|  |
| --- |
| ***Celebrating Languages!* October 24, 2014**  **Delta Burnaby Hotel and Conference Centre** |
|  |
| Session A: 8:30 – 9:40 |
| **A1: “Mastering Verbal Communication and Audio Comprehension in Core French”**  **Nicole Jarvis**  **English/French/All grades**  I’ve picked up some tips and tricks over three years of TTOC’ing, changing assignments, and collaborating with various teachers. I’ll show a great TED talk that changed my perspective on language teaching, and make reference to the many wonderful teachers whose classrooms I’ve been lucky enough to teach in. Workshop participants will be the ‘students;’ participating in order to experience games, strategies, and scaffolding used in my teaching practice. These games are easy to adapt for different levels, from the most basic vocabulary-based unit for Core French, to even French Immersion 12. The ultimate goal is to help students feel safe engaging in spontaneous dialogue, taking risks (even if it means making mistakes), embracing second tries, and practicing challenging grammar structures out loud.  **A2: “Getting Started with Teaching :Proficiency through Reading and Storytelling: Three Steps to Storytelling the Second Language Classroom”**  **Michelle Metcalfe**  **English/Spanish/Elementary**  Teaching Proficiency through Reading and Storytelling (TPRS) is an innovative second language teaching methodology that has shown amazing results in the development of students’ comprehension of the target language and their ability to communicate proficiently. This workshop is for second language teachers who would like to use TPRS strategies in their classrooms, but are not sure where to begin. Participants in this workshop will learn to use the three key elements of TPRS lesson planning: How to engage student interest through the use of highly personalized questions and answers, how to use student responses to co-create compelling class stories with their classes and how to develop cultural understanding and literacy through reading. Participants will also have the opportunity to practice some of the basic techniques of TPRS such as using target vocabulary and structures to develop a story script, “circling” (a process of questioning central to TPRS), story-asking, using humour to create bizarre and memorable stories that promote deep and long-term language acquisition – all while keeping your classes in the target language 90% of the time from Day One! This workshop will help you to bring joy and magic to your second language classroom, no matter what language or level.  **A3: “ A Hero’s Journey”**  **Kai Zhang**  **English/Mandarin/all grades**  I would like to present a thematic unit to introduce the idea of *The Hero’s Journey*, as there are many fascinating aspects of a hero that all cultures share in their stories, myths, books, and media works. This is a tool that I use to help students understand that despite cultural differences, we also share elements that are similar. Students may also relate their own life experiences to that of a hero’s.  The goal is to give students an opportunity to recognize patterns of the heroic myth. They will be able to recognize the heroic cycle in novels, cultures, and popular movies.  **A4: “iPad Applications for Japanese Class”**  **Akemi Takizawa**  I would like to share my ideas of how I used applications in my classroom. I will talk about “Quizlet”, “Doceri”, “Adobe Voice”, “Dragon Dictation” and more. PLEASE BRING AN IPAD IF YOU HAVE ONE.  今回のワークショップでは、私が使ってみたアイパッドのアプリのいくつかをご紹介したいと思います。もし、アイパッドをお持ちでしたら、是非ご持参ください。  **A5: “ Dürer, Porsche, Erzgebirge: Interdisziplinäre Projekte im Deutschunterricht”**  **Wieland Petermann, Ulla In der Stroth**  **German/all grades**  Im herkömmlichen Schulalltag zwischen Kindergarten und High-School-Abschluss wird auch in Kanada vorwiegend an Fächern orientiert unterrichtet. Doch wo sind Verknüpfungen zwischen Unterrichtsfächern möglich, die das Deutschlernen befördern und die das Interesse am modernen Deutschland wachhalten?  Die Teilnehmer können an Beispielen aus Geographie, Sozialkunde, Technik, Mathematik und Kunst erkunden, wo Überschneidungen mit dem DaF-Unterricht liegen. Es werden Projekte vorgestellt, die mit überschaubarem Aufwand auf vorhandene Materialien zurückgreifen.  Der Workshop frischt gleichzeitig das Arsenal an interaktiven Lehr- und Lernmethoden auf, was auch generell den DaF-Unterricht aufwerten kann.  Am Ende sollen die Teilnehmer einige Ideen und einiges Handwerkszeug mitnehmen können, was sie an ihrer Einrichtung einsetzen können.  Mit dem Effekt: Deutsch ist in der Schule präsent - und cool.  In this workshop we will look into opportunities how German instruction can be linked to other subject areas. Which projects are suitable for learners at different levels of proficiency? Examples from geography, social studies, and arts will be explored by the participants. Along the way, we will brush up some interactive teaching ways which will motivate students to communicate in the target language.  **A6: “Practical Tips and Tricks for the Chinese iPad Classroom”**  **Cynthia Xu (All Easier Corporation – Better Chinese Canada)**  **Delivered in English with Mandarin examples/Elementary to Grade 10**  Come learn the top 10 tips and tricks to building a Chinese language learning environment with iPads and other devices. Led by Cynthia Xu, this session will walk you through the pedagogy behind the Chinese class and the techniques applied to create a fun and communicative setting that enhances a student’s learning of Chinese grammar, character-writing, culture and more.  Tips will include iPad orientation student activities, classroom management secrets, and easy flipped classroom activities. Participants will learn what the best apps are for Chinese language learning and how to practically use them in the classroom.  **A7: “The Quebec Question”**  **Polly Dobie**  **English/French/Secondary**  There is so little understanding of why Quebecois Francophones seem so very different from Anglophones and Allophones in the rest of Canada in terms of culture, language, and political views. This project sees the students examine key points of Quebec cultural issues and language through biographies, use of district databases and the CBC/Radio Canada archives, as well as other book/video resources. Student samples will be shown, as well as assessment/evaluation rubrics, and links to the draft curriculum.  **A8: “Building Your Class Website: An Introduction to Weebly”**  **Ron Dorland**  **English/all grades**  Want to build a class/personal website? In this hands-on workshop, you will add classes, students, create e-portfolios and learn all the tabs and functions, add multimedia, add Twitter feeds and connect to other classes. A website is the best thing you can do for your practice and classroom. PARTICIPANTS ARE ASKED TO BRING THEIR OWN LAPTOPS.  **A9: “Quality Assessment in the Second Language Classroom”**  **Monica Davidson, Barb Huva**  **English (examples in French and Spanish)/Secondary**  **Easy, useful, quality assessment ideas...let Barb and Monica help you!**  Using the Ministry Prescribed Learning Outcomes, this workshop will provide examples of quality written and oral assessment that focus on rubrics and checklists that teachers will be able to take with them and use in their own classrooms.  There will also be a discussion about how to set up a gradebook through the lens of second language PLOs.  The delivery will be in English with examples in French and Spanish. |
| Session B: 9:55 – 11:05 |
| **B1: “Using Intensive French Methodology in a Core French Classroom”**  **Andrea Dunlop**  **English**  Intensive French methods are extremely effective and can be used in any language class at any level. This workshop will introduce the ideas and the methodology (if necessary) and we will review teaching strategies for reading, speaking, writing, and listening. I can share how I access progress and use practice DELF exams for evaluations.  **B2: “Getting From Spoken Production to Spoken Interaction”**  **Susan Kabotoff, Lauren Bell**  **French/Spanish**  In this workshop you will explore teaching strategies to get students speaking. This participation-oriented workshop will lead you through several mini-lessons and the evaluation pieces to go with them. Handouts will include assessment criteria and rubrics for evaluation that presenters currently use in the classroom. Susan parle français et Lauren habla español. **You must be able to speak either French or Spanish to follow and participate in this bilingual session**. Bienvenue à nuestros amigos nuevos y antiguos.  **B3**: **在学习、运用汉语中理解、体验中国文化**  **Infusing Cultural understanding and Appreciation into Mandarin Learning**  **Ping Li**  **Mandarin**  二十一世纪的外语教学着重以有目的地沟通、交流为主导的教学原则。语言课程中的文化部分也随之变得越来越重要了。《21世纪全美外语学习目标》（1999） 更是强调文化是语言学习最重要的语境。然而，要让学生在非目的语的语境中学习一门外语、同时学习该语言的文化并非易事。那么，如何才能帮助学生在学习外语的同时形成对目的语文化的理解、发现本土文化与异国文化的差异并在互动交际中运用目的语以达到理解、体验目的语的文化呢？把汉语的学习、运用和文化意识一起带入到日常课堂教学活动、交流中，让学生在练习汉语交流、使用中，接触中国文化，体验中国文化的多样性，从而用汉语表达对中国文化的理解和欣赏，不失为行之有效的方法。本讲题将从“量体裁衣”设计主题、巧用文化对比、灵活融合文化因素等方面的例子说明创造得体的课堂语言实践和文化体验不仅可以丰富课堂教学、激发学生的学习兴趣，而且还能够提高学生的语言运用水平、加深他们对中国文化的认识与了解。  如何在汉语教学中有机地融入文化教学的实践还在不断探索中。本讲题意在抛砖引玉，开展对话。  This workshop will address how to incorporate the Chinese cultural component into Mandarin learning in daily classroom situations with focuses on thematic design, workable cultural infusion into language application, and effective cultural comparison and contrast so as to enrich classroom activities, engage students in language practice and cultural exploration, and improve students’ language skills/abilities while they are learning to appreciate the richness of Chinese culture.  **B4: “Enjoy!” Learning Japanese with the new website MARUGOTO Plus”**  **Mami Saito (Japan Foundation)**  **Japanese/all grades**  MARUGOTO+ (MARUGOTO Plus) is a website developed by the Japan Foundation where users can learn about Japanese language and culture alongside the contents of "Marugoto: Japanese language and culture", a course book which uses the JF Standard as a basis. The target is not only learners of Japanese who are studying using the "Marugoto: Japanese language and culture" coursebook but also those who have an interest in Japanese language or culture. In this workshop we can share the fun of learning Japanese. Learners can practice Japanese in order to achieve various 'Can-do' (things one is able to do using Japanese) goals based on the Japan Foundation Standard and can feel "real-life" Japanese while watching videos that help deepen your understanding of actual everyday situations. Also, they can find out more about Japanese society and everyday life and culture in Japan through images and real Japanese people's voices.  国際交流基金のサイト「まるごと＋（まるごとプラス）」は、ＪＦ日本語教育スタンダード準拠コースブック『まるごと-日本のことばと文化-』の内容に沿って、日本語や日本文化が学べるサイトです。『まるごと-日本のことばと文化-』を使用して日本語を勉強している人だけでなく、日本語や日本の文化に興味がある人も楽しめる学習サイトです。このワークショップでは日本語学習の楽しさについて確認できます。学習者は、ＪＦ日本語教育スタンダード に準拠した「Can-do」（日本語を使ってできること）の達成を目標とした練習ができます。また、動画で具体的な場面の理解を深めながら、リアリティを感じることができます。さらに、日本の日常的な生活や文化、社会について、映像や日本人の声を通して知ることができます。  **B5: “Ideen für die Arbeit mit heterogenen Lerngruppen”**  **Ulrike Kugler**  **German**  Heterogenität ist ein prägendes Merkmal aller Lerngruppen. Meist wird es von Lehrern als große Herausforderung empfunden, dass sich Lerner u.a. in Bezug auf Alter, Geschlecht, Interessen, Erwartungen, Motivation, ethnische, kulturelle und soziale Herkunft, soziale Kompetenz und psychische Entwicklung unterscheiden. In dem Workshop „Ideen für die Arbeit mit heterogenen Lerngruppen“ sollen die Lehrkräfte Werkzeuge an die Hand bekommen, die helfen, mit heterogenen Lerngruppen umzugehen. Die TeilnehmerInnen sollen Methoden der Binnendifferenzierung kennenlernen und ausprobieren, die sie im Deutschunterricht anwenden können. Wir wollen den Lehrkräften ermöglichen, Heterogenität nicht zwangsläufig als Problem zu betrachten sondern diese als Normalfall und Chance anzusehen.  This session will deal with heterogeneous classrooms and it is aimed at presenting some methods of internal differentiation. The participants are supposed to learn that heterogeneity is a normal feature of all learner groups and that it can even be an advantage. The participants will get to know and try out some methods for the German language classroom which are useful when working with heterogeneous learner groups.  **B6: BCATML iPad Inquiry Project**  **Rome Lavrencic, Nancy Griffith-Zahner**  **English (with French examples)/all grades**  There is no doubt that 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. This workshop is designed not only for teachers who are familiar with using iPads in the classroom, but also for those who are interested in investigating the possibility of incorporating the use of technology in their classrooms. To this end, the BCATML has launched an iPad Inquiry Project, which will offer the opportunity for BC language teachers to borrow a mobile iPad lab and use it in their own classroom. We will explain the logistics of the iPad Project (how to submit a request, meeting technical needs, etc), ensuring that teachers find it straightforward and simple to book and use the mobile lab.  In the last six months, we have investigated various iPad applications for use in the classroom, and are excited to share our adventures (both triumphant and not-so-triumphant). Be prepared to tap, swipe, drag and flick on one of our iPads! Workshop participants will receive a list of tested iPad applications and their uses in the language classroom, plus tons of lesson plan ideas and practical applications. Nancy and Rome will also highlight “*Socrative”*, “*Pic Collage”*, “*Book Creator”*, iPad camera ideas and more! You’ll leave this workshop inspired and have new ideas to try with your class! |

|  |
| --- |
| **B7: “The Essential Question: ‘The Glue that Binds our Lessons’”**  **Elizabeth Sacco, EMC Publishing**  **English/Secondary**  21st Century learning suggests that as world language teachers, we create lessons framed by an essential question that promotes those all-important critical thinking skills. We strive to include it all: the four skills, the three modes, the standards and culture, all in a thematically organized context. The Goal? Pulling it all together in a well thought-out format that helps our students successfully acquire a non-native language. In this session we will explore how to successfully implement the use of essential questions from inception to assessment, highlighting activities from EMC’s new World Language Program, *T’es Branché?*  **B8: “Update on BC Curriculum Transformation”**  **Laura Hawkes and Brent Munro (Ministry of Education), Claire Guy (Assistant Superintendent, Langley School District)**  **English/all grades**  This session will provide an update on the BC Curriculum Transformation and on the Core French Curriculum Development. We will also give participants the opportunity to explore the curriculum design in an interactive manner.  This session will be repeated in C8.  **B9: “21st Century Language (Punjabi) classrooms**  **Amandee Chhina & Gurpreet Bains**  **English/Punjabi/all grades**  This workshop will be based on using technology in Punjabi classrooms. IT IS HIGHLY RECOMMENDED THAT ALL PARTICIPANTS BRING THEIR OWN LAPTOPS OR iPADS. This workshop will focus on Punjabi typing skills, comic strips, Prezi presentations, and PowerPoint presentations. We will also provide a variety of websites and online games to use as a resource in your classroom. |
| ***BCATML Annual General Meeting and Plated Service Lunch (Ballroom, 11:15 – 12:50)*** |
|  |
| Session C: 1:00 – 2:10 |
|  |
| **C1: “Songs, Music Videos, and Internet Activities in the High School French Classroom”**  **Aileen Vildort**  **English/French/Secondary**  This workshop will present useful internet activities for the French high school classroom, including music videos, songs, and other internet resources. Activities can be adapted for use at various grade levels, from grades 8-12.  **C2: “Music in All Levels of Spanish; Interactive Workshop**  **Trevor O’Rourke**  **English and Spanish/all grades**  Looking to find new ways of engaging your students through music? This workshop is aimed at giving educators new musical skills and perspectives that can be incorporated into all levels of Spanish. From the basics of flamenco *palmas* to using music videos in order to enrich students’ cultural understanding in direct relation to PLO’s, this interactive workshop will invigorate curriculum ideas and presentation. ¡A explorar!  **C3: “Technology in the Mandarin Learning Classrooms”**  **Tina Tsai, Erica Huang**  **English and Mandarin/all grades**  In this session, the presenters will address the use of Google Drive and language applications suitable for the Mandarin learning classrooms. In the first half of the session, we will demonstrate the use of Google Drive for organization of documents and student collaboration as well as Google Form for surveys and self-reflections. In the second half of the session, we will demonstrate the use of language apps through a sample thematic unit, showing how technology tools are integrated into language learning. PARTICIPANTS ARE ENGOURAGED TO BRING THEIR OWN LAPTOPS/TABLETS. |
|  |
| **C4: Curation, Useful Websites, and Web 2.0 tools for Japanese Classes**  **Stacia Johnson**  **English**  This workshop will focus on curation for teachers and students, as well as, useful websites and Web 2.0 tools for Japanese classes. The following questions will be answered in this workshop: What is curation? Why it is essential to all teachers and students in the 21st century? What are the most popular curation sites? What are some useful sites and Web 2.0 tools for Japanese culture and language learning?  Stacia Johnson has been a high school languages teacher in urban and rural settings for the past twenty years.  She has taught high school French, Japanese, and English. She has presented workshops at the BCATML conference and at the CCERBAL bilingual conference at the University of Ottawa.  She recently completed her Master of Education in Curriculum and Instruction, with a focus on digital literacies and connected language classrooms at the University of Victoria.  **C5: “25 Jahre danach: 1st de Fall de Berliner Mauer noch ein Thema für junge Deutschlerner?”**  **Wieland Petermann, Antje Blume (teacher from Saxony, Germany)**  **German/Secondary**  Vor 25 Jahren fiel die Berliner Mauer. Für die neuere deutsche Geschichte ein markantes Datum – aber wie können wir das jungen Lernern eine Generation später noch bewusst machen?  Im Workshop werden einige aktuelle Materialien und methodische Vorschläge für den Einsatz im Unterricht vorgestellt. Außerdem stellen Lehrerinnen und Lehrer aus Sachsen ihre Sicht auf die Veränderungen seit 1989 vor und berichten darüber, wie junge Menschen jetzt das Ost-West-Verhältnis in Deutschland empfinden.  Die Teilnehmer können in authentischen Interviews im Workshop Antworten auf ihre eigenen Fragen bekommen und sogar Kontakte für Schülerprojekte zwischen BC und Sachsen anbahnen.  This session will introduce some ideas for classroom use which highlight the historic dimension of the fall of the Berlin Wall 25 years ago. How can students today relate to that event? Examples from contemporary Germany will illustrate the changes that have shaped modern Germany since 1989. Ideas for project work for students will wrap up the session which includes 20 language teachers from Saxony/Germany.  **C6: “Technology Integration in Language Teaching”**  **Marco Antonio Bequer Hernandez**  **English/all grades**  This workshop will deal with the creation and use of avatars in language teaching and learning as well as the use of some web-based learning tools such as concept maps that can be used to present topics and review for the exams. Webquests is another topic that will be covered. |
|  |
| **C7: *Échos Pro* Takes Core French to a New Level**  **Wendy Carr, Stacey Sveistrup**  **English (with French Examples)/all grades**  Engage your students with active language learning, an exciting technological platform with easy-to-access videos, songs, and multi-media texts that motivate students to talk about what matters to them, *en français*. *Échos Pro* provides pedagogical support, key language and comprehension strategies, intercultural connections and much more. Participants will leave with new ideas and a complimentary sample package! |
| **C8: “Update on BC Curriculum Transformation”**  **Laura Hawkes and Brent Munro (Ministry of Education), Claire Guy (Assistant Superintendent, Langley School District)**  **English/all grades**  This session will provide an update on the BC Curriculum Transformation and on the Core French Curriculum Development. We will also give participants the opportunity to explore the curriculum design in an interactive manner.  This is a repeat session from C8.  **C9: “Movie Talk and Embedded Reading: Enhancing the Comprehensible Input”**  **Adriana Ramirez**  **English/all grades**  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. Understanding in actual context is obviously a prerequisite for language acquisition. When you try learning new words by memorizing them, you end up learning the form of the word but miss understanding its meaning. As long as you do not approach the learning of new words by encountering and understanding them in actual context, they will eventually become a useless, blurry image. The same is true for grammatical structures. Memorizing grammar rules without understanding how the structures are related to meaning is pointless.  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 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. |
| **Language Forums (2:20 – 3:00)**: Discussion and forum groups specific to your teaching language; led and facilitated by your BCATML Language Representatives. In the latter half, attendees will meet in the main ballroom for a quick demonstration from our head chefs and sample dessert treats while receiving recipe cards during this mini-social. You will definitely want to attend as we will have our DOOR PRIZE DRAWS! |
| **French Language Forum:** Nancy Griffith-Zahner  **Spanish Language Forum:** Trevor O’Rourke  **Mandarin Language Forum:** Ping Li  **Japanese Language Forum:** Wendy Yamazaki  **German Language Forum:** Angela Kleine-Buning  **Other Languages Forum:** Kelly MacLean  **Elementary-Middle Years Forum:** Stacia Johnson  **Punjabi Forum:** Nicole Jarvis |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |