



# BCATML

BC ASSOCIATION OF TEACHERS OF MODERN LANGUAGES

## BCATML CELEBRATING LANGUAGES CONFERENCE 2018

### PROGRAM OVERVIEW & WORKSHOP DESCRIPTIONS

#### Thursdays, October 18<sup>th</sup>, 2018

7:00 pm	<b>BCATML Social &amp; networking event (Ceili's Pub – <a href="#">7331 Westminster Highway, Richmond</a>)</b> Pre-registration pick-up. Enjoy some appies on BCATML! RSVP at the time of registration. No fee to attend.
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#### Friday, October 19<sup>th</sup>, 2018

7:30 - 8:20 am	<b>Registration pick-up; light continental breakfast, Exhibitors' Hall visit</b>
8:20 - 9:30 am	<b>Opening keynote address with Sylvia Duckworth (Grand Ballroom)</b>  There has been a big push on the importance of creativity in education recently. What are the benefits of creativity in education and on a personal level? How do we encourage creativity amongst our students and foster our own creative endeavours? Sylvia will consider these questions as she reflects on the importance of creativity in our professional and personal lives. Be ready to step out of your comfort zone during this fun and interactive talk as Sylvia takes you through a number of activities to get those creative ideas flowing, ideas that you can easily bring back into your classroom. Be prepared to engage and have some fun with us!  <i>Sylvia Duckworth is an award-winning French teacher and technology coach from Toronto, Canada, with more than 30 years of teaching experience. Her mantra is "Connect, Collaborate, Create" and she is constantly searching for ways to enable teachers and students to maximize these opportunities. She is a Google Certified Innovator, a Level 1 and 2 Google Educator, a Google Certified Trainer, and Apple Teacher and an Apple Distinguished Educator. She is the author of the book "Sketchnotes for Educators". You can find her resources at <a href="http://www.sylviaduckworth.com">www.sylviaduckworth.com</a> and her store at <a href="http://www.sylviaduckworth.shop">www.sylviaduckworth.shop</a></i>
9:30 - 10:15 am	<b>BCATML Annual General Meeting (Grand Ballroom)</b>
10:15 - 10:30 am	<b>Nutritional break and Exhibitors' Hall visit</b>

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

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

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

<p><b>10:30 - 11:45 am</b></p> <p><b>Session A Workshops</b></p>	<p>vocabulary (around 500 words); pronunciation strategies; and basic grammatical concepts. Vocabulary learning with BonPatron Xpress uses interactive tables which allow students to move from comprehension to production. It also provides sound and exercises, as well as a to verify that the vocabulary acquired can be produced spontaneously (just like in conversation). During the session, teachers will learn about the basic steps students should follow to master the core vocabulary of French. The session is suitable to all levels of French and should be of great interest to teachers of both core French and French immersion</p>	
	<p><b>A14 – Cooking in the Language classroom</b>  <b>Trish Kolber (BCATML French Language Rep)</b>          If you have been thinking about how to include everyone's favorite cultural component into the classroom, Trish has prepared a guide for all the elements you need to ensure a fantastic class that your students will rave about. The guide can be edited in your target language with recipes from a variety of cultures. Crepes, waffles, tacos, maki sushi, or fried rice; there are so many possibilities! Bon appétit!</p>	<p><b>General for all languages</b></p>
	<p><b>A15 – AIM-ing for proficiency! You CAN DO it!</b>  <b>Wendy Maxwell (This workshop will be presented by a representative of AIM Language Learning)</b>          In this hands-on workshop, you will learn strategies that rapidly accelerate your students' oral and written proficiency. View video and written samples that demonstrate what can be achieved with the Accelerative Integrated Methodology (AIM). You will be provided with a text/video package that you may use to implement AIM strategies with your students the next day! (FSL/SSL only) Session Outline In a unique 10-minute demonstration, teachers experience what it is truly like for beginner students in a language classroom and reflect on the experience. Teachers will discuss the essential elements of a successful language classroom; discover the core components of a successful methodology called AIM, examples provided; discover recent research on the methodology; experience an AIM classroom as if they were the students; view videos samples that show authentic proficiency – both oral and written – observed by students with as little as 50 hours of instruction.</p>	<p><b>General for all languages</b></p>
<p><b>11:45 - 12:45 pm</b></p>	<p><b>Buffet style lunch; Cultural performance; Exhibitors' Hall visit</b></p>	
<p><b>12:45 - 2:00 pm</b></p> <p><b>Session B Workshops</b></p>	<p><b>B1 – Rigodon ... Célébrons!</b>  <b>Andrea Haddad (This workshop will be presented by a representative of Rigodon)</b>          Learn how to celebrate the heritage of French North America in your classroom through music, legends, foods, traditions and regional customs. Participating in authentic fêtes and other activities is a useful learning tool and raises awareness of the francophone presence across the continent. Vocabulary may be forgotten, but an appreciation of the culture and language will live on with your students.</p>	<p><b>French</b></p>
	<p><b>B2 – Aesthetische Erfahrung Im Daf-Unterricht</b>  <b>Galina Vakhromova</b> <b>**THIS SESSION HAS MOVED TO C2**</b>          Fuer das weitere Nachdenken ueber die Moeglichkeiten des fachuebergreifenden DaF-Unterrichts entstand ein Projekt "Buendnis der Kuenste: Poesie und Musik" fuer die deutsche Sprachschule. In der</p>	<p><b>German</b></p>

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

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

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

<p><b>12:45 - 2:00 pm</b></p> <p><b>Session B Workshops</b></p>	<p>second language learners. Please bring your iPads or laptops. Participants are strongly encouraged to pre-download the following iPad apps: Adobe Spark Post, Adobe Spark Page, Adobe Spark Video, Apple Clips, Sock Puppets, Bitmoji, iFunFace (Pro), Haiku Deck, Dolnk Greenscreen, Book Creator, and Puppet Pals HD.</p>	
	<p><b>B14 – Mastering the Art of French Phonetics à la Rome Lavrencic</b>  <b>Rome Lavrencic (BCATML President)</b></p> <p>Do your students struggle with French pronunciation? Do they still pronounce French cognates in an English manner? Do YOU? Then join Rome as he shares his recipe for success for mastering French phonetics and rules of pronunciation in this fully interactive, in-service styled workshop. We will begin with our base ingredients:</p> <ul style="list-style-type: none"> <li>- 1 tablespoon of vowels;</li> <li>- 2 cups of consonants, finely chopped;</li> <li>- ¼ cup of diphthongs (combined vowels); and</li> <li>- a pinch of nasal vowels for extra seasoning</li> </ul> <p>Next, preheat the oven to 400°F while Rome leads you in a series of activities and games to encourage your students to practice and improve their pronunciation while having fun. When done, your students will be asking for seconds. For dessert, Rome will share resources he has created and used in his class and highlight others available through various companies. Participants will easily make links to the Learning Standards of the Core French curriculum for all grades. Come and join the fun! You and your students will be Cordon Bleu masters of French pronunciation in no time! Open to teachers of all levels, including Intermediate &amp; Middle years.</p>	<p><b>French</b></p>
	<p><b>B15 – Online tools to increase engagement, participation and on task time</b>  <b>Trish Kolber (BCATML French Language Representative)</b></p> <p>Increase student participation, engagement and on task time to reinforce learning, verify learning, and possibly foster some healthy competition between language learners. There will be demonstrations of Kahoot and Quizlet, after which each participant will make their own activities to use in class to complement their own units of study. Bring a laptop or iPad loaded up with 3-4 lists of vocabulary or Questions and Answers in your target language and please create your own user account for these two sites.</p>	<p><b>General for all languages</b></p>
<p><b>2:00 - 2:15 pm</b></p>	<p><b>Break and Exhibitors’ Hall visit</b></p>	
<p><b>2:15 - 3:30 pm</b></p> <p><b>Session C Workshops</b></p>	<p><b>C1 – My 22-Year Grab Bag</b>  <b>Andrew McFayden</b></p> <p>As teachers we all have our grab bag of activities. In this workshop, Andrew will share some activities that he has used over his 23 years of teaching ranging from games to class activities to testing software and more. He will share some speaking activities that he uses as well. The workshop is directed towards secondary French 8-12 teachers and will be presented in English.</p>	<p><b>French, General for all languages</b></p>
	<p><b>C2 – Teaching Culture through Objects</b> <b>**THIS SESSION HAS MOVED TO B2**</b>  <b>James Skidmore, Sara Ghaffarian</b></p> <p>The 2007 Modern Language Association Report made a strong case for integrating cultural knowledge into language instruction. Nevertheless, Modern Language curricula in many schools and universities remain bound to a form-based approach (grammatical topics and/or lexical items); culture is</p>	<p><b>German</b></p>

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

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

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

<p>2:15 - 3:30 pm</p> <p><b>Session C Workshops</b></p>	<p><b>C15 – How can tech help me teach? iPad use for language learning!</b>  <b>Jessica Waymouth</b></p> <p>Wondering how to integrate technology into any language classroom? Don't know where to start? Come out and learn some quick and easy apps that you can use with any language at any grade level! These apps will both motivate your students and allow you to authentically assess student language skills! Please bring your own iPad, and if you don't have a device, we can buddy you up. If you are bringing your own device, please pre-download and sign in to the following free apps before the conference; Adobe Spark Video, Explain Everything, and ChatterPix Kids. Jessica is excited to share some 'pick-up-and-do' activities you can use the next day in your own language classroom!</p>	<p><b>French, General for all languages</b></p>
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SOME OF THE EXHIBITORS WHO WILL BE AT THIS YEAR'S EXHIBITORS' HALL:

