

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) "Audiria" – podcasts
- 4) "Mi vida loca" – BBC
- 5) Radiotelevision Espanola – en internet www.rtve.es
- 6) "La voz Kids" – youtube
- 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 teacher—gathering for teachers teaching some grades and materials; possible blogs or 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/Quizz with prizes (janvar)
- to plan intricat 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 improve German language out trips to "wheinachts mark"
- (German Christmas markt) with students. German food where to find funds for German programs/busses to go places. Alternative to buses talking the skytrain/by car was suggested. The date of the 5th or 6th of December was proposed, confirmation will happen via e-mail.

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 i-Pad 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 lean French

QUESTIONS:

- how to make learning kinesthetic
- how to make modifications and adaptations 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
- the 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
- le programme se développe, les parents veulent leurs enfants être dans le programme français intensif, mais pas tous les districts scolaires sont ouverts au programme parce qu'ils considèrent qu'il y aurait une compétition

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 relate 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:

- Theme teaching
- Textbooks
 - Bon Voyage, Ça March, 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*, *Banlieu 13*, *The Valet*, *Bienvenue chez les Ch'tis*
- Gr. 10 + film : *Les Intouchables*, *La Grande Séduction*
- Sheets with film breakdown (story, language, culture)
- Es 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 pédagogiques 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 wifi 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 WIFI 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?
- disconnectiveness – lack of social skills (in on-line learning)
- iPad apps – voice thread, audacity, tellegrami - 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 & AppleTV
 - 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
 - Enseignant
 - texas university

DISCUSSIONS:

- Translate word into text & vice versa - develop apps for this?
- issues/problems
- save to youtube
- use of GoogleDocs -same documents, good organization
- use of PDF files vs. word document files → app PDF Export/PDF Expert
- Google Hangouts
- 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 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?