fue el mejor? ¿Por cuánto tiempo jugó?	Piensa ir a la Universidad después de graduarse. ¿A cuál universidad? ¿Qué piensa estudiar?	No tiene planes [plans] después de graduarse. ¿Qué piensa hacer? ¿trabajar? ¿dormir?



Busca una persona.....



You need to ask the following questions and write the name of the person that answers it correctly. You need to have a different person for each question.

That can count in Spanish 1-5	That knows how to say hello in Spanish	That knows what " amigo " means
That knows how to say good bye in Spanish	That has learned some Spanish watching Dora or Diego and can tell you what those words are.	That can name 3 countries where Spanish is spoken as an official language
That has a friend who can speak Spanish	That can speak 2 other languages fluently apart from English	That was born in a Spanish speaking country or knows someone born in a Spanish speaking country
That has travel to a Spanish speaking country	That can name 3 Famous Spanish speaking artists(e.g. sports players)	That can tell you where Miss Alvarado Cruz was born
That can give you 3 reasons why learning a second language is important	That would like to travel to a Spanish speaking country	That knows how to say Thank you in Spanish

Hola

Adios

Gracias



BCATML
BC ASSOCIATION OF TEACHERS OF MODERN LANGUAGES

BCATML Scholarship

Award Information

To promote the study of second languages in British Columbia, the British Columbia Association of Teachers of Modern Languages is offering a scholarship for students taking a language at the post-secondary level. 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 1, 2019

Academic Eligibility Criteria and Document Requirements:

- Canadian citizen or permanent resident
- Current secondary school transcript
- Currently enrolled as a Grade 12 student at a public or independent school in BC
- Completed a Modern Language course in BC, at the Grade 11 or 12 level
- Plans to enrol in a Modern Language course at a post-secondary institution (proof of registration to be provided by September 30, 2019)
- A reference letter (up to 250 words) from a school sponsor (language teacher, vice principal, principal or counsellor)

Application

Please visit our [website](http://www.bcatml.org) to download the application form.

www.bcatml.org



BCATML Celebrating Languages Fall Conference 2018!!

On behalf of the BCATML Conference Committee, we hope you can join us on Friday, October 19th, 2018 at the Executive Airport Plaza Hotel in Richmond, BC. This conference will sell out fast so be sure to register early!!

We are very excited to welcome the very talented Sylvia Duckworth as our keynote speaker for our conference this fall. Be sure to see the keynote description included in our conference program and also note that she will be offering two additional workshops at the conference. If you attended CASLT Chez Vous with us in May 2018, you can further your learning and dive deeper with Sylvia. If you did not attend CASLT Chez Vous, you will have an opportunity to be very inspired by Sylvia.

As your conference Co-Chairs, both Stacey and Kindra are super excited to welcome you to Conference 2018! We have a variety of workshops to offer for both Core French and Second Languages. Workshops focus on different grade levels and topics. Be sure to join us as we explore the redesigned curriculum for BC Language programs and innovate with technology.

Hope to see you at the BCATML social too, on Thursday evening at 7pm at Ceili's !!

Kindra and Stacey
Co-Chairs for BCATML Conference 2018





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



BCATML Conference 2018 Celebrating Languages

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

Sylvia Duckworth as this year's keynote speaker!

There has been a big push on the importance of creativity in education recently. What are the benefits of creativity in language education and on a personal level? How do we encourage creativity amongst our students and foster our own creative endeavours? Sylvia will consider these questions as she reflects on the importance of creativity in our professional and personal lives. Be ready to step out of your comfort zone during this fun and interactive talk as Sylvia takes you through a number of activities to get those creative ideas flowing, ideas that you can easily bring back into your classroom.

Registration information found at www.bcatml.org

Conference 2018 Program Overview

**Thursday, October
18th, 2018**

BCATML Social Event
At Ceili's Pub at 7 pm

**Friday, October
19th, 2018**

7:30 – 8:20

Registration pick-up;
and light breakfast

8:20 – 9:30

Conference keynote:
Sylvia Duckworth

9:30 – 10:15*

BCATML Annual
General Meeting

10:30 – 11:45

Session A Workshops

11:45 – 12:45

Buffet style lunch;
Cultural performance

12:45 – 2:00*

Session B Workshops

2:15 – 3:30*

Session C Workshops

The Exhibitor's hall will be open until 3:30 pm. Be sure to visit and support all of our exhibitors and enter to win great door prizes!

* Session is followed by a 15 min. nutritional break



BCATML
BC ASSOCIATION OF TEACHERS OF MODERN LANGUAGES

BCATML Annual General Meeting

Friday, October 19, 2018

9:30 – 10:15 am (Main ballroom)

Executive Airport Plaza Hotel – Richmond, BC

AGENDA

- 1) Call to order at 9:30 am
- 2) Establishment of quorum and adoption of the AGM agenda
- 3) Adoption of the BCATML AGM Minutes of Friday, October 20th, 2017
- 4) Recognition of BCATML Executive & Conference Committee members
- 5) BCATML Constitutional amendments
- 6) President's report; adoption of President's report
- 7) Treasurer's report; adoption of BCATML operating budget for 2018-19
- 8) Election of BCATML Executive Committee 2018-19
- 9) Door prizes winners
- 10) Other business
- 11) Adjournment



BCATML
BC ASSOCIATION OF TEACHERS OF MODERN LANGUAGES

BCATML CELEBRATING LANGUAGES CONFERENCE 2018
PROGRAM OVERVIEW & WORKSHOPS AT A GLANCE

Thursdays, October 18th, 2018

7:00 pm	BCATML Social & Networking event (Ceili's Pub 7331 Westminster Highway, Richmond) Pre-registration pick-up. Enjoy some appies on BCATML! RSVP at the time of registration. No fee to attend.
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Friday, October 19th, 2018

7:30 - 8:20 am	Registration pick-up, light continental breakfast, Exhibitors' Hall visit
8:20 - 9:30 am	Opening keynote address with Sylvia Duckworth (Grand Ballroom) There has been a big push on the importance of creativity in education recently. What are the benefits of creativity in education and on a personal level? How do we encourage creativity amongst our students and foster our own creative endeavours? Sylvia will consider these questions as she reflects on the importance of creativity in our professional and personal lives. Be ready to step out of your comfort zone during this fun and interactive talk as Sylvia takes you through a number of activities to get those creative ideas flowing, ideas that you can easily bring back into your classroom. Be prepared to engage and have some fun with us! <i>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 www.sylviaduckworth.com and her store at www.sylviaduckworth.shop</i>
9:30 - 10:15 am	BCATML Annual General Meeting (Grand Ballroom)
10:15 - 10:30 am	Nutritional break and Exhibitors' Hall visit



BCATML CELEBRATING LANGUAGES CONFERENCE 2018
PROGRAM OVERVIEW & WORKSHOPS AT A GLANCE

10:30 - 11:45 am Session A Workshops	A1 – Picture Talk: From Community Building to Developing Fluency <i>Adriana Ramirez</i>	General
	A2 – Screen Time: Using Apps for Language Learning <i>Anita Tavra</i>	French
	A3 – Developing multiperspectivity, an important step towards intercultural competence <i>Carl Ruest</i>	General
	A4 – Meditation for Emotional Intelligence <i>Dr. Suman Kollipara</i>	General
	A5 – Wortschatzarbeit - Tipps und Tricks/The importance of vocabulary learning <i>Elke Ruehl</i>	German
	A6 - Le français est funtastique! <i>Jennifer Rossi, Serge Haché</i>	French
	A7 – Flamenco Dance Motivates Spanish Students Through Art and Culture in the Language Classroom <i>Juan Restrepo</i>	Spanish
	A8 – Teaching to Learn in French 7 - Using Cross-Aged Student Pairings to Promote Learner Mastery <i>Lauren Bell</i>	French
	A9 – Keeping it Real – Incorporating Authentic Resources at all Levels <i>Rachel Connell (This workshop will be presented by a representative of Vista Higher Learning)</i>	General
	A10 – Core Competencies in Punjabi Classrooms <i>Sandeep Parhar, Gurpreet Bains</i>	Punjabi
	A11 – Telling a Story in Beijing Opera --Introducing Beijing Opera to grade 4 Mandarin class <i>Serena Qiang</i>	Mandarin
	A12 – Delving into the new Japanese Curriculum <i>Stacia Johnson (BCATML Other Languages Representative)</i>	Japanese
	A13 – Interactive Vocabulary and Grammar tools for French <i>Terry Nadasdi</i>	French
	A14 – Cooking in the Language classroom <i>Trish Kolber (BCATML French Language Rep)</i>	General
	A15 – AIM-ing for proficiency! You CAN DO it! <i>Wendy Maxwell (This workshop will be presented by a representative of AIM Language Learning)</i>	General
11:45 - 12:45 pm	Buffet style lunch; Cultural performance; Exhibitors' Hall visit	

BCATML CELEBRATING LANGUAGES CONFERENCE 2018

PROGRAM OVERVIEW & WORKSHOPS AT A GLANCE

12:45 - 2:00 pm Session B Workshops	B1 – Rigodon ... Célébrons! <i>Andrea Haddad (This workshop will be presented by a representative of Rigodon)</i>	French
	B2 – Aesthetische Erfahrung Im Daf-Unterricht <i>Galina Vakhromova</i>	German
	B3 – Heart-Mind Well-Being Workshop <i>Gemma Holland</i>	General
	B4 プロフェッショナル・プロジェクト・プロダクション (Professional Project Production) <i>Grace Ho (BCATML Japanese Language Representative)</i>	Japanese
	B5 – Integrating Culture and Curriculum <i>Jen Spain</i>	General
	B6 – Learning Centres and more! Let's rock this new curriculum! <i>Kindra Harte (BCATML Elementary & Middle Years Representative)</i>	General
	B7 – Verbs: What we need to communicate – PART 1 <i>Maurice Fouquette</i>	French
	B8 – Assessment for Proficiency in a TPRS/Comprehensible Input- Based Classroom <i>Michelle Metcalfe</i>	General
	B9 – A Change of Heart: Disrupting and Decolonizing the Second Language Classroom <i>Nancy Griffith-Zahner</i>	French
	B10 – A Language Teacher's eTool Kit <i>Ceci Zhu, Ping Li (BCATML Mandarin Language Representative)</i>	Mandarin
	B11 – Strategies/activities that I have found useful <i>Rabinder Poparai</i>	Punjabi
	B12 – Learning Spanish through word games <i>Silvana Goldemberg</i>	Spanish
	B13 – Getting Creative with technology <i>Sylvia Duckworth</i>	General
	B14 – Mastering the Art of French Phonetics à la Rome Lavrencic <i>Rome Lavrencic (BCATML President)</i>	French
	B15 – Online tools to increase engagement, participation and on task time <i>Trish Kolber (BCATML French Language Representative)</i>	General
2:00 - 2:15 pm	Nutritional break and Exhibitors' Hall visit	



BCATML CELEBRATING LANGUAGES CONFERENCE 2018
PROGRAM OVERVIEW & WORKSHOPS AT A GLANCE

2:15 - 3:30 pm Session C Workshops	C1 – My 22-Year Grab Bag <i>Andrew McFayden</i>	French
	C2 – Teaching Culture through Objects <i>James Skidmore, Sara Ghaffarian</i>	German
	C3 – The textbook is not the curriculum! How to adapt programs to fit curriculum <i>Jen Spain, Ashleigh McNeill, Kim Wiebe, Melisa Wilcox</i>	French
	C4 – Mots français d’origine non latine <i>John Parker</i>	French
	C5 – Vocabulary: What we need to communicate – PART 2 <i>Maurice Fouquette</i>	French
	C6 – Coaching TPRS Skills <i>Michelle Metcalfe, Adriana Ramirez</i>	General
	C7 – Empower Students to Explore and Become Self-Directed Learners <i>Ping Li (BCATML Mandarin Language Representative)</i>	Mandarin
	C8 – Building Bridges of Understanding / Construyendo Puentes de Entendimiento <i>Rosa Elena Rojas (This workshop will be presented by a published author)</i>	Spanish
	C9 - Authentic writing and speaking activities in the French classroom <i>Shannon Bourbonnais</i>	French
	C10 - Sketchnoting 101 <i>Sylvia Duckworth (This workshop will be presented by a published author)</i>	General
	C11 – Digital Tools for Language Teaching: OneNote and CLAS <i>Florian Gassner</i>	General
	C12 – Autonomous Learning as a teacher using “Zoom Cloud Meeting” <i>Yoshifumi Murakami</i>	General
	C13 – Don't be scared: Fairy Tales in the Second Language Classroom <i>Andreas Meckes</i>	German, General
	C14 – Learning Spanish through word games <i>Silvana Goldemberg (This is a repeat workshop from Session B)</i>	Spanish
	C15 – How can tech help me teach? iPad use for language learning! <i>Jessica Waymouth</i>	French, General



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PROGRAM OVERVIEW & WORKSHOP DESCRIPTIONS

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Friday, October 19th, 2018

7:30 - 8:20 am	Registration pick-up; light continental breakfast, Exhibitors' Hall visit
8:20 - 9:30 am	Opening keynote address with Sylvia Duckworth (Grand Ballroom) There has been a big push on the importance of creativity in education recently. What are the benefits of creativity in education and on a personal level? How do we encourage creativity amongst our students and foster our own creative endeavours? Sylvia will consider these questions as she reflects on the importance of creativity in our professional and personal lives. Be ready to step out of your comfort zone during this fun and interactive talk as Sylvia takes you through a number of activities to get those creative ideas flowing, ideas that you can easily bring back into your classroom. Be prepared to engage and have some fun with us! <i>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 www.sylviaduckworth.com and her store at www.sylviaduckworth.shop</i>
9:30 - 10:15 am	BCATML Annual General Meeting (Grand Ballroom)
10:15 - 10:30 am	Nutritional break and Exhibitors' Hall visit

<p>10:30 - 11:45 am</p> <p>Session A Workshops</p>	<p>A1 – Picture Talk: From Community Building to Developing Fluency Adriana Ramirez Picture Talk is a very powerful Comprehensible Input technique that can give you a break from the stories, while still keeping your input comprehensible and engaging. Picture Talk can allow you to explore different topics, introduce new concepts and vocabulary before reading a class novel, and most importantly, it is a great way to build a strong class community. In this workshop you will learn the different ways you can do a Picture Talk in your class, including setting up the foundations for developing community through pictures. This technique allows students to learn about each other, and in higher levels, it allows you to tackle difficult topics that require reflection and discussion. It is a great technique to prepare students for the IB oral exam and the debates they have to face in more advanced settings/classes.</p>	<p>General for all languages</p>
	<p>A2 – Screen Time: Using Apps for Language Learning Anita Tavra Since teenagers spend so much time on their devices, bringing learning to their devices could be a way to make some of that screen time productive. Using apps like Linguist, Duolingo, Quizlet and others, I will present how technology can be used to improve student vocabulary and grammar, right at their fingertips and how teachers can use this in their classrooms, make it fun and also create friendly competitions between other classes or schools of teachers are willing to collaborate on this level.</p>	<p>French</p>
	<p>A3 – Developing multiperspectivity, an important step towards intercultural competence Carl Ruest In the past few years, discussions surrounding second language pedagogy almost always include discussions about intercultural competence. Yet addressing cultural and intercultural issues in a meaningful way in the second language classroom may remain difficult, partly because of the lack of pedagogical tools or approaches. In this workshop, after briefly reviewing what is intercultural competence, we will practice an approach to develop multiperspectivity, the ability to adopt other people’s perspectives. Multiperspectivity is linked to both an ethnorelative view and empathy, two important components of intercultural competence. At the end of the workshop, teachers of any second language and any grade should be able to use this simple approach to develop their students’ multiperspectivity using authentic L2 materials.</p>	<p>General for all languages</p>
	<p>A4 – Meditation for Emotional Intelligence Dr. Suman Kollipara Teachers are the most vulnerable to emotional burnout as they are exposed to a roller coaster ride of emotions in a classroom. This workshop builds skills of Emotional Intelligence like Self-awareness, Self-regulation and Empathy which translate to positive, enriching classrooms. EI Skills directly impact teachers’ relationships with students resulting in greater student achievement, socio-emotional development of students, enhanced empathy creating classrooms</p>	<p>General for all languages</p>

<p>10:30 - 11:45 am</p> <p>Session A Workshops</p>	<p>with high performance. It also helps deal effectively with conflict, set firm but respectful boundaries, and regularly demonstrate kind, helpful behavior. 30 min lecture: Science & Evolution of Emotions, Neuroscience of Meditation 1hr Self Compassion Meditation practice: • Subtle Physical exercises - reenergizing body • Breathing exercises - attention, concentration and emotional detoxification • Guided Meditation for relaxation and rejuvenation.</p>	
	<p>A5 – Wortschatzarbeit - Tipps und Tricks/The importance of vocabulary learning Elke Ruehl Der Wortschatz ist das Grundgerüst jeder Sprache. Im Workshop sollen Tipps und Tricks vermittelt werden, wie Vokabeln leichter im Gedächtnis bleiben. Daneben werden auch aktuelle Erkenntnisse aus der Neurobiologie beleuchtet. This workshop deals with vocabulary learning and also looks at the latest research from neurobiology. This workshop will be offered in German. However, if English is more appropriate, that would also be an option.</p>	<p>German</p>
	<p>A6 - Le français est funtastique! Jennifer Rossi, Serge Haché Be prepared to move, dance, and play in this interactive and experiential workshop. Together, with Serge and Jen, we will re-discover the joy of teaching language and literacy through movement, dance and games. We will share research and theory which suggest the positive benefits of applying kinesthetic and experiential learning practices in a language classroom. Serge and Jen will share strategies they have practiced in their Intensive Core French classrooms, which can be applied to other languages and age groups. There will also be time to connect with like-minded teachers and share your own ideas and practices.</p>	<p>French</p>
	<p>A7 – Flamenco Dance Motivates Spanish Students Through Art and Culture in the Language Classroom Juan Restrepo Through storytelling, music, and active practice of the basic elements of flamenco, the audience will get a deeper understanding and appreciation of this unique form of artistic expression. The idea is to capture the attention of educators that are willing to incorporate or integrate dance and singing into their Spanish language program.</p>	<p>Spanish</p>
	<p>A8 – Teaching to Learn in French 7 - Using Cross-Aged Student Pairings to Promote Learner Mastery Lauren Bell Question: How do students learn better by teaching someone else? Pairing the best pedagogical theories with the realities of an L2 classroom can be a challenge. There is no substitution for an immersion environment or even daily instruction. This requires teachers to be creative about layering content to provide the repetition necessary for acquisition, without appearing “boring” in only a few blocks a week. What better way to build mastery than to teach someone else? Research shows that “when someone is expecting to teach, they process the information they’re learning differently. They tend to seek out key concepts more actively, look for relationships between ideas and mentally organize the material in a more effective way” (Kageyama, n.d.). If this idea has peaked your interest, come to learn more about how to help your students become the teacher in order to build their own mastery.</p>	<p>French</p>

<p>10:30 - 11:45 am</p> <p>Session A Workshops</p>	<p>A9 – Keeping it Real – Incorporating Authentic Resources at all Levels Rachel Connell (This workshop will be presented by a representative of Vista Higher Learning) This interactive session, participants will explore a variety of authentic texts ranging from personal to professional to mass media. Strategies will be discussed for incorporating authentic resources into thematic units and scaffolding students’ experience so that it can be enriching at any level – from beginner to advanced. The session will inspire participants to use authentic texts as an effective way to develop proficiency in all modes of communication and increase intercultural competence. Participants will take away access to a variety of authentic resources and related, leveled activities to try out in their classrooms.</p>	<p>General for all languages</p>
	<p>A10 – Core Competencies in Punjabi Classrooms Sandeep Parhar, Gurpreet Bains This workshop will introduce Core Competencies and how to do lesson plans and assessments based on competencies in Punjabi Language classrooms. Participants will take away activities and some ready-to-us lesson plans. Learning Maps in the Punjabi language classroom will also be discussed and shared.</p>	<p>Punjabi</p>
	<p>A11 – Telling a Story in Beijing Opera --Introducing Beijing Opera to grade 4 Mandarin class Serena Qiang This workshop illustrates the classroom practice of integrating Beijing Opera into a Grade 4 Mandarin class in an IB school. It starts with the need of introducing Beijing Opera to Mandarin learners, based on the significance of Beijing Opera in traditional Chinese culture, the need for cross-curricular learning and the context of whole school setting. It then details an inquiry-based, kids-friendly approach to Beijing Opera through study of a play, "The Legend of the Lady White Snake". Ways to guide the students through the story are introduced, such as observation of selected scenes of the play, discussion of the dramatic elements, ways of storytelling and cultural themes. Dramatic activities related to one selected scene of the play is then discussed. Finally, possible ways of teaching language through the project are suggested.</p>	<p>Mandarin</p>
	<p>A12 – Delving into the new Japanese Curriculum Stacia Johnson (BCATML Other Languages Representative) In this presentation, participants will learn about the development of the new Japanese curriculum and the elements that changed from the previous curriculum from one of the development team members. Using the Know, Do, and Understand (KDU) framework participants will explore each grade’s Big Ideas, Curricular Competencies, and Content. We will also discuss resources and embedding Indigenous perspectives. Participants are encouraged to bring and share an activity that they do in their classes that is supportive of the new Japanese curriculum.</p>	<p>Japanese</p>
	<p>A13 – Interactive Vocabulary and Grammar tools for French Terry Nadasdi In this presentation Terry will show you how to use a free, interactive vocabulary tool: BonPatron Xpress. This is a free, innovative website that allows students to achieve a functional level in as few as 40 hours by focusing on: key</p>	<p>French</p>

<p>10:30 - 11:45 am</p> <p>Session A Workshops</p>	<p>vocabulary (around 500 words); pronunciation strategies; and basic grammatical concepts. Vocabulary learning with BonPatron Xpress uses interactive tables which allow students to move from comprehension to production. It also provides sound and exercises, as well as a to verify that the vocabulary acquired can be produced spontaneously (just like in conversation). During the session, teachers will learn about the basic steps students should follow to master the core vocabulary of French. The session is suitable to all levels of French and should be of great interest to teachers of both core French and French immersion</p>	
	<p>A14 – Cooking in the Language classroom Trish Kolber (BCATML French Language Rep) If you have been thinking about how to include everyone's favorite cultural component into the classroom, Trish has prepared a guide for all the elements you need to ensure a fantastic class that your students will rave about. The guide can be edited in your target language with recipes from a variety of cultures. Crepes, waffles, tacos, maki sushi, or fried rice; there are so many possibilities! Bon appétit!</p>	<p>General for all languages</p>
	<p>A15 – AIM-ing for proficiency! You CAN DO it! Wendy Maxwell (This workshop will be presented by a representative of AIM Language Learning) In this hands-on workshop, you will learn strategies that rapidly accelerate your students' oral and written proficiency. View video and written samples that demonstrate what can be achieved with the Accelerative Integrated Methodology (AIM). You will be provided with a text/video package that you may use to implement AIM strategies with your students the next day! (FSL/SSL only) Session Outline In a unique 10-minute demonstration, teachers experience what it is truly like for beginner students in a language classroom and reflect on the experience. Teachers will discuss the essential elements of a successful language classroom; discover the core components of a successful methodology called AIM, examples provided; discover recent research on the methodology; experience an AIM classroom as if they were the students; view videos samples that show authentic proficiency – both oral and written – observed by students with as little as 50 hours of instruction.</p>	<p>General for all languages</p>
<p>11:45 - 12:45 pm</p>	<p>Buffet style lunch; Cultural performance; Exhibitors' Hall visit</p>	
<p>12:45 - 2:00 pm</p> <p>Session B Workshops</p>	<p>B1 – Rigodon ... Célébrons! Andrea Haddad (This workshop will be presented by a representative of Rigodon) Learn how to celebrate the heritage of French North America in your classroom through music, legends, foods, traditions and regional customs. Participating in authentic fêtes and other activities is a useful learning tool and raises awareness of the francophone presence across the continent. Vocabulary may be forgotten, but an appreciation of the culture and language will live on with your students.</p>	<p>French</p>
	<p>B2 – Aesthetische Erfahrung Im Daf-Unterricht Galina Vakhromova Fuer das weitere Nachdenken ueber die Moeglichkeiten des fachuebergreifenden DaF-Unterrichts entstand ein Projekt "Buendnis der Kuenste: Poesie und Musik" fuer die deutsche Sprachschule. In der</p>	<p>German</p>

<p>12:45 - 2:00 pm</p> <p>Session B Workshops</p>	<p>Erprobungsphase sollte ein Konzept, das die Faecher "Deutsche Literatur" und "Musik" verknuepfte, entwickelt werden. Das Ziel des Projektes war es, die sprachlichen und kuenstlerischen Kenntnisse der Schueler zu vertiefen, ein aesthetisches Urteilsvermoegen mit Hilfe der Kunst zu foerdern und den Kindern die Moeglichkeit fuer die Teilnahme an der kreativen Taetigkeit zu oeffnen. Nach der Suche nach dem Themenbereich wurde ein Gedicht von Heinrich Heine "Die Lorelei," das von Franz Liszt vertont wurde, gewaehlt. Dieses Werk ermoeglichte eine Bandbreite der Einzelthemen zu erforschen und konnte im historisch-biographischen Kontext betrachtet werden. Nach der Ueberlegung ueber die Themenauswahl fuer die weiteren Projekte kann ein Gedicht von Ernst Schulze, vertont von Franz Schubert "Im Fruehling" empfohlen werden. Die Schueler koennen den Dichter aus Celle wiederentdecken, ueber die Taetigkeit der Ernst-Schulze-Gesellschaft erfahren und mit den Landsleuten des Dichters in Verbindung treten.</p>	<p>German</p>
	<p>B3 – Heart-Mind Well-Being Workshop Gemma Holland Heart-Mind well-being is the term used by the Dalai Lama Center for Peace + Education to refer to creating a balance between educating the mind and educating the heart. While there is a great focus in our society on academic achievement, research has demonstrated the positive impacts of social and emotional learning and, in fact, that heart and mind learning are interconnected. Research also shows that it is possible to foster positive human qualities such as compassion, confidence and kindness and we can help children manage difficult emotions such as fear, anger and anxiety. This workshop will focus on how we can successfully create conditions in schools and communities to promote Heart-Mind well-being in our children and youth.</p>	<p>General for all languages</p>
	<p>B4 プロフェッショナル・プロジェクト・プロダクション (Professional Project Production) Grace Ho (BCATML Japanese Language Representative) This workshop is meant to help you turn each and every one of your students into a PRO! You probably already do a lot of amazing PROJECT work in your classes, but are all the students' PRODUCTIONS of PROFESSIONAL quality? Grace will share simply ways of using technology that all your students already have access to for the purpose of creating incredibly enjoyable PROJECTS for your whole classroom. Fuse Japanese culture and language in technology rich ways that speak to today's teens. Collaborate with Japanese teachers and PRODUCE your own example to expand the possibilities. Please have your iPhone ready OR bring your laptop and be willing to share via a Google Drive link. Be a PRO!</p>	<p>Japanese</p>
	<p>B5 – Integrating Culture and Curriculum Jen Spain A hands-on workshop for secondary language teachers to explore practical, day to day strategies for integrating culture into your curriculum. Rather than seeing culture as a one day or special event, this workshop will explore ways in which teachers can connect culture on a regular basis with the skills contained in our curriculum to allow students to build knowledge and to show growth.</p>	<p>General for all languages</p>

<p>12:45 - 2:00 pm</p> <p>Session B Workshops</p>	<p>B6 – Learning Centres and more! Let's rock this new curriculum! Kindra Harte (BCATML Elementary & Middle Years Representative) Roll up your sleeves and let's get busy! Learning centres accomplish great things for second-language acquisition and literacy! Engage your students including multi-level classes with this approach that is low-prep and very high-engagement! We will explore innovation and technology as we design a very effective learning community for our second-language learners. Handouts and many hands-on classroom-ready activities will be shared! Please bring a device if possible. Working with the new curriculum, we will share ideas and strategies for building literacy and oral proficiency in the second-language classroom. Ideas shared will be highly motivating for our students and increase cultural awareness and competencies.</p>	<p>French, Spanish, General</p> <p>for all languages</p>
	<p>B7 – Verbs: What we need to communicate – PART 1 Maurice Fouquette This will be a two-part sharing of two interconnected resources I've been developing over the past several years: a comprehensive 6-level guide serving to teach and to be a resource in the classroom of the French verb system with suggestions on how it can be used; and a rather evolved list of 1400 high-frequency French words with accompanying Quia game software to help acquire them. There will be room for discussion around assessment, retesting, language acquisition, TPRS and the teaching/acquisition of the French verb system and vocabulary in general. Teachers may attend one or the other session. It is recommended to attend both sessions as they are two halves of a whole!</p>	<p>French</p>
	<p>B8 – Assessment for Proficiency in a TPRS/Comprehensible Input- Based Classroom Michelle Metcalfe As our Languages curricula change in B.C., it is time to ensure that our assessment practices support the development of authentic second language proficiency in our classrooms. In this workshop, Michelle will introduce and explore a framework that allows for assessing the proficiency of second language learners in a natural and supportive way. She will discuss the development of Performance Standards, how to implement Standards-based Grading, using Proficiency Level Descriptors, as well as a variety of simple assessment strategies that can be used on a regular basis in a second language classroom. Michelle will also provide samples of student work to demonstrate how Assessment for Proficiency has worked effectively in her own classroom. This workshop will be helpful not only to TPRS/CI teachers, but for all second language teachers who want to take their assessment practices to the next level and focus on true and authentic proficiency.</p>	<p>General for all languages</p>
	<p>B9 – A Change of Heart: Disrupting and Decolonizing the Second Language Classroom Nancy Griffith-Zahner After having spent over fifteen years teaching, assessing, and evaluating students using Western methods, Nancy has embraced a "change of heart" by studying and adapting Indigenous content, learning methodologies, and assessment strategies to create a more holistic and student-centered way of delivering the core French curriculum. After spending a year immersing herself</p>	<p>French</p>

<p>12:45 - 2:00 pm</p> <p>Session B Workshops</p>	<p>in an intense decolonizing process, she has switched from the quiz-project-test cycle to one which embraces "evidence of learning" through group work, oral storytelling, circle sharing, conversation, and connection to the land. This workshop will outline Nancy's journey, and offer hands-on examples and ideas which participants can use in their own classroom.</p>	
	<p>B10 – A Language Teacher's eTool Kit Ceci Zhu, Ping Li (BCATML Mandarin Language Representative)</p> <p>This presentation shares with you some handy electronic tools for preparing classroom activities, handling teaching resources, and showcasing student learning! It starts with the introduction of a list of websites and Google sheets add-ons, such as eBingo, eJeopardy, and eSpinning Wheel etc., which have proven to be effective in modern language classes. It then details how you could use each of them. More importantly, you'll get some hands-on experience creating your own activities using these tools. Finally, there will be a Gallery Walk for you to check out what everyone is able to create, and what creative ideas everyone would like to share. You will leave this session with a practical eTool kit ready to use in your own classroom. Please bring a laptop and make sure you have a Gmail account.</p>	<p>Mandarin</p>
	<p>B11 – Strategies/activities that I have found useful Rabinder Poparai</p> <p>Visuals enhance language teaching as they help teachers to bring the real world into the classroom. Visual literacy is the key to obtaining information, constructing knowledge and building successful educational outcomes. Visual material can play an imaginative role in second language instruction. It can be used in as many ways as you or your students' imaginations allow. The use of visual material will help make second language learning an enjoyable, lifelike activity.</p>	<p>Punjabi</p>
	<p>B12 – Learning Spanish through word games Silvana Goldemberg</p> <p>The fun, active and rewarding experience of playing games is one of the most effective ways to immerse students in a second language. Games stimulate the brain, generating the optimal emotional state in which to learn. They encourage dynamic participation with a capacity to include everyone, which brings about opportunities to practice dialogue, peer teaching, learning from one another, respect for different points of view, empathy, assertive communication, conflict resolution, active listening, learn mutual respect, and build positive relationships in a learning-centered dynamic. Inventing new games or creating rules for an already existing one also develops students' creativity. Participants will be playing a large variety of word games, enigmas and short stories to familiarize themselves with and sample possibilities for their own classroom activities. Author and educator Silvana Goldemberg has taught students of all ages in a wide variety of environments for over thirty years, both in Argentina and Canada.</p>	<p>Spanish</p>
	<p>B13 – Getting Creative with technology Sylvia Duckworth</p> <p>Join Sylvia for this hands-on session chock full of ideas on how to maximize your students' creativity in the second language classroom. We will look at various tools, apps, and websites as we explore the many potentials they have to offer</p>	<p>General for all languages</p>

<p>12:45 - 2:00 pm</p> <p>Session B Workshops</p>	<p>second language learners. Please bring your iPads or laptops. Participants are strongly encouraged to pre-download the following iPad apps: Adobe Spark Post, Adobe Spark Page, Adobe Spark Video, Apple Clips, Sock Puppets, Bitmoji, iFunFace (Pro), Haiku Deck, Dolnk Greenscreen, Book Creator, and Puppet Pals HD.</p>	
	<p>B14 – Mastering the Art of French Phonetics à la Rome Lavrencic Rome Lavrencic (BCATML President)</p> <p>Do your students struggle with French pronunciation? Do they still pronounce French cognates in an English manner? Do YOU? Then join Rome as he shares his recipe for success for mastering French phonetics and rules of pronunciation in this fully interactive, in-service styled workshop. We will begin with our base ingredients:</p> <ul style="list-style-type: none"> - 1 tablespoon of vowels; - 2 cups of consonants, finely chopped; - ¼ cup of diphthongs (combined vowels); and - a pinch of nasal vowels for extra seasoning <p>Next, preheat the oven to 400°F while Rome leads you in a series of activities and games to encourage your students to practice and improve their pronunciation while having fun. When done, your students will be asking for seconds. For dessert, Rome will share resources he has created and used in his class and highlight others available through various companies. Participants will easily make links to the Learning Standards of the Core French curriculum for all grades. Come and join the fun! You and your students will be Cordon Bleu masters of French pronunciation in no time! Open to teachers of all levels, including Intermediate & Middle years.</p>	<p>French</p>
	<p>B15 – Online tools to increase engagement, participation and on task time Trish Kolber (BCATML French Language Representative)</p> <p>Increase student participation, engagement and on task time to reinforce learning, verify learning, and possibly foster some healthy competition between language learners. There will be demonstrations of Kahoot and Quizlet, after which each participant will make their own activities to use in class to complement their own units of study. Bring a laptop or iPad loaded up with 3-4 lists of vocabulary or Questions and Answers in your target language and please create your own user account for these two sites.</p>	<p>General for all languages</p>
<p>2:00 - 2:15 pm</p>	<p>Nutritional break and Exhibitors’ Hall visit</p>	
<p>2:15 - 3:30 pm</p> <p>Session C Workshops</p>	<p>C1 – My 22-Year Grab Bag Andrew McFayden</p> <p>As teachers we all have our grab bag of activities. In this workshop, Andrew will share some activities that he has used over his 23 years of teaching ranging from games to class activities to testing software and more. He will share some speaking activities that he uses as well. The workshop is directed towards secondary French 8-12 teachers and will be presented in English.</p>	<p>French, General for all languages</p>
	<p>C2 – Teaching Culture through Objects James Skidmore, Sara Ghaffarian</p> <p>The 2007 Modern Language Association Report made a strong case for integrating cultural knowledge into language instruction. Nevertheless, Modern Language curricula in many schools and universities remain bound to a form-based approach (grammatical topics and/or lexical items); culture is</p>	<p>German</p>

<p>2:15 - 3:30 pm</p> <p>Session C Workshops</p>	<p>oftentimes confined to measurable facts and skills. This workshop will introduce theoretical approaches to developing language learners' transcultural and translingual competence informing courses on German cultural history taught at the University of Waterloo. Moving away from the standard chronological approach, these courses use artefacts such as Tempo (a German brand of tissues) and Döners (doner kebab) as gateways to cultural knowledge. The presenters will provide a framework and practical guidance for adapting this approach. The workshop, of interest to anyone wishing to deepen their students' understanding of the culture they're studying, will be held in English; familiar objects from Canadian and other cultures will be used to develop sample teaching materials.</p>	
	<p>C3 – The textbook is not the curriculum! How to adapt programs to fit curriculum Jen Spain, Ashleigh McNeill, Kim Wiebe, Melisa Wilcox Four secondary level Core French teachers share their experiences from piloting new programs while implementing BC's redesigned curriculum. Workshop content will include: finding programs that work together from grades 8-12; aligning programs with BC's redesigned curriculum; learning what to use and what to leave out; identifying areas for supplementation; integrating other resources; maintaining consistent assessment throughout the process; and developing core language skills as a foundation.</p>	<p>French</p>
	<p>C4 – Mots français d'origine non latine John Parker Le français, dérivé des dialectes germaniques et du latin, a commencé à emprunter des mots au Moyen Age. Le processus de nouveaux mots entrant en français à partir de langues étrangères se poursuit à ce jour. Cette présentation se concentrera sur 40 mots empruntés courants à travers une variété d'activités, y compris des jeux et des chansons. French words of non-Latin origin Standard French, derived from Germanic dialects and Latin, began borrowing words during the Middle Ages. The process of new words entering French from local and foreign languages continues to this day. This presentation will focus on 40 common borrowed words through a variety of activities, including games and songs.</p>	<p>French</p>
	<p>C5 – Vocabulary: What we need to communicate – PART 2 Maurice Fouquette This will be a two-part sharing of two interconnected resources I've been developing over the past several years: a comprehensive 6-level guide serving to teach and to be a resource in the classroom of the French verb system with suggestions on how it can be used; and a rather evolved list of 1400 high-frequency French words with accompanying Quia game software to help acquire them. There will be room for discussion around assessment, retesting, language acquisition, TPRS and the teaching/acquisition of the French verb system and vocabulary in general. Teachers may attend one or the other session. It is recommended to attend both sessions as they are two halves of a whole!</p>	<p>French</p>

<p>2:15 - 3:30 pm</p> <p>Session C Workshops</p>	<p>C6 – Coaching TPRS Skills Michelle Metcalfe, Adriana Ramirez With the growing interest in the TPRS (Teaching Proficiency through Reading and Storytelling) methodology among second-language teachers, many teachers find themselves overwhelmed by the complexity and variety of skills that are fundamental to making TPRS work in their classroom. This workshop will give teachers the opportunity to practice their TPRS skills in a risk-free environment while receiving supportive feedback that will contribute to their growth and development as a TPRS teacher. Michelle and Adriana are highly experienced TPRS/CI teachers who have developed a process of peer-to-peer coaching that provides immediate benefits to their workshop participants, no matter what level of expertise or language they teach. True to the principles of the Growth Mindset, all participants in this session will gain confidence, courage and connection to our growing TPRS Community.</p>	<p>General for all languages</p>
	<p>C7 – Empower Students to Explore and Become Self-Directed Learners Ping Li (BCATML Mandarin Language Representative) With the ever-changing modern learning environments comes the challenge all languages educators are facing: how do we empower today’s learners to optimize their learning experiences and communicate in the target language? The presenter will share with participants some effective strategies to leverage students’ passions and interests so as to make language learning more relevant, authentic, and meaningful in their lives. Participants will have an opportunity to watch some demonstrations of learner-centered or generated activities for a range of levels and take-home ideas that can be adapted to their own classrooms.</p>	<p>Mandarin</p>
	<p>C8 – Building Bridges of Understanding / Construyendo Puentes de Entendimiento Rosa Elena Rojas (This workshop will be presented by a published author) Historical Fiction is a powerful tool in the classroom that may be used to engage students in the study of a language. La Ficción Histórica es una herramienta poderosa que puede utilizarse en el salón de clase para atraer al estudiante en el estudio de otro idioma.</p>	<p>Spanish</p>
	<p>C9 - Authentic writing and speaking activities in the French classroom Shannon Bourbonnais Using a reader, Shannon Bourbonnais will show how she scaffolds and customizes writing activities to meet the needs of all learners. She will also show how group teacher-led story retelling further enhances students' speaking and writing skills. These activities can be applied to any reading material of your choice and are highly effective and engaging. Shannon (B.Ed; M.Ed) has over 20 years of experience teaching French at all levels.</p> <p>En utilisant un livre de lecture, Shannon Bourbonnais va montrer comment échafauder des exercices écrits afin de répondre aux différents niveaux des élèves. Également, elle va démontrer comment enrichir l'écriture et la communication orale des élèves à travers l'activité de raconteur. Ces activités sont très efficaces et peuvent être adaptées aux livres, poèmes, chansons et autres. Shannon (B.Ed; M.Ed) compte plus de 20 ans d'expérience d'enseignement du français à tous les niveaux.</p>	<p>French</p>

<p>2:15 - 3:30 pm</p> <p>Session C Workshops</p>	<p>C10 - Sketchnoting 101 Sylvia Duckworth (This workshop will be presented by a published author) Sketchnoting, or visual note-taking, is an effective and engaging way for students to take notes and display their own understanding and learning. In this workshop, participants will learn how to create and foster a doodling culture in class, and how to develop sketchnoting skills that will allow even the most reluctant artists to become effective and avid sketchnoters.</p>	<p>General for all languages</p>
	<p>C11 – Digital Tools for Language Teaching: OneNote and CLAS Florian Gassner In this workshop we will explore two free digital tools and their potential to facilitate blended and collaborative learning in our language classes: Microsoft OneNote (included in the Office365 Suite) and the Collaborative Learning and Annotation System (CLAS) developed by UBC. Both immensely simplify the process of developing and delivering original content that supplements the oftentimes inflexible curriculum of language learning textbooks. Moreover, the software makes it easy to create and assess interactive and collaborative learning assignments. Students thus receive coursework that is more topical and more clearly tailored to their specific learning needs. Additionally, these tools enable students to interact with course materials and their peers in a manner that more closely reflects contemporary communication practices via PC, tablet or smart phone.</p>	<p>General for all languages</p>
	<p>C12 – Autonomous Learning as a teacher using “Zoom Cloud Meeting” Yoshifumi Murakami All kinds of things and topics can be learnt from online sources nowadays. Collaboration with various specialists to conduct online workshops has also been rendered possible and easy. The aim of this workshop is to equip those who are not so familiar with using the internet, with basic online know-how such that they are able to join and attend online workshops. Yoshifumi will introduce how to conduct face-to-face online meetings via the Zoom Cloud Meeting platform. This platform enables participants to not only have real-time discussions, but also allows participants to split into smaller chat rooms for small-group discussion and illustrate ideas on a whiteboard. Anyone who has access to the internet via a computer or tablet / phone can join the workshop. Creating a Zoom account is not required, and hence, please be reassured that you will not have to share any personal information that you do not wish.</p>	<p>General for all languages</p>
	<p>C13 – Don't be scared: Fairy Tales in the Second Language Classroom Andreas Meckes While fairy tales may be classified as scary classics, romantic clichés or Disneyfied, this enduring form of literature still fascinates young and old alike in many cultures. As such, fairy tales offer an array of possibilities for the modern Second Language classroom. By way of numerous concrete examples (mostly, but not exclusively referring to traditional European fairy tales) and exercises, this workshop will illustrate various ways in which fairy tales can be used at all levels of language competency. Let's get creative!</p>	<p>German, General for all languages</p>

<p>2:15 - 3:30 pm</p> <p>Session C Workshops</p>	<p>C14 – Learning Spanish through word games Silvana Goldemberg (This is a repeat workshop from Session B) The fun, active and rewarding experience of playing games is one of the most effective ways to immerse students in a second language. Games stimulate the brain, generating the optimal emotional state in which to learn. They encourage dynamic participation with a capacity to include everyone, which brings about opportunities to practice dialogue, peer teaching, learning from one another, respect for different points of view, empathy, assertive communication, conflict resolution, active listening, learn mutual respect, and build positive relationships in a learning-centered dynamic. Inventing new games or creating rules for an already existing one also develops students' creativity. Participants will be playing a large variety of word games, enigmas and short stories to familiarize themselves with and sample possibilities for their own classroom activities. Author and educator Silvana Goldemberg has taught students of all ages in a wide variety of environments for over thirty years, both in Argentina and Canada.</p>	<p>Spanish</p>
	<p>C15 – How can tech help me teach? iPad use for language learning! Jessica Waymouth Wondering how to integrate technology into any language classroom? Don't know where to start? Come out and learn some quick and easy apps that you can use with any language at any grade level! These apps will both motivate your students and allow you to authentically assess student language skills! Please bring your own iPad, and if you don't have a device, we can buddy you up. If you are bringing your own device, please pre-download and sign in to the following free apps before the conference; Adobe Spark Video, Explain Everything, and ChatterPix Kids. Jessica is excited to share some 'pick-up-and-do' activities you can use the next day in your own language classroom!</p>	<p>French, General for all languages</p>

SOME OF THE EXHIBITORS WHO WILL BE AT THIS YEAR'S EXHIBITORS' HALL:





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BCATML

BC ASSOCIATION OF TEACHERS OF MODERN LANGUAGES

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



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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