



# BCATML

British Columbia Association of Teachers of Modern Languages  
*Supporting teachers and learners of second languages.*



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# PRESIDENT'S MESSAGE

- Kathy Chmelyk

Since our last newsletter, the BCATML Executive has had a change. Sandi Kostur accepted a Vice Principal position with the Surrey School Board and stepped down from her Co-President's position. We are excited for her as well as sad for us as she has been working for our executive for the past eight years. We will miss her encouragement, dedication and devotion to our members. Best of luck to you, Sandi.

Over the summer, the Conference Committee has been busy organizing *Celebrating Languages* 2013. As mentioned in previous newsletters, this year's venue will be Burnaby South Secondary School and the Michael J. Fox theatre. More workshops will be available; however, since most of the workshops will be taking place in classrooms, participant numbers will be limited. I strongly recommend that people register early in order to get their first choice.

Last year's delegates appreciated the World Café time to discuss various language learning topics and therefore we are including it once again in this year's program.

We are pleased to announce that BCATML will be hosting a CASLT Chez Vous on Saturday, October 25<sup>th</sup>. Laura Hermans-Nymark will be offering a day-long workshop on the Assessment in Action Toolkit. This event will take place at the BCTF and will be limited to the first 25 participants. Further details including a description of the workshop are found in this newsletter.

The conference is a great opportunity not only to attend outstanding workshops, but also to network and connect with old and new friends.

I look forward to "Celebrating" with you on October 25<sup>th</sup>.



Learn a new language  
– squirrelese!

# CONFERENCE NEWS

## **WORLD CAFÉ: A 2012 BCATML CONFERENCE SUCCESS!**

**By Stacey Sveistrup**

After listening to feedback made by our members in previous years, about making more time to discuss issues and ideas with others professionals in attendance, the BCATML Conference Committee decided to develop a session at the BCATML 2012 Conference to meet these needs.

The slight alteration created in last year's conference was the addition of a "World Café". The BCATML Conference Committee took a risk and created a forum, organic in nature, for teachers to talk with language educators about pressing and current pedagogical issues. Teachers were able to choose topics through registration and were encouraged to move around if the discussion in their chosen topic went in a direction that perhaps was not applicable or entertaining to them. Nonetheless, many teachers went to their World Café and stayed in their chosen session for the duration. Most rooms were hopping with exciting conversations that sparked enthusiasm, frustration, and relief. Some of the topics included integrating culture, using new technology to enhance language learning, the new curriculum, and the communicative/experiential approach. All the languages represented at our conference were also possible options.

I myself was in the room with the Spanish and French teachers. Half the room filled with Spanish teachers sharing ideas about their practice, while the other half exchanged new developments and teaching strategies about Core French. We had university teacher candidates, we had experienced teachers, and we had school board coordinators present in the room. A diverse range of knowledge and experience made a rich environment for sharing. I moved from table to table engaging in conversations and answered questions if I could. The ideas and discussions within the room were thought-provoking, relevant, and exciting. Our members are dedicated, passionate, and knowledgeable language teaching professionals. This was very evident in the room last year!

As a result of the World Café, professional contacts were made, further meetings were proposed, and field trips for students were put into the works. A definite success!

All in all, it was a positive endeavour as most of our members deemed it valuable and productive. Thus we have decided once again to have another "World Café" at our 2013 BCATML Conference on October 25<sup>th</sup> at Burnaby South Secondary School. In the near future you will be able to register, so stay tuned to our website: [www.bcatml.org](http://www.bcatml.org). I very much look forward to experiencing our "World Café 2013" with all you, our members!



# BCATML CONFERENCE 2013



**FIRST SESSION 8:30 – 9:50**

## **BCTF - Issues in secondary assessment (All languages Gr. 8 – 12)**

Presenter: Kailey Streibel

This is a new workshop that addresses issues in assessment and evaluation in secondary schools, e.g., the balance of formative and summative assessment, alternative methods for recording assessment information, grading practices, the use of zero as a mark, marks deductions for late work and other work habit issues, opportunities to redo assignments or tests, etc.

## **Embedding critical thinking into second language instruction (All languages Gr. 8 – 12)**

Presenter: Armelle Moran

### **THIS IS A FULL DAY SESSION**

This hands-on session focuses on the types of invitational questions and meaningful strategies that engage students to think critically while learning key second language skills. During the session, Ms. Moran will share effective and engaging critical thinking activities using digital media that can be adapted to any second language classroom. Participants will have the opportunity to work with the ideas presented and adapt them to their own instructional practices.

## **Teaching French through technology (French Gr. 5 – 12)**

Presenter: Katherine Mulski

Come join an inquiry into teaching French through learned techniques using technology. Sessions will explore available technology used in schools including, but not limited to: Mac and PC platform software such as iMovie, iPhoto, Movie Maker; Internet-based social media platforms such as Edmodo, Google Docs, and Weebly. Hardware consulted includes SMARTBoard, ELMO document cameras, iPad and iPod. Colleagues will be encouraged to actively invoke inquiry into their own classrooms by integrating technology into their practice. You are encouraged to bring your own laptops or iPads. Materials distributed will be in French and in English.

## **BCTF – Assessment for learning (All languages K – 12)**

Presenter: Cristina Gismondi

### **THIS IS A THREE HOUR WORKSHOP**

This workshop reviews the research that shows that doing more formative assessment in classrooms can have dramatic effects on student learning and achievement for all students, and help low achievers the most. The workshop will review the research, clarify the differences between formative assessment for learning and summative assessment of learning, and provide opportunities for participants to discuss what this might look like in the grades and subjects they teach. Participants are invited to bring a sample of student work in order to practise giving descriptive feedback. This workshop is given in English and is applicable to all modern language teaching.

## **Besser sprechen? Besser schreiben? Motivation durch vergleichsarbeiten A1 und A2 (German K-12)**

Presenter: Wieland Petermann

Wann wollen Schüler im Unterricht auf Deutsch sprechen? Wie können wir sie motivieren, kleine Texte zu verfassen? – Zwei Herausforderungen, zu denen der Workshop einige Ideen und Vorschläge zusammenstellen möchte. Wie können die neuen Vergleichsarbeiten A1 und A2 der ZfA dabei helfen?

In this workshop we will look at various ways of motivating students to speak and write in the German class. In this context, the new ZfA performance tests A1 and A2 will be introduced.

## **Le portfolio européen des langues - Le multilinguisme en avant dans les salles de classe de toute sorte**

### **(French Gr. 5-12)**

Presenter : Nicola Townend

Nous voulons intégrer le Cadre Européen dans notre enseignement quotidien du français et en même temps promouvoir l'importance du multilinguisme en général – mais comment? En 2001, en même temps que le Cadre Européen Commun de Référence pour les Langues, le Conseil de l'Europe a sorti le Portfolio Européen des Langues. Ce portfolio se laisse adapter à tous les niveaux et reconnaît à l'aide de ses 3 sections – le passeport de langues, la biographie langagière et le dossier - non seulement jusqu'à quel point nos langues sont liées à notre identité, mais aussi l'importance d'un plan à vie pour l'apprentissage des langues. Nous allons regarder quelques exemples de portfolios déjà accrédités par le Conseil de l'Europe provenant de différents pays, et discuter comment un tel portfolio pourrait nous servir dans nos écoles canadiennes.

## **Adding some *umph* to your language class (Japanese Gr. 8 – 12)**

Presenter: Elizabeth Baerg

I will share with participants some of the activities I use to make language learning fun. Keeping the student engaged and speaking in the target language is always a challenge. I will share my ideas and then open up for discussion for others to suggest fun activities used in their classrooms. If you have a fun activity, please bring it to share.

## **Introduction to teaching proficiency through reading and storytelling (TPRS) (Spanish 9 - 12)**

Presenter: Michelle Metcalf

Teaching Proficiency through Reading and Storytelling is an innovative teaching methodology that promotes unrivalled oral fluency, proficiency and literacy in the target language through the use of role play, personalization, reading and storytelling. TPRS is based upon the principles of Language Acquisition and current brain-research, and allows learners to be exposed to an abundance of authentic language in a condensed period of time. In a mini-immersion, playful and relaxed atmosphere, teachers can communicate with their students in the target language from DAY ONE, as they use language to co-create powerful and compelling contexts and comprehensible stories. This workshop will introduce the participants to the basic principles of TPRS, as well as some of the most successful strategies for increasing student success and engagement in the second language classroom. This workshop is appropriate for all second language teachers, regardless of the level or language taught.

## **My most successful Core French unit (French 8 – 12)**

Presenter: Nancy Griffith-Zahner

After 11 years of teaching secondary core French in the northern BC town of Prince Rupert, Nancy Griffith-Zahner has put together a template for what her students call her “best unit ever”. Years of student surveys and interviews, revising, re-trying and reflection have come together to create a unit structure that students consider fun, straightforward, and easy. The best part comes at the end of the unit, when students realize how much French they have learned, and how stress-free they find French conversations.

Whatever vocabulary or grammar structures you need your students to learn, and whatever the level of core French you teach, you will find this unit plan template invaluable for planning, day-to-day activities, assessment, and evaluation. Handouts include pre- and post-unit student surveys, as well as self and peer assessment forms so that you can see for yourself the students' own point of view of their own level of comprehension and engagement.

Participants will be given a copy of the template, as well as surveys, assessment forms, and all documentation needed to personalize the unit.

## **Integrating Technology in the Second Language Classroom (All languages K – 12)**

Presenter: Stacia Johnson

Stacia will discuss the benefits of the following in a language classroom:

- learning about content creation and why it's important in teaching
- exploring useful Web 2.0 tools in the classroom
- using microblogging (Twitter) in the classroom
- using blogging
- using Livescribe pens for oral assessment



## **Multimodal language learning and technology used in Mandarin classroom (Mandarin K-12)**

Presenter: Cynthia Xu

随着中国经济的腾飞与飞速发展，中国已成为世界瞩目的强国之一。中文作为 21 世纪的强势语言已被越来越多的人所重视。一个学习普通话，认读简体字的热潮已悄然兴起。海外中文课堂遍及世界每个角落。可是如何学好普通话，怎样教好普通话确是很多家长和老师持续讨论和研究的课题。海外中文教学有其独特性。传统的内陆中文教学模式及教材，在海外非中文母语的学生中产生这样或那样的文化与学习模式上的冲击。中文老师们时常要参考几套不同的教材来满足自己学生学习的需求。

Better Chinese 中文教科书是由北美中文教育学家根据西方教学理念，贴近学生的真实生活，从实践出发，为学龄前到大学水平的学生编辑的系列优质教材。目前被世界逾 2 万 8 千多学生，1300 所学校使用。Better Chinese 的教材被中国汉办评选为最佳海外中文教材。2008 年，美国 9 州联合进行中文教材评审，Better Chinese 的产品被 9 州政府一致通过并采用。学校反馈显示课堂教学效果显著，学生学习兴趣浓厚。本 Session 重点介绍 Better Chinese

1. 教学产品的全方位性及多面性。
2. 完整的教师支持系统给老师及同学们中文的教与学带来的收益。
3. 强大的在线学习系统给学生提供了随时随地学习/复习中文的可能。
4. 在线课堂管理系统不但给老师一个观测学生学习进展的窗口，还给师生互动提供了平台。
5. 最新 iPad 产品使学生中文学习跟上时代步伐。

Along with the ever-growing Chinese economy, the Chinese language (especially Mandarin) has become one of the most popular second languages in the world. Although Mandarin programs are offered on a global scale, what teaching methods and textbooks are most effective in catering to the different learning styles of students from different regions of the world remains a very heated topic of discussion among both teachers and parents. In this session, we introduce the Better Chinese curriculum: A curriculum adopted and approved by nine U.S. states for students ranging from preschool to college levels. We will demonstrate how students will benefit from this proven, classroom-tested, multimodal learning style.

## **Get them talking: connecting technology and oral interactions in the FSL classroom – (Poster Pals)**

### **(French Gr. 5 – 7)**

Presenter: Linda Sivyer

Participants will experience a new and unique resource for FSL classroom teachers, elementary level - "Plug'N Teach: les interactions" software by Poster Pals. Essential oral interactions of the CEFR A1 level are presented and reinforced through an interactive story with co-operative learning activities, interactive games, anchor charts and flashcards. Colourful visuals and authentic audio are featured along with many options for tailoring content to student needs. Presentation in English and some French. Handout and coupon included.

## **Additional Languages Curriculum Update (All languages)**

Presenter: Brent Munro and Pat Horstead

In this 40 minute session, Brent Munro (Manager, Curriculum and Resources) and Pat Horstead (Assistant Superintendent SD 36) will provide an update on the Additional Languages Curriculum. The session will include time for Q & A.

Participants will then have an opportunity to visit vendor booths before their next session.

## **Yes, we “Can do” with Nelson Explor-osité! (Nelson Publishing) (French Gr. 5 – 12)**

Presenter: Diane Masschaele

What students "can do" is enjoy authentic, meaningful communication about what's important to them. Nelson Explor-osité offers them opportunities to do this in French through carefully scaffolded language and simple tasks that allow for meaningful communication and meaningful connections to their lives.

Join us in this Nelson Explor-osité session to discover how “fun” and “meaningful” combine in a new resource that puts students at the centre of teaching and learning. You'll discover how it's possible to engage all students in a variety of authentic situations supported by everything you need to plan, teach, and assess using one resource. Free Nelson Explor-osité samples will be provided to all participants.

### **Teaching intercultural competence through Spanish films in Spanish (Spanish Gr. 8 – 12)**

#### **El aprendizaje intercultural en ELE a través del cine**

Presenter: Melissa Valdes (Education Advisor, Alberta Ministry of Education, Culture and Sport of Spain)

Understanding and comparing cultures is essential to learn foreign languages. We are going to explore ways to integrate language and cultures in engaging activities for the 21st century learner. This workshop offers useful resources and ideas to raise students' awareness of Spanish culture, using audiovisual clips and films, all of which fostering communicative techniques and the use of technology. Participants will compare materials and try to think about their own way of bringing culture to the Spanish class using simple and hands-on activities with audiovisual clips to improve communication by using different learning strategies.

## **SECOND SESSION 10:10 – 11:30**

### **Using a Smart Board in a Japanese classroom (Japanese Gr. 8 – 12)**

Presenter: Toshie Thumm

This workshop will provide an overview of how to use a Smart Board in the Japanese classroom. The emphasis will be on fun, interactive activities for students. It will also provide examples of how to teach split classes using this technology.

### **Embedding critical thinking into second language instruction (All languages Gr. 8 – 12)**

Presenter: Armelle Moran

**CONTINUED FULL DAY SESSION**

### **Penpal 2.0: Intercultural exchanges (All languages Gr. 5-12)**

Presenter: Claire Gilchrist

Culture is more than facts and festivals - it is about building relationships and establishing emotional connections. Using common and accessible computer and video technologies such as phones and laptops, students can create and edit powerful videos and other documents to send to partner classes, learning about other perspectives as well as their own. Touching on topics needed to design, execute, and assess a video exchange program, this workshop covers the (surprisingly simple) software and technology requirements, creation of projects which promote cultural reflection, and assessment methods. Whatever language you are teaching, exchange projects can offer students the chance to experience culture on a very personal level.

### **Making second language learning relevant (French 8 – 12)**

Presenter: Nancy Griffith-Zahner

Expressing the relevance of second language learning to skeptical students (and parents) can sometimes be an uphill battle. How can teachers instill a love of language learning in students who might find languages difficult, boring, or not immediately relevant to their post-high school job plans?

This workshop will delve into the neuro-linguistic, creative, and cultural reasons why second-language learning benefits students no matter their linguistic abilities or future career plans (the workshop will focus on French but the majority of information will apply to all second-language learning). The information in this workshop will be presented in an accessible way so that teachers can easily communicate language-learning philosophies to their students. Topics covered will include:

- how learning a second language makes you smarter, more creative, and a better problem solver;
- which parts of the brain affect language learning, and what happens when those areas are damaged;
- the surprising places one can find French in the world;
- how learning of another culture gives one a better understanding of one's own;
- how learning another language can help with job and career opportunities

Participants will enjoy role play and lively discussion as well as receive handouts for use in the classroom.



### **Writing TPRS stories. A collaboration workshop (Spanish 9 – 12)**

Presenter: Adriana Ramirez

TPRS is a language teaching method that is increasingly becoming more popular. Lots of teachers have been already exposed to this method's techniques through different training sessions, including some that I have done. The common question that always rises after these first approaches to the method is "but where do I get the stories from?" Blain Ray, the creator of the method, has several books with stories that can be used in the classroom; but after teaching TPRS for several years, I found that the best practice happens when you create your own stories. Therefore, I want to offer a guided collaboration workshop in which I will teach how to write TPRS stories, their basic components and purposes. Once this has been understood, the audience will be divided into groups. Each group will choose a specific grammar and vocabulary topic, to which they will write stories about. By the end of the seminar, we should have a pool of stories that would be available for everyone to use in their classrooms. This way we, language teachers, will collaborate in the process of creating our own TPRS materials that are appropriate to our PLO's, surroundings, population and specific needs of our students.

### **Activities for deeper thinking in a second language class (French Gr. 5 – 7)**

Presenter: Jennifer Rossi

In this workshop, Jen will be sharing practical and tried activities that engage students at a deeper cognitive level, but with limited vocabulary. During the workshop, participants will be invited to create their own samples to use in their classrooms. We will discuss how to scaffold students into deeper thinking questions as well as providing language structures for those students who have limited vocabulary. Suggestions for assessment will also be discussed. Some sample activities are Poetry Slam and Six Word Stories. Examples will be given in French. If participants have their own iPad, they are welcome to bring it along.

### **La poésie- la culture en direct (French Gr. 8 – 12)**

Presenter : Liisa House

Dans cet atelier, nous allons explorer la culture de la francophonie à travers la poésie classique et contemporaine. Nous allons jouer avec les métaphores, présenter de magnifiques vers de poésie, et évaluer les meilleures récitations. À la fin, nous vous laisserons avec les outils, l'expérience, et le courage pour mettre l'accent sur la communication orale dans vos classes et pour faire partie d'un nouveau concours de récitation de poésie.

In this workshop, we'll get a glimpse into francophone cultures by reading and interpreting classic and contemporary poems from the Les voix de la poésie anthology. We'll play with metaphors, dabble in tone, and score poetic recitations. All participants will receive teaching, evaluation, and contest materials.

### **La mesa redonda~The round table (Spanish Gr. 9 – 12)**

Presenter: Anne Miranda

Quando las personas se están reunidas alrededor de una mesa para cenar, esperamos que hay comida rica, conversaciones que edifican y sin embargo una oportunidad de brindar nuevas amistades y memorias. En este taller vamos a crear un ambiente familiar donde disfrutaremos comida latina, conversamos y compartimos lo que estamos haciendo en nuestras clases y colaborando juntos tendremos una hora de ideas refrescantes que podemos implementar en nuestra práctica. (por favor traigan 2-3 ejemplos de proyectos o actividades que en tus clases para compartir con el groupe).

When people unite around a table to dine, we hope to have good food, positive conversations and an opportunity to build new friendships and memories. In the workshop, we will recreate a family atmosphere where we will share in Latin food as well as converse and share what we are doing in our classes and by collaborating together we will have time to take refreshing ideas that we can implement in our practice. (Please bring 2-3 project or activities that you use in your class that you can share with the group).

### **Effective use of the multimedia materials in Chinese language teaching toolbox (Mandarin Gr. 8 – 12)**

Presenter: Jessie Li and Dr. Lawrence Gu

将介绍如何有效地使用《汉语教学直通车》系列教材（初、中、高三级）中的多媒体材料制作个性化教学材料来进行汉语教学。介绍将以模拟演示为主，让听众有机会体验到这套教材的好处，如内容本地化、实用、方便、易于使用等。此外，还将介绍HSK汉语水平考试和利用HSK考试辅助教学。

The presenter will introduce to the audience the various effective ways of using the multimedia materials in Chinese Language Teaching Toolbox by tailoring and assembling them to integrate into and to become users' own teaching materials. Through observing the presenter's demonstrations and participating in the guided 'walk-through', the participants will better understand the features of Chinese Language Teaching Toolbox, localized contents, practical, easy and convenient to use, etc. In addition, the presenter will also introduce the Chinese Language Proficiency (HSK) Test and how to use HSK and its online resources to complement Chinese language teaching and learning.

### **Making music videos in a language classroom (French Gr. 5 – 12)**

Presenter: Genna Cohen and Keith Donaldson

Liven up your language class with student-created music videos in French (or the target language). This workshop will provide step-by-step activities for your students to write their own song/rap in French (or other target language) and then turn it into a music video. You will have time to begin writing your own song/rap for your own unit. The unit culminates with a "Canadian Idol" style competition that can be as big an event as you'd like. It has gone from a class competition to inter-school competition in Delta already.

### **Teaching justice and culture in the target language (Spanish Gr. 9 – 12)**

Presenter: Bess Underhill

How do you teach culture and social justice in the target language? This introductory workshop will provide practical tips on how to explore culture and social justice issues with your students using short, comprehensible novels written in the target language. It will include ideas on how to use reader's theatre, role-play and extension activities to increase engagement and proficiency.

### **Technology in language teaching (All languages Gr. 8 – 12)**

Presenter: Marco Antonio Bequer Hernandez

This workshop will provide participants with technological tools that can be used for teaching languages. The presenter will include web-based learning tools such as: web quests, concept maps, internet apps for language learning.

### **Using the CEFR in the classroom: CASLT's CEFR-based Assessment in Action Toolkit (French Gr.K – 12)**

Presenter: Laura Hermans-Nymark

Interest in the Common European Framework of Reference for Languages (CEFR) has increased since its introduction in Canada in 2006 and many teachers wonder how they can use it in their classrooms. In this workshop participants will learn:

- The basic tenets of the CEFR;
- How the CEFR can help plan instruction and assessment;
- What CASLT's Assessment in Action Toolkit (AAT) is and how to use the tasks
- How to adapt the tasks to their own classrooms and how to create their own teaching and assessment tasks.

At the end of the session the participants will leave knowing how CASLT supports second language teachers in their teaching.

### **Gracias a la vida: Documentos auténticos en la clase de español (Spanish Gr. 9 – 12)**

Presenter : Trevor O'Rourke

El uso de documentos auténticos es esencial cuando hablamos de la motivación de alumnos de español principiantes. En este taller vamos a mirar algunos sitios web que logran hacer más entretenidos varios elementos del currículo normal, y explorar algunos usos que tienen. Bilingual presentation.



## **Das Europäische Sprachenportfolio - Mehrsprachigkeit im Vordergrund in Klassenzimmern aller Art (German K – 12)**

Presenter : Nicola Townend

Wir wollen den GER im täglichen DaF-Unterricht wahrnehmen, und gleichzeitig die Wichtigkeit der Mehrsprachigkeit im Allgemeinen fördern - aber wie? Zur gleichen Zeit wie der Gemeinsame Europäische Referenzrahmen wurde 2001 das Europäische Sprachenportfolio vom Europarat veröffentlicht. Dieses Portfolio lässt sich zu jeder Schulform anpassen und erkennt durch seine 3 Teile – der Sprachenpass, die Sprachenbiographie und das Dossier – sowohl wie eng unsere Sprachen mit unserer Identität verbunden sind, als auch die Wichtigkeit eines lebenslangen Spracherwerbs. Wir sehen dabei Beispiele von bereits anerkannten Sprachenportfolios aus anderen Ländern und diskutieren, inwiefern so ein Portfolio in unsere kanadischen Schulen eingesetzt werden könnte.

**LUNCH 11:30-12:30**

**WORLD CAFÉ 12:30-1:20**

A chance for you to discuss a current topic or subject area of your choice:

*Assessment*

*New Curriculum*

*Technology*

*Differentiated Learning*

*Integrated Culture*

*Special Needs in Language classes*

*Communicative/Experiential Approach*

*Teaching Grammar in context*

*Teaching Mandarin*

*Teaching German*

*Teaching Elementary French*

*Teaching Intensive French*

*Teaching Secondary French*

*Teaching Japanese*

*Teaching Spanish*

*Teaching Punjabi*

## **THIRD SESSION 1:30 – 2:50**

### **Échos Pro takes Core French to a new level: Students say, « J'aime le français! » - (Pearson Canada) (French Gr. 5 – 7)**

Presenter: Wendy Carr and Stacey Sveistrup

Don't miss this opportunity to learn how to get your students to say « J'aime le français! » Engage your students with tasks and texts that motivate them to talk about what really matters and feel the excitement as they advance their language and real-world learning while having fun interacting and getting things done en français. Échos Pro pilot teachers are excited about teaching FSL with state of the art videos, upbeat songs and a variety of multi-format texts. Teacher support materials show you how to teach using an action-oriented approach, addressing varied learner needs and maximizing student success. Échos Pro's print and online resources provide just-in-time pedagogical support, classroom clips, key strategies and anchor charts, cultural connections, as well as projectable e-books, videos, songs, audio clips, web links, interactive whiteboard activities and much more. Participants will receive a complimentary sample package!

### **Embedding critical thinking into second language instruction (All Languages Gr. 8 – 12)**

Presenter: Armelle Moran

### **THIS IS A FULL DAY SESSION**

### **Musik in Deutschland - Deutschland in musik (German K – 12)**

Presenter: Ulla-Ruth In der Stroth

Unsere Schüler/Studenten sind von Musik umgeben und viele beschäftigen sich auch in ihrer Freizeit mit dieser. Dies ist der Ausgangsgedanke dieses Workshops: es handelt sich um ein Thema, für das sich die Lerner interessieren und damit intrinsisch motiviert sind. Die (kurzen) Praxisbeispiele, die hier vorgestellt werden, sollen als Anregung dienen, SchülerInnen neu zu motivieren, zum Aufstehen und zum Mitsingen anzuregen und die deutsche Sprache mit allen Sinnen zu genießen und auf allen Niveaustufen zum Einsatz zu bringen. Ebenso soll der Vorteil der Musik genutzt werden, landeskundliche Inhalte zu transportieren, die dann wiederum im Unterricht aufgegriffen werden können. Nicht zuletzt soll die Kreativität der Workshopteilnehmer angeregt werden, Musik mehr in den eigenen Unterricht zu integrieren.

In this workshop we will look at the possibilities to use music in our everyday classroom to engage the students and broaden their language skills as well as their cultural knowledge at the same time.

### **Francolab for the FSL classroom (French Gr. 8 – 12)**

Presenter: Pepi Kotsalis

Participants will gain hands on experience using Francolab - a multimedia TV5 tool that utilizes authentic documents to enhance communication in your FSL classroom.

### **“Rap it up!” (French / Spanish )**

Presenter: Kimberley Tindale

Come to this workshop and our facilitator will demonstrate how your students can successfully write and sing short, fun French or Spanish and French "raps" in front of their peers. Modeling is the key to achieving the correct tempo, rhyming words and music, all of which play a vital role in the final production. Students love singing to their favorite pop-music melodies, and getting them inspired to write their own lyrics is not as difficult as it seems! Integrated throughout will be connections to the CEFR (Common European Framework of Reference). Walk away with some lessons you can use in your classroom immediately as well as some examples of raps for inspiration!

### **Technology in the Spanish classroom: Document camera, blogs, wikis and other great tools, strategies and resources to enhance your teaching and keep you organized! (Spanish Gr. 9 – 12)**

Presenter: Martha McKay

The first part of the presentation will demonstrate the features of the document camera. Through demonstrations of real classroom lessons, participants will see how the document camera supports and enhances learning in the language classroom. Linking captured documents and presentations to a class blog will be demonstrated. The second half of this session will focus on the class blog and how I use it to support student learning, open lines of communication between school and home, keep my online resources organized, and keep myself on track!

### **Moodle in language teaching (Mandarin Gr. 8 – 12)**

Presenter: Jane Zhao and Jerry Lou

Objectives:

1. To introduce Moodle in Language Classroom
2. Hands-on activity: By using a sample project, participants are able to experience interacting with each other, submitting assignment and taking test online.
3. To learn how to share resources by creating online pages in Moodle.

### **Japan club (Japanese 8 – 12)**

Presenter: Akemi Takizawa

I will talk about how I use my Japan club to promote the Japanese program at my school. Also, I will share some ideas for field trips that I have done or am planning to do in the future.

日本クラブを通して、日本語プログラムを盛り上げていくために私がしてきたことについてお話ししたいと思います。時間があれば、遠足についてのアイデアなどもお見せしたいと考えています。

### **Formative assessment : Sharing the goals and guiding the learning using portfolios (French Gr. 5 – 12)**

Presenter: Neal Michael and Sally Young

The debut of an approach towards aligning work with portfolios more closely with formative assessment best practice, this workshop will focus on how we are hoping to use language portfolios in the class to better share learning goals and guide learning. Participants will get a brief overview of the guiding principles of formative assessment we've drawn from before going through how we've tried to put these principles into practice using the portfolio.



### **iPad apps for teachers (All languages K-12)**

Presenter: Stephen Lai

All of your teaching materials and classroom management tools in one place. Go paperless! Fill assessments and rubrics out electronically in real time while all the calculations are done for you! A completely wireless display from anywhere in the room (where students see exactly what you see)! Annotate on anything on your screen! Just to name a few..... And did we mention a 10 hour battery life and it's held comfortably in one hand. The iPad (iPod, iPhone too...) are revolutionary teaching tools when put in a teacher's hand. Join me as we explore many of uses and helpful apps we have discovered in our teaching with this amazing technological tool.

### **From lurking to listening to chat: Twitter for Pro-D (All Languages K – 12)**

Presenter: Colleen Lee

One of the most powerful new ways for teachers to learn is through the social media platform Twitter. In this introduction Colleen will outline the steps you can take to construct a PLN (personal learning network) using Twitter. She will cover the advantages of listing, how to find people to follow and the 'how-to' of a Twitter chat.

### **Eureka! (Oxford University Press) (French and Spanish K – 12)**

Presenter: Susan Howell

During this interactive session, we will explore a suite of online resources to help you implement the principles of the CEFR and personalize learning for your French and Spanish students. We will discover new tools and strategies to maximize the time your students spend engaging in purposeful oral communication and to support their advancement in language proficiency. The session will feature resources available from Oxford University Press and Houghton Mifflin Harcourt Avancemos, Discovering French Today! Bien Dit! and professional resource Parler Pour Apprendre.

### **Cultura en la clase (Spanish Gr. 9 – 12)**

Presenter : Jacqueline Alvarado Cruz

This workshop is aimed to helping Spanish teachers who wish to bring a bit more culture into their classroom. I'm going to share some art activities that I have done with my students such as piñata, maracas and rainstick. Please come prepared to share some of your ideas!

Este taller es para los maestros de Español que desean hacer un poco más de cultura en sus clases. Voy a compartir algunas actividades de arte que he hecho con mis estudiantes como Piñata, maracas y palo de lluvia. Por favor vengan preparados para compartir algunas de sus ideas.

### **Technology in the language classroom (All Languages Gr. 8 – 12)**

Presenter: Tina Tsai

This session will address the educational benefits of using technology tools (e.g. voki, educreations, Twitter, classdojo, etc..) to create a fun language-learning environment and to extend students' time of learning a second language. In a series of mini-sessions, Tina will highlight technology tools that can help students' language proficiency and communication skills. Participants will learn how to use easily accessed technology to create activities that engage students and make the acquired language relevant to their daily lives. The presenter will share her experience and deliver the workshop in English with examples in Mandarin. Teachers of ALL languages are invited to attend.

# LANGUAGE NEWS

## Spanish – Sonya O’Neill



Hola todos,

Espero que todos se encuentren muy bien.

Gracias por su interés en presentar en octubre con tantas ideas diversas. Tengo ganas de ver el programa y asistir a unas de sus sesiones en octubre durante el BCATML Fall Conference.

Ahora estoy disfrutando las vacaciones (¡y espero que ustedes las estén disfrutando también!) y creo que esto es una de las mejores maneras de preparar para un nuevo año escolar.

Wendy nos ha pedido escribir algo para el newsletter. Como paso mucho del verano con familia y amigos comiendo, pensaba compartir unas actividades que hago con mis estudiantes al principio del año para crear un ambiente positivo en la sala de clase. Siempre organizo un día de cocinar y tengo unas recetas muy básicas que se puede hacer con pocos ingredientes y utensilios. Me gusta preparar el guacamole, porque muchos de mis estudiantes no han probado un aguacate antes de tomar la clase de español y porque es muy fácil preparar. Normalmente paso unos días haciendo varias actividades relacionadas al vocabulario y a la cultura antes de preparar la comida. A veces discutimos asuntos como el movimiento de “Local Food.” Unos días antes del día, yo hago un modelo: distribuyo las recetas que vamos a utilizar y repaso los pasos lentamente mientras que yo los sigo para que los estudiantes puedan tomar apuntes y probar el producto final. Siempre discutimos las diferencias entre la comida TexMex y la cocina auténtica de México y de América Central.

Debajo he incluido la receta que uso cuando hacemos guacamole. Es importante comprar los aguacates antes para que estén maduros. Yo les pido a los estudiantes darme unos dólares para cobrar los costos y a veces preparo la comida en la cocina del colegio, dependiendo de las recetas que he escogido y la disponibilidad de las salas.

Escríbanme si tengan algún pregunta. ¡Nos vemos pronto!

Sonya

## Receta de Guacamole

1-1½	aguacates	_____
un poco de	cebolla blanca o roja	_____
¼-1	clavo de ajo	_____
½-1	tomate	_____
½-1	lima	_____
	sal	_____
	pimienta	_____
	* cilantro y chiles (opcionales)	

1. Pela los aguacates y quítales las pepas.

\_\_\_\_\_

2. Pon los aguacates en una ensaladera.

\_\_\_\_\_

3. Muele los aguacates con un tenedor.

\_\_\_\_\_

4. Corta la cebolla y el ajo muy finamente.

\_\_\_\_\_

5. Corta el tomate finamente.

\_\_\_\_\_

6. Agrega la cebolla, el ajo, el tomate, y combínalos.

\_\_\_\_\_

7. Agrega el jugo de lima, un poco de sal y pimienta, y el cilantro y chiles.

\_\_\_\_\_

8. Sirve el guacamole con tortillas.

\_\_\_\_\_

# French – Nancy Griffith-Zahner



## Using English in the Core French Classroom : The Debate Continues

It is generally accepted that if students are going to acquire second language, rather than just learn about it, they need to be surrounded by L2 in the core language classroom. Certain classroom phrases, for example, are fairly straightforward to use in L2, and by their mere repetition serve to effortlessly (almost!) reinforce vocabulary, pronunciation, and syntax:

*Est-ce que je peux aller aux toilettes?  
Pouvez-vous répéter, s'il vous plaît?  
Puis-je emprunter un stylo?*

As well, encouraging students to state opinions and preferences, ask the opinions of others, and supply facts about a subject can, and should be done in French :

*-Quelle bande est-ce que tu préfères?  
-J'aime « The Lumineers », j'aime bien « Mumford and Sons », mais  
je préfère « Portugal. The Man ».  
-Pourquoi préfères-tu cette bande?  
-Parce qu'ils sont fantastiques et doués.*

If this sort of communication was the only type attempted in the core French classroom, then one might never expect to hear a word of English from the beginning of the term to the next. But certainly there is more to core French than simple conversations such as these?

Imagine for a moment a classroom where students are doing a project such as a portfolio. As a part of this project, they need to do a great deal of self- and peer-assessment of projects and activities, as well as reflection upon their learning and studying styles. As well, as part of the portfolio project, students need to see themselves as representatives of one or more cultures, and cognizant language learners in their multi-cultural city. They might, upon doing research, discover that the majority of people in their city speak one or more heritage languages, and that the largest demographic has a first language other than English. How does the student, as a language learner, fit into this complicated mosaic?

But core French is not immersion French; it is not simply the use of French to learn other subjects, but the study of the language itself, and therefore exists with its own sets of rules and paradigms. The addition of an ELP project into the already crowded core French curriculum adds an additional twist to the L1-L2 debate: if one of the purposes of the ELP is to encourage deep and critical thinking, can that level of thinking be achieved in L2 in a core language classroom?

Let's turn to the Russian developmental psychologist Lev Vygotsky for guidance. Many teachers are familiar with one or more of his educational philosophies, not the least famous of which being the "Zone of Proximal Development". But Vygotsky's great gift to educational psychology has to do with the relationship between thought and language, which we'll explore briefly as it pertains to the use of L1 in the L2 classroom.



The connection between thought and word was considered quite carefully by Vygotsky, who stated in his masterpiece *Thought and Language* (1934) that “the relation of thought to word is not a thing but a process, a continual movement back and forth from thought to word and from word to thought.” He went on to say that “thought is not merely expressed in words; it comes into existence through them.” So in determining whether there is room in the L2 classroom for L1, specifically to aid students achieve deep critical thinking, let us consider Vygotsky’s views on external, internal, and private speech, and their relationship to thought.

In *Thought and Language*, Vygotsky outlines the journey taken by a child as they are first mastering external speech: “the child starts from one word, then connects two or three words.... he advances from simple sentences to more complicated ones... in regard to meaning... the first word of the child is a whole sentence”. Imagine a young child looking at his bottle just out of reach, representing his complex thought process of need versus supply and availability with the one spoken word “milk”. “A child’s thought”, stated Vygotsky, “precisely because it is born as a dim, amorphous whole, must find expression in a single word.” I am often reminded of this phenomenon in my core French class, as students struggle to remember the structure or vocabulary needed to ask a question, and simply grimace and say, “toilette?”

Egocentric speech, a quiet muttering to oneself to aid in self-regulation or problem-solving, allows children to “acquire the capacity to be both the subjects and objects of their own behavior.” It is considered to be a conversation between “I” and “me”, primarily used for problem solving or self-soothing. Many is the time that I have overheard students in my classroom muttering and whispering to themselves as they search for their homework in their binder, or think their way through a challenging problem. I have heard a great deal of egocentric speech in my L2 classroom, (and in my observations in immersion classrooms), but it is of a completely different nature than what one might mutter to themselves in L1. Whereas L1 mutterings might be directed toward self-soothing, self-regulation, or self-motivation, and are undoubtedly mono-lingual, the egocentric speech overheard in the immersion and L2 core classrooms was in L1 when self-soothing or self-regulating and in a mixture of L1 and L2 when the students were formulating (L2) answers to share with the class.<sup>1</sup> In short, there was no way of knowing, from the teacher’s point of view, whether the muttering was L2 private speech, or simply a mixture of L1 private speech and whispered practice of the L2.

As social speech develops into egocentric speech, so does egocentric speech lead to inner speech. Vygotsky states, “...inner speech is speech for oneself: external speech is for others”. Therefore, inner speech is in fact an entirely separate speech function from external speech. Fragmented and often lacking in grammatical structure, inner speech often provides the sense of a word rather than the exact meaning, each fragment or image representing a wide fabric of inner communication.

As adults, we can undoubtedly think of many examples of egocentric and inner speech in our daily lives. I myself make good use of egocentric speech when I’m driving and I encounter another driver who is perhaps unskilled at that mode of transportation. If the other driver’s transgression is minor, it is unlikely that I will engage in egocentric speech, but I will be flooded with emotion (most probably negative) which quickly subsides. I am unaware of my inner machinations but undoubtedly I have used inner speech to soothe my nerves. But if the other driver’s actions are more serious, I will undoubtedly cry out, and perhaps deliver some pointed instructions and comments to the driver,

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<sup>1</sup> The author is not including instances of self-correction (when students repeat a word or phrase several times, making adjustments until they have achieved the correct pronunciation or syntax), as the students would be maintaining eye contact with the teacher during the self-correction, watching for visual cues which might aid them.

whom I am well aware cannot hear me. I will self-soothe by verbalizing how dangerous and annoying my situation was, and will stop my egocentric speech when I am sufficiently soothed and my inner speech can take over. All of this takes place without my explicit awareness.

Does egocentric speech play a role in the core L2 classroom? Studies conducted by Lantolf and Frawley (1984) and Centeno-Cortés and Jiménez (2004) indicate that egocentric speech carries a metacognitive/cognitive function in the classroom, in the areas of planning, guiding, and monitoring the course of action. As well, Centeno-Cortés and Jiménez (2004) indicate that “when individuals are working in groups, even though they are in a social setting, the externalization of private speech helps the participants arrive at a collective understanding of the problem”, and it can “also have an affective function when individuals externalize feelings and attitudes towards the task such as nervousness, sense of relief, frustration, etc” (p. 11).

Vygotsky makes the connection between egocentric speech, inner speech, and cognitive thought quite clear. But to return to the original question: if an L2 teacher wants to encourage spirited discourse and deep cognition in the core L2 classroom, must she expect that the egocentric speech (conducted either privately or in a group) be in the target language? Centeno-Cortés and Jiménez (2004) studied both intermediate core L2 learners whose exposure to L2 was limited to the classroom, as well as experienced L2 speakers who had enjoyed extensive contact with both the target language and target culture in realistic settings. After they conducted their extensive research, they formulated the following conclusions:

- native speakers in Spanish used egocentric speech only in Spanish, while native English speakers employed both L1 and L2. However, proficient users employed L2 in their egocentric speech in their metacognitive thinking processes, while intermediate users used L2 in egocentric speech for rote repetition and fixed comments;
- the proficient English speakers switched to L1 for their egocentric speech when a problem became too difficult.

Centeno-Cortés and Jiménez conclude by saying that:

*We have seen that L1 private verbal thinking plays a crucial role in the case of L2 speakers engaged in problem-solving, and therefore it should be recognized as very important in the process of learning.... the L1 surfaces in the [egocentric] speech of L2 learners, indicating the importance that the L1 has at the cognitive level for such learners. If the first language is prohibited in the language classroom, this might hinder language learning, as the L1 has been shown here to serve as a key cognitive and metacognitive tool for the students. (2004)*

Certainly the use of L1 in the core L2 classroom should be monitored, with wide and varied opportunities for students to communicate in L2 whenever possible. But to create truly meaningful discourse, complete with personal conclusions drawn from deep and profound self-assessment and reflection, L1 must be allowed to be used when needed.

*Full bibliography available upon request*

# Mandarin – Tina Tsai



Mandarin – Tina Tsai  
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Summer is a reflective time for educators. During this time away from school, I reflected upon what I had achieved this past academic year and what I could do differently to improve students' learning. Most importantly, summer is the time to set teaching goals – what do I want to accomplish in the next ten months?

A goal that I pursued this past year was to further develop my own learning through professional development. I focused on incorporating my learning into teaching practice. I was privileged to have had the opportunities to attend three major conferences at local, national and international levels. The conferences were threaded by a common theme - building 21<sup>st</sup> century language classrooms. Here are some big ideas that I took away from my professional development:

1) Building 21<sup>st</sup> century language classrooms requires the involvement of all stakeholders. When attending the *2013 National Chinese Language Conference* (Boston), I was overwhelmed by the quantity and diversity of workshops. The conference focused on program quality and sustainability, cutting-edge approaches to teaching that incorporate culture, technology, and international exchange, and best practices in the classroom leading to high levels of language proficiency. More impressively, I was blown away by the gathering of 1,200 practitioners, policymakers, and school leaders

coming together with an interest in Chinese language teaching and learning in North America. Teachers of a target language are often a single entity in a school building.



We may have complete control and the autonomy of the language program inside the classroom; however, we must avoid isolation and involve key stakeholders, such as members of heritage communities, parents, administrators, school board members, curriculum supervisors and Chinese faculty from local college/university to further develop, sustain, and expand the language program.

2) Building 21<sup>st</sup> century language classrooms requires the power to collaborate. The idea that language teachers could only learn and collaborate with teachers teaching the same target language just doesn't make sense to me. Collaboration and continual learning need to take place among *all* teachers of all grade levels. As the only Mandarin teacher attended the *CASLT Languages Without Borders 2013* (Winnipeg), I witnessed experienced teachers of multiple languages in action, sharing effective strategies and motivating tasks that ensure students use specific target language. At the end of the day, we share a common goal – to teach a second language.



3) Building a 21<sup>st</sup> century language classroom requires harnessing technology and developing digital literacy. From gamification, flipped classroom to iCloud schools, the 2013 *Canadian National Conference on Chinese Education* (Vancouver) introduced diverse technology initiatives to transform the traditional language classroom into a fun language-learning environment and to extend students' time of learning a target language. The 21<sup>st</sup> century is global and digital and language teachers must be equipped with the necessary digital skills to prepare students for the global age. The 21<sup>st</sup> century teacher should be able to:

- Create and edit digital audio
- Design online platform for your students
- Explore digital image and video for classroom use
- Exploit tools for collaborative project work
- Use file sharing tools to share docs and files with students online



With the arrival of new school year, I have set new challenges and strive to continue to incorporate my learning into teaching practice. I invite and challenge you to do the same.

## BCATML Conference

“Celebrating Languages!”

Burnaby South Secondary School  
October 25, 2013

各位老师好,

2013年BCATML 会议, 将于10月25日在南本那比中学举办。今年汉语讲座包括:

1. Cynthia Xu (百易中文 / Better Chinese)  
Topic: Multimodal Language Learning and Technology Used in Mandarin Classroom
2. Dr. Lawrence Gu & Jessie Li:  
Topic: Effective Use of the Multimedia Materials in Chinese Language Teaching Toolbox
3. Jane Zhao & Jerry Lou  
Topic: Moodle in Language Teaching
4. Tina Tsai:  
Topic: Technology in the Language Classroom

代表BCATML 理事们, 希望华文教师能踊跃报名和进行海外汉语教学探讨。详细资料, 请参考网站:

<http://www.bcatml.org>

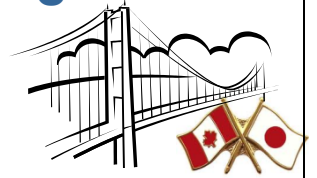
Tina Tsai 敬上



# OTHER LANGUAGES/NEWS

## The “*Kakehashi*” Project – Building a bridge for tomorrow and beyond!

By Rome Lavrencic



Hardly had Spring Break 2013 ended when Kathy Shannon, Japanese Teacher at New Westminster Secondary, approached me to discuss a rather unique opportunity. She had just returned from Japan three days earlier and invited me to help her organize a cultural youth exchange for 23 NWSS students and 2 chaperone teachers to Japan. The great news: this 10-day study cultural tour of Japan was fully funded by the Japanese government and the National Federation of UNESCO Association in Japan (NFUAJ), with support in coordination from the Asia Pacific Foundation of Canada. The bad news: we had just one month to advertise, screen applicants, verify passports, arrange home stays, conduct two cultural awareness student workshops and of course pack for the trip. Doable you may ask? We say *Hai!*

The purpose of the program is to encourage greater understanding between the youth of Japan and Canada, and to foster long-term and on going interest in one another by providing first hand experiences with the culture of the other. Being the only school in BC to be selected for this rare opportunity (only five total in Canada), we felt very privileged and honoured to be selected; especially considering that Shannon Sensei had to cancel her last student exchange to Japan due to the devastating 2011 earthquake and tsunami.

After students submitted their essays explaining why they felt they should be selected, Shannon Sensei and I embraced the Japanese mantra of community and group togetherness in order to select our 23 ambassadors to represent not only NWSS, but also Canada – since we were the first school to go. We looked for students who expressed a desire to learn and to be enriched by a visit to Japan, but also students who expressed a willingness to share their experiences long after their return home. In total, we selected 14 Japanese language learners, and 9 students from other areas of the school: French Immersion, Core French, First Nations, International Baccalaureate and independent Japanese learners all ranging from grades 9-12.

Prior to our departure, the *NWSS-Kakehashi* delegation along with Principal Bushman and New Westminster City Councillor Williams were invited to Consul General Okada’s residence in Vancouver for a send-off reception and words of well wishes. Soon after, and a short 10-hour flight later, we found ourselves in Narita International Airport on a bus heading to downtown Tokyo city to explore the wonders of Japan.



The 10-day itinerary included a jam-packed list of activities to showcase some of Japan’s rich and wondrous culture and history. In Tokyo, we participated in a learning Japanese culture through kimono workshop, a visit of the Edo-Tokyo Museum, a tour of Showa Denko Kawasaki Recycling Plant and rode the *Shinkansen* “bullet” train to Osaka where the cultural exchange took on a far more enriching experience for our students: the interaction and visit of Hagoromo Gakuen school and the Japanese home stay weekend.



In my teaching career, I have organized several student exchanges with my senior Core French and French Immersion students to the Paris region. Despite taking students who had developed their French language skills for over five years, there was always some trepidation and hesitancy when our students would go into their host family's home for fear of not being able to communicate properly or committing a cultural blunder. Not so with our *Kakehashi* group! Our students were absolutely eager to meet their home stay families and experience firsthand Japanese home life. In those two short

days, our students developed profound bonds with their host families for which they were not entirely prepared. After a massive going away feast at Hagoromo Gakuen school, it was time to say goodbye – and not a dry eye was to be found anywhere.

The timing of our exchange could not have been better as the *NWSS-Kakehashi* delegation was received by Moriguchi Mayor Nishibata at City Hall to celebrate our 50<sup>th</sup> Sister city Anniversary. In fact, New Westminster was the first city in North America to be paired with a city in Japan. Mayor Nishibata's entire staff stood outside applauding as we drove up to City Hall. After brief welcome speeches and offering words of renewed friendship, we were off to the Kyoto region to explore some of the truly eye-stunning UNESCO world heritage sites.



UNESCO invited us to help with the preparations for Japan's famous *Matsuri Aoi Festival* at Kamigamo-jinja Shrine. After the purification ceremony, and offering our dreams (and dream arrows), we were escorted to the inner shrine area to hang up the *aoi* (hollylock) leaves we had prepared. This was the first time a commoner (and foreigner for that matter) had ever been given permission to enter the inner sacred shrine area! The *NWSS-Kakehashi* delegation also had the pleasure of visiting the pristine Kinkaku-ji Temple, as well as the astonishing Golden Pavilion at the Ryoan-ji Temple.



After finally returning to New Westminster, our student delegation was invited by New Westminster Mayor Wright to present to city council what we learned and experienced while in Japan. The student-led presentations were incredibly insightful and enlightening. We are now preparing for the arrival of the Japanese later this October in time for Thanksgiving and to showcase our Canadian culture. The "*Kakehashi*" Bridge for tomorrow continues to be strengthened through this wonderful project and partnership between our two countries' youth.



# CASLT CORNER

CASLT CHEZ VOUS – A Special Opportunity for Language Teachers  
- by Sandi Kostur, BC representative on the CASLT National Council

The **Canadian Association of Second Language Teachers (CASLT)** is pleased to host a special professional learning opportunity as an add-on to the annual BCATML *Celebrating Languages!* conference. The ***CEFR-based Assessment in Action Toolkit: Professional Learning Session***, presented by CEFR expert Laura Hermans-Nymark, is a full-day event to be held on Saturday, October 26, 2013. The BCATML conference (October 25) is always a great day of learning, so why not consider extending your professional learning for an extra day to take advantage of this unique and rich opportunity?!

Why is this such an important day for language teachers? The **Common European Framework of Reference (CEFR)** is the foundation of the new languages draft curricula in BC. While there have been delays in the final publication and implementation of the curriculum, we are nearing a time where there will be movement forward. So, it's time to get on board with understanding the CEFR!

This full-day session will help teachers to do just that. In addition, it will allow participants to fully explore CASLT's ***Assessment in Action Toolkit***, a practical assessment resource for the classroom which is fully aligned with the CEFR. The resource and this workshop are suitable for teachers of all languages, all levels.

For a detailed description of the session, please see the one-page flyer in this issue. Registration and other details are available on the registration pages for the BCATML *Celebrating Languages!* conference. Registration for this day is very limited, so sign up early.

We are fortunate to have the generous support of CASLT in presenting this **CASLT Chez Vous** learning opportunity. This is an example of the CASLT and BCATML partnership at work!

We hope to see you on October 26!





**The Canadian Association of Second Language Teachers**  
**L'Association canadienne des professeurs de langues secondes**  
300-950 avenue Gladstone Avenue  
Ottawa, ON K1Y 3E6

## **CASLT's CEFR-based Assessment in Action Toolkit: Professional learning session**

**The one-day professional learning session is aimed at practitioners to learn how:**

- The Common European Framework of Reference (CEFR) can help plan, teach and assess student progress in language learning and;
- The Assessment in Action Toolkit (AAT) tasks and assessments can be used and adapted to the classroom.

The AAT is a set of 35 adaptable tasks and assessment models available in both French and English that support assessment as, of and for learning at their students' level in the language being taught. The tasks are based on the CEFR and are accompanied with online resources and blank templates to modify the tasks to the teachers' curricula, programs and classroom contexts.

**The professional learning session is organized and delivered in a way that ensures that the participants:**

- Share, stimulate and support their colleagues;
- Reflect on how second languages are learned;
- Link their own lesson material to the CEFR and AAT tasks;
- Reflect on their teaching practices;
- Exchange best practices with their colleagues.

**The day is divided into four practical units to examine in the context of participants' teaching:**

- The CEFR organization and proficiency levels
- The CEFR and assessment
- The CEFR and teaching
- The Assessment in Action Toolkit in your classroom

**The facilitator:**

Dr. Laura Hermans-Nymark is a consultant specialized in the use of the CEFR as a tool to shape educational policy, curriculum and classroom teaching practices. She is the principal author of *The CEFR: A guide for Canadian educators* RK Publishing, lead developer of *Assessment in action: A CEFR-based toolkit for FSL teachers*, Canadian Association of Second Language Teachers (CASLT) and author of *A guide to adapting and creating CEFR-related teaching resources*, Council of Ministers of Education, Canada (CMEC).



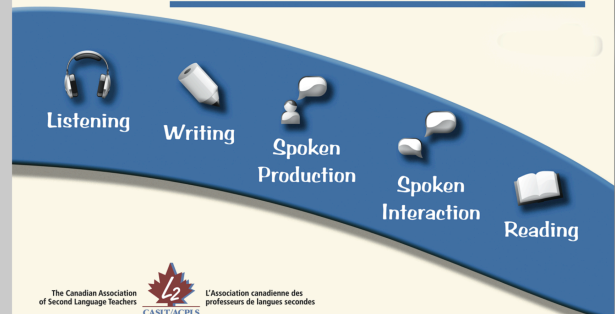
## *Évaluation dans l'action :*

**trousse inspirée du CÉCR pour les professeurs de FLS**



## *Assessment in Action:*

**A CEFR-based Toolkit for Second Language Teachers**



### **CASLT's Assessment in Action Toolkit**

**Evaluate your students language competencies based on the CEFR**

- **2 books - Levels A & level B**
- **5 competencies:**  
Listening – Writing – Spoken production  
– Spoken interaction – Reading

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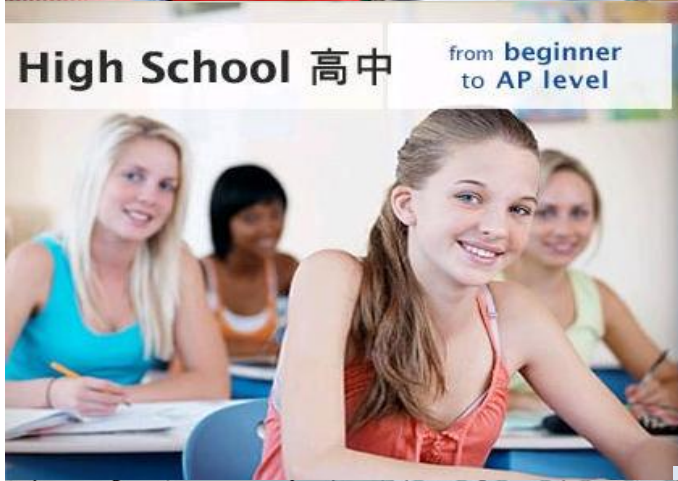
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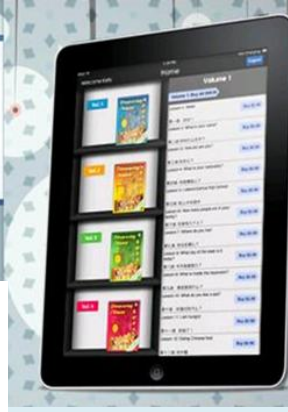
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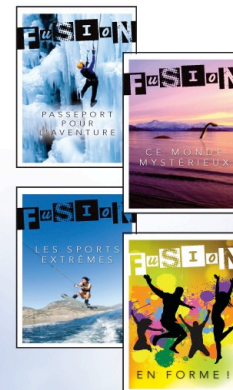
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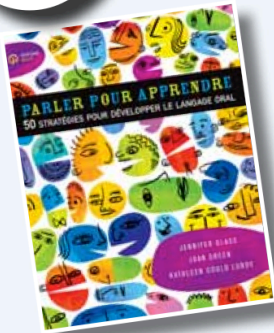
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## **BCATML Newsletter Guidelines**

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

### **STATEMENT OF PURPOSE**

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

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

Subscription to *The BCATML Newsletter* is included with membership in the BCATML. 2013-2014 fees: BCTF members \$40, Associate members \$66.64; students/TTOC/retired and community-based teachers \$15. Payment of fees includes *The BCATML Newsletter*, membership in CASLT (Canadian Association of Second Language Teachers) and information about conferences, workshops, projects, and other BCATML publications and activities. BCATML memberships/subscriptions run for 12 months from the time applications are processed by the BCTF staff.

### **NOTICE TO CONTRIBUTORS**

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

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

Please also include, where possible:

- a photograph of the author, if available
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#### Submission Deadlines

Spring – February 15

Fall - July 15

Winter – November 15

#### suggested topics

Spring, Easter, Passover.

Back to School, Fall, Halloween, Dia de los muertos

Winter, Christmas, Hanukah, Solstice, New Year's, Valentine's

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to the Editor:

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