



MINUTES

BRITISH COLUMBIA COUNCIL on ADMISSIONS AND TRANSFERS (BCCAT)

Thompson Rivers University, Langley, BC

Meeting Date: April 30, 2018

Present: Committee Member Name		Institution Name
Ami	Hagiwara	University of Northern British Columbia
Arash	Farzaneh	foryoub blues@hotmail.com
Annie	Poirier	University of Victoria
Brianne	Orr-Alvarez	University of British Columbia
Cara	Cadre	Thompson Rivers University
Catherine	Gloor	Capilano University
Charlotte	Jones	Okanagan College
Choji	Hayashi	Langara College
Claire	Bossavit	Simon Fraser University
Diana	Carter	University of British Columbia, Okanagan campus
Diana	Wright	Coquitlam College
Dolores	Gambroudes	Langara College
Eva	Yihua	Okanagan College
Fanny	Boulesteix	Douglas College
Francis	Langevin	University of British Columbia, Okanagan campus
Franziska	Birker	Okanagan College
Grisel	Garcia-Perez	University of British Columbia, Okanagan campus
Hope	Leith	Vancouver Island University
Huimin	Lin	Langara College
Janine	Bleaney	University of Northern British Columbia
Jia	Fei	Simon Fraser University
Joe	Sunami	University of the Fraser Valley
Jose	Padilla	Selkirk College
Josema	Zamorano	Capilano University
Kazuko	Mito	Capilano University
Laura	Leverra	Corpus Christi
Luisa	Canuto	University of British Columbia
Marie-Christine	Rey-Bilbey	Thompson Rivers University
Mirabelle	Tinio	Langara College
Na	Wu	Trinity Western University
Nathalie	Lesage	College of the Rockies
Nicole	Cudennec	University of Northern British Columbia
Olivier	Clarival	Kwantlen Polytechnic University
Rita	Santillan	Simon Fraser University
Rosa	Stewart	University of Victoria
Sabine	Zimmermann	University of the Fraser Valley
Sandra	Huang	Douglas College
Slava	Petlitsa	Trinity Western University
Silvia	Brynjolfson	Trinity Western University
Stephanie	Palisse	University of British Columbia
Tong	Chow	Capilano University

Present: Committee Member Name		Institution Name
Guest Name		Institution/Agency
Ann	Tikina	BCCAT
Rome	Lavrencici	BCATML

Regrets: Alan Cameron (UFV), Annette Dominik (TRU), Carine Hirschi (Douglas), Kelsey Haskett (TWU), Marjorie Budnikas (System Liaison Person for SCOLA, Thompson Rivers University) and Stacey Sveistrup (BCATML).

Recorder: Mirabelle Tinio, Co-Chair, Langara College

1. Meeting Called to Order at 9:36

Welcome and Call to Order from Charlotte Jones, Chair

Charlotte thanked the members for attending SCOLA 2018. She also thanked Ludmilla Plenitz for all her work in organizing the food and meeting rooms. Todd Martin, Dean of Humanities and Social Sciences TWU, was introduced, and he welcomed SCOLA members.

2. Introductions/welcome

Welcome remarks from the Dean of Humanities and Social Sciences; Todd Martin. Guests: Rome Lavrencic, BCATML and Dr. Anna Tikina, Research Officer, BCCAT.

3. Approval of Agenda

Motion: to adopt the Agenda

Moved: Grisel Garcia-Perez Seconded: Catherine Gloor Carried.

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

Motion: to accept the Minutes as presented.

Moved: Laura Leverra Seconded: Marie-Christine Rey-Bilbey Carried.

5. Business Arising from Previous Minutes

Charlotte referred to SCOLA's subcommittee on learning outcomes and announced that the co-chair would be presenting a proposal for the Transfer Innovations Fund. She also mentioned that the Ministry of Education responded to SCOLA's letter recommending that language 11 be included as a graduation requirement, thanking us for the letter, but saying that no decisions would be made until July.

Please click here to read the [letter from the MOE](#).

6. Chair's Report

Charlotte presented the information that was shared at BCCAT's Joint Annual Meeting, held on November 17th, 2017.

1. Opening address: Tony Loughran - Acting Asst. Deputy Minister - Ministry of Advanced Education, Skills and Training

- There are updates to Education Planner BC tool.
- 50,000 students transferred between institutions in B.C.

- BC system based on collaborative relationships advancing national transferability. 7 provinces are participating in a national program of transfer / mobility.
- Sharing of data increases the efficiency of system.
- BC system is a leader in mobility which is proof of the importance of mobility for students.

2. Keynote Address: Dr. Thomas Carey, Executive-in-Residence for Teaching and Learning Innovation, BCAIU

Teaching and learning for the modern student

- “**How** we teach is a key part of **what** we teach”
- Prepare students for work and changing work environments by treating our teaching and learning environments as exemplary “workplaces for learning” “scaffolding environments”
- KPU project: Workplace Innovation
- Shifting career paths: **what students study is not where they work** which creates challenges for working with knowledge, practices and roles that are new.
- Need to adapt > how to help:
 1. Practitioner-academics
 2. Teaching and learning environments that develop competencies over knowledge
 3. Use of measurable learning outcomes
 4. Change learning practices with opportunities to reflect on, adapt to, and help shape learning experience so they relate to real life.
- Learning analytics for learners as #1 for educational directions and practices
- Students become knowledge creators through process of INNOVATION
- INNOVATION is the social process of creating lasting value from new ideas.
- Aim: all students graduate as INNOVATION-CAPABLE, allowing them to engage better in all aspects of life.
- Roles for educators: engage students through innovative learning practices, cooperative learning networks where participants come together to share knowledge provides modelling for students. e.g. indigenous networks/knowledge/innovation across institutions

Please click here to access [Dr. Carey's slides](#).

3. Dr. Verna Billy Minnabarriet, Vice-President Academic & Strategic Partnerships, NVIT, Chair of IAHLA

Overview of indigenous education in BC

- The history of indigenous education was described. Post-integration of residential and day schools: there were strong vocational channels where few were streaming to academics, but there has been an evolution since then.
- Indigenous Adult Higher Learning Association (IAHLA) included 10 institutes in 2003, 40 today in 2017.

Please click here to access [Dr. Minnabarriet's slides](#).

4. Panel Discussion: Indigenization in the BC Post-Secondary System

John Chenoweth, Dean, NVIT; Todd Ormiston, Chair, IS, Camosun; Lauren Terbasket, Executive Director, En'owkin Centre

- Question 1: What are the Challenges of Indigenization in the Academy?
 - How indigenization is implemented is important; recognize both experiential realities of people and academics
 - Indigenization must be tied to “place”, intimate relationship with land; indigenization as a way towards self-knowledge and identity
- Question 2: What is Pan-Indianism?
 - Recognize diversity (203 bands in BC); inclusion of Metis; 36 distinct FN languages
- Question 3: Is Indigenization focused on both Indigenous and Non-Indigenous Students?
 - Indigenous and Non-indigenous students: center on both for ways of knowing; need to learn to walk together; address negative attitudes and stereotypes
 - In the classroom talk about Canada’s history and use as an opportunity to dispel myths and learn to speak together and spend time with one another.
- Question 4: How do you Work with IAHLA at Public Post-Secondary Institutions?
 - IAHLA have to apply for funding for everything > it is beneficial for every institution to recover/repair damage done
 - Public schools need to help with linguistic and epistemic visions of indigenous peoples; find ways to work together.
 - Government vision move towards more collaborative funding.
 - Public encouraged to ask IAHLA “How can we help?”
- Question 5: How can Indigenous Knowledge be Incorporated at the Public Post-Secondary Institutions?
 - Make knowledge of elders available for schools
 - Observe protocols and ways of interacting
 - Inclusion of local knowledge
 - Recognize the idea of diversity as “place-based”
 - “It’s okay to be different, difference is honoured”.
- Question 6: Institutional Indigenous Policies: What is your Opinion on this Approach to Indigenization?
 - Indigenization as identity
 - Epistemologies (3) ways of knowing: Methods of learning and being > Red Road Philosophy; Seven Sacred Teaching; Medicine Wheel Learning.

Please click here for to view the videos of the panel discussion: [Question 1](#), [Question 2](#), [Question 3](#), [Question 4](#), [Question 5](#) and [Question 6](#).

5. Joanne Duklas: Facilitating Student Mobility through Data Exchange: Lessons Learned

- Concept of data mobility + student mobility = cultural mobility
- groningendeclaration.org = future of digital student data portability, McGill University first to sign on.
- PCCAT (Pan-Canadian Council on Admissions and Transfer): idea of creating a national network for data exchange

- Model > Australia, which has a whole system of student input and online environment for students where they can go in and add learning (formal and informal) “e-portfolios”
- In BC > Education Planner BC is base for the project
- Data exchange = sharing information in a trusted and more consistent way without changing its meaning, opening the highway to connectivity between institutions.
- In the future, students would have their own online wallets with information on courses completed which they can then send out to institutions to check credentials and transferability: “Learner-controlled data exchange options”

Please click here to access [Joanne’s slides](#).

6. Breakout session for Chairs and SLPs

- Ideas on clustering meetings > combine groups/disciplines (e.g. SCOLA + ESL + Indigenous Languages?) Advantages: Example from Trades: less pressure on host institutions (host institution may have several meetings to the point of being saturated); common guest speakers with common messages can join forces; fewer meetings for book publishers.
- Communications: Google groups (13 Articulation Committees); Moodle (8 AC) groups.google.com

7. AWARD OF EXCELLENCE (Honourable Mention) Modern Languages (SCOLA)

Articulation Committee: “in recognition of exemplary 2017 meeting minutes submitted to BCCAT.”

Please click here to view [Charlotte’s presentation slides](#)

7. Co-Chair’s Report

Mirabelle Tinio thanked members for handing in their institutional reports and shared the subcommittee on learning outcomes’ project proposal for Transfer Innovations Funding.

- 83 % SCOLA members use learning outcomes, based on 2017 poll results
- Changes to outcomes and skills to come with new BC curriculum.
- Project proposal: to create common placement tests based on core learning outcomes
- Members of subcommittee are: Fanny Boulesteix, Grisel Garcia-Perez, Luisa Canuto and Mirabelle Tinio.
- Proposal would include creating online placement tests
- TAPT (transfer and articulation placement tests) development
- Meant as tool for assessment, not intended to be used as directive
- Could be used to grant credit for programs such as study abroad experiences and Explore program
- Respond to changes to BC high school curriculum by facilitating the placement of student into appropriate courses
- Intended to produce “active student-driven learning”
- Provide more information to students to help them plan their studies
- Process and timeline were shared.

Please click here to view [Mirabelle’s presentation](#) and the finalized [Subcommittee’s proposal](#) submitted to TAC for their meeting in May.

8. Motion to support the subcommittee's proposal for Transfer Innovations Funding

MOTION for SCOLA to support subcommittee's proposal for TI Funding.

Moved: Grisel Garcia-Perez Seconded: Catherine Gloor Carried.

9. Change in designations to Co-Chairs

Charlotte explained that the chair and co-chair work collaboratively together and proposed that the designations be changed to co-chairs.

Moved: Grisel Garcia-Perez Seconded: Rosa Stewart Carried.

10. Election of Co-Chair

Nominations for co-chair: Fanny Boulesteix

Moved: Catherine Gloor Seconded: Rosa Stewart Carried.

SCOLA members thanked Charlotte for the four years she dedicated as chair of SCOLA. Charlotte shared how she enjoyed working with SCOLA and meeting so many people.

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

Anna Tikina, Research officer for BCCAT, highlighted important points in the Spring newsletter.

1. General updates

- Links on BCCAT's online update are live. Please click here to access [BCCAT's Spring 2018 Update](#).
- Anna explained her purpose in attending articulation committee meetings: to understand what is important to post-secondary institutions in order to further BCCAT's research in those areas.
- New and improved Transfer Credit system: new system is more automated, more data tools, filling fields automatically.
- Transfer Innovations Projects' Benefits: They bring a lot of trust to the system, between college and university systems, when institutions agree on equivalencies.
- Noteworthy: SCOLA could move to Moodle, housed by KPU.

2. New publications

- "Being Seen; Being Counted": discusses the possible options for recording gender or not at postsecondary institutions for registration purposes in an effort to cover the most gender variance. Statistics Canada: male, female, and unreported.
- Indigenous Education Pathways reports: reviews how post-secondary institutions support indigenous students. Overview of institutional practices, does not reflect student views. Second report will show the students' perspective.
- Report on field schools: ideas for promoting field schools.
- Survey of mobile students: aimed at perspectives, opinions of transfer students. Provides institutions with a greater understanding of their students.
- Students' transitions project: tracks how students are moving from secondary to post-secondary and to other PSI's. Info on completion rates, timeframes, flow of students, GPAs upon moving between levels.
- www2.gov.bc.ca - search "students transitions project": to access fast facts

12. Guest Report: Rome Lavrencic, President of BCATML (Stacey Sveistrupp, sent her regrets)

1. Advocacy Work

- Rome filled out the online BC Graduation Program Survey on high school graduation requirements (<http://feedback.engage.gov.ca.ca/144689?lang=en>) drawing the government's attention to the lack of languages in the graduation portfolio.
- He encouraged SCOLA members to complete the survey as well before it closed that day at 4pm.

2. BCATML updates

- New Literacy assessment to be introduced in 2020
- New course codes for high school courses, new graduation credits total
- Second languages begin at Grade 5, pressure to add an entry at Grade 9
- New versions of curriculum will be found in download tab [here](#).
- Core competencies Self-Assessment: students have to comment on all core competencies,
- CEFR Companion document: the Ministry will show how the CEFR will be used for the K-12 framework. It will probably be written in the Fall 2018.
- Core French Intro 11 combines proficiency work of French 9 and 11. It is a late entry, highly intensive course. This is not an intro course. Students may want to continue onto post-secondary.
- Language 11 requirement for some PSI
- SFU and KPU will accept French 11

3. Initiatives to promote learning

- Student Mobility Exchange Award, up to \$5000: Spain and Columbia were added, agreements between embassies
- Language Bursary created for students to apply for students studying modern languages at post-sec
- Posters on First People's learning: There is still a debate over who has ownership over the Aboriginal Ways of Knowing and Being and issues around the artwork and translation. BCATML working with BC teachers Federation on translating other documents.

4. Invitation to Professional Development Event

- Sylvia Duckworth, "Sketchnotes": Sat. May 12th, 2018, in Burnaby and Friday, October.19, 2018, a one-day event with lunch
- \$150 for general public or \$100 for BCATML members

5. Interactive activity to learn more about BCATML

- Rome engaged the membership in a Plickers Quiz using downloadable cards containing QR codes (www.plickers.com). He asked questions about BCATML, members raised their cards to answer, then he scanned the room with his phone to get instant feedback from the class.

Please click here to access [Rome's presentation](#).

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

1. Annie Poirier, University of Victoria

Title: Let's Sing Along... 10 Minutes at the Time!

As a French teacher it took me years to find effective ways to introduce songs in my classroom. It would take too much of class time to analyze meaning, grammar or vocabulary, and students would lose interest. Furthermore, the linguistic acquisition was negligible.

Over time, I have let go of my "fill in the blank" songs. Instead, I have created singing (and dancing!) classes, in which students acquire one grammar concept at a time, in about 5 or 10 minutes. Songs add fun and rhythm to the class, create a fast shortcut to grammar concepts, support vocabulary memorization, and are a fantastic way to improve student's pronunciation.

♪♪ Je ne veux pas travailler
Je ne veux pas déjeuner
Je veux seulement l'oublier
Et puis je fume ♪♪

- Excerpt from Annie's presentation

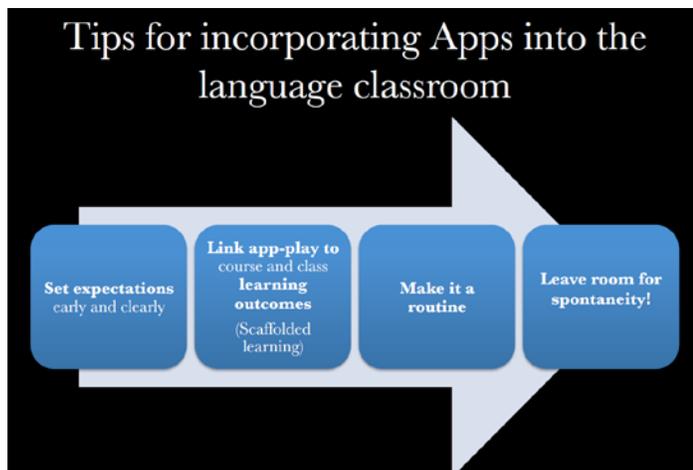
Please click here to view [Annie's Boîte à chansons](#).

2. Brianne Orr, University of British Columbia

Title: "Mobile Word Play: 21st Century Approaches to Teaching Vocabulary in the Spanish Language Classroom"

Language instructors strive to create lessons and activities centered on the four skills necessary for additional language acquisition – listening, speaking, reading, and writing – and place special emphasis on communicative and cultural competencies to provide students with an authentic and holistic language learning experience. The careful emphasis on teaching the skills and increasing confidence in textbook companions with auto-corrected activities and online tools and websites (i.e. Google Translate and StudySpanish.com) that promote autonomous learning and assessment of key topics covered in class, often affect the amount of time instructors dedicate to the active teaching and learning of linguistic competencies – grammar, vocabulary, and pronunciation – particularly as class sizes grow and students exhibit increasingly distracted conduct.

This session hopes to provide solutions to such challenges through the lens of teaching vocabulary in university language classrooms using image and technology in intuitive and personalized ways. For this, I will demonstrate concrete approaches to vocabulary instruction that are framed by skills-based teaching and learning, learner variables (learning strategies, motivation), and the use of mobile devices and applications not as detriments but as tools for personalizing student learning and interaction both in and outside of the classroom. Internet-based programs showcased may include Kahoot, PicCollage, and Padlet.



Brianna invites anyone who has questions to contact her (brianne.orr@ubc.ca). Please click here to access [Brianna's presentation](#).

3. Cara Cadre, Thompson Rivers University

Title: 4 Steps to Authentic Communication

While studying communicative and task-based approach methodologies at the Japan Foundation Language Institute this past winter, I was forced to reflect on my own teaching practices and determine the exact needs of my students. I realized that I was focussing on the 'how,' the 'where,' and the 'what' in my teaching and had lost the real reasons for learning – the 'why.' By focusing first on 'why' we need to learn something, and then providing tasks that allow students to solve language problems, we put them on the path to immediate and authentic communication. This presentation focusses on ways in which the textbook series *Marugoto* fosters this type of teaching.



Please click here to access [Cara's presentation](#).

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

15. Next meeting:

Location: Capilano University in North Vancouver

Date: April 26, 2018

Meeting adjourned at 3:51 pm.

BCCAT Contact: Ruth Erskine, Committee Coordinator

Tel: 604-412-7791

Email: rerskine@bccat.ca

APPENDIX: Minutes from Language Groups

Please click here to view the [photocopy distributed during language group meetings](#).

The following questions for the language group meetings were suggested:

- ▶ Please take a look at the suggested 4 Common Core Competencies (see link above). Do they reflect the most important learning outcomes in a Beginner's Level 1 course at your institution?
 1. What communication activities are your students able to perform at the end of your first level? For example: Introduce themselves? Describe their family? Tell the time? Describe the classes they take this semester?
 2. What competency/competencies do you focus on in your classes? Are all the competencies equal?
 3. What is the percentage of points devoted to each skill in your course?
 4. How do you practice receptive skills (listening and reading) in your courses?
 5. How do you practice production skills (speaking and writing) in your courses?
 6. How do you evaluate speaking and writing skills? Are content and form (grammar and spelling) as important as the ability to communicate information?
 7. Should we also test grammatical knowledge and range in vocabulary? If so, what should be included?

Brief summary from each language group

CHINESE Language group meeting (Minute taker: Jia Fei)

Present: Huimin Lin (Langara), Jia Fei (SFU), Na Wu (TWU), Sandra Wang (Douglas), Tong Zhang (Capilano) and Anna Tikina (BCCAT).

Suggestions for Sample Core Competencies for Beginner's 1 Level

- Reading: Can read familiar common words and expressions in very simple sentences used in daily life materials such as advertisements, posters and catalogues
- Writing: can write 100-150 characters and use them in basic structured sentences. Can share personal details such as one's name, nationality, family, and address.
- Speaking: can conduct conversations on daily topics in culturally appropriate ways
- Listening: can understand every day, familiar expressions to describe one's family, immediate environment and oneself, so long as the speaker speaks clearly and slowly
- Cultural: have basic understanding and knowledge of common cultural facts. All four skills should be conducted in culturally appropriate ways.

Suggestions for questions to discuss during language group meetings:

1. What communication activities are your students able to perform at the end of your first level this semester?
A: Students should be able to introduce themselves with names, age, nationality, occupations, and siblings; be able to count, tell the date, ask/give location, and use courtesy expressions.
2. What competency/competencies do you focus on in your classes? Are all the competencies equal?
A: All four skills and cultural knowledge are included. Equal.
3. What is the percentage of points devoted to each skill in your course?
A: We believe that all four skills are inseparable in teaching, learning and evaluation.
4. How do you practice receptive skills?
A: More than often, the receptive skills and the production skills are integrated in activities, such as singing, group work/tasks, games, using apps. Some activities that focus on receptive skills could be: watching video/audio clips, listening to stories, lab hours, etc.
5. How do you practice production skills?
A: Activities that focus on production skills are role play, interviewing, storytelling, giving presentations, describing pictures, writing tasks.
6. How do you evaluate speaking and writing skills? Are content and form as important as the ability to communicate information?
A: Assessments are presentations, tasks, tests, group work, portfolios, etc. Yes, both the content and the form are important.
7. Should we also test grammatical knowledge and range in vocabulary? If so, what should be included?
A: Yes, for both. A list of grammatical points and vocabulary should be specified. Examples for grammatical points can be: types of sentences (declarative sentences, questions with different interrogative pronouns and particles), possessive relationships, use of measure words, etc.

FRENCH Language group meeting (Minute taker: Hope Leith)

Present: Annie Poirier, Arash Farzaneh, Catherine Gloor, Claire Bossavit, Fanny Boulesteix, Francis Langevin, Franziska Birker, Hope Leith, Luisa Canuto, Mirabelle Tinio, Nathalie Lesage, Nicole Cudennec, Olivier Clarinval, and Stephanie Palisse.

The group discussion focused on the TAPT, the Transfer and Placement Test project:

- The TAPT needs to evaluate the four competencies: production and reception, oral and written.
- The TAPT should be based on the level A1/A2 of the CEFR. Could we use resources developed for DELF and the DELE?
- Discussion on TAPT correction: the website should be able to send us the test so we can correct the oral and written production, while the oral and written reception should be auto-corrected.
- Methods currently used in class: All present institutions use the communicative method. Some institutions are now adopting methods specifically based on CEFR (SFU, UBC, UVIC, and VIU) while some are starting the transition towards the CEFR (Douglas, Langara and UBCO). Kwantlen is going to develop its own method next year, based on open resources.

- How to incorporate the competencies evaluation in our teaching? Discussion on entrance and exit testing, how to balance oral and written evaluations, how to incorporate the four competencies in our lesson plans and evaluations.
- Should we consider a progressive test for the TAPT? It will allow the student to write only one test. Canada Public Service and many other institutions use this model as it is efficient for all involved.
- Discussion on the TAPT website. Where to house it? How to finance it? We could use the LMS model and use BC Campus website. We also need a technically strong website to house the TAPT, especially the audio component.
- TAPT access for students with disabilities was discussed. We could develop a specific test or advise the student to contact the institution directly.
- Academic integrity and the TAPT. Discussion on how to avoid and respond to cheating in the TAPT. We could include a statement of truth, where students certify the answers provided are true to their abilities, as well as the consequences of cheating or misrepresenting oneself.
- We agreed to send the assessment tests currently being used in our institutions to Mirabelle before May 21, especially for the A1 and A2 levels.
- Feedback from BCATML: new high-school curriculum focuses less on grammar and more on individual production. Discussion followed and the consensus was not to base the TAPT on the new high-school curriculum but rather on the needs of PSI's.

JAPANESE Language group meeting (Minute taker: Choji Hayashi)

Present: Ami Hagiwara (UNBC), Cara Cadre (TRU), Choji Hayashi (Langara College), Joe Sunami (UFV) and Kazuko Mito (CapU).

We mainly discussed Sample Core Competencies for Beginner's Level 1. First, we exchanged opinions about how to define "survival language skills". Unlike other European languages, recognizing and being able to write the Japanese orthography correctly is essential to be functional not only in the Japanese society but also in a language classroom. Understanding the orthographic system correctly should improve pronunciation and listening abilities. When pronunciation and listening are improved, students should be able to communicate orally in Japanese as well. Therefore, the ability to recognize and write the orthography should be added to the core competencies for beginners Japanese. However, we debated the value of artistic quality over the handwriting skills of the orthography. Culturally, the more neatly the symbols are written, the more respectfully one is accepted in Japanese society. The issue that we discussed was the validity of this point in the Canadian context; learning Japanese in Canada for academic purposes. When the curriculum focuses on communication, should the quality of handwriting be weighed heavily in the curriculum? How far should teachers expect the perfection of students' handwriting in class when technology replaces the handwriting? We could not find common ground because each institution has different philosophies; Japanese as the second language (JSL) vs. Japanese as a foreign language (JFL).

Then, we discussed teachers' expectations and reality over 4 competencies. We all agreed that 4 competencies should be achieved equally, however, in reality, our focus is spread out such as reading 10/10, writing 6/10, speaking 6/10 and listening 8/10. The factor that keeps the level of achievement of each competency uneven is overloaded curriculum and insufficient time to cover all elements during one

semester. We reached the agreement that teachers should prioritize 4 competencies to provide students skills to continue learning the language with autonomy in the future. We also discussed other matters such as how to enhance receptive skills and production skills, and how to evaluate these elements, but no unconventional method was pronounced during the meeting. In conclusion, we agreed that the backbone of our instruction was grammar instruction. By teaching grammar, we should be able to enhance students' 4 skills to communicate. In order to help students understand how to construct complex sentences to express themselves confidently and in detail, students should have sufficient command of grammar.

Regarding TAPT, the Japanese group is willing to participate in creating a test. However, the presence of instructors from UBC is needed to create a test with articulation for intermediate and advanced courses.

We spent the remaining time exchanging institutional reports.

- TWU and Langara reported the popularity of their intensive courses. However, the attrition rate at TWU is high. It seems financially beneficial to the institution, but it may not live up to the students' expectations. This should be continuously observed for future improvement.
- FVU started to use a new textbook, "Marugoto". We analyzed the content of the textbook and discussed the future possibility applying this book commonly at institutions in Lower Mainland.
- The current situation of student exchange programs between Canadian institutions and Japanese universities was discussed. Japanese schools want to send more Japanese students to Canada, but Canadian schools have been struggling with getting students who are interested in going to Japan to study. Lack of funding and inter-institutional articulation has been the cause of this problem. It is evident that financial reasons prevent Canadian students from studying overseas. Each school and probably province should actively investigate the current situation and set up a comprehensive system to support student exchange programs.

SPANISH Language group meeting (Minute taker: Brianne Orr Alvarez)

I. Introductions

Present:, Brianne Orr-Álvarez (UBC), Charlotte Jones (UBCO), Dolores Gambroudes (Langara), Grisel García-Pérez (UBCO), Janine Bleaney (UNBC), José Padilla (Selkirk), Josema Zamorano (Cap), Laura Levera (Corpus Christi College), Rosa Stewart (UVIC), Silvia Brynjolfsom (TWU) and Slava Petlitsch (TWU).

II. Scola Subcommittee on the TAPT – how can you program outcomes with a possible placement test and how does this all fit in with the CEFR. [B.C. curriculum adopted this framework in 2010]

- Currently, there is a discrepancy among the content that is taught at different universities
- *Proposal:* Create a bank of placement tests and with this bank of exams, we will see who arrives to what level.
- *Objectives:* CEFR –can do this/ can do that objectives
- There is a series of questions that we should answer as a group to reflect the level of our students at the end of the first level [Beginner's Spanish 1 – Breakthrough level].
- The placement test will take into consideration the four skills.

Questions to Discuss During Language Group Meetings

1. Okanagan Example: Aula Internacional (CEFR) vs. Hola amigos

Aula Internacional 1 (101-102) – for English speakers

Aula Internacional 2 (201-202)

Aula Internacional 3 (301-302)

A1: Presente simple (no irregular verbs) – Spanish 101

La mitad de A1: Acciones habituales en el tiempo presente –

There is no alignment between content and objective – post-secondary

Cómo se dice (UBC)/ *Arriba* (UNBC) / *Tu mundo* (Langara), *Panorama / Vistas* (TWU), *Hola, amigos*

TWU Example: Eventually arrive at a point in which the department creates its own texts

Minimum articulation: Presente

2. Reading, writing, speaking, listening, culture – we incorporate all skills

UVIC: Writing, speaking, listening, reading –

UBCO: Strategies for reading and then they read paragraphs – intensive reading (in exams there is always a reading – from the get-go)

Langara: They don't evaluate speaking too much (one evaluation)

Writing – All competencies are not equal.

3. 20% Speaking, 20% Listening, 20% Reading, 40% - Answers vary greatly – we evaluate the same skills but they vary greatly according to the institution.

Janine spoke to the importance of Spanish as a phonetic language and stressed the need to hear, repeat, and pronounce words.

4. Teaching in the target language, online component, cultural readings,

Charlotte: Contextualize vocabulary phrases and includes vignettes that students read and she explicitly teaches reading strategies. <https://www.laits.utexas.edu/spe/> [Use image to pick up the theme of the reading, identify certain verbs, questions about phrases, etc.]

Rosa: Incorporates more focused reading/listening in second semester.

Bri: Pre/during/post reading exercises –

Grisel: Extensive readings – *Aula Internacional* - internal recordings from the instructors

Practice with note cards that unites reading and writing

Dialogues – work very well to contextualize the lessons

5. Production skills

Grisel: 3 compositions

Rosa: Phrases - daily routine (phrases for homework) / Bonus points for lab work

Capilano: they have a lab

UBC: Learning Centre

6. How do you evaluate speaking and writing skills? Are content and form (grammar and spelling) as important as the ability to communicate information?

- Accents are important for communicating in the language
- Josema: doesn't teach accents until the end of first year, but in the first semester, they are already learning.
- Journal / Composition

What do we want from our students?

Do we want them to read and write well or to communicate well? What are the outcomes of the major/minor? We need to create well-rounded students

Yes, content and form are as important as the ability to communicate.

7. Should we also test grammatical knowledge and range in vocabulary? If so, what should be included?

Yes, CEFR self-assessment grid.

Janine – The new curriculum: how can it affect us directly or indirectly at the beginning levels? (10, 11, 12).