

Speak! Winter 2016



TPRS Training Workshop with
Michelle Metcalfe & Adriana Ramirez
Spring 2017!

Teacher travel
Salamanca, Spain



Curriculum
Update!



BCATML
BC ASSOCIATION OF TEACHERS OF MODERN LANGUAGES

A Provincial
Specialist
Association of
the BC Teachers'
Federation



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President's Message

Rome Lavrencic

On behalf of BCATML's Executive members, I offer you warm greetings and glad tidings. Fall is such a festive time for so many of us as we celebrate many time-honoured traditions and holidays: the return to school, Oktoberfest, Thanksgiving, Rosh Hashanah, Halloween, Dia de los Muertos, Nuit Blanche, Diwali, Jousting of the Saracens, Jidai Matsuri, Spirit of Our Nations Pow Wow, Hanukkah/Chanukah, Christmas, Festivus and of course New Year's celebrations. Whatever your background, we wish you and yours all the blessings the upcoming winter festivities have to offer.

BCATML's Celebrating Languages Conference

Our fall conference was another sold out successful event! Many thanks to all the presenters (our largest number to date) for sharing their expertise and resources. I also thank our publishers and exhibitors and you, our members, for your continued support.



I am extremely grateful for this year's Conference Committee members who worked tirelessly over the last year, planning our signature event off the corner of their desks. My heartfelt thanks go to Stacey Sveistrup, Nicole Jarvis, Jacqueline Alvarado Cruz, Stacia Johnson, Kindra Harte and Wendy Yamazaki. You are an amazing team of dedicated teachers! Plans are already underway for next year, as BCATML gets ready to participate in the BCTF Super Conference at the Vancouver Convention Centre. We have reviewed this year's conference feedback and hope to implement many of your suggestions for next year. Please review some of the feedback we received this year, as well as our reflections in this edition.

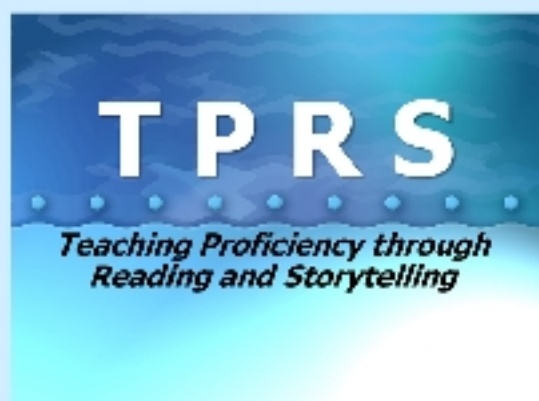


Redesigned curriculum update:



BCATML is thrilled to welcome Amandeep Chhina and Antonella Garcia to the Executive. We are fortunate to have them join us, as they are also members of the Second Languages Curriculum Writing Team, along with Stacia Johnson and Kindra Harte. BCATML will continue to post curriculum updates on our website regarding the progress of the second languages curricula. Be sure to visit <http://www.bcatml.org/curriculum-info.html> for all the latest updates. The Ministry will release a draft version of the second languages curricula by the end of January 2017.

At the end of November, Education Minister Bernier announced that the curriculum implementation timeline for Grades 10-12 will be extended for another year. The government has agreed to the call from the BCTF and others, to push back the timelines, in particular due to the logistical considerations with preparing calendars for new courses, courses that may change considerably during the revision process, and other practical realities. The BCTF has been pushing for this outcome for some time, and will continue to advocate for more time, resources, and support for all grade levels.



One-day TPRS Training event:

BCATML is excited to offer a one-day training event with expert TPRS facilitators Michelle Metcalfe and Adriana Ramirez. This workshop, planned for the Spring is open to all BCATML members (and those wanting to become members) who wish to broaden their scope and expertise using TPRS in the classroom. The training is applicable to all language areas, whether a novice or an accomplished TPRS teacher. Participants will have the opportunity to further develop the essential skills and techniques of TPRS, in small breakout groups with TPRS coaches, Michelle and Adriana. Seating is limited to approximately 50 participants; so be sure to register early! Full details, including fees, time and location will be posted on our website. Visit www.bcatml.org soon for information!

May your holiday season be filled with good cheer, happy memories, the closeness of loved ones and the promise of good health and prosperity for 2017! I invite you to peruse our Winter edition newsletter *Speak!* and enjoy articles written by BCATML members and others!



One-day TPRS Training Workshop

Michelle Metcalfe and Adriana Ramirez

Spring, 2017



Do you want to improve your TPRS skills such as circling, PQA, story-asking and Movie Talk?

Do you want to experience intensive, hands on coaching to improve these skills?

Do you want to understand what TPRS is really about and why it works?

Do you want to know how Second Language Acquisition research supports the use of TPRS?

Do you want to know how TPRS supports the new BC languages curricula?

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

Language Educators in BC. With the redesigned Core French Curriculum now being implemented, and with the other languages curricula on the horizon, teachers are looking for fresh methodologies to build language proficiency with their students.

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

The workshop will also address hot topics such as homework, assessment, timed writings, classroom management, lesson planning, integrating culture and teaching with novels in the TPRS classroom. Teachers will use a variety of texts and be able to take them home to get started using TPRS right away.



BCATML is finalizing the details of this one-day event open to all active members. Non-BCATML members will be able to purchase a membership at the time of registration. Full details including fees, time and location will be posted shortly on our website. Visit www.bcatml.org soon for more information.

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

TFO Éducation, now available in British Columbia!
By: Marie-Claude Tremblay, Rome Lavrencic

At the CASLT Languages Without Borders conference in Niagara Falls, Executive Director for Canadian Parents for French, Nicole Thibault, led a session for teachers exploring how to use TFO Éducation television programming in the French classroom. Having worked at TVOntario myself many moons ago, I was quite familiar with the high quality of programming that both TVO and TFO produce. I knew it would be a good fit for BC. The only challenge was to figure out how to deliver TFO programming to BC easily and cheaply for all BCATML teachers? Was there a way to purchase a group license for all our members?

This led me to BCTF's French Services Division and Marie-Claude Tremblay. With several enthusiastic nods, she was sold on the idea before too long, but wanted to expand the license to not only BCATML members but also to APPIPC and CSF French Immersion teachers. Why should we have all the fun?!

It took about a year of negotiating, but eventually BC ERAC (Educational Resource Acquisition Consortium) settled on an agreement with TFO Éducation. Every year, ERAC establishes a variety of agreements for specific products in response to member districts' requirements. Thankfully, BC ERAC now has an agreement with TFO for Idélo that was showcased at BCATML's conference this year.

You can find Idélo by inserting that name on ERAC's website (www.bcerac.ca) in the box under collections on the right hand side of the home page or by visiting <http://k12.bcerac.ca/?Keywords=Idello>.

You will find two images, one for elementary and one for secondary along with a review done by ERAC on the quality of the resource.



Information on how to purchase a product is relatively easy by getting in touch with your District Contact person. You can also see a list of the District personnel by visiting:

<http://www.bcerac.ca/contact/district-contacts.aspx>.

As for purchasing a product, you can approach your school district and use French Federal funding to pay for this license for your district. This district license would allow multiple teachers to have access to the many resources available.

To find our more on current agreements, short-term offers via ERAC and vendor contact information, please visit <http://www.bcerac.ca/agreements/>.

The State of Teaching French in British Columbia

Trish Kolber

This fall, two contingents of Federal government representatives, one from Heritage Canada and the other a Senatorial Committee for Second Languages, came to BC to explore the state of French language learning.

Representatives from Heritage Canada made stops in Victoria and Vancouver during their cross-Canadian consultations before developing their multi-year action plans for official languages in Canada. At SFU on September 9, approximately 30 representatives of a variety of French organisations spoke to the current challenges in providing quality programmes to a growing population of native and second language French speakers. The general feeling was one of pride in what they established and accomplished so far as well as what they have planned for the future. They underscored that the development of quality French educational and arts programmes benefits native and second language learners alike. Many emphasized that current funding formula needs to be updated in order to ensure that funding is reliable, adequate and provides not just current but future needs.

On October 3, a contingent of 5 senators representing 5 provinces, came for a 5 day visit of schools, students and teachers in order to assess the state of French education in BC and identify areas for growth. The BCATML was the second speaker to address the senators and the full text of our presentation can be found on the Senatorial Committee website. <http://www.parl.gc.ca/Content/SEN/Committee/412/ollo/rms/06Jun15/home-e.htm>. We underscored the need for better training and retention of qualified French teachers at the elementary and middle school level.

The Senators came away from that visit with a great appreciation for BC families' desire for and commitment to the learning of French as a first and a second language in BC.



Mr, Mrs & Pat (gender neutral) Potato Head in the language classroom



I have to admit that I love manipulatives in the classroom. Building things, taking them apart and rebuilding them, is fun at any age. So, I discovered that there are many « formerly-loved » Potato Heads at thrift stores and I started to collect them. Once I had 10 or so, I started a really fun activity for my first year second language students. I teach colours, the vocabulary of the head along with a couple of the accessories (hats, ties, glasses). I teach them how to say they « have » blue eyes, or « have » brown hair; or « are wearing » a hat, glasses or earrings. Then, in teams, the students select the parts to complete their own unique Potato Head. After composing their sentences, they practice and perfect their oral presentation. Finally, the team presents their Potato Head to the class in 8 – 10 complete sentences. The presentations are often comical and are always well received.

Attention teachers of Spanish!!!

A huge thank you to Andrea Carballo from Shawnigan Lake School for sharing this fantastic website:

<http://zachary-jones.com/>

Be sure to check this out! There are so many resources all classroom ready and super engaging!! Many of the resources are free. Those that are for purchase are very affordable, even with a limited budget for resources.



<http://zachary-jones.com/zambombazol>



Mathematik zum Anfassen auf Vancouver Island

Vom 31. Oktober bis zum 15. November 2016 haben über 70 Klassen im Schuldistrikt 63, Saanich, die Ausstellung des Goethe Instituts Mathematik zum Anfassen besucht. Die Ausstellung, seit 2013 weltweit auf Tournee, will einen neuen Zugang zur Mathematik schaffen. 14 verschiedene Stationen regen unmittelbar zum Staunen und Nachdenken an. Man legt Puzzles, baut Brücken, zerbricht sich den Kopf bei Knobelspielen, schaut einem Kugelwettrennen zu – und beschäftigt sich dabei immer ganz nebenbei mit Mathematik. Wir bedanken uns ganz herzlich bei South Island Distance Education School für die Organisation und beim Goethe Institut Toronto, das die Ausstellung auf Vancouver Island (dem einzigen kanadischen Standort !) ermöglicht hat.

Angela Kleine-Buning



Second Languages Redesigned Curriculum Update

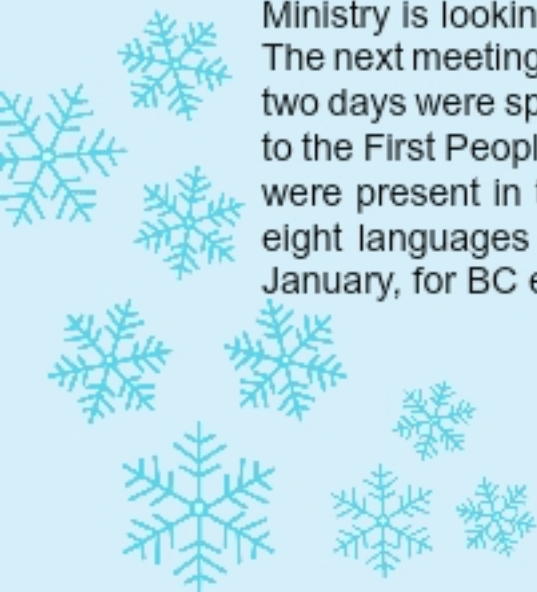
Stacia Johnson

The teams who are revising the second languages curriculum in BC met on November 9th and 10th with the Ministry of Education.

The first day was spent creating the “Introduction” and “What’s New” sections of the curriculum. The examples for French were looked at and then revised to suit each of the specific languages: ASL, German, Italian, Japanese, Korean, Punjabi, Spanish and Mandarin. We then had a discussion about students exiting language study in BC and the Ministry shared data that indicated grade 11 was the most popular completion point. It was observed that many students took a language until the end of grade 11 level to help with university entrance.

We also discussed late entry into language classes. The main question being, “At what grade level should we have beginner’s courses for students who want to switch to other languages, who are new immigrants, international students, or who discontinued their study of a language at an earlier age?” Up until now Beginner’s courses have been offered at the grade 11 level and it was thought that this was a good late entry point. The idea of having a Beginner’s 11 course for French was also mentioned. Throughout this discussion, the importance of multilingualism was raised, and a few suggested that a course at the beginner level, in which students could explore many languages simultaneously, could prove to be beneficial to those who want to increase intercultural competencies and to become globalized citizens.

The second day was spent working intensely on completing the elaborations portions for each grade level. By the end of the day each language team had to email their work to the Ministry. Currently, the Ministry is looking over each draft and sending feedback to each team. The next meeting sessions took place on Dec. 1st and 2nd. Most of these two days were spent fine tuning the drafts and giving much consideration to the First Peoples’ Principals of Learning to make sure these principles were present in the learning standards for all languages. A draft of the eight languages will be posted on the Ministry Website by the end of January, for BC educators to provide feedback.



Conference 2016!

First of all a huge thank you to you our membership for your incredible support and dedication to teaching languages in this beautiful province. We are very grateful to you for your contributions and passion for language teaching. Secondly a very big thank you to all of you for attending our 2016 conference and for providing feedback to our association. It is very much appreciated. We need your ideas and feedback in order to make changes as we organize future events.

Our BCATML Conference Committee is made up completely of volunteers who also work as volunteers with other roles and responsibilities to the BCATML. We are so excited to have experienced the incredible turn out we had again this year for Conference 2016. The event sold out well in advance.

Kaleb Child was our Keynote Speaker. We felt very honored as an organization to have Kaleb be a part of this event. Based on your feedback he was a huge highlight to our conference and as many of you said when you sent in feedback, it was incredible timing with the work that is being done across the province with the new curriculum. Kaleb is very inspiring and very generous in sharing many resources with us so that we can continue to explore and continue our professional development journey. In fact many people indicated that they hope to see us book more indigenous speakers for future events.

In terms of the placement of the Keynote session there was an overwhelming response indicating that it took place at the perfect time of day in the conference agenda. Feedback also indicated that conference attendees were extremely pleased with the on-line registration system. It was given a rating of excellent. All of the feedback also indicated that conference attendees were very happy with the workshop quality but would like to see more workshop choices being offered in the future. Overall feedback was very positive about the variety of publishers and exhibitors. The main area for improvement based on feedback is in breakfast selection and availability and providing a hot seated lunch. Again we appreciate this feedback as it helps to guide us in organizing future events.

Many conference attendees also indicated a huge amount of interest in a Vancouver Island Conference being offered for BCATML 2018. Stay tuned!

Lastly there was a suggestion given to provide nametags that would have stickers on them to indicate languages spoken. Thank you for the idea!

There seems to be a great deal of excitement about the BCTF Superconference for 2017! We are very happy to hear that and hope to see all of you there!! In the meantime please enjoy this newsletter and be sure to visit our BCATML website and Facebook page for updates and events.

Kindra Harte





BCTF100

Celebrating a century



**BCTF Conference for New Teachers,
New TTOCs, and Student Teachers**

February 24–25, 2017

Radisson Hotel, 8181 Cambie Road, Richmond, BC V6X 3X9

**Workshops
Networking
Resources fair**

For information: bctf.ca/NewTeachersConference2017



Registration opens mid-January 2017

BCATML iPad Inquiry Project

By Rome Lavrencic

One of the great advantages of being a BCATML member is having access to one of two iPad lending libraries. Each mobile library consists of a crate of 15 iPads that are preloaded with several educational apps designed to facilitate your students acquisition of a second language while exploring unlimited possibilities during their learning. Each library is available to current BCATML members and will be shipped – free of charge – to your school for a limited period of time; risk free!



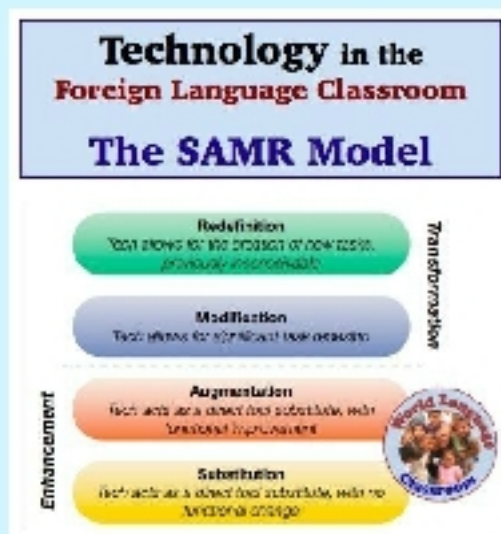
BCATML first developed this project two years ago in an effort to support 21st Century learning philosophies and pedagogy. The SAMR model lends itself quite well to this approach and can unlock your imagination with endless possibilities of exploring different ways to teach your curriculum in interactive and interesting ways. We understand that many teachers can find using technology to be not only frustrating at times, but also daunting. For this reason, BCATML decided to create two libraries for L2 teachers to use and get their proverbial feet wet.

The libraries have slowly been making their way around the province with stopovers in Prince Rupert, Prince George, Victoria, Greater Vancouver area and is scheduled to visit Port Hardy next year. Currently, grade 6 & 7 students in Richmond are producing skits talking about vacationing and travelling the world with different modes of transportation.

Several App demonstrations, including student samples are available for BCATML members only on our website (<http://www.bcatml.org/student-project-samples-members-only>). We are always adding new samples that have been shared by other teachers, so feel free to contact us to add your samples as well.

So how does one get the iPads delivered to your school? It's super easy! Complete the application form on our website and email it to psac51@bctf.ca. All that we ask is that you consider writing a brief article for the newsletter explaining how you used the iPads with your students. Better yet, consider sharing your experiences in a small workshop like Richmond teacher Kathy Yamasaki. As a beginner iPad user, Kathy presented her first French workshop at this year's conference examining Le Carnaval de Québec. She said it was loads of fun, not only for her students, but also for herself!

Here are just some of the Apps that are pre-loaded on each iPad waiting for you:



La Sala de Español: Un Espacio de Integración Lingüística

por Navarro Ortega

En este ensayo desarrollo la noción de la enseñanza del español integrando las lenguas maternas de nuestros estudiantes. Parto de la premisa que en la provincia de British Columbia se concentran numerosos grupos de hablantes de lenguas indo europeas, eslavas, asiáticas entre otras. Cuando ellos se acercan a aprender español, traen consigo la rica experiencia de saber qué, cómo y cuándo decir un infinito número de mensajes en sus idiomas maternos. Ante esto, uno puede preguntarse ¿por qué no hacer uso de dicho conocimiento? ¿Cómo hacerlo de manera sencilla y efectiva? ¿Por qué podría ser importante enseñar el español en comparación con otros idiomas?

Recogiendo del Análisis Contrastivo la noción sobre la observación de las lenguas en cuanto a sus diferencias y semejanzas (Lado, 1957), podemos integrarlas de manera efectiva en la sala multilingüe. Más precisamente, el profesor de español puede enseñar las estructuras léxico sintácticas invitando a sus estudiantes a que descubran en sus idiomas maternos las respectivas equivalencias. Dicha búsqueda permitirá reconocer las preferencias lingüísticas propias de cada idioma. Asimismo, quedará en evidencia que los hablantes tendemos a comunicar conceptos, emociones, dudas que se asemejan de manera importante entre sí. Esto último responde a la noción de la interdependencia conceptual existente entre las lenguas (Cummins, 2007).

Nótese que la idea que propongo es mostrar la riqueza lingüística existente en nuestras clases de español más que establecer la génesis de potenciales errores de aprendizaje (Diccionario de términos clave de ELE; Lightbown & Spada, 2015). Igualmente, esta práctica pedagógica puede ser dirigida en español y, de ese modo, el profesor puede mantener abundante input de la lengua meta (Cook, 2001).

Diferencias y Semejanzas entre Lenguas

Ortega



En Norteamérica, el español y el inglés son presentados en los materiales instruccionales como un “espejo” el uno del otro. Dicha práctica no considera la posibilidad de mirar cómo funcionan los otros idiomas que nuestros estudiantes hablan. Es más, para muchos el inglés es una lengua adicional; de ahí que establecer asociaciones con el idioma que mejor dominan puede resultar más enriquecedor. Después de todo, un principio básico en aprendizaje sostiene que todo conocimiento previo sirve de base para un nuevo aprendizaje (Bransford, Brown, & Cocking, 2000) y claramente la lengua materna lo es. A continuación, presenté ejemplos de cómo el profesor podría realizar este análisis comparativo de una manera simple y enriquecedora.

Ejemplo 1

Profesor: En el español chileno se dice ¡Salud! cuando una persona estornuda. En inglés se dice God bless you! Y en Corea, ¿qué se le dice a una persona cuando estornuda?, ¿y en mandarín se dice algo parecido al español?, ¿hay algún idioma donde no existe una palabra o expresión para decir ¡salud!?

Expansión de la actividad: El profesor puede preguntarles a sus estudiantes respecto a los comportamientos sociales que se consideran aceptables en sus comunidades de origen cuando una persona bosteza, estornuda, se cae, etc. ¿Se considera un gesto de cortesía y amabilidad decir algo en cada situación? Esta última pregunta da la oportunidad a que el profesor motive a sus estudiantes a investigar la información correspondiente.



Ejemplo 2

Profesor: En español preferimos ubicar los adjetivos pospuesto a los sustantivos. Los anglófonos prefieren el orden opuesto. Y en japonés, ¿dónde se prefiere ubicar los adjetivos que describen un sustantivo?, ¿hay algún idioma donde existe completa flexibilidad para ubicar los adjetivos descriptivos?, ¿alguien sabe la respuesta?

Expansión de la actividad: El profesor una vez más puede motivar a sus estudiantes a buscar la información necesaria. De este modo, incentiva a sus estudiantes a investigar.

Ejemplo 3

Profesor: Cuando queremos decir que el teléfono está sonando ininterrumpidamente podemos decir el teléfono ha estado sonando sin parar. Enfatizamos la continuidad del evento (sin parar). En inglés, se dice *the phone's been rining off the hook*. Lo interesante es que la referencia al no contacto (off) con una parte del teléfono (the hook) sustituye la idea del español. ¿Cómo se dice esta misma idea en francés? Y el Polaco, ¿se asemeja al español?, ¿qué sucede en Cantonés?

Ejemplo 4

Profesor: ¿Han escuchado la expresión Una mano lava la otra y las dos lavan la cara?, ¿quién sabe lo que significa?, ¿cuál será el concepto que se comunica? ... Esta metáfora significa que para hacer una tarea se requiere cooperación: yo te ayudo y tú me ayudas. Fijese que tres partes del cuerpo las usamos para referirnos a la idea de ayuda mutua. ¿Cómo se expresa esta misma idea en otros idiomas? Por ejemplo, ¿quién habla mandarín?, ¿cómo se diría esta idea en mandarín?, ¿no lo sabe?, ¿qué tal si le pregunta a sus padres y nos cuenta la próxima clase? También, vamos a buscar otro ejemplo de una metáfora popular en su lengua materna. La vamos a compartir en la próxima clase. Entre todos descubriremos cuál es el concepto que se quiere comunicar. ¿De acuerdo?

Conclusión

Mostrar el castellano comparativamente con otros idiomas tiene un efecto multiplicador. Por una parte, le permite al profesor hacer un reconocimiento de la riqueza lingüística en su clase. Esto conlleva a que dichos idiomas y sus hablantes sean reconocidos individualmente. Por otro lado, el rol de informantes, les permite a los estudiantes apreciar su contribución a la clase de español.

Finalmente, el profesor de español promueve a que los estudiantes piensen en que las formas léxicas y sintácticas las usamos para hablar de aquello que es importante para los seres humanos. El cómo lo decimos en cada idioma, es el punto interesante que el profesor puede desarrollar en conjunto con sus alumnos.

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Diwali Celebration 2016

Amandeep Chhina

Diwali 2016 was a huge success at Princess Margaret Secondary. The Festival of Lights is celebrated every year by the Punjabi classes under the guidance of their teacher Mrs. Chhina.

The idea of festival celebration was conceived seven years ago wherein free food was distributed in the classroom and a few Punjabi cultural stalls were arranged. The idea was highly appreciated by the school administrators and took a bigger leap when it began to be celebrated in the school gymnasium on a larger scale.

Now the students and faculty wait for the event every year to enjoy the moments of spree, glee and fun. The students of the Punjabi classes were asked to make phone calls in Punjabi to local businesses in the community to provide donations and to fundraise for the event. The parents and local businesses donated plenty of food, snacks and also contributed in the fundraising.

"The students made the event a real hit by organizing the cultural stalls which showcased Mehndi, Rangoli and Diva (small lamps) painting."



The students made the event a real hit by organizing the cultural stalls which showcased Mehndi, Rangoli and Diva (small lamps) painting. A cultural artifacts stall displayed and provided information about various cultural objects. All Punjabi students were diligent in putting hours and hours of work into make this a successful event. The esteemed SFU Bhangra team and the Princess Margaret students added grace and liveliness to the event by singing songs and performing a dance. Punjabi 8 students shook the dance floor with their passion and energy. The event was extremely enjoyed by the students, teachers and other guests from within our community.

This year an amount of \$2300 has been collected thanks to student efforts and volunteers. All earnings will be awarded in the form of scholarships to the top Punjabi 12 students of this year. Last year, we gave three scholarships of \$500 each from the money collected from the celebration.

The school administrators and faculty supported and appreciated the efforts of the organizers.



"This year an amount of \$2300 has been collected thanks to student efforts and volunteers. All earnings will be awarded in the form of scholarships to the top Punjabi 12 students of this year."

Salamanca, Spain



Dear BCATML members:

I would like you all to know what amazing opportunities exist in our profession! Did you know that you can connect internationally and grow professionally with people who share your passion? It is so easy in our busy profession to pass by opportunities before we even have the time to consider them. I am so glad I did not simply discard the email I received last winter, from the BCATML!

The email I received from the BCATML came with an attachment from the Education Office of the Embassy of Spain. The Embassy was offering Canadian Spanish teachers a free week of accommodations, Spanish language classes, and entrance to the IV International Conference of the Spanish Language, in Castilla y Leon, a 3 day educational conference in the historical city of Salamanca. It is worth mentioning that the city of Salamanca is the birthplace of the Castilian language – the language spoken in Latin America.

I was very excited when I opened the attachment. As a secondary school Spanish teacher whose passion it is to continue learning about Spanish culture, I applied for the scholarship. A few weeks later I received an email from the Spanish language school Tía Tula granting me one of the 8 scholarships. Only 5 of the 8 scholarships were given out because no one else applied. Isn't that unbelievable?

Upon arrival in Salamanca, a UNESCO World Heritage Site, I was surrounded by fascinating history and antiquity. Equally, the people of Salamanca (Salmantinos), take great pride in their city evidenced by the cleanliness of the streets in general. It was a pleasure being in this city.

The language school Tía Tula took great care of us. They provided us with a guided city tour and an evening of Spanish "tapas." In addition, our daily classes were interesting and helpful taught by professional language experts.

Our accommodations were student dorms with private rooms and a bathroom. The dorms were very comfortable, but the dorm staff were exceptionally friendly and helpful. And the meals, not only were they tasty, the chef made typical regional dishes daily. For example, it is common to eat a baguette with tomato sauce and olive oil for breakfast.

Salamanca was an unforgettable, positive, and beneficial cultural experience. Not only did I learn more about the Spanish culture, I gained new skills for my teaching career. In conclusion, the next time you receive an email from a professional association, make sure you read it before discarding it!

Melissa Rivero



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Dollars and Sense

Federal funding for Core French programs

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

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

- **How much does your school district (SD) receive annually for core French programs?**
This funding is also given to English SDs in Québec for English as minority language learning. To find out how much your SD receives, go to www2.gov.bc.ca/gov/content/education-training/administration/kindergarten-to-grade-12/french-federal-funding
- **Funding is based on full-time equivalent (FTE) enrolment in core French?**
The Core French funding represents 16% of the total SD funding envelope under the current BC Action Plan. The purpose of this grant is to provide supplemental funding needed to deliver the core French programs in participating SDs where the minimum instructional time of 4% is met. Except for items otherwise covered under the guidelines of this guide, all district expenses in direct support of this initiative, including any allowable salary expense under this guide, are eligible. SDs offering core French courses will receive \$8 per student plus an additional amount equal to their base funding times their rural factor (RF). School districts will be expected to report on the type, quantity, and cost of expenses incurred in this category.
- **Core French teachers have funds for the promotion of French culture in schools.**
This grant represents 2% of the total SD funding envelope under the current BC Action Plan. The purpose of this grant is to assist districts in providing opportunities for students to be exposed to Francophone culture, by sponsoring various French cultural activities that could include visiting musicians/authors or children's theatre groups, field trips, or special "days."
Core French: 1-1,000 students \$450 1,000 students or more \$900
- **Core French teachers have access to professional development (PD) funds to be used in addition to local PD funding.**
The teacher professional development funding represents 5% of the total school district (SD) funding envelope under the current BC Action Plan. The purpose of this grant is to support teachers' participation in activities such as in-service/program implementation for core French, which may be offered to individual or groups of teachers, and may include workshops, online learning, conference attendance and post-secondary courses. SDs with more than 10 students will receive \$4,500 for the first 2,570 students and an additional \$1.50 per student beyond that threshold.
Do your core French teachers know they have access to this funding? Is this funding being spent by core French teachers for their PD?

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

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

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

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



Canadian Parents for French-BC & Yukon Branch is a parent-led, non-profit organization that has worked for more than 30 years to promote, support, and advocate for accessible and quality FSL programming.

French Advisory Committees

The role of the French Advisory Committee (FAC) is to advocate for excellence in district French programs. The committee should work together to ensure that schools have equitable access to the Federal French funding and use it in a fiscally prudent manner. As well, the committee should monitor enrolment numbers and analyze trends, and participate in forming policy and guidelines on French programs.

The committee should have representation from all partners. Meetings should provide teachers, administrators, parents, trustees, CPF, and where possible students an avenue to work closely together and be involved in district-wide decision-making impacting French programs. The FAC should extend an invitation to all interested parties to meet, including the following (* means ideal):

- *Senior School Board staff member (such as the Superintendent, Assistant Superintendent, or Director of Instruction responsible for FSL)
- Principal or Vice-Principal from each FI school in the district
- *Teacher from each FI school in the district (possibly resource coordinator and/or librarian)
- 1 or 2 parent representatives from each FI school in the district (possibly CPF members)
- *President of local CPF chapter
- A School Board Trustee
- *District Language Coordinator/ French Facilitator (if possible)
- DPAC representative

The FAC should meet as often as necessary to address issues and report to the Board once a year in time for budget decisions for the upcoming year. Meeting more often for special committees is suggested. Agenda items should be requested in advance and added to at the meeting if required. Each group should give a report on news items, funding, school activities and events, etc. There should be

one person chairing meetings, ideally the District Language Coordinator or an administrator, preferably a Senior district staff member. Minutes along with actions items should be taken and sent out to all parties. The FAC should form working groups to address short term or implementation needs.

How's Your French Advisory Committee Doing?

Already have an FAC? Excellent!! Try this checklist to see if yours makes the grade:

- Our FAC has representation from parents, teachers, administrators and trustees.
- Our school district website has all French Immersion schools listed in a special category and all schools are listed as "École _____ School.
- Our school district website has a description of how French Immersion works and what outcomes can be expected.
- We have no trouble recruiting new teachers to our district.
- Our school district can easily provide anyone who asks with their federal French funding allocations for last year.
- All French text books in our district are current and relevant.
- In our district, all French Immersion students who choose to leave the program are required to complete an exit survey.
- Our district hosts an information evening for parents of prospective new French Immersion students.
- Our schools offer struggling French Immersion students learning assistance in French.
- Our dual track schools hold assemblies in English and French.
- Our district has a French Immersion policy that states what to do if a child in Grade 2 or higher wants to enter French Immersion.
- Our French Immersion schools have interior and exterior French signage.

Compiled on September 21, 2008

Dollars and Sense

Federal Funds for French immersion

All federal funds received by school districts must be spent entirely in support of French immersion programs. The Ministry of Education could reclaim any portion of the grant not used for this purpose.

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

How much money does your school district (SD) receive each year for French immersion programs?

This funding is also given to Anglophone school boards in Quebec for the learning of English as a minority language. To find out how much your school district receives, go to the following website:
www2.gov.bc.ca/gov/content/education-training/administration/kindergarten-to-grade-12/french-federal-funding

Funding is based on enrollment FTE (full time equivalent) in French immersion.

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

French immersion programs receive funds for the promotion of French culture in schools.

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

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

Teachers of French immersion have access to a professional development (PD) fund that can be used in addition to the local PD funds.

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

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

Boards/districts with immersion programs receive grants for educational resources to assist with bearing the higher cost of resources for education in French.

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

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

Your school district receives funding for learning assistance specific to French immersion.

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

Your school district has to declare its expenditures on an annual basis.

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

www2.gov.bc.ca/gov/topic.page?id=93CFAF469DE445BDAD90A139705AD525

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

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

Do you have a co-ordinator / helping teacher / consultant for French language programs in your school district? Is she/he a BCTF member with French as a first language or working language (FFLWL)?

School districts may apply up to 20% of their total federal funding to the maximum of a 0.4 full-time equivalent (FTE) position, for a French as a second language teacher's salary or at the district level for a coordinator position responsible for French as a second language programs. The 2015 Fall Representative Assembly (RA) determined that, where appropriate, locals lobby school districts to ensure that this funding allocation be used for a bargaining unit district co-ordinator's position responsible for French as a second language programs.

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



Do you have a French advisory committee in your local?

Locals are encouraged to form a French advisory committee with representatives from the various stakeholders, i.e., trustees, administrators, parents, and teachers. Teachers involved in this committee should be appointed by the local. The 2015 Fall RA determined that where appropriate, locals lobby school districts to provide involvement of the local in the decision process of the allocation of federal funding for French second language education in school districts. The BC / Yukon Chapter of the Canadian Parents for French Association created a model to help locals create such a committee. You can find this information below.

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

MCT/KS/Usiforcht/foe



BCATML Newsletter Guidelines

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

STATEMENT OF PURPOSE

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

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

Subscription to SPEAK! is included with membership in the BCATML. The 2016-17 fees are: BCTF members \$40, Associate members \$63; students/TTOC/retired and community-based teachers \$15. Payment of fees by 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: December 1, March 1, July 31

Submission topics: curriculum implementation, back to school ideas, cultural festivals & celebrations, aboriginal ways of knowing and perspectives aligned to the curriculum, assessment & evaluation, reporting, use of technology in a second language classroom context, etc

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Address correspondence and submissions to the Editor:

Antonella Garcia
c/o Burnaby North Secondary School
751 Hammarskjold Drive
Surrey, BC V5B 4A1
msagarcia314@gmail.com





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