

Qing 言

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BCATML
BC ASSOCIATION OF TEACHERS OF MODERN LANGUAGES

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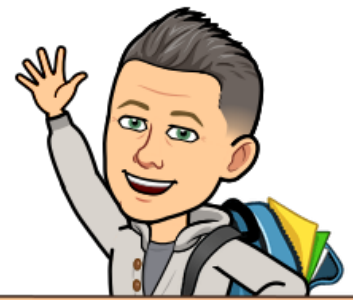


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President's Message

Rome Lavrencic



BACK TO
SCHOOL!

Welcome back to reality! This summer goes down in the record books with incredible heat waves, beautiful sunshine, and much desired time with family and friends. I hope your well-deserved time off has been restful and reenergizing, as we now prepare for the year ahead. One thing for certain though: change is ever constant and our return to school will be different than last fall. Here are some of the latest changes and updates I am eager to share.

The BCTF just completed its annual Summer Leadership Conference bringing together your local



leaders and representatives, as well as members from every advisory committee of the federation to share ideas, concerns, and solutions. The conference also coincided with several announcements including the latest safety measures and guidelines for schools by the Provincial Health Officer. Here is a summary of some of the key pieces in place for this fall. Please direct specific questions to your local union representatives.

- A mandatory mask mandate in all schools. All kindergarten to grade 12 staff and visitors, as well as students in grades 4 to 12 will be required to wear non-medical masks in all indoor areas of schools and on school buses. Kindergarten to grade 3 students are strongly encouraged to wear masks as well;
- Learning groups (cohorts) will no longer be recommended by public health. Teachers can expect class sizes to be larger than last year, creating challenges for physical distancing in our classrooms and learning environments;
- Extracurricular activities in line with local and provincial health orders will be allowed; and
- On-going hand washing and hygiene measures will be in place and will also be promoted.

Two other changes to take note of this fall are a new draft policy of the Ministry Reporting Order and the new BCTF website. The province will seek input and feedback from all stakeholder groups about the draft reporting order. I strongly encourage you to provide yours directly and discuss any concerns with your local union as, undoubtedly, a new reporting order will have a direct impact on teachers' workload. It is expected that a finalized reporting order will be legislated next spring for full implementation in September 2022. BCATML will keep a close eye on the new order, as well as any additional updates to the Languages curricula and inform members of any developments. Additionally, BCTF unveiled its new website which saw a dramatic overhaul this summer. It has simplified users' interactions with advanced AI search tools and shows the most recent content linking teachers with invaluable resources like TeachBC, benefits and services, as well as classroom support materials. Be sure to visit www.bctf.ca today and log in!

BCATML has also started planning several events beginning this fall. Building on the success of last year's after school elementary French series, Tanya Campbell will continue to facilitate virtual sessions for Elementary and Middle Years Core French teachers to collaborate and share resources. As well, BCATML will host its inaugural virtual Book Club series with two different authors. The dates will be announced at this year's Annual General Meeting. We also hope to organize a few virtual meet and greets with the Executive, as many of us wear several proverbial "professional hats" and we would like to increase member engagement and support. Stay tuned for more information this fall!

Lastly, we are putting on the finishing touches to the annual Celebrating Languages Conference which will occur online on **Friday, October 22nd**. Building on the success of last year's online conference, we took your feedback and have planned another full day of engaging speakers and sessions. We are delighted to announce **Martina Bex** as this year's keynote who has helped language teachers implement proficiency-oriented and comprehension-based language programs for over a decade. We are also thrilled to welcome Dr. Ulf Schuetze who teaches German as a second language, intercultural communication, and second language pedagogy and methodology at the University of Victoria.



BCATML PRESENTS
**CELEBRATING
LANGUAGES 2021**
Friday, October 22 • ONLINE

Topics include:

- Accessibility & Equity in the language learning classroom
- Reading & Vocabulary
- L2 Assessment, Games, & Engagement
- Comprehensible Input and much more!

KEYNOTE SPEAKER
MARTINA BEX

EARLY BIRD RATE AVAILABLE UNTIL SEPTEMBER 30
BCTF members \$80 | non members \$125
TTOC + teacher candidates \$30

WWW.BCATML.ORG

Dr. Ulf Schuetze will be a featured speaker at this year's conference. I would like to thank Kindra Harte and Dylan Trerice who have led this year's Conference Committee in planning our signature event. **Registration is now open**, and teachers can take advantage of **early bird pricing until September 30th** by visiting www.bcatml.org. As always, we will have some fantastic door prizes for those attending our Annual General Meeting beginning at 8:30 am. We anticipate a couple of vacancies with next year's Executive Committee (Language representative and Web Manager). I invite you to read more about all the executive roles in this edition of Lingo and put your name forward by either emailing psac51@bctf.ca or nominating someone at the Annual General Meeting. Don't forget, by attending the conference, all participants receive a free membership to the Canadian Association of Second Language Teachers (CASLT) for one year.

Without further ado, I wish you an excellent return to school and hope that your year will be successful and fulfilling. Please enjoy the rest of this edition of Lingo and I look forward to seeing you at this year's virtual conference on October 22nd!!

Rome Lavrencic

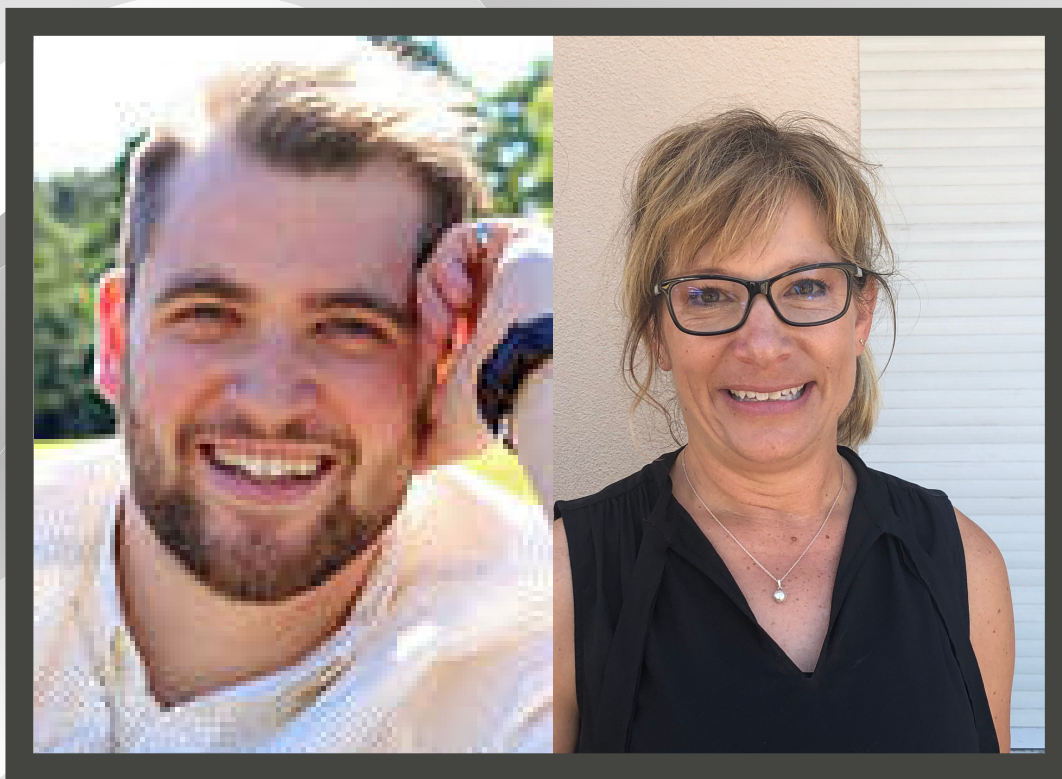


Welcome to BCATML Fall Conference 2021!

A message from your Co-Chairs!

A warm welcome back to school! This year, our conference will once again be a virtual event. We cannot wait to connect and see you there! Be sure to read this newsletter edition for more information. As your Conference Co-Chairs, we urge you to get in touch with us if you have any questions.

Dylan Trerice & Kindra Harte



BCATML PRESENTS

CELEBRATING LANGUAGES 2021

Friday, October 22 • ONLINE



Topics include:

- Accessibility & Equity in the language learning classroom
- Reading & Vocabulary
- L2 Assessment, Games, & Engagement
- Comprehensible Input and much more!

KEYNOTE SPEAKER
MARTINA BEX



EARLY BIRD RATE AVAILABLE UNTIL SEPTEMBER 30

BCATML Fall Conference October 22, 2021

You gave us feedback and we listened! We are honoured and thrilled to welcome Martina Bex, as our keynote speaker for our annual BCATML conference in October 2021. Martina's sessions at our National Conference in October 2020 were very well received. Based on popular demand we booked Martina Bex to continue her work with us for Conference 2021. Martina is a high energy, inspiring educator who brings a wealth of knowledge and expertise to her sessions. We truly hope you will plan to join us on October 22nd!

Martina Bex

Owner, The Comprehensible Classroom

Biography:

Martina Bex is the Founder of The Comprehensible Classroom, whose curricula and training materials have been helping language teachers implement proficiency-oriented, comprehension-based language programs with confidence since 2010. Martina is internationally recognized for her leadership and expertise in the world language teaching profession as a teacher trainer and curriculum developer. A Spanish teacher by trade with experience in public and private schools and at the university level, Martina balances her work for The Comprehensible Classroom with the needs of her five young children, for whom she is the full-time caregiver. Martina has been published in *The Language Educator* and presents regularly at state, regional, and national conferences in addition to consulting with individual districts and organizations. Her newest project for supporting teachers is the Garbanzo App, an interactive library of stories in Spanish designed specifically with language classes in mind.



Presentations

Plan for Proficiency: What Does Proficiency-Oriented Language Instruction Look Like?

In this session, Martina Bex will unpack the definition of Proficiency-Oriented Language Instruction (POLI) as outlined by the Center for Advanced Research on Language Acquisition (CARLA). Focusing on the core elements, participants will consider POLI's implications on lesson design by participating in three mini lessons. Participants will leave with a template for planning their own proficiency-oriented lessons.

Bringing Culture Back

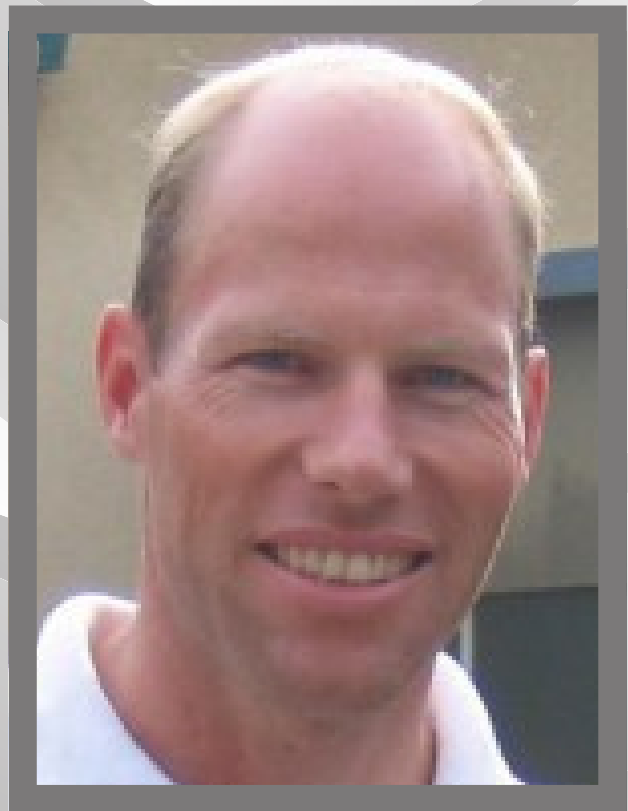
You've pinned hundreds of resources, archived every story script on the Internet, and spent a small fortune building your class library, but you have no idea how to pull it all together. In this session, participants will learn how to use high-frequency word lists to map curriculum and how to follow a logical unit-mapping sequence to develop coherent, compelling, culturally rich units that meet Common Core Standards.

TPRS: Finally, They're Fluent!

Most language teachers spend the first few weeks each fall reviewing everything that students have forgotten over the summer, only to watch them forget it forever upon graduation. But it is possible for your students to maintain their language proficiency over the summer and across a lifetime. In this introductory workshop, you'll experience first-hand how Teaching Proficiency through Reading and Storytelling (TPRS) uses compelling, comprehensible input to build lifelong language proficiency in students and restore the joy of teaching.

Conference 2021
Program Overview
Friday October 22, 2021

8:30-9:15	AGM
9:15-10:15	Keynote Speaker - Martina Bex
10:15-10:30	Break/Entertainment
10:30-11:45	Session A
11:45-12:15	Featured Speaker - Ulf Schuetze
12:15-12:45	Lunch
12:45-2:00	Session B
2:00-2:15	Break/Entertainment
2:15-3:30	Session C



Workshops at a Glance

SESSION A

My 26-year grab bag-Andrew McFayden

Top Tips for assessing online-Jennifer Wozniak-Rush

Accessibility and Equity in the 2nd Language Classroom-Rebeca Deutschmann

CASLT-Welcome to CASLT! Amazing resources and research for language educators- Kindra Harte

How to incorporate topics on Japan-Alberta Education -Keiko Yoshikawa

Hot tips and tricks for the language classroom -Shauna Nero

Elementary language teaching-tips, tech resources and more! -Tanya Campbell

Idello and FSL: teaching resources especially adapted to fit the needs of your students, videos and more. Target audience-K-6 -Colette Fraser

Idello and FSL: Teaching resources adapted to the needs of core French students (Grades 1-12) -Barbara Johnson

Vocabulary learning-beat the forgetting curve! No-prep classroom ideas -Daniele Bourdais

SESSION B

Indigenous Perspectives-Mindful balancing of Western-style teaching with Indigenous Ways of Knowing -Nancy Griffith-Zahner

Connecting, collaborating, having fun-Goethe Institute -Marje Stock

Creating Film Studies for middle school-Meaghan Bowes

Games in my 2nd language classroom-Andrew McFayden

Lifelong Learning-CASLT-Kim Giese

Reading in the language classroom -Michelle Metcalfe / Adriana Ramirez

Spanish Embassy-Free for teachers! Amazing resources, prod, and more -Kindra Harte

Technology-German-Hueber Verlag

Transform your language learning program with Education Perfect -Philippa Kruger

Idello and Core French: Discover resources to support your Core French teaching with the new curriculum. -Colette Fraser

SESSION C

Le Projet National FLS au Canada: Chanter! Apprendre! Célébrer! Join former YRDSB French consultant and current FSL author Cathy Stanley — and award-winning FSL Superstar Gregg LeRock! — as they bring this exciting new nationwide FSL project to life.

Blended Learning-Marje Stock

Creating meaning through engagement -Crofton House-Ping Li

Kreatives Schreiben-Andreas Meckes

Research Projects-Andrew McFayden

Opening minds and hearts/ Globalizing Language Learning -Daniele Bourdais & Suzi Bewell

Teaching Intro Languages with Google slides-Tanya Campbell

TPRS-Teaching with CI -Beyond the Basics -Michelle Metcalfe & Adriana Ramirez

Idello and the French Without Borders project: Giving a voice to students! -Barbara Johnson

What's in a word-Meaning making when teaching vocabulary -Maria del Carmen de France-UVIC



BCATML
BC ASSOCIATION OF TEACHERS OF MODERN LANGUAGES

BCATML Annual General Meeting
Friday, October 22, 2021 8:30 – 9:15 am

Held online via easyREG and Zoom

Agenda

- 1) Call to order at 8:30 am.
- 2) Establishment of quorum and adoption of the AGM Agenda.
- 3) Acknowledgement of the First Nations ancestral lands.
- 4) Adoption of the BCATML AGM Minutes of Friday, October 23, 2020.
- 5) Recognition of BCATML Executive & Conference Committee members.
- 6) BCATML Constitutional amendments.
- 7) President's report.
- 8) Treasurer's report; adoption of BCATML Operating Budget for 2021—22.
- 9) Election of BCATML Executive Committee 2021-22.

*Nominations during the AGM will be accepted as per the Constitution. The current list of nominees are:

Table officers:

President: Rome Lavrencic
Vice-President: Kindra Harte
Treasurer: Wendy Yamazaki
Secretary & Membership: Antonella Bullen

Members-at-large:

Elementary/Middle Years: Tanya Campbell
French Representative: Trish Kolber
German Representative: Angela Kleine-Buning
Japanese Representative: *vacant*
Mandarin Representative: Ping Li
Other Languages Rep.: *vacant*
Punjabi Representative: *vacant*
Spanish Representative: Andrew McFayden
Web Manager: *vacant*

- 10) Other business.
- 11) Adjournment.
- 12) Door prizes.

CASLT Welcomes New BC Members

This Spring, the Canadian Association of Second Language Teachers (CASLT) added two BCATML members to their National Organization.

Kindra Harte, the current Vice-President of the BCATML, was elected to serve as BC's representative on CASLT's Regional Council which consists of volunteer representatives from each province and territory, who support and promote CASLT's activities and initiatives in their respective regions. As BC's representative, Kindra will attend BCATML meetings in a liaison role, represent CASLT at national and provincial Second Language teacher events, promote participation in CASLT's programs, and contribute to CASLT's committees by speaking to issues concerning BC Second Language teachers.

Trish Kolber, the BCATML's French Representative, has been nominated to serve on CASLT'S Board of Directors, which operates as a policy-setting body, establishing the organization's strategic directions to support best practices in the teaching of Second Languages. Trish is excited to be able to bring BC's voice to a Board which endeavours to achieve diversity of perspectives through representation from across the second language education community, as well as broad geographical distribution.

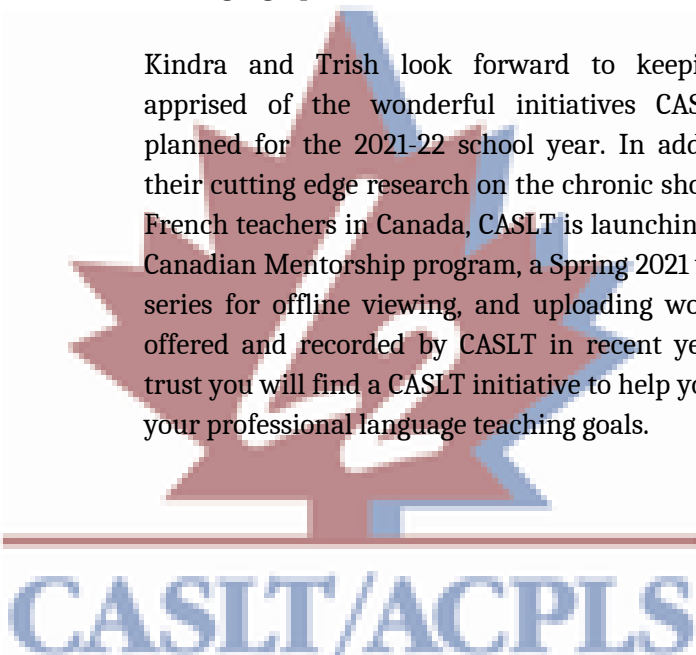
Kindra and Trish look forward to keeping you apprised of the wonderful initiatives CASLT has planned for the 2021-22 school year. In addition to their cutting edge research on the chronic shortage of French teachers in Canada, CASLT is launching a Pan-Canadian Mentorship program, a Spring 2021 webinar series for offline viewing, and uploading workshops offered and recorded by CASLT in recent years. We trust you will find a CASLT initiative to help you reach your professional language teaching goals.



Kindra Harte - BC Rep for CASLT



Trish Kolber - CASLT Board of Directors



SEL Integration Made Easy in Language Classrooms

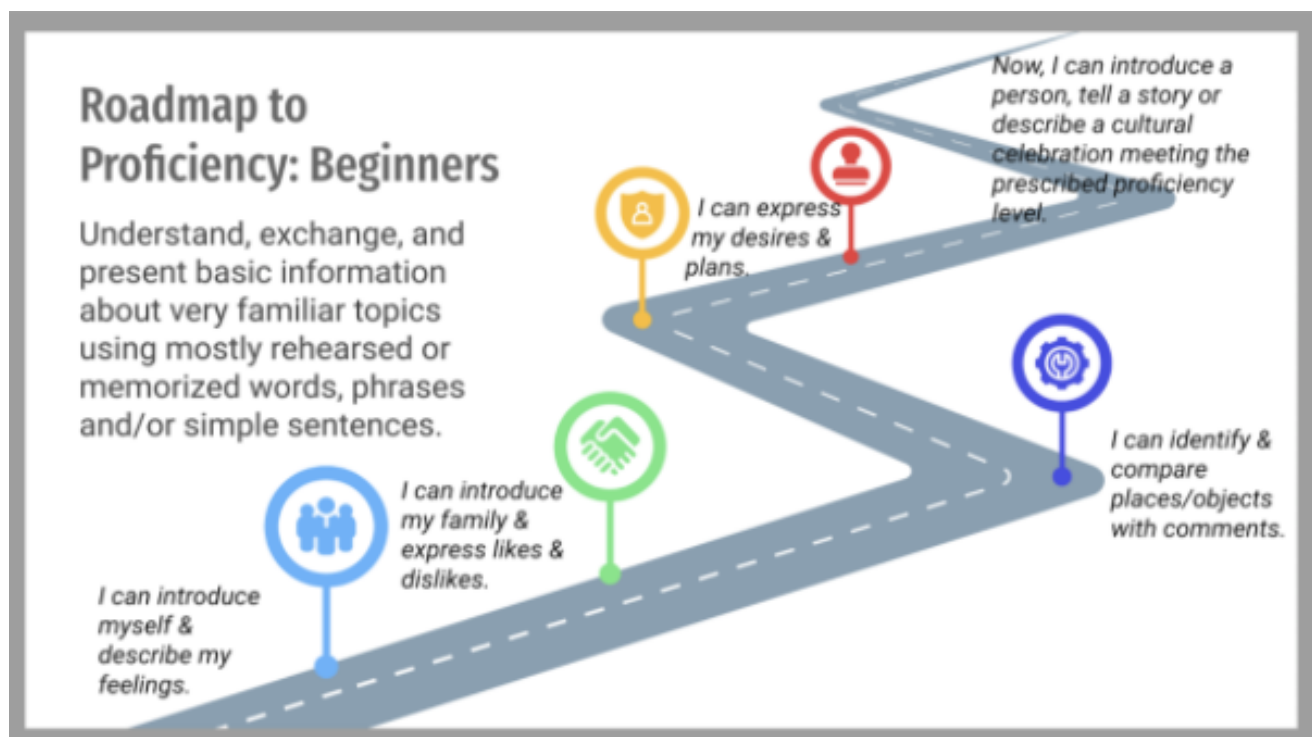
Ping Li

BCATML Mandarin Representative

Not many people in the educational field would deny the fact that social-emotional learning has been more urgently felt for our students since the onset of the pandemic. The past school year has proven that students need support, guidance and instruction to perform and overcome challenges successfully whether in school, online and/or in life where they can communicate and explore their feelings, build valuable relationships, face challenges and setbacks positively, and better their organizational and time management skills in a stimulating, inspirational, fun and engaging environment and in a deeper and more meaningful way. However, timely integration of SEL into the current curriculum does not have to be taken on as something extra. Here are a few SEL-made-easy approaches for language teachers to blend into lesson plans and daily classroom practices in the new school year.

Coach students to set specific & achievable goals - a confidence builder

The lesson I have learned is that simply asking students to set goals for a new school year often leads to nowhere unless students are given an overview of what they are going to learn and achieve. Last year I created a learner's profile to outline for each Mandarin course the following: what students can understand when they say, write, listen and read with specific can-do statements and cultural awareness and interaction for each unit, which makes the personal goal-setting (academic, emotional, social, etc.) more tangible for students and would strengthen their intrapersonal skills and promote the ownership of their own learning. With a clear growth mindset, they are able to explore their learning preferences, measure their own current language skills and set specific goals for improvement, as against the vague plans such as "I'll work harder" or "I'll practise more". The "Roadmap to Proficiency: Beginners" below gives a glimpse of what students can achieve as shown in their learner's profile:



Make time & space for students to reflect on & monitor their own progress - a self-awareness booster

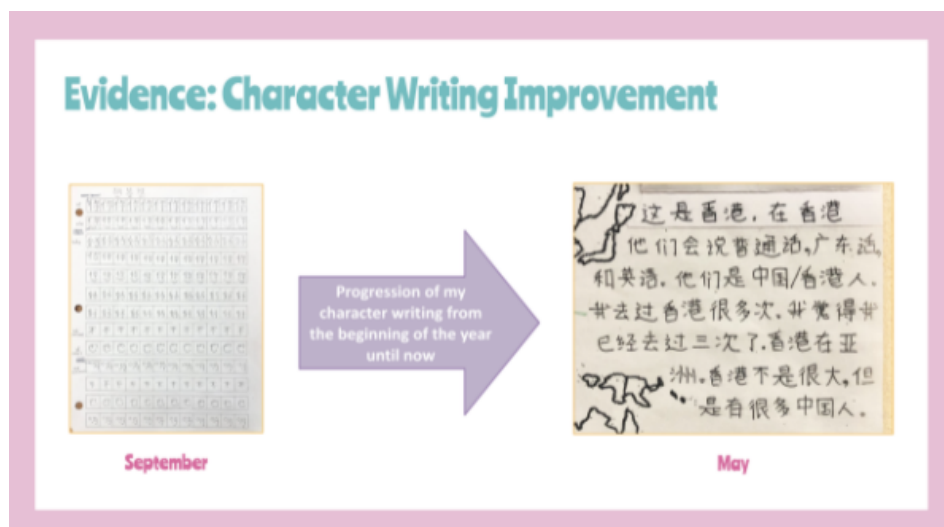
What does not do well is to let students do reflection after class. I have made it a routine classroom practice to reflect with my students about 5 minutes before class ends by going over the key skills and language points practised during that class. Before long, students get excited sharing their learning results and reflecting on their performance based on the can-do statements presented to them at the beginning of the school year. I will require them to do a written reflection with the help of a provided single-point rubric by the end of each unit. Such intentional and purposeful reflection for just a few minutes together to ask about their feelings, talk about what went well or set some goals for next class goes a long way to make them feel special and unique in class. What's more, a healthy and positive environment is created. Similar reflections can also be done after a presentation, a summative/formative assessment, etc. in class or small groups. I even tried a final reflection project last school year with required areas for reflecting on the outlined can-do statements. Students were awed by their own progress and achievements, the proudest of which, for all of them, was actually able to write sentences in Chinese characters to exchange and present information, something not seemingly attainable when school started! The following are the requirements for such a reflection with a student's sample slide:



REQUIREMENTS

- ✓ **A Video**
To show your ability to have a conversation in Mandarin
- ✓ **A Demo**
To show your understanding of the Chinese characters
- ✓ **An evidence each**
To show your writing ability, your knowledge of Chinese culture, & what you are most proud of

The slide features a central illustration of a student sitting at a desk with a laptop, a clock, and various educational icons like a graduation cap and books.



Evidence: Character Writing Improvement

September

Progression of my character writing from the beginning of the year until now

May

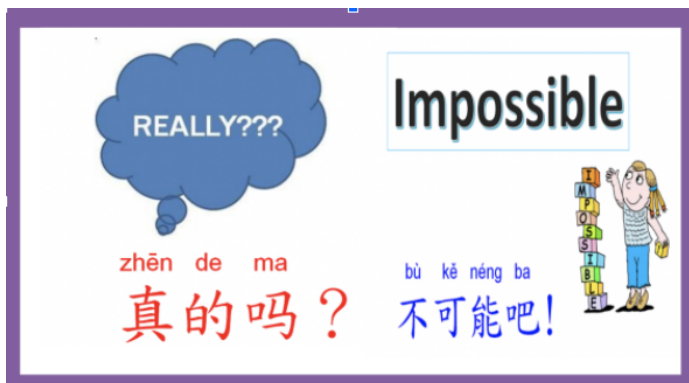
The slide shows two examples of Chinese handwriting. The first, from September, consists of small, somewhat illegible characters on a grid. The second, from May, shows a clear and confident piece of handwriting with a drawing of a map of China and the text: 这是香港, 在香港他们会说普通话, 广东话和英语。他们是中国/香港人。我去过香港很多次, 我觉得我已经去过三次了。香港在亚洲。香港不是很大, 但是有很多中国人。

Start the class with a routine – a personal connector

Make an effort to spend a few minutes at the beginning of each class to chat with students about their life using the vocabulary and structures they have acquired. It could be as simple as weekend talk, a sport event commentary, lunch menu description, weather beefs, an upcoming test, a new pet, etc. Any topic would do so long as it attracts students' interest and participation. The benefit of such a small gesture is twofold: it provides a venue for students to share their life and also encourages them to use their target language to express themselves. My favourite starters for beginners are 今天你们怎么样? (How are you today?) 昨天过得怎么样? (How was yesterday?), which can generate various responses beyond measure! I am also planning to adopt a new class starter "What's the password?" intrigued by a webinar I attended called "How to Involve CI into your Textbook Teaching" by Jodi Stokydk. It sounds like a fun way to greet students with a password at the door before class! I plan to ask my students to decide on a password each week to amplify students' voices and choices.

Here are the much-loved Mandarin rejoinders my students cannot resist using whenever they interact in class: Mandarin rejoinder posters.

Sharing emotions and feelings can also be a part of the class starter or throughout the lesson for personal connections and relationship building. The following are my online discoveries:



Credit: <https://hanbridgemandarinchineselearning.tumblr.com/>

Here are the much-loved Mandarin rejoinders my students cannot resist whenever they interact in class: Mandarin rejoinder posters.

Encourage students to use SE-related expressions – a relationship enhancer

Students, esp. struggling students with social, emotional or academic challenges, need support and encouragement from teachers and their peers. I have created a list of easy and simple-to-manage Mandarin expressions with positive meanings as morale boosters to help students face setbacks, overcome challenges and foster resilience. Using these expressions in appropriate situations is also a good opportunity for students to practise perspective taking and having empathy, namely walking in someone else's shoes. The most commonly used ones for beginners are as follows, though the list can go as long as need be. The emotion expressions shown above in #3 can also apply here



For similar results, here's a free poster 8 Phrases That Nurture Growth Mindset that can be printed out and hung on the classroom wall. The poster below I found in Pinterest also teaches how to balance social and emotional needs (for more advanced students):



Credit <https://allaboutchinese.tumblr.com/search/%E5%BF%AB%E4%B9%90/page/6>

All in all, make a few small steps to integrate SEL into lesson plans and classroom practices for the new school year, but just with more conscious effort and a twist.

P.S. If interested, check out “Figure 1.1 Essential SEL Skills” outlined by Jeffrey Benson in his book *Improve Every Lesson Plan with SEL*. I have found his list of SEL skills very clear and easy to adapt. Also go to watch his free webinar, the same title of his book, <https://www.ascd.org/webinars/improve-every-lessonplan-with-sel> to get an overview of how to design lesson plans with SEL.

Amazing resources for Spanish Teachers!!

Submitted by Kindra Harte

Here is one of my new favourite websites:
<https://juanamartinezneal.com/>

You will fall in love with this website. Juana Martinez Neal is from Peru and has written many award-winning children's books. They are absolutely gorgeous and so beautifully written. Students love these books! In addition this incredible author has a website with classroom-ready materials for teachers to download and use.

If you search the author's name on YouTube, you will be able to show your students interviews with the author in both Spanish and English, and also clips of the author reading the stories in Spanish and sharing the inspiration behind each of her books. Amazing work! Be sure to check it out!!



Juana Martinez Neal

Scholarship for BCATML members who teach Spanish

Information submitted by Shireen Cotterall - Spanish Rep

In collaboration with BCATML, Centro MundoLengua is offering one scholarship for 2022.

The scholarship is available to British Columbia current high school / college / university Spanish teachers, with preference given to high school teachers. **Note that you must be a member of the BCATML at the time of application.** Our main goal is to ensure that the recipient of this scholarship learns pertinent information to be brought back and shared with their students and colleagues. The scholarship winner will be able to participate in one of our Training courses for Spanish teachers at the University of Cadiz. ,

Teachers who want to apply for the scholarship must show interest in traveling to Spain with their students in the future, or in encouraging the participation of their students in study abroad programs in Spain. At the end of their stay, the recipient is required to submit a blog post to Centro MundoLengua, about their overall experience in Spain.

Centro MundoLengua must receive your application, without exception, before the scholarship deadline on the 31st of January, 2022. The winner of the scholarship will be selected on or before the 15th of February, 2022.

For more information and to fill out the application form, go to the following link:

<https://centromundolengua.com/scholarships-for-bcatml-spanish-teachers/>

Los productos, las prácticas y las perspectivas; El origen de la bebida de chocolate y la merienda mexicana

por Shireen Cotterall - Spanish Representative



La bebida de chocolate y la merienda mexicana

La merienda en México es una costumbre tradicional para reunirse con la familia y las amistades a tomar chocolate caliente y a comer pan dulce.

Los Productos

En una merienda la familia mexicana suele comer pan dulce estilo Mexicano. Para beber se acostumbra preparar chocolate caliente hecho con chocolate en tablilla. El chocolate caliente se puede preparar con leche y con un molinillo, una invención del siglo 18 por los españoles.

La Práctica

El chocolate se derrite con leche en una olla y se acostumbra usar un molinillo de madera para agitar el chocolate con la leche para hacer espuma. Se coloca la parte superior del molinillo entre las palmas de las manos y se gira bruscamente rotando el molinillo. Este movimiento causa que la leche se convierta en espuma. Se sirve en un jarrito de barro y con una pizca de canela.

La Perspectiva

El árbol del chocolate se originó en Mesoamérica pero los Olmeca, los Maya, los Zapoteca y los Azteca fueron uno de los primeros en preparar el chocolate mezclado con agua para beber. El idioma de los Azteca es el náhuatl. La palabra 'chocolate' viene de la palabra en náhuatl: xocoatl. Los Azteca sirvieron su bebida de chocolate a los españoles cuando llegaron al nuevo mundo. Fue servida en platos hondos que estaban hechos de calabazas. Dicen que esta es la bebida favorita de Moctezuma, el rey de los Azteca.

En el Valle de Oaxaca, los Zapoteca preparaban el chocolate con maíz, semillas de cacao, fruta de mamey y flores silvestres y lo nombraron téjate, la bebida de los dioses. Se cree que el téjate es una bebida mágica que da energía y sabiduría. Se sirve muy frío y en jícaras rojas. Hoy se puede beber esta bebida en los mercados de Oaxaca.

Los españoles llevaron el chocolate a Europa y allí también se convirtió en una bebida muy popular. Ellos inventaron el molinillo para mezclar bien todos los ingredientes. Poco tiempo después se inventó la combinación de chocolate con leche y desde entonces se acostumbra beber el chocolate frío o caliente. Hoy esta bebida se consume en muchos países pero los mexicanos lo preparan un poco diferente y lo toman durante la merienda.

Follow Instagram Accounts to Learn Japanese!

By Grace Ho, BCATML Japanese Rep

I imagine that many of you and most of your students have Instagram accounts. I have discovered that following Instagram accounts can be quite useful – or interesting at the very least – for learning Japanese. Inform students that some accounts will advertise subscriptions or memberships to other online platforms like Patreon, but the content on Instagram alone is worth checking out!

These are entirely my suggestions, so if you have recommendations that you would like to share, please feel free to send them my way, or even better, please write an article for future editions of this newsletter!

dokidokicomics



All the posts here are full of cute manga characters, and the illustrations alone make this account worth following! Swipe on each post to learn a selection of words and expressions. Presented with Romanized Japanese, English translations and explanations, as well as tidbits of Japanese culture, this account is perfect for beginners!

japanese_language_mlc



Each post focuses on a single word or grammar point. About four sample sentences are included along with Romanized Japanese and English translations. There is only one image per post, and the layout is consistent and easy to read. Students with a strong grasp of basic sentence structures will find this an excellent resource for extending their knowledge.

jlptsensei



Featured in each post is one grammar point along with Romanized Japanese, English explanations, and a couple of sample sentences. Posts are labelled with JLPT (Japanese Language Proficiency Test) levels N5, N4, or N3. Beginning students can focus on N5 levels while those with higher proficiencies can focus on N4 and N3 levels. This is a great place to introduce students to the tests!

nihongo_no_kai_japan



This account features a wide range of language tidbits at varying levels. Some posts simply encourage and inspire language learners. Posts may be a single image or require swiping, but they explore a good balance of expressions, verbs, kanji, grammar points, and much more.

nihongo_note



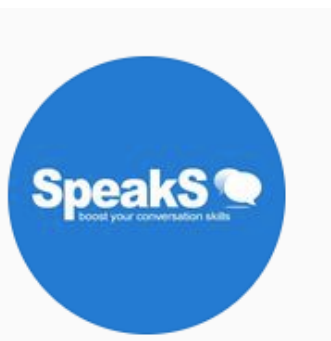
The name of this account is a good fit as it does look like pages from a language learner's notebook! The posts contain a variety of items in the form of short vocabulary lists, grammar explanations, short dialogues, kanji writing, and more. Romanized Japanese and English translations are concisely included as well. Many posts will take one word or theme and expand it in multiple ways, so they can be applicable to different levels of learners.

nihongomaster



Fun facts about culture, language, and working in Japan populate the posts in this account. There are different topics for each day of the week: Society Sunday, Grammar Getsuyoubi, Kanji Kayoubi, Wordy Wednesday, Theme Thursday, Kanji Kinyoubi, and Study Saturday. This is an interesting account to share with not only students but also anyone who is curious about Japan.

speaks_jp



Snippets of conversational Japanese are categorized into casual and formal styles. Differences between “textbook Japanese” or “anime Japanese” and “real Japanese conversations” are also pinpointed. Many posts begin with “How to say...” or “How to use...” and some posts are labelled with JLPT levels. This account would be good for more advanced students who wish to improve their conversation abilities.

NihongoBC - Connecting BC Teachers of Japanese

By Grace Ho, BCATML Japanese Rep

After a year and a half without getting together in person, NihongoBC had an informal meeting in August at Locarno Beach on the traditional, ancestral, and unceded territory of the ʰə́h̓qə́mi̓h̓ə́r̓h̓ speaking xʷməθkʷəy̓əm (Musqueam) people. NihongoBC is an association of Japanese teachers in British Columbia which started out decades ago as Benkyokai. Thank you very much to Mari Miyamoto Sensei for organizing this summer event!

Stay informed about NihongoBC meetings and receive other announcements via the nihongo-bc@googlegroups.com email list. To be added to the list, please send a request to yamazakisensei@gmail.com from the email you wish to add. If applicable, please include your school and district as well.

Wendy Yamazaki Sensei, our BCATML Treasurer and Past Japanese Rep, has also set up a workspace for Japanese language teachers on nihongobc.slack.com where we can share ideas and collaborate with other members! Slack is a messaging app that brings people together to work as a team. Download the app to your desktop or mobile device, or simply sign in on a supported browser. Channel discussions have previously included teaching in the quarter system, remote teaching, and resource sharing. To join the team, you will need to receive an invitation from a current member. Please let me gho@sd38.bc.ca or Yamazaki Sensei yamazakisensei@gmail.com know if you would like to join us on Slack.

NihongoBC looks forward to connecting with you!



So long but not good-bye!

A message from your BCATML secretary, Antonella Bullen (formerly Antonella Garcia)

This year I have retired from teaching, but not from serving on this amazing executive committee! In the meantime, I wish to thank four hard working and talented individuals who are leaving us.

Amandeep Chhina has served as Punjabi Rep for five years. During this time, we became close friends. It's hard not to, when you understand that serving on the BCATML is like belonging to a family. She brought tranquility and laughter to our Executive Team. Amandeep is grateful for all the professional growth she gained while serving on the Executive. She teaches at Princess Margaret Secondary School, in Surrey School District. Amandeep is already recruiting a new Punjabi Rep for us. Let's hope they agree! If you are interested, please put your name forward by contacting Amandeep.

Shireen Cotterall has been the Spanish Rep for two years. She teaches at Vancouver College. The most satisfying aspect of being on the Executive, for her, was meeting dedicated language teachers. She has spent time and energy networking with Spanish teachers across the Province. Shireen has been a wonderful contributor to our newsletter and has helped the Executive with her talents as a graphic designer. Wait until you see our Conference Programme! She is happy to see that Andrew McFayden, Other Languages Rep, has put forth his name to hopefully be elected as Spanish Rep at our AGM on October 22, 2021. This seat is vacant for anyone who is interested to put forward their name.

Grace Ho impressed me from the first day she joined the BCATML in 2017. She has given four years to our organization. Grace teaches Japanese at R.A. McMath Secondary School in Richmond School District. She has really enjoyed working with her colleagues on the BCATML Executive. She found that working together with other dedicated language teachers was an excellent way to develop leadership skills and plurilingual competency. Grace hopes that a new voice will speak up and represent Japanese teachers across the Province.

Andrew McFayden has served as Other Languages Rep for three years. Highlights for him include his involvement in the implementation of the Languages Template, participation in the planning committee for the joint BCATML/CASLT National Conference, as well as the Saanich Conference. He is proud of the ongoing efforts to create a Dakelh Language Curriculum with the new Languages Template he helped develop. Andrew teaches in School District 57 - Prince George. We are thrilled that he is running for Spanish Rep this year.

Dylan Trerice has served on the BCATML for three years, just after the creation of the new web manager position. We are all stunned at how we ever survived without him! He has brought a fresh perspective to everything we do as a committee. Dylan teaches in the Greater Victoria School District. We wish him well, and hope that he decides to come back in the near future.





BCATML's Executive Elections demystified

By Rome Lavrencic

"Never doubt that a small group of thoughtful, committed citizens can change the world; it's the only thing that ever has."

Margaret Mead
Cultural anthropologist



2020 – 21 BCATML Executive Committee

Back row: Wendy Yamazaki, Kindra Harte, Tanya Campbell, Amandeep Chhina, Shireen Cotterall, Andrew McFayden, Ping Li, Dylan Trerice. Front row: Rome Lavrencic, Angela Kleine-Buning, Grace Ho, Trish Kolber, Antonella Garcia



Images from last year's first online Celebrating Languages Without Borders Conference held in partnership with the Canadian Association of Second Language Teachers (CASLT).

15 years ago (gasp), I was encouraged to join BCATML's Executive Committee. Little did I know then how much my life would be enriched by my decision to do so. Little did I know then of the amazing work that BCATML undertakes each year to promote and advance the teaching of languages. With resource support, advocacy, mentorship, professional development opportunities, and working hand in hand with several education stakeholder groups on matters affecting language teaching, my world certain had changed, and for the better. My decision to join the Executive invigorated my teaching and afforded me the privilege of learning from other passionate teachers – like you – on how to best achieve my goals and share knowledge with the next generation. It has been an eye-opening journey, and one for which I am incredibly grateful. Hopefully, I will inspire you to put your name forward for one of our positions and join our outstanding Executive Committee at this year's online Annual General Meeting on Friday, October 22, 2021.

To begin, allow me to cut through some of the proverbial "red tape" relating to AGM elections. First, any active member of the BCTF and the BCATML in good standing may run for office and vote at the AGM. All Executive positions are a one-year term. Any active BCATML member may run for the same (or other) position in a subsequent year. Lastly, any active member may self-nominate or nominate a fellow member for office. If a position is not contested at the AGM, that position will be acclaimed; otherwise, a simple majority vote will occur. That's it. Easy-peasy, lemon-squeezy! The BCATML Executive Committee meets four times a year; usually on a Saturday. Release time and expenses incurred to attend those meetings are reimbursed. The Executive is composed of both Table Officers and Members-at-large. Below is a listing of all elected roles for BCATML's Executive Committee as well as their responsibilities.

WE WANT YOU
Join Our
TEAM

“The best way to find yourself is to lose yourself in the service of others.”

Mahatma Ghandi
Lawyer, political ethicist

Past Presidents:

1986 - 87 Pietro Calendino
1987 - 88 Remigio Vicente
1988 - 89 Helene Horban
1989 - 92 Bob Swansborough
1992 - 95 Graham Mulligan
1995 - 97 Gwyneth Kingham
1997 - 01 Dennis Hazelton
2001 - 04 Dan Miles
2004 - 06 Diane Tijman
2006 - 08 Wendy Carr
2008 - 12 Sandi Kostur
2012 - 13 Kathy Chmelyk
2013 - pres. Rome Lavrencic

Past Vice Presidents:

2006 - 09 Kathy Chmelyk
2009 - 10 Sue Jeffery
2010 - 13 Rome Lavrencic
2013 - 19 Stacey Sveistrup
2019 - present Kindra Harte

Past Treasurers:

2006 - 08 Sandi Kostur
2008 - 10 Rome Lavrencic
2010 - 11 Neal Michael
2011 - 13 Stacey Sveistrup
2013 - 15 Tina Tsai
2015 - pres. Wendy Yamazaki

President (Table officer)

The role of the president is to:

- be the spokesperson of the organization;
- organize, prepare, and chair executive meetings and the Annual General Meeting;
- prepare and send an agenda to the Executive at least three days prior to a meeting;
- read over and approve the minutes from each meeting within one week of the meeting;
- present Presidential activity reports at each Executive meeting;
- liaise and seek guidance with the BCTF, the Ministry of Education, CASLT, other language organizations, and PSAs;
- attend and report on BCTF PSA Council meetings;
- compile and prepare the Outside Agencies Report detailing communication and outreach;
- complete and submit the PSA Member Grant application to the BCTF annually;
- provide leadership and support to all members of the Executive;
- seek out and foster positive relationships with other language organizations;
- write a quarterly update of the Executive’s activities for the newsletter; and
- be a member of BCATML’s Conference Committee.

It is recommended that the president will have served on the Executive for a minimum of two years prior to running for this role at the Annual General Meeting. In the absence of fulfilling the role of Conference Chair, or in the event that the Conference Chair becomes unavailable, the president or vice president automatically assumes the role of Conference Chair until a suitable replacement can be found.

Vice President (Table officer)

The role of the vice president is to:

- assume presidential duties when required;
- support the president in performing duties and take on additional roles as needed within the Executive;
- provide a written submission to the quarterly newsletter;
- present a vice president activity report at each Executive meeting;
- mentor and support members of the Executive committee into new roles to ensure smooth transitions; and
- be a member of the Conference Committee. If there is no Conference Committee Chair, the president or vice president assumes this role.

It is recommended that the vice president will have served on the Executive for a minimum of one year prior to running for this role at the Annual General Meeting.

Treasurer (Table officer)

The role of the treasurer is to:

- report to the Executive the financial statements at each Executive meeting;
- communicate with the BCTF Accounting department about financial procedures;
- explain, distribute, and collect expense forms at every meeting for processing;
- monitor the finances of the BCATML;
- prepare cheque requisitions for payment of all invoices;
- analyze and make recommendations to the Executive regarding the PSA’s financial status;
- assist the president in preparing the PSA Member Grant application regarding the budget;
- prepare an annual budget statement and present it at the AGM; and
- keep all financial records for a period of seven years.

It is suggested that the treasurer will have served on the Executive for a minimum of one year prior to running for this role at the Annual General Meeting.

Secretary & Membership Officer (Table officer)

The role of the secretary & membership officer is to:

- gather personal & work contact information of the Executive to submit to the BCTF;
- contact the president two weeks prior to each Executive meeting to set the agenda;
- record minutes of each Executive meeting and submit it to the president for review within five days; once approved, distribute to the Executive and forward a copy to the BCTF;
- prepare the AGM agenda for completion by the president;
- record the AGM minutes and submit them to the president for review to then be forwarded to the BCTF within two weeks of the AGM;
- have a copy of previous AGM minutes and a current list of active members for the AGM;
- upload to the BCTF membership files of all attendees of any event within two weeks;
- welcome all new and returning BCATML members via email, monthly;
- report the current number of members at each Executive meeting;
- communicate and distribute information to all active BCATML members of current and upcoming BCATML events and/or directives from the BCTF;
- coordinate with the Conference Registrar regarding memberships and information;
- send PSA day conference membership information to CASLT in order to grant a one-year free membership to all conference attendees; and
- coordinate BCATML's quarterly newsletter (*Lingo*) as the Newsletter Editor.

"Volunteerism is the voice of the people put into action. These actions shape and mold the present into a future of which we can all be proud."

Helen Dyer

Biochemist and cancer researcher

In the absence of fulfilling the role of Conference Registrar, or in the event that the Registrar becomes unavailable, the secretary automatically assumes the role of Registrar until a suitable replacement can be found.

Language Representative (Member-at-large)

The role of the language representative is to:

- attend Executive meetings and present relative issues and/or events;
- share BCATML information and promote conferences and events with language teachers;
- submit, or request from members; newsletter items to be shared such as research, articles, classroom activities, resources, print-ready activities, etc.;
- present a workshop at BCATML's conference or solicit members to facilitate workshops;
- keep abreast on current research and pedagogy;
- share new and effective resources (websites, apps, guides, etc.) in your language area;
- report initiatives and activities as per the language rep role at each Executive meetings.
- outreach to other language teachers and associations in disseminating information; and
- support the Conference Committee in conducting PSA day events.

"Language is the road map of a culture. It tells you where its people come from and where they are going."

Rita Mae Brown

Feminist writer and civil rights activist

The BCATML currently has eight Language Representatives: Elementary & Middle Years, French, German, Japanese, Mandarin, Punjabi, Spanish, and Other Languages. **BCATML is seeking nominations for the Japanese and the Other Languages Representatives at this year's AGM.**

Web Manager (Member-at-large)

The role of the web manager is to:

- attend all Executive meetings and present relative issues and/or events;
- manage BCATML's website, Google Docs folder, Twitter account, Facebook page;
- update content on BCATML's website including contact information, hyperlinks remain active; photos & documents are current; language education-related events, etc.;
- stay abreast of and post new sites of interest to second language teachers;
- vet, review, and reply to comments posted on BCATML's website contact entry forms;
- troubleshoot technical issues for the Executive & BCATML members re: our website;
- train, support, and provide mentorship to the Executive Committee's use of BCATML's social media platforms in promoting BCATML events;
- promote conference and BCATML event information via social media platforms.

"Alone we can do so little; together we can do so much."

Helen Keller

Author, disability rights advocate, political activist, and lecturer

It is suggested that the web manager will have knowledge of website management (Weebly) and social media platforms. **BCATML is seeking nominations for the Web Manager position.**

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 teaching and learning of additional languages, through the BC curriculum.

Subscription to the BCATML newsletter is included with membership in the BCATML. The 2021-22 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 their current work or position
- a brief disclaimer allowing the editor editing and publishing rights
- 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.

NOTICE TO ADVERTISERS

The costs to advertise in our newsletter are as follows:

- Full page \$100
- Half page \$50
- Quarter page \$25

We encourage material submitted in .jpeg and .png format, as our newsletter program does not support pdf uploads. Please send advertisements as an e-mail attachment to: antonella.bullen@gmail.com.

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