



BCATML

British Columbia Association of Teachers of Modern Languages
Supporting teachers and learners of second languages.

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CO-PRESIDENTS' MESSAGE

- Sandi Kostur, Kathy Chmelyk



As we approach the beginning of a new school year we extend warm greetings. We hope that some summer sunshine reached your various corners of the province, rewarding you with a restful and enjoyable summer break. We hope that you embark upon your new school year with a renewed energy and excitement for the task that lies ahead.

The task ahead will indeed present challenges. Our current contract negotiations and job action could have us looking at our year in a different light. We are all wondering how the situation will impact on our teaching, our professional development and our working conditions overall. Can we hope for a quick and satisfactory resolution?!

One annual event that we can always look forward to is the BCATML fall conference. Our "Steps to the Future" conference on October 21 at the Delta Burnaby Hotel and Convention Centre offers a rich program of workshops for all language teachers. See details in this issue. We look forward to seeing you there!

Over the past few years we have been anticipating the publication of a new curriculum for languages by the Ministry of Education. Original timelines for implementation were delayed in response to feedback from the field, and in order to create an effective, functional document for language teachers. The Ministry has worked with committees to revise the final draft of the Core French curriculum. (Versions for the other languages will follow at a later time.) The final draft for French can now be viewed at <http://www.bcatml.org/curriculum-sept2011draft.pdf>. In the next days it will be posted on the Ministry website. We encourage you to read and review the document and submit your feedback to the Ministry. At our "Steps to the Future" conference, delegates will have the opportunity to attend various workshops related to aspects of the new curriculum.

This year will see some new faces among those whose work is related to language teaching in BC. Moh Chelali has completed his term as director of French programs at the BCTF. We wish him well in his next endeavours. Marie-Claude Tremblay replaces Moh. We welcome her and look forward to working with her.

For many years Elizabeth McAuley has been our contact person at the Ministry of Education in language programs. She has now retired and her position is filled by Paula Pothier. Best wishes to Elizabeth for her retirement as she embarks on new adventures in volunteer work in Africa. We welcome Paula and look forward to working with her.

We wish you all the best as you return to the classroom in September. Have a great fall.
A bientôt! Bis bald! ¡Hasta pronto! A presto! Д о с к о р о ї з у с т р і ч і それでは また!

CONFERENCE NEWS

BCATML Conference 2011 Steps to the Future

Last year we created great new connections with language teachers in Kelowna and reacquainted with our current members. This year we are returning to the lower mainland at the Delta Burnaby Hotel and Conference Centre. The Conference team has been working hard to put together a learner-friendly group of presenters that will have you set and ready for the implementation of the new Additional Languages Curriculum. The workshops and exhibitors will keep you thinking, creating and moving towards the future! BC teachers are stepping towards a new chapter in language teaching so mark the date on your calendar and do not miss out on the opportunity to learn about the changes coming. Spread the word s this will be an action-packed conference that will allow you to be current with the new changes that are coming to language teachers. Visit our website often for new information at www.bcatml.org

Conference Location:

The conference will be at the Delta Burnaby Hotel and Conference Centre on Friday, October 21, 2011. There is ample free parking and the hotel is looking forward to having all of you there. Think green and carpool with your colleagues. The hotel offers Starbucks, EBO restaurant, great room rates, regular hotel amenities and a casino for après conference of course! For the special hotel room rate, please contact our website for the hotel code. The special hotel BCATML room rate applies until September 20, 2011 so do not miss out on this special offer. For additional information, visit the Delta Burnaby hotel at: <http://www.deltaburnabyhotel.com/gcpbcats>

Keynote Address:

Etienne (aka Stephen Langlois) has been educating and entertaining for more than 16 years. He is a recording artist who teaches languages but also travels the world entertaining with his music and as a keynote speaker. His songs are mainly in French and Spanish but he addresses all languages with his multiple award-winning rap, rock, reggae, club dance and world beat music. He will open the conference with a keynote, provide workshops and keep you dancing throughout the day. For more information, visit: <http://www.educorock.com/home.html>

Workshops:

The BCATML team listens to your feedback each year and we have extended the workshops! Workshops will be offered this year for teachers of German, Japanese, Mandarin, French, Spanish and “Open” (which are generic workshops applicable to all languages). We have some new presenters such as Hashigasako, Buyks and some returning presenters like Kostur, Petterman, Carr, Patenaude, Gismondi and many more. Many of the workshops are focused on the new curriculum, technology in the classroom and 21st Century learning.

Publishers:

Numerous returning and some new publishers will be joining us this year. Las Americas, CASLT, VTE, Nelson, Pearson are a few but you will have access to more than 20 different publishers that are sure to meet your needs.

Travel:

Westjet and Air Canada have jumped on board and provided our members with discounts. Please do not miss out on this great opportunity if you are travelling from afar! Visit our website at www.bcatml.org

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Workshops at a glance

| Keynote Address: Etienne / Stephen Langois 8:30 – 9:20 | Session A 9:30 – 10:40 | PUBLISHER DISPLAYS 10:40 – 11:00 | Session B 11:00 – 12:10 | LUNCH 12:10 – 13:10 | Session C 13:10 – 14:20 | Session D 14:30 – 15:40 | AGM 15:50 – 16:30 |
|--|--|----------------------------------|--|---------------------|--|--|-------------------|
| | "CEFR New Curriculum" - Kostur/Chmelyk | | Ministry of Ed – Paula Pothier CANCELLED | | "Assessment and the new Curriculum: What's new? What's the same?" - Patenaude | "Giving Back the Classroom: Student Motivation and Performance" - Griffith-Zahner/Lavrencic | |
| | "Get them talking in class ..." - Palejko | | "Portfolios-un parcours langagier" - Michael | | "Music in the Secondary Language Classroom" - Gismondi | Franconnexion chez vous!" - Lafrance | |
| | "Make French sizzle at Home and School ..." - Lam-Deslippe | | "Histoires en action" - Bourbonnais | | "Using Int. French methods in core French" - Dunlop | "A 21 st century response to a new curriculum" - Dicks | |
| | "Le Brise-Glace: Breaking the silence ..." - Ganshorn | | "Enhancing oral production in the Second Language Classroom" - Player | | "Teaching FSL: What's literacy got to do with it?" - Carr | "Appartenance en français langue seconde" - Kabotoff | |
| | "Exploration + Curiosity = Explor- osité" - Mackinnon (Nelson) | | "On the virtual road to success" - Mackinnon (Nelson) | | "Wikimania-Build your own wiki!" - Buyks | "Web 2.0-Practical Classroom Ideas" - Buyks | |
| | "Rote Pferde, blaue Kühe, hustende Regenwürmer" - Romano | | "Hip hop – Schiller und Goethe" - Hey | | "Auf Entdeckungstour auf der PASCH- Webseite" -Petermann | "Märchen – Alter Hut oder cool!" - Koeller | |
| | "How Spanish teachers are teaching for social justice and you can too" - Benson | | "Using the www to spice up the Spanish class" - McCrae | | "TPRS for the Spanish Classroom" - Metcalfe/Underhill | "Spanish round-table discussion" - O'Quinn | |
| | "Using Techonology in the language classroom for beginners" - Renovich | | Classroom activities using anime - Hashigasako | | "How to handle animé and manga in teaching Japanese" - Yoshimi Hirata | "Rockin' and Hip Hoppin in the French and Spanish Classrooms" - Etienne | |
| | "Songs and stories in the Mandarin classroom" - Zhao | | "Social media for education" - Tsai | | | | |

Keynote address: Etienne/Stephen Langlois

TBA

Session A

A1 “CEFR and the New BC Languages Curriculum: Putting together the pieces”

Sandi Kostur and Kathy Chmelyk

All languages/All grades

Implementation of the new BC Languages Curriculum is just around the corner. Be prepared by gaining an understanding of the Common European Framework of Reference (CEFR), which serves as the foundation of our new curriculum. Learn about the linguistic competencies, learning outcomes, proficiency levels, and learner "can-do" statements. See how the communicative and action-based approach to language learning applies to our students in the classroom.

A2 “Get them talking in class – Revolutionary technique inspired by Vygotsky’s theory of language learning”

Nancy Palejko

All languages with examples in French and Spanish/Grades 8-12

Come and check out this new way of getting your kids to talk in the language you want. Lev Vygotsky believed that we learn languages initially through oral rather than written means. In this technique, students engage in a highly structured (*and fun*) oral activity in the first phase of introducing a grammatical concept. It guides them at their own pace through short spontaneous conversations. This technique provides a very versatile way of introducing new grammar. You will be able to use this in your classes right away – no prep. Copies of all the oral practice sheets will be provided and can also be used as a platform to create your own activities as well.

A3 “Make French Sizzle at Home and School with MOZAIKONLINE”

Mona Lam-Deslippe

French/Grades 5-10

Make your French classes integrated, differentiated and fun! Discover our curriculum-based, online application supporting classroom education - available to teachers, students and parents. Mozaik Online offers a variety of multimedia language resources that are ready to use but are also customizable.

A4 “Le Brise-Glace: Breaking the Silence in the FSL classroom

Shannon Ganshorn

All languages with examples in French/All grades

Your students come in after the bell, their minds whirling with ANYTHING except French. Get their heads in the game with fun and constructive oral activities. The ice-breaker (brise-glace) activities learned in this workshop can be used as a springboard for your regular French lesson. Examples will be conducted for use with FSL, but activities can be used in any second language classroom.

**A5 “Exploration + curiosity = Explor-osité! A new Nelson resource for Elementary Core French”
French/Grades 5-8**

Looking at the Additional Languages draft curriculum, what does A.L.I mean? As students become life-long 21st century learners, they have the opportunity to use and reuse functional language and heighten their cultural awareness in ways that make sense to them. Nelson *Explor-osité* offers students opportunities to interact with digital and print resources as they explore functional language contexts. *Explor-osité* is designed around discovery-based learning to get students talking to students! Come and learn how Nelson *Explor-osité* will enhance your elementary Core French classroom. You will receive sample materials and have a chance to win Nelson resources.

**A6 “Rote Pferde, blaue Kühe, hustende Regenwürmer”
Anna Romano
German**

Singen, tanzen, und dichten! Dieser interaktive Workshop kombiniert Aspekte der vier Strände des Fremdsprachenlernens (Lesen, Schreiben, Sprechen, Zuhören) auf kreative Weise, so dass das Deutschlernen für Sie und Ihre Schüler und Schülerinnen auch Spaß macht.

Die Teilnehmer erhalten alle Materialien, um sie gleich in ihre Klassen einzusetzen. Dieser Workshop ist für alle Deutschstufen gedacht.

Sing, dance and write poems! This interactive workshop combines aspects of the four strands of L2 learning (reading, writing, speaking and listening) in creative ways, designed to be fun for you and your students. Participants will receive all the material which may be used right away in their classes. This workshop is for all German levels.

**A7 “How Spanish Teachers are Teaching for Social Justice and You Can Too”
Nicki Benson
All languages/All grades**

In a study conducted with high school Spanish teachers across British Columbia, Nicki Benson found that there was a strong interest in social justice education. Participants revealed an inspiring array of practices aimed at both teaching *about* social justice, through classroom discussions and curricula, and *for* social justice, through democratic and anti-oppressive classroom practices. In this workshop, we will look at some of these practices and discuss how they might be applied across languages and grade levels.

**A8 “Using Technology in the Language Classroom – For beginners”
Sachiko Renovich
English with examples in Japanese and for ESL/All grades**

This workshop is for teachers who would like to incorporate technology use (i.e. computers) in the language class, but often feel technically-challenged. Participants will first do self-assessments about access to technology, their knowledge and comfort base, and the range of activities that could be used. The presenter will share practical tips in using programs such as Word and Power Point, and share student examples from her ESL and Japanese classes

A9 “Using Songs and Stories in Mandarin Classrooms”

Anna Zhao

Mandarin/All grades

As we all know, the use of songs and stories creates a wonderful learning experience for students, especially for younger ones. It makes learning more interesting and less complicated, and most importantly, it helps with the students' pronunciation, listening comprehension, as well as their literary skills. In this workshop, I will explain in Mandarin how I incorporate both music and stories in my teaching, and show you how they can be used as powerful tools that greatly enhance the students' oral comprehension and their learning skills.

Session B

B1 “Update from the Ministry of Education”

CANCELLED

B2 “Porfolios: un parcours langagier”

Neal Michael

All languages with examples in French/Grades 5-10

This session focuses on how to use a portfolio with your students and how it will compliment the new additional languages curriculum. The goal is to leave with practical strategies and approaches to help students assess, guide and collect examples of their own learning in all skill areas.

B3 “Histoires en action!”

Shannon Bourbonnais

French/Grades 5-7

Shannon will present *Histoires en action!* program from the award-winning Accelerative- Integrated Method (AIM) of teaching French, and will show how to incorporate this program within the context of the new task-based approach curriculum. She will show how gestures, stories, drama, music, and a high frequency vocabulary, can work synergistically to rapidly increase FSL acquisition.

B4 “Enhancing Oral Production in the Second Language Classrooms”

Marti Player

French/Grades 8-12

This session focuses on different ways teachers can help students develop their ability to converse in French. The goal is to promote ease and fluency among L2 speakers. Although the examples are in French, the ideas could easily be adapted into other second languages. Marti will provide each participant with their own resource package of the ideas presented in the workshop.

B5 “On the Virtual Road to Success”
French/Grades 5-10

How do we engage our students with digital options? Nelson Education offers a professional pathway to support teachers of FSL: from Strategies for Success with its strong research-based literacy applications for second language to Cultur-osité which features the “how” and the “what” to teach to develop student cultural and intercultural understandings and student success through “Can do” statements, and now to the myNelson FSL Online Teaching Centre which is expanding access to teacher support materials. Learn about enhanced French language support, webinars, topical Podcasts, and more. Learn what we have to offer and how we can stay connected through the Nelson French Connection Network. You could win a Cultur-osité Digital Introductory package!

B6 “Hip-Hop- Schiller and Goethe”
Isolde Hey
German/Grades 9-12

Klassische Gedichte im DaF-Unterricht - das soll funktionieren? Es funktioniert nicht nur bestens, sondern macht auch Riesenspass wie der deutsche "Gentleman"-Rapper Doppel-U auf seinen zahlreichen Workshops mit Schuelern im In- und Ausland bewiesen hat. Damit wir auch ohne ihn im Unterricht Goethe und Schiller Gedichte rappen koennen, hat er ein interaktives Rap Hoerbuch herausgegeben. In drei einfachen Schritten fuehrt er uns zum Ziel. Machen Sie mit!

The German "Gentleman" Rapper Doppel-U uses Rap to introduce students to poems of Germany's most famous classical poets. His interactive audio-book encourages us to follow his lead. Three easy steps will do the trick. Come and give it a try.

B7 “Using the www to Spice up the Spanish Class”
Delia McCrae
Spanish/All grades

Making use of the internet can help make your classes more engaging and interesting. Find out how to maximize the use of this amazing resource to keep your students motivated and learning.

B8 “Classroom Activities Using Anime”
Satoko Hashigasako
Japanese

Students love anime, so wouldn't it be good if we can use it in our Japanese classrooms to teach Japanese!

I'd like to share some activities I did in my classes with Yazaki sensei from Shizuoka University, using “Howl's moving Castle”.

B9 “Social media for education”

Tina Tsai

Mandarin/Grades 8-12

Recent Social media revolution offers schools and teachers new means to connect with students, parents, colleagues, and even educators from all over the world, while it creates a teaching and learning environment that goes beyond the traditional classroom. With the increasing emphasis on personalized learning in the 21st century, the workshop aims to share some ideas to accommodate the needs of future learners and to share how emerging technologies could be used in the classroom with a purpose. A handful of social media sites will be introduced with lesson ideas. Collaboration time will provide participants with an opportunity to network with each other while exploring new ways to meet the needs of all learners in a rapidly changing world.

Session C

C1 “Assessment and the new Curriculum: What’s new? What’s the same?”

Brigitte Patenaude

All languages/All grades

BC's new Languages curriculum introduces some new ways of thinking about teaching, learning and assessing language learning. A lot of what we're already doing in our classrooms fits perfectly, but there are also changes in the way student progress is considered and assessed. Brigitte will share tools based on the Common European Framework of Reference, including a sneak peak at Assessment in Action: Assessment Toolkit, the Canadian Association of Second Language Teachers' collection of formative assessment tasks and tools. Samples will be provided.

C2 “Music in the Secondary Language Classroom”

Cristina Gismondi

All languages – examples in French/Grades 8-12

Do you enjoy playing music in your language classes, but struggle to find activities that foster music appreciation and critical thinking? Come and experience music based activities that promote the core competencies. At the end of this workshop, you will receive a list of songs for Core French 8 to 12 that kids love to sing, and a package of activities centered around this music. Activities can be used for other languages as well, but all examples are in French.

C3 “Using Intensive French Methods in a Core French classroom”

Andrea Dunlop

French/All grades

This workshop will give a quick and general overview of the intensive French program and teaching methodology. With this back ground, we will then look at ways to incorporate these very effective teaching strategies into a core French classroom. You will leave with a list of online teaching resources, assessment ideas, lesson plans and some teaching strategies you can use on Monday.

C4 “Teaching FSL: What's Literacy got to do with it?”

Wendy Carr

French/Grades 5-8

Wendy will be sharing an exciting new FSL literacy education resource, *Échos Pro*. A wide variety of texts and formats will be explored: projected images & sound, big books, interactive whiteboard activities and web-based, audio and video resources. Developing oral language is key to student success in learning language, and this important component is built into the program along with comprehensive teacher support for assessment for/as/of learning, differentiation and inclusion. Learning outcomes are framed and assessed in terms of specific language proficiencies (including cultural literacy and metacognition). Wendy will model how to focus on students' interests and cognitive level while respecting their linguistic level in French and, at the same time, advancing and enhancing their literacy awareness as they discover and use a wide variety of comprehension and production strategies. Teachers will experience the strategies first hand and will keep the materials they use.

C5 “Wikimania – Build your own wiki!”

Megan Buyks

All languages/All grades

Wiki what? Wikis can be used in many ways. Whether as a classroom website tool or a means for students to upload and share assignments, wikis are a great way to integrate technology in the classroom. This session will help illustrate ways in which wikis can be used in the classroom and participants will have the opportunity to start building their own classroom wiki! Please bring a laptop (if possible) to gain hands-on experience during the workshop.

C6 “Auf Entdeckungstour auf der PASCH-Webseite”

Wieland Petermann

German/All grades

Die Teilnehmer des Workshops gehen auf eine Entdeckungstour auf der Webseite des PASCH-Netzwerks. Die Webseite bietet verschiedenste Ideen: Wettbewerbe, authentische Texte, aktuelle Musik, Foren und Spiele, die alle geeignet sind, Schüler aller Stufen zum Deutschlernen weiter zu motivieren. Bitte eigenen Laptop mitbringen!

C7 “TPRS for the Spanish Classroom”

Michelle Metcalfe and Elizabeth Underhill

Spanish/All grades

Teaching Proficiency through Reading and Storytelling, often referred to as TPRS, is a language teaching methodology invented by Blaine Ray which promotes fluency and literacy in the target language through the use of role play, personalization, reading and storytelling. TPRS combines the latest research in second language acquisition, brain based learning and assessment. In this workshop participants will be introduced to the basic principles of TPRS, some powerful activities and strategies for increasing student engagement and success, and how to bring joy and laughter to the second language classroom. This workshop would be appropriate for all second language teachers at all levels, but Spanish will be used in the demonstrations.

C8 “How to handle animé and manga in teaching Japanese”

Yoshimi Hirata

Japanese/All grades

The worldwide popularity of Japanese anime and manga is inspiring many young people to learn the Japanese language, so The Japan Foundation has developed a new website, “Japanese in Anime & Manga”. The workshop will introduce this website and explain how to handle the resources, and share some classroom activities that use anime & manga-based materials.

Session D

D1 “Giving Back the Classroom: Increasing Student Motivation and Performance in Core French”

Nancy Griffith-Zahner/Rome Lavrencic

French/Grades 8-12

This workshop will focus on increasing student comprehension and engagement in the secondary Core French classroom through an innovative synthesis of Imaginative Education, Differentiated Instruction, and the application of aboriginal cognitive tools (all of which are supported by British Columbia's new draft Languages Curriculum). Learn how a group of disheartened, unmotivated students substantially increased their grades, learned self-advocacy, lost their fear of risk-taking, and found themselves loving the study of the French language. This visual workshop will showcase samples of student work and their peer/self-assessment.

D2 “Francoconnexion chez vous!”

Myriam Lafrance

French/Grades 8-12

Motivez vos élèves et donnez-leur des raisons authentiques d'aimer le français en organisant une Session Francoconnexion avec l'aide du Français pour l'avenir. Le but des Sessions francoconnexion est d'aider les élèves à se rendre compte que continuer en français ouvre des portes aux niveaux professionnel et culturel. Lors de l'atelier, vous recevrez une multitude de ressources gratuites: des plans de cours, des prix, des affiches, une vidéo et plusieurs surprises!

D3 “A 21st century response to a new curriculum ... from RK Publishing”

Joseph Dicks

French/Grades 5-8

Come learn about *Club mystère*, a new Elementary Core French program for the 21st century! Unlike any other core program, *Club mystère* draws your students into the world of our intrepid young detectives and involves them in solving entertaining cases. Based on CEFR and the best practices from core, intensive, immersion and gestural approaches, *Club mystère* provides an interactive format for authentic and meaningful communication. DVD-based student materials, colour anthology, online teacher professional development and support... follow the clues to this informative and entertaining session.

D4 “Appartenance en français langue seconde”

Susan Kabotoff

French/Grades 8-12

Comment bâtir un sens de communauté dans la salle de classe? On sait que les élèves apprennent mieux lorsqu'ils se connaissent. Voici quatre nouvelles stratégies pour la salle de classe en français de base qui aident à créer des liens entre vos apprenants. Cet atelier se donne en français mais les activités sont facilement modifiées pour n'importe quelle langue. Vous allez parler, participer et sortir avec une leçon pour lundi!

D5 “Web 2.0 – Practical Classroom Ideas”

Megan Buyks

All languages/All grades

Have you heard about Web 2.0 but aren't sure where to start? Would you like to see how to implement Web 2.0 technology in your classroom? This session provides practical applications and activities for you to use in the second language classroom. Web 2.0, here we go!

D6 “Märchen – alter Hut oder cool!”

Ruth Köller

German/Grades 5-8

In diesem Workshop soll die Frage untersucht werden, ob Märchen zeitgemäß eingesetzt und genutzt werden können. Dazu werden verschiedene Materialien aus den Bereichen Lesen, Grammatik, Spielen, Theater u.a. untersucht.

D7 “Spanish round-table discussion”

Amber O'Quinn

Spanish/All grades

Come join in an open format round-table discussion and sharing session with colleagues from all over the province. Share ideas, activities, resources and anything else that would be helpful.

D8 “Rockin’ and Hip Hoppin in the French and Spanish Classrooms”

Stephen Langlois

French and Spanish/All grades

Join two-time “Canada’s Favourite Children’s Artist of the Year” winner Étienne and experience how to get your students (of any grade level) singing, dancing and inductively learning pronouns, verbs (all tenses), possessive adjectives and more. Gain valuable tips, ideas and strategies you can use the very next school day. Sneak preview: <http://www.youtube.com/user/RoggieV>

LANGUAGE NEWS

FRENCH – Nancy Griffith-Zahner

Où est Bonhomme? Une aventure d'été à Québec

It's not an original idea; we've all seen it before with the garden gnome in the film « Le Fabuleux Destin d'Amélie Poulin »; more recently, our own Rome Lavrencic, vice-president of the BCATML, presented a similar idea at our last Annual Conference.¹ But there's no denying the appeal of piecing together a photo project for students, starring one of their favourite Québécois icons as he travels from place to place, nonchalantly interacting with people with a far greater ease and aplomb than we mere humans. Such was our idea during an immersion trip to Québec City in July.

In Québec

It started innocently enough. Always on the prowl for items to put into our classrooms, especially relating to Carnaval, my colleague Brian and I scoured the tourist shops in Vieux Québec, hoping to find something other than t-shirts and Québec flags (don't be fooled; we bought those too). At one of the many shops we visited, we found a plastic Bonhomme Carnaval cane with a screw-on Bonhomme head. Unwieldy it was, until we unscrewed Bonhomme's head and found that Bonhomme could accompany us everywhere. He found his way into several pictures before we decided to create a "Où est Bonhomme?" photo-project for our students to enjoy when we returned to Prince Rupert.



Bonhomme waiting to see Metallica

Small enough to fit into my purse, Bonhomme accompanied us to most of our afternoon and evening cultural activities, as well as on shopping and wandering-around expeditions. At first our pictures were fairly standard: Bonhomme in the Plains of Abraham, Bonhomme à l'épicerie, au grand magasin, etc. Later on we got a bit more adventurous (crazy?) as Bonhomme enjoyed some gelato, poutine, crêpes au chocolat, café au lait, and of course, a giant beer.

Bonhomme on the Plains of Abraham

He motored all over downtown Québec; into restaurants to chat with the waitstaff and have his picture taken with them, into hair salons to startle the elderly ladies waiting for their haircuts, into pubs, boats, bike trails, trains, classrooms, and the National Assembly. The highlight of his adventures, I believe, was when he "bought" a ticket for the concerts of the Festival d'été, held at the same time as our immersion program, and was able to accompany us to the Joe Satriani/Metallica concert.



Où est Bonhomme?

Straying occasionally from the standard "figurine in various places" format, we thought it would be fun to add a "Where's Waldo?" element to the project, and have Bonhomme be a little more difficult to find. Thus, Bonhomme found himself hidden in flower beds and lawns, nestled in the arm crooks of statues, lurking on shelves, and secretly communing with the toys in Benjo's, a huge Québec City toy store. In total, Brian and I took over 100 pictures of Bonhomme over a three week period.

¹ *Click click! Flash flash! Le voyage inoubliable de Monsieur Ballon; October 2010, Kelowna BC*

In the classroom

Luckily for us, the return to Prince Rupert at the end of July was not going to be the end of our Bonhomme fun. We plan to use the pictures as a starting point for several activities, including the following:



Can you spot Bonhomme?

1. **Bonhomme à Québec:** My “La Ville” unit will be updated to relate specifically to Québec City, with the “shops and stores” vocabulary illustrated by buildings in the photographs. Students can create stories using prepositions of place to describe Bonhomme’s location in the picture. As well, photos can be placed on a map (paper or SmartBoard), with students asking for and giving directional information for Bonhomme (“Bonhomme est aux Plaines d’Abraham, et il veut aller à l’animalerie. Est-ce que tu peux l’aider?” “Oui Bonhomme, va tout droit, et au coin de Grande Allée et Avenue Cartier, tourne à gauche.... »)

2. **Encouraging French conversation :** There are many games that can be played using the « Où est Bonhomme » project that will encourage oral conversation. One game we learned during our immersion program involved handing out coloured popsicle sticks to each student, and instructing them to wander around the class and

talk to as many people as they can, trying to get them to say “oui” or “non” . Saying one of those two words means you lose a popsicle stick to the person who tricked you into saying it. The object of the game is to collect as many popsicle sticks as you can. When using the pictures of Bonhomme, students can ask questions such as, “Oh, regarde... Bonhomme visite le musée. Aimes-tu le musée?” Students can be supplied with vocabulary to help them avoid “oui” and “non”, such as *précisément, bien sûr, je ne pense pas, pas du tout, etc.*

3. **Social Studies:** Bonhomme often found himself cozying up to statues of Georges Cartier, Samuel de Champlain, or displays depicting events from the life of Louis Riel. These pictures can be used to initiate discussion as to the lives and contributions of these historical figures, perhaps from the point of view of “Bonhomme the observer”, or Bonhomme as the narrator of the event. This activity could further develop into role play, journal writing, etc.

4. **Modeling student projects:** As Rome Lavrencic discovered in his own classroom, students love creating their own photo projects similar to “Où est Bonhomme” or “Click click! Flash flash!”. After using our Bonhomme pictures for various activities, we intend to encourage our students to create their own projects using toys of their own creation. The setting could be around our new school (the two high schools in Prince Rupert have amalgamated this year), or around the city; students could use prepositions, verbs of movement, a combination of tenses, thematic vocabulary, questions/answers, and a myriad of other grammar tools to illustrate their mastery of the “Can Do” statements of the new Languages curriculum.



Reticent at first, these two ladies became big Bonhomme fans

As time goes on, we will discover many other uses for our “Où est Bonhomme” project, and look forward to sharing them with our colleagues. Hopefully our students will have as much fun with our activities as we had in creating the project.



Brian Cameron and the author, on their way home to Prince Rupert

Vous m’avez trouvé!





GERMAN – Angela Kleine-Buning

Endlich Sommerferien!

Jetzt ist schon wieder August, und der Sommer - zumindest hier in Britisch Kolumbien - hat noch gar nicht richtig angefangen. Die Temperaturen zeigen sich in diesem Jahr doch von der etwas kühleren Seite ☺

Vielleicht habt ihr Lust und Zeit euch auf eine Deutschlandreise zu begeben. Die Deutsche Welle bietet viele interessante Möglichkeiten und Informationen auf ihrer Internetseite:

<http://www.dw-world.de/dw/article/0,,3285957,00.html>

Hier ein Auszug aus dem Internet:

Deutschland im Überblick



[*Deutsche Fußballfans*](#)

Wer auf Deutschland-Reise geht, wird feststellen: Den Deutschen an sich gibt es nicht. Geschichte und Kultur der Regionen prägen die Menschen. Klicken Sie auf die Bundesländer - und durch die Gesichter Deutschlands.

Deutschland liegt in der Mitte Europas. Es grenzt an Dänemark im Norden, an die Niederlande, Belgien, Luxemburg, Frankreich, die Schweiz, Österreich, Tschechien und Polen. Hauptstadt des Staates ist Berlin.

Zwischen Meer und Alpen



[*Die Donau bei Passau*](#)

Mehr als 82 Millionen Menschen leben zwischen Nord- und Ostsee im Norden und den Alpen im Süden Deutschlands. Zahlreiche Mittelgebirge durchziehen das Land, zu den wichtigsten Flüssen gehören der Rhein, die Donau, die Elbe und die Oder. Seen finden sich vor allem im Nordosten, im Bundesland Mecklenburg-Vorpommern, und im Alpenvorland. Die Küsten im Norden sind gesäumt von zahlreichen Inseln. Zu den Ballungsgebieten gehören Berlin, Hamburg, München, das Ruhrgebiet, Köln und die Rhein-Main-Region rund um Frankfurt.

Konsequenzen des Zweiten Weltkriegs

Nach dem Zweiten Weltkrieg und dem Nationalsozialismus haben die Siegermächte Deutschland geteilt: Die Bundesrepublik Deutschland wurde am 23.5.1949 mit Verkündung des Grundgesetzes, also der Verfassung, gegründet. Dieser westliche Teil Deutschlands erlebte - auch unterstützt durch die westlichen Alliierten - ein so genanntes Wirtschaftswunder, dessen Motor vor allem das Ruhrgebiet mit seiner Kohle- und Stahlindustrie war. Der östliche Teil, die damalige Deutsche Demokratische Republik (DDR) hingegen, entstand aus der Sowjetischen Besatzungszone und wurde an dem damaligen Ostblock angebunden. Erst mit dem Zerfall der Ostblockstaaten und dem Fall der Mauer, die Deutschland teilte, wurden beide Teile Deutschlands am 3. Oktober 1990 wiedervereint.



[Feiern zur Wiedervereinigung](#)

Autorin: Daphne Grathwohl
Redaktion: Hartmut Lüning

Auf einer anderen Seite könnt ihr die Reise fortsetzen, und euch über das schönste Land der Welt informieren. Vom Brandenburger Tor über die Loreley bis zur Zeche Zollverein findet man ca. 5 Minuten lange Videos, die einen schönen Einblick in die deutsche Kultur und Geschichte bieten. Die Videos lassen sich gut als gezielte Landeskundethemen in weiterführenden Deutschklassen anwenden. Der folgende Link öffnet die Seite, auf denen ihr die Videos finden könnt.

<http://www.dw-world.de/dw/0,,1644,00.html>




***Euch allen noch einen schönen und erholsamen Sommer!
Angela***



MANDARIN – Tina Tsai



Twitter is easy to navigate, fun to play around, and a great way to stay connected with most current discussions.

- “Word of the Day”: Tweet a vocabulary word of the day with its definition, phrases, and sentence making to recap or make an excellent supplement to the day’s lesson. This information can be easily accessed and, after aggregate for a term or two, it turns into a digital review document of all the vocabularies that the students have acquired so far.
- 
- Create Two-Way Communication: Have to make an announcement? Rather than sending out a mass e-mail, you can instantly tweet changes, cancellations, and other important announcements. This not only avoids spam filter, but also ensure students receive time-sensitive messages. Conversely, students may use this tool of communication to send questions, confirm notifications, and share input of the day’s lesson.
 - Enable Cultural Discussions: Culture is considered an integral part of the language study. To increase learners’ interest and experiences in a language and culture, try tweeting a questions as simple as “Have you tasted Oolong tea before?” and invite your students to share, discuss and collaborate their insights. The idea is to facilitate communication beyond the class itself, and, hopefully, students gain deeper understanding of their own and other cultures and develop intercultural sensitivity.
 - Supplement Language Lessons: Tweet a sentence in a foreign language and ask students to either translate or to respond. This could be a mini exercise assigned to reinforce the use and recognition of newly acquired vocabularies or sentence structure.



OTHER NEWS

by Neal Michael, Treasurer

A few months back a friend sent me a link to an article on the www.good.is site. On their site I found articles, videos and infographics that focused on a number of topics of interest ranging from art and architecture to the environment and technology. After getting lost in a rabbit hole that was their thought provoking editorial content, I was surprised and pleased to see that they had an entire section focused on education - an area that doesn't get linked with the art and design world.

GOOD bills themselves as, "A collaboration of people, businesses and nonprofits pushing the world forward." Having followed the site for some months, their content has been consistently positive and thought-provoking - asking questions and discussing issues that cut across a broad spectrum of interests.

While I find it easy to get lost in the content of the site, some of the articles that I would recommend searching out are *Are Teacherpreneurs the Future of Education*, *How Do You Save a Dying Language? Crowdfund it* and *What Teachers Can Learn From Hip Hop Culture*.

You won't find lesson ready activities or worksheets, but you will be motivated to incorporate new ideas into your class and take on projects bigger than you thought possible. You may be the only one up at the front of the class, but you are connected to a strong, diverse and inspirational group of people.

Check out GOOD Education <http://www.good.is/category/education/>

CASLT Corner

Wendy Carr, Board of Directors

The Canadian Association of Second Language Teachers is gearing up for a busy year ahead with some important projects that will enhance our work as educators. Check them out: www.caslt.org

First, it is important to note that BCATML executive members played a prominent role at the recent, highly successful Languages Without Borders Conference in Montreal where language educators from across Canada and around the world learned and networked together. The last issue of *Réflexions* (downloadable from caslt.org) details some of the highlights. Sandi Kostur, Nancy Griffith-Zahner, Sue Jeffery and I each presented a session at the conference and, with Kathy Chmelyk and Rome Lavrencic also in attendance, we formed a strong BC contingent. Mark your calendars for the next LWB in Spring 2013 in Winnipeg!



Wendy Carr, Sandi Kostur, Rome Lavrencic, Kathy Chmelyk, Sue Jeffery
(missing : Nancy Griffith-Zahner)

CASLT-sponsored Teacher Research Grants

If you would like to conduct classroom research around questions about 2nd language education, CASLT offers a bursary to support your work (that can be used for release time to collaborate with other teachers, to conduct observations, etc.). Two projects presently underway:

- exploring the use of journals in enhancing oral production
- identifying strategies borrowed from intensive French to enhance core French

Interested teachers with research proposals can write GuyLeclair@caslt.org for more information.

CASLT/*Canadian Modern Language Review* Project

CASLT is trying to increase teacher access to second language educational research. Callie Mady (Nipissing U.) has written support guides related to articles published in the CMLR, linking each to practical applications for classroom use. She will be conducting online discussion/ workshops for interested teachers in a pilot program starting this fall. If you wish to join as an individual or as part of a professional learning group, please send your name and email address to GuyLeclair@caslt.org



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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 calendar year.

STATEMENT OF PURPOSE

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

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

Subscription to *The BCATML Newsletter* is included with membership in the BCATML. 2010-2011 fees: BCTF members \$40, Associate members \$64.32; students/TTOC/retired and community-based teachers \$15. Payment of fees includes *The BCATML Newsletter*, membership in CASLT (Canadian Association of Second Language Teachers) and information about conferences, workshops, projects, and other BCATML publications and activities. BCATML memberships/subscriptions run for 12 months from the time applications are processed by the BCTF staff.

NOTICE TO CONTRIBUTORS

Articles submitted for publication should be sent with a covering letter that contains:

- the author's full address and telephone number
- a short description of the author and his/her current work
- a brief disclaimer allowing the editor editing and publishing rights

Please also include, where possible:

- a photograph of the author, if available
- a photograph or high resolution graphic to accompany the article. If you would like your photo(s) returned to you, please include a stamped, self-addressed envelope for that purpose. Otherwise, they will not be returned

The *Newsletter* is produced with Microsoft Word. We encourage material submitted by email in .doc and .pdf format as most articles are reformatted to our publication style. Graphics should be sent as separate files. The disk should be accompanied by hard copy (formatted if you wish) to assist with layout and formatting of your article. Printed submissions must be typed and all pages should be numbered. Submissions by fax are discouraged. Please send articles as an e-mail attachment to: wyamazaki@deltasd.bc.ca. Length of articles usually varies from 300 to 1,000 words. Articles longer than 1,000 words may be shortened for publication. Authors must take particular care with diagrams and drawings. These should be done in high contrast so as to be easily reproduced. Please do not submit items from copyright publications if you have not included permission to publish them. The editor reserves the right to alter the text in any way necessary to conform to the objectives and mandates of the BCATML.

Submission Deadlines

Spring – February 1

Fall - July 1

Winter – November 1

suggested topics

Spring, Easter, Passover.

Back to School, Fall, Halloween, Dia de los muertos

Winter, Christmas, Hanukah, Solstice, New Year's, Valentine's

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