



IHLA NEWSLETTER



ANNIVERSARIES

February 2013 was a celebration and events month for IHLA. On Friday, February 22, 2013 IHLA celebrated its 35th Anniversary and on Saturday, February 23, 2013 IHLA gathered its usual hundreds of folks at the Italian Cultural Centre, in Edmonton, Alberta, to celebrate the 10th Annual International Mother Language Day. Great events that meant a lot of festive atmosphere, congratulatory messages to volunteers present and past, participation of member schools in interactive initiatives, sharing of program details and great heritage and international language learning

experiences and gathering of special guests from the community!

It is an honour for anyone who is a member of the IHLA community to be able to say that their organization has been around for 35 years, with so many successes and milestones in its history as a community organization that supports, enhances and advances the international and heritage languages education cause in Alberta. Check the pages we dedicated in this newsletter to the celebrations with sneak peaks at the hundreds of pictures from the events.

Also remember to check all the great sessions that are coming up in the next three months: you should definitely register to as many as possible, as June will bring an end to this year's PD workshops.

Remember to register for the IHLA AGM for June 3, 2013.

We also include in the issue a special article by Dr. Bilash on Online Games and a note about a project run by the University of Alberta.

Another great issue to keep you informed.

HAPPY SPRING!



MLD 2013



IHLA 35TH ANNIVERSARY

April 2013						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

IHLA PD SESSIONS

IHLA ACTIVITIES

IHLA's key activities for 2013 have been around organizing great workshop sessions for its member school teachers. The sessions are also open to certified teachers of second languages in the Edmonton area, and many sessions have been advertised by the Edmonton Regional Learning Consortium (ERLC). There are still great sessions ready to be offered, granted IHLA receives sufficient registrations.

These sessions are offered free of charge thanks to a special portion of the Alberta Education grant for 2012-2013 that IHLA has received from the provincial government. To offer a session IHLA requires an attendance of at least 10 interested teachers, to cover costs of room rental, honorarium and resources used to offer the session. IHLA member school teachers should strongly consider these sessions for their teachers and instructors, as they are fantastic opportunities to reflect on current working practices in the area of heritage languages and international languages education.

REVIEW THE UPCOMING SESSIONS AND REGISTER TODAY - ONLINE - BY CLICKING ON THE LINKS PROVIDED!

Special Sessions for June 2013

Constantine Ioannou from ILEA is planning to come and offer a two great workshops for IHLA members at the beginning of June, 2013. IHLA needs to gather as many registrations as possible by April 29, 2013 so we can confirm the sessions with Constantine, who would be flying from Ottawa to visit IHLA and also give a special greeting at the upcoming AGM in June. REGISTER TODAY!



IHLA ACTIVITIES

Since Spring 2012 IHLA has organized and completed the following activities

- Professional Standards Session - April 26, 2012
- Published three new IHLA Newsletter issues (fall 2012, winter 2013, spring 2013)
- Registered 29 schools for the 2013 school year
- Updated its website and activities blog
- Offered four successful PD sessions
- Published the 10th Annual MLD Book



IHLA EVENTS

Since Spring 2012 IHLA has organized and completed the following events:

- Annual General Meeting, June 11, 2012
- Organized and held the 35th Anniversary Gala on February 22, 2013
- organized and held the 10th Annual International Mother Language Day on February 23, 2013

IHLA UPCOMING SESSION - REGISTER TODAY!

APRIL 2013

009 - DIGITAL TOOLS IN THE HL CLASSROOM - APR 11



Discover over 20 tools, free and available online to inspire your HL (SL) classrooms. This workshop reviews current tools and inspires participants with fantastic ideas to enhance your lessons and unit plans. From Social Bookmarking, to MIndMapping, to collaborative discussion boards, discover what and how your students can bring their creative juices to the classroom and connect with their communities.

SESSION TAKES PLACE AT THE
COMPUTER LAB AT THE FACULTY
OF EXTENSION - Enterprise
Square2-941

10230 Jasper Ave NW

6:00 - 9:30 P.M.

[TO REGISTER FOR THIS SESSION CLICK HERE.](#)
YOU MUST REGISTER ONLINE.

010 - PLANNING FOR GLOBAL CITIZENSHIP - APRIL 27



Learning a HL offers students an opportunity to enrich their lives, especially in a multicultural society in a globalized world. It is sometimes challenging to keep students in the HL program; yet many former HL students will state how they “envy their peers with language skills” or “wish that they had continued”. This workshop will offer insights from these students and suggestions as to how to entice your students to continue in the HL school. You will also learn ten ways to guide students to recognize the value of their HL and be rewarded/acknowledged for that knowledge and skill.

SESSION TAKES PLACE IN RM 218
ED SOUTH UNIVERSITY OF
ALBERTA

11210 - 87 Avenue

2:00 - 6:00 P.M.

[TO REGISTER FOR THIS SESSION CLICK HERE.](#)
YOU MUST REGISTER ONLINE.

IHLA CALENDAR

< April 2013 >						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

IHLA UPCOMING SESSION - REGISTER TODAY!

MAY 2013

011 - ADVANCED LITERACY STRATEGIES - MAY 1 - 6:00 - 9:30 P.M



Once your students can read, get them involved in learning through reading. This session explains student engagement and presents 10 ways to get more student involvement in literature, poetry, biographies, autobiographies...

SESSION TAKES PLACE IN RM 218
ED SOUTH UNIVERSITY OF ALBERTA

11210 - 87 Avenue

6:00: 9:30 P.M.

[TO REGISTER FOR THIS SESSION CLICK HERE.](#)

YOU MUST REGISTER ONLINE.

012 - DIGITAL PLANNING IN THE HL CLASSROOM - MAY 16



Even if you only attended one other technology session you will find this workshop useful, to attend to integration of digital technologies in your HL (SL) classroom from the planning perspective. Consider task-based planning, RATFS and other planning approaches using the extensions of digital tools. Great session to plan for next year.

SESSION TAKES PLACE AT THE
COMPUTER LAB AT THE FACULTY
OF EXTENSION - Enterprise
Square2-941

10230 Jasper Ave NW

6:00 - 9:30 P.M.

[TO REGISTER FOR THIS SESSION CLICK HERE.](#)

YOU MUST REGISTER ONLINE.

013 - ASSESSMENT THROUGH TECHNOLOGY THE HL CLASSROOM - MAY 30



This session gives participants a an overview, as well as a hands-on experience of online tools supporting formative and summative assessments for your HL (SL) classroom. Create surveys, quizzes and final tests using digital technologies.

SESSION TAKES PLACE AT THE
COMPUTER LAB AT THE FACULTY
OF EXTENSION - Enterprise
Square2-941

10230 Jasper Ave NW

6:00 - 9:30 P.M.

[TO REGISTER FOR THIS SESSION CLICK HERE.](#)

YOU MUST REGISTER ONLINE.





REGISTER TODAY FOR THIS GREAT SESSION WITH
CONSTANTINE IOUANNOU!

Task Based Language Teaching

IHLA teachers will participate in a presentation on task-based language teaching. Participants will review the key characteristics of effective performance based tasks for the language classroom and will understand the principles of relevant assessment techniques. Using the backward design model, teachers will create, refine and present end of unit tasks for language classrooms and outline the communicative activities that lead up to their culminating tasks. Participants will be encouraged to develop their tasks based on models provided.

Saturday, June 1, 2013
from 2:00 to 6:30 p.m.
Location - TBD



**Register by
April 29, 2013**

**[CLICK HERE TO
REGISTER!](#)**



REGISTER TODAY FOR THIS GREAT SESSION WITH
CONSTANTINE IOUANNOU!

Success Factors in International Language Programs

Constantine will review models of International Languages Programs that exist across Canada and will in particular provide an overview of IL in Ontario where the program is mandated and works for the most part via the school system. The new Resource Guide for IL has recently been released which offers many tips, approaches and models for program delivery that can inspire programs within Alberta. Community leaders who are interested in gaining insight on successful policies, approaches and operations for IL programs will be provided with sample resources and examples as to how provincial frameworks can help to establish community and school partnerships. Discussion among members will be encouraged.



**Register by
April 29, 2013**

**SUNDAY, June 2, 2013
from 1:00 to 4:30 p.m.
Location - TBD**

**[CLICK HERE TO
REGISTER!](#)**

IHLA 10TH ANNUAL MLD



10TH Annual International Mother Language Day

This special event took place on Saturday, February 23, 2013 at the Italian Cultural Centre. A great crowd of community members and supporters took part, as for the last ten years now, to celebrate mother languages and cultures. The volunteers from the YMCA Castledowns, helped with the setting up and delivering of the program and many members of the community schools participated on stage with skits, songs, dances and poems to entertain all who came to the event.

A great thanks goes to the three volunteers Masters of Ceremonies, Maya Jusza, Shaan Ubhi and Sylwia Pozorek. They led the formal portion of the event with grace and humour.

To find out more about the event you can check the following links:

- MLD 2013 Pictures - <http://www.flickr.com/photos/edmontonihla/sets/72157632910806582/>
- MLD BLOG OF THE BOOK <http://languagesroadmapstoculture.blogspot.ca/>

IHLA 10TH ANNUAL MLD



THE IHLA 10TH ANNUAL MLD BOOK - SAMPLE WRITINGS

These are samples of short compositions by students of the Edmonton Korean School for the 10th Annual MLD Book.

[More stories available at the BLOG.](#)

에드몬튼 한국어 학교 (The Edmonton Korean Language School)

고급 2 반 (Advanced Class)

이 름: 박재영

(Name): Jaeyoung Park (Gr. 9)

제 목: 자랑스러운 대한민국

*Title in English: Proud Korea

*Introduction in English to the story: Becoming a Proud Korean

내 용(Text):

저는 자랑스러운 사람이 되려고 엄청난 길을 다녔어요. 처음에는 솔직히 한국 사람이 게 싫었어요. 그 때가 제가 초등학교 4학년이었는데 너무나 일본 사람이 되고 싶었어요. 4학년 때 일본 문화와 일본 만화가 너무나 신기하고 재밌고.

스스로 혼자 생각했죠. '나는 일본 사람이었으면 좋겠다. 뭐 만화도 있고 기모노도 있고, 언어도 한국말보다 멋있고, 이름도 더 멋있고 없는 게 세상으로 없네.' 그런 생각이 2009년 까지 갔죠.

엄마 고모 손주 딸이 여름방학에 캐나다에 왔어요. 나에게는 언니죠. 언니가 K팝이랑 드라마를 소개해 주었어요. 그때부터 K팝 세상이 폭 빠져 들기 시작했어요. 그 때는 아이돌 밖에 몰랐는데 이제 조용필, 태진아, 조관우 등 다 알게 되었어요.

'대장금'을 보면서 한국의 음식에 대해 배웠고, 주몽을 보면서 한국 나라가 어떻게 만드는지 알게 되었어요. 사극 드라마를 보면서 한국의 옛날 모습도 배웠죠. 대장금을 보면서 한국의 많은 음식에 대해 알게 되었고, '주몽'을 보면서 한국이란 나라가 어떻게 만들어졌는지 알게 되었어요. 허준을 보면서 자랑스러운 사람도 알게 되었어요. 그 때부터 조금씩 조금씩 한국 문화를 배웠어요.

엄마가 이렇게 말씀하셨어요.

"재영아, 옛날에는 한국이 정말로 가난했어. 한국 전쟁이 나서 한국 제품이 싸구려였어. 그런데 이제는 제품이 뭐 나와도 우리 문화에 대해서 자랑스러우니까 좋잖아. 그게 얼마나 대단한 건데". 아빠께서도 어린 시절의 추억 이야기를 해 줄 때가 너무나 행복하고 좋아요. 저는 이제 한국이 제 자존심의 파트가 되었어요. 누가 한국에 대해 욕을 하면 제 자존심을 건드리는 거랑 비슷해요. 저는 한국 사람이 게 너무나 자랑스러워요.

한국 음식, 한국 언어, 한국 역사, 한국 사람, 한국 문화가 너무나 자랑스러워요. 저는 왜 일본 사람이 되기를 원했는지 모르겠어요. 한국은 저한테 영원히 자랑스럽고 저의 자존심. '대한민국 짹 짹 짹 짹!'

에드몬튼 한국어 학교 (The Edmonton Korean Language School)

고급 2 반 (Advanced Class)

이 름: 김수아

(Name): Tina (Gr. 5)

제 목: 가족소개

*Title in English: Family

*Introduction in English to the story:

This story is about Family.

내 용(Text):

나는 동생이 두 명 있습니다. 그 동생은 쌍둥이 남, 여이다. 남자 동생 하민이는 8살이다. 하민이가 먼저 태어났다. 그 다음에 수정이 내 동생이 태어났다. 수정이는 막내다.

아가였을 때 너무 귀여웠다. 지금도 애교를 부린다. 내 동생 하민이는 나랑 많이 싸운다. 그런데 하민이도 나랑 같이 놀고 도와준다. 나랑 하민이는 게임을 잘 한다. 하민이와 내가 게임을 시작했다. 우리는 게임을 너무 많이 해서 안경을 쓴다. 그런데 공부를 먼저하고 게임을 시작한다. 하민이는 3학년이다. 학교에서 많이 혼난다. 나랑 하민이는 그림을 잘 그린다. 엄마가 나랑 하민이를 미술 학원에 보냈다고 했는데 나는 리딩타운에서 공부를 해서 먼저 6학년까지는 리딩타운에서 공부를 하라고 하셨다.

수정이는 통통하다. 나와 수정이는 줄 옷을 같이 입는다. 수정이는 내어팔리쉬의를 좋아한다. 나와 수정이는 같은 방을 쓴다. 수정이는 거실에서 공부하고 나는 내 큰 책상이 있어서 거기에서 공부한다.

나는 엄마보다 아빠가 좋다. (비밀) 나의 아빠는 용접기술자여서 불에 많이 탄다. 그래서 우리 아빠는 매일 아프시다. 우리 아빠는 토요일 아침마다 나에게 간지럼을 피운다. 나는 깔깔 웃고

우리 엄마는 요리와 아기들을 돌보신다. 우리 엄마는 항수육과 김밥, 떡볶기를 제일 잘 만드신다. 내 생일 때 그걸 다 만드셨다. 우리 엄마는 매일 바쁘시다. 그래서 나는 엄마 안마를 해 준다. 마지막으로 나는 두 마리 햄스터가 있다. 그 햄스터 이름은 구름과 땅콩이다. 구름이는 말랐고 땅콩은 통통하다. 나중에는 더 많은 가족에 대해서 이야기 해 줄게요.

이름: 최수빈

(Name): Soo Bin Choi (Gr. 5)

제목: 그림

*Title in English: Picture

*Introduction in English to the story:

This story is about picture.

In the picture there are stories.

내용(Text):

그림은 다양하다. 그림 안에는 이야기가 있다. 어릴 때는 한 개보다 더 많은 이야기가 있다.

내가 제일 좋아하는 화가는 피카소다. 왜냐하면 피카소의 유머 감각은 특별해요.

그리고 나도 그렇게 그리고 싶어요.

이름: 김세민

(Name): Sophie (Gr. 6)

제목: 음악의 언어

*Title in English: What is Music?

*Introduction in English to the story:

This story is about what music means to me, and the effect it has on people.

내용(Text):

음악은 자기만의 언어가 있다. 자기만의 언어로 자기만의 이야기를 만드는 것이 음악이다. 음악을 재미로 듣는 사람들은 모를 수도 있지만, 노래 하나만으로 모두 쉽게 이해할 수 있다.

책을 통해 말하는 것과 음악으로 말하는 것은 비슷하다. 하지만 음악은 더 빠르게, 더 감정있게 이야기를 전한다. 가사로 말하고, 목소리로 전하고, 감정으로 느끼는 음악은 훌륭한 곡이다. 이제 생각해 보면 자기가 가장 좋아하는 노래, 재미있고 인기 많은 노래가 우리가 들었던 이야기가

노래에 대해서 더 깊게 생각해 보면 더 중요한 뜻이 있다.

이름: 황은유

(Name): Onyoo Hwang (Grade 5)

제목: 내 동생

*Title in English: My little sister

*Introduction in English to the story:

This story is about my sister. About her how old she is and how she helps.

내용(Text):

내 동생의 이름은 황은유라고 합니다. 나이는 여섯 살입니다. 은유는 어렸을 때는 양보를 안 했는데, 지금은 커서 양보를 잘 합니다.

사람들한테는 자주 내 동생이 귀찮다는 말을 자주 듣습니다. 사람들이한테는 자주 내 동생이 귀찮다는 말을 자주 듣습니다. 그리고 친구들이랑 사이 좋게 잘 놀아요.

내 동생은 예쁜 옷을 입는 걸 좋아합니다. 그리고 친구들이랑 사이 좋게 잘 놀아요. 은유는 노래 부르는 것을

인형을 너무 좋아합니다. 잘 때는 인형을 입금 개는 가지고 잡니다. 은유는 노래 부르는 것을 좋아하고 노래를 잘 부릅니다.

저는 은유가 빨리 커서 훌륭한 사람이 되었으면 좋겠어요.

10TH ANNUAL MOTHER LANGUAGE BOOK

February 2013

"Languages are the most powerful instruments of preserving and developing our linguistic and intangible heritage. All means to promote the dissemination of mother tongues will serve not only to encourage linguistic diversity and multilingual education but also to develop better awareness of linguistic and cultural traditions throughout the world and to inspire solidarity based on understanding, tolerance and dialogue." <http://www.un.org/News/Press/docs/2002/020202001.pdf>

The International and Heritage Languages Association, IHLA, does its part to celebrate the International Mother Language Day with a special event held each year in Edmonton, Alberta. This publication is one part of the celebration.

To learn more about IHLA visit our website at: www.ihla.ca

Stories and essays by IHLA member school students and teachers

Bridging Project for Internationally Educated Teachers Faculty of Education - University of Alberta

Through this pilot Bridging Project, we aim to assist project participants who obtained their teaching qualifications in other countries to

Meet the requirements for certification as teachers in Alberta

Enhance their professional growth as teachers and

Make a transition, where possible, to teaching and related employment in Alberta schools. (Please note that we cannot guarantee such employment.)

Enquiries?

For enquiries about eligibility and admissions, please contact Student Advisor, Catherine Smythe <csmythe@ualberta.ca> in Undergraduate Student Services, Faculty of Education, University of Alberta.

For a more detailed description of the Bridging Project, please contact Project Coordinator, Beth Young <bethy@ualberta.ca>.

IHLA MEMBER SCHOOLS IN GOOD STANDING FOR 2012-2013

**These schools are listed and invited to attend the upcoming
IHLA Annual General Meeting for 2013 on:**

Monday, June 3, 2013 at St. Barbara Complex, Bsmt - 9566 101 Ave NW
from 6:30 - 9:30 p.m.

- Armenian School of Edmonton
- Alberta Society for Philippine Ethno-Cultural Teachers
- Comitato della Lingua Italiana
- Dante Alighieri School
- Edmonton Khalsa School
- Edmonton Korean Language School
- Edmonton Tamil Cultural Association School
- Farsi School
- Philippines Heritage Language and Cultural School
- Gabriela Mistral Latin-American School
- German Language School Society of Edmonton
- Gil Vicente Portuguese School Society
- Headway School
- HENRYK SIENKIEWICZ SATURDAY POLISH SCHOOL
- Ivan Franko School of Ukrainian Studies
- Jan Pawel II Bilingual at St. Basil School
- Lingap Institute
- Norwood Chinese School
- Punjabi at Meyokumin
- Punjabi Program at Kate Chegwing Junior High School
- Maria Charzanowska Polish Saturday School
- Ramgarhia Khalsa School
- Russian Educational Centre
- Ridna Shkola
- Sikh Cultural and Spiritual Association
- Telugu School
- Turkish Language school
- Ukrainian Language Classes for Adults, Teens and Seniors
- Van Lang Vietnamese Language School

IHLA UPDATED CALENDAR

- **APRIL 8** - IHLA BOARD MEETING
- **APRIL 11** - DIGITAL TOOLS IN THE CLASSROOM (SESSION)
- **APRIL 27** - PLANNING FOR GLOBAL CITIZENSHIP (SESSION)
- **MAY 1** - ADVANCED LITERACY STRATEGIES (SESSION)
- **MAY 6** - IHLA BOARD MEETING
- **MAY 16** - DIGITAL PLANNING IN THE HL CLASSROOM (SESSION)
- **MAY 30** - ASSESSMENT THROUGH TECHNOLOGY IN THE HL CLASSROOM (SESSION)
- **JUNE 1** - TASK BASED LANGUAGE LEARNING (SESSION)
- **JUNE 2** - SUCCESS FACTORS IN INTERNATIONAL LANGUAGE PROGRAMS (SESSION)
- **JUNE 3** - ANNUAL GENERAL MEETING
- **JUNE 10** - BOARD MEETING

Heritage language learning – what we can learn from video game developers

Dr. Olenka Bilash, University of Alberta

Developing computer games is a multi-million dollar business. Game developers have employed multiple techniques to entice people to not only play a game, but to continue to play it for an extended period of time. So effective have these strategies been that some gamers have neglected their own personal well being just to continue to play these games (Ivanov, 2005). Such extreme examples illustrate the power that carefully designed computer game programs can have. What is the source of the power embedded in the game design and might this knowledge provide heritage language instructors with insight into ways to increase learner motivation and engagement in positive ways?

Edutainment

Combining education and computer applications, especially gaming, has yielded a field known as edutainment. As the name suggests, edutainment emphasizes learning alongside “fun” or entertainment. Although the term seems new, its history dates back to WW2 (White, 2003; Van Riper, 2011) and includes a variety of forms of educationally oriented media programming such as film (e.g. documentaries by National Geographic, TED talks), television (e.g. Walt Disney family movies), radio (e.g. CBC, BBC and public broadcasting), museums (e.g. science centres), and educational theatre. Today’s computer game developers have built on this tradition by integrating into computer games learning about subject content, historical events or concepts as well as learning skills while playing. They have researched what they call the entertainment factor (EF) or fun – what makes people want to continue playing a game.

In educational circles the concept most closely related to EF is engagement: “student’s willingness, need, desire and compulsion to participate in, and be successful in, the learning process promoting higher level thinking for enduring understanding.” (Bomia et al, 1997, p. 297) McLaughlin (2005) further distinguishes learners’ cognitive engagement as procedural (following the rules) or substantive (following the rules and being able to apply them within new contexts). For example, a learner who attends to the rules or patterns for grammar is procedurally engaged while one who not only attends to the rules but can also apply them to new vocabulary is substantively engaged. Thinking has been a primary focus in educational research; however, the emotional or affective dimension of learning has not (e.g. Nunan, 2004).

Entertainment factor (EF)

Malone (1980), LeBlanc (LeBlanc, 2004; Hunicke, LeBlanc, & Zubek, 2008) and Lazzaro (2012) are leaders in designing video games and applying EF. As early as 1980 Malone identified three heuristics of games that contributed to EF: challenge, fantasy and curiosity. LeBlanc’s Taxonomy of Game Pleasures expands this to “eight kinds of fun” to maximize and sustain user interest (Hunicke, LeBlanc, & Zubek, 2008). They are summarized in Appendix A. The taxonomy helps us understand how the old fashioned game Charades is designed to develop Fellowship, Expression, and Challenge while modern digital games like Quake are designed to experience Sensation, Challenge (competition) and Fantasy. It also helps us to see that some game players submit to game play as a habitual past time that involves for them minimal thinking or engagement.

For Nicole Lazzaro, founder and CEO of XEO games, a major game development company, there are four types of fun: 1. The hard fun of challenge and mastery; 2. the easy fun of exploration, role play, and storytelling; 3. The serious fun that emerges from feelings such as frustration or relief associated with experiencing real world issues and contexts (e.g. fire fighter simulations or eco games); and 4. people fun that renders amusement, laughter, social mechanics, and bonding while playing. Lazzaro (2010) claims that the most successful games on the market include at least three of these four factors (e.g. World of Warcraft or the Sims or Myst).

A number of lessons can be gleaned from digital game designers that can be applied to HL learning and engagement. In this paper I discuss five ways that game developers exploit the entertainment factor: game architecture, sensory stimulation,

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building challenge, creating possibilities for social interaction, and narrative fantasy or storytelling and then propose ways to apply them to the HL classroom.

Game architecture

The structure or plan of a game is called its architecture. The basic architecture includes the content and rules of the game. A major feature of game architecture is player choice. Choice creates in the player a strong identification with the game. When developing the architecture, designers organize the content, layers or steps of the games into a tree-like diagram that shows pathways to gaining points (success) and consequences of failures. They seek complexity in order to keep players curious about what will happen next and thus wanting to continue playing the game. Additional game mechanics can also contribute to enticing the player to want to continue playing the game such as having a time limit, using “bonus” features or ways to earn more points, adding visual or audio confirmations for correct answers or pathways, or offering hints to overcome challenges for reduced points.

Sensory stimulation

Playing a digital game is a multisensory experience. As digital natives, today’s youth are used to playing highly refined games with professional grade production value. After opening and logging into the game, the user usually begins by selecting a starting point on an introductory screen. The user touches the screen or the controller to begin, thus enacting what LeBlanc calls sensation fun.

In addition to the sense of touch, other senses that can be activated are sight and sound. Learners particularly like to see aesthetically appealing characters. On one research project I was involved in, one team member (Victor Wong) developed a series of characters that aimed at being appealing and interesting to a junior high audience. (Bilash et al, 2012) See Appendix B. The multi-lingual and multi-racial team discussed at length what the characters should look like, including their colour, general shape, hair style, eye shape, facial features, anatomical proportions, gender, apparent age, and relative relationship status to other characters. During the research phase of this project the education team then observed and inquired about character appeal during the user testing phase. Students found the characters “cute”, “interesting”, “funny”, “colourful” and “cool”.

The sensation of music and sound is also an important aspect in motivating and capturing a user’s interest in playing any game (Schell, 2008). “Audio effects such as sound and music, are as important as visual effects to keep the players motivated and engaged.” (Cheng et al., 2012)

Building challenge

One of the attractions of video games is the challenge that learners feel to do better each time they play the game. Seeing points or levels of attainment gives players a personal bar against which to compete next time they play the game. Further, players experience the emotional sensation of ‘surprise’ and reward of gaining bonus points when they reach higher levels of difficulty in the game. Each challenge in a game requires more skill, such as speed of reaction, and sometimes even a review or application of previously learned skills.

Creating possibilities for social interaction or people fun

Many learners like interactive games, meaning that they like to solve problems together and develop relationships with other players – perhaps by playing with a partner or perhaps by competing against others. In observing learners playing games in our research we discovered how easily students began to communicate and share with one another and how this seemed to heighten the interest in the game (Bilash et al., 2012).

Narrative fantasy or storytelling

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A large percentage of digital game players enjoy imaginary and fantasy worlds and imagining that they are a part of the game. They enjoy the unfolding of events in the game and the surprise of the unexpected obstacles that their avatar or player has to overcome. Many games offer intriguing landscapes through which their avatars travel, thus further contributing to being in another world.

Applications

How can HL instructors, like game designers, consciously use the five points of EF described in this paper to increase motivation, engagement and HL student identity? How can we apply the entertainment factor through game architecture, sensory stimulation, challenge, social interaction, and narrative fantasy storytelling to our lesson plans and practice? In the final part of this paper several types of HL classroom games will be examined according to the five points to see both why they might be enjoyed as they are and how their intrinsic motivational value might be increased.

Game 1 – Bingo

Most HL teachers and students have played at least one BINGO game in their classes. It is an easy game to play and familiar to students. How motivating is BINGO according to the five points of EF?

Game architecture – BINGO's architecture or design is simple which makes teacher preparation time minimal, especially if cards are commercially purchased, and set-up and playing time immediate. Students see the options on their BINGO card, sit passively and await the possibility of their options being called. It can be played in a large group with one member emerging the winner after covering enough spots according to a set pattern – line, cross, picture frame, "X" or full house.

Sensory stimulation - Covering the spot on the BINGO card is a use of sensory stimulation, as is looking at the card and listening to the caller to know which spot to cover.

Challenge - Playing the game with content that is "new" may increase the challenge, but playing with familiar vocabulary, print forms or themes makes the challenge low to non-existent. The emotional driver is trying to beat "chance" and win the game.

Social interaction – Although not interactive, playing BINGO is social in that students compete to win the game.

Narrative fantasy storytelling - A BINGO game does not tell a story or encourage students to engage in any fantasy or imaginary world.

Because of its lack of complexity BINGO can be played with minimal cognitive engagement; students can easily submit to it which is perhaps why it is so popular. Although not high in challenge, BINGO can offer learners a reprieve from demanding parts of a lesson.

Game 2 – Baseball

Baseball is another game style that may be familiar to HL teachers. One version is described in Appendix B.

Game architecture - The architecture or design of Baseball is more complex than BINGO and requires more preparation: questions must be prepared and at different levels. Teachers (or students) have to bring in props to pass around and also the classroom has to be rearranged. Someone has to signal plays in the game by calling "go" and "stop" and someone must keep track of the scoreboard. Points are gained as a result of both ability and chance.

Sensory stimulation – Learners see and hold on to an object that is passed in a circle and pass it on to another player, listen to the teacher calling "go" and "stop", select a card, read it and answer the question on the card or respond to the task described.

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Challenge – Challenge can be built into Baseball by having students and the teacher create questions of varying difficulty and making some more difficult questions worth more points or hits. The emotional reward is addressed in the curiosity that learners feel as they wait to hear who will be asked the question they composed.

Social interaction – Asking and answering questions is interactive and competing against other teams in the class is social.

Narrative fantasy storytelling - Baseball does not tell a story or encourage students to engage in any fantasy or imaginary world.

Game 3 – TV Game shows

The primary motivator in TV game shows is winning a highly valued prize. For students in class the imitation of such “high status” games in the classroom can be motivating, as can the increased complexity of most of the more recently created games.

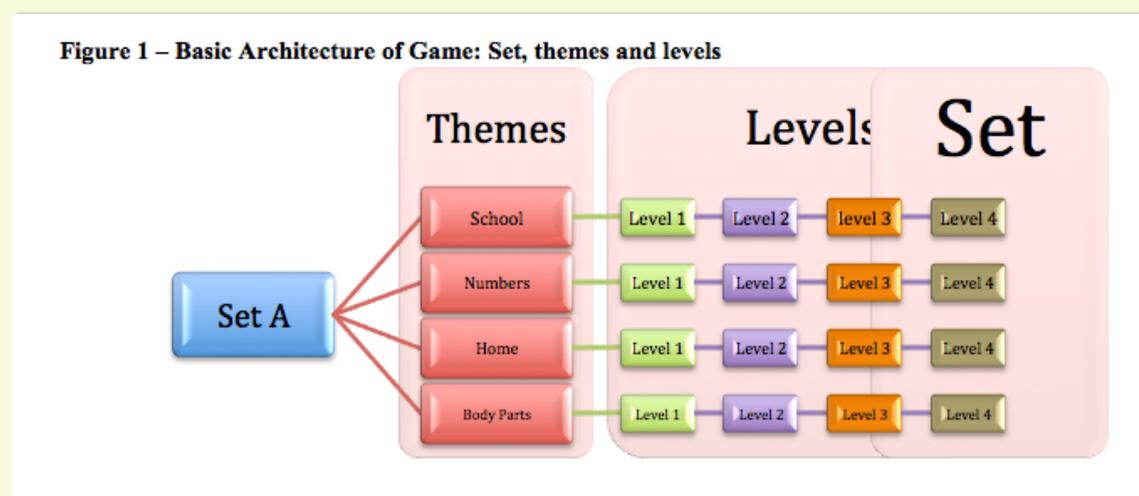
Game architecture – The game architecture of TV game shows typically includes a “Set” of questions. Each “Set” might consist of four (or more) different topics which we shall call “themes” (e.g. school, numbers, home and body parts). Each theme consists of four levels of questions. See Figure 1. Level one questions are easier than level two questions and so on; in turn, the higher the level of questions, the greater number of points they are worth (a point scale). The game mechanics or rules direct how players proceed from level to level: either by answering all questions in one level before proceeding to the next, or by choosing questions at any level, or perhaps by offering bonus points when a level or theme is completed, or perhaps by concealing a bonus value behind a random question. Time limits, being able to seek help, or not, and defending a win add tension to the game.

Sensory stimulation – Learners can enjoy sensations with real or improvised wheels, time-sensitive buttons, sound effects, and audio and visual questions.

Challenge – Multiple themes and levels as well as user choice increase the complexity and challenge of the game. Having students and the teacher create the varied questions (which can change from unit to unit) can further increase interest and challenge. The emotional component is addressed in the novelty of playing a game given high status through popular media.

Social interaction – Asking and answering questions is interactive and competing against other teams in the class is social. Making it possible to collaborate with other team members before answering the question can add relationship building potential.

Narrative fantasy storytelling – TV game shows do not tell a story but may encourage students to engage in the fantasy of being on TV.

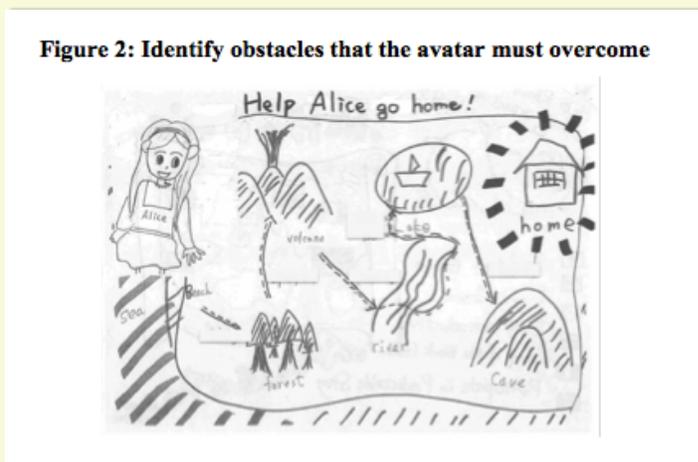


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Game 4 - Story-game

Because the narrative or fantasy component is absent from so many language games or activities commonly played in HL classrooms, I have developed a way to both tell stories in language classes and integrate games like those described above. I call these story-games and use them in many of my demonstration lessons in Japan. They take more time to prepare and fit in well at the end of a unit or term as a review. In a story-game, the teacher narrates a story and students complete tasks to keep the story being told, all in the HL of course. Teachers can adapt the language level of the story to that of the students (e.g. by giving more detail or just the basic facts). The following story-game can be played with the whole class or with groups of students or teams in the class. Here is how to make a story-game.

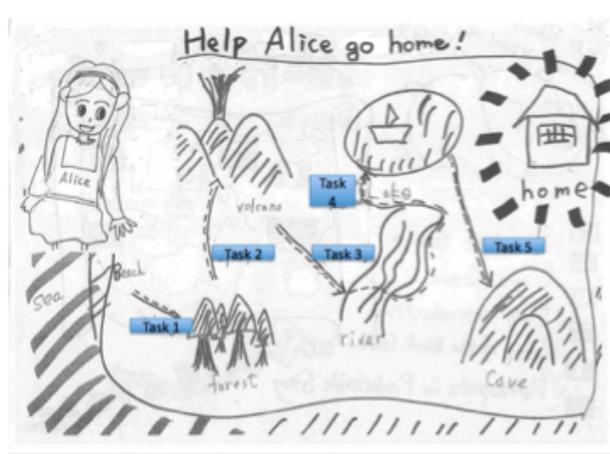
1. Select a character, context and problem or challenge e.g. Help Alice make it home
2. Create some obstacles that Alice must overcome to make it home. E.g. crossing a river, avoiding a volcanic region, rowing across a lake, walking through a dark forest... See Figure 2.



3. Develop tasks that must be accomplished to overcome an obstacle and help the avatar (Alice) continue to move forward. The tasks should become increasingly more difficult. E.g. Task 1 – find a partner and take a bag of flashcards and pictures. Word cards are printed in one colour and pictures in another colour. Partner A holds up a word card while Partner B finds the matching picture; Partner B selects and holds up a word card while Partner A finds the matching picture. When completed put the word and picture cards back in the bag and return them to the teacher; Task 2 – find a partner and take a bag of alphabet/characters. Put letters or characters in order (or chart form) and write one word that begins with or contains 7 of the letters/characters. When completed put the word and picture cards back in the bag and return them to the teacher; Task 3 – Select a survey card and ask five peers a question to complete the survey (See Appendix D for an example). When completed give the completed survey to the teacher; Task 4 – from memory and without writing anything down, give a self introduction to a peer by telling seven things about yourself in full sentences. When completed sit down.; Task 5 - read a short story in a group and answer three questions. When completed bring the story and sheet of answers to the teacher. See Figure 3.

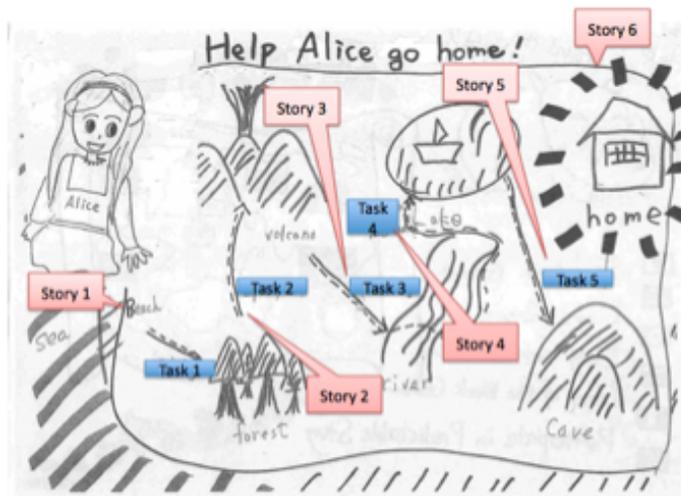
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Figure 3: Identify tasks that need to be accomplished in order to overcome each obstacle



4. Compose a story that logically explains Alice's journey, what has to be done to overcome an obstacle and why. Divide the story into 6 parts, one that precedes each task and one that brings the story to a close. See Figure 4 and Chart 1.

Figure 4: Create a story in six parts

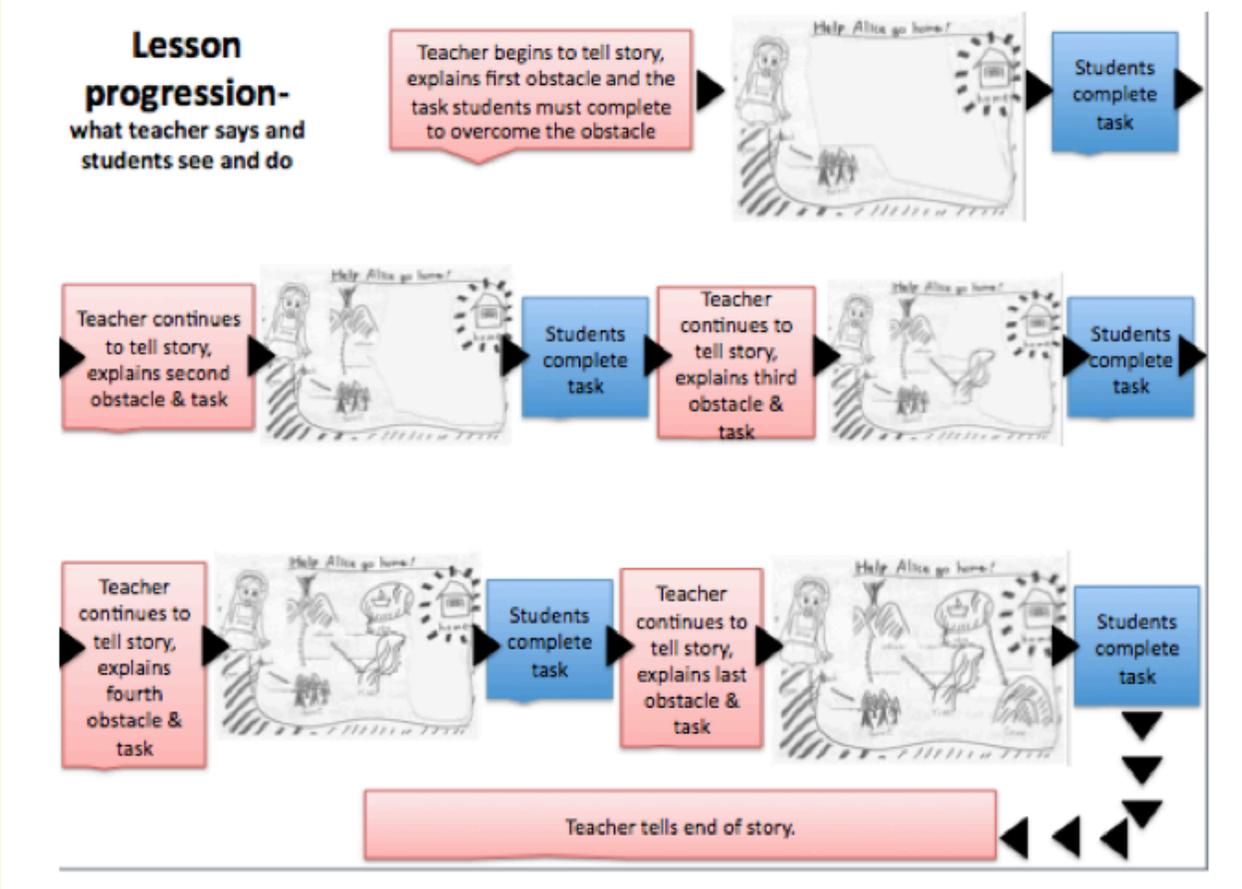


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Task 5	Read a story and answer questions	Well, Alice listened carefully and was able to introduce herself to many people on the path. They were kind and helpful and offered her food. She even laughed with them and told them about her adventure. They were interested and listened carefully. They then advised her how to get home. She had to walk south until she came to a cave. They told her that at the door of the cave she would find a story to read and have to answer three questions. One word in the each answer would tell her how to get home. Please help Alice by reading the story, answering the questions and choosing the key word in each answer to give her advice.
End of the story		What words did you choose to give Alice advice? (Listen to students' ideas and use them to help Alice get home.) Great job! Alice is home with her family and very happy.

5. Prepare a large sheet of visuals with the game on it, but only reveal the visual pieces as the story unfolds. This will create an element of 'surprise'. Thus the game will proceed as in Figure 5.

Figure 5: Lesson progression in a story-game



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With primary and elementary aged students, I have drawn on familiar characters, places and challenges like “helping Alice”; with secondary school students I have integrated more world knowledge and literacy into the narrative of the game. For example, creating a character who has to travel around the world to collect things to help a sick person get well.

Tweaking what you already do to increase the EF

Many HL teachers play a variety of games in their classrooms – BINGO, baseball, variations of well known TV game shows or board games. Such games may be tweaked for increased motivation by drawing upon the EF discussed in this paper. Here are five examples.

1. Integrate songs, video clips, audio clips or sound effects into the game. For example, use inexpensive party favours such as whistles or gazoos to indicate correct answers and different sounds for incorrect ones. Students may groan about them, but will also never forget them, or you!
2. Follow levels of Bloom’s taxonomy (Bloom, 1956) to create simple to more complex questions and tasks for the game and create an even more challenging bonus question.
3. Develop a complex and sophisticated point system. For example, if there are four difficulty levels for each theme level one questions might offer 10 points for a correct answer without assistance and 7 points for a correct answer with a request for a prompt. Level two points might be distributed as 20 and 14 respectively; level three as 50 and 30 and level four as 100 and 70. When all questions in one level of one theme have been answered, a bonus question worth 50 points might also be awarded. Further, a minimum number of points might need to be accrued before a question from a new level can be selected. Thus, users might be required to earn 40 points from Level one before choosing a question from any other level.
4. Create a narrative or story to weave the moves of the game together to increase student interest. Thus, move the game of ‘baseball’ from a sport that earns points to an adventure that requires obstacles to be overcome in order for the game to continue.
5. Integrate personal pictures or memorabilia into the games by telling a personal story about how your family came to Canada or sharing photos about trips to places where the HL is spoken.

Closing

Game designers like LeBlanc and Lazzaro understand engagement and sustained fun. They have employed multiple techniques to entice people to not only play their games, but to continue to play the game for an extended period of time. Their strategies can be beneficial to educators who confront varied levels of student engagement on a regular basis, including those in HL classes. Applying the motivational strategies of edutainment can help us tweak or create new powerful and effective learning tools for more fruitful experiences for students. While teachers may not have the resources to program a computer game, they can apply their creativity to adapt the narrative of a game when constructing a lesson or unit plan. Although educators avoid terms like fun, as Alfred Mercier stated: “what we learn with pleasure we never forget.”

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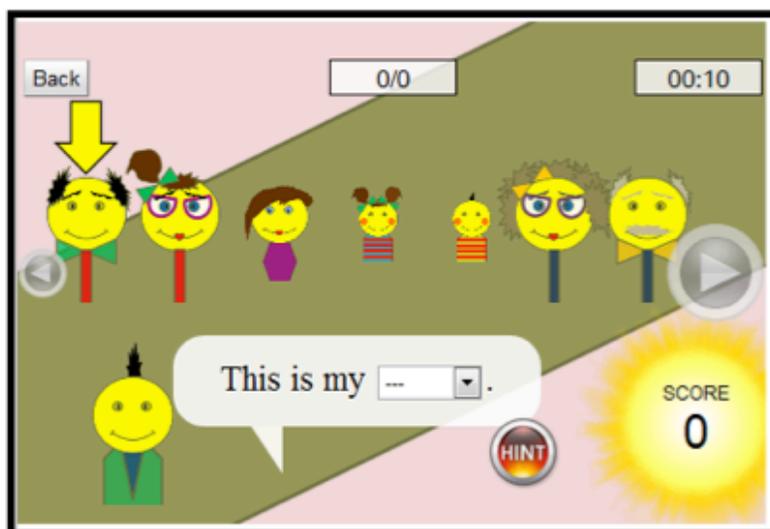
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Appendix A: LeBlanc's Taxonomy of Game Pleasures

Type of Fun	a.k.a.	purpose
Sensation	Game as sense-pleasure	anything involving the joy of experiencing with the senses.
Fantasy	Game as make-believe	the pleasure of imaginary worlds, and imagining yourself as part of it.
Narrative	Game as unfolding story	the pleasure of experiencing the unfolding of events.
Challenge	Game as obstacle course	the pleasure of solving problems in a game.
Fellowship	Game as social framework	Developing Friendship, cooperation, community
Discovery	Game as uncharted territory	Seeking and finding something new
Expression	Game as soap box	Expressing yourself and creating things (games that let you design characters, etc).
Submission	Game as mindless pastime	Allowing yourself to be swept up in the rules and experiences of the game.

Appendix B: Sample characters developed by Victor Wong



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Appendix C – Baseball

Students create questions on a given topic and put each question on a separate card.

Cards of questions are gathered into two piles.

Students sit in two circles – Team A and Team B. In the centre of each circle or team is a table. Half of the cards are on one table; the other half on the other.

Each team or circle of students receives a picture of a bat and a picture of a ball.

When the teacher says “go” or “play ball”, students begin passing the bat and ball in their circle. The bat can be passed in one direction and the ball in the other.

When the teacher says “stop”, students stop passing the cards. The person holding the ball in each circle goes to the table and selects a question. The student (from the opposite team) who is holding the ball will answer the question.

If the question is answered correctly, the team that asks the question gets a hit. If the question is answered incorrectly, the team gets a strike. Three strikes makes an out and 3 outs signals the end of the game.

The team with the most hits is the winner!

Variation: Some questions might be more difficult and thus worth “two” or “three” hits!

IHLA NEWSLETTER - SPRING 2013

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.

DID YOU DO THE FOLLOWING?

1. REVIEW THE FANTASTIC SESSIONS IHLA OFFERS FOR THE MONTHS OF APRIL-MAY AND JUNE?
2. REGISTER IN (AT LEAST) A SESSION?
3. REGISTER FOR THE AGM 2013?
4. TRIED OUT AN ACTIVITY FROM THE OLENKA BILASH' ARTICLE?

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