

SPEAK! WINTER NEWSLETTER

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DECEMBER 2019



BCATML A PROVINCIAL SPECIALIST ASSOCIATION OF THE BCTF



BCATML & CASLT join forces
for Conference 2020

Holiday Classroom Ideas

BCATML Conference 2019 Highlights

New Spanish Rep - Shireen Cotterall

Cover Photo by Carrie Antoniazzi
Chesterman's Beach, Tofino
Tla-o-qui-aht First Nation, Nuu-chah-nulth Territories



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President's Message

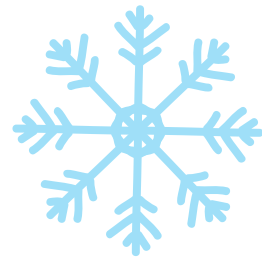
Rome Lavrencic

Greetings to one and all as we head towards the final weeks of 2019 and the much-anticipated winter break!

I would like to thank this year's Conference Committee members for their dedication and tireless effort in ensuring that this year's conference was a success! Special kudos go to Conference Chair Kindra Harte who led our team after undergoing two medical procedures this summer but still made sure her school was ready! Our team reviewed the feedback from this year's conference and will implement many of your suggestions towards the planning of next year's conference. BCATML also thanks the staff and students at Claremont Secondary for being such wonderful hosts and making all of us feel so welcomed! We are relieved to hear that the labour dispute between SD63 and CUPE is now over and both staff and students are back at school.

Plans are already underway for next year's conference. BCATML is proud to host the Celebrating Languages Without Borders Conference with our national partner, the Canadian Association of Second Language Teachers (CASLT), at the Hyatt Regency Hotel in downtown Vancouver. This three-day conference will be a major professional development event for over 650 second language teachers across BC and Canada. You will not want to miss this conference as we will bring featured speakers and workshop facilitators from across Canada and beyond! The call for workshop proposals is now active waiting for your submissions. Save your dollars with a reduced registration fee by submitting your online workshop proposals today. Information on how to submit is found on our website at www.bcatml.org. In other news, BCATML's Executive has had a couple of changes as well. Please join me in welcoming Kindra Harte as our new Vice-President. As well, Shireen Cotterall is BCATML's newest Spanish Representative. Be sure to read about her biography in this edition of our newsletter.

BCATML continues to advocate on behalf of its members for improvements to the redesigned curriculum and related resources. Earlier this year, BCATML worked with the Ministry to complete the Languages Template for those languages without a Ministry curriculum. The Ministry recently responded saying that it currently is working through the procedures that will be used with the updated non-Indigenous languages template. As well, there has been a decision to create a separate languages template for Indigenous languages. The Ministry is working to ensure alignment between the two templates and their corresponding procedures prior to implementation. BCATML will keep you up to date about these developments.

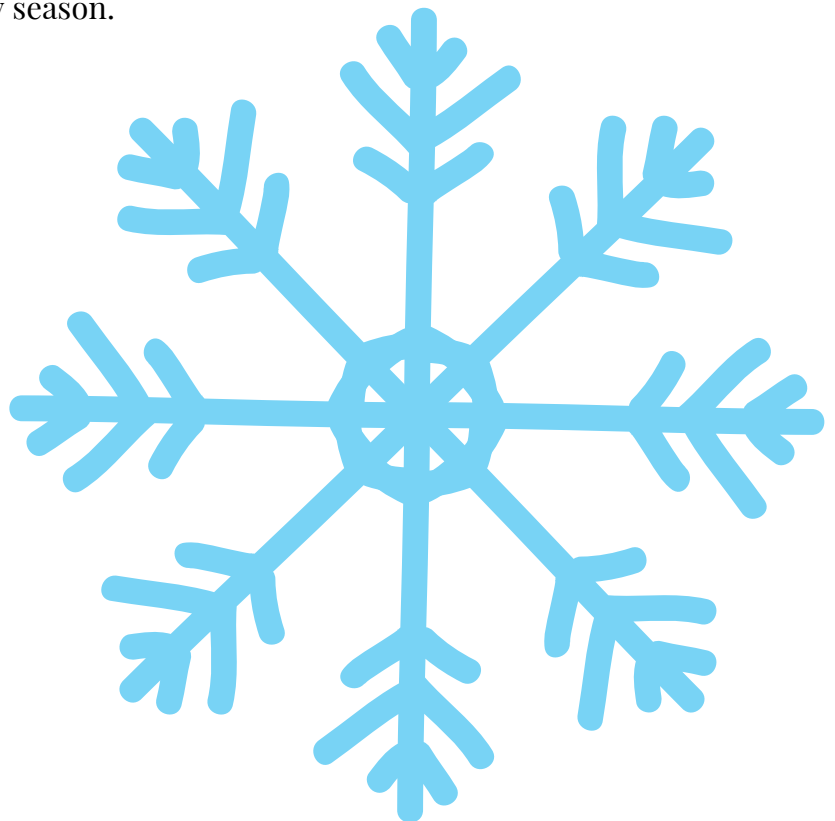
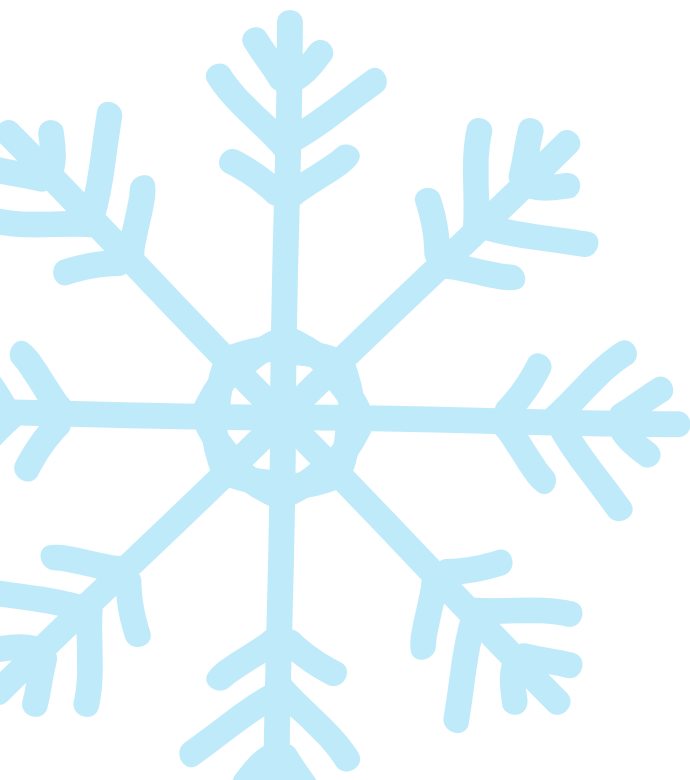


Members can expect to see a few more changes with BCATML this year. Dylan Trerice, BCATML's webmaster, has already begun to modernize the look and feel of our website. Be sure to check out our website and send him your feedback. Don't forget to follow us on both Twitter (www.twitter.com/BCATML) and Facebook (www.facebook.com/bcatml). We will announce a few more changes in the new year pertaining to our newsletter; stay tuned!

As always, BCATML is hard at work creating more opportunities for second language teachers like you to network and learn with other educators around the province. Be sure to save Friday, May 15th, 2020 in your calendars as BCATML teams up with the Provincial Intermediate and Middle Years Teachers' Association and the BC Science Teachers' Association for a one-day conference in beautiful Whistler, BC. Elementary and Middle Years teachers won't want to miss our Elementary Core French workshop with BCATML Executive member Tanya Campbell and her colleague Andrea Leeks. As well, Kindra Harte will lead all language teachers using learning centers to support language acquisition and literacy. Full details about this one-day spring conference are found online by visiting <https://www.bcatml.org/myipita-whistler-2020.html>. Registration is already open and will sell out soon. Do not delay and register now! May the final weeks of this year be rewarding for both you and your students! I hope you take time to enjoy all the delights this winter season will bring. I invite you to read the many wonderful ideas that our Language Reps have contributed in this edition. I hope they will inspire you to try them out with your students. May 2019 end on a positive note, and may 2020 start off on an even better one!

Warm wishes to you and yours this holiday season.

Rome Lavrencic



BCATML

Conference 2019

First of all a huge thank you to everyone for your incredible support. Conference 2019 was a huge success and we thank you, our members and our exhibitors, for being such an important part of our organization.

We were very excited to host this year's conference in beautiful Victoria. Many of our members had indicated the previous year that it was a top choice for them as a venue. Our exhibitor hall hosted many amazing displays sharing resources and opportunities for both teachers and students. Thank you to all of our presenters for taking the time to share your expertise and creative ways with all of us! We appreciate the time it takes to prepare a workshop. We hope to see all of you again in Vancouver in 2020!

The day was rich also in fantastic food and door prizes. I would like to extend a thank you to Gurpreet Bains who was such an inspiring keynote speaker and also the very talented dance group who performed. As Conference Chair I could not be more grateful for our incredible team. All of these people teach full time and put in countless hours as volunteers not only for BCATML but also taking on the extra roles and responsibilities of the Conference Committee. It is inspiring and wonderful to work with all of you. Please be sure to check our [website](#) on a regular basis for updates and information about the CASLT Conference 2020! We are already very busy planning this conference, and hope to see you there!

Best Wishes,
Kindra Harte
Conference Chair



BCATML Executive Members: Back Row: Wendy, Kindra, Tanya, Amandeep, Andrew, Dylan, Ping; Front Row: Rome, Angela, Grace, Trish, Antonella



Celebrating Languages Without Borders

Hyatt Regency Vancouver Hotel | Oct. 22-24, 2020 | Vancouver, BC

2020 National Conference for Second Language Educators

Over 100 keynotes, sessions and workshops | Over 40 exhibitor booths | Networking opportunities

Session Topics

- Pedagogy
- Assessment
- Proficiency
- Technology
- Social-emotional learning
- Inclusion
- Identity
- Intercultural competency

Conference Strands

- French as a second or additional language
- International and heritage languages
- Indigenous languages, cultures, and perspectives
- American Sign Language (ASL) and Quebec Sign Language (LSQ)
- English as a second or additional language



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

www.caslt.org | www.bcatml.org



BCATML's New Spanish Rep!

Welcome Shireen Cotterall!

Shireen Cotterall is the new Spanish Rep for BCATML. She was born in Mexico City, then lived in Veracruz, the US, Peru, Venezuela, and Ontario. During these years she returned to live in Mexico City several times! She now lives in Vancouver, where she holds a B.Ed in Visual Arts and Spanish and a M.Ed in Language and Literacy from UBC. Presently, she teaches 4 levels of Spanish in grades 10, 11, 12 and AP, at Vancouver College.



Hola. Quisiera poder comunicarme por correspondencia con todos los profesores de español y crear un mecanismo a través del cual podemos intercambiar ideas sobre la enseñanza de la lengua hispana. Por favor, envíame un email para conocerte: scotterall@mail.vc.bc.ca



PROUDLY PRESENT

Whistler

2020

MAY 15

HILTON WHISTLER RESORT

ADRIENNE GEAR
CORE FRENCH
SCIENCE

MORNING SESSIONS 9:30-11:45

Adrienne Gear

Powerful Writing Structures

Brain Pocket Writing a Year Long Writing Program

Kindra Harte

Second-Language Learning Centres and more! Let's rock this new curriculum!

Phil Bakker

Guiding Inquiry through Essential Questions

Paul Britton

Integrating Indigenous Perspectives and Ways of Knowing into Science Curriculum

AFTERNOON SESSIONS 1:15-3:30

Adrienne Gear

Reading Power Plus

Using Reading Power Strategies in the Content Areas

Tanya Campbell and Andrea Leeks

Teaching Intermediate Core French with Confidence

John Munro

Science is a Verb

Using Demonstrations and Discrepant Events
to Generate Science Inquiry

Morgan Whitehouse

Assessing Science with Learning Maps

Integrating Content and Curricular Competencies

register at

MYPITA.CA

EARLY BIRD PRICE TILL APRIL 10
BCTF: \$140/\$160 | non-BCTF: \$160/\$180
SEAs & TTOCs: \$75/\$95

Celebrating Languages Without Borders 2020

BCATML & CASLT join forces!

Rome Lavrencic



Celebrating Languages Without Borders

Hyatt Regency Vancouver Hotel | Oct. 22-24, 2020 | Vancouver, BC

2020 National Conference for Second Language Educators

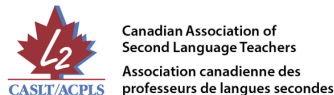
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Canadian Association of
Second Language Teachers
Association canadienne des
professeurs de langues secondes

www.caslt.org | www.bcatml.org



BC ASSOCIATION OF TEACHERS OF MODERN LANGUAGES

BCATML is extremely proud to announce that it will host a joint conference with our national partner, the Canadian Association of Second Language Teachers (CASLT). This three-day conference will be held in Vancouver at the Hyatt Regency Hotel. Plans have been underway since the spring to get everything ready for your arrival.

Our three-day conference will bring featured speakers from across Canada and beyond which our regular provincial conference can not always bring. Therefore, teachers can expect to have a much larger experience than what they have seen in recent years. We are expecting over 650 teachers to come to our conference. As you can expect, having a three-day conference in a hotel will mean increased costs for all the meeting room spaces, technical and A/V needs, catering, and of course use of facilities.



Teaching Engaging Growing Discussing Exploring

CALL FOR WORKSHOP PROPOSALS
 Now accepting proposals until January 31, 2020

Apply now! <https://bcatml-caslt.ourconference.ca/>

Traveling Connecting Sharing Networking Inspiring

The *Celebrating Languages Without Borders Conference* will be at the Vancouver Hyatt Regency Oct. 22-24, 2020

An excellent way to make this conference more affordable is to facilitate a workshop by submitting a proposal online today. All presenters receive a greatly reduced registration rate for this year's conference. The deadline to submit your proposal January 31st, 2020 which is quickly approaching, so don't delay and submit one (or two) right now by visiting this link <https://bcatml-caslt.ourconference.ca/index.php?Page=WorkshopProposals>.

Workshop Proposal Information

BCATML and CASLT invite you to submit a proposal for the 2020 Celebrating Languages Without Borders (LWB) national conference on the teaching and learning of second languages. The program selection committee welcomes session proposals from both novice and experienced presenters. Share your high-impact strategies, current research, and innovative ideas with second language educators from across Canada and beyond.

Conference Strands

The committee encourages submissions on a wide range of topics including, but not limited to, pedagogy, assessment, proficiency, technology, social-emotional learning, inclusion, identity, and intercultural competency. Presentations should fall under one or more of the following conference strands in language education:

- **ESL/EAL:** English as a second or additional language (e.g., ESL in Francophone schools, English to newcomers in Anglophone schools and adults learning English)
- **FSL/FAL:** French as a second or additional language (e.g., French immersion, Intensive French, Core French, French to newcomers in Francophone schools and adults learning French, French in a Minority Language Setting “francisation”)
- **IHL:** International and heritage languages (e.g., German, Japanese, Mandarin, Punjabi, Spanish)
- **ILCP:** Indigenous languages, cultures, and perspectives
- **ASL/LSQ:** American Sign Language and Quebec Sign Language Presenters may propose more than one session but must submit separate online applications for each.

Selection Process

Proposals will be selected by the program selection committee based on their relevance to the conference strands, ensuring that the conference program offers a balanced, comprehensive, and diversified choice of sessions. The committee may also consider such criteria as the language of presentation, the type of second language program, and the geographical location of the presenter. Furthermore, the committee shall consider the following elements when judging the overall quality of proposals:

- Well written and succinct description of the session
- Clearly articulated purpose and procedures, including the intended audience
- Relevance of the topic to the field of second language teaching, learning, and research
- Opportunities for participant engagement (where applicable)

The program selection committee reserves the right to request modifications to proposals prior to acceptance. If accepted, speakers may be invited to present in formats other than the one they selected.

Presenter Registration Rate

The number of presenters per session eligible to pay the discounted presenter registration rate for the conference varies according to the type of session. Additional presenters must pay the non-presenter rate.

To see how many presenters are eligible for the presenter rate, read the descriptions under Types of Sessions below.

Please consult the Registration page for the presenter rate.

IMPORTANT: Presenters are responsible for registering for the conference, arranging and paying for their own travel and lodging, and for all other associated costs.

Presentation Dates

Conference presentations will take place on Friday, October 23, 2020, and Saturday, October 24, 2020. Proposal

Contact Information

If you have any questions regarding submitting a session proposal, please contact the presenter coordinator, Andrew McFayden at amcfayden@sd57.bc.ca.

Action-Oriented Approach

Handbook



CASLT's New Publication: Action-Oriented Approach Handbook

Informed by the CEFR, this handbook is designed to assist second language educators in creating action-oriented scenarios to enhance students' spoken interaction.

www.caslt.org/en/boutique-en

Nouvelle publication de l'ACPLS: Manuel de l'Approche actionnelle

Fondé sur le CECR, ce manuel a été conçu pour aider les professeurs de langues secondes à créer des scénarios actionnels destinés à améliorer l'interaction orale des étudiants.

www.caslt.org/fr/boutique-fr



Manuel de

l'approche actionnelle



The CASLT/ACPLS Corner



Here is a fun game for you called ... **DID YOU KNOW...?**

1. ...what CASLT/ACPLS stand for?
2. ...who represents BC on the CASLT Board of Directors and National Council?
3. ... a BCATML member automatically becomes a member of CASLT/ACPLS?
4. ... you can purchase resources for teaching from CASLT/ACPLS?
5. ... one of ACPLS/CASLT's newest resources is about supporting learners with other languages in your language classroom? This can be used for language teachers who teach any language including French, Spanish, German, Punjabi, Mandarin, Japanese and ELL!
6. ...ACPLS/CASLT has several awards to recognize outstanding language educators every year at their AGM in the fall and you can nominate people?
7. ...you can organize a CASLT CHEZ VOUS in your area? A CCV is typically a Pro-D experience for a group of language educators! You can bring someone into your school district to present to a group of teachers/educators and CASLT will help pay for it!
8. ... the next **CASLT/ACPLS CONFERENCE** is in **VANCOUVER** next **OCTOBER**?

Find out the answers below:

- Answers:**
1. CASLT is the Canadian Association of Second Language Teachers! The French equivalent is ACPLS Association Canadienne des professeurs de langues secondes!
 2. Joanne Robertson is on the Board of Directors and Stacey Svestrup is the BC Representative on the National Council! Joanne was recently appointed to the position on the Board, congratulations Joanne. While Stacey has served for four years and has two more years to serve and then the position will be available for teachers across BC!
 3. You will receive an email shortly after attending the BCATML conference with CASLT/ACPLS information. You will receive a weekly email from CASLT/ACPLS too filled with all sorts of current news from the association as well as some information from across the country about language education.
 4. CASLT has a boutique on their website where you can find their resources. CASLT publishes at least one new resource every year and they often have a pan-Canadian context, so the resources are relevant across the country. CASLT members receive a 40% discount on the resources! ☺ Most of them are available in French and in English. Here is the link: [CASLT Boutique](#)
 5. This resource is called Success for All and it comes in many different formats! Check out the [CASLT/ACPLS boutique online!](#) [CASLT Boutique](#)
 6. Find out who has won these awards in the past and how to nominate language educators here ... [CASLT Awards](#)
 7. [CASLT CHEZ VOUS!](#) Find more information here ... [CASLT CHEZ VOUS!](#)
 8. YES!!!! The next CASLT/ACPLS Languages Without Borders Conference is in Vancouver! BCATML and CASLT are joining forces to bring language teachers from across the country to the Hyatt in downtown Vancouver Oct. 22-24, 2020 at the [CELEBRATING LANGUAGES WITHOUT BORDERS CONFERENCE!](#) Come experience an amazing joint conference. make sure you mark calendars now! Call for presenters is happening this month! For more information go to ... [LWB CASLT/BCATML VANCOUVER 2020](#)

HOPEFULLY THIS HAS EITHER REAFFIRMED YOUR KNOWLEDGE OF CASLT/ACPLS OR YOU HAVE LEARNED A LITTLE MORE ABOUT THE CANADIAN SECOND LANGUAGE ASSOCIATION!

Beautiful British Columbia Photo Contest

Rome Lavrencic

BCATML wants to hear from teachers just like you! In fact, one of our goals is to increase engagement with our members. One way in which we are achieving this is by creating a fun photo contest to showcase your part of BC with the rest of us. Why not feature your beautiful corner of BC on the cover of the next edition of our newsletter and enter your chance to win a \$50 gift card to a store of your choice. Full contest details are found on our website at www.bcatml.org under the Free Resources Tab. It takes less than 5 minutes our entry form.

Our winner for this edition was submitted by Carrie Antoniazzi, who teaches in the Conseil Scolaire Francophone. Her beautiful picture captures the beauty of Chesterman's Beach in Tofino on the Tla-o-qui-aht First Nation and Nuu-chah-nulth Territories. Carrie writes:

"This photo was taken at the end of a beautiful, crisp day in March. The reflection of the sunset and the colours of the sky are a fantastic backdrop for the silhouettes of the trees. It reminded me of a Roy Henry Vickers painting I had seen earlier, at his gallery in town."

The next deadline to enter online is March 1st, 2020 at www.bcatml.org.



Lorrie Orr – This year's Annual General Meeting Door Prize Winner

**By: Rome
Lavrencic**



It's always a pleasure for BCATML to hear back from its members. At this year's Annual General Meeting, BCATML offered one lucky delegate two VIP tickets to see Cirque du Soleil's performance of *Luzia* in Vancouver along with a one-night stay at our host hotel for next year's conference, the Hyatt Regency. This year's lucky winner was French and Spanish teacher Lorrie Orr from Pacific Christian School in Victoria. We invite you to read Lorrie's letter and encourage you to attend next year's Annual General Meeting to learn more about BCATML's advocacy work, resource development, professional development events, and more!

Dear BCATML,

At the Pro-D day in October, I was very surprised to hear my name called as the winner of the grand prize draw at the AGM. Since then I've been anticipating the event. On November 16th, my husband and I traveled to Vancouver and enjoyed our stay at the Hyatt Regency. Our spectacular view of the North Shore Mountains from the 29th floor was completely obscured by the heavy rain and fog, but no matter, what we could see was interesting. Then, the show! WOW! The VIP experience was really lovely - appies, drinks, popcorn, the wonderful seats, and more. Needless to say, the actual show topped everything! Such artistry in motion, and such control of every muscle. We thoroughly enjoyed every minute. I purchased a video to show to my Spanish and French students and look forward to revisiting the event through media. Thank you for the opportunity to enter the draw, and to experience such an amazing event. It was unforgettable!

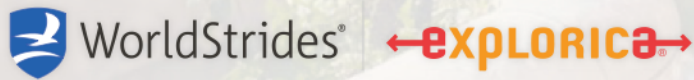
Un grand merci, muchísimas gracias, thank you,

Lorrie Orr

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Dhahan Prize Youth Award

by Gurpreet Bains

The Dhahan Prize Youth Award is an initiative created by The Dhahan Prize in partnership with BC secondary schools, in particular, L.A. Matheson Secondary, Surrey School District. The purpose of this unique creative writing prize is to encourage the youth of B.C. to embrace the rich Punjabi culture of the generations of families who have immigrated to Canada, specifically in British Columbia, through creative writing in the Punjabi language. The Dhahan Prize Youth Award with sponsorship of Coast Capital Savings, is committed to building a richer future for the youth of British Columbia and as such have made this wonderful commitment to sponsor 8 prizes of \$500 each year .

This year the 2019 Awards Gala was held at Robert Lee Alumni Centre at UBC. The 8 Youth Winners from BC were invited and presented their Awards at a gathering with academics from the Creative Writing World including the well known author Balli Kaur Jaswal. All students who had submitted their stories for this year were invited to the gala and had an opportunity to meet the special invited guests. An anthology called Lofty Heights has been published with the 8 winning Punjabi Youth stories which are also translated in English, French and Shahmukhi Panjabi Script. The anthologies are available free of cost to all the public schools who are interested in using them. This is an attempt to acknowledge the winners and publish their works to share with a bigger audience. Students are always excited to write their short stories and submit them at the end of May every year. The contest is open to students taking Punjabi Language in Grades 11-12 in BC Public and Private schools.



“Remembering fallen soldiers”

by Sarbdeep Kaur Johal

Students in Punjabi 12 class at Queen Elizabeth School wrote poems remembering the fallen soldiers for the month of November this year. Students learned about the soldiers, who were the forgotten voices of the First World War. Majority of the soldiers faced a racial segregation and discrimination alongside extraordinary bravery and awakening hunger for civil rights and independence. About 1.5 million men, mostly illiterate villagers from northern India were fighting under the command of colonial British rule. It is imperative for students to know that more Indian fought with the British from 1914 to 1918 than the combined total of Australian, New Zealand, Canadian and South African troops. The importance of the soldiers of colour in the war was largely ignored. For instance, Sujan Singh interviewed, “We were slaves” Indian and white soldiers were separated”. He also mentions how “ they were subject to floggings and other inhumane physical punishments such as paid less than their while counterparts, segregated in camps and on trains and ships, denied home leaves and barred from positions of command.

Such brave soldiers, with their courage on the battlefields, were able to ignite the hope for a free India. The war service assisted soldiers to think outside the box, and see the world with a perspective vastly different than that of colonial rule.

The soldiers thought about their families and realized they should live in their own free country with civil rights, without being subject to colonial domination. As Matt Singh, who was 85 years old when interviewed stated, “When we were in France, we felt that the French people were so lucky and were enjoying their freedom. So we also felt that India should be free, this war showed us the right path”. The soldiers experienced knowledge through seeing as they recognized that the British were denying them civil and political rights thus it motivated them to educate others back home about racial equality.



UBC French Summer Institutes | July 6-23, 2020

Immerse Yourself in French Language and Cultures

Gain practical language skills in lively classes that blend instruction, practice, culture and celebration. Learn in a supportive, small group environment with native-speaking instructors.

- Bursaries available for BC teachers
- Morning or full-day classes
- Downtown Vancouver or UBC Vancouver
- 1-, 2- and 3-week courses
- Earlybird prices until May 29, 2020

View and register for courses:
exl.ubc.ca/summer-french

Apply for a bursary:
exl.ubc.ca/bursaries

604 822 1444
languages.exl@ubc.ca



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I CHOOSE
FRENCH

Le français ça m'intéresse!

Ein kalter Wintertag [by Medienwerkstatt](#)

Findest du das Bild, das zu dem nachfolgenden Text passt?

Lies dir die nachfolgende kleine Geschichte genau durch!

Nur eines der Bilder passt genau zu dem Text.

Wenn du die richtige Lösung findest, kannst du das Bild zur Geschichte passend ausmalen.

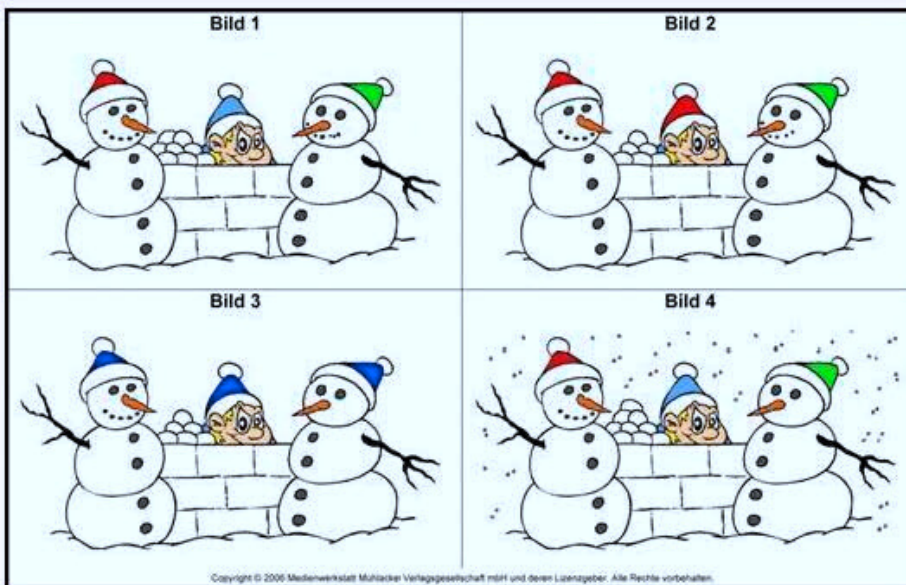
Es ist ein kalter Wintertag, und schon seit Stunden fallen dicke Schneeflocken vom Himmel.

Deshalb hat Tim seine dicke blaue Lieblingsmütze aufgesetzt, als er nach draußen gegangen ist. Zuerst hat er vor der Mauer im Garten zwei große Schneemänner gebaut. Ein Schneemann hat eine rote Mütze auf dem Kopf. Dem anderen Schneemann hat Tim eine grüne Mütze aufgesetzt.

Doch dann ist es Tim langweilig geworden. Gerade, als er ins Haus gehen wollte, erblickte er seinen Freund Jan.

„Das ist ja super!“ dachte Tim. „Dann gibt es ja doch noch eine richtig tolle Schneeballschlacht heute!“

Und schnell formte er sich schon einmal einige Schneebälle und legte sie auf die Mauer. „Neun Schneebälle werden ja erst mal reichen!“ dachte Tim bei sich und lauerte hinter der Mauer auf seinen Freund Jan.



Culture & Sustainability

Exploring the Roots of Sustainability in the German Language Classroom

A Novalis - Project

Written by Galina Vakhromova

Acquiring a new language we discover a new culture and learn about its different aspects: history, literature, music, and activities. Some recent scholarship (Brocchi, Kagan, Kirchberg, Grober etc.) argues that it is very important to explore how culture is shaping our vision of future. They suggest that a cultural aspect should be added to the concept of sustainability, if we understand culture as a system of beliefs, values, and worldviews. These scholars define sustainability as our responsibility and the environmental crises as crises of culture. The idea of sustainability is a part of our world cultural heritage. Searching for roots of sustainability helps us to create a better vision of future.

According to the representatives of a new holistic approach of the concept, this issue is becoming more urgent nowadays and it is necessary to have a broader understanding of culture. The number of studies addressing the cultural sustainability is increasing (Down, Stea, Halbwachs, Morgan, Dieleman, Stoltenberg, Michelsen, Godemann etc.). They are related to the intersection of sustainability and the Arts. The scholars claim that the arts can inspire, build values, process emotions, and create positive learning environment.

In preparing a project for Grade 9-10 students (German language school), the following questions arose in connection with language acquisition and exploration of cultural sustainability:

What can we, as language educators, do to promote stronger connection to nature?

What topics should be covered?

How can the positive learning environment be fostered?

What methods should be used?

What competencies should be identified?

Questions such as these help provide a framework for the project. The methods used are mixed: historical, literary and musical approach. My aim is to give students an opportunity to use historical information about the roots of sustainability in Germany, learn about one of the representatives of Romantic Era Georg Friedrich von Hardenberg. He was well-known in Germany and worldwide as a poet Novalis. His innovative philosophical thoughts are current today. He was called a “star” of German Romantic, which had a huge impact on culture in Germany and other countries.

The students search for background information about Novalis and prepare a biography of the German poet, philosopher, and mining engineer. Using biography as a research method helps understand how his ideas were shaped. It is a foundation for the further discussion.

Discussion in the classroom is structured around two parts. The first part is life and work of Novalis:

Where did he study?

How did his education influence his work?

Which three directions did Novalis take after his training at the Mining Academy?

The second part of discussion is about his literary works:

What did Novalis write about “Nachhaltigkeit” (German translation of “sustainability”)?

What do you know about the roots of sustainability in Germany and the forest management?

Which writing on his poetry do you know?

How did Novalis express in his novel “Heinrich von Ofterdingen” his connection with nature?

How did he bring his environmental concern into his literary work?

I incorporated many quotations from his novel and his poetry to give the German learners a chance to read the original texts.

In this project, students use Novalis’ work to explore the roots of sustainability. First, students are introduced to Schubert’s song “Hymns to the Night”, who put Novalis’ poetry into music. Next, they learn about Georg Friedrich von Hardenberg and complete his biography. They read quotations from the book “Heinrich von Ofterdingen” and discuss Novalis’ ideas about mining and sustainability. In the final session, students write an essay showing their knowledge about the poet of Romantic Era and reflect their experience. This project combines “cognitive knowing and value oriented discussions,” the artful knowing and the artful doing (Dieleman, 2007).

Acquiring a new language, the German learners exchange their ideas and information orally and in writing, examine their views about the roots of sustainability in Germany. They expected to be able to use their knowledge about Novalis, express their vision of “collective memory,” and reflect their emotional experience searching for answers.

Resources:

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Step Into German and The Goethe Institute Contest “Our Sustainable Future”

“Why should I be studying for a future that soon may be no more, when no one is doing anything to save that future?” (Greta Thunberg)



How can we design a sustainable future for everyone? All over the world, young people are fighting for a common goal: a sustainable future. Greta Thunberg, a 16-year-old from Sweden, is their role model. For months now, Greta has taken to the streets to protest on Fridays instead of going to school.

We want to hear your ideas! Sustainable development is diverse and includes ecological, economic, political, and social practices. What else do you think of? Work with your peers, for example fellow students from class or after school clubs or organizations, and ask your German and STEM, philosophy, or social studies teachers for help! Tackle global problems such as climate change, poverty, or pollution together!

Take part in the “Our Sustainable Future” competition and tell us about your ideas in German. Contest closes February 15, 2020.

The competition is made up of three parts:

Think: What are the most important sustainability issues in your cities, at your schools, and in your lives? Maybe it's energy use, poverty, traffic, waste, or pollution? What else can you think of? Read more here about the United Nations' 17 Sustainable Development Goals!

Research: What are the ecological, economic, political, and social causes of the problem you have identified?

Act: Develop concrete actions that you could take to help address these problems in your community.

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Andrew McFayden - Other Languages Rep

International Mother Language Day

I have always had a passion for language, I think. It started with my love for learning French as an elementary student in the early 1980s in Core French classrooms. I remember being the one student who would show up in the library before classes and look up how to count in other languages just because I thought it was cool. I seem to remember learning how to count in Hawaiian, Fijian, and Swahili...among others.

I grew up with the Ojibway language around me but never learned it outside of a few phrases that my friends taught me here and there. I specialized in second language teaching while doing my Bachelor of Education degree programme at the University of Manitoba with a major in French language. I think this was where the ball really started to roll.

I moved to Prince George in 1995 and, while in a book store one day, discovered a book called Teach Yourself Gaelic. Knowing that we had this language in our recent background, I began to learn it and eventually became fluent through immersion programs and travel to both Nova Scotia and Scotland. My accidental language was Spanish. My principal needed someone to teach it one year and asked me to do it. I had a smattering of the language at the time but I was not fluent. I immersed myself in it, and eventually did a diploma program through a university in Spain. I absolutely love the language. I guess one could say that I have a passion for language in general.

This brings me to my thought for this article: International Mother Language Day. The United Nations Educational Scientific and Cultural Organization (UNESCO) has declared February 21 to be International Mother Language Day. This day has been celebrated since 2000 and has been growing in popularity in every year since. With increasing globalization, linguistic diversity is very much threatened. On its website, UNESCO states “UNESCO believes in the importance of cultural and linguistic diversity for sustainable societies. It is within its mandate for peace that it works to preserve the differences in cultures and languages that foster tolerance and respect for others.

Linguistic diversity is increasingly threatened as more and more languages disappear. Globally 40 per cent of the population does not have access to an education in a language they speak or understand. Nevertheless, progress is being made in mother tongue-based multilingual education with growing understanding of its importance, particularly in early schooling, and more commitment to its development in public life.”

(<https://en.unesco.org/commemorations/motherlanguageday>) On Friday, February 21, observe International Mother Language Day at your school, even if it is through an announcement at the beginning of the day or if you take the opportunity to organize events for students.

Celebrate languages!



**A STUDENT'S BRIEF GUIDE TO PROGRAMS FOR YOUTH TO USE AND IMPROVE THEIR FRENCH
BY JACLYN KOLBER**

YMCA QUEBEC SUMMER WORK EXCHANGE



Deadline Early May
Age you must be 16 or 17
Duration July 1st 2019 till August 10th (environ) **6 weeks**
Description Go to Quebec to work for 6 weeks with a group of around 10 people your age. Activities I did when I did the trip: camping, watching Cirque de Soleil, going to Laronde, Pottery, movie night, boat cruise night, watching an insane light show and literally doing whatever you want when you're not working!!
My rating **5/5**
Cost **100\$**
Requirements 1. Three (3) completed reference forms from supervisors who have observed your work performance (employers, teachers, coaches, community leaders).
 2. Provide a homestay environment (most likely their own home) for their twin exchange student to live in during the program
Reward around 3, 000\$
Website <http://my.ymcagta.org/netcommunity/page.aspx?pid=536>
Youtube video https://www.youtube.com/watch?v=64zJSWA6X_w <https://www.youtube.com/watch?v=8YmjirsODwc>

EXPLORE SUMMER FRENCH IMMERSION

Deadline to apply February 16th
Duration 5 weeks
Age have completed 11th grade and be at least 16 years old
Description Through classroom instruction, workshops, sociocultural activities, and field trips, you will not only improve your French language skills, but discover the culture of a new region as well, all while exploring, meeting new people from across the country, and exchanging ideas in a stimulating environment perfect for learning the French language.
My rating 2.5/5
Requirements 1. be a Canadian citizen or permanent resident (those studying in Canada on a student visa are not eligible); and
 2. be at least 16 years old on the first day of the course; and have been a full-time student for at least one term during the current school year.
Cost non-refundable registration fee (around 200\$) + your flights
Website <https://www.myexplore.ca/en/page/?description>



ENCOUNTERS WITH CANADA - RENCONTRES DU CANADA

Deadline to apply Before end of June
Duration all year round, depends on which theme you pick
Age I recommend participating in grade 11 or 12
Description Encounters With Canada is a unique bilingual opportunity for Canadian teens to meet other young people from across the country. Spend an adventure-filled week in your nation's capital. You participate in a special week such as Arts and Culture, Business & Entrepreneurship, Democracy & Youth, Science & Technology, First responders, Global affairs, Law & our justice system, Media & Communication, Medicine & Health, Science & Ecology, Sports & Fitness and Vimy: Canada's coming of age



My rating 2.5/5 I was potentially too young in grade 10 because most people say it's the best time of their life

Requirements

1. be a Canadian citizen or permanent resident of Canada
2. be enrolled in a school that is recognized by the Ministry of Education in your province or territory
3. have written consent from a parent or guardian

Cost 750\$ which includes food, flights and activities

Website <https://www.ewc-rdc.ca/pub/en/register>



VANCOUVER CHILDREN'S FESTIVAL VOLUNTEERING FOR FRENCH DAY

Deadline to apply no determined date

Role volunteer

Duration Monday, May 28 till Friday, June 1 – 8:30 am to 4:30 pm (one week), The weekend is different times. Need to do a minimum of two days + a short orientation of your activity before the festival

Age grade 10 and up

Description Different volunteer roles you can do such as: crew support, tent activities (i did this one), face painting, special areas/events, ushers & ticket takers and floaters

My rating 3.5/5

Requirements excellent English or French, reliable and dependable, attend the training session, attend the training session, willing to give your time with a smile, Flexible, patient, respectful with a good dose of humility.

Reward volunteer hours!!

Website <https://www.childrensfestival.ca/about/volunteer-application-form/>
<https://www.childrensfestival.ca/wp-content/uploads/2018/11/Volunteer.pdf>

HOUSE OF COMMONS BILINGUAL PAGE PROGRAM

Applications open October 1 to December 3, 2018 (TBD for 2019)

Role Page which is a helper in the House of Commons

Duration August 20th 2019 - August 19th 2020 (environ) **one full year**

Age **(be in your grade 12 year)** be graduating from high school (with no academic interruptions) and starting full-time studies at one of the four universities in the National Capital Region in September of the year of employment as a Page;

Description Pages work in the House of Commons Chamber providing various services to Members of Parliament, the Speaker and Chair Occupants, and Table Officers. For example, Pages collect and distribute official documents, deliver messages to Members, serve as a link between Members and their Hill offices, answer telephone calls, and make photocopies. On occasion, Pages also meet with youth groups to speak about their duties and their experience on Parliament Hill.

My rating To be determined, I am doing this job this year.

Requirements

1. Be a Canadian citizen or a permanent resident;
2. be graduating from high school and starting full-time studies at one of the four universities in the National Capital Region in September of the year of employment as a Page;
3. Have obtained an overall academic average of at least 80% the previous year (Grade 11), and maintain this average in grade 12.
4. be able to orally communicate fluently in both official languages, as evaluated by the House of Commons.

Reward around 16 500\$ + 1,200 at the end + 1 return flight

Website <https://www.ourcommons.ca/About/PageProgram/About-Prgm-e.html>



Creating a Christmas and New Years Themed Bulletin Board

Looking to make a fun but simple Christmas and New Year's themed bulletin board with your elementary/middle school students? Check out www.oneschoolroom.ca/joyeux-noel/ for the Christmas board and www.oneschoolroom.ca/bonne-annee-happy-new-year/ for the New Year's board.

Christmas:

This project takes about 40 minutes and looks great on a creative background that you create such as large green triangle trees and a full moon.

1. Explore images with your students of Christmas ornaments with fleur-de-lis
2. Draw a fleur-de-lis with the wonderful instruction found on YouTube's Draw Stuff Real Easy.
3. Cut the fleur-de-lis.
4. Glue onto a round piece of paper.
5. Write Joyeux Noël.
6. Decorate

New Year's:

The amount of time this project takes depends on how many "Spirograph" craft toys you own.

1. Let each student create art with the "Spirograph."
2. Write Bonne Année.

Et voilà, très facile, lovely bulletin boards to share 'un peu de français' with your school.

Tanya Campbell - Elementary/Middle School Rep

Celebrating Chinese New Year Through Videos and Movies

Ping Li BCATML Mandarin Representative

Chinese New Year, also known as the Spring Festival in Mainland China or the Lunar New Year in some Asian countries, is the most important and celebrated festival both in China and in Chinese-speaking communities around the world when family members gather at home or restaurants to enjoy a feast just like the western Thanksgiving or Christmas. As a new tradition, Chinese families will sit together after the new year dinner, chatting, enjoying snacks and watching their much-anticipated Spring Festival Gala, the signature variety show, produced by China Central Television Station (CCTV) and broadcast to the whole world, a glamorous performance that lasts till midnight.

Though it is impossible for us teachers to sit with students and enjoy the show on New Year's Eve, we certainly can play some YouTube or online videos and movies to prepare them for the celebrations and immerse them in a joyful and festive atmosphere in the classroom while allowing them to develop cultural awareness and learn to appreciate diversity. The following are a few of such entertainment pieces that I have used and proved effective and well-loved by my students.

Chinese Learning for Kids (chinese4kids.net) is an online Mandarin learning site where we can find a lesson plan called "Celebrating New Year – a Chinese Chant to Learn about Chinese New Year". It starts with a simple chant to cover all the major activities that Chinese people do for Chinese New Year such as putting on new clothes and hanging red Spring Festival couplets, lighting up lanterns, setting off firecrackers, making and eating dumplings, and giving and receiving lucky money in red envelopes. Then, each main activity becomes alive in a short video with a brief introduction. This can be used as a starting point to introduce Chinese New Year to beginner Mandarin learners.



An image from Chinese Learning for Kids

Questions to ponder and discuss:

- 1.What are the practices of Chinese New Year celebration?**
- 2.What is the dominant colour of Chinese New Year celebration and what does the colour symbolize?**
- 3.What can you do in the classroom to celebrate the coming of the new year?**

Possible activities:

- 1.Crafts making: lanterns, red envelopes, the zodiac animal of the year, etc.**
- 2.Calligraphy and Spring Festival couplets, writing of the character “fu” (good fortune)**
- 3.Decorate the classroom with Chinese New Year motifs**

Students are not unfamiliar with the animated films of Kung Fu Panda. “Kung Fu Panda Holiday” (<https://www.youtube.com/watch?v=TOSP0dn8o7A>) is my favourite when it comes to Chinese New Year celebration. The length of the film (26 minutes) is right for a class plus some activities. The story tells about how Po, portrayed as an unusual hero, reconciles with his father Mr. Ping while preparing for a banquet all by himself for a winter festival. I often use this film to start talking about the festive activities as well as the deeper cultural meanings underneath the food and auspicious decorations. A discussion on festival traditions, the importance of family togetherness, family’s cultural background with comparisons of different cultural products and practices on similar festive occasions, just to name a few, is a must and can generate lots of curious questions and willingness to explore more. It is very easy to integrate into the discussion of First People’s Principles of Learning such as exploration of one’s identity and the generational roles and responsibilities for the well-being of the self, the family, the community, the land, the spirits, and the ancestors.

Questions to ponder and discuss:

- 1.How does this movie "immerse" you personally into Chinese culture? Are there any particular aspects that stand out in your mind?**
- 2.What cultural insights have you gained after watching this movie?**

Possible activities:

- 1.Role-play certain sections to get students excited**
- 2.Challenge students to spot the various cultural elements shown in the film to draw their attention**
- 3.Create a mind map to connect all cultural elements to show understanding**



A festive scene from "Kung Fu Panda Holiday"



A Scene from "New Year's Day": kids are marveling at the new year market

The short animation “New Year’s Day” (《元日》, 5.29 minutes) takes the audience back to a village in China four hundred years ago at the time of the festive celebrations through the eyes of a young child (<https://www.youtube.com/watch?v=YLSjcvleZ4o&t=2s>). Dad is busy hanging red lanterns and putting up red couplets while mom is cooking delicious food. Kids are so craving for the food that they are trying to take some stealthily, only to be caught and lectured by the dad. Students are paying a visit to their teacher with gifts and respectful remarks while the teacher treats them with a bowl of “new year soup”. Though set in ancient times, the film is filled with harmonious relationships among family members and neighbours when the villagers are celebrating the new year, and touches the heart of modern-day audience, a reminiscence of how memory, history, and story come together.

Questions to ponder and discuss:

What are the traditional Chinese virtues shown in the film?

What are the feelings and practices that both ancient and modern people share alike?

Possible activities:

Role-play a Chinese New Year scene
Make a new year menu

Make a list of activities that the Chinese have to do during the festival days

Learn the poem (《元日》 by Wang Anshi) that the film is based upon

The short video “Chopsticks” (《筷子篇》 <https://www.youtube.com/watch?v=47XXv3npHdE>) shown in one of the CCTV New Year galas depicts in a very touching way the cultural meanings embodied in a pair of Chinese chopsticks: inspiration, inheritance, courtesy, caring, longing, good neighbourhood, interdependence, and gratefulness. This is a very good resource to accompany any Chinese New Year theme lessons.

Questions to ponder and discuss:

What is behind a pair of chopsticks?
What are various uses of chopsticks besides eating meals?

As a cultural product, how do the chopsticks reflect the Chinese philosophy and family values?

Possible activities:

Create an infographic poster to demonstrate one aspect of the cultural values shown in a pair of chopsticks

Role-play a scene to show a deep understanding of one of the aspects of chopsticks culture

Use free online tools (e.g. pixton.com) to write a comic story of modern-day interpretation of the uses of chopsticks



A scene from “Chopsticks”: a mom is teaching her daughter how to use chopsticks as an inheritance.

“Waiting for Arrival” (《等 * 到》 <https://www.youtube.com/watch?v=YoHIPvI8HCg>) another short video shown in one of the CCTV New Year galas describes how people from different families are waiting for their loved ones to come home for Chinese New Year. This can be used with any of the above movies/videos to demonstrate the importance of family in festive celebrations.

A video that can help students have a taste of the actual festivity is “A Bite of China Celebrating Chinese New Year” (《舌尖上的新年》) on <https://www.youtube.com/watch?v=8C2rizBCHtI> (click “cc” at the bottom of the screen for English subtitles), which provides a very vivid picture of the food culture in Chinese New Year celebration. Although in Mandarin, students can easily understand different scenes by following the actions of the people in the video as well as with the help of the English subtitles. This video works very well with our curricular competencies in exploration of the connection between identity, place, and community.



A scene from “Waiting for Arrival”: a child is waiting for her dad to come home



A scene from "A Bite of China Celebrating Chinese New Year"

Questions to ponder and discuss:

Why is food so important to Chinese culture as shown in this video? Or to any culture?

What does food culture tell us about the values, philosophy and the people of a specific culture?

What are the benefits of living in a multicultural community?

Possible activities:

Organize a food tour around the neighbourhood for students to observe what styles of Chinese food are offered locally

Collaborate with the Foods class to shop for ingredients in Chinatown, or a Chinese supermarket, and make Chinese food of various styles to share in a Chinese New Year's celebration for the school community

Ask students to choose one dish from a distinctive style of the Chinese food and do a cooking show

Next year is the Year of the Rat and the Chinese New Year day falls on Jan. 25th, 2020. According to Chinese astrology, Rat is brainy with a sense of creativity and a keen vision, connected to knowledge, memory, and learning. Using Chinese videos and movies to engage students in language learning and cultural understanding is a promising way to start a new year. However, it cannot go well without some yummy dumplings, can it?

The celebration of the Year of the Pig certainly provided a venue for students to engage with the school community and share their expertise in Chinese language and culture, particularly the meanings behind important cultural practices over thousands of years, to promote intercultural connectedness, and it served as a true testimony to purposeful communication, critical and creative thinking, and personal connection with community.



Rat is the first animal sign of 12 Earthly Branches. The Rat is in the Water group according to the Chinese Five Element theory. The Rat is connected to placid water, cold water or rain. Water is related to wisdom and intelligence. So Rat is a clever, tricky, and tactical animal. The Rat has many ideas with a keen vision and can solve problems quickly. The Rat is Yin Water, the last element of 10 Heavenly Stem. It is connected to knowledge, memory, and learning. The Rat has a strong memory in learning and remembers the previous life experiences. The Rat is brilliant, brainy with a sense of creativity. The characteristics of Rat are agile, active, resourceful, thoughtful, sharp-sighted, staying alert. In Chinese I-Ching, Water is connected to the danger. Rat Month is December, the snow month of the winter. The Rat is connected to the icy water. The other traits of Rat are gloomy, quiet, introverted, conspiring and scheming. When the Rat is a leader, it owns power and can make decisions. It often takes little advantage of others and gives people pressure.

Yang Metal Rat ranks 31st out of 60 Stem-Branches. Yang Metal is the Heavenly Stem and Rat is the Earthly Branch in the Chinese Zodiac calendar. The color of Yang Metal is white or golden. Therefore, Yang Metal Rat Year is the White Rat Year or Golden Rat Year. Yang Metal is connected to the sword, ax, gun or weapon. Yang Metal Rat is a fully armed Rat. Yang Metal also stands for a metal boat, ship, submarine or strong wind. According to Chinese Five Elements, Rat is Yin Water. Yin Water stands for placid water, cold water or ocean. The sign of Yang Metal Rat is a ship traveling on the ocean. That implies that we need patiently wait for the time to arrive at the destination. It's time to well-prepared for the next coming performance. The fully armed Rat is ready for battle. The other sign of Yang Metal Rat is strong wind stirring up the water or a potential hurricane. Water represents danger in I-Ching. Hurricane could damage the properties to cause disputes. A smart person should stay alert and don't drop into the ocean or argument.

Amid the loud noises of the firecrackers, the abundant mountains of food, the surges of red and gold everywhere, the heavenly dog led the chubby pig into the scene, embodying qualities of auspiciousness, energy, enthusiasm, entertainment, resourcefulness, a bit lazy but always helpful and motivated. The celebration of the Year of the Pig certainly provided a venue for students to engage with the school community and share their expertise in Chinese language and culture, particularly the meanings behind important cultural practices over thousands of years, to promote intercultural connectedness, and it served as a true testimony to purposeful communication, critical and creative thinking, and personal connection with the community.

BOTH ENDS OF THE RAINBOW

by Grace Ho, BCATML Japanese Rep

It was so wonderful to be a part of the Celebrating Languages Conference in Saanich! I was even able to attend the Victoria Nikkei Cultural Society's 20th Annual Japanese Cultural Fair the next day!

I am entitling this article "Both Ends of the Rainbow" because I had the opportunity to witness the amazing work of Matthew Russell and Yoshifumi Murakami. Russell Sensei teaches Japanese in Victoria using the Teaching Proficiency through Reading and Storytelling (TPRS) Approach. Murakami Sensei introduced teachers to the concept of using Virtual Reality (VR) in language learning. The workshops were so different yet so incredible that it was like finding two pots of gold – one at each end of the rainbow! Interestingly, there were rainbow sightings on the way to the conference...

Teaching Japanese (and other languages) through Comprehensible Input by Matthew Russell

Being a student is fun! Especially when you can put away your books and sit around in a circle listening to and telling stories. "Learning is embedded in memory, history, and story." This is one of the **First Peoples Principles of Learning**. "Important teachings emerge through stories." This is one of the **Aboriginal Ways of Knowing and Being**. Human beings are designed for interactive stories. Even less than a century ago, the popularity of KAMISHIBAI, which used hand drawn visuals and engaging narration, involved storytelling with groups of kids. After decades in front of the TV and many years in front of portable personal screens, I think people are hungry for more engaging storytelling environments. That is exactly what we get from Russell Sensei who helped us teachers experience TPRS in action. By involving students in the stories and repeating target words throughout the lesson using **Comprehensible Input (CI)**, students are able to remember more high frequency vocabulary and use them appropriately. Reading levels also improve when students have a supply of easy stories that use comprehensible input. I am starting to explore Russell Sensei's resources, including three books that I have purchased and a bunch of other amazing online resources!

Check out: <https://easyjapanesestories.com/>

Books can be purchased via this site. I still have much more to learn about the TPRS approach, but I am determined to give students more CI through reading and storytelling!

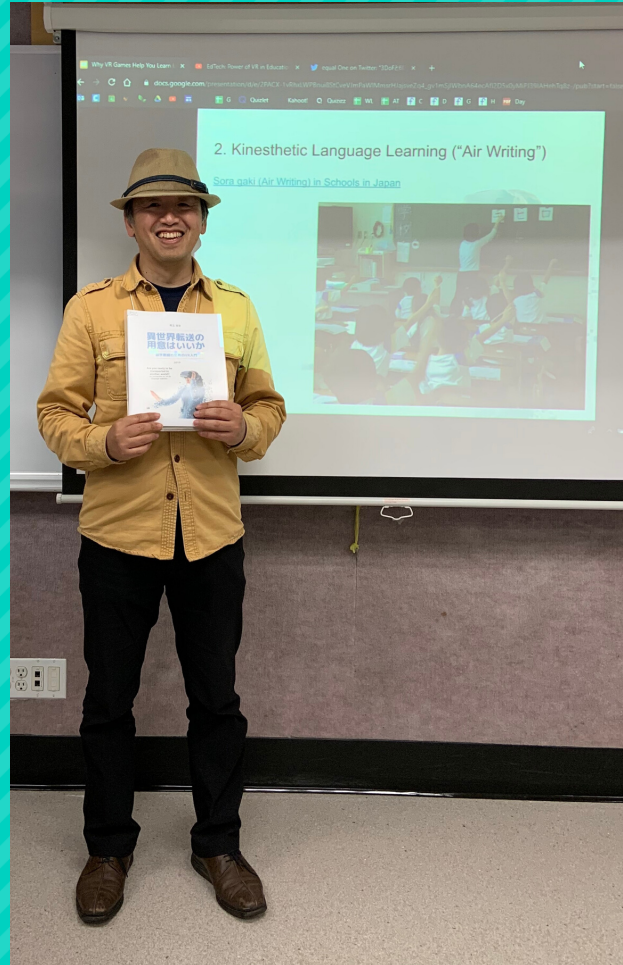


Why Virtual Reality (VR) games help you learn languages

I have always wondered about VR technology. While movie theatres and escape rooms are immersing their audiences in life-like experiences, speakers like Alexa, Siri, and Google Assistant make it seem like you are never alone at home. Our virtual worlds are expanding, and classroom access is not far behind. It was not that long ago when all we had were chalk and overhead projectors. Now we have whiteboards, fancy projectors, laptops, iPads, 3D printers, green screens and much more. So, let's put entertainment and home gadgets aside, and look at how VR is used for language learning. Murakami Sensei takes us to higher ground (literally) and walks us through (literally) what VR looks and feels like. Yes, every teacher in the workshop room put on the VR goggles and picked up the controller to ascend 80 floors up an elevator and walk the plank to the outside. Even those who claimed to be afraid of heights tried this VR experience!

Some students may be very afraid of actually ascending a tower and walking out onto a plank in the same way they may be very afraid of speaking in public or making mistakes with their language learning. By using VR to scaffold learning, students are willing to take more risks and try new things. We always encourage our students to participate orally, be creative, be adventurous, and not worry about making mistakes. With VR, students can create characters with **Artificial Intelligence (AI)** and practice speaking to Japanese superiors, subordinates, or customers at work. They can practice talking to an AI in Japan's service industry as a tourist or exchange student before they even visit Japan. Sufficient practice sessions with a robot or programmed AI partner may be valuable stepping stones for those who are anxious about talking to a real person.

VR also engages full sensory learning. Visual, auditory, tactile and kinesthetic learning styles are all at play here since our entire body is involved. However, some ideas from Murakami Sensei do not require special VR equipment. Although students would love to slice like Fruit Ninja, they can still practice "air writing" for kana and especially for kanji. With so many resources on paper and screens, it is easy to overlook this time-tested technique. I often rewrite characters in the air to check for accuracy in stroke count, stroke order, and stroke direction. Developing this habit with students would prove useful for their long-term memory as well!



LET'S POUND AND WRAP

by Grace Ho, BCATML Japanese Rep

Pound Some Mochi!

By the time this newsletter is published, it will be **MOCHITSUKI TAIKAI** (Rice Cake Pounding Event) season again! Check the Winter 2017 Newsletter to see my Mochi Man and the Winter 2018 Newsletter for Mochi Man 2.0. Here are some upcoming dates for events in the Lower Mainland:

Saturday, December 7, 2019 at the Steveston Buddhist Temple

<http://steveston-temple.ca/event-calendar/>

Sunday, December 8, 2019 at the Vancouver Buddhist Temple

<https://vancouverbuddhisttemple.com/>

Usually last week of December, 2019 at the Vancouver Japanese Language School

<https://vjls-jh.com/>

Sunday, December 29, 2019 at the Nikkei National Museum & Cultural Centre

<https://centre.nikkeiplace.org/events/mochitsuki2019/>

Wrap Some Gifts!


I often tweet my ideas and retweet fabulous ideas from others for the Japanese classroom, so please follow me on Twitter **@VancouverGrace**! Here is an activity I tweeted previously that you may want to try:

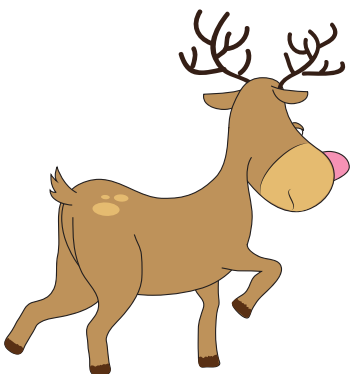
Japanese Language & Culture Secret Santa Gift Exchange!

1. Ask your school's Home Economics department for cloth they no longer need.
2. Cut a class set of TENUGUI (35 by 90 cm) or FUROSHIKI (50 cm square).
3. Watch a variety of YouTube videos about how to wrap different types of items in cloth.
4. Ask students to bring a small gift worth no more than \$5 but skip the gift wrap and bags.
5. Give students time in class to wrap their gifts and place them on the Secret Santa table.
6. Label each gift with a Christmas themed expression in Japanese on a piece of paper.
7. Distribute the expression's translation or picture on another piece of paper to the students.
8. Line students up at the Secret Santa table so they can read all the labels to find their gift.
9. Check that the labels match and allow students to open their gifts once they are all claimed.



Need some instant words and expressions with a Christmas theme for the gift labels? How about some for students who just started learning *Katakana*? Here you go:

Angel		エンジェル
Bell		ベル
Candle		キャンドル
Candy Cane		キャンディケイン
Christmas Cake		クリスマス ケーキ
Christmas Card		クリスマス カード
Christmas Carol		クリスマス キャロル
Christmas Chicken		クリスマス チキン
Christmas Cookies		クリスマス クッキー
Christmas Date Plan		クリスマス デート プラン
Christmas Day		クリスマス デー
Christmas Eve		クリスマス イブ
Christmas Lights		クリスマス ライト
Christmas Recital		クリスマス リサイタル
Christmas Tree		クリスマス ツリー
Decoration		デコレーション
Gift Card		ギフトカード
Gingerbread House		ジンジャーブレッド ハウス
Greeting Card		グリーティングカード
Illumination		イルミネーション
Jingle Bells		ジングルベル
Merry Christmas		メリークリスマス
Ornament		オーナメント
Party		パーティー
Present		プレゼント
Reindeer		トナカイ
Santa Claus		サンタ クロース
Snowman		スノーマン
White Christmas		ホワイトクリスマス
Wreath		リース



Websites & Social Media

Duolingo

Duolingo has certainly made its mark in the language learning space! Particularly because it is one of the most popular amongst language learners. With a variety of activities and features, Duolingo offers the ability to master the basics of a language and the best part is that it is completely free! Duolingo works on iPhone, Windows, and Android phones and is a great way for students of any age to get practice and explore the beauty of modern languages.



Open Culture

If Duolingo does not offer the language you were hoping to learn, check out Open Culture! With over 48 languages currently available, you have the option to learn Russian, Mandarin, Icelandic and even Gaelic. Open Culture offers you the opportunity to practice listening, speaking, reading, and writing in the language of your choice! An invaluable resource for any of your language learning needs.

Babbel

If you only want to learn the basics of a language, try Babbel. This service offers 14 languages including English, French, German, Portuguese, Swedish and Turkish. With Babbel, you learn how to speak, read, and write in the language of study. The reason why Babbel comes highly recommended for basic language learning is that the basic course is free.

Social Media Accounts (Twitter) to follow:

About World Languages
@aboutworldlangs

Why follow: This is the Twitter account for About World Languages, a website promoting language learning and cultural awareness and maintained by The Technology Development Group. Follow for interesting facts about languages from around the world.

Language Mastery
@LanguageMastery

Why follow: Looking to master a foreign language? Then Language Mastery is the Twitter account to follow. You can find tweets that offer up tips and tools for not only learning but becoming an expert in new foreign languages, as well as different videos, software, and other technologies that will make the learning process easier.



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