

November / December
2003

Special points of interest:

- IHLA 25TH ANNIVERSARY
- IHLA COURSES—WINTER 2004
- TEACHER/INSTRUCTOR CERTIFICATION PROGRAM
- STANDARDS
- THE 10TH ANNIVERSARY OF THE POLISH TEACHERS' ASSOCIATION

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Newsletter

IHLA 25TH ANNIVERSARY



The President of IHLA receives an award by the Hon. Gene Zwodzdesky

The IHLA 25th anniversary took place on October 17, 2003, at the Santa Maria Goretti Community Hall. The always well attended dinner marked a very important accomplishment for our association. 25 years of successes and challenges have gone by and today we are stronger than ever. International and heritage languages at the community level are growing in number and in presence.

The dinner and dance event combined good food, good entertainment and good company with a number of honorable guests and old friends who joined us to celebrate the association's history and its many accomplishments.

We had the honour of hosting several distinguished guests. The Hon. Gene Zwodzdesky presented IHLA with a plaque to commemorate its contribution to the development and growth of international and heritage languages in the community. As the Honorable minister said in his speech, though the challenges that IHLA faced in the past as many as the ones waiting ahead in the future, there are really no obstacles for those who have a vision, in their hearts

and in their minds. And IHLA is certainly proud to have committed its energy and spirit to the vision of enhancement of international languages.

During the dinner IHLA and SAHLA also acknowledged two former members and founders of our association: Fiona Pelech and Lydia Hladyshevsky.

A surprise award was then presented to Sab Roncucci by Ms. Josephine Pallard and Mr. Reni Clericuzio. Sab, as the only living founder of IHLA, continues to lead by example through his commitment to promoting second languages. His tenacity and efforts during the past 25 years have inspired many and supported several language community schools in their efforts to conserve and enhance the teaching of their languages and cultures.

We can certainly say that our anniversary was a complete success and we wish to thank all who attended and helped us celebrate the first 25 years of our history together. A sincere thanks goes to all members of the board who assisted in different ways and made this evening one more genuine accomplishment of IHLA.



Valeria Palladino

Josephine Pallard reads the award presented to Sab Roncucci.

THE WRITING CONTEST WINNERS

To help celebrate this year's 25th anniversary, IHLA organized a writing contest open to all students of IHLA's member schools. The title of the short essay was: "How Learning International and Heritage Languages Promotes Understanding Among People". All students in both the adult and the younger students category wrote a short essay in the international language and their teachers assisted them in providing the English translation, which were then examined by a committee of



Antonio Nardi with his proud parents, Mr. and Mrs. Nardi.

Philippines Heritage Language and Culture School.

We congratulate them and wish them luck in their future studies of international languages.



Carmenzeta Floresca receives her award from the president of IHLA

board members.

The winner's of this year's contest were: Tony Nardi, Italian 30 student at the Dante Alighieri School of Edmonton, and Carmenzeta Floresca, adult student at the

GREETINGS FROM OUR PRIME MINISTER



Canada is a remarkable country, whose citizens share a vast landscape and a vibrant history, as well as the cherished values of mutual respect and understanding. By sharing our knowledge and experiences, we learn more about one another, our traditions and our values as a nation. Since its inception, the members of your organization have worked tirelessly to uphold these values so cherished by Canadians. As you mark this anniversary, I would like to commend all of you for your commitment to strengthening the Canadian mosaic.

Please accept my best wishes as you go on to meet the challenges of the years to come.

GREETINGS FROM THE PREMIER OF ALBERTA

Learning other languages and maintaining heritage languages is an important part of Alberta's multicultural legacy. More than 20 community-based language schools work hard to provide international and heritage language learning in communities across central and northern Alberta.

I would like to thank the members of the International and Heritage Languages Association for their ongoing efforts to support language learning in Alberta, and for continuing to foster the growth and development of many of Alberta's ethnic groups and the wonderful languages they represent.

Please accept my very best wishes for continued growth and success in the years ahead!

Ralph Klein



Our partners of the south have launched their new website.

Visit SAHLA at:

<http://www.sahla.ca>

MESSAGE FROM THE MAYOR OF EDMONTON

Your efforts to keep heritage languages alive go a long way toward promoting tolerance and understanding among all ethnic groups. Multiculturalism thrives in this country, and in this city, because we celebrate our diversity. As is evidenced by Edmonton's highly successful Heritage Festival, and by any number of multicultural events throughout the year, this city is greatly enriched by the sharing of cultures and languages.

Thank you to all Association members for your ongoing efforts to promote our heritage languages.

Yours truly,

Bill Smith
Mayor



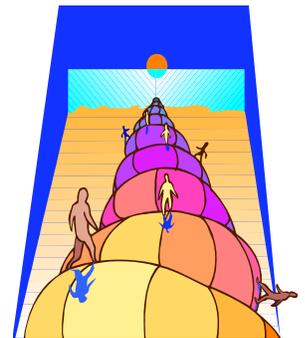
MESSAGE FROM THE COMMISSIONER OF OFFICIAL LANGUAGES



As Commissioner of Official Languages I have a final wish: that all languages spoken in Canada continue to enhance the social fabric of our country!

Happy 25th anniversary to the International and Heritage Languages Association. May you continue to support and promote heritage language education as well as increase the respect for multiculturalism and diversity in Canada.

Dyane Adam
Dyane Adam



**ACQUIRING AND
RETAINING A
HERITAGE
LANGUAGES
PROVIDES
GREATER EDUCA-
TIONAL AND CA-
REER
OPPORTUNITIES**

**JOSEPHINE
PALLARD**

IHLA COURSES

IHLA several professional development courses in the past two months. Courses offered by our association included a series of Meaningful Activities and Interaction classes for different levels of language learning and two TOELF preparation courses which are continuing until the end of December. All courses are offered free of charge for IHLA member schools instructors and are funded by IHLA through Alberta Learning.

TEACHER CERTIFICATION ASSESSMENT

On Saturday, October 18, approximately 25 IHLA members participated in an information session on Teacher Certification at the IHLA office. Dr. Brian Swanson, Registrar, and Ms. Pamela Wolfe, Assistant Registrar, explained the teacher certification requirements in Alberta.

IHLA will cover the costs of applications of the first 20 IHLA member applicants for an assessment of teacher credentials. The application fee is \$250.00 for those applicants who are trained outside of Canada. Each application, once all documents are submitted to Alberta Learning, may take up to two months to complete.

The following information is taken from the website that de-

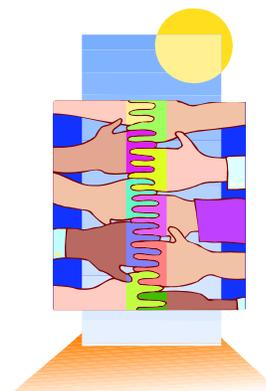
scribes in detail all requirements for Teachers Certification in Alberta. If you are interested we encourage you to visit the site at: http://www.learning.gov.ab.ca/k_12/teaching/Certification/

Interim Professional Certificate

The Alberta interim professional certificate requires 4 years of university education inclusive of a degree and a basic teacher preparation program from an institution acceptable to the Alberta Minister of Learning. Degrees are subject to scrutiny on a course by course basis. Deductions may be met if the institution or course work is not acceptable to the Alberta Minister of Learning.

Letter of authority

On the recommendation of an education officer, the Registrar may issue a letter of authority to an individual who has academic and professional or technical qualifications that are acceptable to the Minister, and is lawfully authorized to work in Canada. The Minister may attach to a letter of authority any terms or conditions that the Minister considers appropriate. A letter of authority is considered to be a certificate.



SPEAKING A HERITAGE LANGUAGE INCREASES THE LEVEL OF RESPECT FOR THE VIEWS, ATTITUDES AND BENEFITS OF CULTURES AND PEOPLES IN THE WORLD!

THEORY AND PRACTICE IN SECOND LANGUAGES

How do children learn their first language? How do they learn a second language? Is their second language learning different from or similar to their first language learning? Do Adults learn a second language differently from children? Does the first language have negative or positive effects on learning a second language? What are the socio-cultural effects of learning a second language, particularly learning one's heritage language? The answers to these questions will be investigated in this course through exploring various language and cultural theories. The course will also closely link these theories to practice. Participants of the course will achieve an understanding of how a second

language, with its culture can be learned and taught more effectively. Current teaching methods and approaches will be demonstrated and evaluated. The 8 modules in this course will include:

Theoretical development of first and second language acquisition; Interlanguage and teaching grammar, Grammar Translation Method; Behaviourism and Descriptive Linguistics; Error analysis; The Audiolingual Method; Chomsky's Innatism; The Silent Way; The Cognitive Code Method; Krashen's five hypotheses; Total Physical Response; The Natural Approach; Vygotsky and Interactionism; Sociolinguistics and Communicative compe-

tence ; Communicative Language Teaching; Language, culture and thinking; Acculturation Theories; Teaching culture; Multiple Intelligence; Learning and teaching styles; Community Language Learning; Schemata Theory; Context in second language learning ; Content-based and task-based learning and teaching.

THIS COURSE WILL BE OFFERED BEGINNING IN JANUARY, 2004 AND IT IS OPEN TO ALL IHLA INSTRUCTORS AND TEACHERS. CALL THE OFFICE OR E-MAIL US TO REGISTER FOR THIS COURSE.

REGISTER SOON!

TEACHER/INSTRUCTOR CERTIFICATION PROGRAM

The International and Heritage Languages Association (IHLA) will establish a teacher/instructor certification program to help teachers meet these standards. The IHLA Teacher/Instructor Certification Program will consist of 120 hours of instruction in the following courses:

1. Theory and Practice in Second Languages - 24 hours

How do children learn their first language? How do they learn a second language? Is their second language learning different from or similar to their first language learning? Do Adults learn a second language differently from children? Does the first language have negative or positive effects on learning a second language? What are the socio-cultural effects of learning a second language, particularly learning one's heritage language? The answers to these questions will be investigated in this course through exploring various language and cultural theories. The course will also closely link these theories to practice. Participants of the course will achieve an understanding of how a second language, with its culture can be learned and taught more effectively. Current teaching methods and approaches will be demonstrated and evaluated.

2. Instructional Strategies - 24 hours

Participants will complete at least two of the following modules:

Meaningful Activities and Interaction for Pre-schoolers (12 hours) - Over the four sessions participants will learn about principles to follow when planning and preparing second language activities for pre-schoolers. Topics will include: When

to introduce print form; how to encourage language use through song, movement and creative play; working with native speakers and non-native speakers in the same class.

Meaningful Activities and Interaction for 6-8 Year Olds (12 hours) - Over the four sessions participants will learn about principles to follow when planning and preparing second language activities for young children. Topics will include: When and how to introduce print form; how to use patterns for oral and written language development; working with native speakers and non-native speakers in the same class.

Meaningful Activities and Interaction for 9-11 Year Olds (12 hours) - Over the four sessions participants will learn about principles to follow when planning and preparing second language activities for older children. Topics will include: Using print to help with oral language development; sustaining student interest through cultural activities; harnessing student creativity in the language learning process ...

Meaningful Activities and Interaction for Adolescents (12 hours) - Over the four sessions participants will learn about principles to follow when planning and preparing second language activities for adolescents. Topics will include: Balancing print and oral forms for native speakers and non-native speakers; sustaining student interest through cultural activities; harnessing student creativity in the language learning process; using the community as a resource; the role of contemporary music and humour.

Meaningful Activities and Interaction for Adults (12 hours) - Over the four sessions participants will learn about principles to follow when planning and preparing second language activities for adult learners. Topics will include: Helping strangers get to know one another; sharing the culture at the same time as learning the language; teaching written language and grammar without sacrificing oral proficiency; using media to add variety to the course.

3. Learning Resources - 24 hours

Assessment (12 hours)

The course will guide participants through a process of recognizing the stakeholders interested in heritage language schools (parents, community members, children, administrators), analyzing the resources they currently use in their classrooms according to second language and pedagogical principles. Participants will also have the opportunity to review resources in many languages in order to identify characteristics of appealing resources. The results of the analysis and review will lead to identifying what specific resources are needed.

Adaptation (12 hours)

The two gaps to fill in heritage language resource development are finding Canadian content (or topics that are familiar to the lifeworld of learners) and finding reading materials at the appropriate reading level for students. Both of these gaps can be filled by carefully adapting materials that already exist. This course will focus on how to do so.

4. Learner Assessment - 24 hours

5. Optional Courses - 24 hours

Snap shots from the ISLC Conference in Calgary



Our president presents a session to showcase the association.



Three IHLA members enjoying the wonderful lunch on Saturday, October 25.



IHLA TEACHER/INSTRUCTOR STANDARDS

The International and Heritage Languages Association (IHLA) believes that teachers and instructors in heritage language schools at the community level should possess the following knowledge, skills and attributes:

1. **Language Proficiency:** Teachers and instructors should have at least an advanced level of proficiency in the language they teach (listening, reading, speaking, writing) and understand the language as a system.
2. **Cultural Knowledge:** Teachers and instructors should understand the culture(s) of the languages they teach (e.g., customs, values, literature, achievements)
3. **Understanding of Second Language Theories:** Teachers and instructors should be familiar with current theories of second language acquisition, human cognitive development and brain research.
4. **Planning for Instruction:** Teachers and instructors should be I plan effectively based on a sound knowledge of the language and culture, the students, the curriculum and learning context.
5. **Instructional Strategies:** Teachers and instructors should be able to use a variety of instructional strategies to help learners develop communication skills and cultural understanding in the international language
6. **Learning Resources:** Teachers and instructors should be able to use a variety of learning resources to encourage language development and cultural understanding.
7. **Learner Assessment:** Teachers and instructors should understand and use a variety of assessment strategies to assess the language skill areas (listening, reading, speaking, writing, observing) and cultural understanding.
8. **Learning Environment:** Teachers and instructors should be able to create an interactive, engaging and supportive learning environment that encourages student learning.
9. **Community Resources:** Teachers and instructors should be able to create opportunities for students to communicate with speakers of the international language in person or via technology.
10. **Professional Development:** Teachers and instructors should participate actively in professional development activities.

THE 10TH ANNIVERSARY OF THE POLISH TEACHERS' ASSOCIATION

A report of the Activity of the Polish Teachers' Association, Edmonton Branch

Since the beginning of their settlement in Alberta, the Polish people (also known as the "Polonia") of Edmonton have demonstrated an immense expansiveness. Considering how remote they have been from the larger Polonia groups in Canada, they have created their own methods of operation. The only school in North America to have a full day bilingual program (that is English/Polish) can be found in Edmonton. It is known as the Pope John Paul II located at St. Basil Catholic School. WE are proud to announce that is it rearing its 20th anniversary. Apart from this there are also two Polish Saturday schools that tend to the linguistic and cultural needs of the Polish community in Edmonton.

All of the above schools attest to the Polish educational foundation in our city as well as the need to unite these pedagogical organizations. This allows for the exchange of views, ideas, experiences along with the planning of common functions. The Polish Teachers Association of Canada which has its seat in Toronto was not meeting the local needs of the Alberta Polish Teachers. It is for this reason that on September 23, 1993 the Polish Teachers Association in Edmonton was founded. Approved by the main council in Toronto, the first elections of the Alberta Branch were held soon after and Bogamita Szulc was elected president.

Our branch organizes various competitions (literary, reciting, fine arts, etc.) where children and youth from all three schools participate. Each year, in staying with tradition, we also organize celebrations for Easter and Teacher's Day (celebrating mass together, watching performances by the children and having dinner with one another). We work together with the Canadian Polish Congress, Alberta Branch as well as with IHLA. The existence of our branch allows for all of our Polish schools to participate in various Polish functions such as Independence, May 3rd, Heritage Days. These functions have become a part of the Polish tradition.



OUR BUSY OFFICE

Leticia keeps herself very busy at our office, now fully operating. For any inquiries, do not hesitate to give her a call. She is our part-time office assistant and we are very proud of her hard work.

Our office number: 780-428-5510

Our fax number: 780 -428-5549



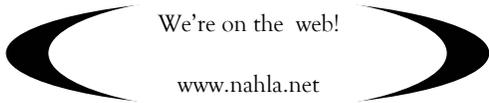
Bonnie Szulc, President of the Polish Teachers Association.



INTERNATIONAL AND HERITAGE LANGUAGES ASSOCIATION

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The Intercultural and Second Language Council of the Alberta Teachers Association held its annual conference in Calgary, on October 24-25, 2003. Well attended and filled with useful information and opportunities to share ideas and hopes about second language and multicultural education, the conference was a success. Four members of our association drove to Calgary and were very happy to be part of the conference. IHLA held a joint session with SAHLA to share our initiatives and plans for the future.



Attentive audience during the session.



One more exciting moment at the IHLA - SAHLA joint session.

THE ETHNO-LINGUISTIC VITALITY PROJECT

Another initiative that will be sponsored by IHLA is the Ethno-linguistic Vitality Project, a task that will involve the Italian community of Edmonton. Dr. Olenka Bilash of the University of Alberta and Valeria Palladino, graduate student will work together to prepare the first part of this long term project to analyze the health of the Italian language and culture at the local level. Several members of the Italian community have already been informed of the project and have offered their support. Following a preliminary study of the history of the Italian community in Edmonton a survey will be developed and implemented with three key age groups within the community. The results will be analyzed and a report will be produced to reflect on the situation of the language and culture of such community. This is one part of the long term project which will then continue with other initiatives that will help promote and sustain this language shift.

IHLA will sponsor this first part of the project which will then become an instrument that other language communities will be able to utilize for their own reality at the local level. The project is based on the work of Joshua Fishman, Reversing Language Shift. For more information regarding this project contact IHLA at ihla@telus.net .



Visit our website to see all the great pictures of our 25th anniversary!