



BCATML

BC ASSOCIATION OF TEACHERS OF MODERN LANGUAGES

Conference Agenda and Workshop Descriptions

Thursday, October 24th, 2019

7:00 – 9:30 pm	BCATML Social networking event Howard Johnson at Elk Lake (view map) Come and meet members of BCATML’s Executive Committee as well as other teachers from around the province! Have some appies on us! RSVP at the time of registration. <i>No fee to attend.</i>
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Friday, October 25th, 2019

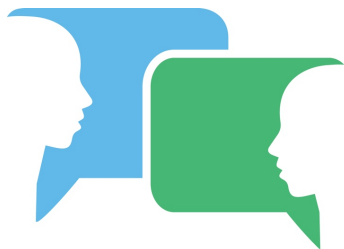
7:30 – 8:30 am	Registration & delegate bag pick-up, light refreshments, Exhibitors’ Hall
8:30 – 9:15 am	BCATML Annual General Meeting (Theatre)
9:15 – 10:00 am	Cultural performance & Conference Keynote with Gurpreet Bains (Theatre) Infusion of culture is not just dine, dance, and dress. What can we do as language educators to promote stronger connections to identity, language, and culture in a language program? Gurpreet will cover these themes and questions by reflecting on her 15 years of instruction. Gurpreet will challenge you to discover the iceberg of culture and how this produces a more in-depth discovery of language and thereby create more empowered and connected students. <i>Gurpreet Kaur Bains is an award-winning teacher with 20 years teaching experience. She is the Modern Languages Department Head of Surrey's LA Matheson Secondary School. Gurpreet embodies her beliefs in empowering students, engaging community, and thinking critically around culture, all through Punjabi language instruction. She has worked with the Next Hundred Years Mentorship Program, Kaur Project, VISAFF, Shakti Society, Dhahan Youth Prize, Surrey School District Film and Speech Festival, the Punjabi Language Education Association, and the Indus Media Foundation. All of this falls under the umbrella of Punjabi Mustang; a program dedicated to taking ownership of language and connecting to one’s roots.</i>
10:00 – 10:15 am	BCATML Teacher Inquiry Project Presentation (Theatre)
10:15 – 10:30 am	Nutritional Break and Exhibitors’ Hall visit



Conference Agenda and Workshop Descriptions

Session A Workshops 10:30 – 11:45 am

Session Title <i>Workshop Facilitator(s)</i>	Suggested target
<p>A1 - Indigenous oral histories and the preservation of language <i>Dave Lam (Rival Schools), Kindra Harte (BCATML), Rome Lavrencic (BCATML)</i></p> <p>As an oral language, written system for most Indigenous languages has never been developed, and those that are, have only recently been adapted. Today, many Indigenous languages are considered critically endangered and pose a risk to losing cultural heritage within the Indigenous communities. Many of the events, stories, and songs were never written down, but only passed down through spoken words. Bramble Berry Tales brings new life to Indigenous oral histories and the preservation of language by bringing stories to a new audience, for children growing up in the digital age. Bramble Berry Tales collaborated with writer Marilyn Thomas (Saulteaux), Chief Ian Campbell (Hereditary Chief of the Skwxwú7mesh Nation), and a host of other talented Indigenous and colonial translators, voice actors, illustrators and programmers to create a digital storybook app for young readers. Bramble Berry Tales consists of 3 stories, each inspired by their own Indigenous oral history, “The Great Sasquatch” originates from the Sto:lo Nation, “Little People” from the Cree Nation, and “Kalkalih” (our version of Hansel and Gretel) from the Squamish nation. To help expose the stories to larger audiences, the stories are localized in English, French, Spanish along with the Indigenous language from which they originated, Halq'eméylem, Cree, and Skwxwú7mesh. In this workshop we will guide you through the inspiration of the Bramble Berry Tales. How language preservation was the initial spark that drove the project. How the use of technology and interactivity never detracts from the core story experience but instead, adds context, tone, depth and emotion to each of the stories. We are currently collaborating with Rome Lavrencic (New Westminster, School District 40) and Kindra Harte (Saanich, School District 63) in developing classroom ready pedagogical resources which will expand on the Indigenous language for French and Spanish studies. A few of these resources will be presented in the workshop.</p>	<p>General</p>
<p>A2 – Free reading: Fostering literacy acquisition in a CI classroom <i>Vanessa Peterson</i></p> <p>A Free Voluntary Reading Program in a CI (Comprehensible Input) Classroom is a powerful tool that fosters literacy and supports the acquisition of language. Free Voluntary Reading offers students the opportunity to choose their own reading materials in the target language that they are genuinely interested in, while also having the opportunity to develop their confidence in writing and speaking in the target language. We will discuss strategies, resources and assessment tools that can support your reading program as well as the authentic language acquisition that takes place in a TPRS (Teaching Proficiency through Reading and Storytelling) and CI classroom.</p>	<p>General</p>



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<p>A3 – Indigenous music research project for Core French <i>Andrew McFayden (BCATML)</i></p> <p>Music forms a huge part of our everyday lives. Music, music genres, and musical instruments are some things that students can really identify with. However, students are often shocked at how little they know about music and music genres. The research project that will be presented in this workshop is a project that has been used in grade 9 Core French. In this project, students learn about indigenous music styles, languages, and tribes that exist in French-speaking areas, with a particular emphasis on Africa and French Polynesia. Students research the culture around music in the various cultures as well as instruments. They also look at what indigenous means, and what colonization means and how that relates to their project. This presentation will be geared toward Core French in the secondary level, but it can easily be applied to other languages. Ways in which this project may be adapted to other themes, grade levels, and languages will also be discussed.</p>	<p>French</p>
<p>A4 – De l'apprentissage de la lecture à l'art de lire <i>Jenny Grey (Watermelonworks™)</i></p> <p><i>On reconnaît que la lecture est essentielle à presque tous les aspects de l'apprentissage ; pourtant, jusqu'à un enfant sur cinq a de la difficulté à apprendre à lire (Lyon, 1995). Juel (1988). C'est par l'identification phonémique que les enfants obtiendront de meilleurs résultats et développeront un amour de la lecture. La conscience phonologique de la lecture décode le langage de la réussite. Il y a deux mesures principales de la conscience phonologique : Isolation acoustique et mélange de phonèmes. « Les sons français », c'est juste ça, avec une touche d'originalité. Les produits Watermelonworks™ sont basés sur une base linguistique et vingt ans d'études sur le terrain avec des résultats individuels. Imaginez que tous les enfants réussissent vraiment dans leur deuxième langue avec aisance. Conçu au départ pour l'éducation spéciale en français, « Les sons français » s'est transformé en cours de français pour engager, inspirer et habiliter les élèves avec leur propre apprentissage.</i></p> <p><i>Reading is acknowledged as critical to virtually every aspect of learning; yet as many as one in five children has difficulties learning to read(Lyon, 1995). Juel (1988). It is through phonemic identification that children will obtain greater success and develop a love of reading. Phonological Awareness for reading decodes the language for success. There are two main measures of phonological awareness: Sound isolation and phoneme blending. Watermelonworks™ French Sounds is just that with a twist. Watermelonworks™ products are linguistically based and twenty years in field study with individual results. Imagine all children truly succeeding in their 2nd + language with ease. Designed for French Special Education initially, French Sounds has developed into mainstream French Second Language classes to engage, excite, and empower students with their own learning.</i></p>	<p>French</p>



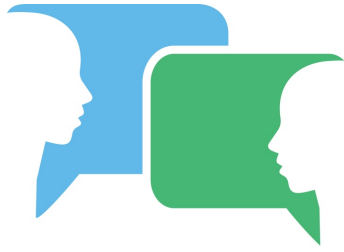
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<p>A5 – Writing Circles – an inclusive low-risk strategy for second language classes <i>Jen Spain</i></p> <p>Adapted from the work of James Vopat in his book “Writing Circles: Kids Revolutionize Workshop”, writing circles are a small group instructional strategy designed to increase student engagement while reducing risks associated with creative thinking and communicating ideas. This strategy builds student collaboration skills as they practice peer response, and incorporate practice and student choice in what is assessed and shared. They provide an access point for all learners while allowing you as the teacher to focus on helping your students develop a certain skill. Come and see what Writing Circles are, and how you can use them in any subject area with any grade. Examples will be shared from secondary French students.</p>	<p>French</p>
<p>A6 – Saanich-Lyon Mobility Path Program <i>Cindy Lister</i></p> <p>Both Académie of Lyon and the Saanich School District signed an official partnership in October 2018. Since then, many elementary classes in our district are corresponding using online tools. At the high school level, our French Immersion Gr.10/11 students participated in a reciprocal one month cultural & linguistic exchange called the Mobility Path Program. In this session, I will present how the pilot program was organized and share highlights and challenges of six Stelly's students who participated in the first annual Lyon/Saanich reciprocal exchange. If you are interested in organizing/launching a similar program for your students, this session is for you!</p>	<p>French</p>
<p>A7 – Schokolade, Berlin und jede Menge Spaß–Moderne Musik im DaF-Unterricht <i>Andreas Meckes „ZfA (Zentralstelle für das Auslandsschulwesen)”</i></p> <p>Musik macht Spaß und geht ins Ohr. Wie man moderne deutsche Musik - von A Cappella bis Rap - auf allen Niveaus des DaF-Unterrichts einsetzen und dabei auch noch Spaß haben kann, soll in diesem Workshop anhand ausgewählter moderner Lieder und Übungen gezeigt werden.</p> <p>Music not only makes us happy; it is also a universal language - and a great tool when it comes to second language learning. This workshop will illustrate various ways in which modern German music can be creatively used at all levels of language competency.</p>	<p>German</p>
<p>A8 – Teaching Japanese (and other languages) through Comprehensible Input <i>Matthew Russell</i></p> <p>This presentation will focus on the CI (comprehensible input) approach to language instruction. Instead of teaching grammar rules and assigning vocabulary lists, CI emphasizes learning through the reading/creation of stories, and conversations with/about the students in the target language. This method dramatically improves student proficiency in the target language. Rather than struggling to get through a paragraph, students quickly develop the ability to read level appropriate multi-page stories. When provided with engaging, level-appropriate materials, the students are even able to read novels in the target language. While most of this presentation will be relevant to teachers of any language, it will also address specifically how to apply this method in a Japanese language class. Some research that supports this method will be presented, however, the bulk of the presentation will focus on what it looks like in the classroom.</p>	<p>Japanese</p>



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<p>A9 – A game-based approach to teaching beginner Chinese <i>Li-Shih Huang</i></p> <p>The focus of this interactive session draws on lesson designs that promote learner engagement and that have been successfully field-tested in the K-12 context. The session will use several sample interconnected units to (a) describe the use of a game-based approach as an overarching design framework, (b) accessibly explicate the theoretical basis specific to each unit and its associated tasks, (c) demonstrate the tasks within each unit to illustrate the task design principles, and (d) provide a brief note about options and caveats derived from field-testing. The session's coverage and format are designed with practical applications in mind in order to enable attendees to transfer the knowledge, ideas, or strategies to their own contexts and to make informed decisions about their own lesson/task designs and implementation.</p>	<p>Mandarin</p>
<p>A10 – Differentiated learning with games in Punjabi, Spanish & French classrooms <i>Amandeep Chhina (BCATML), Trish Kolber (BCATML), Stephanie Moreno</i></p> <p>We as a Princess Margaret team design lessons based on our students' learning needs and styles. Our goal is to maximize our students' growth and potential. Language learning through games and fun-filled activities is exciting and challenging at the same time. In this interactive workshop, we are going to focus on universal design of learning which includes verbal/oral, visual & kinesthetic learning. Also, the goal is how to retain the knowledge of grammar concepts like verb conjugations, sentence structure, vocabulary words etc. Get ready to play fun-filled games with us.</p>	<p>Punjabi, Spanish, French</p>
<p>A11 – How to create immersion spaces in a non-immersive environment <i>Silvia Vazquez</i></p> <p>As Spanish school in a non-immersive environment, we're developing different strategies and activities to help our students to learn the language in real contexts. We propose extracurricular out-of-the-class activities where the students can practice the language, learn cultural contents and even meet native speakers.</p> <p>Somos una escuela de español en un medio de no inmersión, así que estamos diseñando distintas estrategias y actividades para ayudar a nuestros estudiantes a aprender la lengua en contextos reales. Proponemos una serie de actividades extracurriculares y fuera del aula en las que nuestros estudiantes pueden practicar la lengua, aprender contenidos culturales e, incluso, conocer a hablantes nativos.</p>	<p>Spanish</p>

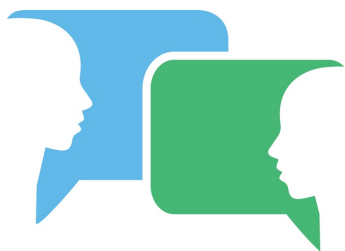
11:45 – 12:45 pm Lunch will be available in the Student Commons Area



Conference Agenda and Workshop Descriptions

Session B Workshops 12:45 – 2:00 pm

Session Title <i>Workshop Facilitator(s)</i>	Suggested target
<p>B1 – Getting a handle on Standards-Based Assessment (Part One) <i>Lukas Morel</i></p> <p>With Standards-Based Assessment either on the horizon or already arrived in many districts, this workshop aims to help teachers who are trying to understand both the "Why" and the "How" of incorporating SBA into their practice. This workshop will include some very practical examples and strategies to help teachers adapt their classrooms to BC's evolving educational reality. **This is a double-length session**</p>	<p>General</p>
<p>B2 – Creating student exchange possibilities <i>Robin Coogan-Penner</i></p> <p>This workshop will help you to think about beginning a student exchange with another school in a country that speaks the target language. We will look at some online platforms to promote virtual exchanges, as well as steps to take to help set up your own cultural exchange trip. We will talk about some possible supports for teachers and students.</p>	<p>General</p>
<p>B3 – Hot off the press! Core French resources to share! Aboriginal perspectives and authentic learning approaches! <i>Kindra Harte (Pearson Education)</i></p> <p>Hot off the press new resource for Core French! Intensify your language classes. It is built entirely around the language proficiency levels of the Common European Framework of Reference (CEFR), levels A2, B1 and B2. This is also why this resource can be used with French Immersion learners. These resources offer many authentic and meaningful social situations, in terms of level and age. Each situation includes a series of common texts, audio texts as well as written texts, which lead students to perform an action task. Many materials are also available to help the teacher and students succeed: teaching notes with information capsules about the CEFR, slides, activity and evaluation sheets, audio recordings, resources such as a lexicon, a list of strategies and a functional language library for students. You won't want to miss this!! Handouts provided with many activities that you can use tomorrow including cultural activities and resources to promote literacy and Aboriginal perspectives and awareness!</p>	<p>French</p>
<p>B4 – My students love French now! Creating lessons which fully engage the Core French Learner (Part One) <i>Nancy Griffith-Zahner</i></p> <p>I've taught many a French class where students don't seem interested in learning the material or engaging in activities. Why were so many students answering my questions with "chépas Madame"? Through trial, error, student feedback and plenty of classroom observation and assessment, I came up with a series of activities, games, and self-assessment methods which encourage students to take an active role in their learning and find personal connections with the</p>	<p>French</p>



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<p>material being covered. Want your students to think of themselves as French speakers rather than just students in a French class? Let me show you the activities that I'm using in my grade 9-11 FSL classes to encourage language acquisition, improve attendance, and make French classes fun! Part one of this session will introduce us to the concepts and activities used to create a meaningful and fun French for teachers and students alike, and will include stories and student reactions to the activities. Part two will delve right into hands-on work, role play, games, and ideas you can take right back to your classrooms.</p> <p>**This is a double-length session**</p>	<p>French</p>
<p>B5 – DELF A1: A hands-on workshop for Core French <i>Sonje Bosman, Linda Ryall</i></p> <p>DELF SCOLAIRE (Diplôme d'études de langue française) is a test for students of French who are still at school, and would like to have an internationally recognized diploma for their French competency level. Although there are two DELF levels (A1 and A2) generally accessible to Core French students, we shall be looking at the four tests (listening and reading comprehension, writing and speaking) that are part of the A1 DELF exam. The recommended grade for this level in Core French is Grade 10, however, it is possible for individual students to take this exam at any point during their high school studies. We shall be providing online resources and handouts, as well as doing some exam examples and a demonstration oral test during the workshop.</p>	<p>French</p>
<p>B6 – I'm teaching Elementary Core French! Now what? <i>Tanya Campbell (BCATML), Andrea Leeks</i></p> <p>The answer is to play, sing and communicate in a way that brings joy for both your students and for you while using the target language. Tanya Campbell (www.oneschoolroom.ca) teaches Elementary Core French with the Surrey School District. Come learn games and other techniques to introduce the French language to your students.</p>	<p>Elementary French</p>
<p>B7 – The classroom in our pocket <i>Marje Stock (Cornelsen)</i></p> <p>In recent years, handheld devices have become indispensable companions in our everyday lives. They allow us not only to carry an array of tools with us, but enable us also to take the whole classroom with us. In this hands-on workshop you will discover a multitude of applications enabling SL learners to profitably and flexibly utilize their own devices according to their own needs, language levels, and preferences. Embracing the benefits of devices in your classroom also means that learners may expand their learning experience into their everyday lives beyond the classroom.</p>	<p>German</p>



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<p>B8 – Why Virtual Reality (VR) games help you learn languages <i>Yoshifumi Murakami (The Japan Foundation Toronto)</i></p> <p>Do you know a teaching method called Total Physical Response (TPR)? This is a method of language acquisition that focuses on acting as instructed by the teacher. A main theory of second language acquisition is that a learner should focus on being able to understand a large amount of "comprehensible input". Conversely, it has been found that focusing on output such as writing and speaking is less necessary. The TPR is a teaching method built on this second language acquisition theory of having "more input and less output". Modern VR games are a great environment for learning languages with TPR as there are many games which learners will not be able to play unless they see and listen to various instructions and act accordingly. This is exactly what TPR is about. In addition, as VR is so immersive, talking to others on social media in VR has the potential to be very different from previous online communication methods such as Skype. In this workshop, one of the participants will have a chance to actually wear VR goggles and explore the possibility of learning a second language through VR games firsthand.</p> <p>皆さんは TPR という教授法をご存知ですか？ これは先生に指示された通りに行動することを中心とする言語習得の方法です。第二言語習得の理論では「理解できるインプット」を大量に行うことが必要とされており、書いたり話したりするアウトプットはそれほど必要ではないということが分かっています。そしてこの TPR はまさにこの「たくさんインプットしてあまりアウトプットしない」という第二言語習得理論に忠実に作られた教授法です。そして最近のVRゲームはこの TPR で言語を学ぶ上でとてもすばらしい環境です。言葉を使って色々な指示を聞いて、その通りに行動しないとプレイできないという種類のゲームがたくさんあるからです。これはまさに TPR です。また、VRは没入感がとても高いので、VRの中のソーシャルメディアで他の人と話すことは、SKYPE などとは全く違う可能性を秘めています。このワークショップでは、VRゲームを使うことによって第二言語習得する可能性を探るために、参加者の誰かに実際にVRゴーグルを装着する事も体験してもらいます。"</p>	<p>Japanese</p>
<p>B9 – Inspire, engage, and transform Inquiry-based language learning and culture exploration <i>Ping Li (BCATML)</i></p> <p>If you are looking for ways to engage and inspire learners in language learning and cultural exploration, come to this session to experience the advantages of employing inquiry language-learning process for empowering language proficiency and cultural understanding. This presentation focusses on infusing cultural understanding and appreciation into Mandarin learning and covers the following: (a) Effective strategies through practical and interactive learner-centered activities to make language learning and cultural understanding more relevant, authentic, and meaningful in real lives. (b) Various resources found in existing teaching materials, daily life, online and from the local community. (c) An activity to try out or share the inquiry-based approach of integrating cultural components into the process of language teaching and learning.</p>	<p>Mandarin</p>



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<p>B10 – Bridging the gap via cultural connections <i>Amandeep Chhina (BCATML), Rabinder Boparai, Satvinder Randhawa</i></p> <p>Our workshop will focus on BC's new curriculum which includes the First Peoples Principles of Learning and being able to connect their core values through Punjabi language and culture. The presenters will share their sample lesson plans, models and activities that have been thoroughly tested in classrooms. There will be hands on task for teachers during the workshops as well. Please bring your electronic devices as well.</p>	<p>Punjabi</p>
<p>B11 – Teaching with TPRS novels: Building intercultural understanding in the TPRS classroom <i>Michelle Metcalfe</i></p> <p>Using TPRS novels in the second language classroom is a powerful way to provide compelling, contextualized and comprehensible input to language learners. It is also an easy way for teachers new to TPRS to begin their TPRS journey. Novels can provide many opportunities for students to deepen their inter-cultural understanding while making personal connections to the lives of the characters and the events in the story - all while using the target language! This workshop will demonstrate how to plan and teach with novels in order to provide maximum engagement for learners in the reading process. The demonstrations will be based on TPRS novels but the strategies are applicable to all reading and all languages as they are key to developing literacy. Various pre-reading, reading, reflection and assessment strategies will be introduced - including planning for cultural understanding, increasing personal connections through the use of personal questions and answers and Reader's Theatre.</p>	<p>General, Spanish</p>

2:00 – 2:15 Nutritional break & Exhibitors' Hall visit

Session C Workshops 2:15 – 3:30 pm

<p>Session Title <i>Workshop Facilitator(s)</i></p>	<p>Suggested target</p>
<p>C1 – Getting a handle on Standards-Based Assessment (Part Two) <i>Lukas Morel</i></p> <p>With Standards-Based Assessment either on the horizon or already arrived in many districts, this workshop aims to help teachers who are trying to understand both the "Why" and the "How" of incorporating SBA into their practice. This workshop will include some very practical examples and strategies to help teachers adapt their classrooms to BC's evolving educational reality.</p> <p>**This is a double-length session**</p>	<p>General</p>



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Session C Workshops 2:15 – 3:30 pm

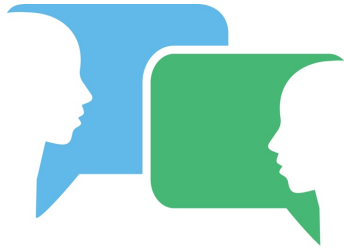
<p>C2 – Get students talking: Using authentic ads and commercials to build proficiency <i>Deanna Scheffer (Vista Higher Learning)</i></p> <p>How do we get our students, from beginning levels on, to build their understanding of the THREE P's: Products, Practices and Perspectives? Let's look at how we can increase our students' ability to express their understanding of another culture by using advertising to both MOTIVATE language production and broaden cultural understandings. Let's look too at how we can incorporate TECHNOLOGY to facilitate student access to authentic resources combined with scaffolded support. By using both commercials and print ads from the early levels, students can learn Identity, Interculturality and the Language needed to compare and contrast them.</p>	<p>General</p>
<p>C3 – Language learning centres are for every age! Using manipulatives and games to engage all language learners <i>Shauna Néro (BCLCA)</i></p> <p>Teachers will learn strategies to use language learning centres as a way to engage learners in their acquisition of the target language. Teachers will play various games and use manipulatives in the target language to develop their students' metacognitive reflection skills and to connect their learning to the curricular competencies and core competencies. Teachers will leave this workshop with concrete ideas for using manipulatives and games in class so that students can learn in an authentic manner.</p>	<p>General</p>
<p>C4 – My students love French now! Creating lessons which fully engage the Core French learner (Part Two) <i>Nancy Griffith-Zahner</i></p> <p>I've taught many a French class where students don't seem interested in learning the material or engaging in activities. Why were so many students answering my questions with "chépas Madame"? Through trial, error, student feedback and plenty of classroom observation and assessment, I came up with a series of activities, games, and self-assessment methods which encourage students to take an active role in their learning and find personal connections with the material being covered. Want your students to think of themselves as French speakers rather than just students in a French class? Let me show you the activities that I'm using in my grade 9-11 FSL classes to encourage language acquisition, improve attendance, and make French classes fun! Part one of this session will introduce us to the concepts and activities used to create a meaningful and fun French for teachers and students alike, and will include stories and student reactions to the activities. Part two will delve right into hands-on work, role play, games, and ideas you can take right back to your classrooms.</p> <p>**This is a double-length session**</p>	<p>French</p>



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<p>C5 – Pixton Comics Demonstration <i>Jared Shaw (Pixton Comics)</i></p> <p>Create conversations with comics. One of the best ways to practice a new language is by talking with someone. In this session I'll show you how to create real world conversations with Pixton. This session will be useful for teachers looking for a fun and engaging way for students to practice language. Your presenter is Jared Shaw - Head of Product Development at Pixton Comics.</p>	<p>French</p>
<p>C6 – YouTube – A French teacher's dream <i>Tanya Campbell (BCATML)</i></p> <p>Looking for the resource that is free and a great way to introduce a topic, support current learning or just hang out and enjoy the French language? Tanya Campbell (www.oneschoolroom.ca) will share French videos she has curated from YouTube. They are all free and ready for your classroom.</p>	<p>Elementary French</p>
<p>C7 – Altersgerechte Phonetikarbeit im Unterricht mit Kindern und Jugendlichen <i>Marje Stock</i></p> <p>Obwohl Kommunikation in der Regel nicht aufgrund von Grammatikfehlern scheitert, sondern eher wegen schlechter Aussprache oder Intonation, wird Phonetikarbeit oft noch recht stiefmütterlich behandelt. In den neuen Lehrwerken für Kinder und Jugendliche vom Cornelsen Verlag ist Phonetik bei der Fertigkeitentwicklung ein integraler und gleichwertiger Bestandteil jeder Einheit. Dabei kommen Mimik, Gestik und Bewegung sowie spielerische Elemente nicht zu kurz. Wie Phonetik im Unterricht mit Spiel und Spaß auch bei Teenagern vermittelt werden kann, wird in diesem Workshop gezeigt und ausprobiert.</p>	<p>German</p>
<p>C8 – Confidence in French begins with purposeful learning! <i>Kindra Harte (Pearson Education)</i></p> <p>Self-confident students tend to face situations head-on and be risk takers. They see a purpose in their learning and view learning in a positive light. <i>Mon réseau, ma vie</i> is designed to empower students with confidence in learning and using French. The program is function-driven and based on purposeful, action-oriented tasks set in a variety of authentic contexts, which students face in their daily lives. Developed for Adolescent Learners Taking Core French, <i>Mon réseau, ma vie</i> features authentic texts that help students engage in relevant, meaningful communication in French. <i>Mon réseau, ma vie</i> is linked to the CEFR Learner's Profile: A1+ to A2- Learners at this level are considered beginners. They can simply describe aspects about themselves, their immediate lives, their environment, and the people and things connected to it. <i>Mon réseau, ma vie</i> tasks are action-oriented and focus on A1+ to A2- language functions in a variety of specific contexts. Learners act as social agents to complete tasks in authentic contexts intended to expand their knowledge and skills in listening, speaking, reading, and writing. Throughout the modules, learners incorporate new and familiar language, think about strategies for successfully communicating ideas, and consider polite and culturally inclusive interactions with their peers. Hand-outs provided!</p>	<p>French</p>



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Conference Agenda and Workshop Descriptions

Session C Workshops 2:15 – 3:30 pm

<p>C9 – A Moon-themed unit: Teaching Mandarin 9-12 <i>Xue Wu</i></p> <p>People from different cultures have continued to be fascinated and inspired by the moon, perceived commonly as being peaceful, beautiful, romantic. But Chinese people have regarded a full moon as a symbol of family reunion, associated with Mid-Autumn Festival. Chinese literature, especially poetry, is full of moon images surrounding this theme.</p> <p>This workshop focuses on moon-themed poetry, containing six ancient and modern poems/songs I've taught in Mandarin 9-12. When I teach it in mid-September, my students have learned the phonetics and twenty basic characters like 日(sun), 月(moon), 山 (mountain), 水 (water). We study the pronunciation and English meaning of characters in the poems and literary terms like theme and poetic devices. As people today still use most of the words from the old poems, I've created an exercise on forming words with the words from the poems. Next, I sing each poem with a compatible melody. Finally, students recite one poem and write a test on vocabulary and their understanding of the poems. The workshop participants will get a poetry unit package.</p>	<p>Mandarin</p>
<p>C10 – Make it, bake it, voilà it's a café! <i>Trish Kolber (BCATML), Sheena Falconer</i></p> <p>Learn tips and tricks about how to bring the cooking class to your language classroom to give students a chance to participate in making authentic cultural dishes. After you've learned to cook together, learn how to transform your classroom into a café or restaurant experience to enable authentic conversations and multi-grade or inter-class interactions in the target language. Bon appétit!</p>	<p>French</p>
<p>C11 – Teaching culture in the target language through comprehensible embedded input (CI) <i>Adriana Ramirez</i></p> <p>Teaching about the culture should be another reason to stay in the target language. When using scaffolded activities to help students create a mental image of the message, we are leading them to success. With this approach you can use short videos and authentic resources in a way that is compatible with a CI classroom. There is no reason to teach culture in English. We can easily adapt many cultural topics to our students' language ability.</p>	<p>General</p>