



A BCATML PUBLICATION

Special Edition Special Edition
Celebrating Languages
Conference 2015
Special Edition Special Edition



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Letter from the Editor

Dear Language Teachers of British Columbia,

The 2015-2016 school year is upon us. As you're preparing to greet your classes, I'd be willing to bet that the thought of your Provincial Specialist Association hasn't once crossed your mind. Don't worry, we won't take offence! There's about a million+1 things to do, and if you're like me, you stress out about it, get a little anxious before the first day, maybe even have a nightmare or two. I want to remind you that YOU ARE NOT ALONE. We've all been there. But don't forget: as members of the BCATML, you have access to a wealth of knowledge, thanks to the network of language teachers in this province.

Reach out. Ask for help. Share.

Almost every language that's taught in BC has a representative on the Executive Committee of the BCATML. We're here to help you! Looking for a great back-to-school activity? Ask your PSA. Need an idea for a cool cultural project? Ask your PSA. Want to plan a field trip? You're on your own for that one... Just kidding! Ask your BCATML representative. If there's something we can't answer or help you with, we'll try to put you in touch with someone you can.

My name is Kelly MacLean and my role on the Executive Committee is that of Editor. I took on this not-so-little task about a year ago when long-time Editor, Wendy Yamazaki stepped down after many years of awesome publications. It's been an

exciting learning curve for me, and I want to thank you for your patience and encouragement. Based on your feedback, it seems as though I'm on the right track!

You may have already noticed something different about this newsletter... the lack of colour. No, this is not because of the increased budget cuts our school districts are facing - ha ha. It is because our organization is evolving!

Over the last year, we have made huge strides in improving the BCATML thanks to major efforts from many of our Executive Committee. Our website was completely overhauled, and updated with plenty of relevant and useful content. (If you haven't checked it out recently, please - stop by! Send us feedback!) Our newsletter started with a facelift and sleek new look but continues to change.

Now, with your help, we're going to select a new logo. Hopefully something that speaks to what our organization is about, our diversity in languages and our unity in our love of teaching them. A girl can dream, right? The finalists will be displayed throughout the conference, giving you ample time to cast your vote. The winner will be unveiled during the Annual General Meeting at the end of the day. This black & white edition of the newsletter is like a clean slate and a fresh start.

What do you envision for the future of the BCATML? What colours would

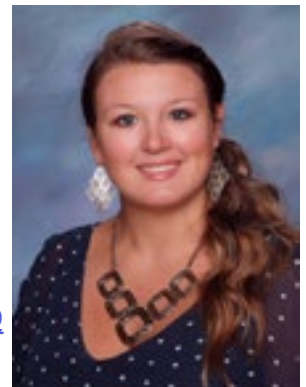
you like to see? What images or symbols represent you, as a language teacher? I eagerly await your ideas and suggestions: newsletter@bcatml.org.

Our quarterly 'newsletter' continues to grow, resembling a magazine more and more with each edition. The title, 'SPEAK' applies to each of us since, as language teachers, that's what we encourage our students to do: SPEAK! (in the target language, of course!). Through the next few pages you'll find information about this year's conference, updates on the new draft curriculum, news from the different language areas, and tips and tricks for starting up your classroom.

I hope that you find something that SPEAKS to you, but if you don't, please let me know. We are always searching for content and encourage you to write an article or contribute a lesson plan/idea!

Thanks for reading!

-Kelly MacLean
newsletter@bcatml.org





President's Message

I wish you warm greetings!

It's hard to believe that this time last year we were wrapped up in a bitter labour dispute between the Provincial government and our Teacher's Union. It was a very anxious time for students, parents and teachers alike. Being the professionals that we are, BC Language teachers rose to the challenge of delivering the curriculum to our students in an engaging and meaningful way. In comparison, this year already looks VERY promising! I hope that your summer holidays have provided you with time to recharge, reflect and set goals for the coming year. May those goals be rewarding, and serve to inspire you throughout what lays ahead this year! There are many upcoming events to which one can look forward... for example:

[BCATML's signature event Celebrating Languages Fall Conference is now ready for you to register.](#) This year's conference committee has been working extremely hard to organize a truly engaging professional development day for all teachers. We are proud to offer a wide variety of workshops in all our language areas. We are also looking forward to the return of Dr. Wendy Carr, Associate Dean of UBC's Faculty of Education and former BCATML president, as our keynote speaker. Save the Friday, October 23, 2015 and come join us at Burnaby South Secondary School where

we will have our Annual General Meeting amending our constitution as well as vote in your new Executive Committee; at present two positions are open. Early-bird registration ends Sept. 18; be sure to register early!

In other news, BC Language teachers saw the release of the long awaited new Draft Core French Curriculum. The Curriculum Committee is eager to receive your feedback – both positive and negative. Laura Hawkes (Ministry of Education) will lead BC teachers in a workshop on the draft curriculum at this year's conference. There has been no decision yet when the Ministry will begin writing curricula for BC's other second languages; however, we strongly suspect that it will use the same framework as the finalized Core French curriculum. BC Teachers are invited to a trial of the new Core French curriculum this fall, if they desire, and send in their feedback. Group submissions on the draft are also welcome as we discovered during our last Twitter chat on May 6th when a dozen Kelowna teachers participated in our one-hour discussion on the new curriculum. We love this creativity, energy and enthusiasm; and it was wonderful to

... from Rome Lavrencic

reconnect with Interior teachers again; it's been far too long!

BCATML continues to develop partnerships with other organizations in support of language teachers. Last May, we co-hosted a one-day spring conference with [My PITA](#) and RSSTA in Whistler. Both Stacey Svestrup and I offered workshops for elementary, intermediate and secondary Core French teachers. Thanks to the success of this event, you can expect BCATML's return to Whistler on Friday, May 6, 2016 along with My PITA and new partner [BCTELA](#). Details about this upcoming event will be posted online soon. We are also partnering with [BCLCA's](#) annual spring conference. Lastly, BCATML's iPad Inquiry Project has finished its pilot year and is ready for you! It's been piloted in three classrooms to date and we are ready to take your requests online.

Enjoy the rest of this newsletter and may it inspire you for the coming school year!

Kelowna teachers tweeting on May 6!



Tools and Resources for a Fresh and New School Year

... from Ping Li

Now that we have left the summer excitement behind and embarked on a new school year, how would we rekindle fresh energy in students in their exploration of language and culture? I'd like to share a few tools, tips and resources that I either have used effectively or am planning to apply to kick off yet another exciting school year with endless possibilities.

1. *Create an inviting and inspiring classroom environment that reflects the setting of the target language and makes students feel the urge to learn more about the language and its culture:*

- thematic wall decoration
- artifacts display
- a special plant embodying cultural elements
- a map of the target language country with various distinctive features (e.g. food, ethnic groups, architectural features, well-known sites, famous historical and contemporary figures, etc.)
- a reading corner with shelves/stacks of books and magazines, and some written works by students themselves
- a wall that shows off students' work
- the list can go as long as the imagination reaches

My action plan: launch “Beautiful China” project throughout the school year at various stages involving each of my classes to encourage students to choose one aspect or artifact to demonstrate and show off their appreciation of the Chinese language and culture, not only to their classmates but to school in general; finished products will be displayed in the classroom, hallways, foyers, and the library.

2. *Help students set up and keep their learning profiles so as to:*

- Understand learning objectives
- Know the learning outcomes
- Set up short-term and long-term learning goals for the year
- Document evidence of performances
- Foster learning autonomy

My action plan: set aside some time after each lesson to help students reflect on their progress and upload their performance tasks onto their portfolios since this is such a crucial formative assessment step on their journey to language acquisition and culture appreciation.

Tips:

- 1) Don't sweat and do all on your own!
- 2) Discuss with your classes before deciding on a master plan.
- 3) Mobilize your students and let each class take responsibility for one part of it.
- 4) Treat classroom environment building as a learning process, which is not simply a physical but also a mental process to put their language learning in perspective. So be patient.
- 5) Correspond the classroom setting with the themes being explored
- 6) Refresh the setting as time moves along

Tips:

- 1) Ask students to do a learning style assessment
- 2) Set some guidelines on what to include for students
- 3) Let students choose their media of documentation or work out one with them
- 4) Start small. The site below is a good reference: <http://www.lawrencegermanschool.org/docs/LinguFolioJr.pdf>
- 5) Once students become more experienced, try some long-term profiles (<https://linguafolio.uoregon.edu/home/index> is a popular one and <http://edpd593finalproject.weebly.com/> is a useful resource)

3. Implement technology in classroom instruction for engagement and differentiation:



“Scan & Translate”, a user-friendly free app, is a great convenient tool for faster lesson preparation and differentiated instruction in the classroom: just take a picture of the selected text, and once the text is recognized, the user can immediately

edit, hear, translate, or better, share it on Facebook, Twitter, or simply send by email.

Impressive features include:

- Extraction of texts from any printed sources: documents, books, magazines, signs, instructions or announcements, menus in restaurants, bars, and cafes, recipes from cookbooks, just to name a few
- instant translation of the scanned texts to any of 70 languages, convenient for assisting reading comprehension
- texts read in more than 30 languages
- the recognized texts can be read out by iPhone or iPad, a helpful learning aid for auditory students or students with reading difficulties
- time saving for editing scanned and recognized texts (particularly useful for editing texts in Chinese characters)
- all texts saved in History to be later recovered at any time

FluentU <http://www.fluentu.com/>: a developing video-based platform for learning foreign languages, authentic and suitable for learners of various language levels for self improvement and classroom use and also great for differentiated instruction; its free new app came out in May this year.



Impressive features include:

- languages: Mandarin Chinese, English, French, Spanish, Japanese, German and Italian
- video content from movie trailers, music videos, news, inspiring talks, to name a few
- engaging and timely videos, ideal for language learners with varied interests or skill levels
- interactive captions subtitled and translated
- any word tapped will show useful pictures, an in-context definition, along with example sentences
- videos turned into interactive language lessons and games
- quiz that teaches learners how to use real-world videos
- videos filtered by topics and formats



Storybird <https://storybird.com/>: a visual and digital storytelling making site that attracts 300,000+ K-12 classrooms worldwide; free for any educational setting and works with any curriculum or device.

Impressive features include:

- encouraging students to write better and read often
- simple tools that help students create art-inspired picture books, serialized longform stories, and poetry, and then build books in minutes
- a virtual class library of books, poems, plays written by students
- no limit of classes or number of students
- privacy-protected and classroom-contained setting but accessible to the teacher, classmates, and parents
- comments on books by readers to interact with each other within a private and safe environment
- a great enhancer for lesson planning aligning with teaching standards or classroom curriculum needs
- writing to be assigned or student-directed for differentiation
- feedback provided on the Storybird Studio dashboard

4. Last but not the least, don't forget to make the best use of the rich resources found in our multicultural city or digital virtual field trips to enrich our languages curricula:

- Vancouver art gallery
- Cultural centres
- Chinatown
- Dr. Sun Yat-Sen Classical Chinese Garden
- <http://www.bcfieldtrips.ca/trips>
- <http://www.airpano.com/List-Aerial-Panoramas>
- <http://www.educatorstechnology.com/2014/01/20-wonderful-online-museums-and-sites.html>

W.B. Yeats once defined education not as “the filling of a pail”, but as “the lighting of a fire”. So my dear language colleagues, let's be “an instrument of inspiration” for our students. Have a wonderful and rewarding school year while making every teaching day fresh and new!

Ask Madame!

... from Nicole Jarvis

Bonjour!

Can you suggest any reflect/share activities that went well on for first day and/or week as a junior core French teacher?

Merci d'avance!

Thank you for your question :)

Oui, abosolument!

Here's a quick list of different things you could try.

- 2 vérités and 1 mensonge (2truths and a lie)
- Trouvez quelqu'un qui (find someone who) grid and collect peer signatures or alternatively--Find someone like me! Answer a series of questions and find peers with same answers
- Mon sac à moi--me in a bag
Students collect 5 items that represent themselves and put in a paper bag. They decorate the bag and present themselves describing why each item is in the bag.
Dans mon sac, il y a un... Parce que j'aime/ai/suis....
- Bulletin board templates-- provide a shape (puzzle piece, apple, star, whatever) that matches a bulletin board saying and have each kid fill shape with their name, pictures and words about themselves, then use to discuss personal preferences with peers
- Qui est-ce?-- students select a secret person, celebrity, sport star or peer and create three clues describing them. Share for classmates to solve. Alternatively, have students prepare clues about themselves, put on a box and read out 3/day for class to solve.
- iPhones- provide an iPhone template, students add apps to represent themselves. Share with peers, small groups or inside-outside circle.
- 20 questions/headbands
- Secret character drawing-- kids draw a monster/alien/ crime suspect. Partner must ask questions in order to try to replicate drawing.
- Make a Word Cloud-- select 20 or more nouns, adjectives, verbs that represent themselves and make a word cloud on www.wordle.net or [tagxedo](http://tagxedo.com), Share with peers.

Don't Waste the First Day of School!

... from Catlin Tucker's blog:
Blended Learning & Technology in the Classroom www.catlintucker.com

The first day of school is an opportunity. It's a chance to let students know what they can expect from you and your class. Will the class be teacher centered or student centered? Will they work in isolation or in collaborative groups? Will they be challenged or not?

“Students are more likely to remember the way they felt in your class... engaged, bored, excited.”

Unfortunately, many teachers spend the first day of school reading their syllabus to their students and explaining all of the classroom norms and rules. It isn't that I think this information is unimportant, but the reality is that most students are so inundated with information on the first day of school they won't

remember a fraction of what you tell them. Students are more likely to remember the way they felt in your class... engaged, bored, excited.

This year as I was preparing for my own first day, I realized...my 9th and 10th grade students are perfectly capable of reading, so why would I spend 20 minutes of this precious first day reading to them? So, I didn't.

Check out Catlin's blog post to read more about the 4 different activities she suggests you try on the first day of school to engage and excite your students.

<http://catlintucker.com/2015/08/dont-waste-the-first-day-of-school/>

Métissage in the Classroom

... from Nancy Griffith-Zahner

“We cannot think of ourselves as static beings. There is always something changing in us based on the relationships we establish with each other. There are always exchanges between both. And it is from these exchanges with each other that we build our own learning”. ([Ricardo Vieira](#)).

What is “métissage”? Although the [dictionary defines](#) it as “the cultural mix of society”, it is so much more than that. Imagine that you are traveling to a distant land, where the language and customs are strange to you. Perhaps you know nothing at all about this other culture, or perhaps you’ve read a bit about it, or have what you consider “common knowledge” about this foreign group of people. You travel to the distant land, and are exposed to language and culture that you are not comfortable with. What do you do?

Some of us might hold our comforting travel guides close to our chest, and seek out areas where tourists congregate. After all, there is comfort in familiarity, and one doesn’t have to experience the stress of stumbling through a cultural faux pas or perhaps exposing one to danger or inconvenience.

Some others might delve deeply into the wilderness of this new place,

enjoying the beauty of nature and challenge of physical exertion, but steering clear of tourists (and perhaps locals) so that they can experience the grandeur of the natural setting.

We all take the type of holidays that we want to take; there’s no right or wrong, just recognition of individual comfort levels.

Let’s go back to our imaginary voyage: we head to parts and cultures unknown, armed with only our western sensibilities and wanderlust. Arriving in the new country, and devour the information in our guidebook. We read about social customs and see modes of dress that are unfamiliar to us, or perhaps offend our own viewpoints. Do we stop there, our impressions of this new land frozen at this stage, and enjoy the sites? Is there perhaps a way that we might develop our sensibilities so that we can grow as an individual as well as a global citizen?

This is where the concept of métissage comes in. Through the mixing of two or more cultures, not only is a greater understanding of each culture obtained, but perhaps a “third place” is created that is deeper, more important, and more permanent than the mere combination of its parts. Here is an example of the métissage concept which happened to me

personally.

This story begins in a small city named Lecco (in the Como Lakes district of northern Italy). I had to fly there to tend to a sick relative a few years ago, cold and rainy in the off-season. I had promised my family that I would send daily emails updating them on my mother’s condition, and considering that there was no wireless at my inn, I went to the internet café to send my messages. After a couple of days the owner of the café, a Pakistani man named Noor, began to ask questions of the sad middle-aged woman who came into his shop every day (that’s me). When he learned of my situation, he took me under his wing: he took me out for coffee, went

“Through the mixing of two or more cultures, not only is a greater understanding of each culture obtained, but perhaps a “third place” is created that is deeper, more important, and more permanent than the mere combination of its parts.”

for walks with me, talked to me of his fiancée back in Pakistan who would be joining him in the following months. We developed a

close relationship, with him calling me “mia sorella” and making sure I was taken care of.

After three weeks, I finally asked Noor why he had shown such incredible kindness to me in those first few days. After hemming and hawing, obviously a bit uncomfortable, he finally admitted that he had noticed on

the first day that I was in his internet café that I was wearing a star of David, and he wanted to find out for himself if everything he had learned from childhood about Jews was true: was I really a monster? How much did I hate Muslims? Did I know that my people had orchestrated the 9/11 attacks in New York?

In that small city in northern Italy was the opportunity for a Jew and a Muslim to reach an understanding that would transcend all current politics and prejudices, or perhaps what might evolve could be a deepening of misunderstandings. Noor and I sat and talked for hours after his comments, talking about our beliefs, our lives, the lessons that we had been taught in our own communities; not only about our own place in the world, but the place of “the Other”. It was through that conversation (and others that followed) that he and I were able to reach a “third place”: a true blending of all the positive elements of our two cultures, a deep understanding of each other’s point of view, a place of truth rather than suppositions. I feel that I became a little bit Muslim on that day, and he embraced elements of my culture.

As Vieira puts it, we need to “build our own learning” through our exchanges with other people. There have been workshops done in British Columbia which use the concept of *métissage* as a way to form connections between people in the workplace or classroom. Although the original idea of *métissage* refers to interactions between cultures, it can be applied as an exercise in the second language classroom in order to form bonds and relationships between students, and between teachers and students.

The following exercise was presented at a SFU Education Doctorate retreat in Terrace this summer, and I immediately saw its worth for the development of classroom relationships. In this exercise, the class enjoys a common experience, such as a discussion of a current event, watching a video, or a field trip. The teacher then asks students to write a half page or so on their reaction to the shared experience.

“The *métissage* experience occurs when the students get back together. The teacher puts the students into groups of four or so, then sends them off to work together to seamlessly weave their narratives together into one.”

The *métissage* experience occurs when the students get back together. The teacher puts the students into groups of four or so, then sends them off to work together to seamlessly weave their narratives together into one. The only rules are that no one may edit anyone else’s work, and that everyone must have their view represented in the final product. Although this process shouldn’t take longer than 20 minutes or so, it is very concentrated work that demands that each participant listen closely to their partners so that a logical, non-repetitive narrative can be created.

At the end of the 20 minutes, the groups return and present their narrative. It can be presented in any format that the students find appropriate (song, poem, spoken word, some drama thrown in, etc).

After I participated in this activity, the bond that I felt with the members of my group (including our professor, who was in my group), was very strong. We had shared our thoughts with each other, and worked together to create a narrative which represented all of us (the “third place”). It was extremely powerful.

I was inspired by this activity, and plan on bringing it to the BCATML Languages Conference in October. In my workshop we can discuss the many ways that this activity can be adapted for any classroom, any language, and any shared activity. I look forward to seeing you all there, and hearing your views on this exciting process and its application for relationship building on many levels.

Conference News!

With the start of the school year around the corner, we hope you, all BCATML members, had a fantastic summer and are refreshed and excited to start another year of teaching, learning, and collaborating.

The BCATML Conference Committee has been working hard over the last few months to prepare another exciting Celebrating Languages Conference. We are excited to open registration soon for the PSA Day on Friday, October 23, 2015 at Burnaby South Secondary School.

We are thrilled to announce Dr. Wendy Carr as the Keynote presenter, and we are eager to learn from her experience and wisdom through her presentation, “Inspiring Practice.” Following the amazing keynote presentation, we’ll have three-75 minute sessions (workshops). Finally, to end the day, the BCATML Annual General Meeting will take place in the Michael J. Fox Theatre.

Nicole Jarvis has been hard at work finalizing presenters for the fall conference & we are pleased to announce a diverse range of topics, including workshops that address cultural sensitivities in the classroom, how to bring aboriginal content to language learning, TPRS & Comprehensible Input, Mindfulness, several workshops for Spanish, Mandarin, Japanese, and German teachers, as well as an update on the New Core French Curriculum. Both new and experienced presenters will join us to present these, as well as many other exciting topics from our fantastic

line-up of workshops. Don’t forget to refer back to the descriptions in this newsletter while registering!

The workshops will be held in the theatre and in classrooms at Burnaby South. The gym has been reserved for publishers and vendors so that you have time (and room!) to look around, and get your hands on new resources and tools for the classroom. The gym will also be a place to network while beverages and refreshments are provided to all delegates. This year we are introducing an “Ed Wall” where our participants can share their “burning questions”, thoughts, and ideas. We are also stoked to see how a fun Photo-booth will be used to document and celebrate the day with various costumes and props! With even more to entice you, we are thrilled to announce our new Logo Redesign! We want your input, so please vote for BCATML’s new logo during the day, and the winning design will be announced at the AGM!

Details about our 2015 Conference - including venue, facility map, keynote and workshop descriptions can be found in this newsletter. In the meantime, it is never too early to register for workshops of your choice. Spaces are limited and the “early-bird” registration rate ends on Friday, September 18th.

Please watch for email blasts from the BCATML in the weeks leading up

... from Conference Co-Chairs,
Stacey Sveistrup & Tina Tsai



to the Conference for more updates. Also, “Like” us on Facebook, “Follow us” on Twitter to join in on the conversations, and keep your eye on our website for more exciting updates.

To register (in September and October), please register by going to... http://www.regonline.ca/bcatml_conference2015

Lastly, on behalf of our members, we want to thank the Conference Committee for dedicating their valuable time in planning this amazing conference. On behalf of BCATML, we look forward seeing, collaborating, and connecting with you on October 23rd, at the 2015 BCATML “Celebrating Languages” Conference.

Inspiring Practice

Dr. Wendy Carr



We are honoured to welcome Dr. Wendy Carr as the Keynote Speaker for the 2015 BCATML Celebrating Languages Conference. Dr. Carr was a core French teacher for over 30 years. For more than half that time, she was also a teacher educator, delivering courses in French methodology at UBC and SFU and conducting several hundred workshops. She coordinated the French Teacher Education program at UBC for many years and is now Associate Dean of Teacher Education. Wendy recently stepped down as vice-president of the Canadian Assn of Second Language Teachers, is past president of the BCATML, former Intensive French consultant for Surrey and Vancouver and co-author of FSL classroom resources, *Visages*, *Making Connections* and *Échos Pro*.

What inspires us to inspire language learners? How and where do we seek new ideas, renew our energy, and reinvent ourselves? Language educators give much of themselves and, while they gain a lot in return, they need to tap into sources of inspiration. Dr. Carr has enjoyed a long and rewarding career teaching French and inservicing second language teachers and now works with teachers as they prepare to enter the profession. Some of her sources of inspiration may surprise and enlighten you.

On behalf of our travelling delegates, BCATML has managed to secure some great deals. Pack your bags and make it full weekend!



Hilton
VANCOUVER METROTOWN



Special Deals

Hilton Vancouver
Metrotown
6083 McKay Ave, Burnaby

The hotel is located directly across from Metropolis at Metrotown, the largest shopping complex in British Columbia, with over four hundred shops and services. It is also conveniently 1 skytrain stop from Burnaby South Secondary School and offers easy access to downtown Vancouver within fifteen minutes

The discounted conference rate for a standard Delta room is \$109+tax. To book by phone, call 604-438-1200 and quote BCATML Conference for special pricing.

The hotel is pleased to offer complimentary wireless internet for all guest rooms. Underground self parking is available for registered guests at \$11.00+tax. Valet is \$15.00+tax.

The conference room rate will be held until September 22, 2015 before unclaimed rooms are re-released to the general public.

WestJet is offering 10% off. To book, please call toll-free 1-877-952-4696 to use group code: CC6649.



Air Canada is offering 10% off on all flights within Canada to Vancouver (excluding Tango and Executive Class fares). To book, visit www.aircanada.com or call 1-800-361-7585 and use the promotion code: Q63EKVK1



AIR CANADA

Shape of the Day

7:30 am - 8:30 am	Sign-in, browse the displays, chat with colleagues
8:30 am - 9:20 am	Keynote Presentation with Dr. Wendy Carr
9:30 am - 10:45 am	Session 1
10:45 am - 11:00 am	Break to explore the EdZone!
11:00 am - 12:15 pm	Session 2
12:15 pm - 1:15 pm	Lunch
1:15 pm - 1:30 pm	Time to explore the EdZone & find your next workshop
1:30 pm - 2:45 pm	Session 3
3:00 pm - 3:30 pm	Annual General Meeting. (You are a voting member of this Professional Association and important for our decision-making! Please attend!!)
3:30 pm - 4:00 pm	Logo unveiling & cultural performance

Conference Publishers

We are very excited to be able to offer a wide array of publishers at the upcoming "Celebrating Languages!" conference. This year, we will have a single, large interactive space for all our publishers and extras. There are scheduled breaks between sessions to allow teachers time to visit the tables.

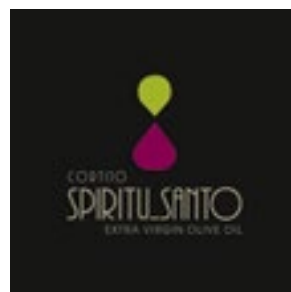
To register online as a publisher, please visit https://www.regonline.ca/bcatml_conference2015.

For further information about BCATML's Celebrating Languages conference, please visit our website at: <http://www.bcatml.org>.

If you have any questions about your display, promotional materials or ads please contact Trevor O'Rourke at torourke@sd40.bc.ca.

We look forward to seeing you at this year's conference, whether as a participant, presenter or publisher!

With our sincerest thanks,
The BCATML Conference Committee



Workshop Offerings Session 1

<p>Métissage: Building Relationships in the Second Language Classroom Nancy Griffith-Zahner (Prince Rupert)</p>	<p>What is “métissage”? Although the dictionary defines it as “the cultural mix of society”, it is a far more powerful experience which promotes not only a true understanding of other cultures, but also supports deep bonding and a creation of relationships between students in a classroom. Join Nancy as she presents an exercise using the concept of métissage which can be used in any classroom, any language, with any group of students. This relationship building activity can be used immediately by the teacher in their classroom, and is fantastic not only when students need to get to know each other at the beginning of the year, but as a unit-closing or end-of-year activity. A great idea to build classroom morale!</p>
<p>Getting the boys back in class: Exploring the pedagogical decisions made by Core French teachers and adolescent males motivations to learn French Dylan Trerice (Victoria)</p>	<p>French Second language (FSL) practitioners across Canada continue to note adolescent Anglophone males’ disinterest in FSL programs and their severe under-representation in senior French language classrooms. By reporting quantitative and qualitative data collected from questionnaires and focus group interviews with both FSL practitioners and adolescent male FSL learners, this communication will address how didactic strategies and curricula used by FSL practitioners in Southern Vancouver Island Core French programs contribute to adolescent Anglophone males’ motivation(s) to learn French and how current FSL instructors can adapt their pedagogical practices to better motivate these French language learners.</p>
<p>Three Steps to Stories: Making TPRS Work in Your Classroom Michelle Metcalfe (North Vancouver) Beginners to TPRS are welcome!</p>	<p>This workshop is for second-language teachers who are familiar with the basics of TPRS and would like to learn how to implement the method successfully in their classrooms. After a brief review of the TPRS methodology, participants will learn how to use the three key elements to storytelling in their second-language lesson planning. We will begin with how to develop and personalize target vocabulary and structures with our students, how to use these structures to co-create unusual and high-interest stories with our classes through “circling”, personalized questions and dramatization, and how to develop and increase cultural understanding and literacy through reading.</p>
<p>Utiliser des approches du 21e siècle pour engager les élèves à faire face aux enjeux mondiaux/ Using 21st Century Approaches to engage students in Global Issues. (French) Megan Eadie (Vancouver)</p>	<p>Do you want your curriculum to inspire students to engage critically with current global issues? This cross-curricular workshop will explore modern pedagogical approaches used in the new French curriculum materials: Student Leadership in Sustainability. Piloted in 3 BC schools last year, this innovative new resource offers on-line materials that empowers a student inquiry into global sustainability issues and encourages responsive local actions. Teachers interested in using SLS can sign up for a session of three hands-on workshops to receive training support and share best practices with other teachers. SLS helps students explore social responsibility and develop critical thinking skills while learning French.</p>
<p>Go! Trabi, go! “25 Jahre Deutsche Einheit” in sächsischen und kanadischen Klassenzimmern Wieland Petermann (Leipzig, Germany)</p>	<p>25 years after the reunification of Germany: how do teachers incorporate this milestone in recent German history in their classes? With teachers from Saxony actually attending the conference, this workshop will provide authentic insight regarding the shifts in German society. Participants will also discuss what learners in the Canadian classroom may gain from looking at the changes in Germany and what ideas for teaching can facilitate that.</p>

Session 1

<p>Learn Spanish with Love Songs Robert Thomson (Victoria)</p>	<p>Songs are a powerful and effective medium for learning Spanish. Students learn new vocabulary and idioms, they hear and are encouraged to emulate native speakers (with obvious benefits for their pronunciation). They also gain many cultural insights into the value system and ways of thinking of people in the target language. These insights can be important in helping students to formulate their own value system when it comes to love and relationships. I then demonstrate with three (or more) songs: how I teach them, step by step, using either what I call the integral text method or the cloze outline method.</p> <p>Robert Thomson has an expansive background in the field of using music to teach language and ideas. He has published numerous books and resources, some published through the BCTF, such as <i>Great Songs for the English Classroom</i> (©1980).</p>
<p>Mindfulness: Creating a Calm, Connected Community in the L2 Classroom. Jennifer Rossi (Surrey)</p>	<p>The Second Language Classroom offers many unique and challenging obstacles. Creating a safe and inclusive place where students feel confident to express themselves and take risk can be challenging for teachers. In this workshop, teachers will be offered strategies and techniques which may help students reduce anxiety while asked to participate in their second language.</p> <p>Jen will share many practices and strategies, such as breathing, guided visualizations and other community building techniques. Examples will be offered in English.</p> <p>Participants will be asked to wear loose, comfortable clothing, bring a mat/ blanket and participate in light stretching, breathing and relaxation techniques.</p>
<p>Raising Cultural Sensitivity in the Language Class Kaori Tanaka, The Japan Foundation (Toronto, Ont.)</p>	<p>What do your students see when they learn a language? They can start to see differences between their ideas/values, and those in the target language. Working on this in the classroom not only builds student’s observation skills; it also helps them foster a desire to understand these differences. How we engage students in the classroom to help raise their cross-cultural sensitivity is a question not just for Japanese, but for all languages.</p> <p>In this workshop, after examining some examples of raising cross-cultural sensitivity in the Japanese context, participants will take part in activities designed to increase cultural sensitivity.</p>
<p>Practical Teaching Ideas for the Mandarin Bilingual Classrooms K-5 Katie Suen (Coquitlam)</p>	<p>In this session, the presenters will be sharing some practical teaching ideas that are suitable for K-5 Mandarin classrooms. We will show you how we integrate music and movement into second language learning, as well as different multimedia such as audio books, Chinese app, and classroom website set-up to enhance language learning.</p>
<p>L2, Culture, and Community in a Student Film Festival Amandeep Chhina (Surrey) <i>Featuring student films from Surrey and North Delta Punjabi Classes</i></p>	<p>This workshop will showcase films made by highschool students from the lower mainland’s South Asian student community. The films are based on different predominant issues, such as gang violence , drugs , parental / peer pressure, superstitions, etc. This workshop allows Teachers to glance at students’ meaningful production of language and representations of cultural awareness through filming scenes based on firsthand experiences. As a result, we as educators are better able to understand the resulting impact their specific culture and context has on their lives, as communicated through their student lens.</p> <p>This workshop could be adaptable to any language or culture.</p>

Workshop Offerings Session 2

<p>French made easy and FUN with iPads</p> <p>Rome Lavrencic (New Westminster)</p> <p>Nancy Griffith-Zahner (Prince Rupert)</p>	<p>Technology is changing the way in which students learn: active, personalized, and collaborative learning have all been impacted by the use of technology in the classroom. Learn how to imbue your French lessons with technology by experimenting with tested apps and receive lesson plan ideas. This workshop will highlight a number of apps including Book Creator, Puppet Pals, 30 Hands, and the extremely popular digital portfolio app, Freshgrade. Delivered in English with some French bien sûr along with many student samples to share. Feel free to bring your own iPad pre-loaded with the listed apps, or use one from BCATML’s iPad library, which will also be discussed briefly. Be prepared to get inspired and leave with a slew of creative ideas to try out in your classrooms!</p>
<p>Web 2.0 to Enhance Education (Spanish)</p> <p>Marco Antonio Bequer Hernandez (Mill Bay)</p>	<p>The workshop will include the practical use of some web 2.0 to enhance teaching and learning. I will include animations, audio recording tools, online collaboration, use of hyperlinked maps, presentation tools and slideshows.</p>
<p>Movie Talk and Embedded Reading: Enhancing the Comprehensible Input (Spanish)</p> <p>Adriana Ramirez (Surrey)</p>	<p>This workshop is applicable to all languages and teaching styles, and it is an essential component for those who have begun the switch to T.P.R.S. and Comprehensible Input techniques.</p> <p>A great way to work on understanding and acquiring the language is through pictures and videos. Used well, they can be the tool that provides the link between form and meaning. The main activity in Movie Talk consists of narration. The main point is that you, the teacher, provide spoken, comprehensible input that your students can understand with the aid of an entertaining video. This narration can be made through embedded readings. Embedded readings allow scaffolding the level of complexity of a text, building up from scratch so students can work their way up to reading more complex versions of the original text.</p>
<p>Mindfulness for Teachers: Skills for Life and the Classroom</p> <p>Melody Schalm, www.KindKids.org (North Vancouver)</p>	<p>Many of us have heard about mindfulness and its benefits in the classroom, but what really is ‘mindfulness’ and how can we implement it in our lives and classrooms? This workshop for elementary school teachers will introduce the “who, what, when, where, why and how” of mindfulness for teachers. It will summarize the research findings on the effects of mindfulness on adults and children, and present practices for incorporating mindfulness in our lives and classrooms. Emphasis will be placed on cultivating teachers’ own mindfulness practice, to help reduce stress and grow presence, calmness, compassion and joy in life and the classroom. To facilitate learning, brief periods of mindfulness practice will be included.</p>
<p>Connecting Language and Culture in the International Language Classroom</p> <p>Lorraine Richard (Unionville, Ontario)</p>	<p>Celebrate the teaching and learning of languages with a focus on Language and Culture in this interactive workshop. Learn how culture can be shared effectively through language, how cultural knowledge can be embedded into effective literacy practices, and how culturally responsive instructional strategies help us to better know our learners.</p> <p>Publisher Workshop: EF Tours / Language Immersion Tours</p>

Session 2

<p>How to Pronounce Nunavut (and Other Things You might not know about the Canadian Arctic) Stephanie Ryn (Surrey)</p>	<p>This workshop is presented by Stephanie Ryn, a Surrey Teacher who has previous experience delivering science camps in 11 rural communities in Nunavut. The intention of this workshop is A)to share information about what it’s like to teach in rural Canada, B) to engage you in cultural learning, and C) to facilitate a meta-learning experience in which you - as teachers - walk a mile in your students’ shoes by becoming L2 learners anew. Reflect on the student experience as you attempt to produce Inuktitut, a heritage language in our current dialogue as a part of Canada’s goal of Truth and Reconciliation. Nunavut is Canada’s newest and largest territory, however, most Canadians know almost nothing about this vibrant and important place and the people who live there. In this workshop you will learn many surprising things about life in the North, Inuit culture, and how to properly pronounce “Nunavut”. You will also learn the basics about how to read and write in Inuktitut syllabics. Please bring a pen or pencil, so you can practice the Inuktitut syllabics!</p>
<p>Assessment in today’s language classrooms: A Paradigm Shift (All Languages) Kindra Harte (Victoria, BC)</p>	<p>Let’s explore assessment techniques in the second language classroom. As we embark on implementing the new curriculum and grad plan, let’s discuss what assessment for learning looks like in today’s language classrooms. With increased technology use in the L2 classroom and project-based learning increasing, how we can best manage student work and provide meaningful, descriptive feedback? Together we will explore ways to transform and support assessment in today’s language classrooms: let’s collaborate in dialogue about student learning and find efficient ways to provide feedback, store, and manage student work!</p>
<p>The Usefulness of a shared index for level of language acquisition: How it Helps Mami Saito (Edmonton, Alberta)</p>	<p>Over the past couple years a great many teaching materials have adopted the CEFR. For Japanese, there exists the “Japan Foundation Standard” (created by the Japan Foundation and based on the CEFR), but in practice it has not yet disseminated into classrooms to the same extent. Japanese language learning in Canada differs, in that - unlike learning Japanese in Japan - it is not being taught as a second language. Furthermore, unlike learning Japanese in certain other countries it is often not being taught as a first foreign language. For students in Canada, Japanese is often a third or fourth language, or even one of a greater number of foreign languages. In this linguistic environment, learners find themselves comparing Japanese with other languages. Participants in this session will compare Japanese study and Japanese proficiency to other languages by looking at the CEFR, the Japan Foundation Standard, the curriculum, syllabuses, articulation, etc.. We will explore shared indexes for measuring language abilities and look at what practical purpose they can serve.</p>
<p>Strategies and Tips to Facilitate Differentiation in a Mandarin Classroom Ping Li (Vancouver)</p>	<p>If one size does not fit all, what alterations can we make to accommodate the needs of an academically diverse student body in a Mandarin classroom so that mixed-level or mixed-ability students can all learn effectively and achieve accordingly at different paces and in different styles? This presentation will explore what it means to make teaching and learning meaningful for diverse learners, how the roles of the students and the teacher optimize the curriculum and instruction, and what may or may not work to facilitate differentiated, student-driven learning experiences. We also hope to elicit further discussion on this subject matter in order to build a framework or differentiated instruction and for implementation of instructional strategies that support differentiation in a Mandarin classroom.</p>

<p>Twitter for “Newbies”: What the Heck is a Hashtag, and why are so many Teachers on Twitter? Rich Overgaard, BCTF Media Officer</p>	<p>Many language teachers around the globe are communicating with each other in PLN's (Personal Learning Networks), using tools such as education and language hashtags (#langchat, #FSLchat #BCATML). This is a dynamic introductory course for new “tweeters,” or those who want to know what the heck a hashtag is and why it matters. We will also explore how to do region-specific searches, using filters or zone results, allowing you to not only engage in dialogue with colleagues teaching BC or Canadian curriculum, but also connect with artists, penpals, teachers in other countries, writers, and public figures in other countries for authentic L2 experiences for yourself and for your students. Twitter is like a waterfall; when you are thirsty, you can fill your cup... with inspiration! This workshop will introduce how micro-blogging and Twitter can help open up a world of possibility for your professional development while establishing a rewarding network with language educators worldwide. Learn how to engage the public, mainstream media, and other educators 140 characters at a time.</p>
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Workshop Offerings Session 3

<p>Core French Curriculum Transformation Facilitated by: Laura Hawkes (BC Ministry of Education), & Curriculum Development Team Participants from BCATML</p>	<p>Come explore the newest Core French Curriculum Draft with us! In this session, the Core French Curriculum Ministry Coordinator and members of the Core French Curriculum Working Group will take participants through the new Curriculum Draft, as well as provide a window into the rationale and process behind the transformation. Whether you have poured over the Draft online or barely had time to peek at it, this session is for you. Stacey Svestrup (BCATML Vice-President, BC CASLT Rep) Nancy Griffith-Zahner (BCATML Executive French Rep) Rome Lavrencic (BCATML President)</p>
<p>Punjabi Teachers Sharing Session</p>	<p>Facilitate by Mandeep Dhaliwal</p>
<p>TPRS & Comprehensible Input Round-table Discussion</p>	<p>For teachers who would like to connect, collaborate, discuss, ask questions and explore different issues and strategies around TPRS teaching. Facilitated by Adriana Ramirez (Surrey) & Michelle Metcalfe (North Van)</p>
<p>Learning to Read in Spanish like Native Speakers Kristi Lentz (Washington State)</p>	<p>This workshop will explore phonemic awareness in the Spanish classroom using strategies based on the “Silabario Hispanoamericano” -- the classic early literacy book used by primary students throughout Latin America. Learn syllabification strategies you can implement on Monday to immediately boost student confidence in reading aloud in Spanish. Songs an added bonus! The presenter holds a bachelor’s and master’s degree in elementary literacy and ten years of experience teaching Spanish to high school students. She enjoys how early literacy strategies merge with adolescent world language instruction to create powerful literacy experiences for students in the target language.</p>
<p>Mündliches Argumentieren im DaF-Unterricht Andreas Meckes (Edmonton, Alberta)</p>	<p>A main goal of language teaching is to enable the student to express an opinion in the foreign language. This workshop will provide hands-on activities for German as a foreign language teachers which can be used in the classroom, ranging from basic expression of opinion to a structured formal debate.</p>

Session 3

<p>Latin American Conflict Project and Coursework: Building Language and Cultural Awareness Shireen Cotterall (Vancouver, BC)</p>	<p>Teaching Spanish should not be limited to developing communicative competence but also to integrate students’ learning to become global citizens. Language and culture are interconnected. This is one of the fundamental pillars for teaching Spanish as published by the British Columbia Ministry of Education.</p> <p>Teachers can develop learning tools to expose students to cultural awareness and the global positioning of social groups and identities in Latin America. Often students have little or no knowledge about the great significance of the political conflicts that have occurred in Latin America. This project encourages students to gain knowledge, shift perspectives and preconceived ideas that might have been based on erroneous assumptions. Students can exam, explore, interpret, discover and then present their findings in the target language. The oral and written project has been designed for students who are beginning grade 12 Spanish. The project is set up so students can extend and sustain a conversation in the target language and at the same time enhance their understanding of socio-economic and political conflicts in present day and historical Latin America.</p> <p>In this workshop, Shireen will give examples of how to do the project in the classroom and provide information & links about key conflicts, a step-by-step lesson plan, a copy of outline the student would follow for their presentation and grading rubrics. She will show how to use a particular conflict to guide further lessons.</p>
<p>Language For Travel 11: A Successful Language Board Approved Course Andrew McFayden (Prince George)</p>	<p>This workshop is a synopsis of a unique B.C. course that Andrew has created and has been teaching in Prince George since 2007 called Language For Travel 11.</p> <p>Students learn 4 languages in the same course: 2 international languages, 1 heritage language, and 1 indigenous language in order to teach them about the wider linguistic world to attract more students to language learning. This workshop will present the history of the course, the methodology, the theories, and the practice (including sample activities and results). You will not receive handouts and worksheets from the course but will have the opportunity to request documents and worksheets from something that gets your attention.</p>
<p>Tabemashoo! Creating a Concept-based Unit in Japanese Language Learning Facilitated by Stacia Johnson (Port Hardy)</p>	<p>Presentation will be in English with examples in Japanese, French, and Spanish.</p> <p>Welcome to a useful update on the new curriculum in the works for second language learning in BC! In order to meet the Ministry’s guidelines in the most recent curriculum draft, Stacia has thoroughly read the draft currently published for French, and thought critically about its adaptation and application to our other B.C. language courses. She has researched many sources and found a well planned out Spanish concept-based foods unit created by Patricia Eustace, as recommended by Dr. Lois Lanning. Stacia has transformed this unit for the Japanese classroom, for a tangible example of how we as L2 teachers can apply the new curriculum.</p> <p>Together, workshop participants will go through the unit, making it applicable to Japanese language and culture learning. We’ll look at planning a food and restaurant unit while exploring examples and hands-on activities that cover the guiding questions, critical content, key skills, and see assessment rubrics as well!</p>

Session 3

Connect, Collaborate, Create Facilitated by Ping Li (Vancouver)	Come learn about the latest trends and products for your Mandarin classroom and network with your Mandarin colleagues! This session offers a great opportunity for participants to preview and find out new Mandarin resources, both in print and online, and hear about effective tools used to integrate language and culture to help students communicate successfully with the target language in a variety of authentic contexts. Better still, participants will be invited to brainstorm and collaborate on cross-curricular or school projects for intercultural communication competence, as well as to take part in hands-on task-based activities for creating purposeful and learner-centred cultural experiences.
À vos marques, prêts, parlez! Yasmin Yalpani (Surrey)	Get your students out of their seats, talking, laughing and having fun en français! This workshop is intended for Elementary and High school FSL teachers (Grade 8-10) who aim to get their students speaking with confidence in the classroom. Games and hands-on strategies will be modeled and shared to help make your French class more dynamic and interactive. You will walk away with a booklet of strategies you can implement immediately.

AGM Agenda

- 1) Call to order
- 2) Adoption of the agenda and establishment of quorum
- 3) Adoption of the minutes of the AGM Friday, Oct. 24, 2014
- 4) Recognition of Executive Committee, Conference Committee and retiring board members
- 5) Reports:
 - a. President's Report
 - b. Treasurer's Report; budget proposal for 2015-2016
- 6) Constitutional amendments:
Motion: That Article 5 – Committees be amended to add paragraph #6 as per BCTF recommendation:
The majority of the BCATML Executive shall be active BCTF members (not associate members).
- 7) Election of Executive Committee for 2014
- 8) Other business
- 9) Adjournment

* BCATLM new logo unveiling and performance will follow in Michael J. Fox Theatre *

New Draft Curriculum for Core French

... from Rome Lavrencic



It has been quite the journey for BC’s Language teachers to know where the province would go with its curriculum redesign. For several years, we have heard a lot of discussion surrounding the new curriculum and have waited on bated breath as to what the province was going to do with the 2011 draft curriculum; based heavily on the Common European Framework of Reference for Languages (CEFR).

Last October, members of BCATML’s Executive (Kathy Chmelyk, Nancy Griffith-Zahner, Stacey Sveistrup and I) joined eight other educators to re-write BC’s Core French curriculum. The Ministry adopted a new approach to the redesign process and allowed for greater transparency with stakeholders by inviting us to tweet updates and to ask for feedback throughout the process. We chronologically documented highlights under the Curriculum Info tab of our [website](#) and encourage you to revisit them.

The Core French Curriculum Working Group met three times in six months. Finally, on July 14th (coincidentally France’s national holiday), [the Ministry published the new draft of the Core French Curriculum online](#). This transformative document will ask teachers to rethink the delivery of the curriculum to their students and will allow for more flexibility, innovation and personalization. The document will be a “living” entity on the Ministry website and

will not be a static document like the previous Integrated Resource Packages (IRPs).

There are several similarities and differences between the 2011 Draft curriculum and the newly released one. The 2015 draft sees a reduction in the prescriptive nature of the current curricula. As well, there is a greater focus on higher order learning including explicit cross-curricular competencies that support life-long learning and understanding of one’s own sense of place in the world. The new curricula also see the integration of First Nations and Aboriginal worldviews, knowledge and principles imbued throughout. CEFR “Can-do” statements (familiar to many L2 teachers) lend themselves readily to the new curriculum. As well, learning must be authentic, meaningful and student-centered.

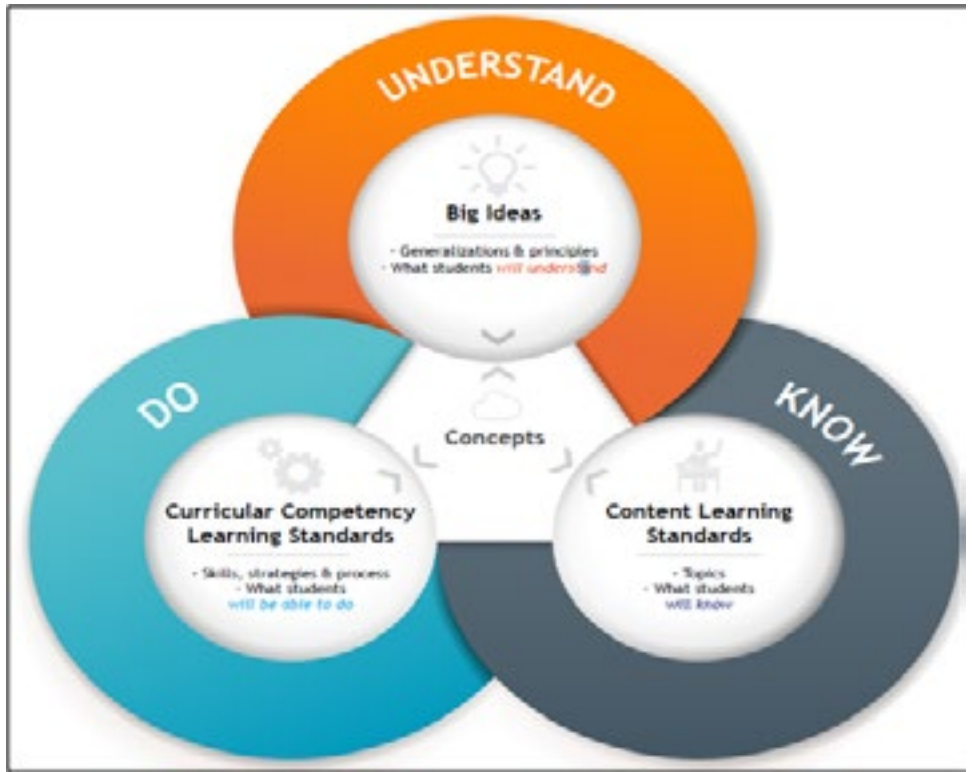
The 2015 Core French Curriculum	
What’s new?	What’s stayed the same?
<ul style="list-style-type: none"> • Educated Citizen, 21st Century Learning • First Peoples Principles of Learning • 3-D learning, KUD model • Social media • Integration of culture • Learners reflect on their own culture and identity • Using culture to further one’s own learning 	<ul style="list-style-type: none"> • Authentic tasks and situations • Communicative & Experiential approach • Curricular competencies are similar to CEFR “Can-do” statements and situations • Language acquisition and skills for: reading, writing, spoken interaction, spoken production and listening

The new curriculum will present some challenges for teachers to consider. Fostering the idea of the Educated Citizen with 21st Century Learning principles is ever present. As well, teachers can expect a paradigm shift from the traditional fixed mindset learner to encouraging a growth mindset. We have the difficult task of preparing today’s

students for jobs that don't yet exist, using technologies that have not been invented in order to solve problems that we don't know are problems yet. This is no small feat!

comments such as “the curriculum is too vague” is difficult to revise; however, stating that one is “having trouble understanding the Curricular Competencies in grade 9 because they use technical language not explained in

The new curriculum is based on the KDU-model (formerly KUD model). The Know-Do-Understand model requires students' knowledge of course content and their application of curricular competencies to reach a deeper understanding of the bigger ideas. This 3-D learning model goes beyond learning facts and skills alone. Students will raise their knowledge to the conceptual level while practicing the competencies of the discipline. The goal is to create a shift from covering facts to using facts and skills to understand concepts and big ideas. This model provides a framework through which teachers can engage students in learning experiences that offer opportunities to become proficient users of French, gain new perspectives, and participate in Francophone communities.



The Ministry will release documents and updates to their website in late August. Teachers can expect to see FAQs, information on the KDU-model as well as where they are at on assessment, and more. In these new documents, there will also be an introduction for each of the curricular areas explaining how the model applies. The Ministry plans to release short videos that will explain each component as well as how the model works as a whole and how the components interact. Expect to view these helpful videos later this fall!

the elaborations” is far more helpful. The committee also needs to hear what teachers like and want to keep as much as what they would like to see changed. When providing feedback to the Ministry, be sure to provide some context. It is helpful to know a little about who is providing the feedback so as to ensure that the comments represent a wide range of perspectives and teaching contexts. Group submissions are also a possibility and welcomed. Revisions will be done in early 2016.

Feedback is now needed from all stakeholder groups: students, parents, teachers, administrators and associations such as – but not limited to – PSAs like BCATML. The feedback received will help us to make the best possible Core French curriculum for our students. We encourage BC teachers to send their comments to curriculum@gov.bc.ca and/or participate in a workshop on the new curriculum such as at our conference (other events will be planned and posted online). When providing feedback, please be as specific as possible. The curriculum committee will revise the draft based on the feedback we receive. General



Earlier this year, BCATML conducted a [Twitter chat](#) and prepared supporting documentation for teachers to better understand the curriculum redesign. This presentation ([available on our website](#)) may help you in your analysis as well. We encourage you to use Social Media pages like our [Twitter](#), [Facebook](#) and [News blog](#) to ask questions and share your thoughts. We will likely plan another Twitter chat later this fall asking for teachers to share their thoughts about the new draft curriculum, so stay tuned!

German Report

... from Angela Kleine-Buning

Liebe Kolleginnen und Kollegen!

Nun sind die Sommerferien fast vorbei. Ich hoffe ihr habt euch gut erholt und eine schöne Zeit mit euren Familien und Freunden genießen können.

In diesem Sommer habe ich einen Teil meiner Ferien in Europa verbracht. Bei einem kurzen Aufenthalt in Mailand besuchte ich u.a. die Weltausstellung,



auf der über 140 Länder ihre Ideen zum Thema Feeding the Planet, Energy for Life in verschiedenen Pavillions ausstellten. Sicher ein Thema, das uns in unserem Unterricht beschäftigen könnte.

Jedes ausstellende Land konzentrierte sich auf unterschiedliche Schwerpunkte zu Innovationen für eine nachhaltige Zukunft. Einen kleinen Einblick zum Supermarkt der Zukunft gibt es hier:

<http://www.welt.de/videos/article140578415/So-sieht-es-im-Supermarkt-der-Zukunft-aus.html>

Ein Video zum deutschen Pavillion findet ihr unter folgendem Link:

<http://www.schmidhuber.de/en/project/german-pavilion-expo-milano-2015>

Mit grossen Schritten bewegen wir uns auf die BCATML Konferenz am 23. Oktober 2015 in Burnaby zu. Auch in diesem Jahr haben wir die Möglichkeit zu einem Austausch mit 20 Lehrerinnen und Lehrern aus Sachsen, die gemeinsam mit unserem ehemaligen Fachberater, Wieland Petermann, aktiv an unserer Konferenz teilnehmen.

Mit einem Workshop dabei ist auch die Leiterin der Spracharbeit, Ulrike Kugler vom Goethe-Institut Toronto. Ulrike wird uns auf der Konferenz natürlich auch für Fragen und Informationen zur Verfügung stehen.

Ganz besonders herzlich möchte ich an dieser Stelle unseren neuen Fachberater, Andreas Meckes, in BC und auf unserer Konferenz willkommen heißen. Wir freuen uns auf ein Kennenlernen und auf eine gute Zusammenarbeit.

Euch allen einen guten Start ins neue Schuljahr!

-Angela

Twitter in the Classroom

... from Stacia Johnson



With a new school year approaching, why not try the power of microblogging through the use of Twitter in the classroom. It is a great way to find pertinent information on language and culture. Here are just some ideas of how teachers and students can use

Twitter with their other languages:

- practice difficult vocabulary by sending out a word and asking for definitions
- participate in a backchannel discussion alongside a reading or oral discussion in class
- reach out to native speakers and experts such as chefs or authors
- tweet a specific point of view or as a character in a novel
- find and interact with tweet-pals worldwide
- write a summary as a part of content literacy
- take Twitter quizzes
- share resources
- inquire about specific materials
- provide links to video clips or songs and then ask questions
- follow hashtags or people supporting different language levels
- record and share des virelangues (tongue twisters)

The possibilities really are endless!

#goforit! #bcatml
#myclassroom
#learning #bced



CAJLE Conference 2015

... from Kathy Shannon

“Revisiting teacher roles and instruction of view of diversification of Japanese Language Education”

Canadian Association of Japanese Language Educators (CAJLE) conference was held on August 20th and 21st at the SFU campus in downtown Vancouver. The conference had over 200 participants and the members of CAJLE came from seven different countries. Most participants arrived from universities from outside of Canada. A few high schools Japanese language teachers also attended. Professor Aoki, a professor of graduate school of letters at Osaka University was the keynote speaker.

Wendy Carr from UBC organized a panel of speakers to wrap up the conference.

Four panel members presented on different topics, for fifteen minutes they spoke and then there was a question session. Professor

Aoki presented on, “Tandem Learning.”.... Keiko Hattori from Kinki Daigaku in Wakayama, presented on. “Multilingualism and multicultural teaching materials” at Kathy Shannon from New Westminster Secondary School, spoke on “Teaching in B.C. high schools,

and engaging students in learning a new language.”

Colleen Lee-Hayes from Pine Tree Secondary School in Coquitlam, spoke on using Twitter and #langchat : “Your Always-There Professional learning platform.”

Check her blog at leesensei.edublogs.org and her Entire Presentation can be found online at <http://bit.ly/CAJLE2015Twitter>.



It was a successful CAJLE conference and the university professors appreciated hearing from the high school teachers in B.C. There were over 75 presenters at the conference and 115 attendees from Japan (36), USA (19), Taiwan (5), China (1), UK (1), and Australia (1). There were also 20 Poster presentations which are common for international conferences.



Don't forget that new Teachers can receive info from Nihongobc on Googlegroups, and it is a also a platform for teachers of Japanese to share information.

Next year CAJLE 2016 will be held in Niagara Falls, Ontario.

BCATML NewsMag Guidelines

“SPEAK” 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 (or four) issues are published each calendar year.

STATEMENT OF PURPOSE

“SPEAK” 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.

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