

SCOLA – Standing Committee on Language Articulation

MINUTES

BRITISH COLUMBIA COUNCIL on ADMISSIONS AND TRANSFERS (BCCAT)

Okanagan College, Kelowna, BC

Meeting Date: April 28, 2017

Present:

Committee Member Name	Institution Name
Alan Cameron	University of Fraser Valley
Ami Hagiwara	University of Northern British Columbia
Annette Dominik	Thompson Rivers University
Annie Poirier	University of Victoria
Cara Cadre	Thompson Rivers University
Catherine Black	Simon Fraser University
Catherine Gloor	Capilano University
Charlotte Jones	Okanagan College
Diana Carter	University of British Columbia, Okanagan campus
Eva Yihua Shen	Okanagan College
Fanny Boulesteix	Douglas College
Francis Langevin	University of British Columbia, Okanagan campus
Franziska Birker	Okanagan College
Guillaume Marteau	Simon Fraser University
Janine Bleaney	University of Northern British Columbia
Joël Castonguay-Bélanger	University of British Columbia, Vancouver campus
Laura Levera	Corpus Christi College
Laura Vass	Langara College
Marie-Christine Rey-Bilbey	Thompson Rivers University
Marjorie Budnikas	Thompson Rivers University
Mirabelle Tinio	Langara College
Mitsuyo Kaneda	Okanagan College
Nathalie Lesage	College of the Rockies
Nina Langton	University of British Columbia, Okanagan campus
Ruth Mandujano Lopez	Douglas College
Shiho Minami	Douglas College, Langara College
Yangfeng Qu	Kwantlen Polytechnic University
Yayoi Shinbo	Langara College

Guest Name		Institution/Agency
Anna	Tikina	BCCAT
Kindra	Harte	BCATML
Rome	Lavrencic	BCATML

Recorder: Mirabelle Tinio, Co-Chair, Langara College

Welcome and Call to Order from Charlotte Jones, Chair

Charlotte thanked Karen Markle, her co-organizer from the Dean's office, as well as Julia Batchelor, Franziska Birker, Eva Shen and Mitsuyo Kaneda for their help in organizing SCOLA. She also thanked the publishers for providing food for the event.

1. Meeting Called to Order at 9:37.

2. Introductions/welcome

Guests: Welcome remarks from the Dean of Arts and Foundational programs, Dr. Robert Huxtable; Rome Lavrencic, BCATML, Kindra Harte, BCATML, and Dr. Anna Tikina, Research Officer, BCCAT.

3. Approval of Agenda

Motion: to adopt the Agenda

Moved: Catherine Gloor Seconded: Maria Christine Rey-Bilbey Carried.

4. Approval of minutes of the Articulation Committee meeting of April 29th, 2016

Motion: to accept the Minutes as presented

Moved: Alan Cameron Seconded: Laura Vass Carried.

5. Business Arising from Previous Minutes

Charlotte mentioned that the subcommittee's work on learning outcomes will be taken up again, now that we have details on curriculum changes in language instruction for grades 10, 11 and 12.

6. Chair's Report

Charlotte presented the information that was shared at the Joint Annual Meeting, held in November, 2016.

1. Introduction given by Hon. Andrew Wilkinson, MAE.

- Highlighted the importance of maintaining standards in the B.C. transfer system so that transferability remains valid.
- 50,000 students are moving between institutions in B.C.
- Expansion of transfer system nationally (PCCAT) in order to increase student mobility at the national level. 7 provinces currently involved in a pan-Canadian agreement.

2. Panel Session giving the Registrar's view:

- Pathways and mobility are key in student autonomy and success. Student success is a journey and could be reflected in a portfolio degree. Will view 10-12 curriculum to assess admission. Need to map pathways for PSE.
- More holistic approaches to registration could be considered in the future: broad-based admission or competency-based records such as portfolios; might have to define content knowledge that is a pre-requisite, learning outcomes could be used for block transfers. Other considerations: development of self-awareness, self-efficacy and critical thinking in 10-12, internationalization and indigenization.

3. Session for Chairs and SLP's (Format: Panel discussion (BCIT, VCC, Camosun, Yukon))

- Articulation work can involve collaborative learning outcomes between institutions
- E-portfolios – could help students' mobility from one institution to the next
- BCCAT's research shows that the application and demonstration of knowledge is more important than rote learning
- Changes and impacts of indigenization
- Indigenous language and culture instructors should be allowed flexible credentials
- Showed map of credit transfer landscape, to display the work being done towards creating a pan-Canadian transfer system, after which the next step is internationalization

4. Future directions (The Registrar's perspective)

"We'll respond to anything; we just need to know what we are responding to." (John Fitzgibbon). Since different ways of knowing and being have been adopted in the K – 12, this means that programs, courses and systems in postsecondary education need to evolve as well.

Click here to view [Charlotte's presentation slides](#).

7. Co-Chair's Report

- Mirabelle thanked members for submitting institutional reports on time and for answering a survey regarding learning outcomes.
- Short presentation on learning outcomes, where the history of SCOLA's work and how it can be a key to improving articulation, not only within B.C. but eventually nation-wide, were mentioned.
- The results of the survey on learning outcomes were shared with the membership:
 - 56% of SCOLA instructors believe that they will have to revisit their learning objectives and/or review assessment methods due to changes in grades 10, 11 and 12.
 - 50% of SCOLA instructors use learning outcomes that are not tied to a proficiency model, such as the CEFR. 33% are currently using learning outcomes aligned to a proficiency model (such as the CEFR).
 - 28% of SCOLA instructors who are already using learning outcomes develop their quizzes, tests and exams with specific learning outcomes. 27% use them in their syllabus or course outline. 11% use learning outcomes for placement tests.

- 92% of instructors who answered the survey are either using learning outcomes already or would find it useful to do so.
- 21% of teachers noticed an increase in inquiries regarding the level of courses based on the CEFR. 79% no increase.
- 11 institutions or individual instructors are planning to further develop or modify learning outcomes 4 said no. 3 are unsure. (18 members in total responded to this question.)
- Other comments: One member proposed that the homogenization of learning outcomes could be useful. Another member expressed the desire to have the CEFR be the foundation of language teaching in B.C. One member suggested that SCOLA collect the learning outcomes of already articulated courses and make this information available to the whole membership.

Click here to view [Mirabelle's presentation slides](#).

- A few questions to address during language group meetings were proposed. Please see the language meeting notes in the appendix in order to view questions.

8. Re-Election of Co-Chair

Catherine Gloor nominated Mirabelle Tinio for the position of co-chair, and Mirabelle was elected by acclamation.

9. Guest Report: Rome Lavrencic, President of BCATML

Advocacy work

- Rome recalled that as a result of the calls for action of the Truth and Reconciliation report, a motion was passed at the SCOLA 2016 meeting to support the maintenance and strengthening of indigenous cultures and languages in any way possible. He announced that the new high school curriculum is infused with the First Peoples principles.
- BCATML translated the principles into French, German, Japanese, Mandarin, Spanish, Punjabi, and made copies available for members. FNEESC would like to verify the translation and change the artwork. FNEESC and BCTF currently working through disagreement. In the meantime, the BCTF has developed a poster "Aboriginal ways of being" that can be used.

Presented two resources

- The Bramble Berry tales application, geared towards secondary schools, was developed at Rival Schools and is a project devoted to preserving the indigenous languages of BC. It is an interactive app that makes tales available in English, French, Spanish, Squamish, Cree and Halq'eméylem. This application is a means to link literature to culture. Rome expressed challenges to finding funds to work with Rival Schools (private industry) and asked members to contact him if they have ideas.
- Idello TFO (www.idello.org) content in French, resources for instructors (e.g. explains history; Champlain, settlement)

Initiatives to promote language learning

- SEMA exchange and mobility awards granted to high school students. (www.gov.bc.ca)
- BC students grades 8-12, \$5000-10000 for each award, to travel to China, France, Italy and Japan.

- Rome has been trying to expand countries that can be visited and encouraged SCOLA members to write to the ministry.
- BCATML language grants – implementation in the Fall
 - BCATML –would like to make a language 11 course a graduation requirement. Rome encouraged SCOLA to write to the ministry to lobby for this.
 - Organization of a roundtable with many members to talk about including more of the CEFR in curriculum but he is uncertain if this work can continue.
- Some indigenous classes are using the CEFR. This may have implications for curriculum in other languages.
- BCATML hosted a Twitter Chat on April 24, 2017 on second language implementation and how to incorporate First People’s Principles and culture– www.storify.com

Click here to view [Rome’s presentation slides](#) on BCATML’s website.

10. Guest report: Kindra Harte, BCATML

- Kindra had SCOLA members engage in an entertaining game using “getkahoot.com” on their phones. Members answered questions related to curriculum changes at the high school level.
- BCATML has been working on new curriculum; there are now 8 languages with new curriculum.
- Languages to be added by June: American Sign Language, Italian and Korean.
- Trying to maintain that Spanish has many entry points. The reality is that most students start in grade 9 (one pathway). Other pathway: students start in kindergarten. These pathways should be added to all languages in order not to lose language learning from 5 – 8.

Updates:

- Inclusion of First Peoples’ Principles of learning
- This year Grade 9 students will do a self-assessment. It is not worth marks, but will be done four times per year. Self-assessments must be tracked. Could be creative work. Students will be assessing core competencies, such as creativity and identity.

Literacy and Numeracy exams

- No more provincial exams, literacy and numeracy exams have replaced provincial exams
- Students will have three years to write them, between 10 -12, all students write the same exam.
- On both exams, they will have a choice; they can select an alternate question if they are not motivated by a certain topic.
- These exams do not count towards a final grade, but they appear in the report card. Mandated to write exam, but no mark is attached.
- Kindra asked for more feedback regarding new curriculum explaining that the ministry receives very little, and they cannot act without specific feedback. Surrey school district teachers worked together to provide feedback and their input counted as only one piece of feedback. Encouraged individuals to submit feedback separately for more impact. Feedback to be sent to: curriculum.gov.bc.ca
Revisions are being made until 2018.

Charlotte thanked Rome and Kindra for the information they shared and for their advocacy work.

11. Motion: SCOLA's response to Rome's call to action to write the Ministry about making a language 11 course a graduation requirement

A motion was proposed but then withdrawn. Following some friendly discussion, Franziska Birker proposed that two motions be put forward. The members agreed and then discussed the wording of the two separate motions.

First Motion: to approve “**That the Standing Committee on Language Articulation (SCOLA) write to the ministry of education to endorse support for the BCATML initiative which would increase scope and funding of SEMA to include more countries and to further facilitate transition to postsecondary education.**”

Moved: Alan Cameron

Seconded: Franziska Birker

Unanimously carried.

Charlotte will be writing to the Ministry on behalf of SCOLA.

Second Motion: to approve “**That the Standing Committee on Language Articulation (SCOLA) write to the Ministry of Education to endorse support for the BCATML initiative to include a language 11 as a graduation requirement.**”

Moved: Annette

Seconded: Fanny Boulesteix

Unanimously carried.

12. BCCAT Report: Dr. Anna Tikina, Research Officer, BCCAT

Highlighted some important points in the Spring newsletter

- BCCAT website: there is a new section on articulation – announcements and newsletter available, direct links that can be clicked on.
- Transfer Innovation project funding – up to \$15000. Suggested the possibility of applying for funding for learning outcomes. Next meetings are in May and September.
- There is a new member orientation page in the package. Explains roles of chairs, where to find support and SLP.
- JAM will be held Richmond on Nov. 17th, 2017. Transfer awards will be given at the event.
- Transfer system equivalencies are being updated: the TCS (transfer credit system) is using more up-to-date technology, developed in collaboration with Manitoba (counterpart of BCCAT –BCCAT had helped system development in Manitoba).

Highlighted the recent publications:

- “Changes in K-12 Education” not BC specific. Document discuss reforms and how different reforms can impact pedagogy in BC.
- “What is academic credit?” outlines how academic credit is set and calculated.
- “Dual admissions” –reviews North Island and UVIC – how to develop dual admissions
- “Experiential Education” –challenges and opportunities, overview, then focus on BC, especially as it pertains to articulation.

On-going projects:

- Indigenous persistence – reviewing how data on indigenous students are collected. What measures exist and support for indigenous students. May be done for the Fall.

- Flexible pre-major: how are agreements communicated in various institutions. English is a requirement.
- Call for proposals – goes out in the summer. BCCAT is soliciting more projects.
- BCCAT newsletter “Engage” – plan is to have 8 – 10 publications/year. Data on “Modern Languages Transfer credit data” was circulated. Students’ transition project – studies how students move to different institutions.

13. Presentations (Two 15-minute presentations followed by a 10-minute question and answer period)

1. Shiho Minami, Douglas College and Langara College, Department of Modern Languages
 - Title: Use of virtual world in second language education: its effect and possibilities.
 - Abstract: The purpose of the research is to explore the possibilities and effect of the virtual world for the future of second language education. In the study, participants (students enrolled in a Japanese course) had live conversations with Japanese native language speakers in the virtual world. It was found that live communication in the virtual world can enhance learner motivation and facilitate the development of language proficiency. Based on the findings, I would like to discuss future implications at SCOLA.

Click here to view [Shiho’s presentation slides](#).

2. Catherine Black, Simon Fraser University, Department of French
 - Title: Does translation from L2 to L1 and vice versa improve students’ writing skills in advanced second language classes?
 - Abstract: Guy Cook (2010) said “that translation has been the outlaw of language teaching since the end of the 19th century”. Carreres (2006) believes “translation in L2 is counterproductive in that it forces learners always to view the foreign language through their mother tongue; this causes interferences and a dependence on L1 that inhibits free expression. The communicative approach and the natural approach have banned the use of translation, but as I see in my classes especially at the more advanced level (for example my FREN 307 class on advanced vocabulary) we often need to rely on translation to explain nuances. It seems that since the beginning of the 21st century translation is doing a slow comeback in language teaching. Therefore, this paper is the result of a study I am currently conducting to investigate the effectiveness of translation in a writing intensive course (FREN 301W). I only have preliminary results but they are interesting.

Click here to view [Catherine’s presentation slides](#).

14. Language Group Meetings followed by brief summary reports during the closing session.

15. Next meeting:

Location: Trinity Western University, Langley Campus

Date: April 27th, 2018

Meeting adjourned at 3:50.

BCCAT Contact: Ruth Erskine, Committee Coordinator

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APPENDIX: Minutes from Language Groups

The following questions for the language group meetings were suggested:

1. If you are you using learning outcomes that are aligned with a proficiency-based model, please share your insights
2. Is there a potential for common learning outcomes for first year courses in your language area? How might that conversation and/or action start?
3. What impact (or not) might the changes in the 10-12 language curriculum have in your courses/programming/learning outcomes?

FRENCH Language group meeting (Minute taker: Catherine Gloor)

Present: Alan Cameron, Annette Dominik, Annie Poirier, Catherine Black, Catherine Gloor (minute taker), Fanny Boulesteix, Francis Langevin, Franziska Birker, Guillaume Marteau, Joël Castonguay-Bélanger, Laura Levera, Marie-Christine Rey-Bilbey, Mirabelle Tinio, Nathalie Lesage, Rome Lavrencic.

The group talked informally about many different subjects including the following:

1. 4 credit language courses at Capilano.

As some of the newly designated 4-credit FREN courses still needed to be re-articulated outlines were distributed. It was noted that course content had not changed and institutions should be able to simply give the same transfer as before 2015. Courses transferred to Capilano after 2015 are assigned 4 credits if the course includes a minimum of 4 weekly contact hours. *Background: In 2015, all language courses at Capilano U were assigned a new credit value of 4 credits to recognize the weekly contact hours (over 4 hours with the lecture, conversation and lab time).*

2. Standardization of proficiency

Several institutions (TRU, Langara amongst others) have aligned their course outlines with the Common European Framework of References for Languages (CEFR). At TRU, all languages have gone that route and the French instructors are also official correctrices of the DELF exams (although the students are not required to complete this exam as part of their course work). The “can-do” (proficiency) statements of the CEFR are reproduced word by word in TRU course outlines. The *Référentiel de l’Alliance française* was noted as a good tool for teachers to understand the various levels of the CERF and in helping design activities. The publishing house Hachette has its textbooks completely articulated with the CEFR levels. Rubrics (such as the CEFR one) were discussed. These make correction much easier. Focus is placed on the positive (what can the student accomplish) and the precise criteria allows the students to take over (and the instructor can then guide the student).

3. Are common learning outcomes possible for 100-level courses?

No clear answer on this one. Some talked about the vagueness of the CEFR learning outcomes. Sometimes, direct grammar-based learning based outcomes give a much clearer idea of the level acquired by the student. Many appreciate the idea of holistic Core Competencies (such as the ones to be implemented in the new K-12 curriculum) as it opens a conversation with students about their higher-level (critical thinking, creativity etc.) competencies. We do teach outside of purely technical language skills yet maintain an emphasis on morpho-syntax. This said, questions were raised about how writing can be more emphasized in high schools in the face of the current of these broad Core Competencies. Discussion turned to one of metalanguage: the notions of multiplicity of the French language (le français normatif versus French Immersion versus régional) and how to convey the distinctions and appropriate usage to students.

4. Practical questions

- A question was raised about the use/permission of auto-correctors (*Word, le bon patron or Antidote*) given the possibility students' unreflexive usage ('they accept all changes'). Are these crutches or do they lead to reflection on writing? One instructor suggested the effectiveness of an alternative whereby a student writes the answer to a short quiz on the board which is subsequently corrected by the whole group.
- The value of self-assessment (in which the students identify their weakness and strengths) at the secondary level and university levels was discussed.
- Further discussion of clear rubrics and grade scale descriptions, including the distribution of real examples of writing/work that meets criteria.

JAPANESE Language group meeting (Minute taker: Nina Langton)

1. Self-introductions of those in attendance:

Shiho Minami (Douglas), Mayu Takasaki (UBCO), Nina Langton (UBCO), Yayoi Shinbo (Langara), Cara Cadre (TRU), Mitsuyo Kaneda (OC), Ami Hagiwara (UNBC)

2. Discussion of questions provided in the general session:

- Grading practices based on Can-do statements – should we just be evaluating just students' achievement, or also their improvement over the course of the semester? This would be a way of making the process fairer for students who are not as proficient but still work hard. (Current problems with native students in class who might not have improved at all over the semester – how can they be evaluated fairly at the beginner level?)
- How can we evaluate students on whether they achieved their personal goals?
- Currently not everyone is specifically aligned with the Japan Foundation Standards, but everyone is articulating learning outcomes that share some aspects of the standards
- Generally we feel we are already mostly aligned in terms of learning outcomes as most of us use the same text

3. Discussion of high school curriculum changes

- Level of proficiency of grade 12 students has fallen since the elimination of the provincial exam
- Level of proficiency of students coming out of high schools depends on the high school and the particular teacher – this may be exacerbated since it seems there are not as many specific outcomes – some of the outcomes are vague or very open-ended
- Concern about testing – if there is not as much emphasis on testing in the high schools, what happens to the level of foundational skills?

4. Institutional reports

Douglas College

- Introduction of Asian Studies Associate of Arts program
- Offering a Japanese culture course within the program in English at 200 level– considerable emphasis on language elements of culture
- An improvement in enrolment over last year
- Class cap 22
- Will offer Basic 2 in the summer session

UBC Okanagan

- Slight change in delivery of 100 class with one hour a week 70-student lecture and smaller classes 3 times a week
- Will offer JPST 100 in the spring term
- Access student (not registered in a program, just taking one course to “try out” university).

Langara

- Shiho had planned to do summer course but could not offer because of other commitments
- Cap at 35 (also capped with regards to domestic and international students)
- Cap of intermediate level reduced from 35 to 30
- Asian studies field course this year, but no language course

Thompson River University

- May: 2 ½ -week culture and language field school (13 students) – 6 credits at 200 level (course started in February in preparation. Prereq 2 semesters of Japanese language) (also go with Geography class)
- Cara goes on sabbatical in January
- 4 + 4 sections of 100 level, caps of 30, so 120 in fall, 80-90 in winter in first year
- 3 first year + 1 second year course every other year

Okanagan College

- Intensive course this spring/summer – 15 registered so far – hybrid format
- 100-level Japanese is offered every other year during the regular session – this enrolment was 24 in fall, 9 in winter
- Might be interesting to pursue Dual Admission with UBCO

UNBC

- 2 classes of 100-level (30 cap, usually 20 enrolled), 1 class in winter term
- 1 class each of 200 and 300. 300 is offered regardless of the number of students enrolled (this year 2).
- Summer intensive exchange program (6 weeks) with a university in Hiroshima
- 4th year Independent Studies course

CHINESE Language group meeting (Minute taker: Eva Shen)

Present: Tianming Li, Yangfeng Qu and Eva Shen

First we talked about different Chinese learning resources online, e.g. Chinese Skills, Skritters, and Quizlet.

Then we discussed the topics (gave answers to suggested questions):

1. In Chinese learning, we don't have specific proficiency model for reference. We generally refer to the requirements in grammar, vocabulary and etc. on our textbook. General requirement for first year course is 150 characters writing and 300 for recognition. Some university might use HSK as standard. HSK is the Chinese language proficiency test.
2. There are potential common learning outcomes for the first year students, especially we are using the same textbook. So students intend to understand the language in terms of the related topics, e.g. greeting, family, time and dates, and etc. A professional mentioned that sometimes new experiment in language teaching may cause discrepancies in learning outcomes achieved by students. It creates problems for students to connect to the second year courses, compared to the students from the regular classes.
3. The Chinese curriculums in Grade 10 -12 need a better system and structure to make the teaching and learning more correlated and accurate in transition to the postgraduate education. There is no clear progression showing students can achieve from Grade 10 to 12, e.g., we notice several same grammar points from grade 10 to 12 each level. Besides, the curriculums look unrealistic to non-heritage students to achieve. However, the students from our first year are mainly true beginners, so it mismatches the level of our postgraduate study.

SPANISH Language group meeting (Minute taker: Laura Vass, Langara College)

Present: Corpus Christi College (Laura Levera), Douglas College (Ruth Mandujano-López), Langara College (Laura Vass), Okanagan College (Charlotte Jones and Julia Batchelor), University of British Columbia-Okanagan (Diana Carter), University of Northern British Columbia (Janine Bleaney)

Announcements:

There are two openings for Spanish instructors for Fall 2017 at Douglas College and Langara College.

1. Caps and enrolment

- Caps: Corpus Christi College-25, Douglas College-22, Langara College 35/30, Okanagan College-30, UBCO-40/35, UNBC-22

- Enrolment: Most institutions follow a pyramid pattern where the beginner levels are full but enrolment decreases at the intermediate and advanced levels. Some schools have seen a small decline in enrolment in the past year.

2. New courses/offerings

- Douglas College offered a new advanced Spanish course in September.
- UBCO is going to begin offering the DELE exams in November 2017. They are moving towards the CEFR model for their Spanish courses and will be using the textbook *Aula Internacional* and, in some levels, the reader “Lola Lagos”. First year Spanish will be equivalent to A1 and A2, second year will be B1, and third year will be B2.1 and B2.2. They will also be offering a new minor in Spanish Language and Linguistics where students will need to complete 6 language courses and 7 linguistics courses.
- Okanagan College will offer Spanish Speaking World Cultures and Languages (in English) and Introduction to Translation (in English) in the 2017/2018 Academic year.

3. Credit transferability

Douglas College is offering advanced Spanish – MODL 3351_2 and 3352_2 but some institutions with no direct transfer have not granted these courses transferability yet. Please check with your institution if you can give indirect transfer (3XXX) to this course.

4. Experiential Learning

UBCO and Okanagan College offer successful programs to study Spanish abroad. Okanagan College will be sending students to Mexico this May where students can complete credits for one Spanish course in 4 weeks because of small class sizes and intensive learning. Ruth from Douglas College has a contact with UNAM-CEPE (Mexico) which offers all Spanish levels and are eager to receive students. Her name is Acacia Maldonado (amaldonado@cepe.unam.mx).

5. Oral Exams/Conversation Practice

- Douglas College requires students to participate in Conversation Labs for one hour a week, outside of lecture class. These classes are smaller so students are given more opportunity to practice the oral part of Spanish learning. Students do two oral exams, each with two sections: one section is in pairs and the other usually involves a short presentation and/or exchanges with the teacher. Activities vary depending on levels.
- UNBC requires students attend language lab for 1 hour and 20 min per week outside of lecture. Janine also provided students the opportunity to talk to a woman in Mexico live on Skype to practice aural and oral skills.
- Corpus Christi will try to organize a skype exchange between Spanish students and a class of English students in Paraguay. Also, Laura is looking into starting a “club de conversación” for Spanish students.
- Okanagan College hires a native Spanish speaker to be available to meet with students in the cafeteria for 4 hours per week. Students can prepare for Oral Exams and presentations with this Conversation Leader. Oral Exams at OC are done in pairs and students are asked to act out conversations together and describe pictures. Students also use iLrn in language labs and focus on oral skills in classroom (flipped classroom model is used).
- UBCO will begin using CEFR and focusing on oral communication, including giving oral exams in pairs.
- Langara has a language lab where students use iLrn and do a one-on-one oral exam with the instructor.

6. Textbooks

- OC – Hola Amigos and iLrn
- UNBC – Beginning Spanish I-II: Arriba, Can. Edition, Intermediate Spanish I-II: Series of books (Gram.,Cult., Lit.)
- Douglas – Tu mundo and Connect (online)
- Corpus Christi – Panorama
- Langara – Hola Amigos and iLrn, Continuemos
- UBCO-Aula and Lola Lagos
- VIU - Beginner Hola Amigos (Nelson), Intermediate: En contacto (Nelson)

Action item

Ruth (Douglas College) will contact Bernardo to setup a workshop in June with someone from Aula to show instructors via Skype/Zoom what the communicative approach looks like with this textbook.