



BCATML NEWS



Meet the Executive!

Our Provincial Specialist Association is managed by a small group of passionate language teachers who dedicate countless volunteer hours to supporting colleagues around the province, planning an annual conference, and promoting the use of sound pedagogy as related to language teaching and learning. Elections are held each year at the Annual General Meeting and we welcome your involvement.

Read about this year's executive on page seven.

Modern Languages

In each issue we like to include an article related to each of the many languages that are taught in British Columbia. Submissions from members are encouraged! Write about a favourite activity or cultural connection, something that's working well in your school/department.

Activities You Can Use!

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In This Issue...

In this, our last newsletter of 2014, we look back on an eventful year. Despite the challenges faced by all of our members during the prolonged job action, we ended the year on a high note: with a sold-out conference! British Columbia's language teachers showed just how eager they were to continue improving their teaching practices by signing up for our Province-wide Professional Development day in record numbers. Read more about the 2014 Celebrating Languages Conference on page 11 with a 'Thank You!' to our Sponsors on pages 12 & 13.



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**TOPIC:**

“Increasing literacy in second-language learning.”

What is an EDCHAT?

An #edchat is a Twitter conversation that anyone can join to discuss and learn about current teaching trends and connect with inspiring teachers worldwide. #Edchat began on Twitter in 2009, but it's only in the past three years that this particular chat platform has emerged - above all other social media platforms - a serious forum for collaborative educators.

What is the conversation about?

- We'll be talking about current needs, practices, challenges, achievements, and questions about teaching modern languages in BC. This first chat will focus on literacy in 2nd language learning.

What can I expect?

- Expect to connect with other Spanish, Mandarin, German, French, Italian, and Punjabi Teachers from around BC!
- Hashtags (such as #bcatml) aggregate all of the tweets in one place so people can follow specific dialogue and focus on the conversation in real-time.
- Many tweets strung together focusing on a single topic create a discussion, aka a “chat.”
- Share great ideas and important discoveries or questions.

-Nicole Jarvis (@nico1e) BCATML Webmaster & Elementary/Middle Years Rep

participation guide

At 5 pm Sunday January 11, log in to Twitter & search #BCATML using your computer, tablet, or smartphone. (TIP: Try using apps like Tweetdeck or Hootsuite to make it easier to follow the hashtag feed.)

Don't have Twitter? That's ok! Just go to our website and watch the automatic Twitter feed!

Refresh the page often.

Participate! Include the #BCATML hashtag in every tweet you wish to add to the dialogue, even if you reply to specific @usernames.

In the meantime... tweet us suggestions for future #BCATML chat topics!

@BCATML

PRESIDENT'S MESSAGE

Bonjour! On behalf of the BCATML Executive, I bring you warm greetings and glad tidings as we are about to break for the winter holidays.

School start up saw most teachers hit the proverbial tarmac running and trying to play perpetual catch-up. Most teachers were delighted to see an end to job action, but most of all, a return to normalcy with our students and colleagues. The *Celebrating Languages* annual conference provided another day filled with opportunities and professional growth. We thank all of our members for their continued loyalty and commitment. I can not ever recall BCATML closing registration two weeks prior to conference in our entire history! I thank Cristina Gismondi, Nancy Griffith-Zahner and Tina Tsai for their dedication and devotion in making this year's conference a complete success! Planning is already underway for next year led by Tina Tsai and Stacey Sveistrup, including newcomers to the conference committee Nicole Jarvis and Trevor O'rouke. If you have any ideas you would like to share, I invite you to pass them along.

This fall also saw changes to the BCATML Executive. After nine years of dedicated service, Japanese Rep and Newsletter Editor Wendy Yamazaki decided to retire from the Executive. Fret not though, you can still find Yamazaki Sensei posting information on our [Facebook page](#) as she will always be a member of the BCATML family. We also welcomed a new face to the board: Mandeep Dhaliwal as Punjabi Rep; as well as new roles for Stacia Johnson (Japanese Rep) and Nicole Jarvis (Elementary & Middle Years Rep). I invite you to read about the Executive in this edition.

Immediately after our conference, BCATML sent four representatives to Victoria to meet with the Ministry of Education in order to begin writing the Core French curriculum at long last. Laura Hawkes and Claire Guy (Assistant Superintendent, Langley) led three days of productive and collaborative meetings. The committee is composed of 12 members representing Public School Teachers (6), Teacher Administrators (3) and Private School Teachers (2). We have begun to work on aligning the Core French curriculum to resemble the other draft curricula already online with our big ideas and goals. The next

meeting will take place immediately in the new year. We will be in a better position to share more information about the curriculum in our next newsletter. In the meantime, be sure to follow us on [Facebook](#) and [Twitter](#) for all updates.

Being the dedicated professionals we are, the entire BCATML Executive continues to look for ways to enhance language teaching in British Columbia. Many on the Executive have rolled up their sleeves in undertaking new projects and ideas we hope you will find interesting and inspiring. One project we will launch in the new year is BCATML's first [Twitter](#) chat using hashtag **#bcatml**. Join us on **Sunday, January 11, 2015 at 5:00 pm** for a free one-hour chat to discuss increasing literacy in the second language classroom. We invite you to connect with other BCATML members and language teachers! More information on how to join can be found inside this issue.

The BCATML iPad Inquiry Project continues to be a work-in-progress. Many teachers at our conference showed keen interest in participating in this project and are eager to get their hands on one set of 15 iPads. One library has been sent to Prince Rupert this winter, while the other remains in the Lower Mainland. Quite recently, BCATML was successful in enrolling in the Volume Purchase Program through Apple Education allowing us to purchase paid apps in bulk at a reduced rate. In the meantime, expect to see student exemplars, app listings and their descriptions as well as a request form early in the new year on our [website](#).

Finally, BCATML has agreed to participate in a joint mini-conference along with My Pita and Rural Schools PSAs on **Friday, May 8th, 2015 in Whistler, BC**. Planning is still in the initial stages at this point. More details will be posted on our [website](#), so please be sure to visit us often.

With the holiday season upon us, I wish you continued success with your students; as well as a well deserved restful winter break with your family, friends and loved ones. *Je vous souhaite tous mes meilleurs vœux de bonne et heureuse année 2015!*
Feliz año nuevo! 祝你圣诞快乐 Fröhliche Weihnachten! メリークリスマス.

- Rome Lavrencic, President

CASLT CORNER

Dear colleagues,

The [2015 World Congress of Modern Languages \(WCML\): Collaborating across Borders](#) is fast approaching, and we eagerly invite you not to miss the opportunity to be part of this exciting international event in spectacular Niagara Falls, Ontario, Canada, March 26-28, [registering now!](#)

The International Federation of Language Teacher Associations (FIPLV), the Ontario Modern Language Teachers' Association (OMLTA), and the Canadian Association of Second Language Teachers (CASLT) are pleased to host this one of a kind congress. Over 150 workshops, roundtables, plenaries, and an extensive exhibit component will make it the most important and comprehensive professional development opportunity of the year. Participants, be they teachers, counsellors, consultants, administrators, or principals will be able to meet and exchange knowledge, resources, and research as well as network with colleagues from across Canada and from around the world.

We encourage you to inform, encourage and support your teachers, staff, and colleagues to attend. Please circulate this invitation widely to your contacts; you can also [click here to download the PDF flyer](#). The second page lists of few of the presenters and their sessions.

We invite you to [register now](#) and join us for an unforgettable professional development and networking experience!

The WCML 2015 Organizing Committee

Bonjour!

Le [Congrès mondial des langues vivantes \(CMLV\) : la collaboration au-delà des langues et des frontières](#) arrive à grands pas, et on ne voudrait certainement pas que vous manquiez cette occasion unique de participer à cet événement d'envergure internationale qui aura lieu à Niagara Falls, Ontario, du 26 au 28 mars 2015, en [vous inscrivant maintenant!](#)

La Fédération internationale des professeurs de langues vivantes (FIPLV), l'Association ontarienne des professeurs de langues vivantes (AOPLV) et l'Association canadienne des professeurs de langues secondes (ACPLS) sont les fiers organisateurs de ce congrès durant lequel plus de 150 ateliers, tables rondes, séances plénières et salon des exposants vous seront offerts! Venez apprendre et connaître de nouvelles techniques, approches et ressources durant cette activité de formation professionnelle incomparable. Que vous soyez enseignants, conseillers pédagogiques, administrateurs, directeurs d'écoles, ou tout simplement engagés à la qualité de l'apprentissage et l'enseignement des langues secondes, venez échanger sur vos expériences, compétences et recherches, réseauter avec des collègues et autres passionnés des langues secondes à travers le Canada et le monde!

Nous vous invitons à informer, encourager et appuyer votre personnel enseignant, vos enseignants et collègues à participer. SVP, faire circuler cette invitation à tous vos contacts. Vous pouvez même télécharger le feuillet d'information [en cliquant ici](#) et le faire circuler. La deuxième page énumère quelques-uns des présentateurs et leurs séances.

Nous vous invitons à vous [inscrire](#) dès maintenant et venir vivre une expérience inoubliable où le perfectionnement professionnel et le réseautage seront à l'avant-plan!

Le Comité organisateur du CMLV 2015

WORLD CONGRESS OF MODERN LANGUAGES

CONGRÈS MONDIAL DES LANGUES VIVANTES



▶▶▶ Collaborating across Languages and Borders

La collaboration au-delà des langues et des frontières ◀◀◀

26-28 • MARCH / MARS • 2015

NIAGARA FALLS | ON | CANADA



www.caslt.org/WCML-CMLV-2015



International Federation of
Language Teacher Associations
Fédération internationale des
professeurs de langues vivantes



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



Ontario Modern Language
Teachers' Association
Association ontarienne des
professeurs de langues vivantes

MEET THE EXECUTIVE



Rome Lavrencic - **President** - New Westminster School District
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Cześć i *salutations!* This is my second year as your President for BCATML, however I have served on the Executive now for the last 9 years in a variety of roles. Teaching French as a Second Language has been my passion for the last 19 years at New Westminster Secondary School where I have also taught Français Langue, Sciences Humaines and Social Studies. I have also been a School Advisor for many UBC Teacher Candidates over the years.

I graduated with Honours with a Bachelor of Arts in French Teaching Specialization from the University of Waterloo and a Bachelor of Education from Brock University. My third year of studies found me studying abroad at the Université de Nantes, in France for a year. My time in Europe allowed me an incredible opportunity to explore and experience many cultures including visits to Belgium, Germany, Austria, Switzerland, Poland and of course many regions throughout France.

In my downtime, one can usually find me playing indoor volleyball throughout the year, or out on the slopes thanking the snow gods for the joys of downhill skiing in some fresh powder. Sci-Fi/ Fantasy novels, social game nights with friends, or trying out a Julia Childs' recipe are other ways I choose to spend some of my free time. If there is a great book you would recommend, or recipe along with any questions, please do not hesitate to contact me. I would love to hear your thoughts about the direction BCATML is heading in.



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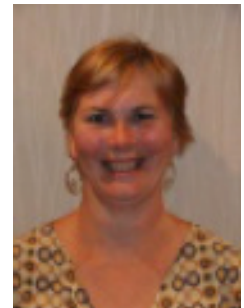
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Nicole Jarvis - Webmaster - Elementary & Middle Years Rep - TOC
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Bonjour!

I graduated from the French PDP Programme de Formation Professionnel (B.Ed.) at Simon Fraser University in 2011. I teach English, French and French Immersion as a TTOC, and my days vary greatly from one another. I love the spontaneity of my job and I find my relationships with students very rewarding.

I was a late French Immersion student from grades six to twelve and graduated with my dual-language Dogwood certificate before beginning general studies at SFU. During high school I was very involved in my school community, and participated in music and dance programs as well as being highly involved in the student council. I have a passion for philanthropy, democracy and community spirit.

I completed my B.A. at SFU in 2009 in English Literature and French Language and my B.Ed. in 2011 in French Education with a minor in Curriculum and Instruction. I took the spring of 2010 off from school to pursue a position with the Vancouver 2010 Winter Olympics, where I worked in reception for the President of the International Olympic Committee. During my studies at SFU I worked at a restaurant to pay my tuition, and I saved up in order to have the opportunity to study abroad on three separate occasions: Prague, Czech Republic (2007) - Philosophy, History, Political Science; Tours, France (2009) - History, Political Science, French Literature; and Prato, Italy (2010) - Italian Language, Art History, Literature. Recently I've travelled in Israel (2013) and I'm headed to South Korea to teach grade 7 for a month at an English-Immersion Camp in January 2015. I love to learn new languages and experience new cultures.

I very much enjoyed my long practicum experience at Burnsvew Secondary in North Delta. I am now a TTOC in Delta and Surrey, and I sit on three Committees: The BC Association of Teachers of Modern Languages (as Elementary & Middle Years rep and Webmaster: bcatml.org), The Delta Teachers' Association (Local 36 of the BCTF, on our Public Education Advocacy Committee: deltateachers.org) and the Surrey Teachers' Association's TTOC Committee. This means I attend lots meetings, but it also means I learn a lot from mentors in each group.

My teaching philosophy is ever-evolving, and I appreciate all of your questions and suggestions regarding language education!



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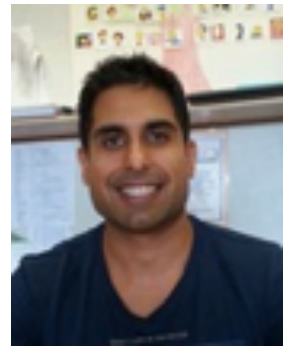
*"You live a new life for every new language you speak. If you know only one language, you live only once."
 – Proverbe tchèque*

Angela Kleine-Buning - German Representative akbuning@sd63.bc.ca

Hallo und guten Tag! My name is Angela Kleine-Buning, and this is my 7th year as BCATML's German Rep. After being a teacher in Germany for 4 years, I moved to the West Coast on Vancouver Island in 1991. I started to teach at the Victoria German Language School in 1993, and shortly after I became a board member of the Canadian Association of German Language Schools. In 2003, I began to work with SD #63, Saanich, teaching many different subjects across the district. Currently, I am teaching Secondary German and Math at South Island Distance Education School. The experience of teaching online brought new and exciting challenges, and it has been an incredibly positive experience. I feel very fortunate to have the opportunity to teach my native language in beautiful BC.

Mandeep Dhaliwal - Punjabi Representative dhaliwal_mandee@surreyschools.ca

My name is Mandeep Dhaliwal. I have been teaching Punjabi in the Surrey School District for 10 years. Considering my course load consists of full time Punjabi, I have probably taught more Punjabi than anyone else in the district. In that time, I have become aware of many challenges facing Punjabi. The most glaring challenge is the lack of quality resources. I addressed this concern through my Masters in Curriculum and Instruction by writing two work books for Intro Punjabi 11 and Punjabi 11. This workbook is currently used by many teachers across the province. I have also taught Punjabi at the University level as well initiated numerous Punjabi initiatives; most recent initiatives include the Surrey Punjabi Film Festival and establishing Punjabi in Surrey Summer School. I have a cross-curricular approach to teaching my senior language courses and my current interests are the efficacy of meditation on learning.

**Trevor O'Rourke - Spanish Representative** torouke@sd40.bc.ca

¡Hola, saludos desde New Westminster! I'm Trevor (or Trébol) and have taught in New West Secondary for the past three years. This is my second year on the BCATML executive as Spanish Rep. My main teaching contract is Spanish, but I'm also qualified to teach FSL (which I am teaching for the first time this year), Immersion Française and Social Studies. Outside of regular work, I am mostly consumed with my Latin folk band, called Trigo y Maíz, for which I write and arrange all of the music and play the autoharp. I am classically trained in voice and piano, and lived in Seville, Spain training as a flamenco singer as well. I have also lived on l'Île de la Réunion, in San Cristóbal, Venezuela, in Conakry, Guinea, and in Lusaka, Zambia. NWSS has allowed me the privilege of chaperoning a trip to Havana last year with a group of music students, and this spring we are going to Québec with French

Immersion students. One of my main motivations in teaching both French and Spanish is to give underrepresented communities a voice, whether it be looking beyond Québec and France to other francophone countries and communities or promoting cross-linguistic sharing and understanding. I look forward to working with all of you over the course of the coming year, and invite any questions you may have!

Stacia Johnson - Japanese Representative
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Konnichi wa!

I am excited to be working as part of the BCATML executive. I have been a member of the association for 21 years. I began teaching in 1993 by doing a 13-week practicum in Kamloops where I taught Japanese and English with two great mentor teachers, George Hara and Simon Nankivell. I then taught Japanese and ESL in Richmond for 10 years. During that time, I completed a Shiatsu Therapy diploma at Langara College and shared some of my learning at a BCATML conference by offering a workshop about maintaining teacher wellness through relaxation activities and shiatsu therapy. In the workshop, people paired up to learn how to do some shiatsu to relieve stress. In 2004, I moved to the North Island. I was hired to teach French. I hadn't used my French in some time because I had been focusing on my Japanese for 17 years. So, I went and took French courses for seven years through distance learning at North Island College and Athabasca University.



In the last few years, I have been mainly teaching French and every second year I teach Japanese, if the numbers permit. Last June, I completed my Masters at the University of Victoria in the area of curriculum and instruction. My focus was on language, literacy, effective digital educational technologies and connecting language learners. My Masters work has led me to do various presentations for the Bilingual Institute at the University of Ottawa, the World Congress of Modern Languages Conference in Niagara Falls and the BCATML conference. I look forward to sharing my knowledge and experience. Please don't hesitate to email me if you have any questions or concerns about Japanese language teaching in BC.

Kelly MacLean - Newsletter Editor - Other Languages Representative
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Salut! Bonjour!

I'm a third-year teacher, trained in Core French and Social Studies who is currently teaching in the French Immersion Program. This is my second year on the BCATML Executive and my first year as the Newsletter Editor.

I really love learning languages (I'm rediscovering my Norwegian heritage & taking conversation classes at the local Scandinavian Center!), traveling and experiencing other cultures. I also love to collaborate with colleagues and share resources. I believe that the best Pro-D comes from each other and want to help facilitate connections between experienced teachers and those new to the profession.



CELEBRATING LANGUAGES

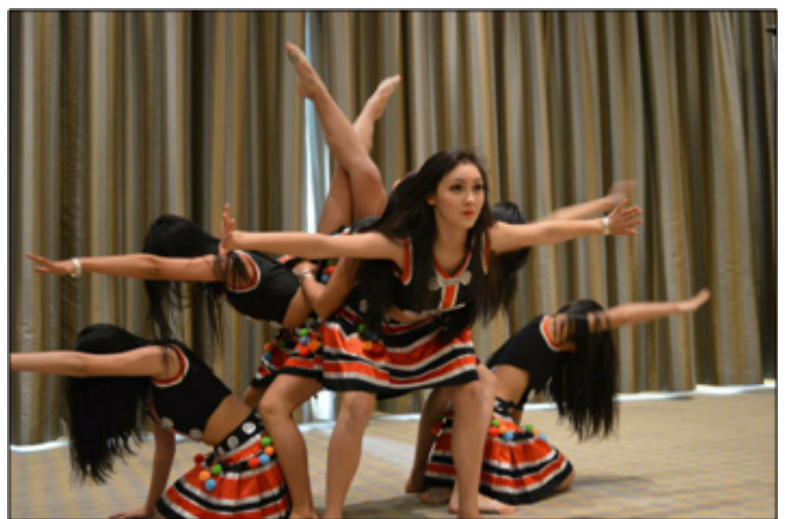
Octobre 2014: un succès foudroyant pour la BCATML

Visitez notre site: www.bcatml.org pour vous renseigner davantage sur la BCATML. Cliquez [ici](https://www.facebook.com/bcatml) pour voir des photos du congrès ou visitez <https://www.facebook.com/bcatml>.



Cette année, la **BCATML** a eu le plaisir d'accueillir plus de 375 enseignants et enseignantes, professeurs, maîtres-élèves et d'autres professionnels du domaine de l'apprentissage des langues provenant de tous les coins de la province et du pays. Le 24 octobre dernier, à l'hôtel Delta Burnaby, notre association a offert toute une gamme d'ateliers pour tous les goûts et tous les niveaux : de l'élémentaire à l'universitaire.

Notre congrès annuel – *Celebrating Languages* – offre toujours une grande variété de sujets qui plaisent aux polyglottes à travers le pays et même le monde. En fait, on a eu l'occasion extraordinaire cette année d'accueillir des invités spéciaux: 20 enseignants d'anglais langue étrangère de Saxe en Allemagne! Cela nous a donné l'occasion opportune de pratiquer un peu notre allemand avec eux et de leur dire *Willkommen!* Ces visiteurs allemands ont pris part à notre congrès lors de leur visite culturelle de l'ouest canadien et ont, du même coup, ajouté une nouvelle dimension culturelle à notre journée pédagogique. Malgré les obstacles occasionnés par la grève, le comité responsable de l'organisation de la conférence a redoublé ses efforts et a tenu le coup jusqu'au bout afin d'offrir à nos membres des ateliers auxquels ces derniers ont assisté avec ferveur et enthousiasme.





Tous les participants sont passés par la galerie des exposants où ils ont pu feuilleter des centaines de ressources en plusieurs langues: espagnol, mandarin, allemand, japonais et français, bien sûr! De plus, nos vendeurs ont généreusement offert plusieurs prix de présence, en autres, deux inscriptions gratuites pour le congrès international de l'ACPLS à Niagara Falls le 26-28 mars 2015 (une valeur de 300\$ chacune).

Pour terminer cette journée éducative et professionnelle, nous avons eu le plaisir de voir un spectacle de danse de six jeunes femmes en costume traditionnel chinois. Elles représentaient l'Académie de danse Lorita Leung. Finalement, pour la pièce de résistance, tous nos membres ont eu de la chance d'assister à une démonstration culinaire et d'apprendre à faire une crème brûlée. Évidemment, chaque participant en a reçu une à apporter à la maison!

Soyez des nôtres l'année prochaine à l'école Burnaby South Secondary vendredi le 23 octobre, 2015. On vous attend!

**A HUGE THANK YOU TO OUR CONFERENCE EXHIBITORS FOR THEIR
GENEROUS DONATIONS AND DOOR PRIZES!!**

CASLT: Travel mug

Two free registrations to the *Languages Without Borders Conference 2015*

EF Tours: A travel bag with a travel book and mug

EMC Publishing: Chansons
Me voilà DVD program

Explorica: Conference delegate bags

Oxford University Press: Parler pour apprendre

The Print Doctor: #bcatml t-shirts and stickers

Pearson Education: Échos (Elementary reader)
Fusion (Secondary reader)

Tralco-Lingo Fun: Spanish dictionary with buttons
Deux amis – Intermediate reader
Bistro Escargot – DVD for beginner French
Warm up activities for French

UBC Continuing Studies: Free tuition for one continuing studies course



**Thank
You!**





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ELEMENTARY / MIDDLE YEARS Q & A

Q: Anyone have ideas for a Christmas pageant performance? I was for a short play or other creative suggestions for something I could do with one of my classes (Core FSL grades 4-6). In the past we have sung <<Une fleur ma dit>>, but I thought some drama might be an interesting contribution to the show since many of the class sing. Any ideas?

- Mme. Drame in Vernon, BC

A: You could find a really simple French version of a well-known story (like an easy reader) and turn it into a scene for a play! I would suggest using a story like Les Trois Petits Cochons, Chaperon Rouge, etc. for two reasons:

- 1) it will engage the students who are performing / learning the play, and
- 2) it will engage the non-french-speaking audience members because it's at least a bit familiar.

Here is a great easy-reader series with some traditionally well-known stories:

<http://www.scholastic.ca/.../petitpoissondevi.../niveau1.htm>

^ pick from "Niveau 1 / 2 / 3 accordingly... les 3 petits cochons is Niveau 2 which would be fine for Elementary Core French if you pared it down to the basic elements of the story for their dialogue.)

Le chat botté

Patchett, Fiona
(Book - 2011 - French)



My Rating ★★★★★

● Add a Comment

▼ Add Tags

➕ Add Details ▾

➕ Save to a List

➕ Add to My Shelves



Series that include this title

▶ Petit poisson deviendra grand (Toronto, ▶ Petit poisson deviendra grand Ont.)

Item Details

Description Full Record

Un simple chat? Tom est horrifié lorsqu'il découvre que dans son testament, son père ne lui a laissé qu'un chat. Mais il va vite découvrir que ce n'est pas n'importe quel chat : non seulement il porte des bottes, mais en plus il parle! Original title: Usborne Reading Program Level 3: Puss in Boots Just a cat? Tom's horrified when this is all his father leaves him in his will. But soon finds out that this is no ordinary cat -- he wears boots for one thing, and what's more, he talks! He also has plenty of crafty ideas up his sleeve. Soon, Tom and his cat are mixed up in an incredible adventure with an ogre, a king and a princess.

The reason I suggest going to find a book to use is because the kids can transform the story into the dialogue for the narrator and the characters. For higher levels you could do a story they might not be as familiar with.

Le Chat Botté > Niveau 3

Chapters Indigo can order it in (and will offer teachers 30% off when they show Teacher ID!)

It's \$9.99 from Archembault and it's also a series from Scholastic.

Here's a book about Bonhomme de Neige (the students could each have a line about what the snowman is made of, since that's what the book is about, and gradually build a snowman on stage, and then what if the snowman comes to life?)

<http://www.scholastic.ca/editions/livre/bonhomme-de-neig.htm>

^that link has a whole list of Winter themed easy-readers along the right-hand column

-Nicole Jarvis

Elementary & Middle Years Representative

NEW YEARS - FUTURE TENSE ACTIVITY

Idea for practicing future tense... ask students to work in groups of 3-4 to write the ABCs of New Years Resolutions. They must choose a different Verb for each letter of the alphabet. More experienced students might be able to do a similar verbal activity in a circle. You may want to provide them with a helper verb sheet.

(Example Verb helper sheet: http://www.dudziak.com/french_verbs_without_highlight.pdf)

Cette année, je...

Aiderai les autres
 Bavarderai avec mes amis
 Choisirai un bon roman à lire
 Dessinerai plus souvent
 E
 F
 etc.

BRAIN BREAK ACTIVITY

"Just Dance" is a Nintendo Wii program, but many of the videos have been uploaded to YouTube. Papaoutai is a very popular song by Belgian artist Stromae, and there is a Just Dance video of Papaoutai! Students love Papaoutai, and some lower mainland teachers even took their students to Stromae's concert in Vancouver in September. Any teacher from grades 2-12 can use this great dance video for Daily Physical Activity and expose students to music from the French culture! You could give your students the lyrics ahead of time and have them sing along a couple times before you show the original music video, then you could eventually use the Just Dance video for some physical activity. By then the kids will know parts of the song, and will likely keep singing along while they dance, therefore practicing their spoken French while dancing, de-stressing, and having fun!



Stromae - Papaoutai



212,831,218

Here's the original music video (note: there is a captions option, but in English)

https://www.youtube.com/watch?v=oiKj0Z_Xnjc

Enjoy!

-Nicole Jarvis, Elementary / Middle School Rep



Stromae - Papaoutai Just Dance 2015

The Just Dance Papaoutai video > <https://www.youtube.com/watch?v=Alfu3ThJOY>

READING/SPEAKING/LISTENING ACTIVITY

French Activity (Easily adapted for other languages) appropriate for Grades 3-12

"Jeu de Séquence" (a few rounds each time).

Example 1 - Verbs only

Card 1 (feu vert)
Danser
Nager

Card 2:
Nager
Courir

Card 3
Courir
Jouer

(etc. for 20-30 cards depending on the number of students in your class(es) - if you end up with extras the stronger kids can have two cards each)

Students say "Je nage, qui court?"

Then student B hears his verb and says

"Je cours, qui joue?"

Then student C hears her verb and says

"Je joue, qui....?" (etc.)

Example 2: Food vocabulary

Students say "J'aime _____, mais qui préfère _____?"

Then student B hears his food item and goes

"Je préfère _____, Mais qui aime _____?"

Etc.

(Just use aime if you want to keep it simple... When the students get used to it I begin making it more complicated, switching back and forth between aime and préfère because it means they have to listen even more carefully)

Cut cardstock (or just regular paper) into index-sized cards, lay them in a stack.

****1st card has "Feu Vert" with an image of a green traffic light (so the student knows to begin) and

un orange (Written in Red)
des bananes (Written in blue - helps the teacher when you're checking for missing cards)

****2nd card has

des bananes (blue)
les épinards (spinach) (red)

****3rd card has

des épinards (spinach)
de la laitue

(etc)

You change the sentence structures once they hit mastery. For example, Start with "je mange _____, qui mange _____?"

***Student 1

je mange un orange
qui mange des bananes?

***Student 2 was listening carefully and realizes his card has bananas at the top, so they excitedly say

<< Je mange des bananes!
Qui mange des épinards??>>

etc., shuffle, replay 3 x

'Twas the night d'avant Noël

par Clement C. Moore et Léonce Gallant

'Twas the night before Christmas et dans tout le logis
Not a creature was stirring, même pas une souris.
The stockings were hung le long d'la cheminée
In hopes that St. Nicholas ne va pas oublier.

The children were nestled dans leurs petits lits
While visions of sugar plums excitent l'appétit.
And mama in her kerchief et moi dans ma jaquette
Had just settled down dans la grande couchette,
When out on the lawn j'entendis un vacarme,
I sprang out of bed pour sonner l'alarme.

Away to the window je me dépêchai,
Tore open the shutter et le rideau je haussai.
The moon on the breast de la neige toute blanche
Gave a luster of midday et une couleur étrange.

When, to my wondering grands yeux, j'aperçus
But a miniature sleigh et les rennes bien connues.
With a little old driver qui crie et appelle
I knew in a moment que c'était le Père Noël.

More rapid than eagles sont ses animaux,
And he whistled and shouted, les nommant par leurs noms.
Now, Dasher! Now Danser! Allez-y tout de suite
On Comet! On Cupid! Il faut aller vite.
To the top of the porch au haut du grand mur
Now dash away, dash away, par-dessus la clôture.

As dry leaves that before une tempête en automne
When they meet an obstacle en l'air tourbillonnent,
So up to the housetop, son attelage l'amène
With a sleigh full of toys et le Bonhomme lui-même.
And then in a twinkle, j'entendis sur le toit
The prancing and pawing des sabots sur le bois.





As I drew in my head afin de me tourner,
Down the chimney St. Nicholas se laissa glisser.
He was dressed all in fur de la tête aux pieds,
And his clothes were tarnished par la suie d'la cheminée.
A bundle of toys juché sur son dos
And he looked like a peddler avec tous ses cadeaux.

His eyes how they twinkle, ils brillent et ils luisent,
His cheeks are like roses, son nez comme une cerise.
His drole little mouth et son sourire qui plaît,
And the beard on his chin était blanche comme du lait.



The stump of a pipe placé entre ses dents
And the smoke it encircled sa tête joliment.
He had a broad face, une panse bien taillée
That shook when he laughed comme un bol de gelée.

He was chubby and plump , un nain plein de joie
And I laughed when I saw him, tout ça malgré moi.
A wink from his eye, un mouvement de tête
Soon gave me to know que de craindre était bête.

He spoke not a word et avec toute vitesse
He filled all the stockings, puis tourna d'un geste.
And laying his finger sur le bout de son nez
And giving a nod, il commença à monter.

He sprang to his sleigh, s'empara des cordons
And away they all flew, comme le duvet d'un chardon.
But I heard him exclaim d'une voix très douce:
Merry Christmas to all et Bonne Année à tous!



'Twas the night d'avant Noël
à la "Pirates of the Caribbean"
par Rome Lavrencic

'Twas the night before Christmas et dans tout le bateau
 Not a creature was stirring, car ils faisaient dodo.
 The stockings were hung le long du grand mât
 In hopes that Jack Sparrow¹ ne nous oubliera pas.



The pirates were nestled dans leurs petits lits
 While visions of sirens nageaient dans leur esprit.
 And Elizabeth¹ in her kerchief et moi dans ma jaquette
 Had just settled down dans la grande couchette.
 When out on the deck j'entendis un vacarme,
 I sprang out of bed pour sonner l'alarme.



Away to the porthole je me dépêchai,
 Tore open the shutter et le rideau je haussai.
 The moon on the sea je l'ai vue toute blanche
 Gave a luster of midday et une couleur étrange.

When, to my wondering grands yeux, j'aperçus
 But a miniature lifeboat et les requins bien connus.
 With a little old captain qui buvait de l'eau,
 I knew in a moment que c'était Jack Sparrow.



More rapid than dolphins sont ses animaux,
 And he whistled and shouted, les nommant par leurs noms.
 Now, Bruce-y²! Now Anchor²! Allez-y tout de suite
 On Lenny³! On Lino³! Il faut aller vite.
 To the top of the mast au haut du nid de pie
 Now swim away, swim away, je vous en prie.



As dry leaves that before une tempête en automne
 When they meet an obstacle en l'air tourbillonnent,
 So up to the bridge deck, son attelage l'amène
 With a boat full of jewels et le Bonhomme lui-même.
 And then in a twinkle, j'entendis sur le toit
 The splishing and splashing des sabots sur le bois



1 = les noms des personnages du film "Pirates of the Caribbean"

2 = les noms des requins du film "Finding Nemo"

3 = les noms des requins du film "Shark Tales"



As I drew in my head afin de me tourner,
Down the mast Jack Sparrow se laissa glisser.
He was dressed all in rags de la tête aux pieds,
And his life vest was tarnished pas lavé depuis mai.
A sack full of trésor juché sur son dos
And he looked like a peddler avec tous ses cadeaux.

His eyes how they twinkle, ils brillent et ils luisent,
His cheeks are like roses, son nez comme une cerise.
His gold little tooth et son sourire qui plaît,
And the beard on his chin et son beau perroquet.

The stump of a pipe placé entre ses dents
And the smoke it encircled sa tête joliment.
He had an earring, et une panse bien taillée
That shook when he laughed comme un bol de gelée.

He was swarthy and quick, ce brigand de joie
And I laughed when I saw him, tout ça malgré moi.
A wink from his eye, un mouvement de tête
Soon gave me to know que de craindre était bête.

He spoke not a word et avec toute vitesse
He filled all the stockings, puis tourna d'un geste.
And laying his finger sur le bout de son nez
And giving a nod, il commença à monter.

He sprang to his ship, s'empara de la barre
And away they all swam, ce groupe très bizarre.
But I heard him exclaim d'une voix très douce:
Merry Christmas to all et Bonne Année à tous ... *argh me mateys!!*

Fin!



Adapté par 'Twas the night d'avant Noël (par Clement C. Moore et Léonce Gallant)

THE NALCO CHALLENGE

By Trevor O'Rourke, Spanish Representative

I did a challenge a day in all of my classrooms (SSL and FSL, 9 and 10) for a week, and students were extremely engaged with the concept. Students were divided into groups of four and were asked to write their final answers on a paper. As the solutions were shown, different groups were asked to explain their reasoning for getting a certain answer and verbally deconstruct why that one was the right one. These challenges helped students figure out language patterns and showcased cultures from around the world. Most importantly, the NALCO challenges put language learning in perspective for students and allowed them to make connections as they solved the riddles. This is a perfect stepping stone towards students interacting with authentic documents they may not fully be able to decode at first glance.

In terms of PLO's, students were asked to justify their answers using Spanish grammar terms learned in class, therefore fulfilling both of the following PLO's for Spanish 9:

- able to present accurate and detailed information
- willing to take risks to use new vocabulary and language structures.[1]

[1] http://www.bced.gov.bc.ca/irp/pdfs/international_languages/2005spanish512.pdfPage 51

The screenshot shows the website www.nacloweb.org. The main navigation bar includes: GENERAL INFO, STUDENTS, SITE COORDINATORS, PAST/FUTURE OLYMPIADS, IN THE PRESS, SPONSORS, and MORE. The 'Quick Links' sidebar contains: Student Registration (REGISTER FOR THE NEXT COMPETITION) and Practice Problems (CHALLENGE YOURSELF ONLINE WITH PRACTICE PROBLEMS).

What is NALCO?

The North American Computational Linguistics Olympiad is a contest in which high-school students solve linguistic puzzles. In solving these puzzles, students learn about the diversity and consistency of language, while exercising logic skills. No prior knowledge of linguistics or second languages is necessary. Professionals in linguistics, computational linguistics and language technologies use dozens of languages to create engaging problems that represent cutting edge issues in their fields. The competition has attracted top students to study and work in those same fields. It is truly an opportunity for young people to experience a taste of natural-language processing in the 21st century.

<http://www.nacloweb.org/resources/problems/2012/N2012-A.pdf>

This challenge got even my grade 9's excited, and helps with hands-on teaching of sentence structure. I read the opening sentence aloud after having greeted my classes in the target language, and the reaction was of overwhelming curiosity. One student asked me in Spanish "do you have a cat?" Every single group that partook in this exercise was able to correctly identify the verb "to poble" and the nouns "trowby" and "foba". There was greater divergence on the other elements of this puzzle, however, which made for interesting debates.

<http://www.nacloweb.org/resources/problems/2008/N2008-E.pdf>

A Fish Story gives relevant cultural information about the Uros of Bolivia. This type of information and the colonial role of the Spanish language and people in Latin America become even more important when considering the increasing importance of Aboriginal education in our public school system.

Because this challenge requires a two-part answer, groups tackled each section in smaller groups before bringing their responses for comparison. Students were intrigued by the premise of the puzzle, and were further challenged by the fact that one statement in Aymara is incorrect. While final success in this challenge was much harder, one group did manage to find the similarities and get a majority of the first part correct. After all, success isn't the point of these challenges in a classroom setting, but more the curiosity to try to figure out a plausible solution that students can then compare to the correct answers, and apply those strategies to their reading and spoken comprehension in the target language.

Attention All High School Students!

n a c l o

What?
2015 North American Computational Linguistics Olympiad

When? January 29, 2015 9am-12

Where? Two contest sites:
SFU, Maggie Benston 2290
UBC Linguistics Dept. TFS 103

Our websites: (get directions and more)
www.sfu.ca/linguistics/events/nacl-at-sfu.html
www.linguistics.ubc.ca/NACLO

Why?
Try deciphering an ancient script or deducing the logical patterns of Swahili, Hawaiian or Finite State Transducers!

Compete for a chance to go to the International Competition and compete against students from all over the world!

No participation fee!

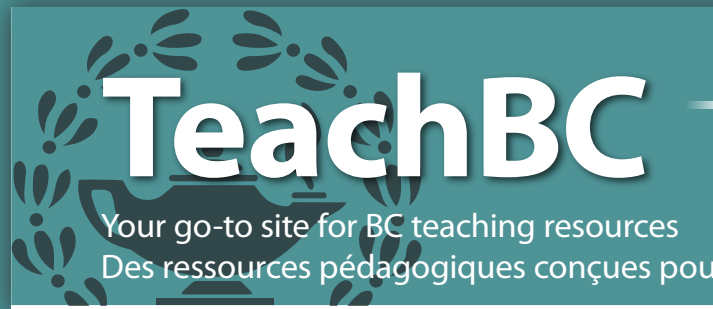

Prizes for top three

More for NACLO in 2015:
Local Test Preparation Sessions:
At SFU: Sat. Jan. 17, 10am-12 (RCB 8100)
At UBC: Wed. Jan. 14 (Hebb 12) & Thurs. Jan. 15 (Buchanan D317); 4-6pm

Follow all the buzz on Facebook: 'NACLO SFU' or 'NACLO UBC'

Or contact your local NACLO sponsors via:
SFU: Marion Caldecott (mcaldeco@sfu.ca)
UBC: Hotze Rullman (nacl.ubc@ubc.ca)

Check out sample problems at: <http://www.naclo.cs.cmu.edu>

What is TeachBC?

- Online resource of teaching materials, lessons, and research relevant to K–12 BC curriculum.
- Allows users to download, upload, and share resources.
- Search by subject, grade, resource type, title, description, language, and more.

Who can use it?

- Everyone! The website is public.
- Teachers, provincial specialist associations, and other organizations.

How can teachers contribute?

- Upload your favourite lesson plans, unit plans, activities, resources, or research and make TeachBC the go-to site for K–12 BC resources.
- Tell your colleagues about TeachBC and help us build the site.

In the spirit of teachers helping teachers, thank you!

Visit teachbc.bctf.ca



CORE FRENCH CURRICULUM HIGHLIGHTS

- *Nancy Griffith-Zabner, French Representative, BCATML*

I chatted with dozens of French teachers at our annual conference at the end of October, and the message that came through loud and clear was that core French teachers want to have input into the creation of the new FSL curriculum, and want to be informed as to its progress. Interest in the new curriculum is very high, as teachers are curious as to the driving pedagogies: will there be explicit language supporting TPRS, the CEFR, or the First People's Principles of Learning, to name a few concerns.

Our team of teachers and administrators from all over the province (public and private schools) met for the first time for three days in October at the Ministry of Education building in Victoria. Despite being a disparate group, we bonded quickly over our shared enthusiasm for writing the new curriculum. We met with Laura Hawkes (Ministry of Education) and Claire Guy (Assistant Superintendent, Langley) who introduced us to the concepts of a growth mindset, global citizenship, and appreciative inquiry. We then were treated to presentations from Nancy Walt (Director of Curriculum and Assessment) who spoke on educational transformation and Maureen Dockendorf (Superintendent of Literacy and Numeracy), who presented on the subject of core competencies.

Over the following days the group worked hard to mesh the ideas of the new curriculum ("big ideas", core competencies, goals) with our existing pedagogies, specifically the CEFR and First People's Principles of Learning. We were delighted to hear from Ted Cadwallader (Acting Director of Aboriginal Education) as he explained the relevance of aboriginal ways of learning to the new curriculum, and were able to transmit his ideas to our work.

The most striking element for me during the three-day period we spent with the Ministry was the level of openness and transparency exhibited by all presenters. So strong was the Ministry's desire for information sharing that I was given the go-ahead to live tweet our

thoughts and progress during our working sessions (@radmocile). Gone are the days when working group members were required to sign a document forbidding them to discuss ongoing curriculum work.

It's a bit early to state that specific pedagogies will be explicitly present in the new FSL curriculum; there was much discussion as to the relevance of the CEFR and our desire to have it present in the new curriculum; while the Ministry didn't specifically say that CEFR language would be written into the curriculum, they implied that its philosophies would be honoured. As to the level of explicit language, more work needs to be done before I can comment definitively.

After having applied the idea of "Know, Understand, Do" to the elements of the curriculum, the working group was ready to categorize some goals and big ideas that are important in language learning such as "knowing another language deepens our ability to understand others and the inter-connectedness of languages and culture", "I understand that language learning is important in order to participate as a Global Citizen", and "We can use French to describe ourselves and our interests" (three of many ideas). By the time the group had finished with curricular "big ideas" and their related goals, all four walls of the room were covered with notes and chart paper.

The group meets again in early January, but before that time, we have some homework to do. Each of the working group members will try out some of the big ideas that we came up with, and report back to the group. From then, we will see what lies ahead.

I will be providing updates through my Twitter account (@radmocile) during the next curricular meetings in January, and will host a live Twitter chat on curricular matters some time in that month. Follow me (and @bcatml) on Twitter for further updates.

GERMAN UPDATE

- Angela Kleine-Buning



Liebe Kolleginnen und Kollegen!

Viele können sich sicher an Ruth Renters, die ehemalige Beauftragte der Bildungskoooperation Deutsch am Goethe-Institut Toronto, erinnern. Ruth hat in diesem Jahr den renommierten Robert Roy Award verliehen bekommen! Die Auszeichnung der Canadian Association of Second Language Teachers (CASLT) wird jährlich für herausragende Leistungen im Bereich der Fremdsprachenlehre und -forschung vergeben.

Herzlichen Glückwunsch, Ruth!!

An vielen Schulen fand am zweiten Dezember die schriftliche Prüfung zum Deutschen Sprachdiplom der Stufe II statt. Im Januar und Anfang Februar finden die mündlichen Prüfungen statt, wir drücken allen Prüflingen die Daumen!

Ich wünsche euch und euren Familien eine schöne Adventszeit, ein fröhliches Weihnachtsfest und einen guten Start ins Jahr 2015!

Bis im nächsten Jahr!!

- Angela

A MORNING OF DEUTSCH

by John Warkentin-Scott

Es weihnachtet wieder! On Tuesday, December 2nd, German classes from W.J. Mowat in Abbotsford and Sardis Secondary in Chilliwack convened at UFV for a morning of Deutsch. The event was hosted by UFV's Sabine Zimmermann, and generously sponsored through Wieland Petermann of the ZfA. After enjoying cultural and language activities, food, and many chocolate prizes, the students headed to the Vancouver Christmas Market for a hearty German lunch of Bratwurst, Schnitzel, mulled cider, ... A similar event will be planned next year to usher in the Adventszeit in our German classes. Anyone interested in joining in can contact john_warkentin-scott@sd33.bc.ca or michele_britton@sd34.bc.ca next October.

DEUTSCHLAND IM KOFFER... GERMANY UNWRAPPED

by Isolde Hey

For five days in late November the Goethe-Institut (GI) travelling exhibition "Deutschland im Koffer" stopped by in Vancouver on its North American tour. Promoted by the GI as a guide to discovering Germany and its language in a playful way, this exhibition did not disappoint. Two huge flight cases opened up to reveal many built-in activities to inform and surprise German classes and individual visitors alike.

For example, there was a game to better get to know Germany's major cities, garden gnomes showed people's serious or humorous opinions, and astonishing answers could be found to frequently asked questions. Keeping in line with "German is easier than you think," visitors without any German language background were surprised to find



connections between German and their own native language.

The visiting school classes came well prepared. Their teachers had supplied them with online available worksheets, and they all were very eager to find the answers to the questions. They also could solve a crossword puzzle on the back of a postcard for a chance to win uniquely German prizes.

The Main Concourse of the downtown campus of Simon Fraser University proved to be the ideal location for this exhibition, which was made possible by a generous grant from the German Foreign Office.

In addition to the school, university, and adult German classes, many of the passing by SFU students stopped to discover what this exhibit was all about.

MERRY WEIHNACHTEN

Vor uns liegt nun der Event,
den man Merry Christmas nennt.
Unsre Youngsters, Girls und Boys,
kriegen jede Menge toys;
Pockemon und Peanut-Kern
haben alle Kids so gern!

Aber auch zu Mum und Dad
ist Old Santa pretty nett;
denn die Gifts aus Peter's Shop
sind Prime Collection , - einfach top;
From Heaven high, da kommt er her,
und bringt der Goodies mehr und mehr.

Grandma, Grandpa, ach Ihr Alten,
Weihnachten könnt Ihr gern behalten,
X-mas providet globally
Corporate Identity;
Joy to the world, bald ist's Zeit
again für Silent und für Holy Night.

Oder war da doch was dran,
am Christkind und am Weihnachtsmann?
An den Liedern, die wir einst gesungen:

Es ist ein Ros' entsprungen?
Lag still und starr nicht dort der See?
Standst du, oh Tannebaum, nicht grün im
Schnee?

Ich sehe heut in meinem Traum,
Euch Eltern dort beim Lichterbaum,
An Ochs und Esel denke ich zurück,
an Kinderaugen voller Glück,
an Worte, die uns eng verbanden,
Als Alt und Jung sich noch verstanden.

Wenn wir daheim schon nicht verstehen,
wie soll's global dann besser gehen?
Nicht, wenn Ihr fremde Wörter stammelt, -
doch wenn Ihr unterm Wort Euch sammelt,
strahlt in die Welt so weit, so breit,
der Friede dieser Weihnachtszeit.

© *Alfred Becker, Bremen*



JAPANESE

Konnichi wa!



Part of my duties as the Japanese Language Representative for the BCATML is to share lessons, methodologies, and educational and language theories. So I will be researching and using Japanese practices that I can share with you. I hope what I offer inspires you as a teacher and engages your learners.

I will begin by saying that we are lucky as Japanese teachers in BC to be close to many Japanese communities, and thus Japanese language and culture. Also, in this new ethos of 21st Century Learning, there is a plethora of online resources and educational technologies that can help with student learning, motivation, and engagement. As a BC Japanese teacher, it is very beneficial to be a member of the Nihongo BC google group. If you're not a member, I highly recommend it for discussions about useful resources, opportunities for professional development and job prospects.

Some of the useful online resources for Japanese learning can be found in a visual list I created using the website Listly. A link to this list is here:

<http://list.ly/list/SMD-resources-for-teaching-and-learning-japanese>

With the winter season approaching, many Japanese are preparing their yearly

ねんがじょ nengajo (New Years' cards). Even in a world where Facebook and other social media are prevalent, many Japanese still prefer to have their cards sent out with typed or written messages. There are many Youtube clips available to show students the importance and layout of such cards. One particular website that I found offers a list of common Japanese expressions to use on these cards.

A link to the website can be found here:

<http://www.scoop.it/t/etmooc-2/p/4031625823/2014/11/12/2015-27>

Stacia Johnson

Japanese Language Representative
mllejohnson85@gmail.com
@staciaj033

PUNJABI NEWS

This year, Aman Chinna of Princess Margaret hosted the Punjab language Education Association's fall event at her school. International Mother Language Day is celebrated in the third or last week of February. For a number of years PLEA was also sponsoring Punjabi Jashans in November in collaboration with the teachers of Punjabi in Metro Vancouver. However, due to a number of reasons, it was unable to do so for some time. This year, PLEA started the process again.

On November 27th PLEA held its first Creative Writing contest at Princess Margret Secondary School. The contest was for high school students who are currently learning Punjabi in the Public School System. We were very pleased to receive a range of submissions from over forty students, including, letters, shorts stories and poems. The submissions were judged by Kwantlen Polytechnic's Punjabi Instructor Ranbir Johal. The event was organized very well and Prabhjot Sekha did a wonderful job of introducing the students who had won a prizes. The students read out excerpts from their winning submissions and were awarded with cheques (cash prizes) from the Deepak Binning Foundation. Winners were presented cheques as well as PLEA pens. Every participant received a certificate of participation/appreciation.

Students from Princess Margret, Panorama Ridge, Queen Elizabeth and LA Matheson participated in this Creative Writing Competition. Ms. Bhatti, Ms. Boparai, Ms. Chinna, Ms. Parmar, and Ms. Bains did a wonderful job preparing their students for this event. It is very encouraging to see the young generation take an interest in Punjabi literature and create wonderful marvels of their own. PLEA will host this contest annually and next year hopes to create an anthology of creative works which will include creative writing submissions from students currently learning Punjabi.

The next collaborative event for the Punjabi teachers of Surrey will be the 2nd Annual Punjabi Film Festival in the Spring of 2015. Teachers of any language are invited to participate in which the event would be renamed the 2nd Annual Modern Languages Film Festival.

Please email dhaliwal_mandee@surreyschools.ca for more information.

INTERDISCIPLINARY AND ARTISTIC EXPLORATIONS ON "TRADITION & CHANGE"

By Ping Li, Mandarin Representative

During the month of November, my Mandarin 11/11a classes, together with Humanities and Art students from other Metro-Vancouver high schools, took part in **CHINA Then and Now: A Youth Think Tank on Art and Ideas**, organized and facilitated by the Vancouver Art Gallery in partnership with the Dr. Sun Yat-Sen Classical Chinese Garden. This multi-day experience provided the students with an opportunity for

interdisciplinary and artistic explorations on the theme "Tradition and Change", which was planned to coincide with and respond to the two current exhibitions on the art and culture of China during the autumn/winter of 2014: The Forbidden City: Inside the Court of China's Emperors and Unscrolled: Reframing Tradition in Chinese Contemporary Art.

This youth engagement project started in the classroom where the students learned some history of the Qing Dynasty and the Forbidden City, watched excerpts of the movie *The Last Emperor* to have a glimpse of the court life, watched Julia Kwan's debut documentary *Everything Will Be* about the changes taking place in Chinatown and the effort to preserve Vancouver's historic Chinatown, read articles about the changes in Chinatown and biographies about the contemporary participating Chinese artists, and studied auspicious symbols permeated in the lives of the Chinese.

On the day in Chinatown, the students had first-hand encounter and experience in a garden filled with stories of ancient people and mythical creatures and abundant with auspicious symbols. The harmonious balance between Yin and Yang and between Man and Nature provoked the students into thinking about the traditional values and concepts embodied in the garden and their own positions in the current world. After the delicious lunch at the Jade Dynasty Restaurant, the students toured the Chinatown, learned the history of Chinese immigration in B.C., visited a few long-standing stores, and witnessed the imminent changes. The day ended with an interactive dialogue between Julia Kwan on the changes and preservation efforts in Chinatown. The students also worked with a Chinatown artist on an art project in an attempt to raise awareness about preserving Chinatown. This trip helped the students to put the project's overall intentions into perspective.

Hello = 你好
Ní hao !



Chinatown tour with Susan Ma, Head of Education & Group program at the Garden.



Learning about court life from Susan Rome, art educator at the Garden.

The highlight was a day-long think tank at the Vancouver Art Gallery. A walking tour of the Forbidden City exhibition allowed the students to experience the life of the Chinese emperor while marvelling at the treasures and their symbolic meanings in association with Chinese history, culture and art. Then, Chinese artist Jennifer Ma spoke to the students about her own work and her personal thoughts on the interconnectedness between tradition and change before they toured *Unscrolled: Reframing Tradition in Chinese Contemporary Art*. After the talks and tours, the students had the opportunity to do a self-guided tour of the two exhibitions, reflecting on the think-tank theme of tradition and change and looking for inspirations for their own Chinese scroll creation to be done at a later date. Finally, through

discussion groups, the students shared their thoughts on this think-tank project and talked about contemporary identity in a digital world set amidst tradition and globalization.

As a wrap-up to the think-tank's events, each participating class worked collaboratively to create a Chinese scroll under the guidance of the Artist-In-Residence at the gallery in an attempt to hybridize the past and present through visual images using the historical landscape of the Chinese Classical Gardens, the contemporary landscape of Chinatown and the Chinese auspicious symbols. The finished scrolls demonstrate well their interdisciplinary and artistic exploration of the theme "Tradition and Change".

Here are excerpts from my students' reflections afterwards:

"I have been to the Dr. Sun Yat-Sen Classical Chinese Garden and to the 故宮 (Forbidden City) in Taiwan, but I did not learn as much as I did on this trip. I was really excited throughout the entire trip because I have not been to Chinatown and the museum in a while... Through the new ways that the contemporary artists used traditional materials, I got to reflect on the idea of balance between tradition and change... when I was walking through the high wall galleries, I felt as if I was a part of the artwork."

"I felt this experience provided insights into the history of the royal family during the Ming and Qing dynasties, but it also illustrated how artists today balance tradition with originality and creativity. I really like how the chairs [in the exhibit] showed connectedness. They were very intricate and modern but connected back to tradition [in the use of] antique chairs."

"I would recommend my friends and family members [to] go and experience the place that we went to first-hand since that is the only way to properly explain the value of this experience. It was very fortunate for us to be able to experience this, because it helps us better understand Chinese culture and values."



Mandarin II class working on the scroll.

CHINESE LANGUAGE TEACHING SEMINAR

The 2014 Seminar on Chinese Language Teaching for K-12 Chinese Teachers in Metro-Vancouver on May 17th organized by myself on behalf of the K-12 Mandarin Teachers' Association and held at the Confucius Institute at BCIT drew over 20 elementary and high school teachers from both public and independent schools. The main focus of this seminar was to provide a platform where Mandarin teachers could share their experience of teaching and their effective teaching resources, discuss ways to improve Mandarin teaching and learning and to integrate modern technology into Mandarin classes, learn most updated teaching theories, methodologies, and practices, and make connections.

I was most grateful to everyone present at the seminar who gave up their long weekend for Pro-D, and particularly grateful to the presenters, who contributed their valuable time and expertise for all of us. These included:

* Jessie Li from Confucius Institute at BCIT, who gave an update on a set of upcoming Mandarin textbooks for high school students with an explanation of the principal methodologies (such as project-based learning, differentiation, etc.) guiding the making of the textbooks. She then demonstrated how the concept of multiple-intelligence could be used in language teaching and learning by leading the participants through a fun-filled survey game.

* Serena Qiang from St John's School, who presented a session on how to adapt and create a script from an animation movie "Little Tadpoles Looking for Their Moms" to teach her grade 3 pupils to learn Chinese and culture through staging a play.

* Erica Huang from Burnaby Central Secondary School, who demonstrated how to use Google forms to post resources, assign and receive homework, and keep track of students' performance and progress.

* Xiaowen Li from St Michael's School, who elaborated on how to use Quizlet to create interactive vocabulary practices with visual images to help students master vocabulary from *Chinese Made Easy* textbooks. Thanks to her generosity, all Mandarin teachers can use her Quizlet links she has spent lots of hours creating for the two Mandarin textbooks.

* Amy Jin from Newton Adult Education, who gave an interesting account of how she used differentiated

approaches to design projects so that students from different proficiency levels of Mandarin can help each other and benefit from both English and Mandarin presentations.

* Ping Hao from Moscrop Secondary School, who spoke about how to use vocabulary cards to get students involved in sentence making so that everybody has to participate and nobody skips the assignments!

* Larry Lei from West Point Grey Academy, who briefly introduced the new draft Mandarin curriculum based on CEFR and triggered a heated discussion on concerns and issues regarding the implementation of the new curriculum in the areas of the general overview of the curriculum, the required learning outcomes, suggested can-do statements, suggested cultural topics, and the language passport.

* Ping Li from Crofton House School, who recommended some online publications and magazines useful for professional reading and learning about the most recent developments in language teaching, together with some new online Mandarin resources. She also promoted the BCATML website and the upcoming October conference, and encouraged teachers to become BCATML members and give workshop presentations at the upcoming conference. On the spot, Lucy Li from St. George's School volunteered to do a demo on how to balance teaching and wellbeing through Chinese calisthenics.

The eager anticipation and active participation set the tone for this seminar. Rarely had we had opportunities to get to know our Mandarin colleagues, let alone collaborating with each other, so everyone was attentive during the presentations and then became totally involved, sharing expertise and experience afterwards. Our recess and lunch break found us in small groups networking, discussing teaching and our roles as teachers, sharing amazing resources and lesson plans as well as tips for assessment and differentiation. Apparently, the interest and demand for embracing new developments in teaching was high. Our day finished in unison: we need more professional development days like this in the future.



Seldom have I come across a group of teachers so focused on, dedicated to and passionate about Mandarin teaching. I am also indebted to Confucius Institute at BCIT for generously providing us with a meeting place, morning snacks and a healthy lunch.

At the end of the conference, I collected all the resources shared at the seminar and compiled them into a document to be posted on our shared Mandarin Teachers' Documents for the benefits of those teachers unable to attend the seminar.

Not long after this seminar, we received more exciting news in our teaching field: Confucius Institute online has recently renewed its website in order to provide more useful information and to meet needs in the teaching and learning of Mandarin both in China and all over the world. It is a kaleidoscope of resources worth browsing.

NEWSLETTER GUIDELINES

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

STATEMENT OF PURPOSE

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

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

Subscription to *The BCATML Newsletter* is included with membership in the BCATML. 2014-2015 fees: BCTF members \$40, Associate members \$63; students/TTOC/retired and community-based teachers \$15. Payment of fees includes *The BCATML Newsletter*, membership in CASLT (Canadian Association of Second Language Teachers) and information about conferences, workshops, projects, and other BCATML publications and activities. BCATML memberships/subscriptions run for 12 months from the time applications are processed by the BCTF staff.

NOTICE TO CONTRIBUTORS

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

- the author's full address and telephone number
- a short description of the author and his/her current work
- a brief disclaimer allowing the editor editing and publishing rights

Please also include, where possible:

- a photograph of the author, if available
- a photograph or high resolution graphic to accompany the article. If you would like your photo(s) returned to you, please include a stamped, self-addressed envelope for that purpose. Otherwise, they will not be returned

We encourage material submitted by email in .doc and .pdf format as most articles are reformatted to our publication style. Graphics should be sent as separate files. Printed submissions must be typed and all pages should be numbered. Submissions by fax are discouraged. Please send articles as an e-mail attachment. Length of articles usually varies from 300 to 1,000 words. Articles longer than 1,000 words may be shortened for publication. Authors must take particular care with diagrams and drawings. These should be done in high contrast so as to be easily reproduced. Please do not submit items from copyright publications if you have not included permission to publish them. The editor reserves the right to alter the text in any way necessary to conform to the objectives and mandates of the BCATML.

Submission Deadlines

Spring - March 1
Fall - Aug 1
Winter - December 1

suggested topics

Spring, Easter, Passover.
Back to School, Fall, Halloween, Dia de Los Muertes
Winter, Christmas, Hanukah, Solstice, New Year's, Valentine's

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