



Photo by Alexis Pearce
January 2021
Clearwater / Wells Gray Park
Simpcw Territory

Sunset ski ascent to Trophy cabin in Wells Gray Park. The photo depicts the North side of Raft Mountain, as the rays of the coral sunset refract off the glistening snow through the trees, at minus 12 degrees. The evening was calm and the sights spectacular!

INSIDE OUR WINTER HOLIDAY ISSUE:

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President's message

Season's greetings to everyone, as we head into the final weeks of 2021! For a lot of teachers in the province, the return to in-person instruction has been a welcomed relief. Nonetheless, many teachers are finding a number of students still struggling to adjust to the rigorous pace of in-person instruction. The mental health of both students and teachers remains a concern, as we navigate through challenges that continue to present themselves this year. Therefore, let's remember to engage in self-care and to check in with our colleagues to ensure they are feeling supported.



Conference 2021 reflections:

This year's PSA Day (Provincial Specialist Association) was mired with significant challenges in the delivery of online conferences. The BCATML was one of 24 PSAs in the province that experienced a series of internet issues using the easyREG platform. Several PSAs reported they were unable to get sessions up and running until well into the afternoon. Some PSAs were locked out of easyREG for extended periods. However, thanks to the dedication and professionalism of our conference committee, we successfully managed to troubleshoot and resolve a lot of the issues by mid-morning. Our small group of five volunteers did their very best to help over 400 teachers and presenters navigate the technical maelstrom that plagued us that day. Despite having sent out the master copy of session links, some presenters were unable to access their Zoom session, leaving some rooms empty. Sadly, it was the perfect storm which unravelled over a year's worth of planning and preparation. We sincerely acknowledge how frustrating it was for our members. Naturally we have followed up with easyREG to learn what happened and brainstorm ways to make sure this doesn't happen again. To all of you who sent words of thanks and encouragement, we thank you for your patience, support, and understanding – your words were like a surprise rainbow at the end of an eight-hour storm. We know that teachers expect their PSA Day to be top-notch, so rest assured the BCATML executive will strive to ensure our future events this year will be of the caliber you have come to expect! Looking ahead, here are a few ideas we have in the works...

Conference 2021 workshops, take two:

BCATML will invite presenters to re-offer their sessions for those who were unable to access their workshops on October 22nd. Teachers will be notified via email once we are able to confirm dates and times for these after school sessions.

BCATML virtual Book Club:

BCATML is moving ahead with two concurrent virtual Book Clubs. These sessions are free for any BCATML member. Both authors, Jennifer Serravallo (*Connecting with students online*) and Trevor Mackenzie (*Inquiry Mindset Assessment*) will be guests at our next meeting Thursday, January 6, 2022! It's not too late to join this series of book talks!



BCATML virtual “Meet and Greet”:

BCATML will host a virtual “Meet and Greet” for all members. This one-hour session will be held on Thursday, January 13th beginning at 3:30 pm. We look forward to having our members meet the new faces of our Executive team. Come share your classroom strategies, resources, thoughts, or concerns with your Language Representatives. No registration fee to attend. Come and win some great door prizes and meet other passionate teachers like yourself!

Formative Assessment Webinar with Glenn Cake:

Newfoundland and Labrador teacher Glenn Cake will offer a webinar event in early spring for BCATML members. This free webinar will examine the concept of mobile assisted learning in the second language classroom using digital tools and platforms. He will elaborate on how education through entertainment, aka “Edutainment”, is being extensively researched to develop effective student-centered pedagogies using emerging technologies. Look for details about this hands-on and highly interactive session in early spring.

Core French monthly after school series:

Elementary and Middle Years Rep Tanya Campbell continues to host a one-hour after school session for teachers of elementary Core French. Come meet, share resources, and learn ways to engage our youngest learners with Tanya. Sessions are free for all to join (membership not necessary) and are held the second Wednesday of the month. Zoom links are posted on www.bcatml.org/courses--events.html.

Greetings Calendar 2022:

Now in its fifth year, we are delighted to offer BCATML members their own personal wall calendar! This year’s theme examines the similarities and differences between the ways people of different language groups greet one another. We are extraordinarily fortunate to have Daphne Kong as our talented artist. She has created amazing manga artwork depicting various greetings and gestures used when meeting friends. The calendar will display feast days, festivals, celebrations, and holiday observances from around the world. We invite you to use your calendar as a talking point with your students and fellow colleagues! All BCATML members will receive a copy early in the new year to kick off 2022 with panache and style! Our gift to you to say thank you for your continued support and dedication to BCATML. We know you will love this year’s edition and hope you will enjoy it as much as we did in creating it.

May you stay safe and healthy in the final weeks of 2021! I hope you will take some time to enjoy the many seasonal delights this holiday seasons has to offer. May you find time to relax and enjoy the company of loved ones, in whatever way you choose to celebrate the winter holidays. Given the incredibly challenging season we’ve had in our province due to floods, landslides, supply shortages and ever-changing weather conditions, let’s remember to check in with friends and family throughout the province to make sure they are safe and sound. Sometimes, a thoughtful wish can make a world of difference in a person’s day to day living.

Now please read our winter edition of *Lingo*, curled up in your favourite jammies, with a cup of hot cocoa or favourite beverage! Warmest holiday wishes to you and yours this festive season!

Rome Lavrencic





BCATML Conference
2021
Thank you
from your Co-Chairs,
Dylan & Kindra

A very heartfelt thank you to all who attended our BCATML Conference 2021. The BCATML Executive is grateful to have such compassionate and professional members in our PSA. Thanks to your patience and understanding, the Conference was a success. With over 400 in attendance, it was one of our largest to date. Don't miss our emails letting you know about upcoming webinars and mini-sessions. We are continuously responding to your interests and feedback from the conference. We are already planning an amazing conference for you in October 2022. The BCATML Conference Committee, Chaired by Kindra Harte & Wendy Yamazaki, is now underway with the preparations for this event. Thank you to so many of you who filled out the survey and shared your ideas for keynote speakers. We know this is the one event you look forward to every year, and we therefore strive to serve our members well.

A la prochaine,
Dylan Trerice & Kindra Harte



New Draft K-12 Reporting Order Feedback & Recommendations

Feedback & recommendations from the members of the Executive Committee of the British Columbia Association of Teachers of Modern Languages (BCATML) regarding the draft K-12 Student Reporting Order:

The BCATML's concerns includes:

- Lack of clarity surrounding reporting expectations;
- Lack of supports for teachers to implement the new Reporting Order;
- Lack of guidance from the Ministry to ensure consistent approaches across the province in implementing the new Reporting Order;
- Significant increase in teacher workload to meet the new reporting requirements without in-service and training; and
- Inability for MyEd BC to accommodate the new reporting order.

General issues and concerns:

- The use of percentages and letter grades does not align with the proficiency-scale used in the younger grades. Having two separate assessment systems also creates challenges and issues for teachers who teach multiple grade levels, as is often the case with secondary world language teachers. It is very probable that teachers will have to use letter grades for Grade 9 courses, but then switch to percentages for their Grade 10-12 classes. This is further compounded in rural areas where combined grade level classes are taught by the same teacher.
- There needs to be greater clarity about what is required to be reported five times a year. Do all subject areas need to be reported in each report?
- The need to provide reports within the first 25% of the instructional time does not mean the same time depending on the delivery model for the course. For instance, linear classes meet every other day, whereas semester classes meet each day for 5 months of the year. How will teachers be able to report on the learning when some classes have had more instructional time in the calendar year than others?
- There continues to be significant concern regarding the wording attached to the four-point proficiency scale. Educators have said that many parents do not always understand what the levels really mean and that the interpretation of the proficiency terms can vary greatly between teachers, schools, and districts. Converting percentages and letter grades is not an exact science either. For example, a 10/10 on a vocabulary quiz does not necessarily equate that the student is “extending” his/her knowledge of vocabulary. There is a wide concern that converting traditional scores to a limited four-point scale will not translate accurately the true ability of students.

- There is widespread disagreement about the term “emerging” to describe students’ abilities. It is possible to apply the term “emerging” to students who are just beginning to develop a skill relating to one of the curricular competencies, but who have not yet minimally met expectations (eg: at a passing level). The term emerging is often used to describe students who traditionally scored a letter grade of C- for a particular task or competency. In the case of language acquisition, many students often find themselves at the emerging level when developing a new language structure and may take considerable time before they are able to consistently demonstrate the competency at the developing level. The four-point scale can be quite confusing to parents, students and teachers as the terms can be applied too broadly on a variety of competencies; thus, making their interpretation more difficult and less meaningful.
- The length of report cards will dramatically increase with the new reporting order. Many districts report using a KDU-styled report card commenting on the big ideas, students’ abilities relating to the curricular competencies in a subject area, and providing recommendations for next steps and areas of focus. The new Reporting Order will undoubtedly lengthen written report cards which can become too convoluted for students and parents to properly digest and comprehend. Secondary teachers with 120 to 160 students (or more) will face a dramatic and daunting increase in workload making the writing of report cards untenable and unmanageable especially when teaching a full load of classes in each semester.
- It is unclear how the student-generated content will be collected and added to the student reports. Will teachers be required to collect, track, and comment on the student self-assessments and goal-setting? Where will they be stored and how will they be maintained?
- Many Language teachers already use a proficiency scale called the Common European Framework of Reference for Languages (CEFR) to assess students in the areas of spoken and written production, reading and listening comprehension. The CEFR is used internationally in many jurisdictions (including other Canadian provinces) and is consistently used to more accurately describe students’ abilities in the four areas of communication (speaking, reading, writing, and listening). The Ministry refused to incorporate the CEFR with the resources for the Languages curricula despite numerous calls made by B.C.’s Language teachers and several Language associations. The CEFR does not easily lend itself to the proposed four-point proficiency scale. The Ministry promised the Languages curricula writing teams seven years ago that it would develop a CEFR companion document for teachers to use when assessing students. After years of requests, the Ministry has not yet begun this important and much needed work.

Concerns regarding implementation:

- It does not seem appropriate to implement a significant change to the Reporting Order while students and teachers are still adapting and adjusting to in-class and hybrid learning models. It would make more sense and reduce stress and anxiety to implement a new reporting order when the education system re-stabilizes itself after the current pandemic subsides.

- The Reporting Order will mean a significant paradigm shift in assessment for teachers, students, and parents. How will this shift occur and be sustained? All three stakeholder groups will need appropriate time, instruction, and understanding to ensure that the transition is done smoothly.
- As reported earlier, many Language teachers use the CEFR to assess students' abilities in language acquisition, but the CEFR proficiency scale does not readily align to the four-point proficiency scale and may cause integration issues for many teachers and students.
- Middle School Second Language students receive instruction in some cases a maximum of two times per week. Reporting five times in a year would not allow time to accurately and meaningfully assess students in the first section of the school year. This is not enough time to gather evidence of learning that will inform students of their progress.
- During the reporting pilot, many districts had different interpretations of how to implement the pilot. As a result, this led to an increase in the duplication of work including significant variations in reporting across the province.

Recommendations:

- That the implementation of the new K-12 Reporting Order be delayed until it better reflects the feedback and insight provided by stakeholder groups and that it is ready for proper implementation with all the required supports in place. This would ideally occur after the pandemic has subsided in order to allow both teachers and students the ability to better implement and apply the Reporting Order as intended.
- That the Ministry create and curate exemplars and templates for both teachers and students to use in order to more accurately represent and understand the current four-point proficiency scale as it pertains to acquisition of an additional language. These templates should demonstrate how they translate speaking/writing/listening/reading skills in order to help parents/caregivers understand better how their children are doing in a particular grade level.
- That the Ministry release these exemplars and templates to the field well in advance of the implementation of the new Reporting Order so students and teachers are better equipped and prepared.
- That the Ministry create a language proficiency assessment portfolio for each grade level (and each skill assessed) that teachers can use and adapt to their own needs. This would lessen both the teachers' workload and provide clarity for parents as well as students. This would further help students assess themselves better and create clearer goals for themselves.
- That the Ministry create templates to demonstrate how to translate proficiency scales into letter grades / percentage marks and vice versa.
- That the Ministry provide in-service release time for teachers to implement the new reporting order.

PARTICIPANTS NEEDED FOR LANGUAGE RESEARCH

Inclusive Language in Spanish

The purpose of this study is to examine the use of gender neutral and inclusive language in Spanish.

Potential participants should:

- Be 18 years or older
- Have taken at least one Spanish language class or be a Spanish speaker
- Identify as transgender, nonbinary, gender queer, gender fluid or in any way outside of the binary

If interested, you will be invited to either take an online survey in English or participate in a one-on-one interview via Zoom for 30-45 min where you will be asked questions about your experience with the Spanish classes and inclusive language. You can choose to participate in either or both options. Participants will receive \$25 for the interview.



Scan for survey

For more information, please contact:

Diana Carter, Principal Investigator
diana.carter@ubc.ca



Inclusive Language in Spanish

A research project led by Dr. Diana Carter

University of British Columbia

Our students have inspired us to seek answers to the following questions: How do we work with gender in a grammatically gendered language, such as Spanish, and remain inclusive of everyone's gender identity? How can we create a more inclusive learning experience in our language classrooms? Ultimately, our research team hopes that as a result of our project we will be able to promote positive change and equality for non-binary and gender non-conforming speakers and learners of Spanish.

Gender fluid and gender non-conforming Spanish speakers often struggle to describe themselves within the binary gender system of Romance languages such as Spanish. This is even more of a challenge for learners of Spanish in Canada who are used to describing themselves in English without having to "highlight" a binary gender. In Spanish, they are suddenly faced with only two options: masculine or feminine. Teachers also struggle with the concept of gender-neutral language within a grammatically gendered language, wanting to affirm the identities of non-conforming students and still stay within prescribed grammar norms of the language. We have found that, over the past few years, more and more students are asking about gender neutral options for pronouns, for example, that could be used as an equivalent to they/them in English.



Analyzing the needs, examining the usage, and developing open access didactic resources

The existing educational materials on this topic in Spanish show a limited number of resources available for individuals who identify outside the binary. To address this need, our project has 3 main objectives: first, to demonstrate the needs of the non-binary identifying community of Spanish-speakers and learners in Canada; second, to record, examine, and analyze gender neutral and inclusive language in Spanish currently being used by non-binary and gender non-confirming Spanish-speaking individuals around the world; and three, to develop and disseminate open-access didactic resources for educators to be able to provide data-driven, research-based, community-developed inclusive alternatives to traditionally prescriptive non-inclusive language.



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THE UNIVERSITY OF BRITISH COLUMBIA

Department of Languages and World Literatures
Faculty of Creative and Critical Studies
Okanagan Campus

Article continues on next page...

Data collection and resource dissemination

To meet our objectives, our project has been organized into multiple phases. During our current phase, we are conducting a needs analysis through a survey and interviews in order to determine what resources are lacking, particularly for Spanish teachers and learners and members of LGBTQ+ community groups. For our data collection phase, we are collecting real world uses of gender neutral and inclusive language through a second survey, interviews, social media scans for examples of audio, and an analysis of a digital corpus of 20 000 tweets. The data will show inclusive language usage (e.g. pronouns, determiners, agreement) and clarify the options available to represent all gender identities. Once we have analyzed our data (summer 2022), we will present our findings on our project's website, develop and disseminate didactic open-access resources, and discuss our findings at workshops and conferences that include community members, educators, Spanish speakers and learners. All of the teaching and learning resources will be made publicly available on our website.

<https://inclusivelanguages.ok.ubc.ca>

An interdisciplinary, interuniversity project

Our research team spans three different universities across Canada and is led by Dr. Diana Carter, from the University of British Columbia, Okanagan campus (UBCO). Dr. Carter is joined by researchers Dr. Francis Langevin from UBCO (French) and Dr. Angela George from the University of Calgary (School of Languages, Linguistics, Literatures and Culture). Our team is supported by Yarubi Díaz Colmenares, a doctoral candidate from the University of Western Ontario, and Ethan Benjamin, an undergraduate student from UBCO.

“Ultimately, our research team hopes that as a result of our project we will be able to promote positive change and equality for nonbinary and gender non-conforming speakers and learners of Spanish”, says Dr. Carter.

Participate in our survey!

Individuals who are interested in participating can take an online survey and/or take part in a one-on-one interview with Diana Carter via a Zoom meeting. Both methods include questions about experiences with gender neutral and inclusive language in Spanish and offer opportunities to share opinions and ideas. The survey takes approximately 5 minutes and the interview lasts approximately 10-20 minutes. Participants can choose to take part in either option or both. No personal identifying information will be collected and participants can choose to withdraw from the interview and survey at any time. A consent form with further details about the study is provided through email before the interview begins.

https://ubc.ca1.qualtrics.com/jfe/form/SV_1MoXUBBgGL2IztA

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Social Sciences and Humanities
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THE UNIVERSITY OF BRITISH COLUMBIA

Department of Languages and World Literatures
Faculty of Creative and Critical Studies
Okanagan Campus

BCATML Teacher Study Grants Available!

By Rome Lavrencic

Did you know that one of the many advantages to being a current member of BCATML is the ability to apply to one of four teacher study grants?! Now entering its third year, the BCATML Teacher Study Grant offers current members up to \$500 for post-secondary course work towards improving their proficiency and/or acquisition of a language they teach or would like to teach.

The BCATML Teacher Study Grants support teachers who wish to pursue and improve their abilities in any second language by completing coursework at a post-secondary institution or community centre, for example. The grant, however, may not be used to attend a professional development workshop or conference. The deadline to apply is December 30th, after which time the grants are dispersed on a first-come, first-served basis.

If you have thought about enhancing your abilities in a particular language or would like to brush up on a language you already know, we encourage you to apply today! Visit <https://www.bcatml.org/teacher-study-grants.html> for full details on how to apply. Priority will be given to applicants who best meet the following criteria, with supporting documentation:

·Teachers teaching in a BC school (public or independent), who hold a membership to the BCATML;

·Evidence of registration in a Modern Language course at a post-secondary institution or continuing education facility, either locally or abroad.

BCATML is thrilled to be able to support second language teachers in British Columbia with continued professional development in their pursuit of additional languages. Here are two testimonials from last year's recipients:



BCATML Study Grant Testimonials:

I am very grateful to receive the BCATML teacher education grant. Completing my Master of Education degree in French Language and Literacy was a wonderful and fulfilling experience professionally and personally. My learning throughout this experience has strengthened my professional practice in the classroom and has also enhanced my competence and confidence as a leader, a teacher, a colleague, a parent, and as a person. Many thanks to the BCATML for this gift of financial assistance.

~Linda Cavaliere

As someone who is passionate and curious about languages, I was excited to stumble upon the BCATML's teacher study grant on their website. I spend a significant amount of my spare time studying languages through podcasts, language sites, and apps. While I enjoy using these free resources, I also require the structure and personalized feedback that an instructor provides. Thanks to the grant from the BCATML, I have been able to take an online pronunciation course through the University of Toronto's School of Continuing Studies. Though I already speak French at a fairly advanced level, I've been able to learn the explicit ins and outs of French pronunciation that I wasn't aware of before. My instructor has given me frequent feedback and homework that is tailored to my needs. I have felt myself progress a lot and have enjoyed connecting with my classmates and teacher over the past two months. This has been a fantastic learning experience for me, and I highly recommend applying for this grant if you want to build your language skills, no matter what your level. Thank you to the BCATML for providing me with this learning opportunity!

~Reiko Domai

BCATML Spanish Representative

Andrew McFayden has been on the BCATML executive since 2018, as the Other Languages Representative. This year, he is excited about his new role as Spanish Representative. Andrew is a teacher in Prince George, at Prince George Secondary School and has been teaching Spanish since 2002. Andrew has taken Spanish Immersion courses in various incarnations over the years, from UBC three-week summer immersion courses to distance courses with residencies. It is this latter experience that really exposed him to the culture and the rigor of intense language learning.

Andrew achieved his Diploma Internacional de Profesor de Lengua Española (DIPLE) through an organization called FIDESCU, in partnership with the Universidad Pontificia de Salamanca back in 2010-2011. To finish off the course, the cohort members gathered in Salamanca to attend classes at the university for a three-week period. In this class were first-language Spanish speakers from around the globe and only three who were not first-language speakers, Andrew included. Many of those people are still his friends today. It was an incredible experience which further inspired him to learn Spanish and its various cultures around the world.

In his new role on the BCATML executive, he is excited to try something new, in a language he teaches daily. He is keen to share his own experiences and methodology, as well as to learn from our many members who teach Spanish. If you have questions, anything to share, or if you would like to have something put in the BCATML newsletter for Spanish, please feel free to contact him!

¡Mucho gusto!



Andrew McFayden - Spanish Rep
AMcFayden@sd57.bc.ca

BCATML German Representative

Lidija Bakovic has been teaching German for almost twenty years, in both Germany and Canada. Inter alia, she has worked for Goethe-Institut and Vancouver Westside German School, both as a teacher and a language program coordinator where she specialized in teaching courses in preparation for B2/C1 exam.

Lidija has completed her UBC teacher training program relatively recently, in 2020, and has since then been teaching with the Delta School District as a TTOC. Her teaching subjects are English and German, but she has increasingly been teaching French too. Being a board member of BCCTG, Lidija is very excited to join the BCATML executive where she hopes to further the collaboration between educational institutions on all levels, to develop frameworks to strengthen and enlarge the supportive networks for language teachers, and to move BC schools towards implementing programs that would help affirm and expand the multilingualism that BC students bring to their schools. It is her belief that being fluent in a second, third and/or fourth language would not only improve our students' future prospects but also ensure that they bring intercultural competencies that are necessary for true and respectful collaborative work.



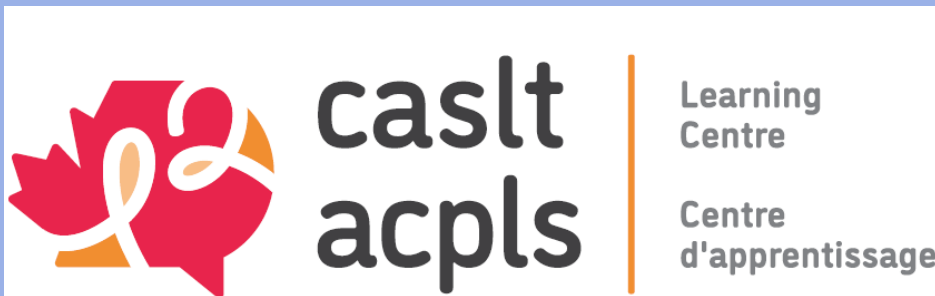
Lidija Bakovic - German Rep
bcatml.german@gmail.com

Greetings from your new BC CASLT Representative

Hello everyone! I am so excited to work with you while representing BC on CASLT's National Council. This year has been both productive and inspiring for language teachers in Canada. CASLT's video series has finally launched! This series of videos features various professionals in the field sharing their knowledge and expertise about language teaching and learning. Be sure to visit the [CASLT website](#) often, to discover all the amazing resources and wonderful professional development opportunities for language teachers. The new CASLT website will launch early 2022. There you will find important dates for upcoming events.

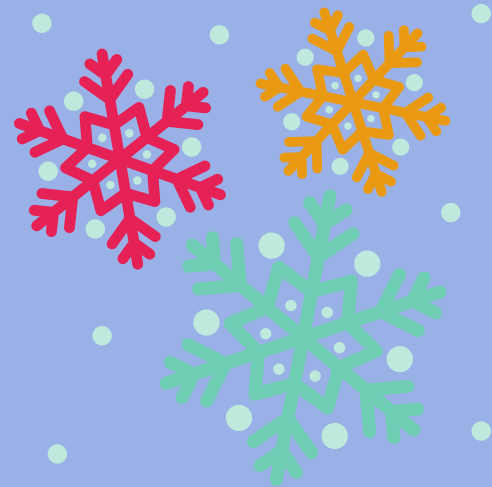
Best wishes for a wonderful winter holiday,

Kindra



Languages Build... [Video Series Link](#)

Children receiving second-language instruction often show higher achievement in a range of subject areas. Janice Aubry, former director of the Institute for Innovation in Second Language Education (IISLE) at Edmonton Public Schools, explains more in the sixth video of our Languages Build series.



Problème de logique pour Noël

Une activité de lecture

Submitted by Trish Kolber - French Rep

Dans un quartier en France, il y a cinq maisons de couleurs différentes : noire, jaune, bleue, verte et rouge. Dans ces maisons habitent des voisins d'origines différentes : canadienne, suédoise, algérienne, japonaise, et brésilienne. Il y a cinq espèces d'arbres de Noël: un pin, un sapin, un cèdre, une épinette noire, et un sapin baumier. Chaque arbre est décoré avec un thème différent: les cannes de Noël, les étoiles, les anges, les cloches, et les flocons de neige. Chaque arbre a une seule couleur de lumières: rouge, bleue, jaune, verte, et multicolore.

Utilisez les indices ci-dessous pour trouver la couleur des maisons, l'origine de la famille, l'espèce d'arbre, le décor et la couleur des lumières.

Les indices:

1. La maison verte et la maison bleue sont séparées par une maison.
2. Les canadiens habitent dans la maison rouge.
3. Les brésiliens ont un pin.
4. La deuxième maison est verte.
5. Les japonais n'ont pas d'épinette noire.
6. Les algériens habitent à côté des canadiens.
7. Les suédois ont des lumières bleues sur l'arbre de Noël.
8. La famille avec le sapin baumier habitent à côté de la famille qui a le sapin.
9. Les anges sont à côté des étoiles.
10. La maison noire a des cloches sur l'arbre de Noël.
11. Les cannes de Noël sont sur l'arbre de la première maison.
12. Les voisins qui ont le sapin ont les lumières jaunes.
13. Les canadiens ont les lumières multicolore.
14. Le cèdre est à côté du sapin baumier.

	1	2	3	4	5
La couleur de la maison					
L'origine de la famille					
L'arbre					
Le décor					
La couleur des lumières					



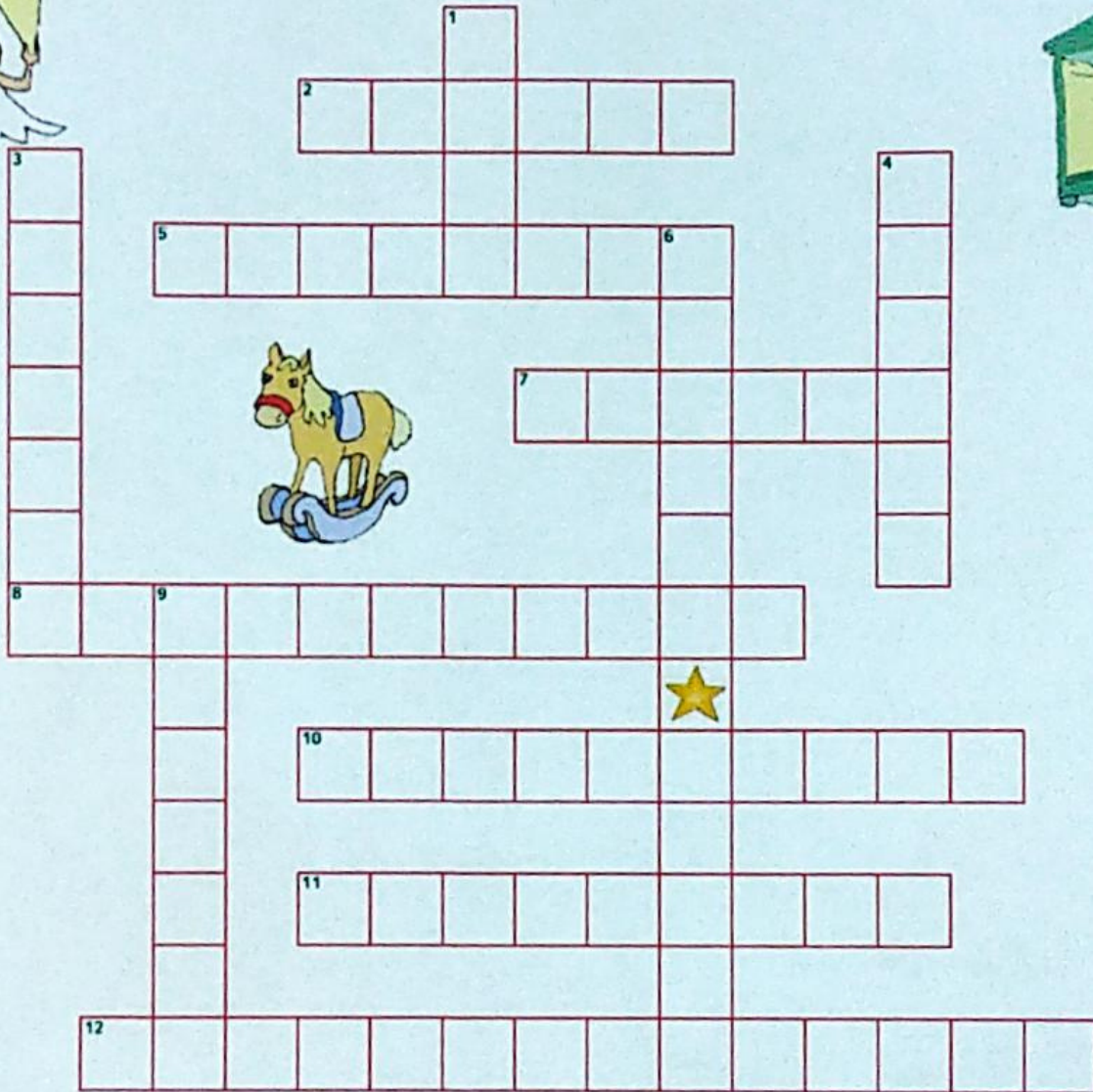
Voilà les réponses au problème de logique!

	1	2	3	4	5
La couleur de la maison	rouge	verte	jaune	bleue	noire
L'origine de la famille	canadienne	algérienne	japonaise	suédoise	brésilienne
Les arbres	cèdre	sapin baumier	sapin	épinette noire	pin
Le décor	cannes de Noël	flocons de neige	étoiles	anges	cloches
La couleur des lumières	multicolore	rouge	jaune	bleue	verte



Weihnachtskreuzworträtsel

Hueber



Waagerecht:

2 Brachte er Gold, Weihrauch oder Myrrhe? Er soll der jüngste gewesen sein und aus Afrika.



5 Er ist der Schutzpatron der Seeleute, der Kinder, der Alten, der Schüler, der Lehrer ... Vor allem soll er Kinder und Arme beschenkt haben. Der letzte Zar Russlands trug seinen Namen.



Senkrecht:

1 Er singt bei den Bremer Stadtmusikanten. Seine langen Ohren findet man auch in manchen Büchern.



3 Herder nannte diese Stadt das „deutsche Florenz“. Noch heute kann man dort ein „Blaues Wunder“ erleben. Ein berühmtes Weihnachtsgebäck wird von hier in die ganze Welt verschickt.



Weihnatskreuzworträtsel

Hueber

Waagrecht:

7 Sie hat viele Seiten: Man betreut in ihr Kleinkinder, füttert aus ihr Tiere, betrachtet sie am Sternenhimmel und stellt mit ihr die Geburt Christi dar.



8 In der Weihnachtsnacht erwacht diese Holzfigur zum Leben und kämpft gegen den Mäusekönig. Das Märchen hat E.T.A. Hoffmann geschrieben, Tschaikowsky die Musik.



10 Er hat immer die Farbe der Hoffnung. In seine Nadeln passt kein Faden. „Draußen im Wald stand ein niedlicher kleiner ...“, beginnt ein Märchen von H.C. Andersen.



11 Daraus baut man Häuschen, z.B. im Märchen „Hänsel und Gretel“. Eine Dame namens Elise machte sie besonders fein.



12 Er tauchte im 19. Jahrhundert in Deutschland auf. Bekannt wurde er durch das Lied „Morgen kommt der ...“ Die typisch rote Kleidung mit dem weißen Pelz bekam er 1932 durch eine Werbeaktion von Coca Cola.



Senkrecht:

4 Erst eins, dann zwei, dann drei, dann vier ...“ Wie heißt die Zeit des Wartens auf die Ankunft?



6 Herr Mohr schrieb den Text, Herr Gruber die Musik. 1818 wurde dieses Lied in Österreich zum ersten Mal gesungen. Seither hat man es in über 300 Sprachen übersetzt, in Esperanto heißt es zum Beispiel 'Paca Nokt'. Wie heißt das Lied auf Deutsch?



9 Der literarische Vater von Oliver Twist und David Copperfield hat auch diesen Geizhals geschaffen. Drei Geister machen aus ihm einen Menschenfreund. Wie ist sein Familienname?



Christmas and New Year's Themed Bulletin Boards

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
Republished from 2019



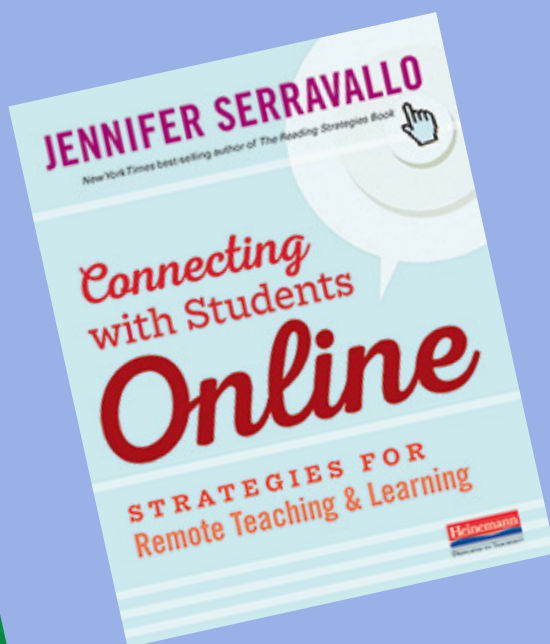
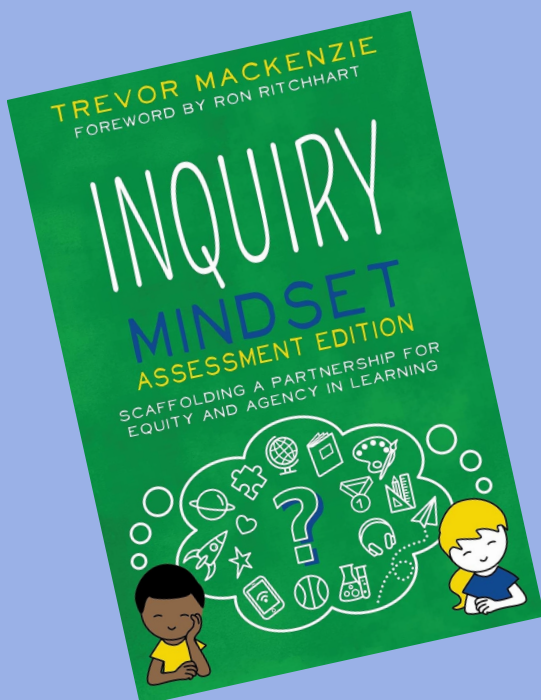


BCATML Book Club 2021-22

Thank you everyone!
Kindra and Trish

A huge thank you to all of you who joined our BCATML Book Clubs this year. The sessions this fall were fun and informative, thanks to your great participation. We look forward to continuing in the new year and welcoming our two authors, Trevor Mackenzie & Jennifer Serravallo, for one of our sessions! Information about 2022 session dates, times and Zoom links will be sent to you via email. Happy reading! Stay healthy!

Trish Kolber & Kindra Harte



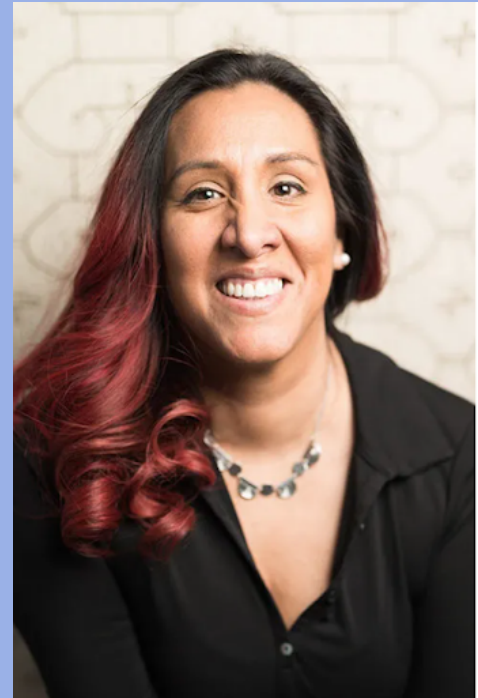
Amazing resources for Spanish Teachers!!

Submitted by Kindra Harte

Here is one of my new favourite websites:
<https://juanamartinezneal.com/>

You will fall in love with this website. Juana Martinez Neal is from Peru and has written many award-winning children's books. They are absolutely gorgeous and so beautifully written. Students love these books! In addition this incredible author has a website with classroom-ready materials for teachers to download and use.

If you search the author's name on YouTube, you will be able to show your students interviews with the author in both Spanish and English, and also clips of the author reading the stories in Spanish and sharing the inspiration behind each of her books. Amazing work! Be sure to check it out!!



Juana Martinez Neal



Enjoy!

Please share, in an upcoming newsletter, how you used the resources and what your students most enjoyed.

Hasta pronto,
Kindra

“冬天快乐”主题课程设想

李玮

一年四季各有各的精彩，让我们跟着冬天的脚步，来感受冬日独有的乐与趣。

课堂活动一：词语积累

根据学生的水平，通过“头脑风暴”或通过观看一些视频总结出有关冬天的词语。如：

1. 冬天的天气：

刮风、下冰雹、结冰、结霜、下雪

日出晚、日落早

2. 冬天里的动物：

南飞的鸟、长出更多毛发的狗和猫、更多的动物选择冬眠。

3. 冬天的衣服：

穿：厚毛衣、棉衣、羽绒服、靴子

戴：帽子、围巾、手套、口罩

4. 冬天的家里：

壁炉、暖气

5. 冬天里的节日：

圣诞节、新年、春节、光明节、情人节

可以参考以下这两个视频帮助词语积累：

1、樱桃小丸子 #883 小丸子重识冬天的好

https://www.youtube.com/watch?v=w_RJPw1gftg&list=WL&index=30

2、米卡 世界小百科：冬天

<https://www.youtube.com/watch?v=zjytBhLq0ro&list=WL&index=34>

还可以跟学生玩一个撕纸的游戏。把一张 A4 纸长边对折后撕开

(每位学生只需要这一半的纸就可以玩了)，然后再短边对折三次。老师给一组八个词语，让学生自己决定顺序填入折好的八个格子中。游戏开始，学生依次说出一

个词语，只要这个词语在纸条的最上边或最下边的同学就可以撕开。最先撕开所有词语的同学获胜。

之后，可以把重点放在冬天里的动植物上。词语升级的同时，也把这个游戏升个级。也就是说这次同学们依次说出的不再是词语，而是针对这个词语的问题。如：猫头鹰在冬天做什么？答案是：冬眠。所以当一同学问出这个问题时，把“冬眠”写在纸条最上面和最下面的同学可以撕开。

课堂活动二：五感说冬天

在这个活动中，让学生分别从“看、闻、尝、听、触”的角度来说一说冬天，可以要求做成海报。

课堂活动三：看图说冬天

1. 找一张“滑雪场”的图片：天气怎么样？你怎么知道的？你觉得雪山上更冷吗？人们到这里来干什么？为什么每个人都带“蒙住”眼睛？缆车上的人是上山还是下山？你去雪山过吗？
2. 找一张“堆雪人”的图片：孩子们在干什么？为什么每个人都穿着靴子？孩子们是怎么打扮雪人的？你堆过雪人吗？你是怎么打扮雪人的？

课堂活动四：雪花

1. 手工：剪雪花
2. 手指谣：雪花，雪花 <https://www.youtube.com/watch?v=OXs9C27n4t0>
3. 徐志摩《雪花的快乐》朗诵、演唱均可
4. 做“雪花酥”
5. 总结：瑞雪兆丰年

课堂活动五：冬日温情

选择两本有感情的冬季故事来阅读：《冬天的弗洛洛》 《冬天的温妮》

课堂活动五：火锅

与冬日最搭的烹调方式，所以冬天是最佳的介绍时机。

1. 了解火锅：起源、用具等
2. 手工：火锅印象。让学生来做一个没有食材的火锅
3. 票选食材。吃火锅时你一定会选的食材是什么。（可以练习食物的中文说法及相关表达句式）
4. 采买，圣诞节前一起吃一顿火锅。（如果因疫情不可以进行，可以把这一步换成：完成一个完整的火锅采买清单，让同学们以此清单，自行采买，与家人分享）

课堂活动六：到北京看冬奥会

1. 冬天的运动项目词汇
2. 冬奥会介绍
3. 北京冬奥会介绍
4. 计划去北京看冬奥会（这个部分是让学生学习和练习一些实用的技能，如订票、订餐、订住宿……这个过程还可以介绍大兴机场、四合院、烤鸭等）
5. 预测加拿大 2022 冬奥会金牌数

其他一些可能有用的视频资源：

1. 舞蹈“冬天里的一把火” <https://www.youtube.com/watch?v=z6duKfoujTc>
2. 冬天厚衣服这样叠：生活类小技巧
<https://www.youtube.com/watch?v=HzZn-P3S7eY&list=WL&index=32>
3. 古人如何过冬天？皇帝有“地暖”，穷人用什么？：这个视频中的一些部分还挺有趣的。
<https://www.youtube.com/watch?v=NWbso3JCY88&list=WL&index=33>
“寻找地球上最冷的冬天”科普类的视频
<https://www.youtube.com/watch?v=etsDViyAL20&list=WL&index=32>

BCATML Newsletter Guidelines:

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

STATEMENT OF PURPOSE

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

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

Subscription to the BCATML newsletter is included with membership in the BCATML. The 2021-22 fees are: BCTF members \$40, Subscribers \$65.00; Pre-Service Teachers/TTOC/Retired BCTF members \$15. Fees include the BCATML Newsletter, membership in CASLT (Canadian Association of Second Language Teachers) if you attend BCATML's annual fall conference, and information about conferences, workshops, projects, and other BCATML publications and activities. BCATML memberships run for 12 months from the time applications are processed by the BCTF.

NOTICE TO CONTRIBUTORS

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

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

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

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

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

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Half page \$50

Quarter page \$25

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