



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



BCATML
BC ASSOCIATION OF TEACHERS OF MODERN LANGUAGES

VIRTUAL CONFERENCE PROGRAMME

OCTOBER 23-24, 2020



Celebrating Languages Without Borders

Célébrons les langues sans frontières

HOSTED IN
VANCOUVER, BC
ON THE SHARED &
TRADITIONAL
TERRITORY OF
THE MUSQUEAM,
SQUAMISH, AND
TSLEIL-WAUTUTH
FIRST NATIONS

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Specialist Association
of the British
Columbia
Teachers'
Federation



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AU CANADA**

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MESSAGE FROM CASLT

On behalf of the Canadian Association of Second Language Teachers (CASLT), I'm happy to welcome you to the first-ever virtual edition of Celebrating Languages Without Borders (CLWB).

The nature of this conference – like our day-to-day lives – has changed significantly since March 2020. At that time, we were planning to co-host an in-person event in Vancouver with BCATML. While this format became unsafe and we had to cancel the in-person conference, CASLT's relationship with BCATML remained strong and we collaborated to bring you CLWB 2020 in an online format.

This collaboration is also evident in the conference's title: BCATML's annual "Celebrating Languages" conference plus CASLT's biennial "Languages Without Borders" became "Celebrating Languages Without Borders." On behalf of the CASLT team, I would like to sincerely thank the BCATML conference committee members for their passion, adaptability, and dedication to this partnership. I'm proud of what we have accomplished together.

That being said, organizing a virtual conference has been a learning curve. We have worked hard to deliver an event with the same high quality of presentations, workshops, and professional development opportunities as in our past conferences. Our online platform is secure and user-friendly. However, in the case of minor technical issues that may occur, I ask for your understanding as we navigate these new online systems together.

As you get accustomed to the online platform, make sure to also stop by the virtual trade show. Companies and organizations from across the country have set up virtual booths where you can find numerous products, resources, and services that support second language teaching and learning.

Finally, I'd like to thank my fellow CASLT staff for their key roles in bringing this virtual event to life. Each of them – Elise Catudal, Kim Giese, and Solomiya Ostapyk – has been instrumental in our ability to hold CLWB 2020. I would also like to recognize our former staff member Charlotte Pyke who contributed significantly to conference planning.

Enjoy all that CLWB 2020 has to offer from your home, your office, or from wherever you may join in!

Francis Potié

Executive Director, CASLT

CASLT STAFF



FRANCIS POTIÉ
EXECUTIVE
DIRECTOR

ELISE CATUDAL
PUBLICATIONS
COORDINATOR



KIM GIESE
ADMINISTRATIVE
AND MEMBERSHIP
ASSISTANT

SOLOMIYA OSTAPYK
COMMUNICATIONS
AND MARKETING
COORDINATOR



THANK YOU ALSO TO CHARLOTTE PYKE
FOR HER CONTRIBUTIONS TO ORGANIZING THIS CONFERENCE

MESSAGE FROM BCATML

Welcome to Celebrating Languages Without Borders 2020!

The Conference Committee of the British Columbia Association of Teachers of Modern Languages (BCATML) has been working hard this past year preparing for this event. We are very proud to offer you this national level conference experience as we have partnered with CASLT to offer the *Celebrating Languages Without Borders Conference* in beautiful British Columbia. Vancouver is our host city, but the conference will be virtual with teachers attending from all around the world.

We have planned an incredible conference experience for language teachers of all languages. Attendees will have the opportunity to connect with two incredibly talented keynote speakers:

Kaleb Child (Musgamdzi) is well-known to BCATML members as the former Director of Indigenous Education for British Columbia. As a member of the Kwakiutl (Kwagiulth) First Nation, Kaleb is committed to Indigenous language and culture revitalization, as well as strengthening rights-based relationships.

Katy Arnett is a Professor of Educational Studies at St. Mary's College of Maryland. She is the author of *Languages for All: How to Support and Challenge Students in a Second Language Classroom* and co-author of *Access for Success: Making Inclusion Work for Language Learners*.

In addition to these two incredible keynote speakers, attendees will also have the opportunity to attend sessions with our featured speakers: Martina Bex, Luisa Canuto, Denis Cousineau, Angelica Galante, Catherine Ousselin, and Maria Del Carmen Rodriguez de France.

Attendees will also have the option to visit our online exhibitors' hall to view demonstrations, check out the latest available resources, purchase items, enter draws to win door prizes, and ask questions about the different products and services. We encourage all teachers to take a mental break by visiting and supporting our valued exhibitors.

Many sessions will be recorded and available on our website for you to view at your leisure. Be sure to attend our unforgettable cultural performances. After all, celebrating languages involves culture as well. Additionally, be sure to attend our online **Annual General Meeting on Friday, October 23 at 11:30 am**. During the AGM, you will be updated on BCATML's activities, approve the budget, nominate and vote in your Executive Committee. There will be several door prizes to be won at this year's AGM; you won't want to miss out!



Welcome to conference 2020! We know you will find our Celebrating Languages Without Borders Conference to be jam-packed with inspiring sessions and motivational speakers. We can't wait to connect with you!

Kindra Harte & Rome Laurencic

BCATML CONFERENCE COMMITTEE

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CHAIR
PRESENTERS
KEYNOTE &
FEATURED SPEAKERS



ROME LAVRENCIC
CHAIR
ENTERTAINMENT
KEYNOTE &
FEATURED SPEAKERS

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ANTONELLA GARCIA
EXHIBITORS
ENTERTAINMENT

ANDREW MCFAYDEN
PRESENTERS



GRACE HO
PRESENTERS
PROGRAMME

THANK YOU ALSO TO TANYA CAMPBELL
FOR HER HELP WITH THE ENTERTAINMENT PORTION OF THIS CONFERENCE

BCATML EXECUTIVE COMMITTEE

President: Rome Lavrencic ~ rlavrenc@sd40.bc.ca

Vice-President: Kindra Harte ~ kharte@saanichschools.ca

Treasurer: Wendy Yamazaki ~ wyamazaki@deltasd.bc.ca

Secretary / Membership: Antonella Garcia ~ msagarcia314@gmail.com

Elem. & Middle Years Rep: Tanya Campbell ~ campbell_tanya@surreyschools.ca

French Rep: Trish Kolber ~ bcatml.francais@gmail.com

German Rep: Angela Kleine-Büning ~ akleinebuning@saanichschools.ca

Japanese Rep: Grace Ho ~ gho@sd38.bc.ca

Mandarin Rep: Ping Li ~ pli@croftonhouse.ca

Other Languages Rep: Andrew McFayden ~ amcfayden@sd57.bc.ca

Punjabi Rep: Amandeep Chhina ~ chhina_a@surreyschools.ca

Spanish Rep: Shireen Cotterall ~ scotterall@mail.vc.bc.ca

Web Manager: Dylan Trerice ~ dtrerice@sd61.bc.ca



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The Rick Hansen Foundation School Program raises awareness, challenges perceptions, and changes attitudes, empowering youth to take action on important issues. Free lessons, available in French and English, and connected to provincial curriculum, our K-12 resources are:

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STILL NEED TO REGISTER? FIND US ON THE WEB!

bcatml-caslt.ourconference.ca

caslt.org/lwb-2020-lsf

bcatml.org/registration

CASLT'S NEW LOGO

To celebrate CASLT's 50th anniversary, this new logo was recently unveiled!



Canadian Association of
Second Language Teachers

Association canadienne des
professeurs de langues secondes



KEYNOTE CONFÉRENCIÈRE PRINCIPALE

Friday | Vendredi

Katy Arnett



www.caslt.org/lwb-2020-lsf

Biography

Katy Arnett is a Professor of Educational Studies at St. Mary's College of Maryland. A former high school French teacher and Fulbright scholar, she has explored inclusive practices in a variety of language learning settings. She is the author of *Languages for All: How to Support and Challenge Students in a Second Language Classroom* (Pearson Education Canada, 2013) and, with co-author Renée Bourgoïn, *Access for Success: Making Inclusion Work for Language Learners* (Pearson Education Canada, 2018).

Presentations

Evolving Inclusive Practices for the (Digital) Language Classroom (keynote Friday)

“Evolution” is both a descriptor and a process. With attention to the idea of teaching as an “evolving” practice, and a practice in which we help others “evolve,” this interactive keynote invites participants to explore ways to hone and expand our inclusive practices within the language classroom. Further, we’ll consider policy, research, theory, teaching tools, and teaching philosophies as they intersect with the idea of what it means to foster proficiency in a classroom in accessible, relevant ways for all students. Participants are invited to use the Nearpod app to engage with the presentation as it happens.

Practical Strategies for Differentiated Instruction and Assessment through Technology

This hands-on workshop will model a variety of tools and teaching practices that teachers can use as anchors in online or classroom differentiated instruction. Though not necessary, participants may find it helpful to have access to a second device during the presentation for some of the activities.

Leadership in Support of Inclusive Language Education

This workshop is for anyone who currently holds a leadership position — whether grade-level, school-level, or district-level — or is thinking about making a transition into a leadership role. Drawing on research about leadership that has effectively supported both inclusive practices and second language learning, we’ll collaborate to co-construct some clear action paths for deploying your leadership skills to support/facilitate more inclusivity within your sphere of influence.



KEYNOTE
CONFÉRENCIER PRINCIPAL
Saturday | Samedi

Kaleb Child
(Musgamdzi)

www.caslt.org/lwb-2020-lsf



Biography

Gilakas'la, nugwa'am Musgamdzi. Gayutlan'lax Tsaxis, gayutlan'laxa Kwag'uł. Kaleb Child (Musgamdzi) is a member of the Kwakiutl (Kwagiulth) First Nation and has over 20 years of experience in education in both teaching and administration in First Nations and BC public schools. In his leadership roles across communities, he is committed to equitable learning environments, an Indigenous vision for pedagogy, authentic learning connections for all learners, Indigenous language and culture revitalization, and strengthening rights-based relationships.

Presentations

“Maya'xala'pa - Respecting Each Other”: Equity, Responsibility and Reconciliation (keynote Saturday)

This session will focus on the transformational beliefs necessary and rights-based approaches for a more inclusive and equitable education system for Indigenous learners, and to increase the presence of Indigenous languages, cultures and histories for all students. By recognizing our own personal and professional journey as educators, we are called to action to further our roles and responsibilities to Truth, Reconciliation, and ‘equity of opportunity’ for all learners.

“Kans Hiile - Making Things Right”: Developing an educator's toolkit for Indigenous Education

This session will build on the strategic and collaborative directions supporting Indigenous Education and systems change. Participants will have an opportunity to reflect on their own awareness, knowledge, skills and advocacy to support authentic Indigenous learning experiences for all learners. Participants will first explore their own personal and professional journey to focus action-oriented approaches, Indigenous worldviews and perspectives, and the First Peoples Principles of Learning to support student success. Educators will deepen their own understanding and take away further strategies on how we can nurture respectful, inclusive cultures in our schools, districts and networks.



FEATURED PRESENTER
PRÉSENTATRICE INVITÉE

Martina Bex

www.caslt.org/lwb-2020-lsf

Biography

Martina Bex is the Founder of The Comprehensible Classroom, whose curricula and training materials have been helping language teachers implement proficiency-oriented, comprehension-based language programs with confidence since 2010. Martina is internationally recognized for her leadership and expertise in the world language teaching profession as a teacher trainer and curriculum developer. A Spanish teacher by trade with experience in public and private schools and at the university level, Martina balances her work for The Comprehensible Classroom with the needs of her five young children, for whom she is the full-time caregiver. Martina has been published in *The Language Educator* and presents regularly at state, regional, and national conferences in addition to consulting with individual districts and organizations. Her newest project for supporting teachers is the Garbanzo App, an interactive library of stories in Spanish designed specifically with language classes in mind.

Presentations

Plan for Proficiency: What Does Proficiency-Oriented Language Instruction Look Like?

In this session, Martina Bex will unpack the definition of Proficiency-Oriented Language Instruction (POLI) as outlined by the Center for Advanced Research on Language Acquisition (CARLA). Focusing on the core elements, participants will consider POLI's implications on lesson design by participating in three mini lessons. Participants will leave with a template for planning their own proficiency-oriented lessons.

Bringing Culture Back

You've pinned hundreds of resources, archived every story script on the Internet, and spent a small fortune building your class library, but you have no idea how to pull it all together. In this session, participants will learn how to use high-frequency word lists to map curriculum and how to follow a logical unit-mapping sequence to develop coherent, compelling, culturally rich units that meet Common Core Standards.

TPRS: Finally, They're Fluent!

Most language teachers spend the first few weeks each fall reviewing everything that students have forgotten over the summer, only to watch them forget it forever upon graduation. But it is possible for your students to maintain their language proficiency over the summer and across a lifetime. In this introductory workshop, you'll experience first-hand how Teaching Proficiency through Reading and Storytelling (TPRS) uses compelling, comprehensible input to build lifelong language proficiency in students and restore the joy of teaching.



FEATURED PRESENTER
PRÉSENTATRICE INVITÉE

Luisa Canuto

www.caslt.org/lwb-2020-lsf

Biography

Luisa Canuto is the Italian Language Program Director and an Assistant Professor of Teaching in the Department of French, Hispanic and Italian Studies at the University of British Columbia where she has taught since 1994. As a Faculty Associate and Manager for UBC's Centre for Teaching, Learning and Technology, she developed numerous initiatives. Her research interests include the use of educational technologies in the classroom, the impact of service learning on students' linguistic and metacognitive development, and curriculum program renewal and development.

Presentation

Creating an Environment for Deeper Online Learning: Building and Maintaining Community and Social Presence

Positive social interactions among learners are key to developing their cognitive, metacognitive, and language skills. As both research and experience have shown, engaging learning activities — such as discussions, annotations of documents or videos, group tasks, and collaborative projects — help students to articulate their own cognitive process, build knowledge, and challenge and support each other's ideas. Through an interactive mix of content delivery, guided reflection, and experiential techniques, participants will be introduced to some broad concepts and discuss ways of developing a mix of real-time, synchronous teaching activities and asynchronous course material that students can complete at their own pace. Participants will have an opportunity to collaborate with peers in small breakout groups to brainstorm viable experiential activities and develop their understanding of effective approaches to enhance teaching presence and support active learning in the online environment.



FEATURED PRESENTER
PRÉSENTATEUR INVITÉ

Denis Cousineau



www.caslt.org/lwb-2020-lsf

Biography

Denis Cousineau retired from teaching in January 2018. Since then, he's been fully active as a CEFR expert throughout the country, and is working closely with Groupe Média TFO to support a major pedagogical change in the wonderful world of French as a second language (FSL) in all programs offered: French Immersion and all aspects of FSL (Core French and Extended French). He taught French Immersion and Core French for 32 years in the Ottawa-Carleton District School Board (OCDSB). Since summer 2009, he's been participating in a project, still underway, in Ontario regarding the impact of the CEFR on improved success of students learning French. He was the director of the DELF centre of the OCDSB. Over the last 10 years, the centre has tested almost 15,000 students for the DELF.

Presentation

Le CEFR : une pédagogie moderne et repensée (The CEFR: An Updated, Rethought Pedagogy)

The confidence of our second-language – and especially French as a second language – learners is leading us to rethink our teaching culture. The CEFR is a huge asset for everyone, but we must go beyond its descriptors. We must draw on its principles and general ideas to enable all learners to confidently learn and progress, especially when it comes to all oral skills. We will discuss, among other things, the concept of the action-oriented task, the creation of social confidence with regard to language, and the establishment of a pathway to progress. In fact, we will be talking about a redefinition of success.



FEATURED PRESENTER
PRÉSENTATRICE INVITÉE

Angelica Galante

www.caslt.org/lwb-2020-lsf

Biography

Angelica Galante is an Assistant Professor in Second Language Education at McGill University and Director of the Plurilingual Lab, where she collaborates with researchers and graduate students on the effects of plurilingual instruction on language learning. Her work has been published in important international journals (e.g., *TESOL Quarterly*) and handbooks on multilingualism (e.g., *Interdisciplinary Research Approaches to Multilingual Education*). Her website Breaking the Invisible Wall has pedagogical resources that can be adapted and implemented in the language classroom.

Presentations

Implementing Plurilingual Instruction: Teacher and Student Perspectives

Recent research in second language education has repeatedly called for language pedagogy that is linguistically and culturally inclusive, but many teachers find implementation challenging. Some reasons for this include language policies that favour the use of one language only in the classroom and the lack of teacher professional development to implement change. This presentation will explore results of classroom research in English language teaching that support the need for plurilingual pedagogy. This study was a collaboration between a researcher and seven language teachers and their students ($n = 129$) in a university in Toronto. Their voices are presented in relation to the benefits of plurilingual pedagogy, the challenges of implementation, and how they were overcome. Results show that plurilingual pedagogy offers benefits that a monolingual approach may not: it enhances cognition, critical thinking, empathy, and language learning, among other factors. Moreover, teachers unanimously showed preference for plurilingual instruction compared to monolingual instruction. A discussion about the potential benefits and challenges in other language classrooms will follow this presentation.

Transforming Classes into Linguistically Inclusive Spaces: A Practice-Oriented Workshop

Besides English and French, Canada has over 200 languages, including many spoken by Indigenous peoples and immigrants. While language teachers are often expected to teach one language only in the classroom (or two in the case of bilingual programs), language pedagogy that fails to recognize the languages that students bring to class is inadequate and unproductive. Research shows that validating students' languages and cultures in any language classroom has several benefits, including enhancing student engagement, among the many other affective and cognitive benefits. Moreover, engaging students in critical discussions of differences and similarities among languages and cultures — as well as power relations among languages in society — is important in preparing them for agency over their own language use. This practice-oriented workshop will provide examples of strategies such as translanguaging spaces, *comparons nos langues*, cross-cultural comparisons, and translation. Participants will work hands-on with these strategies and will leave the workshop with concrete ideas for transforming their own classes into linguistically inclusive spaces.



FEATURED PRESENTER
PRÉSENTATRICE INVITÉE

Catherine Ousselin

www.caslt.org/lwb-2020-lsf

Biography

Catherine Ousselin, M.A., currently teaches French at Mount Vernon High School in Washington State. She is the president of the Washington Association for Language Teaching (WAFLT-WA). She is also a member of the American Council on the Teaching of Foreign Languages (ACTFL) and the International Association for Language Learning Technology (IALLT). She serves as a regional representative for the American Association of Teachers of French (AATF) and is its social media manager and resource curator, and the chair of the Technology Commission. She is an avid blogger and frequent workshop presenter on World Language curriculum development and technology integration. Catherine was a 2018 finalist for ACTFL “Teacher of the Year.”

Presentations

Incorporating ACTFL’s Guiding/Core Principles and Global Competency (and the CEFR) into Technology

Considering a transition from grammar-based units to teacher-developed, proficiency-based thematic units? In search of meaningful feedback strategies, authentic resources, and ideas for interpretive and interpersonal communicative activities? Engage ACTFL’s Six Core Practices to create impactful and researched-supported units. Units, activities, and curated resources will be provided. The presentation will cover three units designed with the ACTFL’s “Keys to Planning for Learning” following the Core Practices that connect to World-Readiness Standards and the CEFR framework. Participants will interact with a thematic unit template, technology tools, and authentic curated resources that support communicative activities and assessments.

Technology Tools for All Three Modes of Communication

This session focuses on integrating Web-based tools, apps, and techniques for linguistic expression and assessment within global thematic units based on the TPACK, CEFR, NCSSFL-ACTFL, and AP frameworks. Participants will develop competencies and confidence on evaluating and incorporating engaging and meaningful tools into thematic units and assessing student performance. We will explore all three modes of communication through demonstrations, facilitated group work, and guided research. Participants will discover a variety of tools that highlight student-centred instructional strategies designed to motivate and involve all learners. Topics include Digital Storytelling, Social Media, and apps for World Languages.



FEATURED PRESENTER
PRÉSENTATRICE INVITÉE

Maria Del Carmen
Rodriguez de France

www.caslt.org/lwb-2020-lsf

Biography

With over 35 years of experience in education, Maria Del Carmen Rodriguez de France acknowledges her privilege to live, learn, and teach on the land of the WSÁNEĆ, Lekwungen (Ləkʷəŋən), and SENĆOTEN-speaking people. Carmen was born and raised in Monterrey, Mexico, and is a member of the Department of Indigenous Education at the University of Victoria where she facilitates courses on Indigenous worldview, and education. Her research focuses on the scholarship of teaching and learning.

Presentations

Shifting Perspectives: Unlearning and Reframing

This session will address the importance of paying attention to language, and the values, beliefs, and messages we convey through our words. It will also invite reflection on how a shift in perspective ought to be a starting point when working towards naturalizing Indigenous knowledge within our work.

My Mother Used to Say... (How Proverbs Inform Our Worldview)

This session will offer opportunities to think about how specific ways of knowing are reflected through proverbs, refrains, and other popular sayings within a culture. Through examples, this session invites participants to consider these cultural expressions as vehicles to explore values, morals, and teachings from a variety of perspectives.

Little Lessons, Big Impact

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Students who study in French have the opportunity to discover the diverse and rich culture of the Francophonie. Studies show that bilingualism leads to better employment opportunities and wages.

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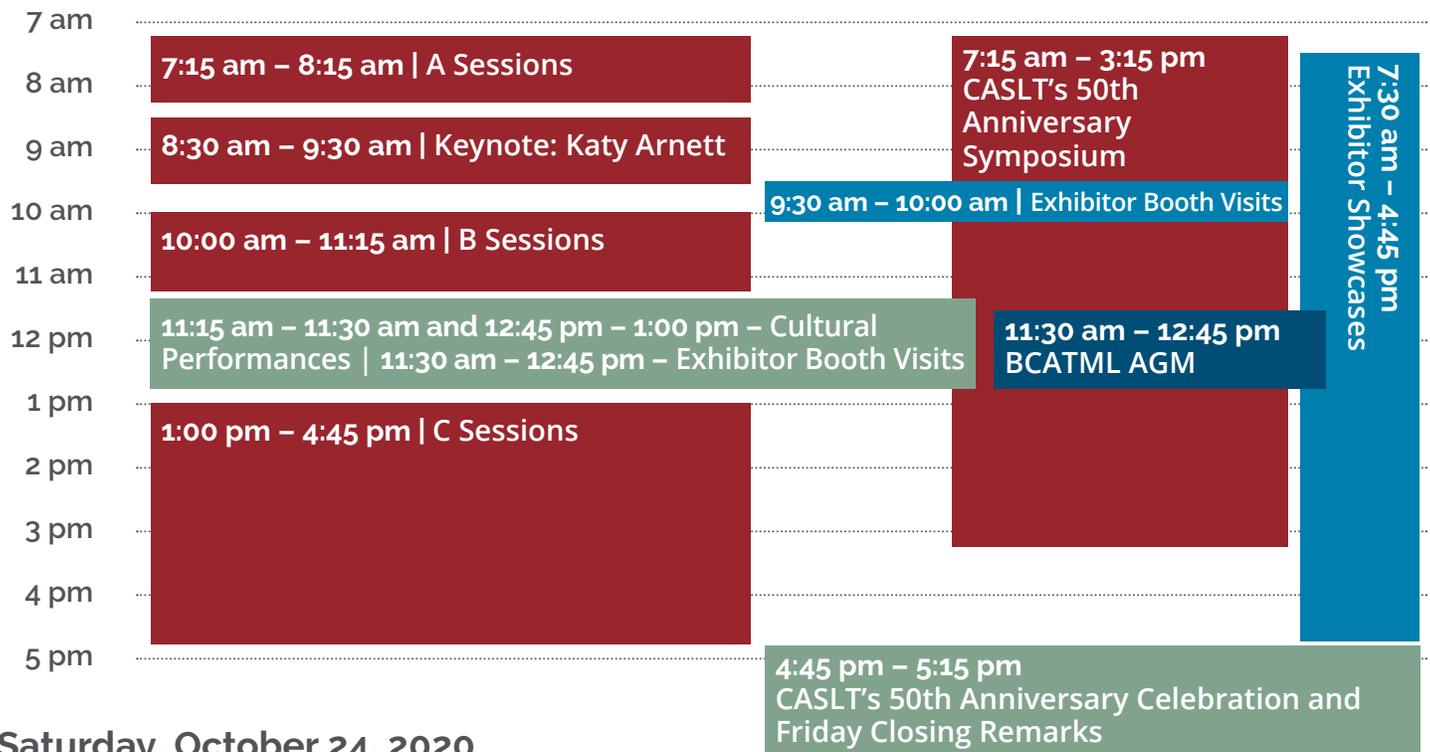
Schedule of Events

Celebrating Languages
Without Borders



Friday, October 23, 2020

* Schedule is in Pacific Time



Saturday, October 24, 2020

* Schedule is in Pacific Time



CLWB registration is only \$125 for CASLT and BCATML members. **Register now!**



Canadian Association of
Second Language Teachers
Association canadienne des
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Sessions at a Glance

Friday, October 23, 2020

Time	Session Title and Presenter(s)	Target
7:15 AM – 8:15 AM	Je peux parler français! Améliorer la compétence orale des apprenants du français langue seconde (WRZPUM) <i>Dr. Stephenie Leitao Csada, René Hurtubise</i>	French
7:15 AM – 8:30 AM	Fostering Students' Oral Communication in the Second Language Mathematics Classroom (W46ZMS) <i>Karla Culligan</i>	French, English, General
7:15 AM – 8:30 AM	Des pratiques pédagogiques adaptées aux étapes du développement de l'oral en langue seconde (WEZAD4T) <i>Josée Le Bouthillier, Lisa Michaud</i>	French, General
7:15 AM – 8:15 AM	Eine erweiterte Realität beim Deutschlernen? (WCL5P) <i>Marje Stock</i>	German
7:15 AM – 8:15 AM	Implementing Portfolio-Based Language Assessment for CLB - Pitfalls and Positives (WYUXRAH) <i>Jim Murphy</i>	English
7:15 AM – 8:15 AM	Digital Skills for Democracy - tools for assessing online information (W7NAGZ) <i>Joseph Péloquin-Hopfner</i>	French, English
7:15 AM – 8:15 AM	Nos « applis coups de coeur » pour la construction identitaire et l'agir social en L2/FLS (WXH4UDU) <i>Marie-Josée Hamel, Catherine Caws</i>	French, General
7:15 AM – 8:15 AM	How evaluation can hinder, not help, student teachers (W3GSRZC) <i>Philippa Parks</i>	French, English
7:15 AM – 8:15 AM	The 21st Century Classroom - Creating a Culture of Innovation (WM9GAC) <i>Fabien Klein</i>	General
7:15 AM – 8:15 AM	Plan for Proficiency: What Does Proficiency-Oriented Language Instruction Look Like? (WC4P3B5) <i>Martina Bex</i>	General
7:15 AM – 8:15 AM	Le CECR : une pédagogie moderne et repensée (WWYDVH) <i>Denis Cousineau</i>	General
7:15 AM – 7:45 AM	About CASLT (WS7GAW8) <i>Linda Osborne</i>	General
7:45 AM – 8:15 AM	The Language Friendly School: a bottom up and context sensitive approach to plurilingual continuity (WV4SN7Q) <i>Emmanuelle Le Pichon, Roberto Di Prospero, Ellen-Rose Kambel, Nidhi Sachdeva</i>	General
8:00 AM – 8:30 AM	À propos de l'ACPLS (WPN5YL3) <i>Yasmina Lemieux</i>	General
8:30 AM – 9:30 AM	Evolving Inclusive Practices for the (Digital) Language Classroom (W7K8WNV) <i>Katy Arnett</i>	General

Please note that the information above does not reflect updates made after the time of publication.
For the most current information, please check the online conference site.



Time	Session Title and Presenter(s)	Target
10:00 AM – 10:30 AM	Towards Inclusive Pedagogy: Including Students with Communicative Challenges and Special Education Needs in Ontario's French as a Second Language Classrooms (WGP5XF7) <i>Reshara Alvarez</i>	French
10:00 AM – 11:15 AM	Stronger Together! Sharing Linguistic Duality Success Stories - Resources for Students (WD7NX2S) <i>Nicole Thibault</i>	French
10:00 AM – 11:15 AM	On écrit sur les murs: Developing our students' French literacy skills (WA7V9AW) <i>Shauna Néro</i>	French
10:00 AM – 11:15 AM	La grammaire en action : enseigner la grammaire dans une perspective communicative (WB6U32T) <i>Léo-James Lévesque</i>	French
10:00 AM – 11:00 AM	Tools to Support Teaching and Learning of French: Teacher Reflection, Student Survey, Administrator's Interview Questions and Observation Checklist (W56NVCQ) <i>Carole Bonin</i>	French
10:00 AM – 11:00 AM	Indigenous Music Research Project for Core French (W6NAKNF) <i>Andrew McFayden</i>	French, General
10:00 AM – 11:00 AM	Second Language Instruction and Assessment in Canada's Official Languages (WCR8H8C) <i>Sharon Lapkin, Burcu Yaman Ntelioglou</i>	
10:00 AM – 11:15 AM	Fostering a Growth Mindset with Standards-based Assessment and Reflection (W6SP5D) <i>Ping Li</i>	Mandarin
10:00 AM – 11:15 AM	Approche neurolinguistique - historique et principes (WPB2WX8) <i>David Macfarlane</i>	General
10:00 AM – 11:15 AM	Multilingual Children's meaning-making and communication in the mathematics classroom (W6PDHB) <i>Fatima Assaf</i>	General
10:00 AM – 11:00 AM	Manuel de l'approche actionnelle (WYFLT6V) <i>Denis Cousineau, Danielle Hunter</i>	General
10:00 AM – 11:00 AM	Bringing Culture Back (W3MC2L2) <i>Martina Bex</i>	General
10:00 AM – 11:00 AM	Transforming Classes into Linguistically Inclusive Spaces: A Practice-Oriented Workshop (WYZ6ELW) <i>Angelica Galante</i>	General
10:00 AM – 10:30 AM	Critical Literacy and Online Textual Interactions (W6B33MH) <i>Amir Kalan</i>	General
10:00 AM – 11:00 AM	The CEFR in the workplace: A CEFR-based oral evaluation for all New Brunswick healthcare sector employees (WAP8BA) <i>Laura Hermans-Nymark, Nicole Poirier, Sally Rehorick</i>	French, English
10:45 AM – 11:15 AM	It's About Time! How Can We Maximize Time in the Second Language Classroom? (WE4NRGP) <i>Lori Lundy</i>	French, English

Please note that the information above does not reflect updates made after the time of publication.
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Time	Session Title and Presenter(s)	Target
1:00 PM – 2:00 PM	Teaching Introductory/Core French with Confidence (W69BR7) <i>Tanya Campbell</i>	French
1:00 PM – 2:00 PM	(Part 1 of 2) Learning Centres and More! (WT8X7US) <i>Stacey Sveistrup, Kindra Harte</i>	French, General
1:00 PM – 2:00 PM	(Part 1 of 2) Core French Education Re-Inspired (WGLR6FW) <i>Jessica Irvine</i>	French, English
1:00 PM – 2:00 PM	Voix autochtones : Intégrer les ressources autochtones authentiques dans la classe d’immersion (WMC4EYZ) <i>Genevieve Larose-Farmer</i>	French
1:00 PM – 2:00 PM	Developing Listening Skills in the Language Classroom (WAH23V5) <i>Jesus Toapanta</i>	French, English, German, Japanese, Mandarin, Punjabi, Spanish, Indigenous, General
1:00 PM – 2:00 PM	Second Language Instruction and Assessment in International/Modern/Heritage Language Education Program (W3WNEDD) <i>Roswita Dressler, Jeff Bale</i>	
1:00 PM – 2:00 PM	(Part 1 of 2) Teaching Japanese Through Comprehensible Input – a Presentation, Workshop, and Discussion on CI/TPRS Activities, Strategies, and Philosophy in a Japanese Classroom (WPLY9AP) <i>Matthew Russell</i>	Japanese, General
1:00 PM – 2:00 PM	Practical Strategies for Differentiated Instruction and Assessment through Technology (WNR6MEX) <i>Katy Arnett</i>	General
1:00 PM – 2:00 PM	(Part 1 of 2) How well do they speak their L2? Evaluating learners’ oral proficiency (W9NEGUX) <i>David Macfarlane</i>	General
1:00 PM – 2:00 PM	(Part 1 of 2) Organized Chaos: Get Everyone Talking At Once (WZ6SRD7) <i>Michelle De Abreu, Dionne LeBlanc</i>	General
1:00 PM – 2:00 PM	Action Oriented Approach Handbook (WBUHWTH) <i>Denis Cousineau, Danielle Hunter</i>	General
1:00 PM – 2:00 PM	(Part 1 of 2) Teaching with CI (Comprehensible Input) Novels: Building Intercultural Understanding in the Language Classroom (WSRADS) <i>Adriana Ramirez, Michelle Metcalfe</i>	General
1:00 PM – 2:00 PM	TPRS: Finally, They’re Fluent! (WANKZW) <i>Martina Bex</i>	General
2:15 PM – 3:15 PM	(Part 2 of 2) Learning Centres and More! (WTQPRPV) <i>Stacey Sveistrup, Kindra Harte</i>	French, General
2:15 PM – 3:15 PM	(Part 2 of 2) Core French Education Re-Inspired (WEVSK7M) <i>Jessica Irvine</i>	French, English
2:15 PM – 3:15 PM	Mettre la série télé au coeur de la classe de français de base (WKMCD3L) <i>Carl Ruest</i>	French
2:15 PM – 3:15 PM	Incorporating ACTFL’s Guiding/Core Principles and Global Competency (and the CEFR) into Technology (WL7V8W2) <i>Catherine Ousselin</i>	General
2:15 PM – 3:15 PM	Successes and Challenges of Digitizing the Blackfoot Language (WCYNQW7) <i>Michelle Housley, Pat Twigg</i>	Indigenous

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Time	Session Title and Presenter(s)	Target
2:15 PM – 3:15 PM	Supporting Linguistically and Culturally Diverse Learners in Second Language Programs (WNH6BGT) <i>Gail Prasad</i>	General
2:15 PM – 3:15 PM	(Part 2 of 2) Teaching Japanese Through Comprehensible Input – a Presentation, Workshop, and Discussion on CI/TPRS Activities, Strategies, and Philosophy in a Japanese Classroom (WWM82N) <i>Matthew Russell</i>	Japanese
2:15 PM – 3:15 PM	Exploiting technology – choosing your way (WYP4BQU) <i>Nataliya Nayavko</i>	English, General
2:15 PM – 3:15 PM	(Part 2 of 2) How well do they speak their L2? Evaluating learners’ oral proficiency (WKBFNL) <i>David Macfarlane</i>	General
2:15 PM – 3:15 PM	(Part 2 of 2) Organized Chaos: Get Everyone Talking At Once (WCYN3U8) <i>Michelle De Abreu, Dionne LeBlanc</i>	General
2:15 PM – 3:15 PM	(Part 2 of 2) Teaching with CI (Comprehensible Input) Novels: Building Intercultural Understanding in the Language Classroom (WRZTVAN) <i>Adriana Ramirez, Michelle Metcalfe</i>	General
2:15 PM – 3:15 PM	Creating an Environment for Deeper Online Learning: Building and Maintaining Community and Social Presence (WQTQZ6Q) <i>Luisa Canuto</i>	General
2:15 PM – 3:15 PM	Bringing culture to the language classroom: Virtual exchanges, cultural portfolios and podcasts (WH4KLEE) <i>Angela George, Eleonora Buonocore, Rachel Friedman</i>	General
3:30 PM – 4:45 PM	Un Sac de Trucs! (WGQ9V84) <i>Margaret Truant, Krista Heizelman</i>	French
3:30 PM – 4:30 PM	Shifting from fact- to concept-based learning environments in the digital age (WZ4EWZ8) <i>Megan Sénéchal</i>	General
3:30 PM – 4:45 PM	Le français Intensif et l’immersion tardive avec l’Approche Neurolinguistique en contexte virtuel! (WVP3LGC) <i>Pascal St-Laurent, Shannon Donald, Katharine Grenier</i>	General
3:30 PM – 4:45 PM	How to get your students to Parlez vous en français! (WABGCN6) <i>Rome Lavrencic</i>	French, English
3:30 PM – 4:30 PM	Empowering Beginning ELLs in Junior High (WETNWZT) <i>Luisa Zimich, Renée Bourgoin</i>	English
3:30 PM – 4:45 PM	Different activities to promote learners’ collaboration and interaction across three undergraduate language programs (WWT8BG) <i>Maria Isabel Mayo-Harp, Jia Fei, Naoko Takei</i>	Japanese, Mandarin, Spanish, General
3:30 PM – 4:30 PM	Indigenous Language Revitalization (W7T389K) <i>Candace Galla, Judy Thompson</i>	
3:30 PM – 4:00 PM	CASLT's Success for All Series (WXT42VW) <i>Michelle De Abreu</i>	General
3:30 PM – 4:30 PM	Heteronormative beasts and where to find them: Identifying and combatting the heteronormativity in your textbook! (WUTAW5B) <i>Ashley R. Moore</i>	General

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Time	Session Title and Presenter(s)	Target
3:30 PM – 4:30 PM	Hot Off The Press! Spanish Resources to Share (WXND7X7) <i>Kindra Harte</i>	English, Spanish
3:30 PM – 4:00 PM	The Languacultural Landscape Action-Oriented Project: a Multiliteracies Perspective (WSCU2G) <i>Olessya Akimenko</i>	English
3:30 PM – 4:30 PM	Facilitating Language Learning through Technology: A Literature Review on Computer-Assisted Language Learning (WD3ZMB) <i>Mary Grantham-O'Brien</i>	General
3:30 PM – 4:00 PM	The “Native Speaker” Myth: An Argument for Diversity in Japanese Language Education (WHTMXGZ) <i>Natasha Rivera</i>	Japanese
3:30 PM – 4:45 PM	Indigene Kultur und Perspektiven im Deutschunterricht (WCD3V6C) <i>Andreas Meckes</i>	German
4:15 PM – 4:45 PM	Série Pour la réussite de tous de l'ACPLS (WL6QCZV) <i>Michelle De Abreu</i>	General
4:15 PM – 4:45 PM	Education for reconciliation during COVID-19 : sharing our experience with Grade 3 to 6 students (WMKUFWQ) <i>Eva Lemaire, Mélanie Samson-Cormier</i>	French, Indigenous

Saturday, October 24, 2020

Time	Session Title and Presenter(s)	Target
7:15 AM – 8:15 AM	Cultiver un développement holistique de l'oral (WZRAMTL) <i>Lisa Michaud</i>	French
7:15 AM – 8:15 AM	La pédagogie par projet et la technologie - Comment motiver des élèves en français langue seconde! (WABLXAR) <i>Stephanie Burke, Vera Ryan</i>	French
7:15 AM – 8:30 AM	Construire la confiance orale des apprenants et des enseignants en langue seconde (FLS ou autres langues) (WAKG9NL) <i>Denis Cousineau</i>	French, General
7:15 AM – 8:15 AM	TIC TALK: Maximizing Oral Production, Connection and Community in Your Virtual Conversation Classes (WRWFPUD) <i>Laun Shoemaker</i>	General
7:15 AM – 8:30 AM	Updates From the CASLT Teacher Education Project in Canada: Supporting FSL Teacher Preparation, Retention and Recruitment (WH348H) <i>Mimi Masson, Stephanie Arnott</i>	General
7:15 AM – 8:15 AM	Fantastic Formative Assessment in Foreign Language (WSQPKT) <i>Glenn Cake</i>	French, English, German, Japanese, Mandarin, Punjabi, Spanish, General
7:15 AM – 8:15 AM	On Line travelling: learning languages and exploring cultures (WM9RNQ) <i>Maria Carmen Romero Cachinero</i>	General
7:15 AM – 8:15 AM	Pandemic FLORA - The Release of French Learning Opportunities for Rural Areas to support FSL- Reflections & Moving Forward (W967H78) <i>Fiona Stewart</i>	French

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Time	Session Title and Presenter(s)	Target
7:15 AM – 8:15 AM	What do grade 6 students say about themselves as writers in French and English? A lot! (W3SKMB) <i>Lynn Thomas, Olivier Dezutter, Corinne Haigh, Sunny Man Chu Lau</i>	English
7:15 AM – 8:15 AM	Leadership in Support of Inclusive Language Education (W7N6ZGM) <i>Katy Arnett</i>	General
7:15 AM – 8:15 AM	Implementing Plurilingual Instruction: Teacher and Student Perspectives (WFHSW8) <i>Angelica Galante</i>	General
7:15 AM – 8:15 AM	Supporting Primary FI Students Through Structured Literacy Practices: How do we do that exactly? (WP2X84A) <i>Marianne Guerriero-Tennant, Lidia Fumo</i>	French
7:15 AM – 8:15 AM	Développez les compétences langagières de vos élèves avec la plateforme IDÉLLO (W6S87L8) <i>Barbara Franchi</i>	French
8:30 AM – 9:30 AM	Indigenous Education: Equity, Responsibility and Reconciliation (WPACXP) <i>Kaleb Child (Musgamdzi)</i>	General
10:00 AM – 11:15 AM	Parlez! On vous écoute! (WX38U) <i>Isabelle Côté</i>	French
10:00 AM – 10:30 AM	L'intégration de l'atelier d'écriture en contexte de langue seconde : une étude de cas (WER84TA) <i>Thi Tram Sinh Huynh</i>	French
10:00 AM – 11:15 AM	Supporting English Language Learners in FRIMM (W72LWZK) <i>Kiran Abraham, Anne-Marie Bilton</i>	English
10:00 AM – 11:15 AM	Bringing the Classroom Experience to Your Desktop and Phone/ Interactive, Effective and Engaging Learning Tools During Remote Learning (W5NRVDD) <i>Amandeep Chhina, Kamal Kaur</i>	Punjabi, General
10:00 AM – 11:15 AM	Beyond the drill: Integrating grammar instruction into meaningful writing activities (WHXX9LQ) <i>Philippa Parks</i>	French, English
10:00 AM – 11:15 AM	An Open Source Digital Literacy Curriculum for Newcomers (W2DEUAU) <i>Christine Do</i>	English
10:00 AM – 10:30 AM	Integrating Reading A-Z into an EFL online program: A case study of a commercial school in China (W4VRCBB) <i>Chuan Liu</i>	English
10:00 AM – 10:30 AM	UDL + SEL = AALL (Access for All Language Learners) (WK3FLNA) <i>Rebecca Deutschmann</i>	General
10:00 AM – 11:15 AM	Elements of L2 Teaching to Indigenous Peoples of Canada (WQ2WKB7) <i>Pierre Demers</i>	French, English
10:00 AM – 11:30 AM	My Mother Used to Say... (How Proverbs Inform Our Worldview) (W7RUBH8) <i>Maria Del Carmen Rodriguez de France</i>	
10:00 AM – 10:30 AM	Programme de mentorat de l'ACPLS (PM-ACPLS) (WLT3X6) <i>Carole Bonin</i>	General
10:00 AM – 10:30 AM	CASLT Learning Centre (CASLT-LC) (WCDRN35) <i>Denis Cousineau, Lesley Doell</i>	General

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Time	Session Title and Presenter(s)	Target
10:15 AM – 11:15 AM	Kans Hiile: “Making Things Right”: Perspectives for Indigenous Education (WHY3L3V) <i>Kaleb Child (Musgamdzi)</i>	General
10:15 AM – 11:15 AM	(Part 1 of 2) L’interculturel, qu’ossa donne? Rendre pertinente l’interculturalité par l’expérience (WCMB3PC) <i>Meike Wernicke, Carl Ruest</i>	French
10:15 AM – 11:15 AM	(Part 1 of 2) Bringing Reconciliation into the Core French Classroom: Honouring Indigeneity While Building French Fluency (WRREHR2) <i>Nancy Griffith-Zahner</i>	English
10:15 AM – 11:15 AM	(Part 1 of 2) Language Learning: It All Starts with A Good Story! (W5DHPK7) <i>Joanne Robertson, Tracy Langer</i>	General
10:45 AM – 11:15 AM	IFprofs au Canada : un réseau social de l’éducation en français à travers le monde (WX5HQLQ) <i>Cécile Heijnen</i>	French
10:45 AM – 11:15 AM	Talking about your hometown – Conversation activity in the Japanese language classroom (WMP6U58) <i>Yuiko Goya</i>	Japanese
10:45 AM – 11:15 AM	Modern Online Professional Development for Language Teachers (WACATW5) <i>Andreea Cervatiuc</i>	General
10:45 AM – 11:15 AM	Centre d’apprentissage de l’ACPLS (CA-ACPLS) (WS46U4A) <i>Denis Cousineau, Lesley Doell</i>	General
10:45 AM – 11:15 AM	CASLT Mentorship Program (CASLT-MP) (WU59YKF) <i>Gillian Blackmore</i>	General
12:30 PM – 1:30 PM	Kans Hiile: “Making Things Right”: Perspectives for Indigenous Education (WHY3L3V) <i>Kaleb Child (Musgamdzi)</i>	General
12:30 PM – 1:45 PM	Buckle Up Core French with the Neurolinguistic Approach! (WAUHHHM) <i>Rochelle Guida</i>	French, English
12:30 PM – 1:30 PM	Le SEP en lecture des garçons du secondaire en contexte de français langue seconde, une piste à suivre? (W3WM2PQ) <i>Nadia Bazinet</i>	French
12:30 PM – 1:45 PM	Connecting Curriculum Design to Competency-Based Assessment: Rethinking Percentages to Focus on Proficiency (WS5AWYP) <i>Shauna Néro</i>	General
12:30 PM – 1:00 PM	Transfère d'un programme d'immersion en présentiel, en un programme à distance (WCYVU8G) <i>Valérie Levesque</i>	French
12:30 PM – 1:30 PM	(Part 2 of 2) L’interculturel, qu’ossa donne? Rendre pertinente l’interculturalité par l’expérience (WH3958F) <i>Meike Wernicke, Carl Ruest</i>	French
12:30 PM – 1:30 PM	Technology Tools for All Three Modes of Communication (WEKNWD7) <i>Catherine Ousselin</i>	General
12:30 PM – 1:30 PM	(Part 2 of 2) Bringing Reconciliation into the Core French Classroom: Honouring Indigeneity While Building French Fluency (W8LXAYM) <i>Nancy Griffith-Zahner</i>	English

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Time	Session Title and Presenter(s)	Target
12:30 PM – 1:00 PM	Bringing DEEP virtual learning experiences to life in the International and Heritage Languages classes (WTLHXQ6) <i>Francisca Aleman</i>	General
12:30 PM – 1:45 PM	Talking to Learn: How Talk Creates an Inclusive and Affirming Classroom (WHR42GA) <i>Stephanie Dodyk</i>	English
12:30 PM – 1:00 PM	An Online Phenomenological Stream of Consciousness Exercise: Lived Experiences through Creative Writing (W9BUB54) <i>Laura Brass</i>	English, General
12:30 PM – 1:45 PM	Introduction to Teaching Proficiency Through Reading and Storytelling: Bringing Joy, Laughter and Authenticity to the Language Classroom (WA86N2L) <i>Michelle Metcalfe, Adriana Ramirez</i>	French, English, German, Japanese, Mandarin, Punjabi, Spanish
12:30 PM – 1:15 PM	Shifting Perspectives: Unlearning and Reframing (WM6RN3) <i>Maria del Carmen Rodriguez de France</i>	
12:30 PM – 1:30 PM	(Part 2 of 2) Language Learning: It All Starts with A Good Story! (WR8B4Z2) <i>Joanne Robertson, Tracy Langer</i>	General
12:30 PM – 1:45 PM	Origami for Every Occasion – Bringing Every Student into the Fold (WTQP95K) <i>Grace Ho</i>	Japanese, General
1:15 PM – 1:45 PM	French Immersion Group Identity and Accent in BC: What We Know Now (WSWB2E9) <i>Livia Poljak</i>	French
1:15 PM – 1:45 PM	Second Language Research Institute of Canada: Creating Knowledge . . . Supporting Practice (WKZPEVL) <i>Karla Culligan, Joseph Dicks, Paula Kristmanson, Josée Le Bouthillier, Lisa Michaud</i>	French, English, General
1:15 PM – 1:45 PM	Translanguaging as Creative Ways to Learn & Transform: Korean Youth Learning a L3 in China (W5TC4DM) <i>Meilan Ehlert, Daniele Moore</i>	English, Japanese, Other, General

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CALLE VERDE

Calle Verde has been presenting captivating flamenco performances to audiences across the country since 2014. From BC to Newfoundland, in theatres, festivals, and tablaos, this powerful trio blends a deep respect for the rich history of flamenco with non-traditional musical inspirations ranging from classical to Brazilian and beyond. Each member of Calle Verde brings many years of professional performance to every show, cultivating a distinctive, cutting-edge interpretation of flamenco music and dance.



Maria Avila has established herself as an independent dancer, singer, choreographer, and teacher. In 2015 she launched Maria Avila Flamenco dance school, and she is currently in her second year of completing a MFA in dance at York University. Recent achievements include being awarded a mentorship to study with Myriam Allard, receiving professional development grants to study in Spain, as well as performing in the Coetaní Experimental Flamenco Festival in Athens, Greece.



Michelle began her flamenco training in 2001 in Vancouver, and she has developed into one of the most experienced and sought-after local tablao performers. Beyond this traditional style of flamenco, she has collaborated with artists from outside the form to experiment, innovate and challenge expectations. Michelle has danced in dozens of professional presentations including performances at the Vancouver International Flamenco Festival and the Victoria Flamenco Festival. She currently performs with the Raíces y Alas Flamenco project, Mozaico Flamenco Dance Theatre, and Calle Verde. Michelle has studied flamenco and classical Spanish dance in Spain, Greece, Canada and the USA with funding from the Canada Council for the Arts and the Canadian Alliance of Dance Artists.

Peter Mole has been performing flamenco for over twenty-five years. He has been engaging audiences across Canada and in every major venue in Vancouver, including the Queen Elizabeth Theatre, the Chan Centre and main stage at the Vancouver Folk Festival. He composed and performed the music for "Mariposa: The Butterfly's Evil Spell", at the National Arts Centre in Ottawa and performed and composed for the score for the NFB documentary "Opre Roma" with "Los Canasteros". He introduced

Flamenco to the Kino Cafe in 1994 and performed there weekly until 2020. His musical training began at the McGill University Conservatory of Music then Sevilla and Jerez de la Frontera, Spain to embrace Flamenco, his latest trips being funded by the Canada Council for the Arts. He currently performs with Calle Verde, Daniela Carmona, Farnaz Ohadi Cuadro & Las Sombras Flamenco Ensemble. Notable instructors include: Diego de Morao, Miguel Aragon, Carlos Heredia, Juan Manuel Moneo Carrasco, "Fyty" Jose Antonio Carillo, Jesus Alvarez and Paco Fernandez.



CHIBI TAIKO

CHIBI: Japanese word for "little kid"

TAIKO: Japanese word for "big drum"

CHIBI TAIKO: Canada's first youth taiko group!

The first children's taiko ensemble in Canada, Chibi Taiko was formed in the fall of 1993 with the goal of passing this unique and dynamic performing art on to the next generation of Asian Canadians. The group's philosophy emphasizes cooperation, leadership, responsibility and spirituality in addition to the physical and musical discipline needed to build a cohesive and dynamic taiko ensemble. Chibi Taiko is a member of the Vancouver Taiko Society.

chibitaiko.bc.ca



JULIO MONTERO

Julio Montero is a Cuban-born dance instructor who has an in-depth knowledge of Cuban Salsa, which is actually called “Casino” in his native island. He was born into a family that is completely obsessed with music and dance. He grew up in the historic city of Santiago de Cuba, motherland to the very roots of Cuba’s most distinctive musical exports, and lived in neighbourhoods renowned for their strong traditions of Conga, Son, and Afro-Haitian rhythms. Upon arriving in Canada, he continued to pursue post-secondary studies, eventually obtaining a double major from the University of British Columbia.

In his methodology, Julio incorporates the skills acquired during four years at the *Universidad de Ciencias Pedagógicas "Frank País"* of Santiago de Cuba, where he studied to become an English teacher. Julio’s main goal is to pass onto his students the rhythmic legacy he has inherited, as well as the positive cultural values associated with Afro-Latin-Caribbean



culture. *“Through social dancing we not only learn steps and have incredible fun – we also develop vital social skills that favourably impact our daily lives, our self-esteem and our overall sense of happiness”,* he says, adding: *“I shall give you something worth your time and effort, in the form of a dance knowledge that no one will be able to take away from you”.*

Julio strongly believes in the symbiosis of learning proper technique while simultaneously having a cultural experience in class, an opportunity available only through the Cuban way of dancing salsa, as it represents a nation’s heritage. He’s done so teaching in Canada and in different countries around the world. Julio believes that sharing his native culture is the best contribution he can make to his Canadian home and the World, bringing in the genuine, everlasting and effective system of joy that Caribbean people have conceived.

vancuba.com

KELLI CLIFTON

Kelli Clifton was born and raised in Prince Rupert, BC. Her mother is of European ancestry and her father is Gitga'at from the community of Hartley Bay. A graduate from the University of Victoria (Bachelor of Fine Arts), Clifton later worked as an Aboriginal Youth Intern for both the British Columbia Arts Council and the First Peoples' Cultural Council. Clifton returned north to attend the Freda Diesing School of Northwest Coast Art (Terrace, BC) where she learned to carve wood and to further develop her design skills. While in school, Clifton received several awards including the YVR Art Youth Scholarship Award for both years she attended Freda Diesing. Since graduating, Kelli's career as an artist has continued to thrive, having successfully received grants from the British Columbia Arts Council as well as the Canada Council for the Arts. Clifton has always been interested in using her artwork as a form of storytelling - especially in relation to her Ts'msyen language (Sm'algyax), her coastal upbringing and her experiences as an Indigenous woman. She now lives in her home community of Prince Rupert where she continues to practice her art and teaches Sm'algyax at the local high school.

spiritwrestler.com/catalog/index.php?artists_id=1248





M'GIRL

M'Girl is an ensemble of Indigenous women with stories and songs on the gifts received from Mother Earth. Though officially performing together since 2004, their personal musical histories span throughout each of their lives. Their hand drum songs blend harmonies into a contemporary style that reflects both their expertise of voice and their personal story of home. The message in the music is an emergence of cultural ideals and worldviews from the perspectives of their Metis/Cree (Nê-heya-win) Anishnaabe (Anishnaw-bay) Saulteaux (prairie Anishnaabe) and backgrounds.

M'Girl is Renae Morriseau, Tiare Laporte and Tracey Weitzel.

mgirlmusic.ca



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BCATML Annual General Meeting
Friday, October 23, 2020 11:30 – 12:45 pm

Held online via Zoom from the Executive Hotel Vancouver Airport
7311 Westminster Highway Richmond, BC V6X 1A3

Agenda

- 1) Call to order at 11:30 am
- 2) Establishment of quorum and adoption of the AGM Agenda
- 3) Acknowledgement of the Musqueam First Nation ancestral lands
- 4) Adoption of the [BCATML AGM Minutes of Friday, October 25, 2019](#).
- 5) Recognition of BCATML Executive & Conference Committee members
- 6) BCATML Constitutional amendments
- 7) President's report
- 8) Treasurer's report; adoption of BCATML Operating Budget for 2020—21
- 9) Election of BCATML Executive Committee 2020-21
Nominations from the floor will be accepted. The current list of nominees are

Table officers

President: Rome Lavrencic
Vice-President: Kindra Harte
Treasurer: Wendy Yamazaki
Secretary: Antonella Garcia

Members-at-large

Elementary/Middle Years: Tanya Campbell
French Representative: Trish Kolber
German Representative: Angela Kleine-Buning
Japanese Representative: Grace Ho
Mandarin Representative: Ping Li
Other Languages Rep: Andrew McFayden
Punjabi Representative: Amandeep Chhina
Spanish Representative: Shireen Cotterall
Web Manager: Dylan Trelice

- 10) Other business
- 11) Adjournment
- 12) Door Prizes



PSA Member Grant - Form 1: Proposed PSA Program Statement
PSA: [BC Association of Teachers of Modern Languages \(BCATML\)](#)



Year: [2020-2021](#)

This form is used to outline the PSA's Goals and Objectives for the current year. It also shows the activities that are planned in order to meet the goals and how the PSA will evaluate whether the goals have been met. For any activities that involve a cost, there should be a corresponding budget amount in the PSA Budget.

Additionally, PSAs are encouraged to:

- develop an implementation plan to spend down accumulated surpluses or unused funds.
- include, as necessary, funds to make available release time for mentorship and capacity building.

GOAL	OBJECTIVES	ACTIVITIES	EVALUATION (method & criteria)
<p>To support the teachers of modern languages in BC in their professional work.</p>	<ul style="list-style-type: none"> • To provide professional development events and supports to BCATML members. • To better support elementary, secondary, and generalist teachers with the delivery of their second language curriculum. 	<ul style="list-style-type: none"> • Host annual fall PSA conference with CASLT (in virtual format) • Co-host Whistler Spring Conference with myPITA and BCScTA • Offer PSA sponsored workshops at BCTF New Teachers' Conference and SD57 Spring Fling • Offer BCATML workshops available for members on demand • Offer online Book Club & Pro-D opportunities • Offer up to four Teacher Study Grants for members (line 9978) • Work with Brambleberry Tales app and Pearson Ed. to design classroom activities • Co-facilitate a inter-university resource project for non-binary students thru SCOLA partners 	<ul style="list-style-type: none"> • easyREG to monitor # of attendees • Track requests for workshops by members • Track website hits, new visitors, and number of followers on social media • Collect conference feedback via surveys • Monitor blog activity on BCATML website, FB, tweets & newsletter articles submission by members • Track # of new/returning members via BCTF NTC & myPITA Conferences • Track # of teacher applicants for BCATML Teacher Study Grants.
<p>To communicate to members, initiatives and advancements in language teaching, as well as other relevant information.</p> <p>(Communication processes)</p>	<ul style="list-style-type: none"> • To inform members of PSA and BCTF sponsored Professional development opportunities. 	<ul style="list-style-type: none"> • Publish articles newsletter & website • Inform members via e-blasts • Offer updates via BCATML website, Twitter and Facebook pages • EC members inform colleagues & promote professional development events/opportunities 	<ul style="list-style-type: none"> • Track workshop requests by members • Track e-blasts read by members • Track website hits & number of social media followers, blog posts, newsletter submissions by members.
<p>To communicate to members, initiatives and advancements in language teaching, as well as other relevant information.</p> <p>(Communication processes)</p>	<ul style="list-style-type: none"> • To inform members of any updates in the field. • To provide educational opportunities for language teachers regarding curricular developments. • To communicate concerns to the BCTF, Ministry of Education, and School Districts. 	<ul style="list-style-type: none"> • Publication of BCATML newsletters and other language associations • Share updates via BCATML website, Twitter, Facebook, and e-blasts • Promote updates with new curriculum including Ministry committee postings • Invite pre-service teachers to conference • Invite pre-service teachers to be moderators • Call for Presenters open to all teachers • Share info on educational & Pro-D events • Lobby Ministry for CEFR inclusion and need to review/modify languages curricula • Participate in Min. of Education's Working Group re: BC Education Restart Plan 	<ul style="list-style-type: none"> • Track members accessing newsletter • Track website hits • Track members blogging on website & follows on FB/Twitter • EC members provide updates & report out what they've heard from members. • Monitor conference attendance • Track % of communications opened/read • Track member requests for workshops • Post advocacy initiatives on website, newsletter, and social media • Publish Ministry letter responses

<p>To advocate concerns of members relevant to language teaching.</p>	<ul style="list-style-type: none"> To provide members with opportunities to voice concerns in their areas of work. 	<ul style="list-style-type: none"> Host language fora at annual conference Invite members to correspond with EC via email, website, & newsletter submissions Recommend PSA members to provincial committees through BCTF 	<ul style="list-style-type: none"> Track attendance in language fora vs. conference attendance. Report feedback post-conference Track correspondences with EC members Publish feedback online and in newsletter
<p>To sustain a healthy membership within BCATML.</p>	<ul style="list-style-type: none"> To provide recommendations and advice to the BCTF on matters affecting lang. teaching & teachers To maintain and engage new members to BCATML. 	<ul style="list-style-type: none"> Discuss needs with BCTF French Services staff and request needed support for second language classes. Conf. attendees receive joint membership with CASLT by attending fall conference Partner with school districts and other Assoc. ProD events requiring membership Promote benefits of joining BCATML Attend BCTF NTC to promote BCATML Attend SCOLA AGM to understand post-secondary trends relating to second languages Encourage mentorship with Conf. presenters 	<ul style="list-style-type: none"> Document the frequency, the purpose, and the outcomes of correspondence with BCTF French Services staff. Track conf. & PSA event attendance Track growth with CASLT via a bilateral agreement for joint membership Publicize membership privileges via newsletter, website, and social media; Distribute BCATML welcome brochure highlighting benefits to all new members
	<ul style="list-style-type: none"> To provide services to PSA members (other than conferences). 	<ul style="list-style-type: none"> Expand members' area of website Develop educational indigenous-related resources for Bramble Berry Tale and First Peoples Principles of Learning (line 9974) Develop projects, teaching resources supporting instruction of L2; Produce 2021 Cooking Calendar (line 9962) Create workshops for L2 teachers at Spring Fling, NTC, myPITA Conferences Develop COVID-19 L2 resources (line 9974) Offer four new Teacher Study Grants (9978) Offer after school Pro-d series for Core French 	<ul style="list-style-type: none"> Track traffic of restricted website areas Form sub-committee for BBT app project Publish resources in Newsletter Work with FNEC to endorse translated First Peoples Princ. of Learning posters Distribute Cooking Calendar post-conf. Solicit feedback re: stock workshops Publish translated Ab. Ways of Knowing posters on TeachBC; Track applications for Study Grant Track # of Core French teachers enrolled
	<ul style="list-style-type: none"> Continue to modestly spend down accumulated surplus funds. 	<ul style="list-style-type: none"> Provide release & ProD funding to develop resources for new curriculum and capacity building of the PSA (line 9974) Distribute four \$500 study bursaries for student graduates & teachers studying languages at post-secondary level (line 9978) Attend other Language stakeholder group meetings (eg: CASLT networking & FIPF) 	<ul style="list-style-type: none"> Publish First Peoples Principles of Learning posters Promote Indigenous resources and develop working partnerships in other languages (BBT App & Pearson) Members invited to present at myPITA Whistler conference & school district PD EC members attend CASLT AGM, BCLCA, ACTFL stakeholder mtg
<p>To support BC teachers of modern languages in learning about First People's Principles of Learning and Aboriginal Ways of Knowing and Being.</p>	<ul style="list-style-type: none"> To provide resources to L2 teachers to indigenize their curriculum and to decolonize the modern language classroom. 	<ul style="list-style-type: none"> Partner w/ Pearson & Bramble Berry Tales App to develop webinar series and invite teachers to participate (Lines 9974 & 9975) Develop and share resources and continue professional development Publish joint FNEC and BCATML posters of FPPOL in multiple languages. 	<ul style="list-style-type: none"> Track webinar participation Survey teachers for feedback

THANK YOU TO OUR EXHIBITORS

ACCENT ALBERTA

ELECTIONS CANADA

CANADIAN ASSOCIATION OF SECOND LANGUAGE TEACHERS (CASLT)

CEC PUBLISHING

CENTRE FOR EDUCATION AND TRAINING

CHENELIÈRE ÉDUCATION (TC MÉDIA LIVRES)

OFFICER OF THE COMMISSIONER OF OFFICIAL LANGUAGES

IDÉLLO (GROUPE MÉDIA TFO)

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Please note that this list does not reflect updates made after the time of publication.



BCATML
BC ASSOCIATION OF TEACHERS OF MODERN LANGUAGES



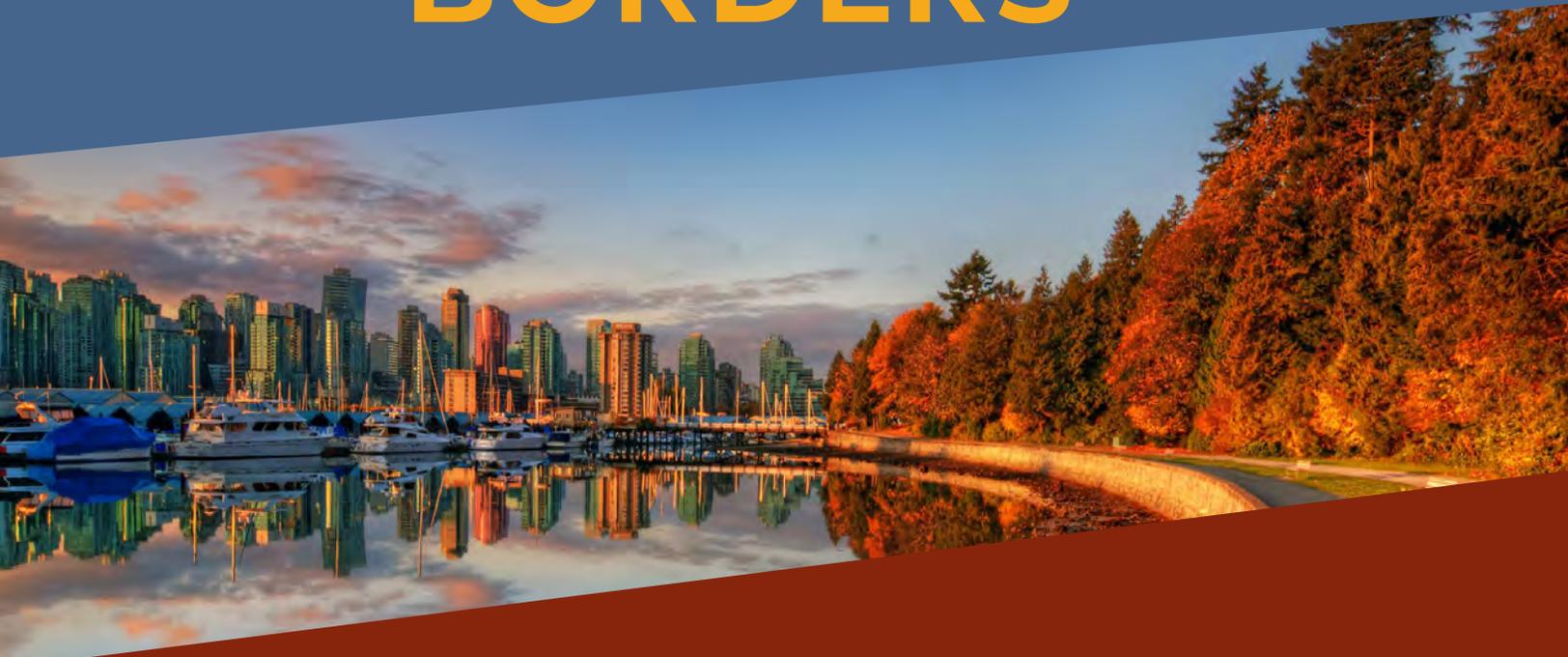
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