

Welcome all!



Welcome back!

Hopefully, each one had a relaxing and restful summer. By now, everyone has settled into his/her daily routine, ready to face the challenges of a new school year.

We can all agree that IHLA had a good year with the completion of major projects, namely:

Revitalizing Languages for the 21st Century and Needs Assessment for International and Heritage Languages.

I want to thank Dr. Wally Lazaruk for his excellent role as consultant in designing communication plans, documents, data gathering, conducting regional consultations, validating and evaluating the projects.

As for the University of

Alberta, I want to thank Dr. Olenka Bilash for all the Instructors' Development courses that assist our teachers in upgrading their strategic and pedagogical skills in teaching their own language; to Dr. Wu, for his Second Language Theory course; and to Dr. Annette Richardson for her History of Language course.

Without our funders, the above projects could not have come to fruition. I then, wish to acknowledge and thank Alberta Education, Canadian Heritage, Human Rights Citizenship Multiculturalism, Alberta Liquor and Gaming Commission and the Board of Directors for their endless effort and support in making IHLA achieve its goals and objectives.

2005 – 2006 brings another promising school year. Already in the making are the TOEFL

(Testing of English as a Foreign Language) course, that will account for more teachers entering the university to pursue and complete their degree in Education, and the Leadership Program that will prepare the young and the seasoned instructors to become IHLA's leaders of tomorrow.

We cannot ignore the fact, that without Valeria Palladino, our coordinator; and Leticia Cables, our administrative assistant, IHLA will never be where its at. These two ladies, with their patience, talent and expertise put our association on a pedestal, making us a leader in the field of international languages. To everyone, thank you very much, and all the best for a fulfilling and enjoyable school year.

Josephine Pallard,
President

Congratulations to Josephine Pallard!

Josephine Pallard, President of IHLA and enthusiastic member of a great number of community organizations and associations for the past 40 years, was awarded the Governor General Award for the person's Case. The

awarding ceremony will take place in Ottawa in October 2005 and IHLA will ensure to provide all its members and supporters with more details about this prestigious moment in Josephine's life.

IHLA's board of directors and

all members of IHLA congratulate Josephine for this distinguished accomplishment in her life!

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Special points of interest:

- Last Call for Membership Renewal
- ISLC Conference Information
- First article of Dr. Bilash for the 2005-06 school year
- Updates and plans

IHLA EXECUTIVE FOR 2005-06

This is the IHLA Board of Directors for the 2005-2006 school year.

Executive



Josephine Pallard, President



Kuljit Madan, Vice-president



Joannah Dumics, Treasurer



Shirley Wozimirsky, Secretary

Directors

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German Vidal

Nadia Kryschuk

Dulce Azevedo

Bonnie Szulc

Hyekyung Kim

Olga Prokhorova

Olga Garcia

Louella Andrada/Monalisa Lagade

Spring & Summer Initiatives Update

At the beginning of the summer period IHLA organized and participated in two major workshops.

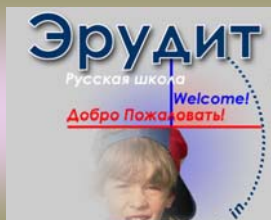
1. The Chinese Heritage Language Teachers' Workshop, took place on July 2, 2005. 22 heritage language teachers took part in this workshop from a number of heritage language schools (both IHLA and non-IHLA members). Among the presenters and organizers Mr. Huang, Special Chinese Language Advisor at Alberta Education, Wai-Linn Lennon, Resource Manager at Alberta Educa-

tion, Dr. Joe Wu of the University of Alberta, Elementary Education and Janice Aubry, Program Manager at Alberta Education. The workshop was a success and teachers in attendance have expressed their desire to attend more sessions in the future. The workshop was mainly conducted in Mandarin.

2. On Saturday, June 18, 2005 IHLA hosted the Locally Developed Course Policy Information Session and Focus Group. This session was conducted by Christina Bexte, Manager for Interna-

tional Education at Alberta Education. The session was attended both by IHLA members and other heritage school administrators and teachers. The main goal of the session was to inform, update and discuss about the new policy for locally developed language programs. A survey was distributed and completed with input from people in attendance. IHLA thanks Alberta Education for providing this very informative session.

Russian 15, 25, 35 Curriculum Approval Confirmation



The Erudite Russian School of Edmonton received confirmation of approval of the Russian Language and Culture 15, 25, 35 Locally Developed Program of Studies from Alberta Education. IHLA congratulates the school and its teaching and administration staff for a job well done. For more information visit the school website at:

<http://www.erudit.ca/>

Dr. Olenka Bilash' Corner

With this new issue we begin a journey of reflections and strategies with Dr. Olenka Bilash, long-time supporter of IHLA. In each new issue of this newsletter we will publish articles of Dr. Bilash, Coordinator of Second Languages and International Education at the Faculty of Education, Secondary Education, University of Alberta, on Second Language Education.

Why does it take so much energy for me to motivate my students?

As the new school year begins in heritage language (HL) programs throughout the province, many teachers are busy planning and preparing for instruction. At the back of their minds is often the desire to keep their students motivated, enthusiastic and wanting to attend the HL school.

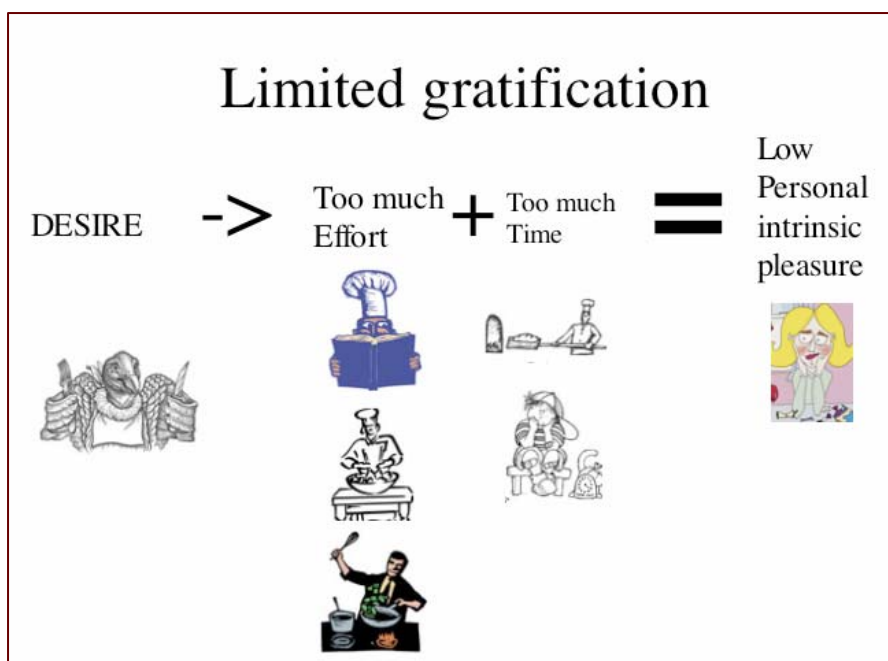
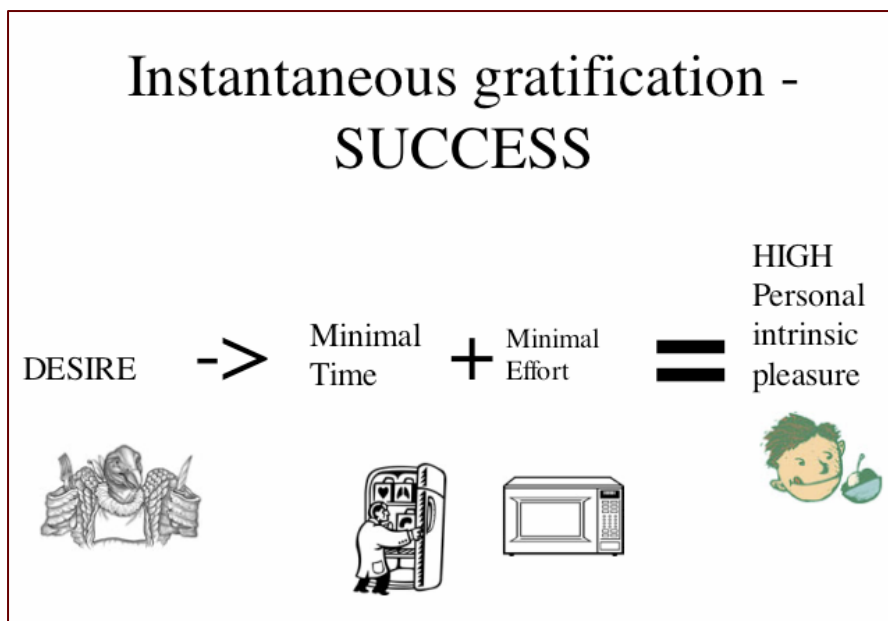
In our technological society keeping young people motivated is not easy. Most expect personal intrinsic pleasure by giving very little time and effort of their own. They expect instantaneous gratification.

In today's world learners have become accustomed to feeling satisfied without having to do very much or wait very long. For example, when they are hungry they go to the fridge/freezer or a fast food outlet and eat within minutes of experiencing their 'desire' for food. When they feel a desire for entertainment - a movie or video game - they go to satellite TV or other form of technology and use

the remote control to quickly satisfy their desire; when they have an urge or desire to talk with a friend they pick up their cell phone and are in touch with that friend within seconds. . . With minimal effort (time and energy) they experience positive results (pleasure or reward). With minimal effort (owning the technology) their needs are quickly 'satisfied'.

When learners cannot meet their needs quickly they either experience frustration or expect greater 'satisfaction' from the extra effort required. If the time and effort required to meet the desire is much greater than the 'satisfaction' gained learners can experience limited gratification and negative sentiments toward the activity or individuals associated with it.

Many things in everyday life can be learned quickly and yield instantaneous gratification or satisfaction. Learning and using a heritage language in the home from birth is a natural process and can yield lifelong satisfaction. Additionally, most children learn to read or do simple mathematics in school or learn to ride a bicycle outside of school relatively easily and quickly—with minimal time and effort. Learners who do not succeed at achieving these common tasks often experience low self esteem, low self confidence and develop negative attitudes to activi-



ties associated with these endeavours. Teachers who can see the needs of these learners can often provide positive intervention through breaking the task down into smaller steps or by adding more guidance, praise and encouragement.

However, some skills cannot be learned quickly. Learning to play an instrument or communicate in a HL, if it was not learned and used in the home, requires a long term investment of TIME and EFFORT (practice, review), before any notable progress or success can be felt or demonstrated to others. Without the ability or opportunity to see their own progress during this long term process, some learners lose the desire to try, cease trying and, in turn, do not succeed.

Since HL schools often offer classes only once per week learners have very few opportunities to feel success. Thus, parents must provide opportunities during the week to keep students motivated. If they do not, then the HL learners will either come to the Heritage Language program to see their friends (with whom they can communicate in English and feel instantaneous gratification) or they begin to complain about going, reminding their parents about the other things that they

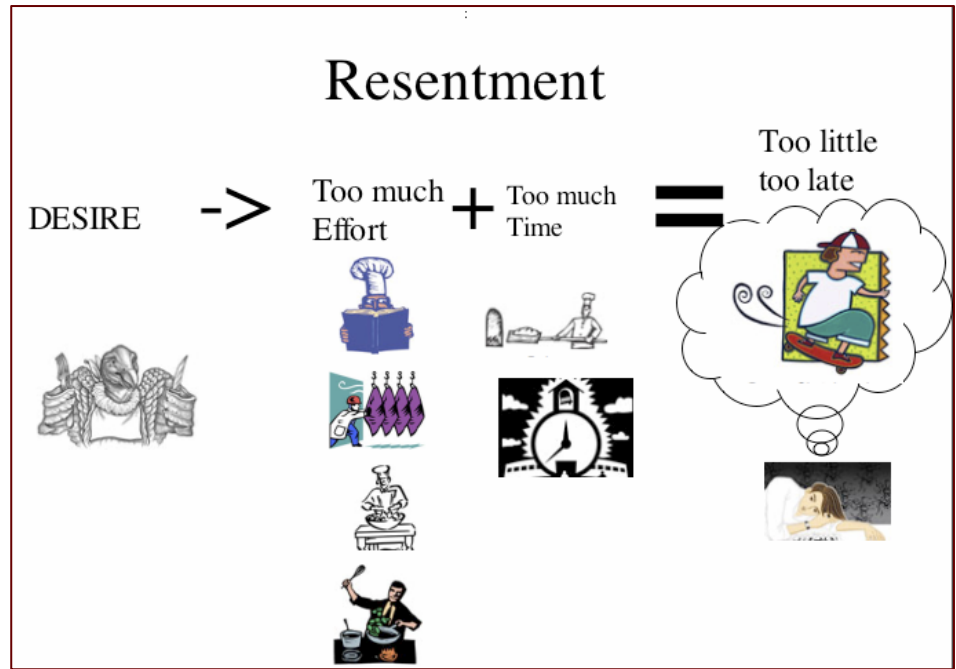
would rather be doing (and begin to develop resentment to the HL program). Unfortunately, such learners are not able to suspend their need for satisfaction long enough in order to experience the lifelong benefits of having a HL. Maintaining a heritage language in a minority context requires a partnership. For students to really experience success in a HL school learners, their parents and their teachers must work together. Learners have to learn to suspend their desire for instantaneous gratification. Parents have to offer as many opportunities to use the HL outside the classroom as possible, even if that means driving their children across the city to play with other HL speakers, visiting grandparents or other HL speakers more frequently, or becoming more self disciplined and using the HL more themselves. Teachers have to design activities that help learners develop a sense of success. This can be done in many ways. Three suggestions are:

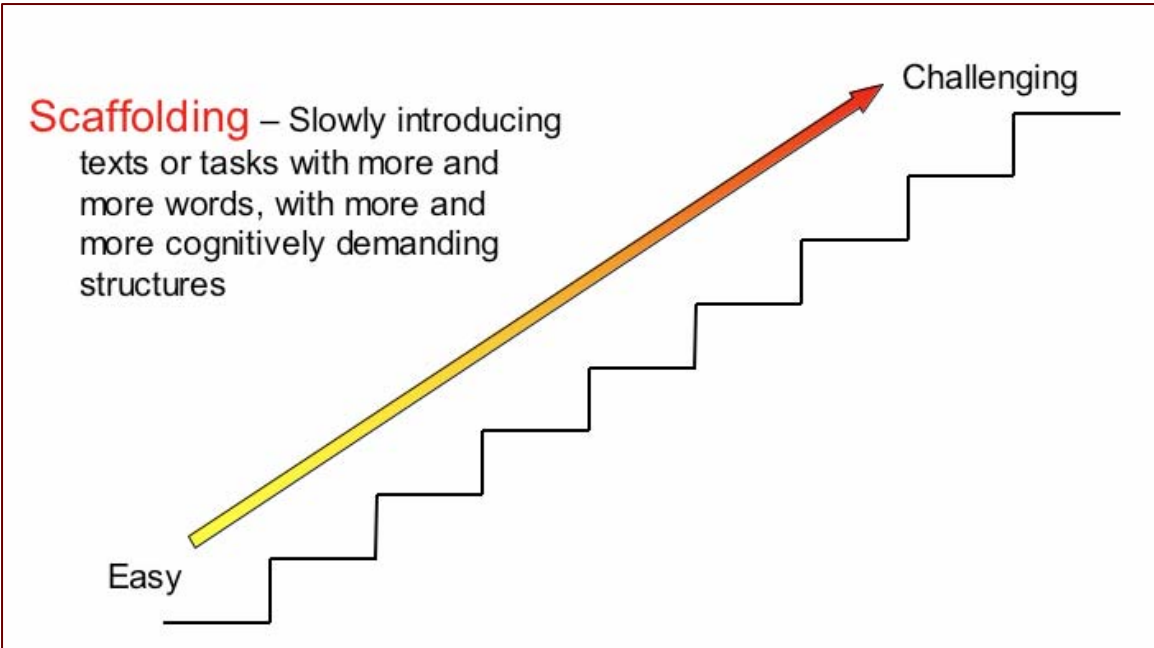
1. Select interesting and motivating projects that allow learners to use their creativity
2. Scaffold activities into 'bite-size' learning steps - instruction that helps learners reach a goal in a step by step way
3. Select activities that help learners see the progress they are making and have made.

By *selecting interesting and motivating projects* that allow learners to use their creativity learners become affectively engaged. Affective engagement makes one experience pleasure or satisfaction. Projects that are interesting and engaging include preparing a menu as an assignment for food, making up a game and teaching it to the rest of the class when teaching imperative forms of verbs, developing a class phone book when teaching numbers, drawing a picture of one's bedroom and presenting it to the class when studying colours, or writing a letter to someone who lives in a different historical time period.

Once an interesting project has been selected the teacher must *plan backwards* to discover everything that the learner needs to know or be able to do in order to succeed at creating it. In doing so the teacher becomes aware of what the students already know and can apply as well as what they might need to learn in order to create the project. For example, if the project was to create a menu the students would have to know names of foods, categories of foods (appetizers, entrees, beverages, desserts), prices, descriptions of ingredients, how to make a catchy restaurant name and the layout of a menu. Each of these parts could be taught in isolation and then combined. Making sure that you have enough activities to help learners understand and remember is a key support for their learning. Some students may learn, remember and be able to apply something by only being exposed to it. Others need to be told about it. Still others need to be told and given a chance to practice it. Teachers must respond to the needs of all learners. They usually must prepare materials for the weakest students, even if they often do not use all of them for most students. Breaking a task into steps helps students focus on what they have to learn. *Breaking each step into tinier steps* means scaffolding instruction so that a goal can be reached.

When scaffolding or **breaking the learning into steps** teachers must think about interesting activities that will *help learners see their own progress*. Sometimes it is useful to give a pre- and post- quiz. Asking a set of questions at the beginning of a unit helps the teacher to find out how much the students know. If they know more than was anticipated the teacher can plan other content and activities. If they do not, then the teacher can proceed with the plan as prepared. Then asking the same set of questions at the end of a unit helps students see that they have learned some-

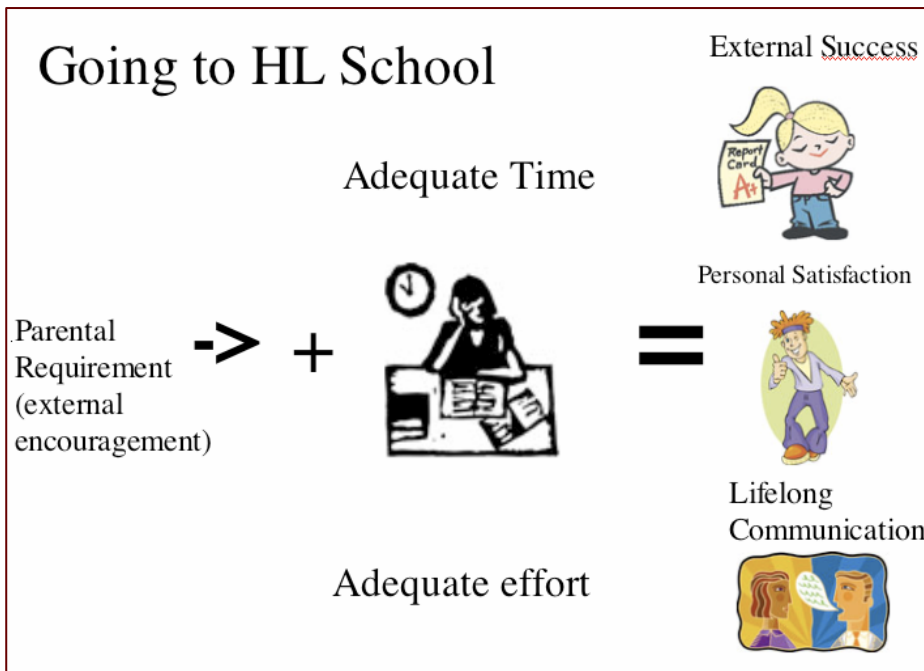




thing. Such questions must be done in writing for the value to be 'seen' and felt.

Asking students what they learned – orally or in writing – is another way of helping students **become aware that they are learning**. Video-taping students as they are giving a self introduction or presentation at the beginning of the year, half way through the year and again at the end of the year AND allowing students to see all three presentations is yet another way of helping them SEE and FEEL that they are learning. These activities alone can yield satisfaction!

As the new HL school year begins may teachers think about ways to help HL learners experience weekly success, and may school administrators forge partnerships with parents so that they can help their children experience daily success in the HL.



Dr. Olenka S. E. Bilash

Schedule of Events

- Monday, September 12—First Board Meeting for 2005-2006.
- September 30—Last day to renew the 2005-2006 IHLA Membership



September 2005

Sun	Mon	Tue	Wed	Thu	Fri	Sat
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4	5	6	7	8	9	10
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**TO ALL IHLA SCHOOLS
LAST DATE TO RENEW THE 2005-2006 IHLA MEMBERSHIP IS SEPTEMBER 30, 2005.
CONTACT THE OFFICE AND SEND IN YOUR REGISTRATION FORM AND FEES.**

IHLA PHONE: 780-428-5510 - FAX: 780-428-5549

IHLA UPDATES



- The Languages Initiative Advisory Committee met last time in May. New meeting to be scheduled.



The provincial conference for the Intercultural and Second Language Council of the Alberta Teachers Association (ATA) will take place in Calgary on October 21 and 22, 2005. Find more information at the association website: <http://www.members.shaw.ca/valuediversity/islc/index.html>

October 21-22, 2005

The Best Western Village Park Inn
1804 Crowchild Trail NW
Calgary AB T2M 3Y7

To receive your conference information package, contact:

Genevieve Balogun
Email: islc@shaw.ca
Bus: (403) 777-8800 ext 2137
Fax: (403) 777-8809

- ISLC Conference.

October 2005

Sun	Mon	Tue	Wed	Thu	Fri	Sat
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9	10	11	12	13	14	15
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30	31					

Schedule of Events

- Monday, October 3—Board Meeting
- October 21-22—ISLC Conference in Calgary
- Tuesday, October 25—First day of TOELF classes. 6:30—9:30 p.m. at IHLA office.



TOEFL COURSE AND LEADERSHIP PROGRAM APPLICATION FORMS WILL BE SENT ONLY TO ACTIVE IHLA MEMBER SCHOOLS IN THE FIRST WEEK OF OCTOBER.

IHLA 2005-06 KEY PROGRAMS AND EVENTS

What can IHLA members expect from IHLA this year?

IHLA will continue with its ongoing support and consultation services for all its members, together with its networking activities to ensure that international and heritage language schools in Alberta, north of Red Deer, receive timely and professional services to help them in their language education goals.

The newsletter and the website will continue to provide updated information and services for all.

The IHLA Executive is also considering the opportunity to offer two main programs for this school year, namely:

1. TOEFL Preparation Course for 10



IHLA teachers who wish to register for Faculty of Education Programs for International Languages.

2. The Leadership Program, which will allow IHLA member schools who have been active and members on good standing for the past three years, to participate with a leader-

ship role in IHLA events and raise funds for their schools.

A special application mail out will be sent to all IHLA schools in the near future with detailed information about these two programs.

3. IHLA will also organize its third annual Mother Language Day on Saturday, February 18, 2006.
4. The 2006 year also marks the 28th anniversary of this association and IHLA will be organizing a special fundraising gala to celebrate the longstanding history of successes and achievements of the association.

Stay tuned for more details in the next newsletter.



International & Heritage Languages Association

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Established in 1978 and formerly known as NAHLA, IHLA is a non-profit organization that actively promotes cross-cultural understanding through heritage/international language instruction and education. IHLA serves as the umbrella body for approximately 25 heritage schools involved in the teaching of international and heritage languages in Central and Northern Alberta. The Association represents all levels of language instruction and education for over 32 languages and 12,000+ students of international languages outside the public school system in Alberta. IHLA's primary objectives include:

- supporting and promoting international and heritage language education
- assisting in the development of international and heritage language curriculum, teaching resources and materials
- supporting international and heritage language teacher training and skill development

IHLA supports the view that international language education increases the level and respect and appreciation for multiculturalism and the diversity of Canada's peoples.

www.nahla.net



On-Line Language Learning Corner

We continue to select some readings for language teachers who wish to explore new research findings and reflect on aspects of language learning. Enjoy!

- **Portuguese Resources For Teachers**—Special site of interest for teachers of Portuguese at: <http://caslt.org/research/portuguese.htm>



- **Brain Research: Implications for Second Language Learning**
Fred Genesee, McGill University.
There has been a longstanding interest

among second and foreign language educators in research on language and the brain. Language learning is a natural phenomenon; it occurs even without intervention. By understanding how the brain learns naturally, language teachers may be better able to enhance their effectiveness in the classroom. Retrieved at: <http://www.cal.org/resources/digest/0012brain.html>

- **Contextual Factors in Second Language Acquisition**, by Aída Walqui, West Ed, San Francisco, California. While many discussions about learning a second language focus on teaching methodologies, little emphasis is given to the contextual factors -- individual, social, and societal -- that affect students' learning. These contextual factors can be considered from the perspective of the language, the learner, and the learning process. This digest discusses these perspectives as they relate to learning any second language, with a particular focus on how they affect adolescent learners of English as a second language. Retrieved at:

<http://www.cal.org/resources/digest/0005contextual.html> .

- **Culture in Second Language Teaching**. Elizabeth Peterson and Bronwyn Coltrane, Center for Applied Linguistics—<http://www.cal.org/resources/digest/0309peterson.html>
- **Teaching About Dialects**, Kirk Hazen, West Virginia University. The study of dialects offers a fascinating approach to learning about language. Ideally, by learning about how language varies geographically and socially, students will come to understand at least two basic facts about language: 1) that language changes over time, and 2) that language use is linked to social identity. <http://www.cal.org/resources/digest/0104dialects.html>