

Métissage: Building Relationships in the Second Language Classroom

Nancy Griffith-Zahner (BCATML French Rep, Prince Rupert BC)

What is "métissage"? Although the dictionary defines it as "the cultural mix of society", it is a far more powerful experience which promotes not only a true understanding of other cultures, but also supports deep bonding and a creation of relationships between students in a classroom. Join Nancy as she presents an exercise using the concept of métissage which can be used in any classroom, any language, with any group of students. This relationship building activity can be used immediately by the teacher in their classroom, and is fantastic not only when students need to get to know each other at the beginning of the year, but as a unit-closing or end-of-year activity. A great idea to build classroom morale!

Getting the boys back in class: Exploring the pedagogical decisions made by Core French teachers and adolescent males motivations to learn French

Dylan Trerice (Victoria BC)

French Second language (FSL) practitioners across Canada continue to note adolescent Anglophone males' disinterest in FSL programs and their severe under-representation in senior French language classrooms.

By reporting quantitative and qualitative data collected from questionnaires and focus group interviews with both FSL practitioners and adolescent male FSL learners, this communication will address how didactic strategies and curricula used by FSL practitioners in Southern Vancouver Island Core French programs contribute to adolescent Anglophone males' motivation(s) to learn French and how current FSL instructors can adapt their pedagogical practices to better motivate these French language learners.

Three Steps to Stories: Making TPRS Work in Your Classroom

Michelle Metcalfe (North Vancouver BC)

Beginners to TPRS are welcome!

This workshop is for second-language teachers who are familiar with the basics of TPRS and would like to learn how to implement the method successfully in their classrooms.

After a brief review of the TPRS methodology, participants will learn how to use the three key elements to storytelling in their second-language lesson planning. We will begin with how to develop and personalize target vocabulary and structures with our students, how to use these structures to co-create unusual and high-interest stories with our classes through "circling", personalized questions and dramatization, and how to develop and increase cultural understanding and literacy through reading.

Utiliser des approches du 21^e siècle pour engager les élèves à faire face aux enjeux mondiaux/ Using 21st Century Approaches to engage students in Global Issues.

Megan Eadie (Vancouver BC)

Do you want your curriculum to inspire students to engage critically with current global issues?

This cross-curricular workshop will explore modern pedagogical approaches used in the new French curriculum materials: Student Leadership in Sustainability. Piloted in 3 BC schools last year, this innovative new resource offers on-line materials that empowers a student inquiry into global sustainability issues and encourages responsive local actions.

Teachers interested in using SLS can sign up for a session of three hands-on workshops to receive training support and share best practices with other teachers. SLS helps students explore social responsibility and develop critical thinking skills while learning French.

Practical Teaching Ideas for the Mandarin Bilingual Classrooms K-5

Katie Suen (Coquitlam BC)
Johnson Chiang (Coquitlam BC)

In this session, the presenters will be sharing some practical teaching ideas that are suitable for K-5 Mandarin classrooms. We will show you how we integrate music and movement into second language learning, as well as different multimedia such as audio books, Chinese app, and classroom website set-up to enhance language learning.

Go! Trabi, go! "25 Jahre Deutsche Einheit" in sächsischen und kanadischen Klassenzimmern

Wieland Petermann (Leipzig, Germany)

25 years after the reunification of Germany: how do teachers incorporate this milestone in recent German history in their classes? With teachers from Saxony actually attending the conference, this workshop will provide authentic insight regarding the shifts in German society. Participants will also discuss what learners in the Canadian classroom may gain from looking at the changes in Germany and what ideas for teaching can facilitate that.

Learn Spanish with Love Songs

Robert Thomson (Victoria BC)

Songs are a powerful and effective medium for learning Spanish. Students learn new vocabulary and idioms, they hear and are encouraged to emulate native speakers (with obvious benefits for their pronunciation). They also gain many cultural insights into the value system and ways of thinking of people in the target language. These insights can be important in helping students to formulate their own value system when it comes to love and relationships. I then demonstrate with three (or more) songs: how I teach them, step by step, using either what I call the integral text method or the cloze outline method.

Robert Thomson has an expansive background in the field of using music to teach language and ideas. He has published numerous books and resources, some published through the BCTF, such as Great Songs for the English Classroom (©1980).

Mindfulness: Creating a Calm, Connected Community in the L2 Classroom.

Jennifer Rossi (Surrey BC)

The Second Language Classroom offers many unique and challenging obstacles. Creating a safe and inclusive place where students feel confident to express themselves and take risk can be challenging for teachers. In this workshop, teachers will be offered strategies and techniques which may help students reduce anxiety while asked to participate in their second language.

Jen will share many practices and strategies, such as breathing, guided visualizations and other community building techniques.

Examples will be offered in English.

Participants will be asked to wear loose, comfortable clothing, bring a mat/ blanket and participate in light stretching, breathing and relaxation techniques.

Raising Cultural Sensitivity in the Language Class

Kaori Tanaka, The Japan Foundation (Toronto Ontario)

What do your students see when they learn a language? They can start to see differences between their ideas/values, and those in the target language. Working on this in the classroom not only builds student's observation skills; it also helps them foster a desire to understand these differences. How we engage students in the classroom to help raise their cross-cultural sensitivity is a question not just for Japanese, but for all languages.

In this workshop, after examining some examples of raising cross-cultural sensitivity in the Japanese context, participants will take part in activities designed to increase cultural sensitivity.

L2, Culture, and Community in a Student Film Festival

Amandeep Chhina (Surrey BC)

Featuring student films from Surrey and North Delta Punjabi Classes.

This workshop will showcase films made by highschool students from the lower mainland's South Asian student community. The films are based on different predominant issues, such as gang violence, drugs, parental / peer pressure, superstitions, etc. This workshop allows Teachers to glance at students' meaningful production of language and representations of cultural awareness through filming scenes based on firsthand experiences. As a result, we as educators are better able to understand the resulting impact their specific culture and context has on their lives, as communicated through their student lens.

This workshop could be adaptable to any language or culture.

Come early on Friday to enjoy the **Ed Zone!**



Doors 7:30 am

Keynote Speaker Dr. Wendy Carr at 8:30



Register at <http://bcatml.weebly.com/conference.html>

Session Two Workshops • Friday Oct 23, 11:00 - 12:15

French made easy and FUN with iPads

Rome Lavrencic (BCATML President, New Westminster BC)

Nancy Griffith-Zahner (BCATML French Rep, Prince Rupert BC)

Technology is changing the way in which students learn: active, personalized, and collaborative learning have all been impacted by the use of technology in the classroom. Learn how to imbue your French lessons with technology by experimenting with tested apps and receive lesson plan ideas. This workshop will highlight a number of apps including Book Creator, Puppet Pals, 30 Hands, and the extremely popular digital portfolio app, Freshgrade. Delivered in English with some French bien sûr along with many student samples to share. Feel free to bring your own iPad pre-loaded with the listed apps, or use one from BCATML's iPad library, which will also be discussed briefly. Be prepared to get inspired and leave with a slew of creative ideas to try out in your classrooms!

Web 2.0 to Enhance Education (Spanish)

Marco Antonio Bequer Hernandez (Mill Bay BC)

The workshop will include the practical use of some web 2.0 to enhance teaching and learning. It will include animations, audio recording tools, online collaboration, use of hyperlinked maps, presentation tools and slideshows.

Einsatz von Tablets im Unterricht

Ulrike Kugler (Goethe-Institut, Toronto Ontario)

Our students live in a world where smartphones and tablets are part of almost every aspect of their daily lives. Instead of banning them from the classroom, why not see the benefits of those devices and use them to make your language courses even more interactive and motivating? In this hands-on workshop you will discover a multitude of apps and get ideas on how to use tablets and smartphones in your classrooms.

Movie Talk and Embedded Reading: Enhancing the Comprehensible Input

Adriana Ramirez (Surrey BC)

This workshop is applicable to all languages and teaching styles, and it is an essential component for those who have begun the switch to T.P.R.S. and Comprehensible Input techniques.

A great way to work on understanding and acquiring the language is through pictures and videos. Used well, they can be the tool that provides the link between form and meaning. The main activity in Movie Talk consists of narration. The main point is that you, the teacher, provide spoken, comprehensible input that your students can understand with the aid of an entertaining video. This narration can be made through embedded readings. Embedded readings allow scaffolding the level of complexity of a text, building up from scratch so students can work their way up to reading more complex versions of the original text.

Mindfulness for Teachers: Skills for Life and the Classroom

Melody Schalm, www.KindKids.org (North Vancouver BC)

Many of us have heard about mindfulness and its benefits in the classroom, but what really is 'mindfulness' and how can we implement it in our lives and classrooms? This workshop will introduce the "who, what, when, where, why and how" of mindfulness for teachers. It will summarize the research findings on the effects of mindfulness on adults and children, and present practices for incorporating mindfulness in our lives and classrooms. Emphasis will be placed on cultivating teachers' own mindfulness practice, to help reduce stress and grow presence, calmness, compassion and joy in life and the classroom. To facilitate learning, brief periods of mindfulness practice will be included.

Assessment in today's language classrooms: A Paradigm Shift (All Languages)

Kindra Harte (Victoria BC)

Let's explore assessment techniques in the second language classroom. As we embark on implementing the new curriculum and grad plan, let's discuss what assessment for learning looks like in today's language classrooms. With increased technology use in the L2 classroom and project-based learning increasing, how we can best manage student work and provide meaningful, descriptive feedback? Together we will explore ways to transform and support assessment in today's language classrooms: let's collaborate in dialogue about student learning and find efficient ways to provide feedback, store, and manage student work!

Connecting Language and Culture in the International Language Classroom – EF Tours Representative (Unionville, Ontario)

Publisher Workshop: EF Tours / Language Immersion Tours

Celebrate the teaching and learning of languages with a focus on Language and Culture in this interactive workshop. Learn how culture can be shared effectively through language, how cultural knowledge can be embedded into effective literacy practices, and how culturally responsive instructional strategies help us to better know our learners.

How to Pronounce Nunavut (and Other Things You might not know about the Canadian Arctic)

Stephanie Ryn (Surrey BC)

This workshop is presented by Stephanie Ryn, a Surrey Teacher who has previous experience delivering science camps in 11 rural communities in Nunavut.

The intention of this workshop is A) to share information about what it's like to teach in rural Canada, B) to engage you in cultural learning, and C) to facilitate a meta-learning experience in which you - as teachers - walk a mile in your students' shoes by becoming L2 learners anew. Reflect on the student experience as you attempt to produce Inuktitut, a heritage language in our current dialogue as a part of Canada's goal of Truth and Reconciliation.

Nunavut is Canada's newest and largest territory, however, most Canadians know almost nothing about this vibrant and important place and the people who live there. In this workshop you will learn many surprising things about life in the North, Inuit culture, and how to properly pronounce "Nunavut". You will also learn the basics about how to read and write in Inuktitut syllabics.

Please bring a pen or pencil, so you can practice the Inuktitut syllabics!

The Usefulness of a shared index for level of language acquisition: How it Helps

Mami Saito (Edmonton Alberta)

Over the past couple years a great many teaching materials have adopted the CEFR. For Japanese, there exists the "Japan Foundation Standard" (created by the Japan Foundation and based on the CEFR), but in practice it has not yet disseminated into classrooms to the same extent. Japanese language learning in Canada differs, in that - unlike learning Japanese in Japan - it is not being taught as a second language. Furthermore, unlike learning Japanese in certain other countries it is often not being taught as a first foreign language. For students in Canada, Japanese is often a third or fourth language, or even one of a greater number of foreign languages. In this linguistic environment, learners find themselves comparing Japanese with other languages. Participants in this session will compare Japanese study and Japanese proficiency to other languages by looking at the CEFR, the Japan Foundation Standard, the curriculum, syllabuses, articulation, etc.. We will explore shared indexes for measuring language abilities and look at what practical purpose they can serve.

Strategies and Tips to Facilitate Differentiation in a Mandarin Classroom

- Ping Li (BCATML Mandarin Rep, Vancouver BC)

If one size does not fit all, what alterations can we make to accommodate the needs of an academically diverse student body in a Mandarin classroom so that mixed-level or mixed-ability students can all learn effectively and achieve accordingly at different paces and in different styles?

This presentation will explore what it means to make teaching and learning meaningful for diverse learners, how the roles of the students and the teacher optimize the curriculum and instruction, and what may or may not work to facilitate differentiated, student-driven learning experiences.

We also hope to elicit further discussion on this subject matter in order to build a framework for differentiated instruction and for implementation of instructional strategies that support differentiation in a Mandarin classroom.

Twitter for "Newbies": What the Heck is a Hashtag, and why are so many Teachers on Twitter?

Rich Overgaard (BCTF Media Officer, Vancouver BC)

Many language teachers around the globe are communicating with each other in PLN's (Personal Learning Networks), using tools such as education and language hashtags (#langchat, #FSLchat #BCATML). This is a dynamic introductory course for new "tweeters," or those who want to know what the heck a hashtag is and why it matters. We will also explore how to do region-specific searches, using filters or zone results, allowing you to not only engage in dialogue with colleagues teaching BC or Canadian curriculum, but also connect with artists, penpals, teachers in other countries, writers, and public figures in other countries for authentic L2 experiences for yourself and for your students. Twitter is like a waterfall; when you are thirsty, you can fill your cup... with inspiration! This workshop will introduce how micro-blogging and Twitter can help open up a world of possibility for your professional development while establishing a rewarding network with language educators worldwide.

Learn how to engage the public, mainstream media, and other educators 140 characters at a time.



We gratefully acknowledge the financial support of this conference by the BCTF



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What do sweet treats, new vendors, and innovative workshops have in common? Visit the Ed Zone to find out!

Session Three Workshops

Friday Oct 23, 1:30 - 2:45



Core French Curriculum Transformation

Laura Hawkes (BC Ministry of Education), & Curriculum Development Team Participants:
Stacey Sveistrup (BCATML Vice-President, BC CASLT Rep, Vancouver BC)
Nancy Griffith-Zahner (BCATML Executive French Rep, Prince Rupert BC)
Rome Lavrencic (BCATML President, New Westminster BC)

Come explore the newest Core French Curriculum Draft with us! In this session, the Core French Curriculum Ministry Coordinator and members of the Core French Curriculum Working Group will take participants through the new Curriculum Draft, as well as provide a window into the rationale and process behind the transformation. Whether you have poured over the Draft online or barely had time to peek at it, this session is for you.

Punjabi Teachers Sharing Session

Facilitated by Mandeep Dhaliwal (BCATML Punjabi Rep, Surrey BC)

TPRS & Comprehensible Input Round-table Discussion

Facilitated by Adriana Ramirez (Surrey BC) & Michelle Metcalfe (North Vancouver BC)

For teachers who would like to connect, collaborate, discuss, ask questions and explore different issues and strategies around TPRS teaching.

Learning to Read in Spanish like Native Speakers

Kristi Lentz (Washington State USA)

This workshop will explore phonemic awareness in the Spanish classroom using strategies based on the "Silabario Hispanoamericano" -- the classic early literacy book used by primary students throughout Latin America. Learn syllabification strategies you can implement on Monday to immediately boost student confidence in reading aloud in Spanish. Songs an added bonus!

The presenter holds a bachelor's and master's degree in elementary literacy and ten years of experience teaching Spanish to high school students. She enjoys how early literacy strategies merge with adolescent world language instruction to create powerful literacy experiences for students in the target language.

Mündliches Argumentieren im DaF-Unterricht

Andreas Meckes (Edmonton Alberta)

A main goal of language teaching is to enable the student to express an opinion in the foreign language. This workshop will provide hands-on activities for German as a foreign language teachers which can be used in the classroom, ranging from basic expression of opinion to a structured formal debate.

Language For Travel I I: A Successful Language Board Approved Course

Andrew McFayden (Prince George BC)

This workshop is a synopsis of a unique B.C. course that Andrew has created and has been teaching in Prince George since 2007 called Language For Travel I I.

Students learn 4 languages in the same course: 2 international languages, 1 heritage language, and 1 indigenous language in order to teach them about the wider linguistic world to attract more students to language learning. This workshop will present the history of the course, the methodology, the theories, and the practice (including sample activities and results). You will not receive handouts and worksheets from the course but will have the opportunity to request documents and worksheets from something that gets your attention.

À vos marques, prêts, parlez!

Yasmin Yalpani (Surrey BC)

Get your students out of their seats, talking, laughing and having fun en français! This workshop is intended for Elementary and High school FSL teachers (Grade 8-10) who aim to get their students speaking with confidence in the classroom. Games and hands-on strategies will be modeled and shared to help make your French class more dynamic and interactive. You will walk away with a booklet of strategies you can implement immediately.

Tabemashoo! Creating a Concept-based Unit in Japanese Language Learning

Stacia Johnson (BCATML Japanese Rep, Port Hardy, BC)

Presentation will be in English with examples in Japanese, French, and Spanish.

Welcome to a useful update on the new curriculum in the works for second language learning in BC! In order to meet the Ministry's guidelines in the most recent curriculum draft, Stacia has thoroughly read the draft currently published for French, and thought critically about its adaptation and application to our other B.C. language courses. She has researched many sources and found a well planned out Spanish concept-based foods unit created by Patricia Eustace, as recommended by Dr. Lois Lanning. Stacia has transformed this unit for the Japanese classroom, for a tangible example of how we as L2 teachers can apply the new curriculum.

Together, workshop participants will go through the unit, making it applicable to Japanese language and culture learning. We'll look at planning a food and restaurant unit while exploring examples and hands-on activities that cover the guiding questions, critical content, key skills, and see assessment rubrics as well!

Connect, Collaborate, Create

Facilitated by Ping Li (BCATML Mandarin Rep, Vancouver BC)

Come learn about the latest trends and products for your Mandarin classroom and network with your Mandarin colleagues! This session offers a great opportunity for participants to preview and find out new Mandarin resources, both in print and online, and hear about effective tools used to integrate language and culture to help students communicate successfully with the target language in a variety of authentic contexts. Better still, participants will be invited to brainstorm and collaborate on cross-curricular or school projects for intercultural communication competence, as well as to take part in hands-on task-based activities for creating purposeful and learner-centred cultural experiences.

Latin American Conflict Project and Coursework: Building Language and Cultural Awareness

Shireen Cotterall (Vancouver BC)

Teaching Spanish should not be limited to developing communicative competence but also to integrate students' learning to become global citizens. Language and culture are interconnected. This is one of the fundamental pillars for teaching Spanish as published by the British Columbia Ministry of Education.

Teachers can develop learning tools to expose students to cultural awareness and the global positioning of social groups and identities in Latin America. Often students have little or no knowledge about the great significance of the political conflicts that have occurred in Latin America. This project encourages students to gain knowledge, shift perspectives and preconceived ideas that might have been based on erroneous assumptions. Students can exam, explore, interpret, discover and then present their findings in the target language. The oral and written project has been designed for students who are beginning grade 12 Spanish. The project is set up so students can extend and sustain a conversation in the target language and at the same time enhance their understanding of socio-economic and political conflicts in present day and historical Latin America.

In this workshop, Shireen will give examples of how to do the project in the classroom and provide information & links about key conflicts, a step-by-step lesson plan, a copy of outline the student would follow for their presentation and grading rubrics. She will show how to use a particular conflict to guide further lessons.

3:00 - 3:30 BCATML Annual General Meeting
(Please attend!)

3:30 - 4:00 LOGO UNVEIL & PERFORMANCE



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