IHLA
NEWSLETTER

Welcome everyone to the new 2012 – 2013 school year!

This school year is very significant in the history of IHLA as it will celebrate 35 years of operation. During all these years IHLA has been a supporter of heritage schools operating in Edmonton and Northern Alberta. All these years IHLA has been doing its best to provide as many professional activities as possible to heritage schools and their teachers.

As we live in a multicultural society, we know very well the value of heritage brought by Canadians from their old countries. Humongous part of this heritage is language! These languages are still alive in our communities where grand parents can talk to their grand children using their own mother tongue. Knowledge of mother tongues gives our young generation not only the opportunity to speak these languages within their communities but feel itself home while visiting old countries.

Research shows that usage of more than one language improves brain capacity and makes people more successful in all fields of activity. All of the above shows the importance of the activities undertaken by IHLA.

All these years IHLA has been known as an organization run by many dedicated and passionate educators thanks to whom our organization has become a well known and respected one. My hope is that IHLA will continue for many more years its difficult, interesting and successful journey among many other professional organizations promoting heritage languages.

As I said, this school year is a very special for IHLA and it will be celebrated by offering many services to IHLA member schools and their teachers. As usual in February we will celebrate the Annual Mother Language Day together with IHLA 35th anniversary. .

On behalf of IHLA and its Board of Directors, I wish success and prosperity to all friends of heritage languages!

Olga P.
President

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10th Annual International Mother Language Day - Saturday february 23, 2013

Italian Cultural Centre - 1:00 - 4:30 p.m.

IHLA invites all its member schools, friends and supporters for a very special celebration of the 10th Annual International Mother Language Day. Schools can participate by following the instructions according **to the booklet guidelines**. We look forward to seeing all heritage and international languages celebrated at this special event.

IHLA 35th Anniversary Gala - Friday, February 22, 2013
Italian Cultural Centre 6:30 p.m.

On Friday, February 22, 2013, IHLA will celebrate it 35th anniversary. IHLA has been a proud supporter of heritage and international language education at the community level for over three decades, and it invites us all to come together, dine, share greetings and stories of success with our community members. Look for tickets and event details on the IHLA website in the next few weeks.

The IHLA Board is inviting all its member schools to a gathering to plan and register for the 10th Annual International Mother Language Day, for February 23, 2013.

IHLA CALENDAR

IHLA maintains an updated and ever changing calendar of events on its blog. To access the calendar you can visit the blog at: http://ihlaactivities2012.blogspot.ca/

Click on the yellow dates to see details. This is the easiest way to follow along the many activities IHLA organizes and events it runs.

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IHLA PD SESSIONS 2013

IHLA is finally able to begin its series of professional development sessions for 2013. There is something for everyone, from first year teachers, to planning for communication, to using technology for the first time or planning for Universal Design for Learning through digital tools. Check all the dates and register online through the blog page at: http://ihlaactivities2012.blogspot.ca/2012/11/ihla-professional-development-sessions.html - Find the two sessions for January 2013 right on this page.

001 - BEGINNING STEPS WITH TECHNOLOGY IN THE HL CLASSROOM - January 10

Ever tried to use technology in your heritage language (second language) classroom? Ever used a Blog or a Wiki and an Audiopal, or a Worlde? If these tools sound foreign to you, this session will make you fall in love with them. Be sure that anything you will learn in this session comes free of charge and can let you connect to your students beyond the limited classroom time you have. No technology pre-requisites necessary.

SESSION TAKES PLACE AT THE COMPUTER LAB AT THE FACULTY OF EXTENSION -
Enterprise Square2-995

10230 Jasper Ave NW

6:00 - 9:30 P.M.

002 - WRITING Projects 1 – January 26

In 21 c education teachers must be the architects of student learning. In this workshop you will experience several ADDITIONAL literacy projects that you can offer HL students of various ages and ability levels and become aware of what teachers must do to shape the architecture for student engagement. Move through the process from developing the assignment/task to presenting it to students to offering opportunities for guidance and feedback to making the project available to various audiences. You will leave this session with models for tasks and student supports that you can adapt or translate.

SESSION TAKES PLACE IN RM 218 ED SOUTH UNIVERSITY OF ALBERTA

11210 - 87 Avenue

2:00 - 6:00 P.M.

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IHLA 2012-2014 BOARD OF DIRECTORS

IHLA MEMBERS elected a new board of directors at the IHLA AGM, in June 2012. IHLA new board of directors are listed here, including the new IHLA President, Olga Prokorova. IHLA wishes to acknowledge the long-time support of its former board of directors who stepped down during the past term.

- Nadia Kryschuk
- Dulce Acevedo
- Shirley Wozimirsky
- German Vidal
- Louella Andrada
- Olga d'Entremont

IHLA is grateful for the many years of support it received from these board members. The guidance, wisdom and passion these members have dedicated to IHLA's goals have contributed to its many successes.

OLGA PROKOROVA

CINDY PEREIRA

NATALIA KOVALIOVA

JOSEPHINE PALLARD

GRETA DERUS

KRYSTYNA DEMBOWSKI

MIKYUNG LEE

ISABEL MADEIRA

IRYNA KLYMKIV

NAVKIRAN UBHI

JASPAL SINGH BANSAL

MARGARET RADZIWON

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Top Three

Dr. Olenka Bilash, University of Alberta

It's the beginning of a new school year and everyone in the classroom is curious about one another: favorite foods, music, TV shows, actors, sports…. Tap into student curiousity by asking them to conduct a class survey and create a Top 3 (or Top 5) poster of results – in the heritage language (HL) of course. Follow these eight steps to provide students with the support they need to be creative, have fun interacting with one another, and confirm the accuracy of their perceptions about favorites.

Step 1: Purpose and authenticity: Students participate in an activity more enthusiastically when they know that what they are doing relates to 'life outside of and after school'. Such activities, assignments or tasks are considered 'authentic'. To introduce the "Top 3" survey activity you might collect and show students samples of Top Ten lists in magazines, newspapers or from on line sites. See Appendix A for examples. Publications of the top ten books, movies, electronic devices, cars or fashions are

authentic resources we use to make purchases or important decisions.

Our minds organize themselves around significant lists such as the Top Ten (or one hundred) events of the year or century, actors, CEOs, songs, or Superheroes and people enjoy chatting and debating those on the lists and their rankings. For example, many blogs were established to discuss the Top Ten Canadians found at **http://en.wikipedia.org/wiki/The_Greatest_Canadian.** In the last decade similar Top Ten people lists have been identified by other countries such as Argentina, Belgium, Bulgaria, Finland, France, Greece, Italy, Portugal, Spain, Ukraine and links to them can be found on this same website. See Appendix B for more examples.

Step 2: Modelling. Show students samples of Top 3 posters to familiarize them with the task and product they are being asked to create and discuss how they are produced. By discussing how such lists are prepared learners can become aware of how the sales and profits of box office tickets, car sales or books are used to determine social trends. Depending on the topic of the list, publishers and

editors gather research data through interviews, surveys, or statistics as "proof" or "evidence" of how they determined the ranking of the points on the list.

See Appendix C for examples.

Step 3: Performance standards and self-generated criteria. After having examined sample Top 3 posters, ask students to generate a preliminary list of criteria that could be used to assess such a poster. Involving students in this process can be helpful to their development (Bellanca & Bermam, 1994; Garcia & Pearson, 1994).

Teachers might consider some of the following to guide students, if needed; however, remember that it is better for students to generate the criteria on their own, no matter what their age. Mount the exemplars to help them. (Note: After you have done this activity once, ask students for permission to take photos or save copies of their work to use as exemplars in the future.).

Possible criteria: Your poster should include:

1. a title;
2. the topic;
3. the most popular answer and reasons why;

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4. the second most popular answer and reasons why;

5. the third most popular answer and reasons why; and

6. visuals.

7. It should also be neat, legible, and have an attractive layout.

8. Be sure to check grammar and use appropriate vocabulary.

Step 4: Choose a topic. Research in the area of self-determination theory (Deci,1971; Deci, 1980; Deci & Ryan, 1985; Ryan & Deci, 2000) reveals that choice or having personal autonomy results in positive motivational and performance outcomes. ((Deci, 1980; Deci & Ryan, 1985; Ryan &Deci, 2000). In other words, "people will be more intrinsically motivated to

persist at a task to the extent that the activity involves their personal choice and/or provides opportunities to make choices." (Patall et al., 2010, p. 897) However, while it is valuable to offer students choice of a topic, it may be prudent to also limit their choices to topics that might only have three to six possible answers or to topics of cultural relevance. For example, asking about a

favorite band or movie star might yield a different answer from each person interviewed and thus not make a Top Three calculation possible. On the other hand, asking for a favorite season (with only four possible answers) would. Instructors may wish to offer three to five possibilities from which students can choose. See Figure 1.

Figure 1: Instructors may wish to offer three to five possibilities from which students can choose.

What is your favorite snack food?
What is your favorite winter sport?
What is your favorite shopping mall?
What is your favorite season?
What is your favorite Canadian city?
What is your favorite fast food restaurant?

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Step 5: Interviews. Decide how many people should be interviewed by each person or group. Twenty interviews might be considered a minimum to make a calculation of first, second and third favorites. Figure 2 presents a template that could be translated/adapted for the interviews. Be sure to ask for reasons for a choice. I have always given students the same number of copies of this template as people to be interviewed. If students work in groups of two to four then each completes an equal portion of the 20 required interviews.

Figure 2: template

Allot class time for students to interview one another. Family members might be additional interviewees during the week, as might other students in the HL school.

Step 6: Analyzing the interview results. After all of the interviews have taken place the learner must compile the results. Counting responses to the interview will generate the first, second and third most common answer to the topic. The recorded reasons for each choice will be integrated into a future step. Some students will progress to this stage promptly; others may need support. For the latter, Figures 3 and 4 may offer assistance.

Figure 3: Assisting students in analyzing results

Figure 4: Students sorting out and counting their interview templates
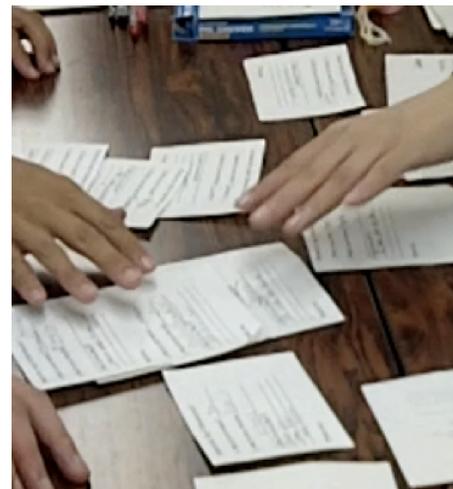
Step 7: Make the poster. It may be useful to review or revise the criteria before embarking on this step.

Step 8: Presentations to the class. Before students plan their presentations, again invite them to generate criteria that need to be considered for the presentation. In addition to the content criteria, students might be reminded of pointers relating to good communication such as eye contact, voice projection, clarity of pronunciation, use of body language and facial expressions. Presentations could also be video-recorded and shared. The teacher
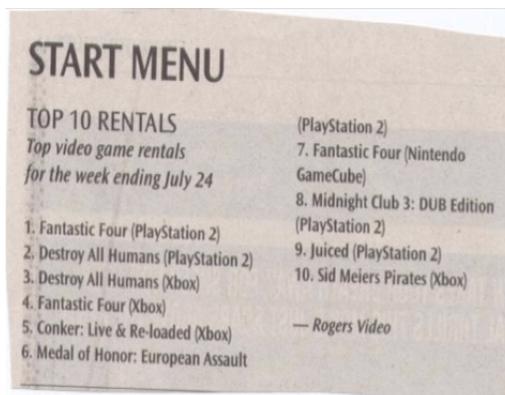
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might also provide a template to guide students in preparing their oral report. Appendix D provides three differentiated templates.

Closing

Students enjoy this activity and may wish to do it annually, no matter what their age or language proficiency. You may even be surprised by the topics and results!!

References

Bellanca, J. & Bermam. S. (1994). How to grade the thoughtful, cooperative classroom (if you must), paper presented at the International Conference on Cooperative Learning, Portland.

Deci, E. L. (1971). Effects of externally mediated rewards on intrinsic motivation. Journal of Personality and Social Psychology, 18, 105–115.

Deci, E. L. (1980). The psychology of self-determination. Lexington, MA: Heath.

Deci, E. L., & Ryan, R. M. (1985). Intrinsic motivation and self determination in human behavior. New York: Plenum Press.

Garcia, G. & Pearson, P. (1994). Assessment and diversity, in: L. Darling-Hammond (Ed.). Review of Research in Education, 20, 337-339 (Washington, DC, American Educational Research Association).

Jones, B., Valdez, G., Nowakowski, J., & Rasmussen, C. (1994). Designing Learning and Technology for Educational Reform. Oak Brook, IL: North Central Regional Educational Laboratory.

Patall, E., Cooper, H & Wynn, S. R.. (2010). The Effectiveness and Relative Importance of Choice in the Classroom, Journal of Educational Psychology, 102 (4), 896–915.

Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. American Psychologist, 55, 68–78.

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Appendix A. Samples of Top Ten lists from public press.

START MENU

TOP 10 RENTALS
Top video game rentals for the week ending July 24

1. Fantastic Four (PlayStation 2)
2. Destroy All Humans (PlayStation 2)
3. Destroy All Humans (Xbox)
4. Fantastic Four (Xbox)
5. Conker: Live & Re-loaded (Xbox)
6. Medal of Honor: European Assault
(PlayStation 2)
7. Fantastic Four (Nintendo GameCube)
8. Midnight Club 3: DUB Edition (PlayStation 2)
9. Juiced (PlayStation 2)
10. Sid Meiers Pirates (Xbox)

— *Rogers Video*

1. *Edmonton Journal*, Friday, July 29, 2005

CANADA'S TOP TV SHOWS

1. Canadian Idol 3, CTV, Tues., 8-9:30; 2,108,000.*
2. C.S.I., CTV, Thurs., 9-10 p.m.; 1,574,000.
3. So You Think You Can Dance, CTV, Wed., 8-10 p.m.; 1,502,000.
4. Canadian Idol 3, CTV, Wed., 7:30-8 p.m.; 1,269,000.
5. CTV Evening News, Weeknights, 6-7 p.m.; 1,250,000.
6. Law & Order: SVU, CTV, Tues., 10-11 p.m.; 1,187,000.
7. C.S.I. Miami, CTV, Mon., 10-11 p.m.; 1,185,000.
8. The Simpsons, Global, Sun., 8:30-9 p.m.; 1,175,000.
9. Family Guy, Global, Sun., 9-9:30 p.m.; 1,148,000.
10. Sunday Report, CBC, 10-10:15 p.m.; 1,137,000.
Programs rated on average minute audience of all persons over the age of two, for the week of July 18-24. © 2005, BBM Canada.

2. *National Post,* Wednesday, July 27, 2005

Appendix B: Sites with samples of additional Top Ten topics

English:

http://www.guardian.co.uk/books/2012/oct/24/simon-garfield-top-10-maps

http://bestsellers.about.com/od/bestworstoftheyear/tp/Top-10-Books-Of-2011-Best-Books-Of-The-Year.htm

http://www.kbb.com/car-reviews-and-news/top-10/10-most-comfortable-cars-under-30000-2012/?r=494537705239503200

http://www.tasteofhome.com/top-10-recipes
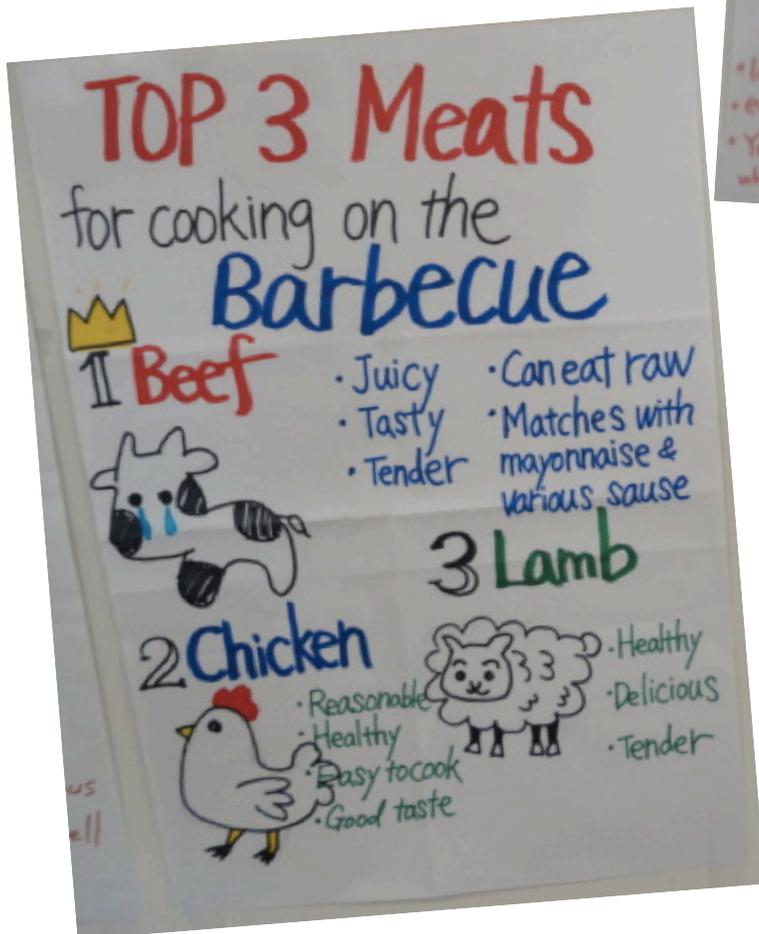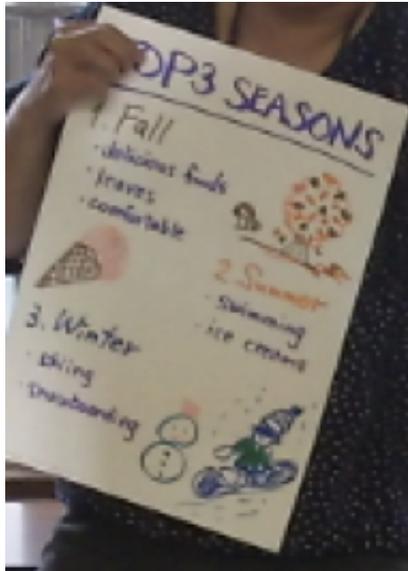
German

http://www.zeit.de/2012/32/ZEIT-Krimibestenliste

http://www.connect.de/ratgeber/top-10-die-besten-smartphones-1318527.html

Many languages:

http://www.apple.com/euro/itunes/charts/podcasts/top10podcasts.html

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Appendix C: Sample Top Three poster

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Appendix D: Sample templates for oral report

Level 1

Our (my) topic is _____. We interviewed _____ people. Number 1 was _____. The reasons were _____. Number 1 was _____. The reasons were _____. Number 1 was _____. The reasons were _____. I liked this project because_____._Thank you.

Level 2

Our (my) topic is _____. We interviewed _____ people. __(number)_____ people chose _____ because _____. __(number)_____ people chose _____ because _____. __(number)_____ people chose _____ because _____. From this project I learned _____.

Level 3

Our topic is _____. We chose this topic because _____. We interviewed _____ people. __(number)_____ people chose _____ because _____. It is number three. __(number)_____ people chose _____ because _____. It is number two. __(number)_____ people chose _____ because _____. It is number one.   From this project I learned _____.

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About IHLA

IHLA is a non-profit umbrella organization that has been in existence since 1978, under former names of AELTA and NAHLA.

During the past 10 years as International and Heritage Languages Association this coordinating body has evolved with its member schools and focused its efforts towards becoming a crucial element in language education at the community level in Northern Alberta (north of Red Deer).

IHLA's network of friends, followers and supporters, includes a number of very important organizations, locally, provincially and at the national level.

Through its activities of professional development in the area of international and heritage language education promotion, support and awareness IHLA is an important stakeholder in educational matters in the province of Alberta.

IHLA member schools maintain active annual membership and participate in its numerous activities, thus contributing to the life and events of the organization. IHLA also welcomes individual members who wish to be involved in language education at the community level.

The IHLA Board of Directors, consisting of committed individuals from its member schools who are elected every two years, are the driving force of the association's key endeavours in supporting and promoting its values and ideas in the community.

IHLA is a member of numerous professional and non-profit organizations that promote language and culture education. IHLA's annual activities include the celebration of the International Mother Language Day, the publication of professional newsletters, offerings of professional development opportunities to members and non- members alike, awareness and promotion of cultural identity, to technology integration for second language classes, to leadership in the community, to and creation and adaptation of learning resources.

Since 2001 IHLA has received funding support from Alberta Education that has enabled IHLA to continue and expand its key activities throughout these years. IHLA receives additional funding from membership dues, donations and regular Casino fund-raising initiatives.

For any further information email IHLA at: edmontonihla@gmail.com

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edmontonihla@gmail.com
http://ihlaactivities2012.blogspot.ca