



SPRING NEWSLETTER
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Qing 言

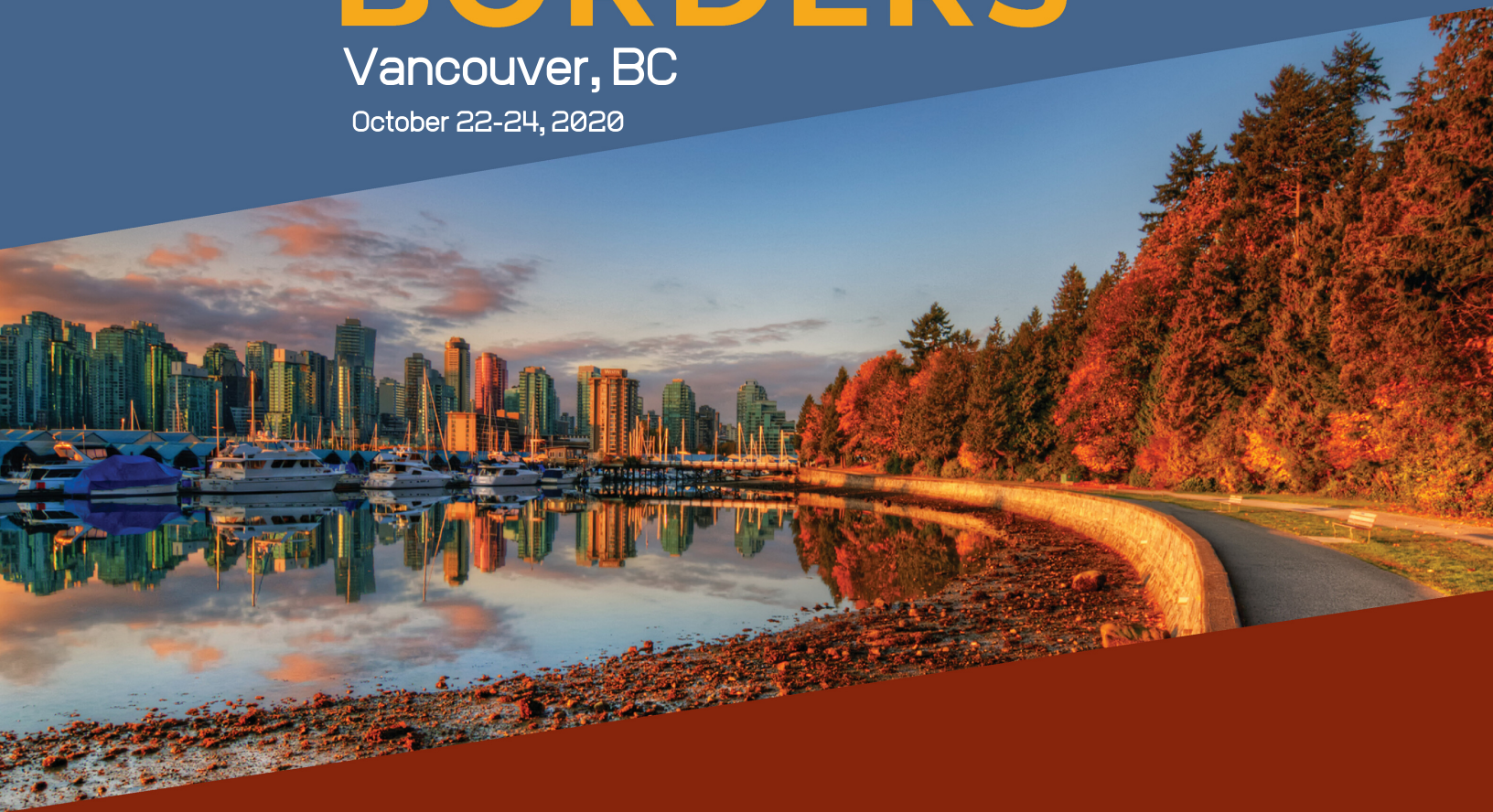
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celebrating
**LANGUAGES
WITHOUT
BORDERS**



Vancouver, BC

October 22-24, 2020



PRESIDENT'S MESSAGE

Rome Lavrencic

Dear colleagues,

Normally, I would begin the President's Message with uplifting words, looking ahead to the days of warmer weather and blossoming trees and flowers. However, the current state of affairs resulting from the COVID-19 pandemic has left many of us wondering what the return to school will look like. I wish I could give you the answers you need during these unprecedented times. What I can say is that we will pull through this together, and that the entire Executive is committed towards supporting you as we navigate how the months ahead unfold. Please do reach out to your Language Representatives if you need support or have some suggestions to share.

In keeping with the BC Provincial Health Officer's orders, most (if not all) BC face-to-face teacher conferences to June 30th have been canceled or postponed. Here is a short list of the cancelled conferences and professional development events that we know of:



- The Educational Spring Fling in Prince George – April 24
- The BC Language Coordination Association Conference in Whistler – April 26-27
- The myPITA, BCATML, and BCScTA Spring Conference in Whistler – May 15
- The BCTF New Teachers' Conference in Nelson – May 23
- All spring Professional Specialist Association conferences

If you have registered for any of the above events, please contact the organizers to make arrangements to cancel and refund your registration. It's unfortunate to see these events not run, but your health and safety is of utmost importance.

There is hope though! While these events may not take place this spring, the organizers are already looking to re-schedule these high-quality professional development events for next year. In fact, BCATML has agreed with myPITA and BCScTA to re-schedule the Whistler spring conference to Friday, May 21, 2021. Mark your calendars now and save the date!

Other good news to share! BCTF members will be relieved to learn that the BCTF and BCPSEA have successfully negotiated a tentative agreement. The BCTF Executive Committee is recommending the contract deal to BC teachers. Please check with your local union about the details of the new contract and when and how the ratification vote will take place. This agreement would not have been possible without the support of all BC teachers and their efforts to keep pressure on the bargaining table.

I am happy to share with you that revisions to the BC Languages Template are finally complete and the Ministry has updated this important document. BCATML worked with the Ministry of Education last March to update and align the template to BC's second languages curricula. This streamlined document is now available for all teachers and school districts who offer a locally developed language program which does not already have a provincial curriculum. This will be an invaluable tool for teachers who currently offer Arabic, Croatian, Russian and even Gaelic to their students. We encourage you to use this tool and have your language program earn a Ministry-approved curriculum. For full details, information, and the template document, please visit <https://curriculum.gov.bc.ca/content/languages-template>.

Despite the uncertainty COVID-19 has placed on us all, I am excited to announce we are continuing to diligently plan our fall conference – Celebrating Languages Without Borders.

We are thrilled to be collaborating with our national partner, the Canadian Association of Second Language Teachers (CASLT) to offer a unique three-day event at the Hyatt Regency Hotel in downtown Vancouver, October 22–24, 2020. We are proud to announce Katy Arnett and Kaleb Child as this year's keynote plenary speakers. With over 100 innovative sessions led by facilitators from across, BC, Canada and beyond, this conference will be unlike any other we have previously hosted. Learn more about this impressive undertaking as you read further into this edition of our newsletter. Earlybird registration is now open and ends June 30th, with current active BCATML members enjoying a reduced conference rate. Have something to look forward to this fall by securing your spot when you register today at <https://bcatml-caslt.ourconference.ca>.

Now something for your students! Please spread the word to your students about the **BCATML Student Scholarship** for any graduating student wishing to continue language studies this fall or next January at the post-secondary level. The deadline to apply is May 1st and there are four \$500 scholarships available. As well, there are four \$500 BCATML Teacher Bursaries available for any members enrolled in a post-secondary course aimed at improving their language skills for a language they teach or are hoping to teach. Details and application forms are available at www.bcatml.org.

Be sure to check our website under the **Free Resources** tab, for a dedicated section of K-12 Educational Resources and websites! We hope this will be a source of inspiration for you to connect with other colleagues and share ideas and resources freely. We have uploaded a modifiable COVID Bingo worksheet activity in English and French to try with your students as they learn from home. As well, there is an article providing practical tips for *do's and don'ts* for switching to remote learning. Be sure to have a look as you settle into working from home!

Lastly, you will see that we have renamed BCATML's newsletter. After much deliberation, the Executive has rebranded our newsletter by naming it 9ing 言 (Lingo). I invite you to read more about the evolution and etymology of this name in the thoughtful and informative article written by Grace Ho – BCATML Japanese Rep. Amid the need to practice physical and social distancing, I hope you will see that Lingo is a means for all language teachers to remain connected in these extraordinary times.

Stay safe and healthy. Be kind to yourselves and to one another. Take matters one day at a time,

Rome Lavrencic



BCATML PRO-D WORKSHOP REVIEW

Hello members!
BCATML Executive needs your help!

The Executive Committee is doing a refresh of the workshops we offer, and we are in need of your input. In order to serve you with the best professional development opportunities possible, we invite you to take our short survey to share your thoughts on:

- The style of workshops in which you are most interested
- The area(s) of teaching you are most interested in exploring
- The resources you are most in need of for your language teaching practice
- Other ways in which BCATML can support you and your practice

Please let us know your thoughts by filling out our survey [here](#).

BCATML thanks you in advance for your participation. Be sure to check out our BCATML Workshop page under the Pro-D tab for further information! Or click [here](#) now!

Happy Spring from your new Vice President!

Kindra Harte

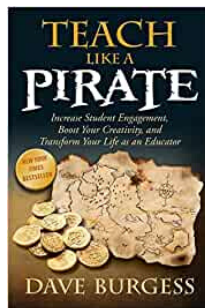
I am truly excited to be your BCATML Vice President! I look forward to connecting and working with all of you as much as we can. Rome and I are extremely proud and eager to bring you this year's Celebrating Languages Conference! This will surely be a once in a lifetime opportunity for some rich and dynamic professional development, where you can collaborate and connect with colleagues near and far.

I am delighted to extend to our BCATML members the opportunity to participate in a professional learning series, by sharing some book club ideas here below. To that end, I have chosen a few of my favourite books, in the hope that some of you may decide to submit an article to our newsletter expressing your thoughts and opinions about some of your favourite reads.

Book Club Spring 2020

Teach Like A Pirate

To teach like a pirate is to be passionate and innovative! A great read with ideas to engage and inspire students!



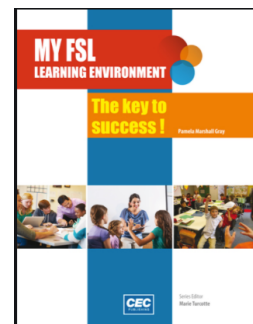
Access for Success - Katy Arnett, Renée Bourgoin

Know your learners and empower them! This is a must read for second-language teachers!



My FSL Learning Environment - Pamela Marshall, Marie Turcotte

This resource provides guidance and practical support in planning daily lessons, as teachers navigate the challenges of providing a successful second-language experience.



Enjoy! Happy reading!
Please share your favourites via
Facebook or Twitter!

Kindra

Why LINGO? By Grace Ho

When the 2010 Olympic Mascots for Vancouver first came out, I was not sure what to think. The mascot characters were cute and looked like something inspired by Sanrio of Japan. I was not the only person to think that Miga looked a bit like Hello Kitty. After I read the back stories of all the mascots and how the creators came up with them, I began to truly appreciate all that they represented. I became proud to be a Vancouverite, representing this part of our country in this international and historically significant event. Quatchi, Miga, and Sumi are still alive with us today on clothing, in books, and as stuffed toys.

As the BCATML executive started rethinking our newsletter, the naming of such became a topic of conversation that intensified over many months. Some executive members felt that the name SPEAK! was too imperative and also limiting when language should include listening, reading, writing, interacting, and so on. Although I felt that the name was clear, simple and representative of a newsletter that gave many people a forum to “speak”, I was also pulled into the discussion of how a suitable name should come about. The previous newsletter name LINGUA was discussed, but some felt that it was not “modern” enough for our changing times. (Note: “Modern languages” may not be commonly used in some circles, but “international languages”, “world languages”, “second languages”, and “additional languages”, all have their own limitations.)

Anyways, no exciting alternatives came up until a long wait at a ferry terminal, when multiple members of the executive came together. We looked at “lingua” and brainstormed in a lingo that only language teachers would use. And the word “lingo” came back several times with various graphic representations. We felt that it was high time for the Roman alphabet to make friends with a few other scripts like the Gurmukhi script for writing numbers in Punjabi and the Chinese characters that are Hanzi in Chinese and Kanji in Japanese. With several executives scribbling on a tablet, the prototype for a single pictographic word came into existence.

Qing 言





In another setting, the meaning of the word “lingo” was also debated. The derivation of the word did not seem very sophisticated. However, Merriam-Webster defines “lingo” as a foreign language; the special vocabulary of a particular field of interest; language characteristic of an individual. As language learners and teachers, there are always times when what we do seems foreign to either ourselves or people around us. When we get together as BCATML members, it is apparent that we all use a special vocabulary that other PSA groups may not understand. And since we teach many different languages to a diverse range of learners, our differences characterize who we are as individuals. It seems that the word “lingo” does have its place here.

I have been in the teaching profession for almost 20 years. All that time, we have celebrated our diversity in our multicultural nation and discovered the many joys and benefits of being bilingual or multilingual. However, I started to learn that that is just the tip of the iceberg. Deep down, people are much more than feasts and festivals. Multiculturalism makes it seem like we can celebrate different cultures one at a time and then go home and be our own culture. But what is our own culture? Multilingualism sounds like we can use different languages with different people – a freedom that we are still fighting for, even while riding on public transit – and then go home and use our own language. But what is our own language?

In the field of linguistics, terms such as translanguaging, codemeshing, polylingualism, metrolingualism, and plurilingualism have dominated academia for the last decade. There are various scholarly views which I will not get into here, but I would like to address “plurilingual and pluricultural competence”. Marshall & Moore, 2018, discuss that “A plurilingual view of competence also carries a strong focus on language awareness, and on teaching and learning that recognizes ‘the plurilingual nature of classroom interactions and communicative repertoires of both learners and teachers in multilingual settings, and the affirmation of plurilingualism as a potential resource rather than necessarily a barrier to language and content learning’ (Lin, 2013, p. 522; see also Bono & Stratilaki, 2009; Gajo & Steffen, 2015; Mondada & Pekarek Doehler, 2003).” The Internet, the iPhone, and social media have expedited our immersion into the plurilingual and pluricultural world. In this visually rich and language rich environment, it is no longer sufficient to simply SPEAK!

When you first look at LINGO, it might not look like anything at all. It may look strange, or obscure, and when someone tells you it is LINGO, you may or may not agree. That is entirely okay. When we first look at a new language – especially one that uses a script unfamiliar to us – we may see something strange, or obscure, and when someone tells you the meaning of what you are looking at, you may accept it but not understand it. It is new to you. However, after a few language lessons or explanations, you will see the new language in a different light.

Let's take a closer look:

	<p>In Gurmukhi script, this symbol represents “one” in Punjabi and is pronounced “<u>ikk</u>”. It is used in expressions related to unity and oneness.</p>
	<p>The Latin or Roman alphabet is used in many languages including French, German, and Spanish. In English, “<u>ing</u>” is a suffix of Germanic origin used to form verbs from nouns, and nouns from other words. It expresses action or process.</p>
	<p>Pronounced as “yan2” in Chinese or “<u>i(u)/koto/gen/gon</u>” in Japanese, this Hanzi or Kanji character means “words” or “speech” or “to say” or “to talk”. It is also the radical used to form numerous other characters relating to language.</p>
	<p>Using these scripts together, something beautiful is created. LINGO written this way represents our newsletter as: One place where we come together to act on or process our work as language educators. One platform to unite as teachers and say what we feel is important in our changing world. One product name that acknowledges that we come from multiple language backgrounds but have one common purpose in the BCATML.</p> <p>This is our LINGO.</p>

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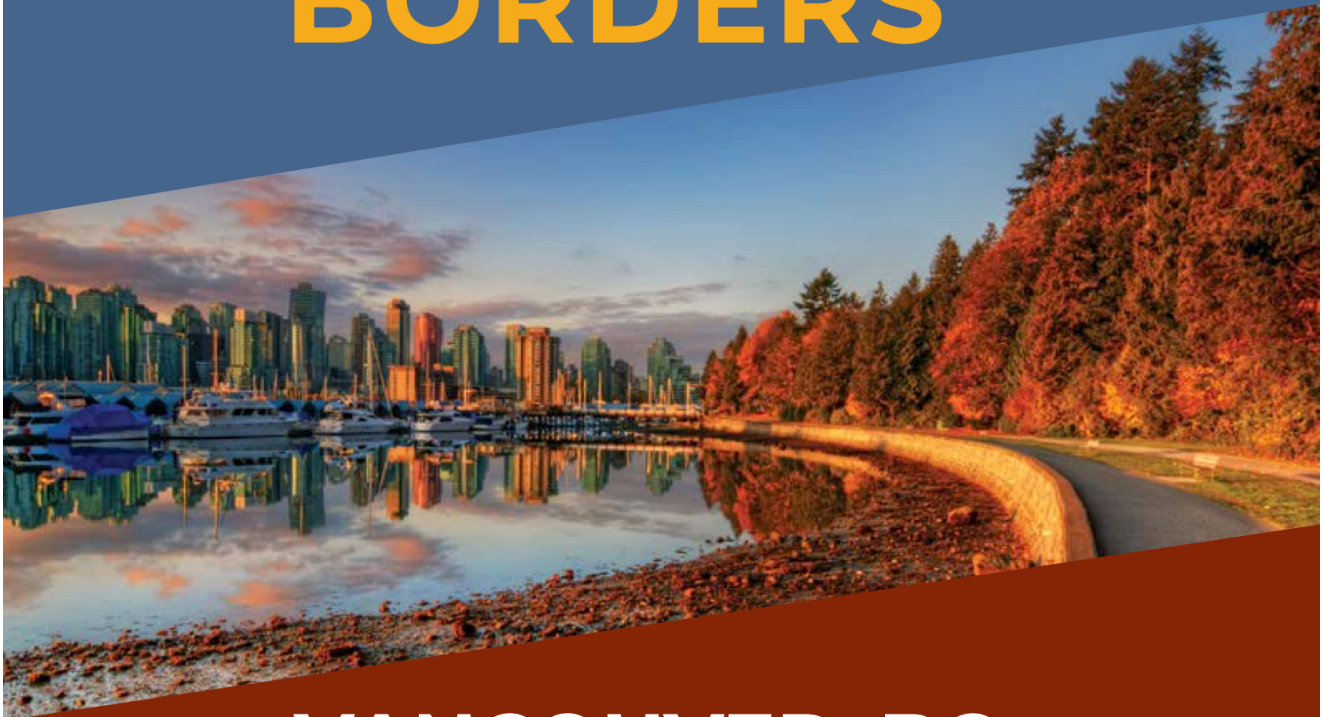
Celebrating Languages Without Borders
Célébrons les langues sans frontières



Canadian Association of
Second Language Teachers
Association canadienne des
professeurs de langues secondes

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VANCOUVER, BC
OCTOBER 22-24, 2020

HYATT REGENCY HOTEL

ON THE SHARED AND TRADITIONAL TERRITORY OF
THE MUSQUEAM, SQUAMISH, AND TSLEIL-WAUTUTH FIRST NATIONS.

A CONFERENCE FEATURING OVER
100 LANGUAGE-ORIENTED WORKSHOPS
INCLUDING **KATY ARNETT** AND **KALEB CHILD**



BCATML.ORG



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celebrating LANGUAGES WITHOUT BORDERS



A sneak-peek of the Celebrating Languages Without Borders Conference Rome Lavrencic & Kindra Harte

Have you heard the news?! BCATML and the Canadian Association of Second Language Teachers (CASLT) are teaming up to proudly offer you a joint three-day conference this fall at the stunning Hyatt Regency Hotel in beautiful downtown Vancouver. Save the date for October 22-24 as the Celebrating Languages Without Borders Conference takes off bringing together delegates, speakers, and exhibitors from across Canada, the US, Europe, Africa and beyond! This conference will be the happening hotspot offering excellent professional development for all second language educators near and far. We have not hosted this joint venture since the mid-90s, therefore it's high time that we collaborate with our national partner in bringing you a unique professional development experience while at the same time showcasing Beautiful British Columbia to the world stage. As your conference chairs, please allow us to share with you some things you can expect this fall ...

Keynote & featured speakers

The lineup we have organized for this year's conference is overflowing with talent and expertise. We are so proud and grateful to be able to have Katy Arnett and Kaleb Child as our keynote speakers for this conference.



Katy Arnett, Ph.D., is currently an Associate Professor of Educational Studies at St. Mary's College of Maryland and has previously taught French at the secondary level. She is an expert not only in second-language teaching and pedagogy and acquisition but also in working with students with diverse needs. She has worked with French teachers from across the country and is the author of many books. It's such a rare opportunity to have Katy on this side of the continent, you won't want to miss her plenary session.



Kaleb Child, Director – Indigenous Education, BC Ministry of Education, is a member of the Kwakiutl (Kwagiulth) First Nation on northern Vancouver Island and has strong cultural knowledge through his Kwakwaka'wakw family connections as a traditional singer and educator amongst the Kwak'wala speaking peoples. In his roles, he works to enhance and support leadership development committed to equitable learning environments, an Indigenous vision for pedagogy, authentic Aboriginal learning connections for all learners, and language and culture revitalization. We are thrilled to welcome back Kaleb a keynote speaker.

We are proud to announce that we have a diverse number of featured speakers from a variety of contexts and backgrounds to offer in this year's lineup. They include:

- Luisa Canuto, PhD, French, Hispanic & Italian Studies (UBC)
- Catherine Ousselin (President – WAFLT)
- Martina Bex (The Comprehensible Classroom)
- Carmen Rodriguez de France, PhD, Assistant Professor, Indigenous Education (UVic)
- Denis Cousineau, PhD, Associate Professor (UOttawa)

Exhibitors, vendors, and workshop details

We are very proud and excited about the Exhibitors Hall that will be available to everyone throughout the conference. Be sure to plan ahead and budget some time to visit all of the exhibitors who will be there to showcase resources, innovation, services, and products. It is a learning experience in itself to see all of the innovation and latest resources that will be available to you. Resources will be available for all grade levels and all language areas. By combining co-hosting this conference, we hope to attract a greater variety of exhibitors and vendors that we do not normally see at our fall conference. With over 100 workshops from which to choose, we are certain you will find something to fit your professional development needs. Unlike in previous years, delegates will have the option to visit any session they wish without the need to pre-register for their preferred sessions. Sessions will be open to all on a first-come, first-served basis. As well, sessions will be staggered with varying start and finish times to offer more flexibility and choice to our delegates.

Hyatt Regency Hotel:

Located in the heart of downtown Vancouver, the Hyatt Regency is the perfect location to stay and host this enormous conference. Less than a block away from the Burrard Street Skytrain stop, commuting to and from the hotel will be a cinch allowing delegates to be environmentally friendly by leaving their cars at home. The Hyatt Regency is also the ideal venue since it has over 46,000 square feet of meeting spaces, including stunning views of the north shore mountains, Stanley Park, Vancouver skyline, and just steps away from the unique shops of Robson Street. With over 100 workshops and 800 expected delegates, we will definitely need the extra space! Be sure to secure your hotel stay with us by booking early by visiting <https://www.hyatt.com/en-US/group-booking/YVRRV/G-CLWB>.



Teacher appreciation and social events

What conference would be complete without an opportunity for teachers to gather and socialize? Fret not, your conference team has been working hard to provide you and your family with savings and opportunities to experience Vancouver like never before!

Our friends at FlyOver Canada is offering a 15% savings as part of a special recognition and appreciation for all teachers attending this conference. This unique virtual flying ride will showcase the wonders and beauties that make up Canada's diverse cultural tapestry from coast to coast to coast. Riders won't want to miss this special Halloween version of the ride.



Be sure to check out these amazing discounts for Vancouver's most popular tourist attractions, when you register: A 30% savings for the **Stanley Park Horse-Drawn Carriage** ride, and 10% savings for entry into the world-renowned **Vancouver Aquarium**, for you and up to five members of your family! In addition, a 10% savings to the breath-taking **Capilano Suspension Bridge Park!** All discounts are applicable throughout the entire week of the conference, not just Friday and Saturday! We hope you will take the time to explore the beautiful wonders available in our great city, whether you are local or from out of town.



Of course, BCATML has organized a social get together on October 22nd, the eve of the conference! Join us for refreshments on the 35th floor, and take in the spectacular view of Canada's largest city on the west coast! We are hoping to have a night of karaoke singing in multiple languages or even some dance classes. Check out our website for full conference details at www.bcatml.org.

Registration information:

Clearly, this conference will be unlike any other event BCATML has ever hosted. It gives us great pleasure to be working alongside CASLT, our national partner, in order to bring you, our members, a top-notch professional development experience over three days. It is your choice to attend all three days, or just one or two. Of course, membership has its privileges. It is for this reason that is important to keep your membership active with BCATML as members in good standing with us will be able to take advantage of the cost savings \$55 (or more) for registration. Remember, every BC resident who attends our fall conference will also receive a complimentary one-year membership with CASLT, at no additional cost. That alone is a \$45 savings!

Early bird pricing is available now until June 30th, after which, rates will increase. Be sure to register before then to secure your low rates and earn exceptional savings. Group registrations are also possible for additional savings simply by contacting us. To register today, please visit <https://bcatml-caslt.ourconference.ca/>.

We look forward to networking with you this fall and can't wait to showcase all that we have to offer.



Rome and Kindra



MUSEUM of Surrey



A VISIT TO THE SURREY MUSEUM

AMANDEEP CHHINA

Princess Margaret Secondary students (grades 8-12) attended an amazing and unique exhibit on the rich history of Surrey's Punjabi community at the Surrey Museum. The exhibit, "Being Punjabi: Unfolding the Surrey Story," was a gateway to showcasing the struggles and successes of Surrey's Punjabi immigrants. The exhibit contained an amazing timeline showing exactly how the community grew and flourished in this area. Many of the challenges they faced as immigrants were revealed through this exhibit. This show is the first in a planned series of community curated exhibits, whereby the museum reached out to the Punjabi community. Through the community-committee, Punjabi residents of Surrey shared personal stories, pictures, and personal artifacts to make this history come to life. More than 140 artifacts make up the exhibit including: farming equipment, tapestries, cultural items, historical documents, cooking utensils (lent by Vikram Vij) and a brick from the Komagata Maru, among many other items.

The students were given a booklet to explore what it means to be Punjabi. This was a great opportunity for the youth to understand the importance of their language, culture and heritage. They learned about the history of their ancestors and had fun doing so! After the Punjabi exhibit they had a chance to explore other parts of the museum and learn about the Indigenous & Chinese cultures, traditions, customs and heritage. They also had tremendous joy playing at the TD Explore Zone, allowing them time to let out some energy! It is important for our youth to understand our history and roots and connect themselves via place and history. This fieldtrip has opened the door to many thought provoking dialogues and conversation on questions of identity, diversity and acceptance.





DIGITAL CLASSROOMS A VIRTUAL FIELD TRIP TO KINGCOME INLET



Princess Margret Secondary School grade 8 students and Lilawagela School in Kingcome Inlet, BC collaborated to exchange language and culture through *Whatsapp* calling. This was the first of a series of experimental initiatives. For months, Amandeep and Ivon Singh Gill (Administrator @ Lilawagela) had been planning to start video conferencing and potential field trips.

Mrs. Chhina and Mr. Gill connected through *Whatsapp* around 10 a.m. After initial introductions, Mr. Gill gave us a brief tour of classrooms and the surrounding premises. The highlight of the tour was the helipad attached to the school!

Mr. Gill introduced Lindsey who is a Kwak'wala language and culture instructor. She taught our Grade 8 students a few words in her native language and introduced them to some aspects of Kwak'wala culture. Students at Lilawagela greeted us with "Sat Siri Akal," and we replied with, "Gilakasla". It was a thrill to see our students proudly teaching Punjabi to Mr. Gill's students. A short exchange of Kwak'wala and Punjabi occurred with little effort and a huge level of enthusiasm among the students.

Lastly, Mr. Gill answered some questions that Mrs. Chhina's students had prepared in advance. Mr. Gill and Mrs. Chhina plan to do more communication sessions with their students and hope to organize a field trip to celebrate this deep & impactful learning session.

Languages Build ...
Ping Li
BCATML Mandarin
Representative

Last November, I had the honour of attending the ACTFL (American Council of Teaching Foreign Languages) Convention and World Expo in Washington D.C., thanks to the generous financial support of BCATML and my own school. This three-day convention with an attendance of over 7200 language educators from around the world and hundreds of publishers and language-education-related companies proved to be an eye-opening and inspiring Pro-D opportunity as well as an overwhelming “coursework” with many new trends, good practices, technology ideas and varieties of teaching materials to comprehend and digest. During the convention, I witnessed some excellent and impressive work presenters are doing in their classrooms as they shared insights and engaged with attendees. Here, I want to share with fellow language educators a few shining spots, hopefully to spark more responses in the language teaching and learning area that we all hold dearly in our heart.

The workshops I attended at the convention all addressed to some extent the needs of today's learners and educators with a focus on innovative programs, emerging trends and research-informed practices. One message is clear: teaching language proficiency is not simply about the target language but also about preparing students to be functional and successful in the global society. The presenters used ACTFL guidelines and standards such as The World-Readiness Standards for Learning Languages, The ACTFL Performance Descriptors for Language Learners, The ACTFL Proficiency Guidelines and NCSSFL-ACTFL Can-Do Statements as their daily routine to provide meaningful and authentic experiences that help learners set goals and gain the ability to communicate in the target language with native speakers and investigate, explain, and reflect on the relationships between the practices, products, and perspectives of cultures. A family BBQ scene can be turned into a situation where novice students communicate spontaneously in their target language while their teacher provides instant feedback with standards-based assessment rubric, a practice aiming to facilitate target language comprehensibility for students and teacher to speak, listen, read, write, view, and create in the target language 90% or more during classroom time. A game of trying to place the misplaced objects back to their original places becomes a context to teach grammar as concept so as to help students focus on meaning BEFORE form. Picture books are used as a rich authentic product to develop and deliver social justice-based units in advancing both linguistic and intercultural competencies for novice and intermediate learners. Different types of storytelling are created as an interactive teaching tool to incorporate natural and authentic conversation with historical and cultural content, rendering themes of "Family and Holidays" more diverse, global, and reflective. The poster below summarizes very well the above trends:

CORE PRACTICES

For World Language Learning



Facilitate Target Language Comprehensibility

Students and teachers speak, listen, read, write, view, and create in the target language 90% or more during classroom time: comprehensible input, contexts, and interactions.

Guide Learners through Interpreting Authentic Resources

Present interactive reading and listening comprehension tasks using authentic cultural texts with appropriate scaffolding while promoting interpretation.



Design Oral Interpersonal Communication Tasks

Teachers design and carry out interpersonal communication tasks for pairs, small groups, and whole class instruction.

Plan with Backward Design Model

Instructors identify desired results THEN determine acceptable evidence THEN plan learning experiences and instruction.



Teach Grammar as Concept and Use in Context

Teach grammar as concept and use in context. Students focus on meaning BEFORE form.



Provide Appropriate Oral Feedback

Oral corrective feedback is a tool for mediating learning and language development.



Another point emphasized at the convention is to engage our students in the world by connecting them with communities beyond the classroom, allowing them to broaden their insights about the interconnectedness of people and cultures. I was much inspired by how the presenters design lesson plans and provide learning opportunities for students to investigate and interact with various cultural forms in their own life and community. Community art from murals, photography, and theatre is used to create thematic units to help students explore diverse voices, stories and perspectives and develop their intercultural awareness. Cultural events such as holiday celebrations, community project-based learning, immersion experience abroad, as well as representation of language and culture in the online contexts all add to the richness of cultural comparison and interaction. There were quite a number of universities and companies at the Expo promoting travel/study immersion programs for a deeper level of global awareness.

Needless to say, the long-range goals for the development of language study and global competence cannot happen without the benefits of the creative use of technology. It was obvious at the convention that the use of technology in education has shifted from mere integration to innovative and creative practices in a language classroom following the SAMR Model (Substitution, Augmentation, Modification, and Redefinition), not merely to use technology for its own sake, but to strive to help students visualize and apply concepts more creatively and meaningfully.

Among the alarming numbers of Ed Tech tools passing through my radar at the Expo, I was particularly impressed by two free, online tools developed and operated by teachers for various languages: Chalala allows language teachers to easily assess student speaking proficiency via the Draw Room with Game Mode and Conversation Mode and other engaging features. FluentKey strives to provide students with authentic, engaging listening practice and track their comprehension with its carefully curated library of videos, quizzes, and games. There are a lot more to explore in these two tools. In addition, there are another four popular tools that claim to be the most trendy in 2020 and could not be missed at the convention: 1) Flipgrid - the video conversation tool that has everyone talking; 2) Adobe Spark - quick graphics for social media, student presentations in the classroom; 3) SeeSaw for student portfolios; and 4) Nearpod - a favorite presentation and engagement tool for the classroom.

In a most uplifting closing address "Teaching and Learning from the Student's Standpoint", Dr Christopher Emdin advocated the importance of building a strong relationship with students. He encouraged those present to work hard at building a circle in the classroom with students engaged in learning the language and exploring the world around them; otherwise, he warned that we are only building a cage in the classroom! With the newly revised curriculum in place and standards-based assessment/grading around the corner topped with all the novel ideas of core/best practices and effective tech tools, I am fully equipped and ready to embark on a new journey!



[Educator sign up!](#)

Seesaw

[Sign up free!](#)



[Teachers sign up for free!](#)



<https://spark.adobe.com/>

BCATML Student Scholarships

Rome Lavrencic

BCATML needs your help in spreading the word about the BCATML Student Scholarship deadline.

In order to help promote the study of a second (or additional) language and culture at a post-secondary institution, BCATML has created a scholarship for graduating high school students and is proud to offer up to four (4) **\$500 student scholarships**. This scholarship is for BC students who are continuing with second language studies at a post-secondary institution this coming September or January. For the third year in a row, BCATML is thrilled to support students in the next chapter of their language acquisition journey. Last year, we saw a dramatic 42% increase in the number of applications, and we anticipate even more students apply this year! The deadline for all application submission is **May 1st, 2020**. Both student and sponsoring teacher must complete the application forms and provide all necessary documents. Please note, you do not need to be a current BCATML member to sponsor a student for this award.

With the recent school closures, we know sharing this information with students will not be easy. We therefore humbly ask that you email your students and their families to let them know about the approaching deadline.



Eligibility criteria:

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

- Canadian citizen or permanent resident;
- Currently enrolled as a Grade 12 student at a public or independent school in BC;
- Completed a modern language course at the Grade 11 or 12 level in BC;
- Current secondary school transcript provided;
- Evidence of registration in a modern language course at a post-secondary institution.

Visit www.bcatml.org/student-scholarships.html for full details, including instructions and application forms. Submit applications and completed forms to **psac51@bctf.ca**, by **May 1st, 2020**, in order to be considered for this year's award.

BCATML Teacher Study Grants Available!

Rome Lavrencic



At our Celebrating Languages fall conference in Saanich, BCATML unveiled its latest initiative to support the next generation of second language teachers who would like to improve their language proficiency and/or acquisition of a language they teach or would like to teach.

To help teachers, BCATML has created the **BCATML Teacher Study Grant**. These four grants – valued at \$500 each, are available to all current members of BCATML. The teacher grants are aimed at supporting teachers who wish to pursue and improve their abilities in any second language by completing a course at a post-secondary institution or community centre. Please note this grant is not awarded for attending professional development workshops or conferences. Grants are offered on a first-come, first-served basis. At the time of this publication, all four grants are still currently available for this fiscal year.

If you have thought about enhancing your abilities in a particular language, or would like to brush up on a language you've studied in the past, don't hesitate to apply today! To qualify, applicants must meet the following criteria, and provide the following supporting documentation:

- Must teach in a BC school (public or independent), and hold a membership to the BCATML;
- Proof of registration in a Modern Language course in a post-secondary institution or continuing education, locally or abroad.

For full details, including application forms visit:

<https://www.bcatml.org/teacher-study-grants.html>.



I CHOOSE
FRENCH

Le français ça m'intéresse!

Bingo Fun for Social Distancing Realness

Spring break 2020 will undoubtedly be one we won't soon forget. The world has dramatically changed. At the same time, many of us have come together to understand our role and duty in this constantly evolving situation. The need for social and physical distancing has required many students and families to come up with inventive and creative ways to pass the time while staying at home.

For this reason, Kindra and I came up with a downloadable Bingo worksheet for students and families to complete while working on their language skills! It seemed logical to use this popular classic game to infuse some social responsibility within our students while keeping them engaged in language learning at home.

By this time of year, my French 9 students are learning the basic fundamentals of the French past tense, "le passé composé". In early March they exclaim, "Monsieur, le passé composé is so easy!!" Not surprisingly, they come back after the Spring Break, suffering from "français" memory loss!?! What's a teacher to do?! This year, I intend to thwart this reoccurring syndrome by using this simple Bingo activity.

The concept is quite simple and will ensure that your students practice what they have learned while having fun! With this Bingo worksheet, students reflect on their spring break activities during this time of social distancing and self-isolation. For each activity they completed during the break, they colour in the box. Then they ask their parents to initial each box they have coloured. As an added challenge, they can write on the back of the sheet, in the target language, other activities they did. Later, when you work with your students, have them report out. Feel free to give a reward for all students who managed to get a Bingo. To add flare, you can give a special prize to those who managed to colour in an X shape (two diagonal lines). Variations could include a two-line Bingo in any direction. For the super keepers, strive for a full Blackout Bingo where every square is coloured in. The possibilities are endless!
















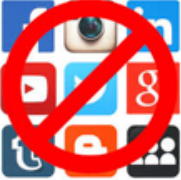



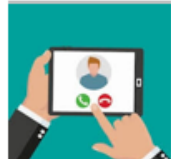


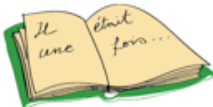


This worksheet can be easily modified to suit your target language. Download a free modifiable version from www.bcatml.org under the Free Resources tab. We would love to hear how you used this activity with your students! Please email us at rlavrenc@sd40.bc.ca or kharte@telus.net. Enjoy and may you and your students stay safe during these unprecedented times.

Rome & Kindra


















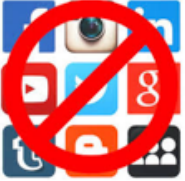



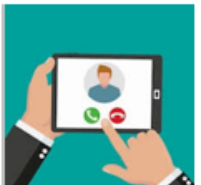


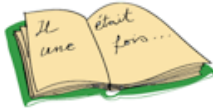


Prénom: _____

Si tu as fait les activités ci-dessous, colorie chaque case pour voir si tu as fait un bingo.
Demande à tes parents de signer chaque case que tu as complétée !

<h1>COVID BINGO</h1>				
<p>J'ai regardé toute une saison d'une série au Netflix/Crave</p> 	<p>J'ai lu un roman au complet</p> 	<p>J'ai aidé mes parents avec Les tâches ménagères</p> 	<p>J'ai complété un casse-tête avec ma famille</p> 	<p>J'ai suivi un régime sain pendant la période de distanciation sociale</p> 
<p>J'ai promené mon chien autour de mon quartier</p> 	<p>J'ai enseigné cinq mots de vocabulaire de français à ma famille</p> 	<p>Je me suis baladé(e) dans le quartier avec ma famille</p> 	<p>J'ai joué à un jeu de société avec ma famille</p> 	<p>J'ai rangé ma chambre à coucher</p> 
<p>J'ai commencé un nouvel art</p> 	<p>J'ai fait jouer un vieil album de musique</p> 	<p>Je me suis lavé les mains cinq fois aujourd'hui</p> 	<p>J'ai fini un devoir/projet pour l'école</p> 	<p>J'ai téléphoné à mes grands-parents pour voir comment ils vont</p> 
<p>Je n'ai pas utilisé les réseaux sociaux aujourd'hui</p> 	<p>J'ai fait un tour virtuel d'un musée célèbre</p> 	<p>J'ai essayé une nouvelle recette dans la cuisine</p> 	<p>J'ai fait des projets pour cet été avec ma famille</p> 	<p>J'ai parlé en français virtuellement avec un(e) ami(e) de classe</p> 
<p>J'ai écrit dans mon journal intime</p> 	<p>J'ai applaudi les premiers soignants au balcon à 19H</p> 	<p>J'ai inventé une histoire fictive</p> 	<p>J'ai écouté de la musique française</p> 	<p>Je n'ai pas mangé de casse-croûte aujourd'hui</p> 

Name: _____

Colour in each box for all the activities listed below to see if you won a bingo. Ask your parents to initial each box you have completed.

<h1>COVID BINGO</h1>				
<p>I watched an entire season of a series on Netflix/Crave</p> 	<p>I read an entire novel</p> 	<p>I helped my parents with some chores</p> 	<p>I finished a puzzle with my parents</p> 	<p>I ate a healthy diet during the entire social distancing period</p> 
<p>I took my dog for walk around the neighbourhood</p> 	<p>I taught five new French vocabulary words to my family</p> 	<p>I went for a stroll in my neighbourhood with my family</p> 	<p>I played a board game with my family</p> 	<p>I tidied and cleaned up my bedroom</p> 
<p>I started a new arts or craft</p> 	<p>I played an old record album</p> 	<p>I washed my hands five times today</p> 	<p>I finished a project/task for school</p> 	<p>I called my grandparents to check up on them</p> 
<p>I didn't use any social media today</p> 	<p>I took a virtual tour of a famous museum</p> 	<p>I tried a new recipe in the kitchen</p> 	<p>I made summer plans with my family</p> 	<p>I spoke virtually with a classmate in French</p> 
<p>I wrote in my personal diary</p> 	<p>I clapped for the first responders at 7:00 pm</p> 	<p>I started writing a new story</p> 	<p>I listened to some French music</p> 	<p>I didn't eat any junk food today</p> 

BCATML Newsletter Guidelines:

The BCATML Newsletter 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 year.

STATEMENT OF PURPOSE

The BCATML Newsletter 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 the BCATML newsletter is included with membership in the BCATML. The 2019-20 fees are: BCTF members \$40, Subscribers \$65.00; Pre-Service Teachers/TTOC/Retired BCTF members \$15. Fees include the BCATML Newsletter, membership in CASLT (Canadian Association of Second Language Teachers) if you attend BCATML's annual fall conference, 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.

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
- a photograph or high-resolution graphic to accompany the article.

We encourage material submitted by email in .doc and .png 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 are best reproduced if they are high contrast. 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 mandate of the BCATML.

Submission Deadlines: November 1st, March 1st, August 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. Advertisers should contact the Editor for rates and specifications. Copyright of articles resides with the original authors

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