

BCATML



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



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President's Message

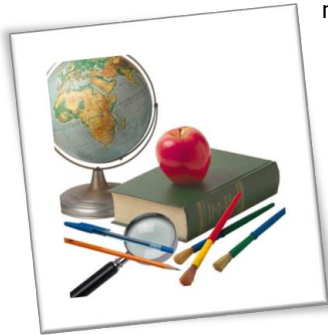
Rome Lavrencic

Most of you are likely enjoying a well deserved two-week spring break as I write the President's message. It is a time to be optimistic and hopeful as we move forward to meet the adventures and challenges that 2014 has in store for us. It is a time which helps to renew and invigorate for the changes which lay ahead. Allow me to share some of those with you.



Curriculum update

You may recall in the winter newsletter I spoke of changes on the horizon for both language teachers in BC and the BCATML. One of the significant changes for all of us in British Columbia is the new draft curricula. Currently, the Ministry of Education has released only five draft curricula grades K-9. The Core French and French first language curricula were slated to be released in January for review; however there has not been any word about their release date nor has there been word regarding the other languages curricula.



In February, the Ministry of Education agreed to create a working group committee for Core French and Second Languages. The purpose of this committee will be to align the Core French curriculum to the new curriculum and to create a proficiency-based model to determine how to align second language curriculum with the overall directions in the redesign. The committee includes four members from the BCATML Executive: Kathy Chmelyk, Nancy Griffith-Zahner, Stacey Sveistrup and myself; as well as Henry Lee of the French Advisory Committee.

The working group committee was supposed to meet in March; however I suspect with school districts having different start dates for spring break this year, the committee most likely will not meet until April at the earliest. There has been no word on how or if the BCTF strike vote will affect this important committee work. BCATML would like to thank Janice Neden in working with the BCTF Executive Committee to have this committee created. As soon as the draft redesigned curriculum is ready for review, BCATML will inform all our current members via email and our website, so be sure to visit us. A summary of the process on curricula transformation and redesign can be found at www.bced.gov.bc.ca/irp/transforming_curriculum.php.

BCATML Website update

Your BCATML Executive has discussed some exciting ideas for much needed upgrades and improvements to our website. Last fall, BCATML made some changes to the overall appearance, however we felt that there was still room to improve.

Nicole Jarvis has gladly stepped up to the plate as our young webmaster and has already begun to improve the overall layout and interactivity of the website. For you Tweeters out there, BCATML will begin tweeting soon enough. Other functionalities will include language fora [forums], photo albums of student work, as well as a place for resources which will be content specific in all our different language areas.

Celebrating Languages Conference update

We know language teachers are always busy and the same can be said about BCATML's Conference Committee. We've been hard at work making preparations on your behalf for our **October 24th Celebrating Languages** signature conference at the Delta Burnaby Hotel. Sadly, Burnaby South Secondary (last year's venue) was not available for bookings, but we have secured this venue for 2015. After reading your positive comments from last year, we look forward towards hosting you again and continuing with the success from our most well attended conference in the last decade!



The Call for Presenters is now open and available until **May 9th**. We invite both experienced and new teachers to the profession to submit a proposal by downloading the form [here](#) or by visiting <http://bcatml.weebly.com/workshop-proposals.html>. We have also changed the format of the day by reinstating the language fora, and by moving the Annual General Meeting earlier into the day as there will be a few constitutional amendments needing ratification. But most exciting of all is the fun we've planned for the end of the day. You won't want to miss it so stay tuned!

In order to make the conference more financially viable for everyone, BCATML has instituted a few other changes. First, we have harmonized the conference fees and PSA membership dues together as a single fee. Hopefully this will help all teachers seeking reimbursement through their Professional Development committees as not all ProD committees reimburse PSA dues if displayed separately on the conference receipt. Additionally, BCATML successfully passed a motion at the last Provincial Specialist Association Council meeting directing the BCTF Executive Committee to promote and encourage local school district ProD committees in reimbursing PSA membership dues. We feel that being a member of a PSA is valuable and legitimate professional development which needs to be supported.



As you can see, there are many exciting changes in the air. I hope no matter where your travels take you over spring break you come back to your classroom filled with a renewed sense of vigor and energy to shape our future young minds of today and tomorrow. Please take some time over the next little while to read through some of the exciting ideas presented by your language representatives, as well as some other projects we have brewing on the horizon for your classroom in September 2014.

BCATML World Café October 2013

For the second time at the BCATML conference, a World Café session was provided for language teachers to have time to meet other educators who are passionate about language instruction. Often in a day full of workshops, teachers want time to share challenges, successes, ideas, and resources. The Conference Committee implemented the World Café to meet this need as educators mentioned it in comments from previous conferences.

Both years, we had volunteers who assisted with the note-taking and facilitating the sessions. The Conference Committee would like to thank all those who volunteered. It's a small role, but one way you can help us out! We really appreciate all of you who helped out, including the Teacher Candidates from UBC.

Below is a compilation of the notes taken during the World Café 2013. The ideas brought up at the World Café may reflect ideas and opinions from a few educators, the entire group, or only one individual in the session. The notes are provided to you as a revision of what was discussed but also as ideas or questions that you might like to take away and use or discuss at your school or office. We apologize in advance for a couple sections missing.

I would also like to thank the executive members that typed out the notes from the large papers. This was a big job! Thanks again! Happy reading everyone!

Compiled by Stacey Sveistrup

NOTES FROM WORLD CAFÉ

SPANISH

CURRENT ISSUES:

CURRICULUM:

- Con el nuevo curriculum no hay información sobre el curriculum en español. ¿Qué va a pasar con EFL?
- ¿Quién va a evaluar? ¿Cómo?
- Estudiantes con diferentes niveles en cada competencia lingüística.
- Los horarios son difíciles de ajustar para cada especificidad: (alumnos con nivel 12 en 10mo grado) ¿Cómo ajustar unas clases y otras bien que coincidan?

MATERIALS AND RESOURCES:

- Materials from K-5 or pre-K
- Accessing foreign sites from Canadian servers (i.e. BBC)

DISCUSSIONS:

CURRICULUM:

- El programa es de 9-12 pero no es realista
- No se sabe cuando se va a implementar. Hay muchas dudas.
- Promoción a otros cursos no es clara
- Hay una gran inquietud con este tema, sobre todo que nadie del gobierno explica (los comentarios se basan en especulaciones).
- El documento es muy ambiguo. No se especifican las expectativas.
- La evaluación e implementación del borrador de curriculum propuesto.

MATERIALS AND RESOURCES:

- 1) "Reading A to Z": webpage (\$100/year with some free downloads). It is available in 3 languages.

used in Alberta. Contains assessments.

- 2) "El Colega" – website by EDELSA – follows European language Framework.
- 3) "Audiría" – podcasts
- 4) "Mi vida loca" – BBC
- 5) Radiotelevision Espanola – en internet www.rtve.es
- 6) "La voz Kids" – You-tube
- 7) Amapolita (to use a class set of ipads)
- 8) "Extr@" – "Friends in Spanish – en youtube
- 9) "Muzzy" – program for language learning.
- 10) "espanol para inmigrantes y refugiados" – Quien es quien?

QUESTIONS:

- ¿Qué hacer cuando tienes estudiantes de diferentes niveles en una clase?
- ¿Cómo implementarlo?
- Se necesita tener exámenes estandarizados para ingresar a diferentes niveles
- Crear la necesidad para expandir el programa a niveles inferiores y hacer un programa mas completo y realista.

Additional comments:

- El gobierno debería tener un representante en esta conferencia para clarificar dudas
- Hacer un taller por niveles en la próxima conferencia donde se muestran los recursos disponibles para cada nivel escolar de lengua
- Tener en la próxima conferencia algún especialista que ya tenga experiencia en la implementación de este tipo de programa (Alberta o Estados Unidos) para que explique como funciona.
- Hacer un mayor esfuerzo por comenzar a enseñar español en grados inferiores.
- We need a Spanish Conference – as done in Alberta a conference by Spanish Government – for Spanish teachers.

MANDARIN

CURRENT ISSUES:

- 1) Welcome everyone to join the association under the direction of Larry and Tina
- 2) Annual Meeting details: call for volunteering council; possible fund from Chinese Consulate
- 3) Have to build students' account based on HSK Test
- 4) Chinese Speech Contest
- 5) How to attract more students in learning Mandarin and to attract more teachers in teaching it
- 6) New Chinese Curriculum based on European language portfolio; who is in charge of it; how long to take into effect?
- 7) Cancelling of the Provincial Test--its pros and cons; teacher has more autonomy because of it
- 8) Connections among teachers—gathering for teaching some grades and materials; possible blogs/Moodle

DISCUSSIONS:

- 1) Cost for attending various Pro-Ds covered by appropriate organization Chinese Speech Contest:
 - More prizes for effort and encouragement
 - How to group the candidates more reasonably
 - Interested teachers are encouraged to attend the committee run by the Education Consulate
 - Reciting the speech is meaningless
 - The committee might be able to ask the candidate questions afterwards
- 2) Students not so focused in writing Chinese characters. Reading, speaking, listening and typing should be in priority.

QUESTIONS:

- Mandarin Teachers' Retreat?
- Possible tests by I-Pad or Cell phones?
- Chinese curriculum not enforced this year yet?
- Increasing funds for activities

GERMAN

CURRENT ISSUES:

- lack of German Programs/teachers
- distribution of funds
- German excursions
- travel contest BC/Quiz with prizes (janvar)
- to plan intricate activities better technology is needed fil/video/podcast contest
- word of excellence
- Lehrplan (Teacher Plan) for languages from Ministry of education
- province wide exam....still in progress

DISCUSSIONS:

- to promote the German language offer student travels to the Christmas market, Weihnachtsmarkt. Save travel costs by taking public transit. Dec 5th and 6th are proposed dates for meeting at the market in Vancouver. Confirmation will happen via email.

QUESTIONS:

- Perhaps a German trip to UBC with high school students. Looking for German contacts at UBC
- Where to get more money so the students could each have an iPad to take advantage of the numerous German resources (software, videos) online?

ELEMENTARY CORE FRENCH

CURRENT ISSUES:

- New curriculum and implementation is on our minds
- lack of resources is a challenge, having to use old outdated resources is also a challenge
- there are teachers without much training and without language skills themselves -hence low confidence in teachers
- districts are maximizing their teachers with expertise
- inconsistency of funds makes it difficult to plan or purchase materials
- in one district a new plan was to introduce new program and then there was not budget for it
- often the students are not interested in learning French and this may be because two lessons 45 minutes per week is not enough time
- switching back and forth between French and English can be a problem
- there exist varying abilities and levels in Core French classes

DISCUSSIONS:

- different resources used in various districts
- use of technology as a resource
- New curriculum unreleased and work to be done to match the other new Ministry curriculum documents
- beginning of class routines – calendar, TPR
- the differences between Core French/Immersion/Intensive French were discussed
- parent involvement, what are the expectations of parents?
- importance of repetition for retention
- giving students fidgeting toys (kids with ADHD for example) can be a good way to keep them calm enough so that they can learn
- using speaking games in French is a good motivator for young kids to speak and learn French

QUESTIONS:

- how to make learning kinesthetic
- how to make modifications and adaptations for children with special needs
- why do they give teacher a recommended textbook when they don't need to use it?
- will the new resources being created match with the new curriculum?
- how to embed critical thinking into second language acquisition
- how to orally assess students?
- how do we deal with different levels of students in the class?

INTENSIVE (CORE) FRENCH

CURRENT ISSUES:

- not enough teachers to teach the program
- title of the program is not clear - immersion is more intense than IF and many people do not understand this
- some schools want both IF and Immersion
- high school becomes difficult after taking IF as focus is more on communication and not grammar
- special needs students - all students must speak every day since they're at the same level at the beginning, these students are not shy to speak in French
- as the program develops, parents want IF but some districts are not offering it because of competition

DISCUSSIONS:

Difference between Immersion and IF:

-IF starts at Grade 6 and the first five months is the intense French component because 80% of the day is taught in French. IF has a large oral component, it is literacy based so reading and writing happen after the oral listening, speaking, and interacting. Language is taught in French, while all other subjects are taught in English in the second half of the year, except Math which is taught all year in English.

-In French Immersion there is more time in French and all subjects are taught in French. French Immersion is a K-12 program or Late Immersion starts at Grade 6 but the entire year is in French, as are the following years.

QUESTIONS:

- Secondary IF students need funding, is the government going to increase funding for IF?
- How will schools get more opportunities to apply this pedagogy?
- Does IF hinder ELL students?

ADDITIONAL COMMENTS:

- Vive le Français Intensif!
- it's good for French educators and parents to know about the options available

SECONDARY CORE FRENCH (8-10)

CURRENT ISSUES:

- Some textbooks lack in certain areas (listening, speaking). Must add-on and tweak.
- New draft curriculum relates to CEFR (Europe A1-C2) *Check on website.*
- Student levels vary A LOT. Some don't know anything, some know quite a lot - depends on previous school.

DISCUSSIONS:

- Thematic teaching
- Textbooks
 - Bon Voyage, Ça marche, Entre amis, Enquête, Communi-quête
- **Pourquoi pas (advanced program)!!!
 - Each student builds a portfolio related to DELF workbook, CD

ADDITIONAL COMMENTS:

- Faire (review plus pronouns) en / Aller --> Y
 - The advanced can be the pronouns, the rest can just review the verbs
- Streaming (enriched, support, regular)
 - Brings more opportunities for the enriched students
- Quick little extra exercises for advanced students, they can also be peer tutors to those who struggle
- Immersion kids switching to Core French
 - Create English dialogue to show them how they sound
 - Some don't want to do extra work
 - Open-ended questions with specific criteria
 - Do we mark them harder?
 - Mark certain aspects at certain times
 - Immersion students have strong oral, weak writing

SECONDARY CORE FRENCH (11-12)

CURRENT ISSUES:

- Cahier (student workbooks)
- Resources
- Appropriate music and lyrics for students, as well as films
- Websites to share
- Where to take students for field trips

DISCUSSIONS:

- Resources: What we use at different grade levels and how we implement them in our classes
- Curriculum: Canadian framework and how it fits in for us
- Project-based learning: Which resources have them and what
- Music and films: Websites for enrichment, Ça bouge au Canada. TV5

SECONDARY CORE FRENCH - MOTIVATION

CURRENT ISSUES:

- Technology
 - Preconceived notions about learning French
 - Difficulty engaging students in exchange programs
 - EPALS / Pen pals - students from BC and France
 - Convincing students to speak in French
 - TPRS - addresses problem of student shyness (no correction, constant output)
- Motivating games "La chance"

DISCUSSION:

- Relevance of French Learning
 - TPRS Method
 - AIM method
 - Use of English in the classroom
- Technology!!
Games: Flyswatter
Activities: Poll Everywhere, Lit. circles, QR Codes, Gmail, WebQuests, HaikuDeck (ipad app)

CULTURE IN THE LANGUAGE CLASSROOM (Films/Culture/Music)

CURRENT ISSUES:

- sometimes French films can come off as a little abstract for students' tastes
- funding delays
- lack of in-service tech training for teachers.

DISCUSSIONS:

- Showing films in the classroom:-Source films from Archembault Québec (French Chapters store)
- Gr. 12 *Amélie*, *Banlieue 13*, *The Valet*, *Bienvenue chez les Ch'tis*
- Gr. 10 + film : *Les Intouchables*, *La Grande Séduction*
- Sheets with film breakdown (story, language, culture)
- *Les Choristes* (Gr. 9)
- Film: Immersion Française
- "Preview" breakdown
- National Film Board Website
- TV5
- Touotv
- Site de Radio Canada
- "Le Petit Nicolas" Good for role-play
- Fiche pédagogique sur le site web du petit Nicolas

- Quant à moi Website
- DuoLingo.com (also an app)
- Mindsnacks app
- Busuu (app)
- Using songs as openers and closers
- Pink MArtini band
- Using music to demonstrate specific grammar
- Gr. 9 song presentation by students
- Bilingual songs
- Interviews of French bands (Daft Punk) in French
- Famous English French speakers

TECHNOLOGY

CURRENT ISSUES:

- Internet safety – access to student work
- Reliability of network
- Possible decrease of face – to – face communication but useful tool
- Not technology for technology sake – not be all & end all
- Funding?/ BYOD?
- Teachers using their own money & equipment
- Access to: Devices & Internet Wi-Fi connection
- "Netiquette" and internet safety
- Finding the time to explore + "play" as teachers
- Using technology as a "tool" not an add-on ... take the word "tech" out of the conversation
- Working equipment and Wi-Fi connection
- Time to familiarize and make useful documents, projects
- Time to learn new technology

DISCUSSION:

- Revisit Smartboards or "Mimeos"
- iPad – Using as supplementary tool
- Where is balance between face-to-face vs. screen?
- Evidence of benefits?
- disconnectedness – lack of social skills (in on-line learning)
- iPad apps – voice thread, audacity, telegrami - gliffy.com
- edmodo
- moodle

QUESTIONS:

- Can we get an email contact list of everyone at café next time?

iPads

CURRENT ISSUES:

- the need exists
- need for wireless & Apple TV / projecting image
- shared material/iPads with other classes that are using them
- breakage
- sign in/out learning process
- Microsoft/Mac compatibility issues
- keeping confidential information out of education documents
- instant gratification, instant access vs. longer process of researching
- dependent on internet for everything
- How to use iPads in class:

- using it instead of document cameras
- greater flexibility - can show documents, then switch to online
- discussion of iPad apps & how teachers use them
- video usage in class
- How to use Edmodo
 - more useful in some classes/situations than others?
- using Smart Phones in class
- using certain websites
 - Ensignant
 - Texas University

DISCUSSIONS:

- Translate word into text & vice versa - develop apps for this?
- issues/problems
- save to You-tube
- use of Google Docs -same documents, good organization
- use of PDF files vs. word document files → app PDF Export/PDF Expert
- Google Handouts
- QR apps/sharing information
- need alternatives to internet
- do work in class - want to see what students know
- Some discussion of teacher resistance to technology
- we're going to try the websites & iPad usages mentioned above

DIFFERENTIATED LEARNING

CURRENT ISSUES.

- differentiating/modifying for struggling students who lack time (in elite academy) or motivation
- what is the definition of differentiated learning?
- how to do this for 30 students in a class? Large volumes of students? What models can work?
- requires time to collaborate with colleagues, to explore/create rubrics

DISCUSSIONS.

- creating different rubrics to assess differently
- self-pacing allows for different abilities to succeed at their own pace
- assess as needed (verbal vs. written)
- stations/Extension projects for advanced learners during units (elementary)
- online supplementary resources abundant
- contextualization of vocab/verbs may need multiple approaches

QUESTIONS.

- What is the validity of open-book assessments?
- How is assessment different for differentiated instruction?
- Are we watering down academic standards?
- Will employers set standards if schools remove them? Is this a recipe for failure? Does this impact international competitiveness?
- How do we instruct in second language if learner needs more English instruction?
- How do teachers work with multi-skilled groupings? Differentiated groups at the same time?

SPECIAL NEEDS IN THE LANGUAGE CLASSROOM

CURRENT ISSUES:

Dyslexia affects a student's abilities to decode written word and then produce coherent written work. Issues are in L1 and transfer into L2. Teacher endeavors to help by oral instruction. Teacher directs student to ask other students what their answers are and then to come up with his/her own. Student needs more time and quiet to generate answer.

DISCUSSIONS:

-Evaluate student less on grammatical elements and more on ability to communicate, even if it is not accurate. Repetitive activities were brainstormed: associating language with student's own illustrations. Speed of activity switch-overs frustrates student, especially if activity is misunderstood.

-support by Educational Assistants is different in many schools:

- some there is no in-class support in the L2 classroom
- others students have an EA on a term basis

Other Issues:

- lack of technical support for computer help
- poor allocation of funds for students with low abilities in all subjects
- poor criteria for testing for disabilities so that students hit rock bottom in courses before being eligible for testing

Strategies teachers might use:

- overcoming fear
- Increasing confidence is primary goal before learning can happen.

Retesting with teacher one-on-one support helps students who need more time.

- A Math teacher addresses fear by creating worksheets where questions are written up in detailed steps which students analyze on their own and then follow when doing new questions. When students have troubles, they must bring question and step-sheet. Students are encouraged to create new questions based on a type of question that they are successful in, then break down their question into multiple choice questions. Tests are then formed by amalgamating all these students' questions. Students' names are beside questions they created. That student is then 'expert' in that question and the rest of the class can refer to them if they don't understand the answer.

QUESTIONS:

- With semestered schools, teachers teach a whole term with no preps. All preps are in one term and none in the other. Teachers have no time to adapt, modify or create lessons for special needs.
- There is a lack of EAs.
- Funding is not equitably distributed between schools in the same district.
- Students are suffering, even if they are willing to work, because of this lack of support and therefore lack of success.

EXPERIENTIAL/COMMUNICATIVE APPROACH

CURRENT ISSUES:

- Biggest challenge is to make communicative experiential learning relevant outside of the classroom.
- difficult to find parent volunteers to guide field trips, not cost-friendly -
- students of different levels in the same classroom: some have no experience learning the target language whereas some have much more

DISCUSSIONS:

- Communicative experiential learning: trying to be authentic within the walls of your classroom.
 - Communication part is actually being able to communicate orally and in writing
 - Way you learn is through experiencing content
- Experiential can blend within classroom and outside classroom experiences. Examples: bring in food from a French restaurant, pen pals in countries where target language is main language.

QUESTIONS:

How about finding pockets of authenticity within the school and bring those resources into the classroom?

- Find staff at the school who speak French, but not in Modern Language department, invite them to conduct a job interview in French. Review job-seeking process which is connected to Planning 10.
- Spring break trip to France motivates students. Do a virtual tour of Paris in the classroom. Bring in souvenirs and photos. Even those not going on the trip are motivated to visit Paris themselves.
- Google street view of Paris technology is an integral part of authentic learning because it's not always possible to get out of the classroom.

How do I get students to do all the learning (vocab, grammar) in French?

- It's okay to think and play and analyze in English as long as students realize how to transfer into the target language with the vocabulary and the knowledge they have
- TPR is teacher-led so students rely on teacher
- Push behind whole student-led initiative is that in this time period with technology, more beneficial for next generation to have impetus to control their learning.
- Not opposed to Google Translate as long as students know what they're translating and how to correct mistakes in the translation
- Keep it simple; translate little phrases or single words. This became a hindrance because students can't evaluate what they really know, can't put a sentence together by themselves
- All writing done in class with pen and paper! Rough draft first, then the students can use Google Translate or Internet to help. Want to see students' learning and abilities first.
- What I'm doing in French isn't just applicable to French, make students understand that these learning techniques are applicable to other subjects too.

How can we start the grades 8 and 9 French students on a more verbal level?

- Try to work on the oral and make connections between worksheets and spoken output
- Do seating plan in French to demonstrate prepositions. Takes a long time but it's a great way to teach verbal communication by modelling.
- Move from yes/no questions to 5 W's questions
- Drama game: This Is a Pen --> keep repeating the word
- Grade 8 class use Aim method: start out assuming they know nothing. Establish entry and leaving routine with greetings and gestures that students become familiar with, move on to more French as they learn more.
- Now have newer resources: instead of fairy tales have plays geared toward teenagers

TEACHING GRAMMAR IN CONTEXT

CURRENT ISSUES:

- IB program teachers approach teaching grammar in context from an inquiry-based approach
- Some Spanish teachers are guided by the textbook they currently use
- other challenges faced making the grammar concepts taught relevant and interesting
- how can we go about teaching the grammar rules so that students are able to understand the mechanics and be able to use it themselves?
- Teaching in a semester versus linear format has both advantages and disadvantages. There is a growing frustration of trying to find relevant and age appropriate texts.

DISCUSSIONS:

- to get students more engaged and interested in grammar aspects that are taught and incorporated into language production, teachers can make activities relevant to the students
- to allow students freedom to demonstrate proficiency in grammatical elements ask them to write or speak without making it prescriptive. An example: use at least three different "Vandertramp" verbs to tell a story about something that happened to you last weekend?
- use games to reinforce grammar concepts so that kids have fun while developing skills
- students in a semester school find it beneficial if they can take their language course in semester 2, and then subsequent language course in the first semester of following year

QUESTIONS:

- It's hard to find age appropriate and relevant texts for use with our students.
- How do we minimize the time lost searching on Google? How can we as professionals share links and resources to reduce this frustration?

BCATML Fall Conference 2014
Burnaby, British Columbia
Friday, October 24, 2014

BCATML Fall Conference 2014 Celebrating Languages!

Friday, October 24, 2014

Delta Burnaby Hotel and Conference Centre

4331 Dominion Street

Burnaby, British Columbia V5G 1C7

Canada

1-888-268-1133

It's that time of year again, as the BCATML Conference Committee plans our annual fall conference, to be held this year at the Delta Burnaby Hotel and Conference Centre on Friday October 24, 2014. Continuing our theme of "Celebrating Languages", we invite you to consider submitting a proposal for a presentation or workshop at our conference.

The BCATML asked for feedback after our last fall conference, and our members were vocal in their choices for the types of workshops offered at the upcoming conference. When considering your proposal, we encourage you to focus on issues such as:

- how technology impacts language learning, including the use of iPads;
- the role that art and culture plays when developing fluency;
- social-emotional learning;
- critical thinking in the language classroom
- literacy strategies;
- best forms of assessment;
- *Survivor's Guide* to teaching elementary level French or using the new curriculum;
- any strategies/activities that you have found useful in your teaching.

Thank you in advance for considering presenting at our "Celebrating Languages" conference. Please submit your completed workshop proposal to Nancy Griffith-Zahner at ngriffithzahner@sd52.bc.ca by Friday May 9th, 2014. All submissions will be confirmed by e-mail.

Please download the Presenter's Form by clicking [here](#).

LANGUAGE NEWS

German – Angela Kleine-Buning

Ein riesiges Dankeschön an **Ulla In der Stroht** für die folgenden Beiträge.

Die Bewegungsgeschichten hat Ulla auf einer Deutschlehrerfortbildung vorgestellt, und alle waren richtig begeistert! Eine tolle Idee, um unsere Schüler und Schülerinnen etwas aus der Reserve zu locken!

Lernen mit Spaß - Bewegungsgeschichten im Deutschunterricht



Liebe Lehrer und Lehrerinnen,
wenn Ihre Schüler und vielleicht Sie selbst auch Energie im Unterricht brauchen, sind kurze Bewegungsgeschichten genau das richtige, um den Unterricht aufzulockern und gleichzeitig Deutsch zu lernen.

Die Bewegungsgeschichten „Tarzan“ und „Sommer“ sind für alle Altersstufen einsetzbar und auch durch den Lerner oder Lehrer jederzeit anpassbar. Machen Sie aus der Sommergeschichte doch einfach eine Frühlingserwachen oder einen Winterschlaf.

Der Fantasie und den positiven Energien sind keine Grenzen gesetzt!

Viel Spaß beim Bewegen! :-)

Tarzan

Eine Lichtung im Regenwald.

Tarzan sitzt auf einem ungefallenen Baum und döst vor sich hin.
(Entspannungshaltung = Kutschersitz)

*Er reckt sich und streckt sich und gähnt ausgiebig,
trommelt sich auf die Brust
und stößt einen Tarzanschrei aus.*

Dann überlegt er, was er heute machen soll. (*Stirn, Hinterkopf massieren*)

Plötzlich fällt ihm ein, dass er bei seinen Freunden, den Kreuzaffen zur Geburtstagsfeier des Affenkönigs eingeladen ist.

Die Kreuzaffen heißen so, weil sie es lieben, alles über Kreuz zu machen.

Bevor Tarzan durch den Urwald geht, macht er sich fit:

*Er knetet seine Ohren, damit er gefährliche Tiere gut hören kann und
Er lockert seine Füße, damit er schnell laufen kann, zuerst den linken Fuß, dann den rechten.
(aufstehen)*

Dann läuft er los (*Laufen auf der Stelle*), erst **langsam**, dann **schnell**, dann wieder **langsam**.

Plötzlich hört er ein Geräusch. Er bleibt **bewegungslos** stehen.

Erst blickt er **nur mit seinen Augen in alle Richtungen, ohne den Kopf zu bewegen**:

Rechts unten

Links oben

Links unten

Rechts oben

Als nichts geschieht, dreht er **langsam** seinen Kopf, um noch besser sehen zu können:
nach rechts hinten und nach links hinten.

*Er guckt nach unten, ob dort eine Schlange kriecht,
er guckt nach oben, ob ein Tiger im Baum versteckt ist.*

Als er nichts findet, *läuft er weiter.*

Auf einer Lichtung trifft er seine Freunde, die Elefanten.

Sie begrüßen ihn und winken mit ihren Rüsseln.

Tarzan bildet einen Rüssel, winkt ihnen zu und ruft laut „Töröööööh“!

Tarzan läuft weiter.

Bald erreicht er die Kreuzaffen.

Sie haben schon mit dem Fest begonnen und tanzen ihren Lieblingstanz, den Kreuztanz.

Tarzan tanzt mit: linker Ellenbogen an das rechte Knie, rechter Ellenbogen an das linke Knie.

Tarzan begrüßt besonders den Affenkönig, gratuliert zum Geburtstag und bedankt sich für die Einladung – *verbeugen*.

Sommer

Es ist warm draußen, die Sommersonne scheint vom Himmel herab und wir unternehmen einen kleinen Spaziergang.

-auf dem Platz laufen-

Wir sind auf einem Feldweg und entdecken einen Himbeerbusch. Die Himbeeren leuchten rot und verlockend. Wir pflücken ein paar und essen sie auch sofort.

-Himbeeren pflücken und essen-

Wir gehen weiter

-weitergehen-

und die Hitze macht uns ganz schön zu schaffen. Wir fächeln uns ein wenig Luft zu.

-Luft zu fächeln-

Wir sind froh, als wir in der ferne die Umrisse eines Sees erkennen können. Wir sammeln all unsere Kräfte zusammen und rennen das letzte Stück bis zum See.

-Rennbewegung-

Geschafft. Wir sind am See angekommen und steigen in das kühle Nass und schwimmen ein paar Runden.

-Schwimmbewegungen-

Wir sind sehr gut in Form und das Wasser ist so angenehm, dass wir auch noch ein paar Runden kraulen.

-Kraulbewegungen-

Damit auch unsere Beine nicht vernachlässigt werden, legen wir uns auf den Rücken und paddeln ein wenig mit den Füßen.

-mit den Beinen paddeln-

Das Wasser hat uns wunderbar erfrischt und wir steigen aus dem See heraus.

-aus dem See heraus steigen-

Wir machen uns auf den Weg nach Hause.

-auf dem Platz laufen-

Wir sind ganz geschafft von unserem Spaziergang und unseren Schwimmübungen. Deswegen sind wir sehr froh, dass wir den Rest des Weges mit einem Fahrrad zurücklegen können.

-Radfahrbewegungen mit den Beinen-

Unsere Bewegungsgeschichte "Sommer" ist zu Ende.

Wir sind endlich zu Hause angekommen und haben uns eine kleine Pause verdient.

Ulla-R. In der Stroth
Bundesprogrammlehrkraft Winnipeg
uinderstroth@retsd.mb.ca

Mandarin - Ping Li

2014 "Chinese Bridge" Speech Contest is in Full Spring

Although it is still snowing in early March in Vancouver, I can certainly feel the pulse of spring around, on the tips of budding blossoms, in the whiff of the gentle breeze, and beneath the melting snow, "arranging and changing placing / carefully there a strange / thing and a known thing here" (e.e. cummings).

When nature is awakening after a long, dormant winter, my students are also warming up to the call of spring, particularly those who are looking forward to the annual B.C. "Chinese Bridge" Mandarin Speech Contest in May.

A great many elementary and secondary students including mine have participated in this event, organized annually by the Education Office, Consulate General of the People's Republic of China in Vancouver, Confucius Institute in Coquitlam and the Canadian Teaching-Chinese-as-a-Second-Language Association, and without any doubt, they have benefited by the contest's motto: to "promote multiculturalism and Chinese language and culture learning." According to Winsey Choi, program coordinator from Confucius Institute in Coquitlam, the number of speech contestants has been growing steadily from 50 in the first year 2002 to around 120 last year. Particularly noticeable is the increase of non-heritage speakers competing at the contest, as well as the support and involvement of teachers and parents who regard the contest as a chance for learning the language and developing their talents. Some of the top-prize winners have represented Vancouver to compete in the next round of contest in China.

With an eye to promote fairness in competition, the organizers divide the speech contest into two big groups, one for elementary school students and the other for secondary school students. Each group has four categories. The elementary school group includes 1) Non-heritage Speakers (Grade K-3), 2) Non-heritage Speakers (Grade 4-7), 3) Heritage Speakers Born Overseas (Grade K-3), and 4) Heritage Speakers Born Overseas (Grade 4-7). The secondary school group takes in 1) Non-heritage Speakers (Grade 8-10), 2) Non-heritage Speakers (Grade 11-12), 3) Heritage Speakers Born Overseas (Grade 8-10), and 4) Heritage Speakers Born Overseas (Grade 11-12). This way, students from different cultural backgrounds would all have an opportunity to showcase their Chinese language proficiency and share their learning experiences by delivering a 3-minute speech focused on a designated topic in Mandarin.

On a personal level as a Mandarin teacher, I embrace this annual event as a bridge to connect and extend the learning experience beyond the classroom, since the speech contest provides a ready platform for students to share their work and exchange ideas with diverse audiences, including family members and peers, local community members, and even the wider world. Every year, there are quite a few courageous and enthusiastic students of mine who want to take the challenge and “try out their Mandarin”. My guidance includes brainstorming with them on how they can produce a speech based on the content they have learned, the tasks they have already performed in class, the cultural encounters they have experienced and the anecdotes they feel most comfortable and confident to share.

I remember one year a student of mine of Arabic backgrounds came to me for help as she simply couldn't decide where to start her speech about “My Mandarin Story”, let alone what to include to finish the speech. I went over with her on what she had accomplished so far in her Mandarin class: her involvement in our school's annual Chinese New Year celebration as activity presenter for Chinese painting and paper-cutting, her most memorable trip to China with me, her short composition on why she liked the colour red, her acting as her family's communicator with their Mandarin-speaking gardener, her ‘interpreter’ experience when she noticed a Chinese granny who didn't know a word of English at the airport, class discussion on Chinese food, the vocabulary, expressions and structures that would help her write a speech based on her accomplishments and experiences related to Mandarin study, the tasks she had done and collected as evidence of learning, etc. The preparation talk made her realize that the speech contest was not only about writing a speech and reciting it in front of the judges but also about reflecting on her own journey to Mandarin proficiency. She eventually delivered a heart-felt speech at that year's contest and won the first prize in her category. This experience inspired her to pursue further studies in Mandarin. Now, she is a university student, taking more advanced Mandarin courses and making many Mandarin-speaking friends, according to her younger sister, who, inspired by her, is also taking Mandarin in school.

This year's topic is “Me and China”. The speech contest will be held on May 4th, 2014, at Confucius Institute in Coquitlam, 1100 Winslow Ave., Coquitlam. Let's spring into action with our students to prepare for the upcoming contest. I hope that there will be more students ready to take the challenge and participate in the speech contest as another chance to embrace Chinese language and culture and to make new friends.

“Chinese Bridge” is a gateway to success in the 21st century.

P.S.

Speech contest registration form can be downloaded at: www.internationaleled.com/confucius. Any inquiry can go to Confucius@sd43.bc.ca or 604-716-5118.



Building a Strong Community of Learners in the Classroom and Throughout the School

It has been quite a number of years since I first took a cautious, small step in hosting a Chinese New Year celebration event for my Multicultural Club members and my Mandarin students. From the overwhelmingly enthusiastic response of the students, I moved on, realizing that it makes every sense to organize a school-wide Chinese New Year celebration so that the school community with the diverse backgrounds of the student body and staff can get to enjoy some Chinese festival traditions and customs in a multicultural city like Vancouver. I would also like to provide my Mandarin students with an opportunity to share the language skills and cultural knowledge they have acquired in the classroom with the larger school community.

Ever since the moment I envisioned the possibility and realized the benefits of bridging the connection between classroom learning and community building, I have been sponsoring and improving the event year by year. During the week of Chinese New Year on a Friday lunch hour, typical activities include: Chinese food, particularly New Year food, Chinese tea tasting, fortune telling, calligraphy, Chinese painting, paper cutting, chopsticks challenge, spoken Mandarin, Chinese trivia, riddle guessing and traditional Chinese sports and games. The most amazing and rewarding part of the Chinese New Year celebration is that the whole school all of a sudden turns into a festive place with New Year decorations everywhere: students, administrators, and staff lining up to sample food while enjoying Chinese music and admiring Chinese musical instruments, cheering for students' musical performances and traditional sports demonstrations, and participating in various Chinese cultural activities. Parents bring in freshly cooked food, while my Mandarin students share their Chinese expertise at various activity stations with interested students and staff.

The Chinese New Year celebration has gradually evolved into our school's much-awaited annual event, a tradition for the community to share and enjoy. For my students, this event has taught them the importance of interculturality (the ability to actively participate in communication guided by an awareness and understanding of cultures) both inside and outside the classroom. Thus, they feel honoured to uphold the tradition of sharing their learning accomplishments with the community in this special way. Each year, they want to do a better job than the year before. The celebration has also drawn enthusiastic support from the school community: the Multicultural Club has joined in the preparation (making posters, crafts, etc.) for the event; the Foods classes have committed to making Chinese food for this occasion. This year I had more volunteers outside my Mandarin classes or Multicultural Club helping to make crafts and decorate the whole school. Even though introductory Mandarin starts in grade 9, there were grade 8 students performing a Chinese fan dance at our promotion assembly. Our Early Childhood Education Centre has built the Chinese New Year celebration into its curriculum, and my senior Mandarin students go there to join the little ones in various New Year activities. This year's celebration extended to a one-week event during which every lunch hour featured a special event (Chinese ribbon dancing, Chinese musical instrument Guzheng performance, Chinese martial arts demonstration and Chinese New Year crafts making) leading towards Friday's highlights of the celebration.

Looking back at how this celebration event has developed from a classroom cultural activity into part of our school's cultural tradition, I believe it has provided the following opportunities for the school community to interact and learn from each other.

1. **Global awareness:** Learning about how the Chinese celebrate the New Year helps my students understand the practices, products and perspectives of the Chinese culture and this, in turn, will influence other students in the community when they enjoy the celebration with my students. Every year before the Chinese New Year, I will design for my Mandarin classes a language and

culture project on certain aspects of the New Year. For example, this year's Grade 9 class learned a New Year song in Mandarin and shot a new year greetings video featuring songs, red lanterns and a lion dance and expressing good wishes to the whole school community. The video was shown at our assembly as a forerunner of the upcoming event. The Grade 10 class created a mural covered with red paper in the hallway for public viewing, showcasing their newly learned facts about the Chinese New Year: the legend of the monster 'nian', the dos and don'ts, symbolism of New Year food and snacks, decorations of flowers and house plants with special meanings, the Chinese zodiac story, spring couplets and new year pictures, typical new year activities, etc. Other classes also did their 'homework' in order to share their experiences with the larger school community.

2. **Social and cross-cultural skills:** This celebration event promotes cross-cultural competencies (as opposed to awareness), the main goal identified for the 21st century modern languages instruction, since my students get a chance to function both linguistically and socially in Chinese milieu, not only in the classroom but also in the school community. All my students who are responsible for an activity station or serve food/tea have to make an introductory poster with pictures so that when other students come to sample food or tea or learn to participate in an activity, they will be able to explain the activity and its cultural association, and demonstrate how to do it. These are fun cultural activities for all to enjoy and celebrate, and to bring everybody together no matter what cultural backgrounds he/she is from.
3. **Leadership and responsibility:** Preparing students to adopt roles of leadership and increasing responsibility in a school community will hone their collaboration skills as defined by cross-linguistic and cross-cultural competency. My favourite part while organizing this New Year event is to mobilize all my Mandarin students and go through different planning stages with them together, delegate various tasks to individual students, see their enthusiasm, dedication and joy in their preparations and completion of their tasks, and feel the pride the students demonstrate when they are using Mandarin and their knowledge of Chinese culture in the process of sharing the joy of celebration with the school community. Of course, I am also very impressed to see how other classes such as Foods classes and the Early Childhood Education Centre as well as the Multicultural Club all contribute to and/or participate in this school event.
4. **Communication and collaboration:** This school-wide celebration echoes the spirit of collaborative and interactive teaching and learning and of building a school's identity as a place where students get to learn things through community interaction. Supported by administrators, staff, and parents, students

engage their learning to embrace and appreciate the richness of Chinese New Year practices and customs within a dynamic learning environment, which is open-minded, multicultural and inclusive.

Extending the learning experience beyond the classroom has become an integral part of the 21st century learning. The annual Chinese New Year celebration event serves this purpose and makes it easy for students to share their language skills and cultural knowledge with diverse audiences, including family members and peers, administrators and staff, and junior school community. Looking back, my students can proudly say that they have left a mark in building a tradition of a strong school community.

Chinese New Year celebration video:

<http://www.croftonhouse.ca/page.cfm?p=528&eid=713>



Spanish - Trevor O'Rourke

Hola a tod@s,

The following activity is for students to learn the simple future in Spanish, using “IR a”/ “to be going to”. Several cultural or extension activities follow. This lesson can quite easily be adapted for one-two classes. If you would like to discuss it further, in English or in Spanish, please contact me directly at torourke@sd40.bc.ca.

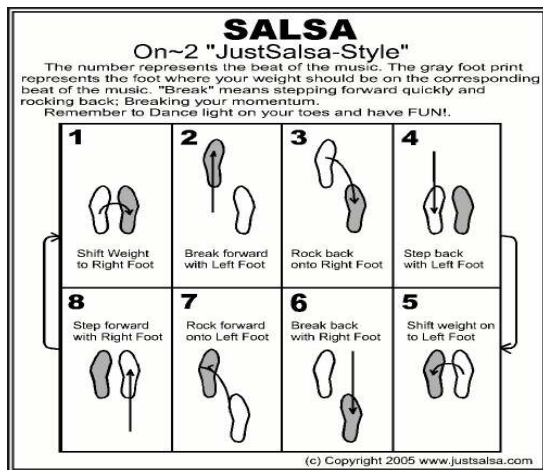
¡Espero que esta primavera les encuentre felices y llenos de anticipación para el sol que nos está saliendo! Este mes pensé hacer algo un poco más sencillo que pueda ser útil para cada un@ - una actividad que incorpora el futuro (“IR a”) con varios aspectos culturales, para nivel básico.

Canción: Vivir mi vida (Marc Anthony)

Video oficial: <http://www.youtube.com/watch?v=YXnjy5YIDwk>

Actividad de pre-escucha:

- Pedir a los alumnos que dibujen una pareja bailando salsa... ¿Cuáles son sus ideas sobre el baile? ¿Es rápido? ¿Romántico?
- Mostrarles el diagrama de los pasos aquí abajo y pueden intentarlo como clase cantando hasta ocho.



La canción:

1) Sólo poner la introducción (parte hablada) al video dos veces, durante las cuales tienen que identificar:

- dos palabras que tienen que ver con la familia (padre, hijo, etc.)
- un país (Puerto Rico)
- otras palabras (simple, música, tocar, etc.)

Esto puede empezar una corta discusión: ¿De dónde es Marc Anthony? ¿Dónde vive ahora? ¿Dónde es Puerto Rico? ¿Por qué hay una parte en inglés?

2) Durante la canción, tienen que **dibujar a tres banderas** que ven que ondea el público. Después, proyectar la siguiente imagen – tienen que identificar las que vieron en el video y desde su libro u otro mapa, comparar con dos alumnos demás para ver cuales fueron las más populares y donde se

encuentran estos países. ¿Son lejos o cerca de los Estados Unidos? ¿Por qué hay tanta gente que se identifica con ciertos países y no con otros? ¿Cuáles son las comunidades hispanas más grandes aquí en B.C.?



3) Actividades de extensión.

-Extensión 1: ¿Dónde escribieron los manuales que usamos? ¿Por qué se habla tanto de Puerto Rico? ¿Qué pasa políticamente entre los Estados Unidos y PR? ¿Quién es el presidente de PR? → Discusión abierta

-Extensión 2: Los alumnos escriben su propio coro usando el mismo formato, pero diferentes conjugaciones del verbo IR. Ej. Vas a cantar, van a correr. Tienen que cantar el coro y hacer las palmas, practicando primero con el público y luego haciendo una actuación en grupos.

Evaluación: -la inclusión de todas las conjugaciones de “IR a” /5
 -el uso de varias actividades alegres en forma infinitiva /5
 -presentación/pronunciación /10

-Extensión 3: Aprender como clase a bailar la salsa, y después bailan con la canción aprendida.

-Extensión 4: Hablar de la historia de algunas banderas vistas en el video.

Ej. La bandera venezolana tiene siete estrellas para los siete estados que formaron el país.

Ej. La bandera mexicana lleva un águila comiendo una serpiente porque así fue el mito de la formación de Tenochtitlán/la ciudad de México.

Los alumnos tienen que crear su bandera personal que les va a representar, con una explicación corta de por qué incorporaron tres elementos particulares. La evaluación de este proyecto depende realmente del programa que usen y dónde están en el año escolar...podría servir de proyecto introductorio o final.

Bueno, ¡espero que les sirva de algo esta pequeña lección! De cualquier forma, yo sigo a la orden para ayudarles en el desarrollo de proyectos entretenidos e interesantes para tod@s, así que ¡no duden en contactarme por correo al torourke@sd40.bc.ca por favor! Estoy desarrollando un proyecto para difundir los proyectos de alumn@s en la radio, y también llevo casi a cabo un proyecto sobre la salud mental y los trastornos más comunes...si tienen interés en hablar de ellos y verlos, aquí estoy.

Siempre a la orden,

-Trevor O'Rourke.

OTHER LANGUAGES/NEWS

Punjabi - Nicole Jarvis

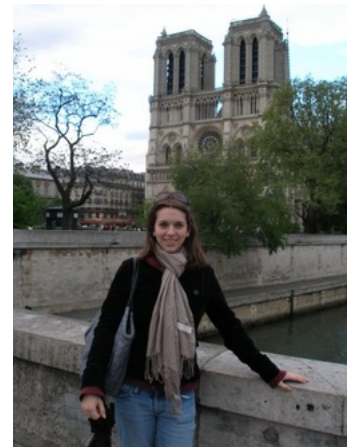
Exciting Website News!

Well, it's still a work-in-progress, but our new BCATML website is up and running!

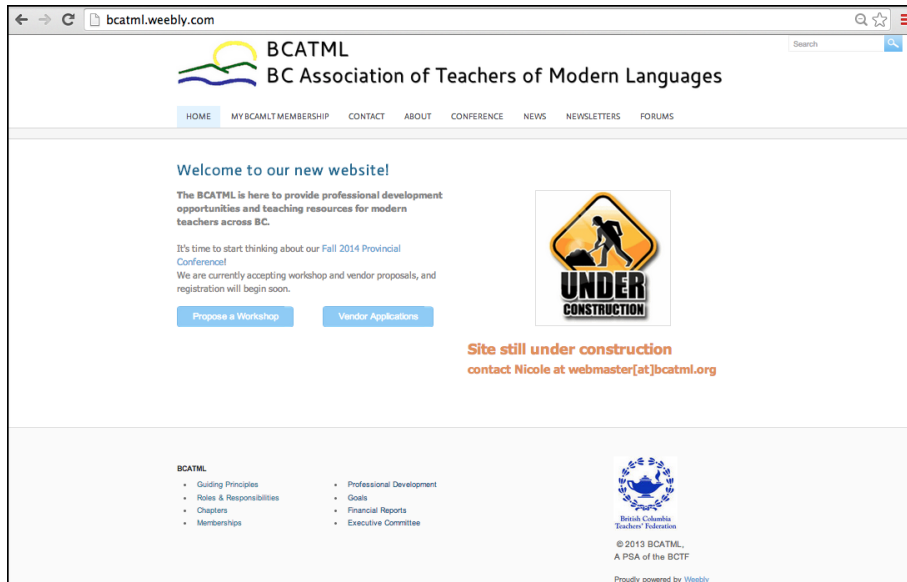
If you look at the difference between our old site and the new one, you'll see major changes bringing us into 2014. Both websites are still live, but soon the beatml.org domain will send you to our new website instead of to the old. We just want our members to be able to compare, to see how far we have come!

Here are some screenshots to compare:

Out with the old...



And in with the new!



Our plan is to have a log-in area for members, but like I said, the site is under construction, so the members' area is just getting started. 90% of this work is done in my spare time, so it can be slow going, but we're happy with the progress and are plugging along. There isn't much in the member login area yet but we have big plans for a discussion forum, photo area to show student work examples and recommended resources, past editions of our newsletter, lesson plans, and more. The login password is currently "learn2speak" (NO CAPITALS, no spaces). I'm using other PSA websites to lead my vision, so I analyze websites belonging to LATA (Learning Assistance Teachers' Association), PITA (Provincial Intermediate Teachers' Association) and CUEBC (Computer Using Educators of British Columbia) among many more, including similar Modern Language Teachers' Association websites from other provinces in Canada.

I'm using [the Weebly Platform](#), which many many Teachers use for their class websites! It's very user-friendly. I have a free weebly account for [my own personal teaching website](#), but the BCATML has purchased a low-cost Pro Weebly subscription in order to provide more web services to our members, such as [the log-in area](#), document hosting, storage for lesson plans, among other functionalities. Maybe one day in the future we could switch to WordPress, but for now we need to take things one step at a time, and Weebly is easiest for me right now.

All in all, we hope you're excited about these changes! Stay posted because there will be more updates coming in future newsletters. I suggest you check back at [bcatml.weebly.com](#) once in a while, because I'm working on updating it every few days, as I find free time after school. If you have comments, questions or suggestions please email me at [mme.jarvis\[at\]gmail.com](mailto:mme.jarvis[at]gmail.com).

Merci for reading & happy browsing!

Attention Teachers: Free Pro-D!

Have you heard of #Edcamp? There's one coming up in the lower mainland! Edcamp35 is taking place on April 12, 2014 at R.E. Mountain Secondary School in Langley, BC. Check it out and apply for some pro-D funding from your school and/or local Teacher's Association in order to attend! <http://edcamp.wikispaces.com/Edcamp+35>



What is an Edcamp?

An edcamp is a user-generated conference - commonly referred to as an "unconference". Edcamps are designed to provide participant-driven professional development for K-12 educators. (Wikipedia)

Essentially it's a grassroots pro-D day, organized by anyone who cares about Education. Many people who attend are Teachers who blog or Tweet about education, and wish to come together to collaborate and learn from others. Google "About EdCamps" to find out more! You'll find explanations like this: <http://www.edcamp35.com/what-is-ed-camp.html>.

When do they take place?

They're all over the calendar. It's still a fairly new movement, so right now only a few happen locally each year. Our first one in BC was in April 2011. There's a fairly complete list of upcoming Edcamps all over North America, at this wikispace, which various Edcamp organizers can easily edit to add their own: <http://edcamp.wikispaces.com/Complete+edcamp+calendar>. It seems the next one in BC is the EdCamp35 in Langley that I mentioned above. Hope to see you there!

Who can go?

Anyone! Seriously! Teachers, Student-Teachers, Admin, TTOC's, Parents, Students, School Trustees... it's what makes the dialogue so rich. I personally missed EdCampLeadership back in January because I was overseas, but I could 'virtually' attend by following the #edcampdelta hashtag livestream on Twitter and chime in from my Tweetbot app on my phone! I've definitely referred back to past Edcamps to read up on sessions I didn't attend. It's impossible to be in two places at once, but the great thing about the electronic session notes is you don't have to be disappointed and feel like you've missed out on anything. If you're interested in looking at what

the attendees did, look here for an example: <http://edcamp.deltasd.bc.ca/on-the-day>, because every session in the calendar is hyperlinked to session notes, which cite examples, research, educators, websites, and more - they're amazing sources for finding incredibly rich pro-d and also for networking with other BC Teachers.

Which ones have you attended?

1) EdCampVan

John Oliver School, April 16th 2011

BC's first 'Edcamp' Grassroots Pro-D conference.

Sessions I attended:

- Social Media 101 (Facilitated by Bryan Hughes)
- Beginning Teacher Support (Myself)
- Assessment For Learning (Chris Wejr)
- Communication Between Stakeholders: Engaging Parents (Heidi Hass Gable & Chris Wejr)

Unfortunately it seems the site hosting the session notes from 2011 is no longer active.

2) EdCampDelta

Delta Secondary School, Jan 14th 2012

Sessions I attended: (click <http://edcamp.deltasd.bc.ca/on-the-day> to see the notes from each session!)

- Learning in the Digital Age (Ryan Hong, Surrey Teacher, Twitter handle @ryanjhong)
- TOC trick and strategies for great days (Collaborative Session, no main facilitator)
- Tweeting in the Classroom (K. Lirenman)

3) EdCampLdr EdCamp Leadership BC

Delta Secondary School, Jan 12th 2014

Attended only in spirit, through the magic of Twitter #Hashtag streams and the World Wide Web

What topics get discussed?

Anything the people attending want to discuss. If language teachers want to talk about "What works in Language Classrooms" they can put the topic up on the schedule. Check out past examples: session notes from a past Edcamp, from a session called "TOC trick and strategies for great days" (click <http://edcamp.deltasd.bc.ca/on-the-day> , look in the 11:15 to 12:15 row, then click the session title).

Who decides what the sessions are about?

You do! The first half hour of the day is dedicated to posting topic suggestions and voting, using post-it-notes! The 16-20 most popular sessions then go onto the schedule. You know which sessions are the most popular because we stick our 4 post-it notes on the 4 sessions we'd like to attend. The most post-its = the most popular sessions. Sessions are spontaneous, interactive and responsive to participants' needs.



Photo Caption: How Session topics get chosen: Voting with post-it notes! [Photocred: @devidwees via Twitter]

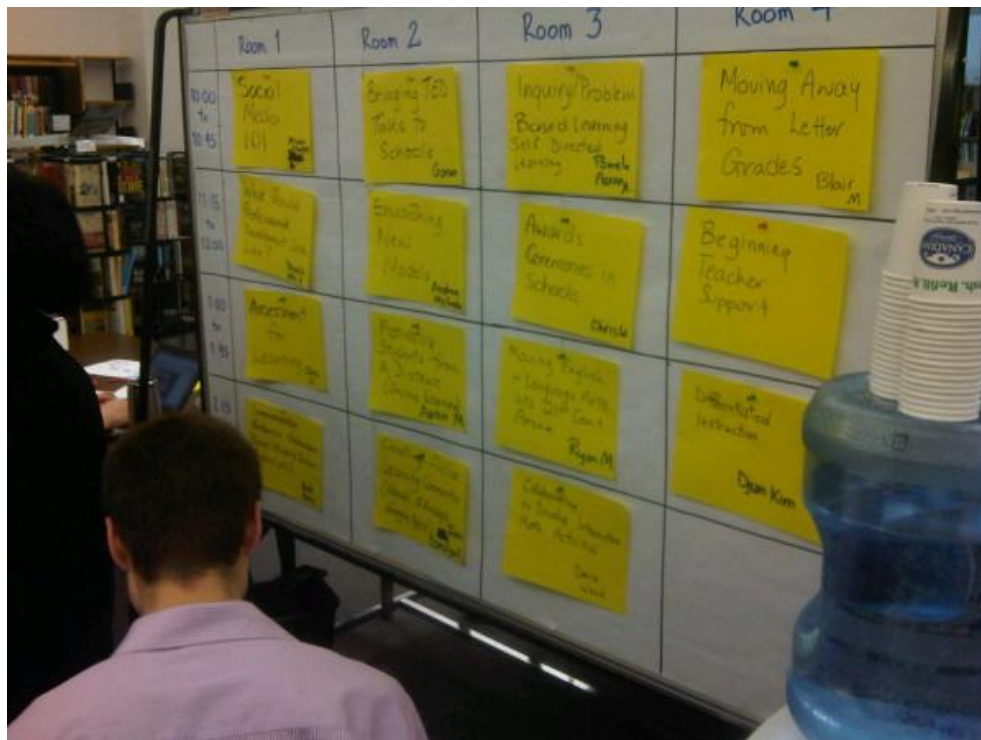


Photo Caption: Tweeted at 10:08 am on April 14th 2011: Check out this topic board!

[Photocred: @mthman via Twitter]

You can see my “Beginning Teacher Support” suggestion was popular enough to make it to the schedule!

Example Sessions and Feedback:

- “TOC trick and strategies for great days” by Delta TTOC Pamela & Student-Teachers & others at EdCamp Delta 2012
- “Learning in the Digital Age” by Surrey Teacher Ryan J. Hong at EdCamp Delta 2012
<http://www.MrHongsClass.com> / @ryanjhong / Class Twitter: @MrHongsClass
- "Engagement, Respect and Reciprocity in Public/Private School Partnerships" by Chris Thinnes at Edcamp LA 2013 (@curtisCFEE)
- "We Taught Sixth Graders Quantum Physics with Dance" by Miller Rothlein at Edcamp Philly 2012
- "How to Address Privacy and One's Digital DNA" by Nancy Sharoff and Beth Knittle at Edcamp Boston 2012 (@nsharoff and @bknittle)

Why should I go?

Well, nobody can tell you what to do, and I avoid the word “should” in general, so I won’t say you *should* go, but I encourage you to consider it! EdCamps are truly amazing, progressive and positive pro-D experiences. You truly get to ‘connect-the-dots’ and feel part of a community that cares about relevant, quality, passionate education. You get to have a voice, and you come away with an incredibly vast network of colleagues with whom you can continue to connect. There’s also a risk that if Teachers aren’t present in significant numbers we are no longer participants in the dialogue that shapes educational change. There must be a balance between all educational stakeholders, and teachers are vital advocates of reason, of educational philosophy, and of the objective view. There exists a sometimes over-zealous desire to embrace new methods or technologies without looking at the big picture, so we as teachers want to be present during those kinds of discussions.

How much does it cost?

The three EdCamps I have attended since 2011 cost between \$5-\$10, simply because there was a lunch option. It’s volunteer-run to keep the conference as close to free as possible. Sometimes food service sponsors provide a free lunch, which I believe is true for the upcoming Langley Edcamp.

What's the catch?

No catch. It's just people who want to come together and have pro-d! Previous EdCamps have taken place in Surrey, Abbotsford, Vancouver, Toronto, and teachers and admin from all over BC and Canada come to attend. The more teachers attend, the better!!

How do I sign up?

Go to <http://www.edcamp35.com/> where you'll find the official registration page for Edcamp35, which will be held Saturday April 12th at R.E. Mountain Secondary School in Langley, BC from 9:00am - 3:30pm.

What if I'm busy that day or too far away to attend?

BCATML members are all over British Columbia, so of course it makes more sense to be a virtual participant. All of the sessions have a note-taker working in Collaborative GoogleDocs and the notes get archived. Even if you can't attend, you can 'virtually' be at the conference by following the online backchannel via searching the hashtag #EdCampDelta or #EdCamp35 on Twitter, or by reading the GoogleDoc Session notes that someone is surely to tweet out during the day. It's a GREAT way to engage in pro-d both before, during, and after the event! EdCamps happen all over North America... Boston, Toronto, Texas... go ahead and submit a comment to me at [mme.jarvis\[at\]gmail.com](mailto:mme.jarvis[at]gmail.com) if you find something cool that BCATML Language Teachers might want to look at!

Stay connected! Tweet me at [@nicole](https://twitter.com/nicole) or email me at [mme.jarvis\[at\]gmail.com](mailto:mme.jarvis[at]gmail.com)!

Works Cited:

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Call for Submissions to Student Anthology

A collaborative article from the SATML

(Surrey Association of Teachers of Modern Languages; a LSA of the BCATML)

written and submitted for BCATML publication by Jarvis, Dhariwal, et. Bains.

This year PLEA (The Punjabi Language Education Association; a community-based, non-BCTF Association) will be celebrating International Mother Language day (tentatively) on April 26th. Our theme for this year is to focus on the written work of Punjabi students. We want Grade 11/12 Punjabi students to submit works of creative writing, (poems, short stories-500-1000 words). We would like it if teachers could make this a class assignment and then choose the top three and submit them to PLEA. We have a panel of three judges from the community who will then select the top submissions. Winners will be announced at the PLEA event and awarded a prize. We still have to figure out the logistics, but for right now as the teacher liaison for PLEA, I was wondering if you could pass this information on to the grade 11/12 teachers. All interested teachers should contact me and I will send them the dates for submission, etc. I assume it will be early April.

The topics that the students can write about are open, we did have one suggestion, (the Komagata Maru), however, we don't want to restrict the students. Therefore, if they wish to write about other topics then they should feel free to do so. Also, I understand that it maybe difficult for teachers to turn this project into a class assignment. So if they wish to treat this as something that is done outside of school, that is okay, as long as they choose the top submissions before handing them over to us. Eventually, we want to create an anthology with the submissions.

I will send you more details as I receive them, which BCATML will communicate through our website and newsletters.

If you have any questions, or if you know of Teachers and Students who might be interested in participating, please contact:

- **PLEA contact:** Parvinder Dhariwal, [parvinderdhariwal[at]hotmail.com]
- **Liasion between Surrey SD36 and PLEA:** Gurpreet (Preet) Kaur Bains, Punjabi Teacher & Modern Languages Department Head, LA Matheson Secondary
[bains_gurpreet[at]surreyschools.ca]

Learn more about PLEA and SATML online!

<http://plea4punjabi1.wordpress.com/>

www.satml.com

Twitter: [@SATMLanguages](https://twitter.com/SATMLanguages)

iPad Inquiry Project: BCATML's project on the horizon

Rome Lavrencic



One of the goals I set for myself when I took on the role of President was to find creative ways to instill curiosity within teaching and learning to all our members; both new and not so new. In the fall, I spoke with Mike Silverton, CUEBC President (Computer Using Educators of BC), a PSA dedicated to promoting the educational uses of computer technology. Mike introduced me to the iPad Inquiry Project.

Essentially, the project provides teachers with access to a limited number of iPads in their classroom to facilitate and enhance – in this case – second language teaching and learning. The rationale behind the project is to assist students in becoming savvier users of technology by enhancing their knowledge in second language learning and demonstrating that knowledge with others. The use of iPads in the classroom would also facilitate and support the principles of 21st century learning. Sounds cool right?



newsletters to inspire other L2 teachers.

I presented the idea to the BCATML Executive last month and gained unanimous support. Already I could see eyes growing big with anticipation at using the tablets in the classroom. Starting the project however will take some time and a lot of resources. BCATML hopes to purchase up to 10 tablets in our current fiscal year depending on costs to the Association and then making them available for use by September. An online application form would be completed by teachers wishing to use the iPads explaining the rationale and goals of their inquiry project and how they would use the iPads in their classrooms. After the project is complete, teachers would submit a brief article or blog to be published on our website and/or in our

Running such a program offers some logistical issues. We envision that only active BCATML members would be considered for the project. This means that there are even more perks with keeping your membership active with us. BCATML would courier the tablets from teacher to teacher. As for apps needing to be purchased for the inquiry project, BCATML would need to approve the expense before the teacher receives the tablets. Finally, current trends with tablet technology indicate a new generation tablet being released every 18 months or so. After three years, the older tablets will have a harder time keeping up with the latest software requirements. Therefore, in their third year, BCATML's oldest tablets would be given to current BCATML members as a door prize for attending our conference – perhaps at the Annual General Meeting and in so doing BCATML would be giving back to its members.





The iPad Inquiry Project has a lot of uses and benefits:

- Students working together will quite often find a solution for the problem they are facing through technology, and they are quite adaptive learners.
- Having a limited number of iPads encourages and enhances collaborative learning techniques and strategies. In other words, teachers needn't be the expert on how each app works in order for the project to be a success.
- Research and testimonials show a greater increase in student engagement with tablet use in the classroom. If you have ever touched a tablet, you will undoubtedly say they're fun to use!

For more inspiration, I invite you to read *iPad in the Second Language Classroom* by Giles Côté in the latest edition of CASLT's *Réflexion* magazine (p.26). Lastly, I would like to leave you with a few testimonials taken from CUEBC's website (www.cuebc.ca) from February and March 2014. I find these teacher reflections sum up quite nicely how useful and inspiring the iPad Inquiry Project can be for both second language teachers and their students.

iPad devices in Language Adapted English 10...

*"Using the iPads gave the students a reason to interact with each other, and to produce work that could be published or shared. Instead of their work ending up in the recycling bin, they posted their work on-line for other students to see. Instead of completing comprehension questions based on their reading, students used the **Puppet Pals App** to re-enact scenes from the articles, novels, poems, plays, etc. that they were reading. Apps like **Explain Everything** helped the students create and participate in academic conversations. They recorded their conversations and took turns listening to each other and providing feedback. They used the iPad devices to create multimedia presentations to help show their learning about the essential question or theme. When students struggled to find the words to communicate their ideas, they used the iPad devices to show their understanding in alternative ways. They created drawings, found images, and recorded their singing. They played musical instruments, or created dances."*

iPad devices in Language Adapted Composition 11...

"As they work on these projects, I have witnessed them paying much more attention to their language and carefully considering the effect they want to have on their reader/viewer. They choose their words carefully, reorganize their sentences, and amazingly use feedback from me or their peers to revise their work. The iPad devices also provide opportunities for individualized and differentiated instruction. Many of the students have identified grammatical skills they need to work on, such as sentence structure or subject verb agreement, and then they use the apps and games on the iPad devices to practice these skills. I believe that this attention to detail is motivated by the students' ability to create something meaningful that they can publish and share with a wider audience."

CASLT Corner

Rome Lavrencic

The Canadian Association of Second Language Teachers (CASLT) is once again gearing up for its bi-annual *Languages Without Borders* conference. This CASLT signature event draws in professionals from every corner of our nation in a variety of languages, levels and backgrounds. If you have never been to a *Languages Without Borders* event, I strongly encourage you to attend. The event is entitled World Congress of Modern Languages: Collaborating across languages and borders.



This exciting event is scheduled to take place next year in beautiful and picturesque Niagara Falls, Ontario at the Sheraton on the Falls & Crowne Plaza Niagara Falls March 26-28, 2015. This gives you one year to get prepared for this fantastic professional development while networking with over a 1000 national and international education stakeholders. This will be a particularly interesting conference as CASLT is collaborating with the International Federation of Language Teacher Associations (FIPLV) and the Ontario Modern Languages Teachers' Association (OMLTA).

Languages Without Borders is a jam-packed conference that covers a wide variety of issues and topics important to every second language teacher. Not only will there be a variety of keynote speakers providing an assortment of plenaries to attend, the general themes for workshops and presentations are also quite varied and include topics such as:

- The CEFR and Language Pedagogies
- Technology and Social Media
- Autonomy and Motivation
- Indigenous Languages
- Curricula
- Cultures

CASLT is currently accepting a call for workshop and presentation proposals. Submit your 100-word proposal **before May 1st 2014** by completing the online form; [click here](#) or visit <https://caslt.membershare.ca/event/en/31/46>. For more information about this excellent opportunity, visit www.caslt.org.

One last word, if I may. If you are considering submitting a proposal, might I also encourage you to present at BCATML's *Celebrating Languages Conference* this October 24th 2014? Our call for presenter workshops is currently open and need to be submitted **before May 9th 2014**. Click [here](#) to download the form or visit: <http://bcatml.weebly.com/workshop-proposals.html>.

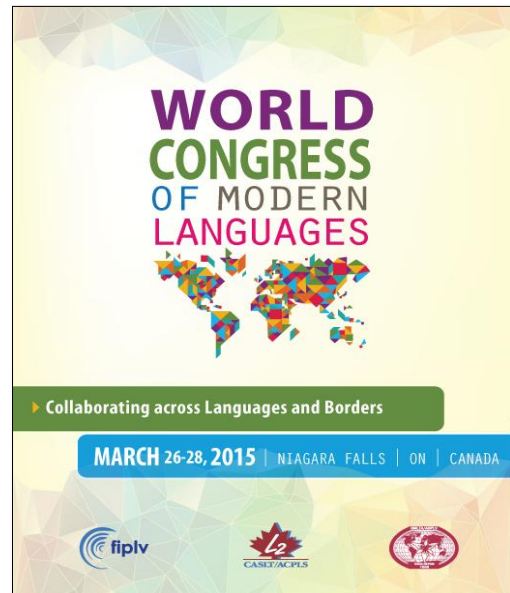




Photo: D. Sharon Pruitt

PARTICIPATE IN UBC RESEARCH

An International Survey about Bilingualism and Children with and without Disabilities

You are invited to take part in a research study looking at services provided to children with and without disabilities that support the development of bilingualism. You do NOT need to be a bilingual specialist or a disabilities specialist to participate.

To fill out the research survey, please visit:

<https://surveys.dal.ca/opinio/s?s=20668>



You can participate in this study if:

You are an administrator or professional (e.g. early educator, teacher, psychologist etc.)

You work with children and youth of any age

You work in BC or your work impacts children or youth in BC

THIS STUDY IS BEING CONDUCTED AT UBC BY:

Stefka Marinova-Todd
(Principal Investigator)

and

Pat Mirenda

BC Association of Teachers of Modern Languages



Website: www.bcatml.org
Contact: psac51@bctf.ca
Newsletter: [BCATML newsletter](#)

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 City _____ Postal code _____
 Home phone () _____ Fax () _____
 School phone () _____ Work phone () _____
(if different from school)

School/institution/business name and address _____
 _____ School district number _____

E-mail address _____
 Visa/Mastercard number _____ Expiry date _____

Approval number _____ *This membership form is to join a PSA only. It does not include any conference fees.*

PSA membership—BCTF member	
BCTF MEMBER	STUDENT/ RETIREE/TTOC
41 <input type="checkbox"/> \$35.00 Art	<input type="checkbox"/> \$20.00
42 <input type="checkbox"/> \$35.00 Business Education	<input type="checkbox"/> \$23.00
44 <input type="checkbox"/> \$40.00 Counsellors	<input type="checkbox"/> \$25.00
45 <input type="checkbox"/> \$35.00 Immersion/Francophone	<input type="checkbox"/> \$20.00
46 <input type="checkbox"/> \$35.00 English Language Arts	<input type="checkbox"/> \$15.00
47 <input type="checkbox"/> \$35.00 Home Economics	<input type="checkbox"/> \$16.00
48 <input type="checkbox"/> \$45.00 Intermediate	<input type="checkbox"/> \$22.50
49 <input type="checkbox"/> \$40.00 Teacher-Librarians	<input type="checkbox"/> \$15.00
50 <input type="checkbox"/> \$40.00 Mathematics	<input type="checkbox"/> \$20.00
51 <input type="checkbox"/> \$40.00 Modern Languages	<input type="checkbox"/> \$15.00
52 <input type="checkbox"/> \$60.00 Music	<input type="checkbox"/> \$36.00
53 <input type="checkbox"/> \$35.00 Learning Assistance	<input type="checkbox"/> \$10.00
54 <input type="checkbox"/> \$20.00 Physical Education	<input type="checkbox"/> \$15.00
55 <input type="checkbox"/> \$45.00 Primary	<input type="checkbox"/> \$22.50
57 <input type="checkbox"/> \$35.00 Science	<input type="checkbox"/> \$10.00
58 <input type="checkbox"/> \$30.00 Technology Ed	<input type="checkbox"/> \$20.00
59 <input type="checkbox"/> \$30.00 Social Studies	<input type="checkbox"/> \$15.00
60 <input type="checkbox"/> \$30.00 Special Ed	<input type="checkbox"/> \$15.00
62 <input type="checkbox"/> \$35.00 Drama	<input type="checkbox"/> \$20.00
63 <input type="checkbox"/> \$35.00 Gifted	<input type="checkbox"/> \$18.00
64 <input type="checkbox"/> \$25.00 Distributed Learning	<input type="checkbox"/> \$10.00
65 <input type="checkbox"/> \$35.00 Computer	<input type="checkbox"/> \$15.00
66 <input type="checkbox"/> \$30.00 Environmental Ed	<input type="checkbox"/> \$20.00
67 <input type="checkbox"/> \$20.00 Rural and Small Schools	<input type="checkbox"/> \$10.00
68 <input type="checkbox"/> \$25.00 Peace & Global Ed	<input type="checkbox"/> \$10.00
69 <input type="checkbox"/> \$25.00 ESL PSA	<input type="checkbox"/> \$15.00
70 <input type="checkbox"/> \$30.00 Alternate Ed	<input type="checkbox"/> \$15.00
71 <input type="checkbox"/> \$25.00 Aboriginal Ed	<input type="checkbox"/> \$15.00
72 <input type="checkbox"/> \$25.00 Co-operative Learning	<input type="checkbox"/> \$10.00
73 <input type="checkbox"/> \$35.00 Dance	<input type="checkbox"/> \$12.50
75 <input type="checkbox"/> \$30.00 Culinary Arts	<input type="checkbox"/> \$16.00
76 <input type="checkbox"/> \$20.00 Educators Against Racism	<input type="checkbox"/> \$10.00

Subscriptions for non-BCTF members or institutions		
Fees include GST (R106779291 RT0001).		
SUBSCRIBER	GST	TOTAL
41 <input type="checkbox"/> \$55.00 Art	\$2.75	\$57.75
42 <input type="checkbox"/> \$55.00 Business Education	\$2.75	\$57.75
44 <input type="checkbox"/> \$60.00 Counsellors	\$3.00	\$63.00
45 <input type="checkbox"/> \$65.00 Immersion/Francophone	\$3.25	\$68.25
46 <input type="checkbox"/> \$55.00 English Language Arts	\$2.75	\$57.75
47 <input type="checkbox"/> \$55.00 Home Economics	\$2.75	\$57.75
48 <input type="checkbox"/> \$65.00 Intermediate	\$3.25	\$68.25
49 <input type="checkbox"/> \$60.00 Teacher-Librarians	\$3.00	\$63.00
50 <input type="checkbox"/> \$60.00 Mathematics	\$3.00	\$63.00
51 <input type="checkbox"/> \$60.00 Modern Languages	\$3.00	\$63.00
52 <input type="checkbox"/> \$80.00 Music	\$4.00	\$84.00
53 <input type="checkbox"/> \$55.00 Learning Assistance	\$2.75	\$57.75
54 <input type="checkbox"/> \$40.00 Physical Education	\$2.00	\$42.00
55 <input type="checkbox"/> \$65.00 Primary	\$3.25	\$68.25
57 <input type="checkbox"/> \$55.00 Science	\$2.75	\$57.75
58 <input type="checkbox"/> \$50.00 Technology Ed	\$2.50	\$52.50
59 <input type="checkbox"/> \$50.00 Social Studies	\$2.50	\$52.50
60 <input type="checkbox"/> \$50.00 Special Ed	\$2.50	\$52.50
62 <input type="checkbox"/> \$55.00 Drama	\$2.75	\$57.75
63 <input type="checkbox"/> \$55.00 Gifted	\$2.75	\$57.75
64 <input type="checkbox"/> \$45.00 Distributed Learning	\$2.25	\$47.25
65 <input type="checkbox"/> \$55.00 Computer	\$2.75	\$57.75
66 <input type="checkbox"/> \$50.00 Environmental Ed	\$2.50	\$52.50
67 <input type="checkbox"/> \$40.00 Rural and Small Schools	\$2.00	\$42.00
68 <input type="checkbox"/> \$45.00 Peace & Global Ed	\$2.25	\$47.25
69 <input type="checkbox"/> \$45.00 ESL PSA	\$2.25	\$47.25
70 <input type="checkbox"/> \$50.00 Alternate Ed	\$2.50	\$52.50
71 <input type="checkbox"/> \$45.00 Aboriginal Ed	\$2.25	\$47.25
72 <input type="checkbox"/> \$45.00 Co-operative Learning	\$2.25	\$47.25
73 <input type="checkbox"/> \$55.00 Dance	\$2.75	\$57.75
75 <input type="checkbox"/> \$50.00 Culinary Arts	\$2.50	\$52.50
76 <input type="checkbox"/> \$40.00 Educators Against Racism	\$2.00	\$42.00

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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. 2013-2014 fees: BCTF members \$40, Associate members \$63; 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 – March 1

Fall - July 31

Winter – December 1

suggested topics

Spring, Easter, Passover.

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

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

Address correspondence and submissions to the Editor:

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