

Speak! Fall Newsletter

September 2019 | Volume 29 Number 1



BCATML
BC ASSOCIATION OF TEACHERS OF MODERN LANGUAGES

CONFERENCE 2019

Workshops at a glance with full descriptions. Find out which workshops are offered at this year's Fall Conference in Victoria, B.C.

HOW TO FUND YOUR PRO-D

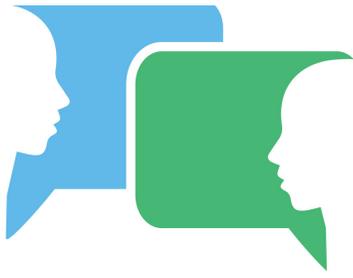
Making dollar\$ and ¢ents out of funding ideas for your Professional Development

LANGUAGE & CULTURAL NOTES

Information about 2019: Year of Indigenous languages; Vaisakhi, Punjabi Speech and Film Festival; and more!

Photo by Rome Lavrencic, taken on the traditional territory of the Tsleil-Waututh Nation





BCATML

BC ASSOCIATION OF TEACHERS OF MODERN LANGUAGES

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President's Message

Rome Lavrencic



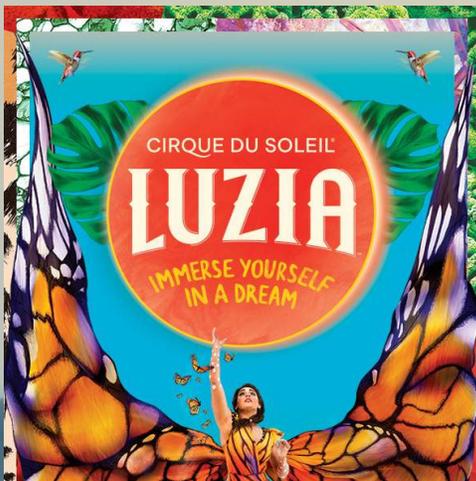
It is hard to believe that as I write this message, summer break is already half done. Where has the time gone?! Whether your break was brimming with worldly adventures to far away destinations or reserved to a low-key “staycation” in your local community, I hope the well deserved time off has provided you with much needed rest and time to recharge for the coming fall. May this school year prove to be a rich and rewarding one for both you and your students!



BCATML's Executive has been busy over the summer months. On July 9th, members of our Executive met with the board of directors for the Canadian Association of Second Language Teachers (CASLT) to discuss our upcoming *Celebrating Languages Without Borders* 2020 joint conference. This was immediately followed by a CASLT-hosted networking reception for both BCATML and CASLT members at the Hyatt Regency Vancouver Hotel. Guests included representatives from other partner language associations and organizations, such as APPIPC, BCLCA, CPF, SFU, and UBC. It was great to see so many friendly faces celebrating a long history of supporting second language education. We thank everyone for coming out. Stay tuned for details about this momentous joint BCATML-CASLT conference for 2020.



BCATML's Conference Committee has also been hard at work this summer preparing for your arrival on **Friday, October 25th** at Claremont Secondary School for our Celebrating Languages Conference. It has been 19 years since BCATML hosted its fall conference in Victoria. Coincidentally, 2000 was the same year that I first got involved with BCATML's Executive as assistant conference registrar; time has certainly flown by! It has been rewarding for me to see BCATML's growth over the last two decades and to see our provincial specialist association advocating improvements to second language education in British Columbia. This year's conference promises to be just as rewarding as it will coincide with Diwali weekend celebrations. It is for this reason that we are honoured to have LA Matheson's **Gurpreet Kaur Bains** as this year's Conference keynote examining the infusion of culture in our classrooms. We will kick off the day with our Annual General Meeting and vote in the new Executive as there will be a few open spots. In keeping with this year's theme, our AGM door prize will be two VIP tickets to see Cirque du Soleil's **Luzia** in November, including one night's accommodation at the Hyatt Regency Vancouver. In order to be eligible to win, you must attend the AGM and be in the room at the time of the draw. You don't want to miss out on this prize package. As well, we have over 30 innovative workshops led by passionate teachers, just like you!



We encourage you to come out the night before to socialize and meet other language teachers over complimentary appetizers, provided by the BCATML's social networking committee on Thursday, October 24th at the Howard Johnson Hotel and Suites, Victoria Elk Lake starting at 7 pm. There is no fee to attend, just be sure to indicate your attendance when you register online.

This newsletter has all your conference planning needs including workshop descriptions, schedule of events, and travel savings. Register online today and take advantage of our early-bird fees until September 15th! Stay up to date with all the latest conference details, including savings, workshop offerings, and schedule by visiting <https://www.bcatml.org/conference-info.html>!



We have a number of other little surprises planned for you that you won't want to miss! I would like to offer special thanks to Conference Chairs Kindra Harte and Stacey Sveistrup for tirelessly leading our Conference Committee in planning what will assuredly be a successful conference for all second language teachers in British Columbia. *Merci! Danke! Arigato! Xièxiè! Dhannvaad! Gracias! Brava!*

This summer also saw some changes to BCATML's Executive Committee. We are delighted to welcome onboard Greater Victoria teacher, Dylan Trerice, as BCATML's new Web Manager. Dylan will take on the task of managing BCATML's website, Facebook page, and Twitter account. We look forward to having Dylan join the Executive and share his expertise. If you have any suggestions for improvements to our website, please do not hesitate to reach out to him (dttrerice@sd61.bc.ca).



Sadly though, we have also had to let one of our own members leave the Executive. Stacey Sveistrup has accepted an elementary Vice-Principal position in the Vancouver School District. Stacey first joined BCATML's Executive Committee in 2011. In her eight years on the Executive, Stacey served as Treasurer and then as Vice-President. She has been passionate about professional development, and has been instrumental in coordinating a number of initiatives for BCATML members including a CASLT Chez Vous with Sylvia Duckworth, co-chairing a number of our fall conferences, and leading workshop sessions to help broaden Intensive French for BC teachers, and much, much more! While we are saddened to see Stacey leave, everyone on the Executive wishes her every success in her new role – *bonne chance et bon courage Stacey! Tu vas nous manquer.*



As of July 1st, the new Grade 11 and 12 curricula have been finalized and are now mandatory for all subjects. Teachers are encouraged to revisit the Ministry's curriculum page (www.curriculum.gov.bc.ca). You will see that all curricula pertaining to second languages have been grouped together under the heading of **Languages**.



In related news, the new **BC Languages Template** is expected to be finalized and posted online early this fall. It will replace the *Languages 5 to 12 Template Development Package* under the old Integrated Resource Package. The Curriculum Team, consisting of BCATML members Nancy Griffith-Zahner, Lily Kamarn, Rome Lavrencic, and Jennifer Rossi, completed the draft earlier this spring. The team ensured that curriculum Grades 5 to 12 for other languages would require similar learning standards as those contained in the nine existing second languages curricula; while leaving flexibility for language specific needs not already listed. We hope the new template will be made available by the time of our conference. Finally, officials also shared with us that the Ministry will soon begin a review of all curricula in order to streamline many of the elaborations, provide better clarifications, and reduce ambiguity and redundancies. Be sure to visit www.bcatml.org to learn of any calls for future committee work. There are always opportunities to get involved and expand your professional arena.

On behalf of BCATML's Executive, allow me to extend our wishes to you to enjoy the remaining days of your summer break. May they be filled with sunshine, good food and drink, and cherished loved ones nearby in order to fuel your soul and recharge you for the coming school year! We look forward to seeing you at this year's conference at Claremont Secondary School on Friday, October 25th. There will be much to see, learn and explore! We hope you will be a part of this amazing day! Please take the time to enjoy the rest of this edition of our conference newsletter!

Warmest regards,

Rome Lavrencic

[@RLavrencic](#)



BCATML

BC ASSOCIATION OF TEACHERS OF MODERN LANGUAGES

Come join second language teachers from across BC and share ideas on our provincial PSA day, October 24th and 25th, 2019!



BCATML Social Event

Thurs. Oct. 24th at 7 pm
at Howard Johnson - Elk Lake
Appetizers provided!



BCATML Conference 2019 Celebrating Languages

Friday, October 25th, 2019 at Claremont Secondary School in Saanich, BC

Gurpreet Bains

Conference 2019 keynote

BCATML will host its *Celebrating Languages* fall conference at Claremont Secondary School in Saanich, BC on October 25th, 2019. Come celebrate languages with us on Diwali weekend! Award-winning teacher with 20 years teaching experience, LA Matheson Secondary's Gurpreet Kaur Bains will be this year's keynote speaker who will open the day followed by more than 30 innovative workshops led by passionate teachers, just like you. Exhibitors will be on site to share new materials, programs, and events. Don't forget, BCATML will host its annual AGM with fantastic door prizes you will not want to miss! Join the Executive and meet other teachers over appies at BCATML's Social Event the night before; held at the Howard Johnson Hotel and Suites Victoria Elk Lake! Take advantage of early-bird registration, available until Sept. 15th. Stay up to date with all conference details, including travel savings, workshop offerings, and schedule by visiting www.bcatml.org

BCATML 2019 Conference

Keynote Speaker Gurpreet Bains!



Friday, October 25th, Claremont Secondary School, Vancouver Island, will host this year's BCATML Celebrating Languages Conference, which coincides with Diwali weekend! For this reason we have invited Surrey, LA Matheson Secondary Punjabi teacher, Gurpreet Bains, to be this year's keynote speaker!

Gurpreet Kaur Bains is an award-winning teacher, with 20 years teaching experience. She is the Modern Languages Department Head of Surrey's LA Matheson Secondary School. Gurpreet strongly affirms that collaboration between teachers, languages, and different subject areas is key. She has worked with the Next Hundred Years Mentorship Program, Kaur Project, VISAFF, Shakti Society, Dhahan Youth Prize, Surrey School District Film and Speech festival, the Punjabi Language Education Association, and the Indus Media Foundation. All this, under the umbrella of Punjabi Mustang; a program dedicated to taking ownership of language and connecting to one's roots.

Through Punjabi language teaching, Gurpreet believes in empowering students, engaging community, and thinking critically about culture. Infusion of culture is not just about dining, dance, and dress. What can we, as language educators, do to promote stronger connections to identity, language, and place? She believes that language is not just words. Gurpreet explores such themes by reflecting on her 15 years of instruction. She enables teachers to discover the "iceberg of culture" which inspires a more in-depth discovery of language and culture.

Vaisakhi Celebration Showcase of Language & Culture By Amandeep Chhina



This year, Princess Margaret School celebrated their annual Vaisakhi celebration, on April 16th, 2019. Reflecting on the outcome, it was a huge success! This memorable event would not have been possible without the endless support of our extremely giving community, which includes our generous donors and vendors. The backbone of this event was most definitely our organization crew, our staff and students, and lastly our parent volunteers who helped raise \$2000.00 towards the Princess Margaret Secondary School Punjabi Language Scholarship.

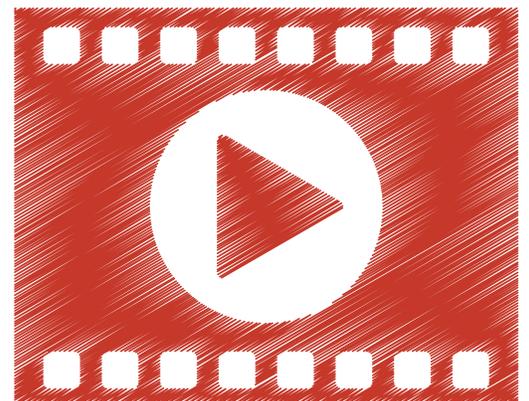


Showcasing the lively-hood of the Punjabi culture, students volunteered to perform different forms of dance such as Bhangra and Bollywood. A testament as to how wonderful and popular this event is, many of last year's graduating students come back to help and perform. Teachers from diverse ethnicities also participated in our dances, gaining valuable knowledge about Punjabi culture. An array of different foods was served, including samosas, pakoras, spring rolls, and a variety of ethnic foods. A fun-filled, inclusive environment, the school cafeteria catered to student of all cultures. The support that Princess Margaret students displayed contributed to the success of this event. Ultimately, I believe the memories created through this event will forever be cherished. We hope that in the years to come, Princess Margaret will continue to celebrate the diversity it is known for and appreciate its cultural diversity.



First Annual Punjabi Speech & Film Festival

The 1st Annual Punjabi Speech and Film Festival was held on May 13, 2019 at the Bell Performing Arts Centre in Surrey, BC. This event was organized in collaboration by Punjabi language teachers across the District: Princess Margaret, Queen Elizabeth, Frank Hurt, Sullivan Heights, L.A. Matheson, Panorama Ridge, Enver Creek and Tamanawis. Multiple elementary schools also came out to show their appreciation and support. After weeks of effort and determination, participants presented their speeches on topics that were relevant to their lives and their community. Students presented with utmost confidence while exceptionally bringing to light significant messages affecting today's society. Princess Margaret Secondary School did a wonderful job, winning four out of six trophies & winning the overall trophy as well! Following is the list of categories and winners:



Intermediate category winners:

1. Jassimar Kaur from Princess Margaret
2. Mantoj Grewal from Princess Margaret
3. Pratham Walia from Frankhurt

Advanced category winners:

1. Japjee Singh Kochar from LA Matheson
2. Rajveer Kaler from Princess Margaret
3. Jasjot Kang from Princess Margaret

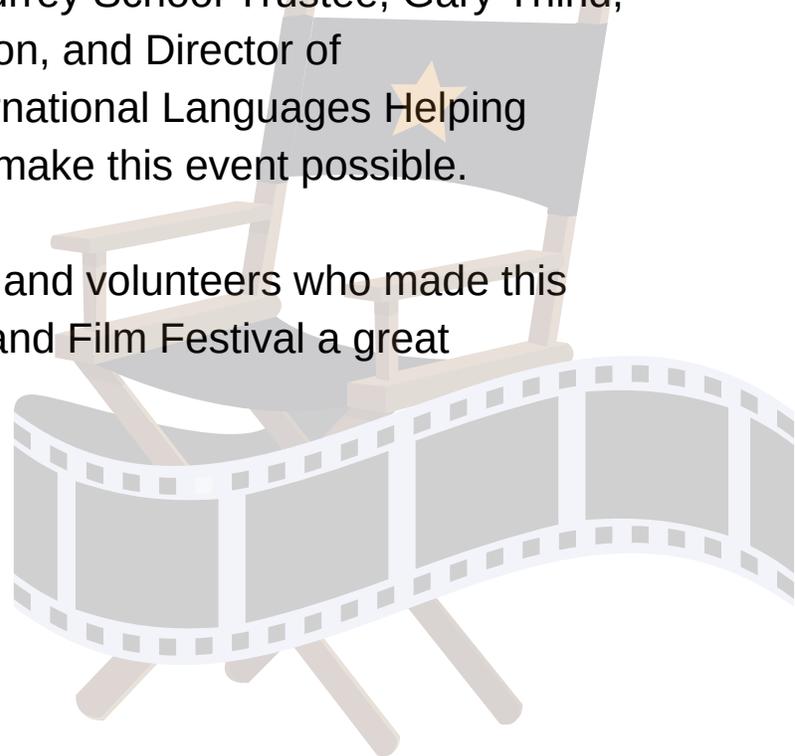
The overall trophy was awarded to Princess Margaret Secondary School student Jassimar Kaur.

Top films from each secondary school were showcased and especially well received by the judges, teachers, parents and students. The student films were based on predominant topics in our community such as, gang violence, gender inequality, Punjabi stereotypes and domestic violence, to name a few.

The panel of judges consisted of Surrey School Trustee, Gary Thind, Radio Talk Show Host, Navjot Dhillon, and Director of Instruction, Nader Dhillon. Our International Languages Helping Teacher, Lily Kamarn helped us to make this event possible.

Thank you to all teachers, students and volunteers who made this year's 1st Annual Speech Contest and Film Festival a great success!

Amandeep Chhina
BCATML Punjabi Rep



2019: The Year of Indigenous Languages

Andrew McFayden, Other Languages Rep

As many of us are aware, 2019 has been declared the Year of Indigenous Languages by UNESCO (the United Nations Educational Scientific and Cultural Organization). What we may not know is that there are in excess of 6000 languages that exist in the world right now. “About 97% of the world’s population speaks only 4 % of these languages, while only 3% of the world speak 96% of all remaining languages.” (<https://en.unesco.org/news/unesco-launches-website-international-year-indigenous-languages-iyil2019>) It has been estimated that, on average, one language dies every two weeks.

To mark the International Year of Indigenous Languages, UNESCO launched a website <https://en.iyil2019.org/> (also available in French and Spanish).

If you would like to take a more generalist approach, you could show quick videos at the beginning of a class that focus on different languages from other regions of the world. One resource that I have used in my classroom is a series of videos that UNESCO created little over a decade ago that do just that. They are not easy to find on the general Internet anymore; however, they are on the UNESCO site in their archives.

(<http://www.unesco.org/archives/multimedia/serie/connecting+through+culture-+celebrating+diversity>)

If you would like to target the language that you teach instead of being generalist, you could look at each country of origin as a topic (for example France, Spain, India, China, Japan, Italy, Russia, Germany...), and have the students look at all indigenous languages and dialect variants that exist in those countries. In every country of the world, there may be a predominant language but there are also smaller languages that exist that people just do not learn about. For example:

- according to the Ethnologue, there are 302 living languages in China ranging from the most populous languages of Mandarin (the official language), Cantonese, Tibetan, and Mongolian to Achang, Amis, Jino, Saaroa, Tsat, and Zhaba, among many others. (The Ethnologue, and Wikipedia article “Languages of China”)
- Ainu in Japan (which has recently been officially recognized as indigenous by the government of Japan) (<https://www.cnn.com/2019/04/20/asia/japan-ainu-indigenous-peoples-bill-intl/index.html>)
- India has 460 individual languages. Of that number, 419 are indigenous, 126 are either in danger or dying, and 13 are extinct. (The Ethnologue)
- Canada has more than 60 aboriginal languages (Statistics Canada)

- France has only one official language as recognized by the constitution but has several regional languages. For example: the Celtic language Breton, spoken largely in Brittany, is related to the Welsh language; the Alsatian language, which is a low German dialect spoken in Alsace; Basque, which is a language isolate that is spoken in southwestern France; among others (Wikipedia, and <http://www.culture.gouv.fr/Thematiques/Langue-francaise-et-langues-de-France/Politiques-de-la-langue/Langues-de-France/Langues-regionales>, Wikipedia article The Languages of France)
- Spain has several indigenous languages that are spoken alongside Spanish (Castilian). Many, like Galician, and Catalan, are also descended from Latin. However, there is also the Basque language (Euskara), which is spoken in eastern Spain. (Wikipedia, and donquijote.org)
- There are 25 living languages in Germany, 19 of which are classified as indigenous. Standard German is the principal language, however there are many regional languages. Seven of them are either in trouble, or dying. (The Ethnologue)
- There are 35 individual languages in Italy. 28 of these languages are indigenous, and 18 of these languages are endangered or dying. (The Ethnologue)
- Part of what we teach is cultural awareness and sensitivity. What we could do as teachers is break the stereotype/misconception/assumption that all countries of origin are unilingual. Have the students learn about the languages that do exist in those countries and how they have been treated throughout history. This could be as simple as a period or two in the computer lab to do some research about these languages. They could do a presentation about what they found out or just do a K. W. L. reflective assignment (What I already knew; What do I want to learn; and What I learned)

Some online resources:

Wikipedia (usually pretty reputable these days, but you may want to double check any link that you assign from here. Normally the “Languages of...” articles are pretty accurate) online resources:

Wikipedia (usually pretty reputable these days, but you may want to double check any link that you assign from here. Normally the “Languages of...” articles are pretty accurate)

- The Ethnologue: www.ethnologue.com
- UNESCO website: www.unesco.org
- Making KWL assignments: <https://www.facinghistory.org/resource-library/teaching-strategies/k-w-l-charts>

International Mother Language Day

Andrew McFayden, Other Languages Rep



On February 21 of each year for the past two decades, UNESCO has declared February 21 to be International Mother Language Day. As a new school year begins, why not begin an effort at your school to organize activities to mark that day?

This gives you plenty of time for you and your group to come together to organize activities. Do not do something like this on your own. It can be a lot of work for one person.

If someone at your school starts up a group for this purpose, share it with us on Twitter. Be sure to add #BCATML in your tweet! Feel free to add

[@andrewmcfayden](https://twitter.com/andrewmcfayden) as well to tag me as the Other Languages Rep. If you do not have Twitter, find us on Facebook or email me at amcfayden@sd57.bc.ca!

BEAUTIFUL BRITISH COLUMBIA

PHOTO CONTEST

SPONSORED BY THE BCATML

BCATML is thrilled to sponsor the Beautiful British Columbia Photo Contest for the cover of our newsletter. Congratulations to D. Kolomay of Vancouver, whose photo was selected for our Spring edition. And to Rome Lavrencic whose photo appears on the cover of this issue! He took this photo of a B.C. Dogwood tree in full bloom, in Vancouver, B.C. on the traditional territory of the Tsleil-Waututh. To submit your photo entry simply use our online form. The winning photographer will receive a \$50 gift certificate! Details are found online by visiting www.bcatml.org/beautiful-british-columbia.html.

Creating a Welcoming Climate for Language Learning

Ping Li

BCATML Mandarin Representative

The opening week or two of school always fills students with excitement, energy, and anticipation to discover what happens next for the year. Teachers, likewise, may also wonder what kind of students they have and how they can create an optimal learning climate to nurture and grow their enthusiasm for language learning. The following may act as a catalyst for such an attempt.

For students just starting a new language

1. Relationship building. The time spent on building the relationships between the teacher and students and among students themselves will pave the way for the teacher to work together with the students as a team. Be inclusive when greeting the students on the first day. Instead of giving the students a lecture about the importance of learning a new language, I greet my students with “Ni hao (Hello)! Wo shi Li laoshi (I’m Ms Li).” while walking around the classroom and shaking hands with students. Then, I ask them to use the language(s) they speak in school or at home to greet each other. This welcome opening activates students' schemata about the languages they know already or their curiosity about the language they are to learn. They can even learn a word or two from their classmates. The goal is to encourage openness and familiarity with other languages and put their learning a new language in perspective: learning multiple languages is common in a multicultural city like Vancouver. Respecting their diverse cultural/lingual backgrounds will promote willing participation in a long way.

Goal setting. We cannot deny the fact that some students do not have a very clear picture of why they should learn a new language while signing up a language course. Maybe it's the parents who “force” them to learn a new language. Or due to peer pressure. Reasons can vary. If that's the case, give something old a new twist. I often take advantage of the Chinese legendary tale of the treasure bowl to inspire students. According to the story, the magical treasure bowl is a symbol of good fortune and can create unlimited riches, so I bring in a big “jade” bowl and ask students to write on a piece of paper the reasons they want to learn the new language.

Once done, the students are asked to place the folded paper in the bowl and take turns to pick out one and read the content. The sharing session is way more effective than a boring “lecture”! When the bowl is empty, students will have a much better and more positive view of the importance of learning a new language. Of course, not without the teacher’s “guidance”! Another similar way is to ask students to write about what they enjoy in a language classroom. This is also a more interactive approach for the teacher to get to know the students better; or even better, the teacher can use this opportunity to set classroom rules.

2. Story sharing. Storytelling to share family backgrounds/history and language experiences is also an effective way to strengthen a sense of identity and bring more meaning to the new language class. The teacher can use the opportunity, while teaching students how to introduce themselves, by asking them to go home and find out how they got their names when born. This “homework” will generate a lot of interesting stories: advice from a fengshui master, being named after a celebrity, following cultural traditions, the special meaning of the given name and the list can go on and on. This activity can also be coupled with a taste of hometown/ethnic backgrounds show-off. The input of students’ stories serves not only as a starting point to get to know each other that might not otherwise be apparent, but also as a meaningful helper to understand how languages can link the world around us. If still not enough, the teacher can go further down the road, incorporating the target language learning. This will also usher in the more structured project on getting to know the backgrounds of the target language country – China. This time I ask students to create a visual map of China* with focuses on one city, two rivers, two tourist spots, two other geographical features (mountains, etc.), one special animal from its habitat in China, a special food/style of cooking linked to a place in China, one ethnic group living in China, and two facts of their own choice. Students will use the same skills when introducing their own backgrounds to learn about the new country and share their research results. The sharing/telling session is the most exciting learning moment in class.

*The 2008 Olympic song “Beijing Welcomes You” has been my students’ favourite song and video (<https://www.youtube.com/watch?v=5bdFoA96iTw>) for all these years for its cultural background images and engaging lyrics, a good, initial introduction of China. I also use the song for pinyin practice.

After all these interactive, inclusive and creative activities, a welcoming and friendly class will gradually emerge.

For those returning students

My favourite warm-up activity would be to ask each student to find a personal snapshot of their summer vacation or an image online that describes some of the things they did. It can be a trip, a memorable occasion, a family gathering, summer camp volunteering; the list can go on and on. However, the teacher should set a parameter of the content shown based on students' language abilities. I usually would model how to do it using my summer experiences to get started, and it always proves to be an engaging activity. The presenter shows a picture/image and asks classmates to guess where, what, who, etc. In order to find the answer, students would ask the presenter various questions till they figure out what is shown in the picture/image. The teacher's role is to help students along using the learned vocabulary and expressions in the past year. This activity can be done in small groups or as a whole class. It will generate enough enthusiasm in class and much reflection after class to set the tone for a new school year.

Wishing everybody a fun-filled, rewarding year in the language classroom!



Ping Li - Mandarin Rep BCATML

JAPANESE TEACHER SPOTLIGHT

BY HUGO LIU

My name is Hugo Liu, and I joined the Richmond School District not too long ago, fresh out of teacher education. Growing up, I was one of those kids who would immediately drop everything as soon as I heard the theme song for Pokémon start playing on the TV. As I moved up through elementary school, anime on YTV turned into a sort of daily ritual. At the time, they were little more than “neat cartoons” to me, and I don’t think I would have been able to predict that they would end up becoming the first push that would lead me to where I am today – an actual teacher of the Japanese language.

My first foray into learning the language (and admittedly first time proactively wanting to learn anything at all) came during the summer after grade 8. By that time, I had steeped myself like a teabag in the mug of television anime and decided that I wanted to try and learn the language of this fantastical medium for myself. My mother found an out of school Japanese language class, as the school I went to did not offer it, and that was the start of my engagement with the language. The classes were taught by the elderly couple who ran the school, and I was not only enthralled by all the fascinating things I was learning in the classes, but also touched by their kindness and care for the students. This would be the first real step in my journey; as I progressed through secondary school, continuing my studies in Japanese and also meeting many great teachers, my dreams of the future began coming into view. My interest in the language grew, and my understanding of the culture expanded together with it. I don’t recall exactly when, but I have no doubts that there was a moment in my high school years where I decided that the path of the Japanese teacher was one that I wanted to travel down. I went to UBC and majored in Japanese language and culture, and the rest, as they say, is history.

Even putting aside the studies and research on the topic, I’ve always personally felt that the main reason I came so far in my Japanese studies was not because I was particularly smart, or hard-working, or well-organized (all areas of growth) – it was because I had a real and intrinsic love of the subject matter, even if only indirectly at first. Because of this, I want to continue to find more ways to engage students with material that they themselves find that same interest in – whether it’s through pop culture engagement, or discussion on real social issues involving Japan and Japanese people around the world. I’ve still got a long way to go in terms of actually reaching this point, but it’s a goal that I am constantly aiming for.

Sometimes, I look at the students in my classes and think to myself, just as I found more use for some of the things I learned in high school than others, many of them might also end up in the same situation with the Japanese they learn. While this doesn’t make me particularly happy, it doesn’t particularly upset me either; there are so many paths that each of them can take, who knows where they might end up? Their other subject teachers might well be thinking the same thing! But if, at the end of the day, I get to inspire just one student’s passion for the language or culture, or perhaps both, and set them off on a journey like how I was, I think that would be a great thing indeed – regardless of where they end up.

There is still a long road left in my journey and I still have much, much more to learn, but I look forward to working with everybody in BC in building up the next generation of Japanese learners. どうぞよろしくお願いたします!



Hugo Liu Sensei is the gentleman on the far right of the photo. In addition to Japanese, he also teaches English.

easyAPP

PROVIDED FOR YOUR CONFERENCE EXPERIENCE!

New this year to the BCATML Celebrating Languages conference - easyAPP!

This app will allow registrants to have all their event information and personal conference schedule in one place! The event guide will contain the event location, schedule, keynote & workshop descriptions, exhibitor information, and floor plans. The personal guide will have your registration information, workshop schedule, and a list of exhibitors that you wish to visit.

Keep an eye on our website for when the app will be launched and ready for you to download!

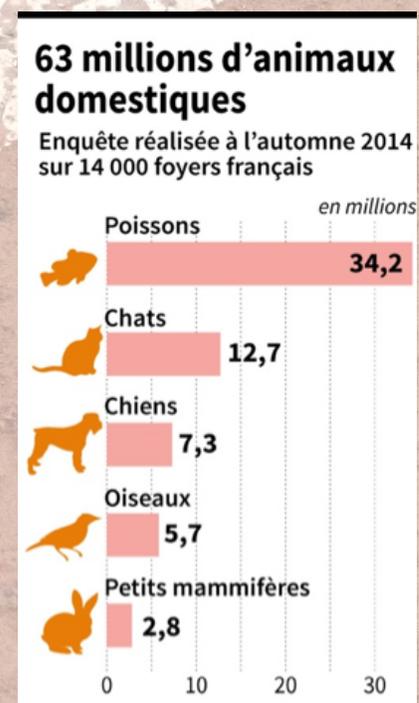
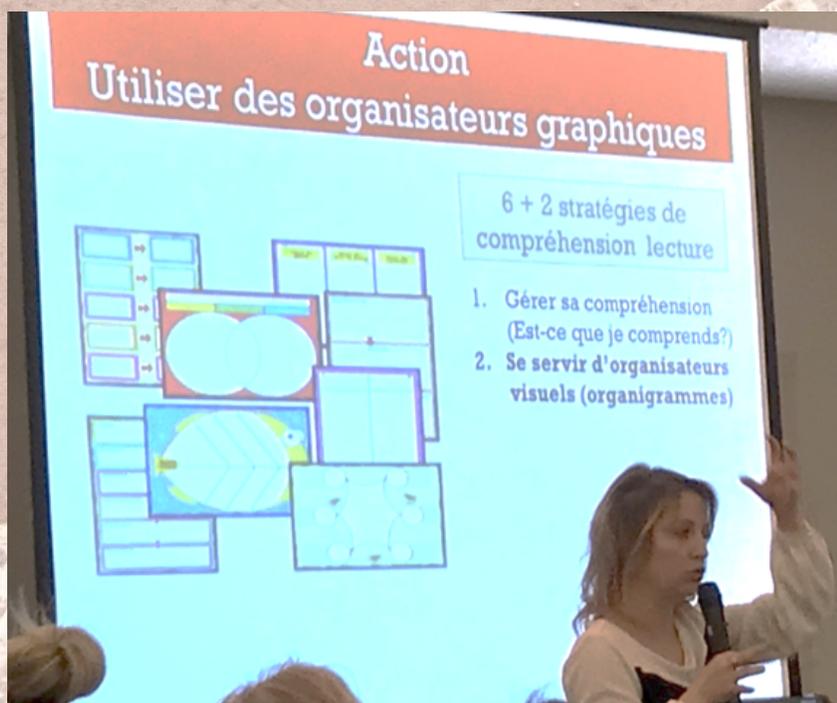
WWW.BCATML.ORG



BCLCA CONFERENCE 2019

Trish Kolber BCATML French Rep

On Friday April 12, District and University Language coordinators from across the province met at the Tigh-Na-Mara Conference Centre in Parkville on Vancouver Island. The keynote speaker, Renée Bourgoin joined us from New Brunswick to explain in detail how to facilitate success for L2 learners. Firstly, she addressed learners with particular learning needs. She stressed that learning challenges are the same no matter what the language. She suggested that visuals support learners who have difficulty following a lesson or a conversation. For example, we may have a discussion about our pets. If, during the conversation, the teacher (or a student helper) is filling in a bar graph on the whiteboard, the student who cannot follow the conversation, can completely understand that some students have dogs, others have cats and so on. They will arrive at the end of the conversation with a fairly clear idea of which pets are the most popular. A second effective strategy would be to use graphic organizers. By structuring the organization of the information before the lesson, the student can visualize what kinds of information they will be getting, they can easily see any gaps in what they heard and understood, and it can be a guide for organizing further work or discussion around the lesson. A strategy for encouraging universal participation would be to incorporate a strategy to allow a greater wait time for students to prepare their response to open discussions. By giving sufficient time (and circulating to make sure that they stay on task) you allow the kids who need a greater processing time to formulate a response and feel ready to share. She suggests making groups which mix strong learners and medium learners and then medium and medium low learners, and the struggling learners should be grouped with the teacher who will now take the time to support the learners. She stressed that students at many levels of competency can participate in the same lesson by employing simple differentiation strategies during the planning stage.



Welcome back! A Message from your Conference Chairs



It's almost time for the **BCATML Conference 2019!** We are excited to host this year's conference on beautiful Vancouver Island at Claremont Secondary School in Victoria, BC. Be sure to register in time to meet the early bird pricing, and before the conference reaches capacity!

As your Conference Chairs, Stacey and I are thrilled about the many workshops being offered. There are so many great options to select from! The biggest challenge will be making those tough choices! Please see more information about our annual conference in this version of the newsletter.

Be sure to book early for your hotel accommodation if needed. A block of rooms has been reserved at the Howard Johnson Hotel and Suites, Victoria Elk Lake.

A warm welcome back to school and we look forward to seeing you at the conference on Friday, October 25th!! We are eager to celebrate with you our amazing accomplishments in language teaching and learning, and to share new resources and ideas. As always, we have an amazing exhibitor display for you to enjoy at the conference! Catch all of the news hot off the press!!

Hope to see you there!
Kindra and Stacey,
Conference Co-Chairs




Come join second language teachers from across BC and share ideas on our provincial PSA day, October 24th and 25th, 2019!



BCATML Social Event
Thurs. Oct. 24th at 7 pm
at Howard Johnson - Elk Lake
Appetizers provided!



BCATML Conference 2019 Celebrating Languages

Friday, October 25th, 2019 at Claremont Secondary School in Saanich, BC

Gurpreet Kaur Bains as this year's keynote!

Infusion of culture is not just dine, dance and dress. What can language educators do to promote stronger connections to identity, language and culture in a language program? Gurpreet will cover these themes and questions by reflecting on her 15 years of instruction. Gurpreet will challenge you to discover the 'iceberg of culture' so as to provide your students with a more in-depth discovery of language and thereby create more empowered and connected students. This year's Celebrating Languages Conference will be held over Diwali weekend! Come join the celebrations with us and other passionate second language teachers!

For conference details and registration information, visit www.bcatml.org

Conference 2019 Program Overview

Thursday, October 24th, 2019
BCATML Social Event
Howard Johnson Elk Lake at 7 pm

Friday, October 25th, 2019

7:30 – 8:20 am

Registration pick-up; light refreshments

8:30 – 9:15 am

BCATML Annual General Meeting

9:15 – 10:00 am

Cultural performance; Conference keynote with Gurpreet Bains

10:00 – 10:15* am

Teacher Inquiry Project Presentation

10:30 – 11:45 am

Session A Workshops

11:45 – 12:45 pm

Buffet style lunch

12:45 – 2:00* pm

Session B Workshops

2:15 – 3:30* pm

Session C Workshops

The Exhibitor's hall will be open until 3:30 pm. Be sure to visit and support all of our exhibitors and enter to win great door prizes!

* Session is followed by a 15 min. nutritional break

Registration now open
Come join the fun!
www.bcatml.org

Celebrate

Develop Professionally

Network

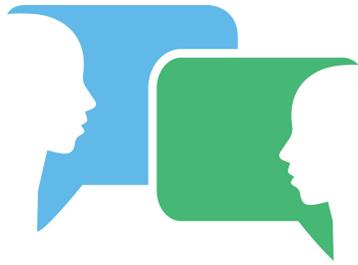
Learn

Engage

Share

BCATML Celebrating
Languages Conference 2019

Time	1	2	3	4	5	6	7	8	9	10	11
Workshops Session A 10:30 - 11:45	Indigenous oral histories and the preservation of language Dave Lam (Rival Schools), Kindra Harte, Rome Lavrencic	Free reading: Fostering literacy & language acquisition in a CI classroom Vanessa Peterson	Indigenous music research project for Core French Andrew McFayden	De l'apprentissage de la lecture à l'art de lire Jenny Gray (Watermelon Works)	Writing Circles - an inclusive low-risk strategy for second language classes Jen Spain	Saanich-Lyon Mobility Path Program Cindy Lister	Schokolade, Berlin und jede Menge Spaß - Moderne Musik im DaF-Unterricht Andreas Meckes	Teaching Japanese (and other languages) through Comprehensible Input Matthew Russell	A game-based approach to teaching beginner Chinese Li-Shih Huang	Differentiated learning with games in the Punjabi, Spanish and French classrooms A. Chhina, S. Moreno, M. Emmemverdi	How to create immersion spaces in a non-immersive environment Silvia Vazquez
Workshops Session B 12:45 - 2:00	Getting a handle on Standards-Based Assessment Part I Lukas Morel	Creating student exchange possibilities Robin Coogan-Penner	Hot off the press! Core French resources to share! Aboriginal perspectives and authentic learning approaches! Kindra Harte (Pearson Education)	My students love French now! Creating lessons which fully engage the Core French learner Part I Nancy Griffith-Zahner	DELTA A1: A hands-on workshop for Core French Sonje Bosman; Linda Ryall	I'm teaching Elementary Core French! Now what? Tanya Campbell; Andrea Leeks	The classroom in our pocket Marje Stock (Cornelsen)	Why Virtual Reality (VR) games help you learn languages Yoshifumi Murakami	Inspire, engage, & transform through Inquiry-based language learning & culture exploration Ping Li	Bridging the gap via cultural connections Amandeep Chhina, Rabinder Boparai	Teaching with TPRS novels: building intercultural understanding in the TPRS classroom Michelle Metcalfe
Workshop Session C 2:15 - 3:30	Getting a handle on Standards-Based Assessment Part II Lukas Morel	Get students talking: Using authentic ads and commercials to build proficiency Deanna Scheffer (Vista Higher Learning)	Language learning centres are for every age! Using manipulatives and games to engage all language learners Shauna Néro	My students love French now! Creating lessons which fully engage the Core French learner Part II Nancy Griffith-Zahner	Pixton Comics Demonstration Jared Shaw (Pixton Comics)	YouTube - A French teacher's dream Tanya Campbell	Language through song: a multimedia supplement to traditional textbooks Florian Gassner	Confidence in French begins with purposeful language learning! Kindra Harte (Pearson Education)	A Moon-themed unit: Teaching Mandarin 9-12 Xue Wu	Make it, bake it, voilà it's a café! Sheena Falconer; Trish Kolber	Teaching culture in the target language through comprehensible embedded input Adriana Ramirez
Time	General	General	Core French	Core French	Core French	Elementary & Middle Years	German	Japanese	Mandarin	Punjabi	Spanish



BCATML

BC ASSOCIATION OF TEACHERS OF MODERN LANGUAGES

BCATML Annual General Meeting

Friday, October 25th, 2019 8:30 – 9:15 am (Theatre)

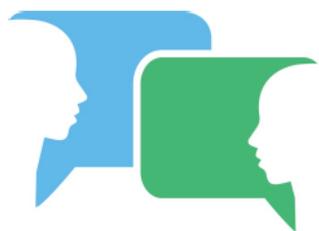
Claremont Secondary School

4980 Wesley Road

Victoria, B.C. V8Y 1Y9

Agenda

- 1) Call to order at 8:30 am
- 2) Acknowledgement of the Wasanec First Nations Territory
- 3) Establishment of quorum and adoption of the AGM agenda
- 4) Adoption of the BCATML AGM Minutes of Friday, October 19th, 2018
- 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 2019-20
- 9) Election of BCATML Executive Committee 2019-20
- 10) Other Business
- 11) Door Prize Winners
- 12) Adjournment



BCATML

BC ASSOCIATION OF TEACHERS OF MODERN LANGUAGES

BCATML Celebrating Languages Conference 2019
Program overview & workshops at a glance

Session A Workshops 10:30 – 11:45 am

Session Title <i>Workshop Facilitator(s)</i>	Suggested target
A1 – Indigenous oral histories and the preservation of language <i>Dave Lam (Rival Schools), Kindra Harte (BCATML), Rome Lavrencic (BCATML)</i>	General
A2 – Free reading: Fostering literacy acquisition in a CI classroom <i>Vanessa Peterson</i>	General
A3 – Indigenous music research project for Core French <i>Andrew McFayden (BCATML)</i>	French
A4 – De l'apprentissage de la lecture à l'art de lire <i>Jenny Grey (Watermelon Works™)</i>	French
A5 – Writing Circles – an inclusive low-risk strategy for second language classes <i>Jennifer Spain</i>	French
A6 – Saanich-Lyon Mobility Path Program <i>Cindy Lister</i>	Elementary French
A7 – Schokolade, Berlin und jede Menge Spaß–Moderne Musik im DaF-Unterricht <i>Andreas Meckes (Alberta Education)</i>	German
A8 – Teaching Japanese (and other languages) through Comprehensible Input <i>Matthew Russell</i>	Japanese
A9 – A game-based approach to teaching beginner Chinese <i>Li-Shih Huang</i>	Mandarin
A10 – Differentiated learning with games in Punjabi, Spanish & French classrooms <i>Amandeep Chhina (BCATML), Stephanie Moreno, Masoumeh Emmemverdi</i>	Punjabi, Spanish, French
A11 – How to create immersion spaces in a non-immersive environment <i>Silvia Vazquez</i>	Spanish

11:45 – 12:45 pm Lunch will be available in the Student Commons Area



BCATML

BC ASSOCIATION OF TEACHERS OF MODERN LANGUAGES

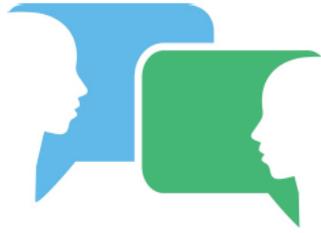
BCATML Celebrating Languages Conference 2019

Program overview & workshops at a glance

Session B Workshops 12:45 – 2:00 pm

Session Title <i>Workshop Facilitator(s)</i>	Suggested target
B1 – Getting a handle on Standards-Based Assessment (Part One) <i>Lukas Morel</i>	General
B2 – Creating student exchange possibilities <i>Robin Coogan-Pemner</i>	General
B3 – Hot off the press! Core French resources to share! Aboriginal perspectives and authentic learning approaches! <i>Kindra Harte (Pearson Education)</i>	French
B4 – My students love French now! Creating lessons which fully engage the Core French Learner (Part One) <i>Nancy Griffith-Zahner</i>	French
B5 – DELF A1: A hands-on workshop for Core French <i>Sonje Bosman, Linda Ryall</i>	French
B6 – I’m teaching Elementary Core French! Now what? <i>Tanya Campbell (BCATML), Andrea Leeks</i>	Elementary French
B7 – The classroom in our pocket <i>Marje Stock (Cornelsen)</i>	German
B8 – Why Virtual Reality (VR) games help you learn languages <i>Yoshifumi Murakami (The Japan Foundation Toronto)</i>	Japanese
B9 – Inspire, engage, and transform Inquiry-based language learning and culture exploration <i>Ping Li (BCATML)</i>	Mandarin
B10 – Bridging the gap via cultural connections <i>Amandeep Chhina (BCATML), Rabinder Boparai</i>	Punjabi
B11 – Teaching with TPRS novels: Building intercultural understanding in the TPRS classroom <i>Michelle Metcalfe</i>	General, Spanish

2:00 – 2:15 Nutritional break & Exhibitors’ Hall visit



BCATML

BC ASSOCIATION OF TEACHERS OF MODERN LANGUAGES

*BCATML Celebrating Languages Conference 2019
Program overview & workshops at a glance*

Session C Workshops 2:15 – 3:30 pm

Session Title <i>Workshop Facilitator(s)</i>	Suggested target
C1 – Getting a handle on Standards-Based Assessment (Part Two) <i>Lukas Morel</i>	General
C2 – Get students talking: Using authentic ads and commercials to build proficiency <i>Deanna Scheffer (Vista Higher Learning)</i>	General
C3 – Language learning centres are for every age! Using manipulatives and games to engage all language learners <i>Shauna Néro (BCLCA)</i>	General
C4 – My students love French now! Creating lessons which fully engage the Core French learner (Part Two) <i>Nancy Griffith-Zahmer</i>	French
C5 – Pixton Comics Demonstration <i>Jared Shaw (Pixton Comics)</i>	French
C6 – YouTube – A French teacher’s dream <i>Tanya Campbell (BCATML)</i>	Elementary French
C7 – Language through song: a multimedia supplement to traditional textbooks <i>Florian Gassner</i>	German
C8 – Confidence in French begins with purposeful learning! <i>Kindra Harte (Pearson Education)</i>	French
C9 – A Moon-themed unit: Teaching Mandarin 9-12 <i>Xue Wu</i>	Mandarin
C10 – Make it, bake it, voilà it’s a café! <i>Trish Kolber (BCATML), Sheena Falconer</i>	French
C11 – Teaching culture in the target language through comprehensible embedded input <i>Adriana Ramirez</i>	General

Thank you to
our 2019 conference exhibitors!



SCHOLASTIC
EDUCATION



University
of Victoria



Making cents out of your professional development funding

By Rome Lavrencic

Let's face it, attending high quality professional development events like BCATML's Celebrating Languages Conference can quickly break the Pro-D piggy bank! Registration fees, membership dues, travel costs, hotel stays, meals, buying classroom resources ... it all adds up in a blink of an eye! And with this year's conference being held in Victoria, it will mean an increase in costs for some teachers due to ferry crossings or airfares while providing a much-needed relief to Vancouver Island teachers who navigate BC ferry schedules (and increasing costs) year after year. So how can you maximize your professional development experience while minimizing costs to yourself? Below are some suggestions to help make cents out of the never-ending challenge to stretch your pro-d dollar\$ as far as possible.



For those traveling by air to this year's conference, BCATML has secured airfare discounts with Air Canada & WestJet. Visit our conference information page (www.bcatml.org/conference-info.html) to book your flights online using our group booking codes. As well, pre-arrange a shuttle drop off from the airport to our host hotel, the Howard Johnson Hotel and Suites Victoria Elk Lake (5 minutes from Claremont Secondary School). For those traveling by water, BC Ferries offers group discounts for those traveling 10 or more at the same time (either as foot passengers or in the same vehicle). Be sure to book your reservations at least seven days in advance!

Another area to consider is applying to the Ministry's French Education Bursary. French educators who attend courses, education programs, or conferences like BCATML's, as well as ones hosted by ACELF, ACPI, APPIPC, BCLCA or CASLT/ACPLS to improve their French academic and linguistic competencies can apply for this bursary. It can help defray the cost of tuition, transportation and temporary accommodation for non-credit education programs.

Who is eligible? Any teacher holding a BC teaching certificate or Letter of Permission to teach (current employment with a BC school district is not required). This bursary offers up to \$300 for one conference per year, plus up to an additional \$500 for those who travel more than 100 Km to attend the professional development event. Teachers who wish to apply for this bursary may do so every calendar year on a first-come, first-served basis. Here's the trick: apply early ... as in several months in advance! The Ministry may take such time before notifying you of your application status. Apply by February 28th for courses/conferences ending between June 1st of the previous year and May 31st of the current year. Completing the online form takes less than two minutes and can be found at <https://www.bcedextranet.gov.bc.ca/bursary/>.

Consider applying for funding from the French Federal Funds through your School District French Advisory Committee or appropriate senior administrator responsible for managing and distributing these funds. The Teacher Professional Development Grant for 2018-19 represented 5% of the total school district funding envelope under the BC Action Plan. The purpose of this grant is to support teachers' participation in activities such as in-service/program implementation for Core French and French Immersion programs which may be offered to individual or groups of teachers, and may include workshops, online learning, conference attendance and post-secondary courses.

Lastly, public school teachers are able to apply for professional development funding from their school and/or district professional development committee.

French Funding Guide 2018-2019

Federal Funds

As Pro-d is a locally bargained item, each local has different guidelines for use of Pro-d funds and funding formula.

Check with your local Pro-d committee to understand how you can apply for funding and use your Pro-d funds. It should be noted that the BCTF actively encourages locals to establish policies which allow local professional development funds to be used to pay for membership fees to a Provincial Specialist Association (PSA), such as BCATML. (See Article 33.42 of the BCTF Members' Guide). In other words, your local Pro-d Committee should reimburse your membership dues to each PSA you join, in a calendar year.

We acknowledge that it is hard to stretch your hard-earned dollars to attend professional development events and make them affordable; a dollar can only be stretched so far. As a result, BCATML's Executive is considering creating a BCATML Teacher Bursary Grant for BCATML members wishing to improve their language proficiency skills by means of post-secondary coursework relating to increasing one's fluency. The Executive is still working out the details and we will make an announcement at this year's Annual General Meeting. Stay tuned!

Hopefully, some of these suggestions and ideas will bear fruit and give you some avenues to explore in order to support your professional development, either with us at this year's conference or elsewhere. We also invite BCATML members to explore some of the other Teacher Exchange and Mobility Awards available to you which are posted under the Scholarship tab of our website, www.bcatml.org. We have done our best to share funding ideas with BCATML members through our website and social media platforms. We humbly ask that you share some of these ideas with two of your colleagues and then ask them to share them with two other colleagues in their network. The more we talk about these funding avenues and ideas, the more educated we will all become!

BCATML AGM

Friday, October 25th, 2019
8:30 – 9:15 am

Claremont Secondary
School (Theatre)

4980 Wesley Road
Victoria, B.C. V8Y 1Y9

BCATML Newsletter Guidelines:

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

STATEMENT OF PURPOSE

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

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

Subscription to SPEAK! 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 his/her current work
- a brief disclaimer allowing the editor editing and publishing rights

Please also include, where possible:

- a photograph of the author
- a photograph or high-resolution graphic to accompany the article.

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. 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 mandates 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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