

SEPTEMBER 2020 | VOLUME 30 NUMBER 1

Qing 言



Photo by Sean Cotterall - False Creek - Vancouver - Territory of the Musqueam First Nations

Join us in *Celebrating* Languages Without Borders

A VIRTUAL CONFERENCE FEATURING OVER
100 LANGUAGE-ORIENTED WORKSHOPS
INCLUDING **KATY ARNETT** AND **KALEB CHILD**

HOSTED IN VANCOUVER, BC

October 23-24, 2020

ON THE SHARED AND TRADITIONAL TERRITORY OF
THE MUSQUEAM, SQUAMISH, AND TSLEIL-WAUTUTH
FIRST NATIONS



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President's Message

Rome Lavrencic



Who knew that when 2020 started the world was about to undergo a tremendous change; wrought with uncertainty and angst? I certainly didn't. In our schools, we saw an unprecedented shift in how we delivered our education programs to our students. Classroom teachers worked in harmony with education assistants, support staff, administrators, parents, and students in order to shift our teaching from in-class instruction to remote learning practically in the blink of an eye. Despite the confusion

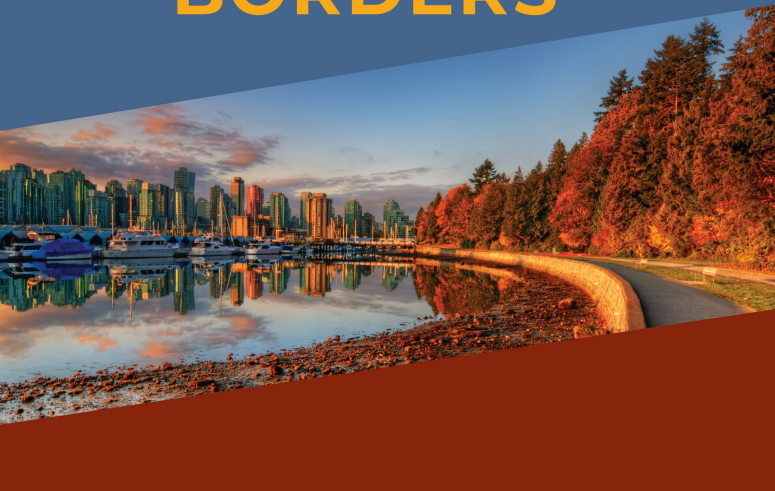
and the thousands of questions we asked of ourselves, teachers showed students and the world our resolve to deliver the best education we can. It made me proud to see teachers unite by sharing lesson ideas, strategies to teach remotely, and helping one another navigate the myriad remote teaching tools like Zoom, Skype, Google Classroom, MS Teams, and the rest. For that, I want to say THANK YOU! Thank you for your continued patience and professionalism as we all work together to navigate the next steps. I know you still have many questions about what the return to your school this fall will look like. I know that the uncertainty – particularly around this next stage – can be challenging. Despite this, the adage “In it together” comes to my mind, and I firmly believe it rings true and it will lead us to success with our students. Throughout the summer, 25 BCTF teaching colleagues (myself included) worked with the Ministry of Education and other educational stakeholders in four different Working Groups for BC’s educational restart plan. BCATML was at that table representing second language teachers and other PSAs by raising concerns and solutions to the government’s working groups in order to make their plan better.

The Ministry has released its operational guidelines, including health & safety guidelines and expectations for the K-12 sector at each stage. These documents will be updated regularly as the working groups continue to meet in the coming weeks and into the fall. You can visit <https://www.openschool.bc.ca/covidguidelines/> to review these guidelines. Direct any specific questions you have about the plan to your local union representative; especially on how the Learning Groups will be implemented within your school. You can learn more about BC’s Educational Restart Plan in a separate article found in this edition of our newsletter.



JOIN US IN

celebrating LANGUAGES WITHOUT BORDERS



With the return to school in September, teachers will undoubtedly be hungry for insightful professional development learning opportunities. BCATML has you covered in that department! Your Executive and Conference Committees have been working hard over countless Zoom meetings to prepare our very first online virtual conference with our national partner, the Canadian Association of Second Language Teachers (CASLT). Welcome to Celebrating Languages Without Borders 2020!

Mark your calendars and save the dates for October 23 & 24. Teachers will benefit from TWO days of professional development this October PSA day. It has taken us over a year to plan our signature event, especially after the decision was made to transition from a face-to-face conference to an online one. This conference will be both a provincial and national one with participants attending remotely from coast to coast to coast, and beyond. Teachers will see some sessions starting fairly early for BC in order to accommodate those “tuning in” from Canada’s East Coast. With over 100 sessions from which to choose, we are positive that our Celebrating Languages Without Borders conference will help inspire and support you with your classes this year. We are thrilled to welcome Katy Arnett and Kaleb Child as our two plenary keynote speakers. As well, we have secured other inspiring speakers, including Martina Bex, Luisa Canuto, Denis Cousineau, Angelica Galante, Catherine Ousselin, and Maria Del Carmen Rodriguez de France. As always, BCATML will hold its Annual General Meeting on Friday, Oct. 23 over lunch and we invite you to consider running for office, vote in your new Executive Committee, and learn about the initiatives and other activities of the Association. We have several door prizes for you to win that you won’t want to miss out on. If you’ve kept your BCATML membership active, you will benefit from a lower registration rate this year! Full conference details and other perks are found throughout this edition of our newsletter. Visit <https://www.bcatml.org/registration.html> and register today to secure your spot with us. This will undoubtedly be a unique yet rewarding experience for all language teachers. We hope to see you there!

The 2020-21 school year will undoubtedly go down in history. I am certain you have many questions as to what this year will look like. It will be especially important to self-monitor and take care of one's own emotional and mental health. I encourage you to reach out to family members, colleagues, and take advantage of professional counselling services available through your health benefits, as needed. BCATML's Executive committee, including its Language Representatives, are here to help and support you. We are working on developing a space on our website to provide COVID-19 related resources and supports. Be sure to look for them this fall.

I know that for many, this fall presents many uncertainties. However, by staying together, and by relying on and supporting one another, we can get through this. We are, after all, in it together, as we have always been and will continue to do so. With that in mind, I will leave you in the words of Dr. Bonnie Henry: Be kind. Be calm. Be safe.

ROME LAVRENCIC





Welcome to Conference 2020! **Celebrating Languages Without Borders Conference 2020**

As Conference Co-Chairs, both Kindra and Rome are very excited to share some highlights about our upcoming online conference. BCATML's Conference Committee has been working hard this summer preparing for our October 23-24 event. We are very proud to offer you this national level conference experience as we have partnered with the Canadian Association of Second Languages Teachers (CASLT) to offer the Celebrating Languages Without Borders Conference in beautiful British Columbia. Vancouver is our host city, but the conference will be virtual with teachers attending from various places around the world.

We have planned an incredible conference experience for language teachers of all languages around the world. Attendees will have the opportunity to connect with two incredibly talented keynote speakers:

Kaleb Child (Musgamdzi) is well-known to BCATML members as the former Director of Indigenous Education for British Columbia. As a member of the Kwakiutl (Kwagiulth) First Nation, Kaleb is committed to Indigenous language and culture revitalization, as well as strengthening rights-based relationships.

Katy Arnett is a Professor of Educational Studies at St. Mary's College of Maryland. She is the author of *Languages for All: How to Support and Challenge Students in a Second Language Classroom* and co-author of *Access for Success: Making Inclusion Work for Language Learners*.

In addition to these two incredible keynote speakers, attendees will also have the opportunity to sit in on sessions with our featured speakers. They are Martina Bex, Luisa Canuto, Denis Cousineau, Angelica Galante, Catherine Ousselin, and Maria Del Carmen Rodriguez de France. We invite you to read more about their inspiring presentations in this edition of our newsletter. In addition to these motivational speakers, our Conference Committee has put together an incredible array of workshops over two days for our first online provincial and national conference.

Attendees will find not only general sessions pertinent to all second language programs, but also, sessions specific to English Language Learning, French, German, Japanese, Mandarin, Punjabi, Spanish as well as other languages and Indigenous language revitalization. With over 80 sessions, not including two conference keynotes and ten featured speaker sessions, attendees will undoubtedly have a challenging time choosing which sessions to attend. Furthermore, some sessions will start earlier in the day in order to accommodate those attending from Canada's East Coast and vice-versa.

Attendees will also have the option to visit our online exhibitors' hall to view demonstrations, check out the latest available resources, purchase items, enter draws to win door prizes, and ask questions about the different products and services. Our list of exhibitors is slowly growing, and we encourage all teachers to take a mental break to visit and support our exhibitors.

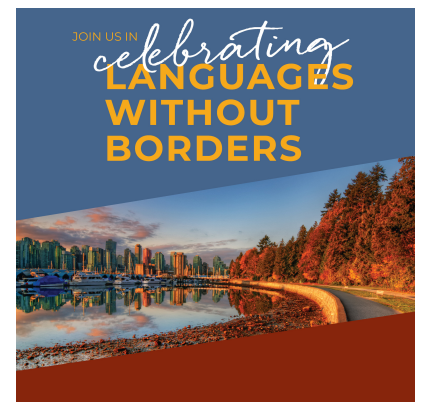
As additional perks, our Conference team has also secured some tourism discounts for those who visit Vancouver later this fall or winter. Teachers who register for our conference will also receive discount vouchers for themselves and their immediate family to the Stanley Park's horse-drawn carriage rides and FlyOver Canada.

While attending an online conference, it will be especially important to self-monitor and take mental breaks, as needed. Many sessions will be recorded and available on our website for you to view at your leisure. Don't forget to attend some cultural performances we have lined up. After all, celebrating languages involves culture as well. Additionally, be sure to attend our online Annual General Meeting on Friday, October 23 over the lunch hour. You will be updated on the Association's activities, pass any constitutional amendments, approve BCATML's operating budget, nominate someone to the Executive Committee and of course vote. There will be several door prizes to be won at this year's AGM; you won't want to miss out.

You will find more details in this newsletter about our keynote and featured speakers, workshops, sessions at a glance, exhibitors' hall, and more. There will be many opportunities for attendees to connect with colleagues and share ideas and strategies. We hope you will take some time to join us in this unique two-day event.

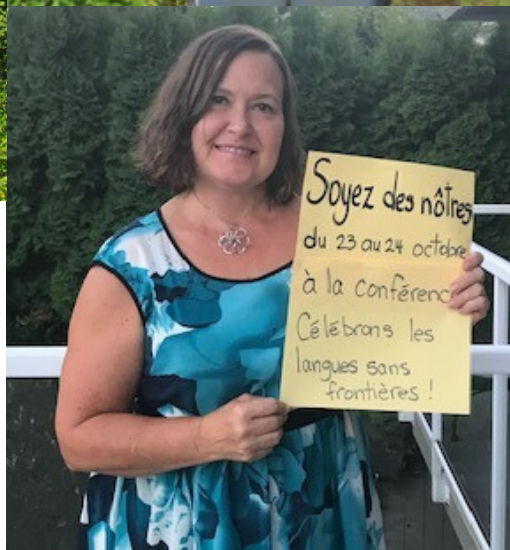
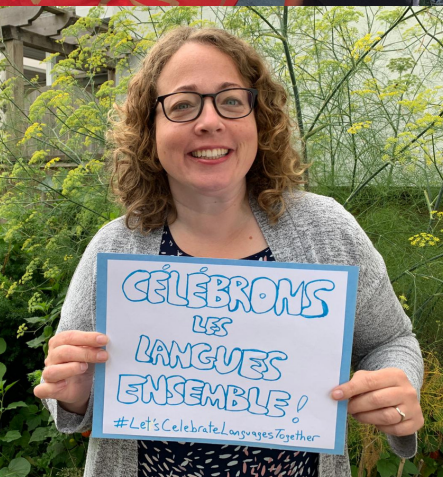
Welcome to conference 2020! We know you will find our Celebrating Languages Without Borders Conference to be jam-packed with inspiring sessions and motivational speakers. Register today by visiting <https://www.bcatml.org/registration.html>!

We can't wait to connect with you! Kindra & Rome





一緒に頑張りましょう！



Impatient de vous accueillir!
CÉLÉBRONS LES LANGUES SANS FRONTIÈRES
CELEBRATING LANGUAGES WITHOUT BORDERS



BCATML
BC ASSOCIATION OF TEACHERS OF MODERN LANGUAGES



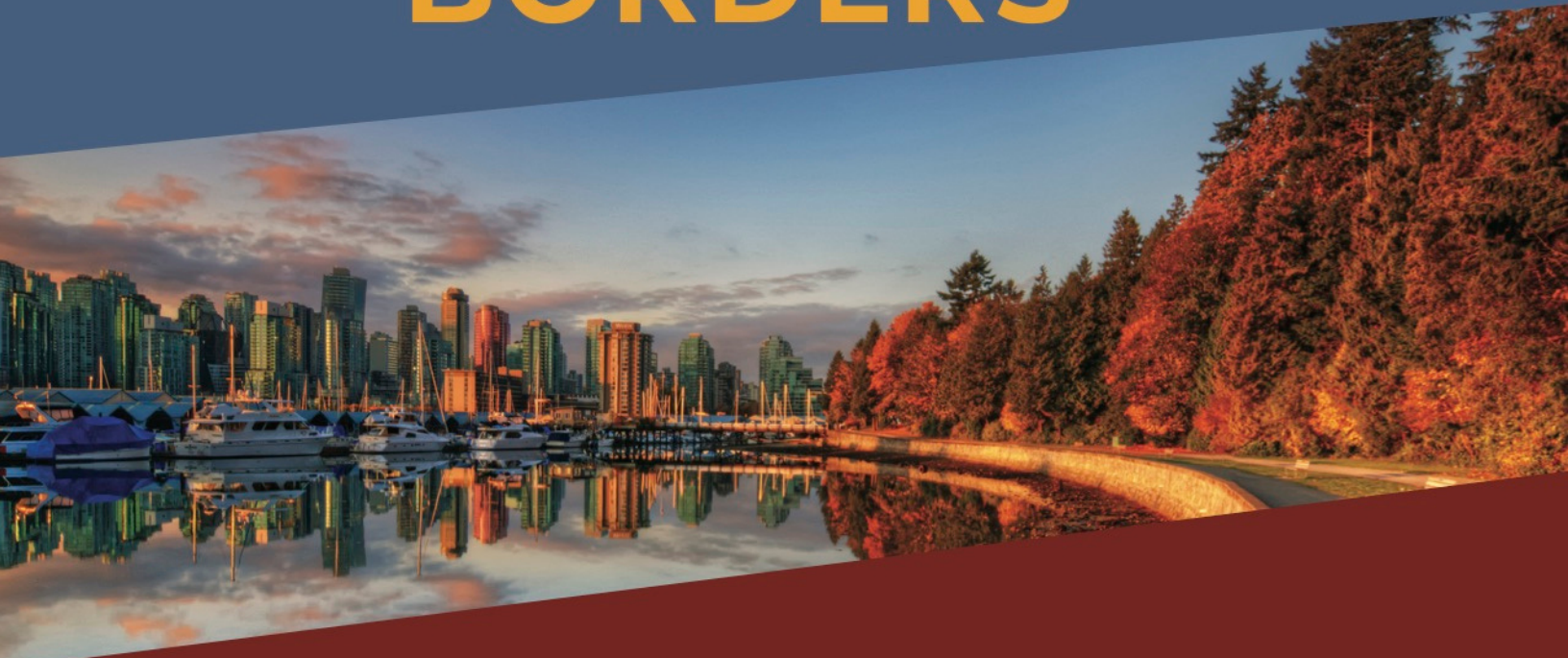
Celebrating Languages Without Borders
Célébrons les langues sans frontières



Canadian Association of
Second Language Teachers
Association canadienne des
professeurs de langues secondes

JOIN US IN

celebrating **LANGUAGES WITHOUT BORDERS**



HOSTED IN VANCOUVER, BC

OCTOBER 23 -24, 2020

ON THE SHARED AND TRADITIONAL TERRITORY OF
THE MUSQUEAM, SQUAMISH, AND TSLEIL-WAUTUTH FIRST NATIONS.

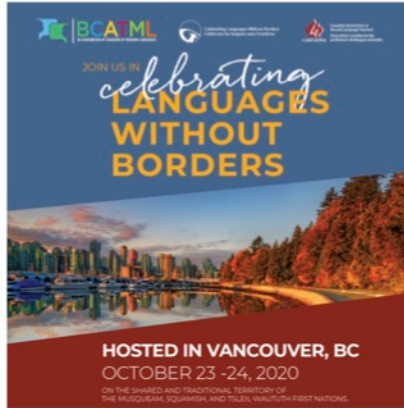
A VIRTUAL CONFERENCE FEATURING OVER
100 LANGUAGE-ORIENTED WORKSHOPS
INCLUDING **KATY ARNETT** AND **KALEB CHILD**

We gratefully acknowledge the financial
support of this conference by the BCTF.



BCATML.ORG





Conference Keynote and Featured Speakers

BCATML is thrilled to partner with the Canadian Association of Second Language Teachers (CASLT) and provide a truly national conference experience to teachers and educators from across North America and beyond. We have secured an amazing line up of both Canadian and international educators, researchers, innovators, consultants, professors to help inspire you in your pursuit of teaching languages to your students. Come join our incredible line up of speakers throughout our two-day conference.

Conference Keynote – Friday, October 23

Katy Arnett

Professor of Educational Studies and Faculty Advisor for Academic Accessibility, St. Mary's College of Maryland

Katy Arnett is a Professor of Educational Studies at St. Mary's College of Maryland. A former high school French teacher and Fulbright scholar, she has explored inclusive practices in a variety of language learning settings. She is the author of *Languages for All: How to Support and Challenge Students in a Second Language Classroom* (Pearson Education Canada, 2013) and, with co-author Renée Bourgoin, *Access for Success: Making Inclusion Work for Language Learners* (Pearson Education Canada, 2018).



Conference Keynote – Saturday, October 24

Kaleb Child (Musgamdzi)

Kwakiutl Educator and Director, Indigenous Education

Gilakas'la, nugwa'am Musgamdzi. Gayutlan'lax Tsaxis, gayutlan'laxa Kwag'uł. Kaleb Child (Musgamdzi) is a member of the Kwakiutl (Kwagiulth) First Nation and has over 20 years of experience in education in both teaching and administration in First Nations and BC public schools. In his leadership roles across communities, he is committed to equitable learning environments, an Indigenous vision for pedagogy, authentic learning connections for all learners, Indigenous language and culture revitalization, and strengthening rights-based relationships.

Presentation:

Kans Hítile: "Making Things Right": Perspectives for Indigenous Education





Featured Speaker – Martina Bex

Owner, The Comprehensible Classroom

Martina Bex is the Founder of The Comprehensible Classroom, whose curricula and training materials have been helping language teachers implement proficiency-oriented, comprehension-based language programs with confidence since 2010. Martina is internationally recognized for her leadership and expertise in the world language teaching profession as a teacher trainer and curriculum developer. A Spanish teacher by trade with experience in public and private schools and at the university level, Martina balances her work for The Comprehensible Classroom with the needs of her five young children, for whom she is the full-time caregiver. Martina has been published in *The Language Educator* and presents regularly at state, regional, and national conferences in addition to consulting with individual districts and organizations. Her newest project for supporting teachers is the Garbanzo App, an interactive library of stories in Spanish designed specifically with language classes in mind.



Featured Speaker – Luisa Canuto

Assistant Professor of Teaching, University of British Columbia

Luisa Canuto is the Italian Language Program Director and an Assistant Professor of Teaching in the Department of French, Hispanic and Italian Studies at the University of British Columbia where she has taught since 1994. As a Faculty Associate and Manager for UBC's Centre for Teaching, Learning and Technology, she developed numerous initiatives. Her research interests include the use of educational technologies in the classroom, the impact of service learning on students' linguistic and metacognitive development, and curriculum program renewal and development.

Presentation: Creating an Environment for Deeper Online Learning: Building and Maintaining Community and Social Presence

Positive social interactions among learners are key to developing their cognitive, metacognitive, and language skills. As both research and experience have shown, engaging learning activities — such as discussions, annotations of documents or videos, group tasks, and collaborative projects — help students to articulate their own cognitive process, build knowledge, and challenge and support each other's ideas. Through an interactive mix of content delivery, guided reflection, and experiential techniques, participants will be introduced to some broad concepts and discuss ways of developing a mix of real-time, synchronous teaching activities and asynchronous course material that students can complete at their own pace. Participants will have an opportunity to collaborate with peers in small breakout groups to brainstorm viable experiential activities and develop their understanding of effective approaches to enhance teaching presence and support active learning in the online environment.

Featured Speaker – Denis Cousineau

Consultant, FSL-CEFR

Denis Cousineau retired from teaching in January 2018. Since then, he's been fully active as a CEFR expert throughout the country, and is working closely with Groupe Média TFO to support a major pedagogical change in the wonderful world of French as a second language (FSL) in all programs offered: French Immersion and all aspects of FSL (Core French and Extended French). He taught French Immersion and Core French for 32 years in the Ottawa-Carleton District School Board (OCDSB). Since summer 2009, he's been participating in a project, still underway, in Ontario regarding the impact of the CEFR on improved success of students learning French. He was the director of the DELF centre of the OCDSB. Over the last 10 years, the centre has tested almost 15,000 students for the DELF.



Presentation: ***Le CEFR : une pédagogie moderne et repensée (The CEFR: An Updated, Rethought Pedagogy)***

The confidence of our second-language – and especially French as a second language – learners is leading us to rethink our teaching culture. The CEFR is a huge asset for everyone, but we must go beyond its descriptors. We must draw on its principles and general ideas to enable all learners to confidently learn and progress, especially when it comes to all oral skills. We will discuss, among other things, the concept of the action-oriented task, the creation of social confidence with regard to language, and the establishment of a pathway to progress. In fact, we will be talking about a redefinition of success.

Featured Speaker – Angelica Galante

Assistant Professor, McGill University

Angelica Galante is an Assistant Professor in Second Language Education at McGill University and Director of the Plurilingual Lab, where she collaborates with researchers and graduate students on the effects of plurilingual instruction on language learning. Her work has been published in important international journals (e.g., *TESOL Quarterly*) and handbooks on multilingualism (e.g., *Interdisciplinary Research Approaches to Multilingual Education*). Her website Breaking the Invisible Wall has pedagogical resources that can be adapted and implemented in the language classroom.



Presentations:

Implementing Plurilingual Instruction: Teacher and Student Perspectives

Recent research in second language education has repeatedly called for language pedagogy that is linguistically and culturally inclusive, but many teachers find implementation challenging. Some reasons for this include language policies that favour the use of one language only in the classroom and the lack of teacher professional development to implement change. This presentation will explore results of classroom research in English language teaching that support the need for plurilingual pedagogy. This study was a collaboration between a researcher and seven language teachers and their students ($n = 129$) in a university in Toronto. Their voices are presented in relation to the benefits of plurilingual pedagogy, the challenges of implementation, and how they were overcome. Results show that plurilingual pedagogy offers benefits that a monolingual approach may not: it enhances cognition, critical thinking, empathy, and language learning, among other factors. Moreover, teachers unanimously showed preference for plurilingual instruction compared to monolingual instruction. A discussion about the potential benefits and challenges in other language classrooms will follow this presentation.

Transforming Classes into Linguistically Inclusive Spaces: A Practice-Oriented Workshop

Besides English and French, Canada has over 200 languages, including many spoken by Indigenous peoples and immigrants. While language teachers are often expected to teach one language only in the classroom (or two in the case of bilingual programs), language pedagogy that fails to recognize the languages that students bring to class is inadequate and unproductive. Research shows that validating students' languages and cultures in any language classroom has several benefits, including enhancing student engagement, among the many other affective and cognitive benefits. Moreover, engaging students in critical discussions of differences and similarities among languages and cultures — as well as power relations among languages in society — is important in preparing them for agency over their own language use. This practice-oriented workshop will provide examples of strategies such as translanguaging spaces, *comparons nos langues*, cross-cultural comparisons, and translation. Participants will work hands-on with these strategies and will leave the workshop with concrete ideas for transforming their own classes into linguistically inclusive spaces.



Featured Speaker – Catherine Ousselin

French Teacher and Curriculum Design/Technology Coach, Mount Vernon High School, Washington State

Catherine Ousselin, M.A., currently teaches French at Mount Vernon High School in Washington State. She is the president of the Washington Association for Language Teaching (WAFLLT-WA). She is also a member of the American Council on the Teaching of Foreign Languages (ACTFL) and the International Association for Language Learning Technology (IALLT). She serves as a regional representative for the American Association of Teachers of French (AATF) and is its social media manager and resource curator, and the chair of the Technology Commission. She is an avid blogger and frequent workshop presenter on World Language curriculum development and technology integration. Catherine was a 2018 finalist for ACTFL “Teacher of the Year.”

Presentations:

Incorporating ACTFL’s Guiding/Core Principles and Global Competency (and the CEFR) into Technology

Considering a transition from grammar-based units to teacher-developed, proficiency-based thematic units? In search of meaningful feedback strategies, authentic resources, and ideas for interpretive and interpersonal communicative activities? Engage ACTFL’s Six Core Practices to create impactful and researched-supported units. Units, activities, and curated resources will be provided. The presentation will cover three units designed with the ACTFL’s “Keys to Planning for Learning” following the Core Practices that connect to World-Readiness Standards and the CEFR framework. Participants will interact with a thematic unit template, technology tools, and authentic curated resources that support communicative activities and assessments.

Technology Tools for All Three Modes of Communication

This session focuses on integrating Web-based tools, apps, and techniques for linguistic expression and assessment within global thematic units based on the TPACK, CEFR, NCSSFL-ACTFL, and AP frameworks. Participants will develop competencies and confidence on evaluating and incorporating engaging and meaningful tools into thematic units and assessing student performance. We will explore all three modes of communication through demonstrations, facilitated group work, and guided research. Participants will discover a variety of tools that highlight student-centered instructional strategies designed to motivate and involve all learners. Topics include Digital Storytelling, Social Media, and apps for World Languages.

Featured Speaker – Maria Del Carmen Rodriguez de France

Assistant Professor, University of Victoria

With over 35 years of experience in education, Maria Del Carmen Rodriguez de France acknowledges her privilege to live, learn, and teach on the land of the WSÁNEĆ, Lekwungen (Ləkʷəŋən), and SENĆOŦEN-speaking people. Carmen was born and raised in Monterrey, Mexico, and is a member of the Department of Indigenous Education at the University of Victoria where she facilitates courses on Indigenous worldview, and education. Her research focuses on the scholarship of teaching and learning.



Presentations:

Shifting Perspectives: Unlearning and Reframing

This session will address the importance of paying attention to language, and the values, beliefs, and messages we convey through our words. It will also invite reflection on how a shift in perspective ought to be a starting point when working towards naturalizing Indigenous knowledge within our work.

My Mother Used to Say... (How Proverbs Inform Our Worldview)

This session will offer opportunities to think about how specific ways of knowing are reflected through proverbs, refrains, and other popular sayings within a culture. Through examples, this session invites participants to consider these cultural expressions as vehicles to explore values, morals, and teachings from a variety of perspectives.



REGISTER NOW!

<https://www.bcatml.org/registration.html>

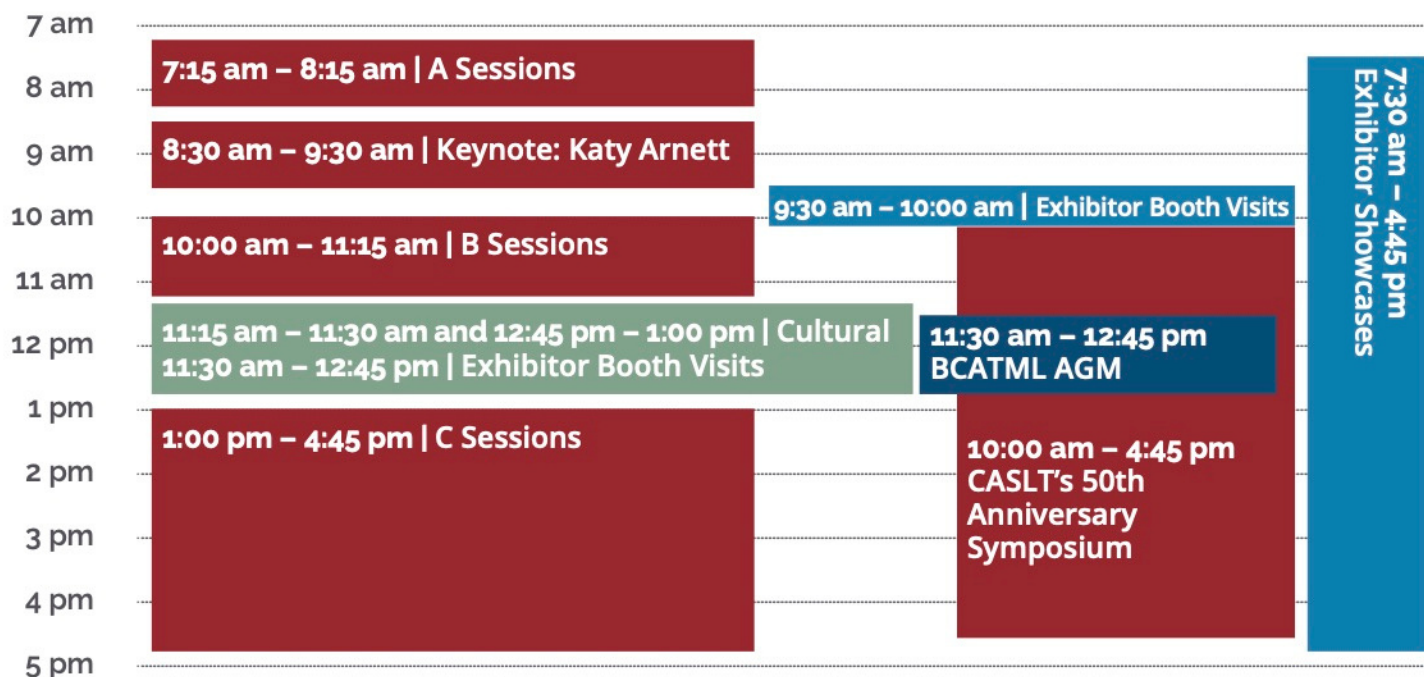
Schedule of Events

Celebrating Languages
Without Borders



Friday, October 23, 2020

* Schedule is in Pacific Time



Saturday, October 24, 2020

* Schedule is in Pacific Time



CLWB registration is only \$125 for CASLT and BCATML members. **Register now!**



Canadian Association of
Second Language Teachers
Association canadienne des
professeurs de langues secondes

www.caslt.org/lwb-2020-lsf

#LWB2020LSF
#PSAday

/CASLT.ACPLS
/bcatml



BCATML
BC ASSOCIATION OF TEACHERS OF MODERN LANGUAGES

Celebrating Languages Without Borders

Sessions at a Glance

Friday, October 23, 2020

| Time | Session Title and Presenter(s) | Target |
|----------------------|--|--------------------------|
| 7:15 AM – 8:15 AM | Je peux parler français! Améliorer la compétence orale des apprenants du français langue seconde (WRZPUM) <i>Dr. Stephenie Leitao Csada, René Hurtubise</i> | French |
| 7:15 AM – 8:30 AM | Fostering Students' Oral Communication in the Second Language Mathematics Classroom (W46ZMS) <i>Karla Culligan</i> | French, English, General |
| 7:15 AM – 8:30 AM | Des pratiques pédagogiques adaptées aux étapes du développement de l'oral en langue seconde (WEZAD4T) <i>Josée Le Bouthillier, Lisa Michaud</i> | French, General |
| 7:15 AM – 8:15 AM | Eine erweiterte Realität beim Deutschlernen? (WCL5P) <i>Marje Stock</i> | German |
| 7:15 AM – 8:15 AM | Implementing Portfolio-Based Language Assessment for CLB - Pitfalls and Positives (WYUXRAH) <i>Jim Murphy</i> | English |
| 7:15 AM – 8:15 AM | Digital Skills for Democracy - tools for assessing online information (W7NAGZ) <i>Joseph Péloquin-Hopfner</i> | French, English |
| 7:15 AM – 8:15 AM | Nos « applis coups de coeur » pour la construction identitaire et l'agir social en L2/FLS (WXH4UDU) <i>Marie-Josée Hamel, Catherine Caws</i> | French, General |
| 7:15 AM – 8:15 AM | How evaluation can hinder, not help, student teachers (W3GSRZC) <i>Philippa Parks</i> | French, English |
| 7:15 AM – 8:15 AM | The 21st Century Classroom - Creating a Culture of Innovation (WM9GAC) <i>Yvonne Coupal</i> | General |
| 7:15 AM – 8:15 AM | Plan for Proficiency: What Does Proficiency-Oriented Language Instruction Look Like? (WC4P3B5) <i>Martina Bex</i> | General |
| 7:15 AM – 8:15 AM | Le CECR : une pédagogie moderne et repensée (WWYDVH) <i>Denis Cousineau</i> | General |
| 7:15 AM – 7:45 AM | About CASLT (WS7GAW8) <i>Linda Osborne</i> | General |
| 7:45 AM – 8:15 AM | The Language Friendly School: a bottom up and context sensitive approach to plurilingual continuity (WV4SN7Q) <i>Emmanuelle Le Pichon, Roberto Di Prospero, Ellen-Rose Kambel, Nidhi Sachdeva</i> | General |
| 8:00 AM – 8:30 AM | À propos de l'ACPLS (WPN5YL3) <i>Yasmina Lemieux</i> | General |
| 8:30 AM – 9:30 AM | Evolving Inclusive Practices for the (Digital) Language Classroom (W7K8WNV) <i>Katy Arnett</i> | General |

| Time | Session Title and Presenter(s) | Target |
|------------------------|--|-----------------|
| 10:00 AM – 10:30 AM | Towards Inclusive Pedagogy: Including Students with Communicative Challenges and Special Education Needs in Ontario's French as a Second Language Classrooms (WGP5XF7) <i>Reshara Alvarez</i> | French |
| 10:00 AM – 11:15 AM | Stronger Together! Sharing Linguistic Duality Success Stories - Resources for Students (WD7NX2S) <i>Nicole Thibault</i> | French |
| 10:00 AM – 11:15 AM | On écrit sur les murs: Developing our students' French literacy skills (WA7V9AW) <i>Shauna Néro</i> | French |
| 10:00 AM – 11:15 AM | La grammaire en action : enseigner la grammaire dans une perspective communicative (WB6U32T) <i>Léo-James Lévesque</i> | French |
| 10:00 AM – 11:00 AM | Tools to Support Teaching and Learning of French: Teacher Reflection, Student Survey, Administrator's Interview Questions and Observation Checklist (W56NVCQ) <i>Carole Bonin</i> | French |
| 10:00 AM – 11:00 AM | Indigenous Music Research Project for Core French (W6NAKNF) <i>Andrew McFayden</i> | French, General |
| 10:00 AM – 11:00 AM | Second Language Instruction and Assessment in Canada's Official Languages (WCR8H8C) <i>Sharon Lapkin, Burcu Yaman Ntelioglou</i> | |
| 10:00 AM – 11:15 AM | Fostering a Growth Mindset with Standards-based Assessment and Reflection (W6SP5D) <i>Ping Li</i> | Mandarin |
| 10:00 AM – 11:15 AM | Approche neurolinguistique - historique et principes (WPB2WX8) <i>David Macfarlane</i> | General |
| 10:00 AM – 11:15 AM | Multilingual Children's meaning-making and communication in the mathematics classroom (W6PDHB) <i>Fatima Assaf</i> | General |
| 10:00 AM – 11:00 AM | Manuel de l'approche actionnelle (WYFLT6V) <i>Denis Cousineau, Danielle Hunter</i> | General |
| 10:00 AM – 11:00 AM | Bringing Culture Back (W3MC2L2) <i>Martina Bex</i> | General |
| 10:00 AM – 11:00 AM | Transforming Classes into Linguistically Inclusive Spaces: A Practice-Oriented Workshop (WYZ6ELW) <i>Angelica Galante</i> | General |
| 10:00 AM – 10:30 AM | "Languages Build..." Advocacy Toolkit (W8GRNYL) <i>tbd tbd</i> | General |
| 10:00 AM – 10:30 AM | Critical Literacy and Online Textual Interactions (W6B33MH) <i>Amir Kalan</i> | General |
| 10:00 AM – 11:00 AM | The CEFR in the workplace: A CEFR-based oral evaluation for all New Brunswick healthcare sector employees (WAP8BA) <i>Laura Hermans-Nymark, Nicole Poirier, Sally Rehorick</i> | French, English |

| Time | Session Title and Presenter(s) | Target |
|------------------------|---|--|
| 10:45 AM – 11:15 AM | It's About Time! How Can We Maximize Time in the Second Language Classroom? (WE4NRGP) <i>Lori Lundy</i> | French, English |
| 10:45 AM – 11:15 AM | Trousse d'outils de promotion « Les langues façonnent... » (WT7KWW) <i>tbd tbd</i> | General |
| 1:00 PM – 2:00 PM | Teaching Introductory/Core French with Confidence (W69BR7) <i>Tanya Campbell</i> | French |
| 1:00 PM – 2:00 PM | (Part 1 of 2) Learning Centres and More! (WT8X7US) <i>Stacey Sveistrup, Kindra Harte</i> | French, General |
| 1:00 PM – 2:00 PM | (Part 1 of 2) Core French Education Re-Inspired (WGLR6FW) <i>Jessica Irvine</i> | French, English |
| 1:00 PM – 2:00 PM | Voix autochtones : Intégrer les ressources autochtones authentiques dans la classe d'immersion (WMC4EYZ) <i>Genevieve Larose-Farmer</i> | French |
| 1:00 PM – 2:00 PM | Developing Listening Skills in the Language Classroom (WAH23V5) <i>Jesus Toapanta</i> | French, English, German, Japanese, Mandarin, Punjabi, Spanish, Indigenous, General |
| 1:00 PM – 2:00 PM | Second Language Instruction and Assessment in International/Modern/Heritage Language Education Program (W3WNEDD) <i>Roswita Dressler, Jeff Bale</i> | |
| 1:00 PM – 2:00 PM | (Part 1 of 2) Teaching Japanese Through Comprehensible Input – a Presentation, Workshop, and Discussion on CI/TPRS Activities, Strategies, and Philosophy in a Japanese Classroom (WPLY9AP) <i>Matthew Russell</i> | Japanese, General |
| 1:00 PM – 2:00 PM | Practical Strategies for Differentiated Instruction and Assessment through Technology (WNR6MEX) <i>Katy Arnett</i> | General |
| 1:00 PM – 2:00 PM | (Part 1 of 2) How well do they speak their L2? Evaluating learners' oral proficiency (W9NEGUX) <i>David Macfarlane</i> | General |
| 1:00 PM – 2:00 PM | (Part 1 of 2) Organized Chaos: Get Everyone Talking At Once (WZ6SRD7) <i>Michelle De Abreu, Dionne LeBlanc</i> | General |
| 1:00 PM – 2:00 PM | Action Oriented Approach Handbook (WBUHWTH) <i>Denis Cousineau, Danielle Hunter</i> | General |
| 1:00 PM – 2:00 PM | (Part 1 of 2) Teaching with CI (Comprehensible Input) Novels: Building Intercultural Understanding in the Language Classroom (WSRADS) <i>Adriana Ramirez, Michelle Metcalfe</i> | General |
| 1:00 PM – 2:00 PM | TPRS: Finally, They're Fluent! (WANKZW) <i>Martina Bex</i> | General |
| 2:15 PM – 3:15 PM | Real-Life Intercultural Experiences that Counter Attrition & Engage Professionals in FSL and Immersion Programs (WMEY9WT) <i>Lesley Doell, Diana Boisvert</i> | French |
| 2:15 PM – 3:15 PM | (Part 2 of 2) Learning Centres and More! (WTQPRPV) <i>Stacey Sveistrup, Kindra Harte</i> | French, General |

| Time | Session Title and Presenter(s) | Target |
|----------------------|--|------------------|
| 2:15 PM – 3:15 PM | (Part 2 of 2) Core French Education Re-Inspired (WEVSK7M) <i>Jessica Irvine</i> | French, English |
| 2:15 PM – 3:15 PM | Mettre la série télé au coeur de la classe de français de base (WKMCD3L) <i>Carl Ruest</i> | French |
| 2:15 PM – 3:15 PM | Incorporating ACTFL's Guiding/Core Principles and Global Competency (and the CEFR) into Technology (WL7V8W2) <i>Catherine Ousselin</i> | General |
| 2:15 PM – 3:15 PM | Successes and Challenges of Digitizing the Blackfoot Language (WCYNQW7) <i>Michelle Housley, Pat Twigg</i> | Indigenous |
| 2:15 PM – 3:15 PM | Supporting Linguistically and Culturally Diverse Learners in Second Language Programs (WNH6BGT) <i>Gail Prasad, Roma Chumak-Horbatsch</i> | |
| 2:15 PM – 3:15 PM | (Part 2 of 2) Teaching Japanese Through Comprehensible Input – a Presentation, Workshop, and Discussion on CI/TPRS Activities, Strategies, and Philosophy in a Japanese Classroom (WWM82N) <i>Matthew Russell</i> | Japanese |
| 2:15 PM – 3:15 PM | Exploiting technology – choosing your way (WYP4BQU) <i>Nataliya Nayavko</i> | English, General |
| 2:15 PM – 3:15 PM | (Part 2 of 2) How well do they speak their L2? Evaluating learners' oral proficiency (WKBFNL) <i>David Macfarlane</i> | General |
| 2:15 PM – 3:15 PM | (Part 2 of 2) Organized Chaos: Get Everyone Talking At Once (WCYN3U8) <i>Michelle De Abreu, Dionne LeBlanc</i> | General |
| 2:15 PM – 3:15 PM | (Part 2 of 2) Teaching with CI (Comprehensible Input) Novels: Building Intercultural Understanding in the Language Classroom (WRZTVAN) <i>Adriana Ramirez, Michelle Metcalfe</i> | General |
| 2:15 PM – 3:15 PM | Creating an Environment for Deeper Online Learning: Building and Maintaining Community and Social Presence (WQTQZ6Q) <i>Luisa Canuto</i> | General |
| 2:15 PM – 3:15 PM | Bringing culture to the language classroom: Virtual exchanges, cultural portfolios and podcasts (WH4KLEE) <i>Angela George, Eleonora Buonocore, Rachel Friedman</i> | General |
| 3:30 PM – 4:45 PM | Un Sac de Trucs! (WGQ9V84) <i>Margaret Truant, Krista Heizelman</i> | French |
| 3:30 PM – 4:30 PM | Shifting from fact- to concept-based learning environments in the digital age (WZ4EWZ8) <i>Megan Sénéchal</i> | General |
| 3:30 PM – 4:45 PM | Le français Intensif et l'immersion tardive avec l'Approche Neurolinguistique en contexte virtuel! (WVP3LGC) <i>Pascal St-Laurent, Shannon Donald, Katharine Grenier</i> | General |
| 3:30 PM – 4:45 PM | How to get your students to Parlez vous en français! (WABGCN6) <i>Rome Lavrencic</i> | French, English |
| 3:30 PM – 4:30 PM | Empowering Beginning ELLs in Junior High (WETNWZT) <i>Luisa Zimich, Renée Bourgoïn</i> | English |

| Time | Session Title and Presenter(s) | Target |
|----------------------|--|--------------------------------------|
| 3:30 PM – 4:45 PM | Different activities to promote learners' collaboration and interaction across three undergraduate language programs (WWT8BG) <i>Maria Isabel Mayo-Harp, Jia Fei, Naoko Takei</i> | Japanese, Mandarin, Spanish, General |
| 3:30 PM – 4:30 PM | Indigenous Language Revitalization (W7T389K) <i>Candace Galla, Judy Thompson</i> | |
| 3:30 PM – 4:00 PM | CASLT's Success for All Series (WXT42VW) <i>Michelle De Abreu</i> | General |
| 3:30 PM – 4:30 PM | Heteronormative beasts and where to find them: Identifying and combatting the heteronormativity in your textbook! (WUTAW5B) <i>Ashley R. Moore</i> | General |
| 3:30 PM – 4:30 PM | Hot Off The Press! Spanish Resources to Share (WXND7X7) <i>Kindra Harte</i> | English, Spanish |
| 3:30 PM – 4:00 PM | The Languacultural Landscape Action-Oriented Project: a Multiliteracies Perspective (WSCU2G) <i>Olessya Akimenko</i> | English |
| 3:30 PM – 4:30 PM | Facilitating Language Learning through Technology: A Literature Review on Computer-Assisted Language Learning (WD3ZMB) <i>Mary Grantham-O'Brien</i> | General |
| 3:30 PM – 4:00 PM | The "Native Speaker" Myth: An Argument for Diversity in Japanese Language Education (WHTMXGZ) <i>Natasha Rivera</i> | Japanese |
| 3:30 PM – 4:45 PM | Indigene Kultur und Perspektiven im Deutschunterricht (WCD3V6C) <i>Andreas Meckes</i> | German |
| 4:15 PM – 4:45 PM | Série Pour la réussite de tous de l'ACPLS (WL6QCZV) <i>Michelle De Abreu</i> | General |
| 4:15 PM – 4:45 PM | Education for reconciliation during COVID-19 : sharing our experience with Grade 3 to 6 students (WMKUFWQ) <i>Eva Lemaire, Mélanie Samson-Cormier</i> | French, Indigenous |

Saturday, October 24, 2020

| Time | Session Title and Presenter(s) | Target |
|----------------------|--|-----------------|
| 7:15 AM – 8:15 AM | Cultiver un développement holistique de l'oral (WZRAMTL) <i>Lisa Michaud</i> | French |
| 7:15 AM – 8:15 AM | La pédagogie par projet et la technologie - Comment motiver des élèves en français langue seconde! (WABLXAR) <i>Stephanie Burke, Vera Ryan</i> | French |
| 7:15 AM – 8:30 AM | Construire la confiance orale des apprenants et des enseignants en langue seconde (FLS ou autres langues) (WAKG9NL) <i>Denis Cousineau</i> | French, General |
| 7:15 AM – 8:15 AM | TIC TALK: Maximizing Oral Production, Connection and Community in Your Virtual Conversation Classes (WRWFPUD) <i>Laun Shoemaker</i> | General |
| 7:15 AM – 8:30 AM | Updates From the CASLT Teacher Education Project in Canada: Supporting FSL Teacher Preparation, Retention and Recruitment (WH348H) <i>Mimi Masson, Stephanie Arnott</i> | General |

| Time | Session Title and Presenter(s) | Target |
|------------------------|--|--|
| 7:15 AM – 8:15 AM | Fantastic Formative Assessment in Foreign Language (WSQPKT) <i>Glenn Cake</i> | French, English, German, Japanese, Mandarin, Punjabi, Spanish, General |
| 7:15 AM – 8:15 AM | On Line travelling: learning languages and exploring cultures (WM9RNQ) <i>Maria Carmen Romero Cachinero</i> | General |
| 7:15 AM – 8:15 AM | Pandemic FLORA - The Release of French Learning Opportunities for Rural Areas to support FSL- Reflections & Moving Forward (W967H78) <i>Fiona Stewart</i> | French |
| 7:15 AM – 8:15 AM | What do grade 6 students say about themselves as writers in French and English? A lot! (W3SKMB) <i>Lynn Thomas, Olivier Dezutter, Corinne Haigh, Sunny Man Chu Lau</i> | English |
| 7:15 AM – 8:15 AM | Leadership in Support of Inclusive Language Education (W7N6ZGM) <i>Katy Arnett</i> | General |
| 7:15 AM – 8:15 AM | Implementing Plurilingual Instruction: Teacher and Student Perspectives (WFHSW8) <i>Angelica Galante</i> | General |
| 7:15 AM – 8:15 AM | Supporting Primary FI Students Through Structured Literacy Practices: How do we do that exactly? (WP2X84A) <i>Marianne Guerriero-Tennant, Lidia Fumo</i> | French |
| 7:15 AM – 8:15 AM | Développez les compétences langagières de vos élèves avec la plateforme IDÉLLO (W6S87L8) <i>Barbara Franchi</i> | French |
| 8:30 AM – 9:30 AM | Kans Hiile: “Making Things Right”: Perspectives for Indigenous Education (WPACXP) <i>Kaleb Child (Musgamdzi)</i> | General |
| 10:00 AM – 11:15 AM | Parlez! On vous écoute! (WX38U) <i>Isabelle Côté</i> | French |
| 10:00 AM – 10:30 AM | L’intégration de l’atelier d’écriture en contexte de langue seconde : une étude de cas (WER84TA) <i>Thi Tram Sinh Huynh</i> | French |
| 10:00 AM – 11:15 AM | Supporting English Language Learners in FRIMM (W72LWZK) <i>Kiran Abraham, Anne-Marie Bilton</i> | English |
| 10:00 AM – 11:15 AM | Bringing the Classroom Experience to Your Desktop and Phone/ Interactive, Effective and Engaging Learning Tools During Remote Learning (W5NRVDD) <i>Amandeep Chhina, Kamal Kaur</i> | Punjabi, General |
| 10:00 AM – 11:15 AM | Beyond the drill: Integrating grammar instruction into meaningful writing activities (WHXX9LQ) <i>Philippa Parks</i> | French, English |
| 10:00 AM – 11:15 AM | An Open Source Digital Literacy Curriculum for Newcomers (W2DEUAU) <i>Olivia Chen, Christine Do</i> | English |
| 10:00 AM – 10:30 AM | Integrating Reading A-Z into an EFL online program: A case study of a commercial school in China (W4VRCBB) <i>Chuan Liu</i> | English |
| 10:00 AM – 10:30 AM | UDL + SEL = AALL (Access for All Language Learners) (WK3FLNA) <i>Rebecca Deutschmann</i> | General |

| Time | Session Title and Presenter(s) | Target |
|------------------------|---|-----------------|
| 10:00 AM – 11:15 AM | Elements of L2 Teaching to Indigenous Peoples of Canada (WQ2WKB7) <i>Pierre Demers</i> | French, English |
| 10:00 AM – 11:30 AM | My Mother Used to Say... (How Proverbs Inform Our Worldview) (W7RUBH8) <i>Maria Del Carmen Rodriguez de France</i> | |
| 10:00 AM – 10:30 AM | Programme de mentorat de l'ACPLS (PM-ACPLS) (WLT3X6) <i>Carole Bonin</i> | General |
| 10:00 AM – 10:30 AM | CASLT Learning Centre (CASLT-LC) (WCDRN35) <i>Denis Cousineau, Lesley Doell</i> | General |
| 10:15 AM – 11:15 AM | Kans Hiile: "Making Things Right": Perspectives for Indigenous Education (WHY3L3V) <i>Kaleb Child (Musgamdzi)</i> | General |
| 10:15 AM – 11:15 AM | (Part 1 of 2) L'interculturel, qu'ossa donne? Rendre pertinente l'interculturalité par l'expérience (WCMB3PC) <i>Meike Wernicke, Carl Ruest</i> | French |
| 10:15 AM – 11:15 AM | (Part 1 of 2) Bringing Reconciliation into the Core French Classroom: Honouring Indigeneity While Building French Fluency (WRREHR2) <i>Nancy Griffith-Zahner</i> | English |
| 10:15 AM – 11:15 AM | (Part 1 of 2) Language Learning: It All Starts with A Good Story! (W5DHPK7) <i>Joanne Robertson, Tracy Langer</i> | General |
| 10:45 AM – 11:15 AM | IFprofs au Canada : un réseau social de l'éducation en français à travers le monde (WX5HQLQ) <i>Cécile Heijnen</i> | French |
| 10:45 AM – 11:15 AM | Talking about your hometown – Conversation activity in the Japanese language classroom (WMP6U58) <i>Yuiko Goya</i> | Japanese |
| 10:45 AM – 11:15 AM | Modern Online Professional Development for Language Teachers (WACATW5) <i>Andreea Cervatiuc</i> | General |
| 10:45 AM – 11:15 AM | Centre d'apprentissage de l'ACPLS (CA-ACPLS) (WS46U4A) <i>Denis Cousineau, Lesley Doell</i> | General |
| 10:45 AM – 11:15 AM | CASLT Mentorship Program (CASLT-MP) (WU59YKF) <i>Gillian Blackmore</i> | General |
| 12:30 PM – 1:30 PM | Kans Hiile: "Making Things Right": Perspectives for Indigenous Education (WHY3L3V) <i>Kaleb Child (Musgamdzi)</i> | General |
| 12:30 PM – 1:45 PM | Buckle Up Core French with the Neurolinguistic Approach! (WAUHHHM) <i>Rochelle Guida</i> | French, English |
| 12:30 PM – 1:30 PM | Le SEP en lecture des garçons du secondaire en contexte de français langue seconde, une piste à suivre? (W3WM2PQ) <i>Nadia Bazinet</i> | French |
| 12:30 PM – 1:45 PM | Connecting Curriculum Design to Competency-Based Assessment: Rethinking Percentages to Focus on Proficiency (WS5AWYP) <i>Shauna Néro</i> | General |

| Time | Session Title and Presenter(s) | Target |
|-----------------------|--|---|
| 12:30 PM – 1:00 PM | Transfère d'un programme d'immersion en présentiel, en un programme à distance (WCYVU8G) <i>Valérie Levesque</i> | French |
| 12:30 PM – 1:30 PM | (Part 2 of 2) L'interculturel, qu'ossa donne? Rendre pertinente l'interculturalité par l'expérience (WH3958F) <i>Meike Wernicke, Carl Ruest</i> | French |
| 12:30 PM – 1:30 PM | Technology Tools for All Three Modes of Communication (WEKNWD7) <i>Catherine Ousselin</i> | General |
| 12:30 PM – 1:30 PM | (Part 2 of 2) Bringing Reconciliation into the Core French Classroom: Honouring Indigeneity While Building French Fluency (W8LXAYM) <i>Nancy Griffith-Zahner</i> | English |
| 12:30 PM – 1:00 PM | Bringing DEEP virtual learning experiences to life in the International and Heritage Languages classes (WTLHXQ6) <i>Francisca Aleman</i> | General |
| 12:30 PM – 1:45 PM | Talking to Learn: How Talk Creates an Inclusive and Affirming Classroom (WHR42GA) <i>Stephanie Dodyk</i> | English |
| 12:30 PM – 1:00 PM | An Online Phenomenological Stream of Consciousness Exercise: Lived Experiences through Creative Writing (W9BUB54) <i>Laura Brass</i> | English, General |
| 12:30 PM – 1:45 PM | Introduction to Teaching Proficiency Through Reading and Storytelling: Bringing Joy, Laughter and Authenticity to the Language Classroom (WA86N2L) <i>Michelle Metcalfe, Adriana Ramirez</i> | French, English, German, Japanese, Mandarin, Punjabi, Spanish |
| 12:30 PM – 1:15 PM | Shifting Perspectives: Unlearning and Reframing (WM6RN3) <i>Maria del Carmen Rodriguez de France</i> | |
| 12:30 PM – 1:30 PM | (Part 2 of 2) Language Learning: It All Starts with A Good Story! (WR8B4Z2) <i>Joanne Robertson, Tracy Langer</i> | General |
| 12:30 PM – 1:45 PM | Origami for Every Occasion – Bringing Every Student into the Fold (WTQP95K) <i>Grace Ho</i> | Japanese, General |
| 1:15 PM – 1:45 PM | French Immersion Group Identity and Accent in BC: What We Know Now (WSWB2E9) <i>Livia Poljak</i> | French |
| 1:15 PM – 1:45 PM | Second Language Research Institute of Canada: Creating Knowledge . . . Supporting Practice (WKZPEVL) <i>Karla Culligan, Joseph Dicks, Paula Kristmanson, Josée Le Bouthillier, Lisa Michaud</i> | French, English, General |
| 1:15 PM – 1:45 PM | Translanguaging as Creative Ways to Learn & Transform: Korean Youth Learning a L3 in China (W5TC4DM) <i>Meilan Ehlert, Daniele Moore</i> | English, Japanese, Other, General |



BCATML

BC ASSOCIATION OF TEACHERS OF MODERN LANGUAGES

BCATML Annual General Meeting
Friday, October 23, 2020 11:30 – 12:45 pm

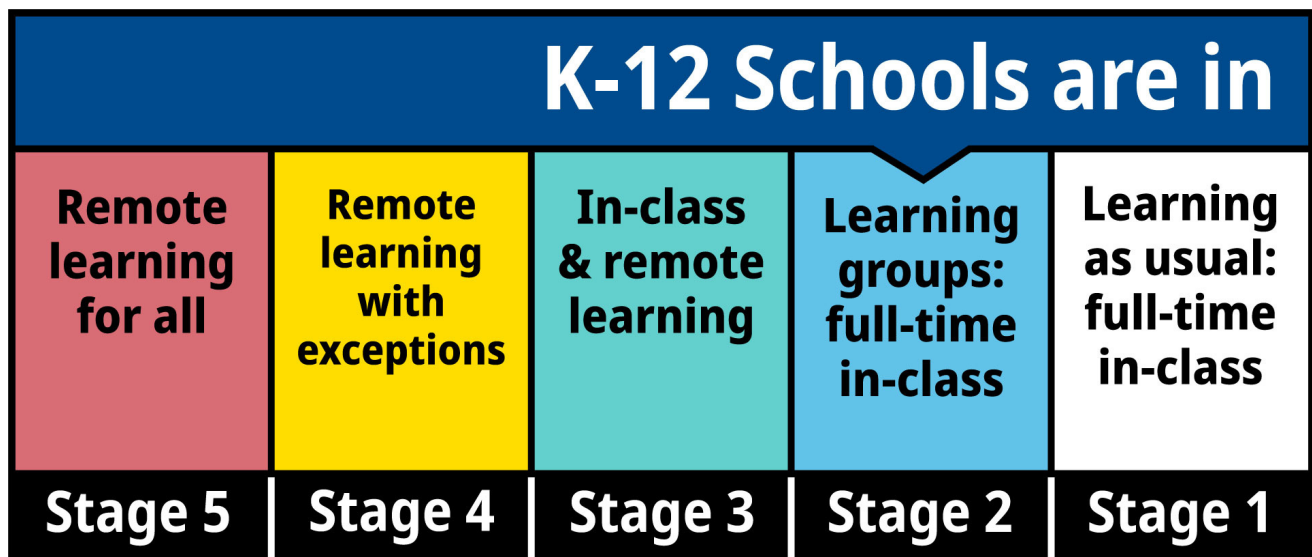
Held online via Zoom from the Executive Hotel Vancouver Airport
7311 Westminster Highway
Richmond, BC V6X 1A3

AGENDA

- 1) Call to order at 11:30 am
- 2) Establishment of quorum and adoption of the AGM Agenda
- 3) Acknowledgement of the Musqueam First Nation ancestral lands
- 4) Adoption of the BCATML AGM Minutes of Friday, October 25, 2019
- 5) Recognition of BCATML Executive & Conference Committee members
- 6) BCATML Constitutional amendments
- 7) President's report
- 8) Treasurer's report; adoption of BCATML Operating Budget for 2020—21
- 9) Election of BCATML Executive Committee 2020-21
- 10) Other business
- 11) Adjournment
- 12) Door Prizes

British Columbia's K-12 Educational Restart Plan

Rome Lavrencic



Over this summer, 25 BCTF teaching colleagues worked with the Ministry of Education along with Principals and Vice-Principals, Parent Advisory Groups, the Provincial Health Office, the First Nations Educational Steering Committee (FNESC), Provincial Specialist Associations, and other educational stakeholder groups in four different Restart Working Groups. BCATML was at that table representing second language teachers and raising concerns and solutions to the government's working groups to make the plan better.

The Ministry has since released its operational guidelines, including health and safety guidelines and expectations for the K-12 sector at each stage. These documents are living documents and will be updated on a regular basis as the four Working Groups continue to meet in the coming weeks and into the fall. Teachers are recommended to review these guidelines by visiting <https://www.openschool.bc.ca/covidguidelines/> or by clicking on the links below and asking questions to their local union representative.

Health and Safety Guidelines:

<https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/safe-caring-orderly/k-12-covid-19-health-safety-guidelines.pdf>

Operational Guidelines:

<https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/program-management/safe-caring-and-orderly-schools/planning-framework>

Expectations for the K-12 Sector at Each Stage:

<https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/program-management/safe-caring-and-orderly-schools/planning-framework/expectations>

The question on everyone's mind this fall is what are these Learning Groups, and how will they work? Provincial Health Officer Dr. Bonnie Henry and Minister of Education Rob Fleming announced that BC K-12 students will be organized into learning groups this September as a measure to limit the number of in-person interactions and prevent the spread of COVID-19. Under Stage 2 of BC's K-12 Educational Restart Plan, the maximum size of learning groups will be 60 for Elementary and Middle Schools each, and 120 for Secondary. In response to the Restart Plan, the BCTF has raised several of the following key health and safety concerns for government to address before school resumes:

- Classroom density reduced to allow for physical distancing;
- An option for remote learning, especially for medically complex children, that allows the student to remain connected to their school and access the full range of supports and services;
- Dedicated funding for improvements to school ventilation and HVAC systems to ensure worksites meet or exceed COVID-19 requirements;
- All teachers supplied with two reusable face masks and a face shield by their employer;
- All students supplied with reusable face masks at the start of the school year;
- Supplies of Personal Protection Equipment available as needed throughout the school year;
- All adults and students 10 years and older be required to wear face masks when physical distancing is not possible or practicable;
- Schools and worksites retrofitted with physical barriers for safety, where physical distancing is not possible or practicable;
- Additional funding provided to ensure custodial cleaning of high touch surface areas is completed twice during the day, in addition to regular cleanings;
- School equipment, including but not limited to technology and PE equipment, shared amongst students be cleaned before and after each use;
- Protections for Teachers Teaching on Call who attend multiple worksites and come into contact with large numbers of students; and
- Accommodations for teachers who are immunocompromised or have chronic health issues.

The health and safety of all teachers and students is the BCTF's number one priority. Naturally, teachers would like to see all students back in schools this fall, but it needs to be safe. The rise in active COVID-19 cases has made it clear that more work needs to be done to ensure teachers, students, and the families they all go home to, are safe. More work is needed to ensure preventative measures exist in our schools before we reopen our classroom doors. Teachers have a right to a safe workplace, as do students. We need a solid plan in order to deliver the best education possible. It is my belief that we can find those solutions by working together.

Andrew McFayden, Other Languages Representative

I am sure that every one of us has had a teacher in our past who we can count as a role model. I know I have been surrounded by such people for my entire life. My parents and aunt are retired teachers, as was my uncle. Outside my family circle, many people come to mind, who have served as great professional role models.

One such person was my grades 11 and OAC 2 French teacher (I am from Ontario). Madame had this way of teaching vocabulary that I have not ever been able to replicate. However, I do use some of her methods and activity ideas from time to time. When I first started teaching back in 1995, I would periodically visit her at my old high school, when I was home from B.C. for the holidays. I would bounce ideas off of her with such enthusiasm. Every now and again I would receive envelopes of activities from her as well.



Two things that Madame used to do, come to mind. They are not new activities, but are ones that are tried and true, in my opinion. These can very easily be modified and adapted for any language and skill level:

1. Vocabulary posters: Madame would tell us to draw a picture that illustrated 20 items along a given theme (for example spring or autumn or Hallowe'en). As part of the assignment, we would have to label each item in French. This is a classic example of learning vocabulary through pictures. One time, she wanted us to draw a picture using springtime as the theme. We had to make our own list of vocabulary and then label them on the picture. I decided to label the same item twice because I was trying to be funny about it (having the sense of humour that I have) and to see if Madame would notice. Needless to say, she noticed, and I had to find an extra item to label. I was SO outraged at having to find, draw, and label one WHOLE extra item! (Of course I wasn't serious about it). I adapt this assignment's difficulty level through having the students create sentences using whatever grammatical structure that we are learning at the time; write a short story about what is going on in the picture or based on the picture; or talk to each other about their pictures.

2. Stand Up Routine: Madame was famous for talking about random things, like picking up an object and just talking about it. The goal, of course, was just to get us listening to the language. One Monday morning, after a pancake breakfast on the previous Friday, she presented her cold and congealed plate of pancakes and proceeded to speak to us in French about what each item was, and to give us new vocabulary about that topic (including the word for snot, which we thought was hilarious). I find that when I do this with students, they are riveted (most of them, anyway). It can often be surprising at how much students just want to listen to the language being spoken and to try to understand what is being said. It gives them a true sense of accomplishment. I try to do this as often as I can. These routines could be as simple as talking about what things are to making up a story about how this paperclip changed your life. Occasionally, I get the feeling that I want to do one of these on a given day but I do not have a particular subject that I want to talk about. On days like these, I choose a random object or two, like a flag and a pen, and just start to make a fantastical story about them. The quizzical looks that I get from the students are quite comical. If you think about it, it's creating a different type of comprehension because the story isn't predictable. Sometimes I end up having to change my entire lesson plan for that day when the story gets a little out of hand.

Thinking of our past teachers can often give us ideas for our own practices. It has helped me a lot over the course of my career.

Wishing you all a safe back to school season,

Andrew McFayden

Old Tricks with a New Lease

Ping Li

BCATML Mandarin Representative

While recharging during summer vacation, I stumbled across an article on the Internet discussing various ways to create choice boards in G suite. I have been using choice boards to differentiate in my language classes for quite a few years, but now I was intrigued to design a choice board for my new Mandarin 9 students. I plan to use this choice board to start building a good rapport with my students, something that may not prove to be easy if we have to go back to remote learning and establish learning goals. To that end, I created a digital Google doc choice board with the following purpose in mind; to help me prepare my upcoming lesson plans:

1. Get to know my students on a more personal level
2. Find out about why they have decided to take Mandarin
3. Try out their digital literacy levels
4. Set the tone for their one semester of Mandarin learning
5. Show them the themes of what they are going to learn
6. Ask students to create their own choice board, as a final portfolio assessment to showcase their Mandarin learning



Directions:
Start with number 5 and then make two other choices to make your tic-tac-toe. Then, you can continue to make as many as possible. Collect all your choices in a google doc or slide presentation and share the link with this [form](#).

| | | |
|---|---|---|
| <p>1 How much do you know about China? Provide two facts with Images on a map of China.</p>  | <p>2 What music or movies do you like? Find a YouTube video to share.</p>  | <p>3 Tell a story of how you got your name by recording it on a device of your choice.</p>  |
| <p>4 What made you decide to take Mandarin? Make a poster using canva or venngage.</p>  | <p>5 START HERE! Create five google slides to introduce yourself, not including what are already covered in other choices.</p>  | <p>6 Insert a picture to show a happy time you spent with a Friend or pet or your sibling.</p>  |
| <p>7 Present your favourite food with a short Adobe Spark video.</p>  | <p>8 Use an emoji to show your anticipation of the new school year ahead.</p>  | <p>9 Describe your summer in 10 words!</p>  |

JAPANESE TEACHER SUPERSPOTLIGHT: KATHY SHANNON SENSEI

Kathy Shannon Sensei retired from teaching this summer after 30+ years at New Westminster Secondary School. I met her at one of the Apple Teacher Institutes, back in 2001, and was amazed at how connected she was to Japanese culture and language education, and how fearless she was with learning new technology and trying different things.

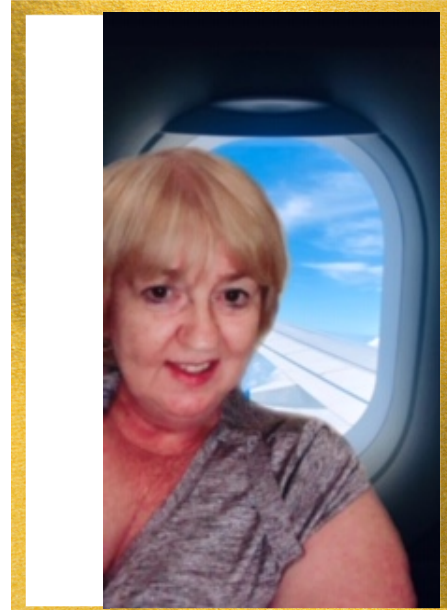
– Grace Ho, BCATML Japanese Rep

Grace Ho (GH): How did you start learning Japanese? What was it that drew you to Japanese language and culture?

Kathy Shannon (KS): I first went to Japan in 1981, and I taught English for a year in Osaka. At the time, I wanted a break from university at UBC. I thought teaching English would give me a chance to see if I really enjoyed teaching as I was in Education. I've always been interested in Japanese culture. One of my cousins who is deaf is married to a deaf Japanese girl. I went to their wedding when I was 10. It was amazing. The first trip after one year, made me want to go back to Japan. I did take a class at UBC when I came back, but at that time it was Tokyo dialect and I was confused by some of the language I learned and what I needed to learn. I then found a UBC exchange program, and went back again for a year on exchange. I stayed in a homestay and that was the best experience. My language skills soared. They were very patient with me.

GH: How did you start teaching Japanese? Which school were you at?

KS: After I came back from my third time in Japan – I taught in a girls' private school in Kobe for two years – I investigated which schools may have a program. New Westminster heard my name and called me; they were looking for someone to take over their existing program. I then started teaching Japanese at New Westminster Secondary School in 1989. There were only a handful of teachers teaching Japanese in the public school system in BC at that time.



GH: What kind of teaching materials or learning resources did you use over the years? Which ones were your favourites?

KS: A small Apple computer, a Gestetner (duplicating machine) and the Alfonso textbook in romaji are what I started with. Eventually, that year we did use photocopiers and I could use the computer to create materials. Nothing like today, however! The textbook Kimono came written in hiragana, and after that there were a variety of books we could use. I eventually used Obento. I loved the reference section for students. I wouldn't have gotten as far as I did, if it wasn't for the predecessors in Japanese who helped teachers. I am thankful for them. Betty Inouye, George Hara, Bob Ward who helped everyone with their computers, and Michi Tsurumi who started Benkyokai, our teacher get together support group.

GH: How did you get involved with Benkyokai (now NihongoBC) and the BCATML?

KS: I joined the executive with BCATML – great group of people. Professional and high achievers. I would recommend anyone to participate for at least a year! Rome Lavrencic the current president taught next door to me, a young teacher at the time. I brought him to our conference to help, and then he got involved.

KS: Our Japanese teachers network Benkyokai had a meeting at New Westminster one Saturday. Many teachers across the Lower Mainland showed up. Keen and dedicated, the Japanese teachers are. We needed to decide on a new name and NihongoBC was born.

GH: What do you feel has changed about how teachers teach and how students learn over the last few decades?

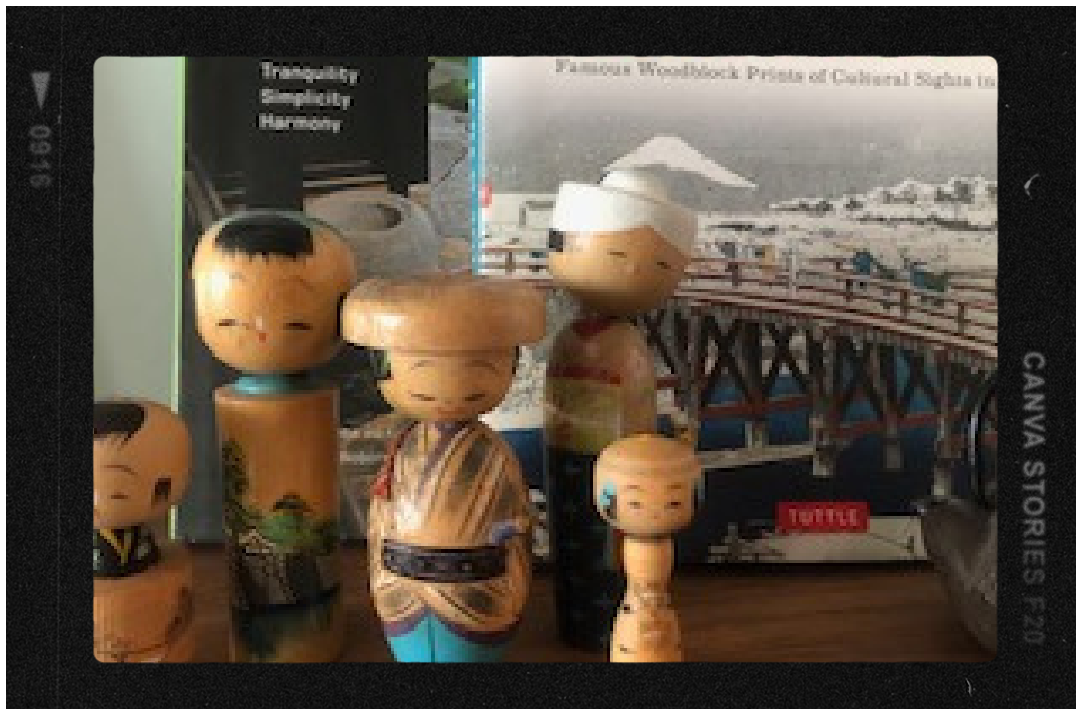
KS: I believe each teacher brings their own style to the classroom. I love teaching kids the cultural aspects of Japan just as much as teaching the language. But, we have so many resources now to pull off the internet. I would encourage teachers to do as many tactile things about Japan as they can. Use brush pens/fude, paper, etc. Kids are on computers all the time anyways, so show them other options.

GH: What are your favourite memories about teaching Japanese?

KS: My exchange trips to Japan have been the highlight of my career. Eight times I've taken students to Japan, while also hosting our MORIGUCHI exchange group at different times. The Kakehashi project in 2013, was a wonderful experience. Clubs day at school by the Japan club was enjoyed by all at the school. Seeing students excel in the Japanese language was great. Students surprised themselves with how much they could learn. Testing themselves with hiragana and katakana became a fun game!

GH: Which aspects of Japanese culture do you think are the most important or most interesting for students to learn?

KS: Politeness, respect, looking out for others, sharing. The tactile crafts as I have mentioned before.



GH: What is your advice for current teachers of Japanese in BC?

KS: Hang in there! Enjoy your time with the students. I've had students who I had never thought might do well, then they send a letter from Japan! Who knew! You have a big influence! Others who have moved on to interesting careers. Ask them to send a note from their travels, or different experiences beyond the classroom.

GH: How do you plan to spend your time now?

KS: I hope to still be connected with BC Japanese teachers! I love the outdoors and travel. BC is great! I hope you have enjoyed getting out and about around the province. I'm currently keeping up my Japanese on Duolingo and learning kanji, also studying French. I would like to travel more, and of course get back to Japan for a visit. Maybe take a course about a Japanese craft.

GH: Is there anything else you would like to add?

KS: Thank you's to the BCATML, New Westminster Secondary, the Japan Foundation for the many projects and workshops I've been able to participate in over the years, and Okada san and the Japanese consulate/UNESCO for starting the Kakehashi Project. I approached Okada san for an opportunity for students and the 50th anniversary of MORIGUCHI/New Westminster sister city exchange. A two million dollar project was initiated for 8 schools to do an all-expenses paid exchange for students across Canada. Rome Lavrencic and I were the inaugural trip pulled together in two months! To this day the Kakehashi Project still exists. I'm very grateful it happened! An opportunity for students and their future in studying Japan and the Japanese language!

The First Half of 2020

By Grace Ho, Japanese Rep

The first half of 2020 was incredibly “interesting”. I imagine many of us spent the summer reflecting on the first half, and wondering how the rest of the year would unfold. News about COVID-19 started arriving in our newsfeeds in January. I remember riding the SkyTrain downtown to attend the Birthday Celebration for His Majesty The Emperor, on Wednesday, January 29th, hosted by the Consul General HATORI Takashi and his wife, Mrs. Yuji YOON. It was a beautiful event. I even got a selfie with UBC President Dr. Santa ONO and met Vancouver Asahi Baseball Legend Kaye KAMINISHI! While on transit though, I noticed a few people wearing masks and wondered if they were ill. I appreciated the courteous gesture of mask-wearing that is so common in East Asia, but my instincts told me not to stand too close to someone with a mask. I had no idea that months later masks would be recommended or mandatory for all, to avoid spreading the COVID-19 virus, due to the simple fact that carriers can be asymptomatic!



Consul General Takashi Hatori with UBC President, Santa Ono



UBC President Santa Ono taking selfie with Asahi Baseball Legend Kaye Kaminishi

As Canadian cases remained low, the 2020 Metro Vancouver Japan Bowl was held as planned on Sunday, February 23rd at the Nikkei National Museum & Cultural Centre. This spectacular Japanese language and culture competition is organized by the JET Alumni Association of BC, and this year saw a record total of 66 students forming 23 teams from 10 secondary schools. All teams competed in two preliminary rounds and each round consisted of 20 questions about Japanese language, history, arts and culture, social sciences, daily life in Japan, popular culture, and current events. The top three teams of the preliminary rounds advanced to the finals. This year's winner was Team 釣り人 from Port Moody Secondary. Special presentations included a taiko performance by Canada Miyake Kai, A Glimpse into Voice Acting by Yurie HOYOYON, a bon odori workshop by Satsuki Kai, information about MEXT Scholarships & the JET Programme, and a dance performance by Paprika Grrrls (AKA some of my own students at McMath)!



During this busy gathering, it might have crossed my mind that virus spread could be possible, but at the time, the news was still talking about COVID-19 as limited isolated cases. However, just a few weeks later when the BC Japanese Speech Contest came around on Saturday, March 14th, a pandemic was already declared and BC was starting to lockdown. Fortunately, due to quick responses by the Japanese Speech Contest Organizing Committee, participants were still able to deliver their speeches in person, socially distanced, to a room with judges but without a public audience. First place winners in the High School Beginner, Intermediate, and Open Categories were Hei Tung (Sabrina) Luk, Breanna Lu, and Nicolas Daichi Kobiyama respectively. The Canada National Japanese Speech Contest became a live online event on Sunday, March 29th.

Spring Break was certainly an anomaly. Teachers leading student tours to Japan had to cancel them; April in Japan saw record lows of people at tourist sites. I put plans for travel to Japan on hold as well. I also had to cancel a field trip to the Vancouver Japanese Language School for the second time! (The first time was due to the snow in January!) BC K-12 teachers – and parents - received a record number of emails about how to “pivot” and restructure learning for after the break. Heritage language schools also moved all their classes to an online platform, or cancelled them entirely for the rest of the school year. The disruption to schooling and life in general was initially thought to last a few weeks.

April, May, and June felt like an eternity. Making contact with students to get them all connected with their coursework was a challenge. Then there were the ones who came on board in mid-May requesting login info and asking what they missed! Can anyone relate? Class meetings happened on Teams or Zoom, with some students forgetting because they did not set an alarm clock and other students thinking it was fine to stay muted and not answer any questions. Completing assignments was another challenge. I accepted both typed and handwritten answers since some students said they could not type Japanese on their devices for whatever reason. I also witnessed kanji conversions that made absolutely no sense at all and some work that was obviously translated by Google. Can anyone relate? However, many students handled remote learning amazing well and created spectacular work!

Summer finally arrived after those crazy months, and in July, NihongoBC teachers met via Zoom to congratulate Kathy SHANNON Sensei on her retirement and to share remote learning experiences. Please read the Japanese Teacher Super Spotlight article about Shannon Sensei's incredible journey in this newsletter!

The Japan Foundation, Toronto (JFT) held their Online Sawakai meetings throughout the summer connecting teachers across the country to discuss various topics like ice breakers, speaking and writing, and using Zoom. JFT also held their annual Summer One-Day Workshop as well as the Summer Language Brush Up Workshop for Japanese-Language Teachers in August, again via Zoom.

The Canadian Association for Japanese Language Education (CAJLE) organized an Online Gathering to Share on Saturday, August 15th and hosted round table discussions on various topics with a focus on remote learning. I presented on my extensive use of YouTube videos for practically everything and showcased samples of my students' video tasks that were cool enough to turn them into YouTube stars!

I am writing this while we anticipate what the return to school situation will look like. I wonder how we can socially distance in a classroom full of students. I try to picture language learning with masks on and manipulatives removed. By the time you read this article, many issues may have been addressed while new ones may have emerged. My hope is that the tension will not increase like it did during the first half of the year, but that it will decrease and be done with by the end of the year.

Last but not least, I hope to connect with educators in BC, across the country, and beyond, as BCATML and CASLT host the Celebrating Languages Without Borders Virtual Conference on October 23rd and 24th. It is certainly an "interesting" time for language learning and teaching. Please **REGISTER NOW!** See you soon!

<https://bcatml-caslt.ourconference.ca/>

10

<https://quizlet.com/>

<https://kahoot.com/>

<https://learningapps.org/>

<https://de.padlet.com/>

<https://www.youtube.com/>

<https://www.dw.com/de/deutsch-lernen/das-deutschlandlabor/s-32379>

<https://get.plickers.com/>

<https://deutsch.info/en>

<https://www.google.com/>

<https://www.qrcode-generator.de/>

Submitted by Angela Kleine-Buning

DaFWEBKON
Webkonferenz für Deutschlehrende



**NÄCHSTE
DaFWEBKON:
3.3.–6.3.2021**

Beliebteste Online-Werkzeuge der Deutschlehrenden 2019

Ergebnisse einer Befragung im Rahmen der DaFWEBKON 2019

Top 10

1. Quizlet

Mit Hilfe elektronischer Karteikarten Vokabeln uä. lernen. Unterschiedliche Spiele und Aktivitäten mit den Lernsets möglich.

„Sehr individuell anpassbar.“

2. Kahoot

Online-Quiz für die ganze Klasse. Es bietet Abfolgen von Fragen mit max. 4 Multiple-Choice-Antworten und einem Countdown.

3. Learning Apps

Multimediale Lernbausteine online erstellen und verwalten. Ca. 20 verschiedene Aufgabenformate.

4. Padlet

Digitale Pinnwand, mit der multimediale Inhalte aus verschiedensten Quellen einfach zusammengestellt werden.

„Gut geeignet für kurze Brainstormings, Gruppenaufgaben.“

5. Youtube

Youtube ist ein Internetportal für Videofilme und gehört zum Google-Imperium.

6. Deutschland Labor

Eine didaktisierte Entdeckungsreise in 20 Video-folgen für Deutschlernende ab dem Niveau A2.

7. Plickers

Interaktives Quiz via App, ohne dass die Teilnehmenden ein Gerät benötigen.

„Fördert den Spielspaß“

8. deutsch.info

Deutschlernmaterialien inkl. Grammatik und multimedialen Inhalten von A1-B2. Menüführung in 19 Sprachen.

9. Google

Internetsuchmaschine des Konzerns Google Inc.; bietet darüber hinaus eine Vielzahl von Webdiensten.

10. QR-Code Generator

Links, Texte, vCards usw. in einen QR-Code umwandeln.

„Lernende einfach zu interaktiven Inhalten führen.“

Weitere Empfehlungen

Übungsblätter

Goethe Übungsblätter
tutory.de
Trimino Generator
thinglink
de.iscollective

Präsentationen

prezi
Microsoft Sway

Lernräume

Zoom
Edmodo
Schooly

Audio

Voki
Praat
speech.ling

Quizzes

Hot Potatoes
Socrative
Mentimeter
Wordwall
Jeopardylabs

Auch interessant...

Classroomscreen
h5p
Pixabay
ZumPad
Pearltrees
Kurzlinks.de
WortwolkenGenerator
fodey.com
goqonqr
postermymwall



Unterstützt durch



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Textos en français

Trish Kolber - French Rep

Petit lexique des SMS - voilà quelques abréviations courantes qui se trouvent fréquemment dans les textos de nos jeunes. Si vous voulez bien comprendre les messages des ados de nos jours, jete un coup d'oeil à cette liste:

| | |
|------------|-----------------------|
| a+ | à plus tard |
| ayé | ça y est |
| BAP | bon après-midi |
| bjr | bonjour |
| bsr | bonsoir |
| C pa grave | c'est pas grave |
| cad | c'est à dire |
| ct | c'était |
| dak | d'accord |
| Dzolé | désolé |
| é | et ou est |
| en + | en plus |
| jlé | je l'ai |
| jtm | je t'aime |
| keske C | qu'est ce que c'est ? |
| ki | qui |
| klk | quelqu'un |
| koi | quoi |
| koi29 | quoi de neuf |
| komencava | comment ça va |
| l | elle |
| m jvb | moi je vais bien |
| mdr | mort de rire |
| mtn | maintenant |
| oqp | occupé |
| osi | aussi |
| pk | pourquoi |
| psk | parce que |
| raf | rien à faire |
| rstp | répond s'il te plaît |
| savapa | ça ne va pas |

slt cv ? salut ça va ?

vient v1

we week-end

xlt excellent

xtrmt extrêmement

ya il y a





JAPANESE TEXT SLANG

Japanese text slang consists of hiragana, katakana, kanji, numbers, and the Roman (Latin) alphabet. Your device really gets a workout converting text like this! Check out the tables below for some fun expressions to use with your students!

INTERNET AND SOCIAL MEDIA

| Text Slang | How to Read | Complete Expression | English Meaning |
|-------------------|--------------------|----------------------------|------------------------------------|
| ネットスラング | netto surangu | インタネットスラング | Internet slang |
| SNS | esu en esu | ソーシャルネットワークサービス | social networking service |
| 顔文字 | kao moji | | text emoticons |
| ググる | guguru | グーグルする | to google |
| ググれ | gugure | ググれ | google it! |
| ggrks | gugurekasu | ググれカス | google it yourself, idiot! |
| サムネ | samune | サムネイル | thumbnail image |
| 炎上 | enjou | | to go up in flames on social media |
| バズる | bazuru | バズする | to make a buzz on the internet |
| リプ | ripu | リプライ | to reply |
| 拡散希望 | kakusan kibou | | please share or retweet |
| うp | appu, upu | アップ | to upload |
| ツイ | tsui | ツイートする | to tweet |
| フォロー | foroo | フォローする | to follow |
| クラスタ | kurasuta | クラスター | fan group |
| ようつべ | youtsube | ユーチューブ | YouTube |
| ファボる | faboru | ファボする | to favour, to like |

LAUGHING, EXCITEMENT, CHEERING

| Text Slang | How to Read | Complete Expression | English Meaning |
|-------------------|--------------------|----------------------------|------------------------|
| w | wara | 笑い | laughing, lol |
| wwwww | warawara... | 笑い | laughing, lolololol |
| 笑 | wara | 笑い | laughing, lol |
| 草 | kusa | | laughing, lol |
| 爆笑 | baku | 爆笑 | burst out laughing |

| | | | |
|------|----------------------|----------|---------------------------------------|
| wktk | wakuwaku tekateka | ワクワクテカテカ | excited, trembling with excitement |
| 888 | pachi pachi pachi | パチパチパチ | clap clap clap |
| 55 | go go | ゴーゴー! | go, go! |

GIRLS

| Text Slang | How to Read | Complete Expression | English Meaning |
|-------------------|--------------------|----------------------------|-------------------------|
| JK | jee kee | 女子高生 | high school girl |
| JC | jee shii | 女子中学生 | junior high school girl |
| JS | jee esu | 女子小学生 | elementary school girl |
| JD | jee dii | 女子大生 | female college student |

USEFUL EXPRESSIONS

| Text Slang | How to Read | Complete Expression | English Meaning |
|-------------------|--------------------|----------------------------|---|
| おめ | ome | おめでとう | congratulations |
| あり | ari | ありがとう | thank you |
| おこ | oko | 怒っている | angry |
| イラオコ | iraoko | イライラして怒っている | irritated and angry |
| りよ | ryo | 了解です | OK, roger |
| おk | ookee | オーケー | OK |
| こ n | kon | こんにちは | hello |
| お h | oha | おはよう | good morning |
| お ys | oyasu | おやすみ | good night |
| フロリダ | furorida | 風呂に入るから離脱する | quitting conversation to take a bath |
| 4649 | yoroshiku | よろしく | please (requesting) |
| 乙 | otsu | お疲れ様です | thank you for your hard work |
| orz | oozu, orutsu | | disappointment |
| ズッ友 | zuttomo | ずっと友達 | friends for life |
| なう | now | | doing it right now |
| オワコン | owakon | 終わったコンテンツ | out of date |
| ktr | kita kore | きたこれ | something happened |
| mjk | majika | マジか? | really? |
| kaos | kaosu | カオス | chaos |
| kws | kuwashiku | 詳しく | in detail, details please |

Submitted by Grace Ho

SMS en español

por Shireen Cotterall



En varios idiomas se acostumbra usar abreviaturas de texto (SMS) y símbolos para intercambiar mensajes cortos vía un teléfono móvil. Este modo de comunicación fue desarrollado por los jóvenes para mandar mensajes breves que se puedan escribir con rapidez usando los dedos gordos. Esta nueva forma del lenguaje español se amplió con palabras simples, sin ortografía propia y la ausencia de letras, comas y acentos. Hay que aprender esta nueva forma de escribir y leer para poder entender el mensaje. En la Red, hay muchos enlaces donde hay listas de abreviaturas que se usan en el mundo hispano pero cada país tiene sus propias costumbres, expresiones y lenguaje cotidiano.



un mensaje entre dos jóvenes en México



Por ejemplo, según mi amiga Mónica de Montevideo, en Uruguay y Argentina se acostumbra la abreviatura 'ta' que expresa "está", (está bien o correcto). Según Nico, mi sobrino mexicano, la gente joven de México no usa muchas de las abreviaturas que existen en la Red. También me explicó que muchas de las abreviaturas de SMS suelen ser palabras vulgares. Con la edad, también cambia la manera de expresarse con abreviaturas pero las más comunes siguen siendo empleadas y todo mundo las entiende:

| | | | |
|--------------|------------------------|--------------|------------------|
| ntp | no te preocupes | : (| tristeza |
| k | que | :) | alegría |
| tqm | te quiero mucho | : ' (| lloro |
| msj | mensaje | : S | confusión |
| pf | por favor | : D | sonrisa |
| bbr | beber | l o | bostezo |
| qndo | cuando | | |
| salu2 | saludos | | |
| a2 | adios | | |
| tb | también | | |
| pq | porque | | |
| bn | bien | | |



Según Nico, el uso de los emojis varía mucho y se ve menos con gente en sus veintes. Los símbolos que expresan estados de ánimo se entienden en varios idiomas pero los jóvenes por lo menos en México no los usan tanto.

- ☹️ **este emoji comunica algo sarcástico o de chiste**
- 😂 **este emoji comunica algo chistoso que uno se ríe y a la vez llora**

Los idiomas cambian con el tiempo, con las costumbres, y la tecnología.

Referencia; <https://emojipedia.org>

BCATML Newsletter Guidelines:

The BCATML Newsletter is the official publication of the B.C. Association of Teachers of Modern Languages, a provincial specialist association of the B.C. Teachers' Federation. Three issues are published each year.

STATEMENT OF PURPOSE

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

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

Subscription to the BCATML newsletter is included with membership in the BCATML. The 2019-20 fees are: BCTF members \$40, Subscribers \$65.00; Pre-Service Teachers/TTOC/Retired BCTF members \$15. Fees include the BCATML Newsletter, membership in CASLT (Canadian Association of Second Language Teachers) if you attend BCATML's annual fall conference, and information about conferences, workshops, projects, and other BCATML publications and activities. BCATML memberships run for 12 months from the time applications are processed by the BCTF.

NOTICE TO CONTRIBUTORS

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

- the author's full address, telephone number and/or email address
- a short description of the author and their current work or position
- a brief disclaimer allowing the editor editing and publishing rights
- a photograph of the author
- a photograph or high-resolution graphic to accompany the article.

We encourage material submitted by email in .doc and .png format as most articles are reformatted to our publication style. Graphics should be sent as separate files. Please send articles as an e-mail attachment to: msagarcia314@gmail.com. Length of articles usually varies from 300 to 1,000 words. Articles longer than 1,000 words may be shortened for publication. Authors must take particular care with diagrams and drawings. These are best reproduced if they are high contrast. Please do not submit items from copyright publications, if you have not included permission to publish them. The editor reserves the right to alter the text in any way necessary to conform to the objectives and mandate of the BCATML.

Submission Deadlines: **November 1st, March 1st, August 1st.**

Submission topics: curriculum implementation, back to school, cultural festivals & celebrations, aboriginal ways of knowing and perspectives aligned to the curriculum, assessment & evaluation, reporting, use of technology in a second language classroom context, etc. Advertisers should contact the Editor for rates and specifications. Copyright of articles resides with the original authors.

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- Full page \$100
- Half page \$50
- Quarter page \$25

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