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IHLA UPDATES

IHLA PD PROGRAM 2007-08

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OLENKA'S CORNER

READING CORNER



September 6, 2007

Volume 5, Issue 1

IHLA school students at the 4th International Mother Language Day, Saturday February 24, 2007

# IHLA Newsletter

INTERNATIONAL AND HERITAGE LANGUAGES ASSOCIATION

A YEAR OF OPPORTUNITIES



**A** new school year is already at our doors. New beginnings mean new ideas, fresh energy and enthusiasm to ignite the minds of our students, and share with them and through them our love for international and heritage languages.

Welcome back!

It is my pleasure to welcome you all to a new fantastic and exciting year as IHLA schools. This issue will surprise you and we hope it will energize all your teachers and parents and especially your students.

We said goodbye and greeted you all a safe and fun summer at our IHLA AGM on June 4th. Our special keynote speaker, Terese Szlamp-Fryga invited us to reflect on the meaning of the "word" and how words carry such a crucial presence in our lives, no matter what language they belong to. In fact, as Terese emphasized, the words, in as many languages as possible, must be shared to make this a more peaceful and welcoming place for us all.

This newsletter carries many "words" in it, all with our

schools, teachers, parents and students in mind. "Words" that mean planning opportunities for our teachers, invitation and reminders to the two great 2008 IHLA events that you are all welcome to be part of (IHLA 30th Anniversary on February 22 and IHLA 5th International Mother Language Day, on February 23rd).

This issue arrives at your schools as part of a special package of registrations and application opportunities filled with great energy and planning, which we hope will meet your expectations. Read it carefully and send us your registrations. Courses begin the second week in September and continue all through 2008.

I hope to see you soon,

Have a great new school

Year!

Josephine Pallard

President





## GOODBYE JANICE AND GOOD LUCK!



Janice Aubry presenting at an IHLA leadership meeting in March, 2007.

IHLA friend and long-time supporter, Janice Aubry left her position as Team Leader of the Languages Initiative at Alberta Education.

IHLA is sad about this change as it means losing her leadership guidance as a government officer, which supported IHLA members for so many years and in such a

professional and impeccable way.

Janice has accepted an exciting position with Edmonton Public Schools and their new Centre for Official and International Languages and we at IHLA wish her all the best in this new endeavour.

We are sure we will have opportunities to continue working together.

## IHLA SCHOOL VISIT PROGRAM

IHLA is beginning an intensive learning journey to meet all its schools in action. A schedule of visit opportunities is available for the fall session on the Calendar page in this newsletter.

Schools visited will receive a feature highlight in one of the IHLA's newsletters and the information will assist IHLA to continue its tailored support to all its schools' needs.

Contact IHLA to set up your school visit by e-mailing us at: [ihla@telus.net](mailto:ihla@telus.net)



## CURRICULUM WRITING SESSIONS

IHLA continues to offer personalized **sessions and workshops** to assist its schools **to write locally developed programs of studies**. Success initiatives have seen the Edmonton Korean School, the Philipino Language and Culture School and the Erudit Russian School of Edmonton create and submit locally developed curricula, that were approved by Alberta Education (and qualified for credit course offerings). The Eritrean School of Edmonton is undertaking the same process and plans to submit its own program of studies by the end of the fall 2007.

Contact the IHLA office to learn more and plan for your own writing sessions. Schools that have complete programs of studies followed by structured unit planning, gain credibility with their communities. Schools that qualify as Private Schools and obtain approval of locally developed programs of studies can teach credit courses at the high school level, which students can transfer into their educational transcripts.



IHLA group picture at the IHLA AGM on June 4, 2007. Mr. and Mrs. Roncucci (IHLA founders)

## IHLA UPDATES

- **IHLA AGM** - The IHLA AGM took place at the IHLA office on June 4th, 2007. Schools were represented by their administrators and teachers and the meeting was an opportunity for all to share the successes of the past school year, the confirmation of the new Alberta Education Grant for the 2007-2009 school period and the planning of new initiatives for the coming school year.
- **LOCALLY DEVELOPED RESOURCES PRESENTATION** - Alberta Education Managers (Christina Bexte and Wai-Ling Lennon) presented an information session about processes and guidelines that Alberta Education follows to select and create resources for their programs. Suggestions and guidelines apply to locally developed programs of studies. The session took place on June 20th at the IHLA office and was well attended.
- **ERITREAN LANGUAGE AND CULTURE PROGRAM OF STUDIES** - The curriculum development sessions of the Tigrigna language and Eritrean culture continued during the summer. These sessions lead by community leaders and directors of the Eritrean Language School of Edmonton are begin held to complete the preparation of the locally developed program of studies for levels 15 - 25 - 35 which will be submitted to Alberta Education for approval. The school plans to implement the program of studies for the 2008/2009 school year.
- **ALBERTA EDUCATION'S STRATEGIC DIALOGUE** - IHLA was invited to participate in this whole-day meeting, lead by the Education Deputy Minister, Hon. Keray Henke. The meeting allowed participants to share the Premier's vision and its impact on Alberta Education direction. IHLA was one of the many stakeholders that participated in this gathering, which is part of an ongoing discourse that the government is committed to keep having, to ensure that diverse perspectives and views are involved in the many decisions that affect Alberta students, at all grade levels and through the many educational venues they have access to.
- **CLA MEETING** - On May 26 IHLA hosted the Canadian Language Association meeting, attended by representatives from nation-wide heritage language association such as ILEA, BCHLA and SOHL. CLA continues to be the national organization that represents heritage language learning across Canada. Work is underway to renew the CLA website and provide a range of services to all members across the country. Stay tuned for more information.
- **ISLC ANNUAL CONFERENCE** - October 26-27, Calgary. The ISLC will hold its annual conference in Calgary. IHLA board members will attend the conference as delegates. Information gathered at the conference will be available for sharing - call the IHLA office for more information.
- **SOHL CONFERENCE** - Saskatoon, October 13. IHLA will be presenting a session and attending the SOHL conference in Saskatoon.
- **SAHLA CONFERENCE** - Calgary, November 3, 2007.



BECOME AN IHLA MEMBER!

## IHLA MEMBERSHIP

It is that time of year again. **All IHLA members are invited to renew their membership as soon as possible.** The IHLA membership must be renewed on an annual basis, as it begins on September 1st of every school year and expires on August 31 of the same school year.

IHLA members have access to a great number of services, almost all specifically created and provided on a personal basis, including:

- **IHLA web page** for each IHLA member school. A space that schools can utilize to advertise their programs and post any useful information about their programs and community events.
- **Workshops and programs.** IHLA organizes on a yearly basis a number of very informative and useful sessions, offered by a range of professionals in the field of language education, renowned at provincial, national and international level.
- **International Mother Language Day.** An event that showcases IHLA schools and programs to the community at large.
- **Newsletter and Website.** IHLA schools keep connected through the newsletter and the website. Members can submit articles and information items that are published and circulated at the provincial and national level.
- **Teacher Assistance.** IHLA members receive personalized assistance and guidance in pursuing

teacher certification goals.

- **Language Education Scholarships.** IHLA members have access to scholarships to complete language education post-secondary courses (often available through the University of Alberta).
- **Resources Funds.** IHLA member schools can participate in the Leadership Program and, upon completion of the program apply for resource funds. The Leadership program has run successfully for the past three years and will be available for the 2007-2009 school years.
- **Curriculum Writing and School Assistance.** IHLA member schools receive personalized assistance and guidance to writing locally developed programs of studies and a variety of administrative and school set-up services.

RENEW YOUR IHLA MEMBERSHIP BY NO LATER THAN SEPTEMBER 15, 2007 TO ACCESS ALL SERVICES AND OPPORTUNITIES FOR THIS SCHOOL YEAR!

### *The Brain is Enhanced by Bilingualism*

*[The]...brains of bilinguals and monolinguals are similar, and both process their individual languages in fundamentally similar ways. The one fascinating exception is that bilinguals appear to engage more of the neural landscape available for language processing than monolinguals, which is a very good thing."*

*(From research studies at Dartmouth College, Hanover)*



Caption describing picture or graphic.

**IHLA schools are invited to submit a newsletter article about their schools. Just send us your article to [ihla@telus.net](mailto:ihla@telus.net)**

## “Erudit” Russian School

The Russian School “Erudit” is an accredited, heritage language private school which was founded in September 2003 by a group of Russian parents and teachers with the objective of preserving and promoting Russian language and culture.

The school is maintained by the efforts of dedicated parents and professional teachers. As “Erudit” does not receive funding from any level of federal or provincial government, the school sustains itself through fundraising activities and school registration fees.

“Erudit” offers 3 credit courses for high school students:

Russian 15 (Grade 10)

Russian 25 (Grade 11)

Russian 35 (Grade 12)

As well there is another option of passing Challenge Exam instead of taking these courses for newcomers who are fluent in Russian.

In this school students learn not only Russian language, but also rich Russian Literature and History.

“Erudit” school’s staff believes that the ability to understand and communicate in different languages is very important in our multicultural society.

Languages contribute to the cultural and linguistic richness of the society, to personal fulfillment, mutual

understanding and global citizenship.

### RUSSIAN FOR ADULTS

Learning Russian language is more than learning one of the world’s most-used languages. It also means to discover the amazing world of Russian culture, to understand better Russian Literature and make a lot of new friends.

For adults Russian School offers 4 levels of Russian:

Russian 1 (Basic Russian)

Russian 2 (Basic/Intermediate)

Russian 3 (Intermediate Russian)

Conversational Russian (conversation and Russian Literature)

Duration: Russian 1 and 3 - 25 hours per term

Russian 2 and Conversational Russian – 50 hours per term

### TEACHERS

The school has an excellent and enthusiastic group of professional teachers who are continuously taking part in different professional development courses in order to improve their teaching techniques. They are university graduates and have vast teaching experiences.

Our teachers strive for excellence in teaching Russian.

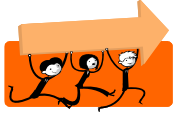
### SCHOOL LOCATION

The school is located at #204 8944 – 182St. (Belmead Professional Centre). It offers free parking, comfortable classrooms and a safe environment.

For more information about the school visit the IHLA website.



# Dr. Olenka Bilash Corner



## Using Stories in Heritage Language Classes

In many heritage language (HL) classes teachers strictly follow a textbook, often produced in a land where the HL is spoken broadly. No matter how well organized and comprehensive such a textbook might be, its central place in a lesson can always be enhanced through supplemental resources. Children's literature or stories are an excellent example of supplemental resources which provide cultural content and increase variety and motivation in the classroom.

Listening to a story – the sounds of the language, the evolution of what happens to a character – and seeing the visuals – either in the book or in one's own mind – are worthwhile ends in and of themselves. But stories can be used in HL classes in other ways as well. This article will answer two questions: why use stories in the HL class and how can they be used.

### Why use stories

First, not every story written in the HL for a native speaker is appropriate for a HL class in Canada. Select your story carefully. Pattern stories (such as those of Eric Carle or Bill Martin Jr. in English) are particularly appropriate for young and beginner level students. The wordless picture book stories of Eric Carle, Mercer Mayer, or John Burningham can also appeal to young learners. These books will reflect a North American world view and thus have a certain familiarity to HL learners. However, the latter requires someone to elicit language from the children, something that many young learners have not yet learned.

Second, there must be a fit between the story and some end task that will be connected to the story. Pattern stories serve to act as a model of a story that can be recreated by learners in a classroom as a class or group story and as such provide a good model of new information, language, patterns and a model for a valuable output that children can emulate. For example, the text of Bill Martin Jr.'s *Brown Bear, Brown Bear* follows a pattern that can easily be modeled by elementary children who have had only about 100 hours of exposure to English in their school:

*Brown Bear, Brown Bear*

*What do you see?*

*I see a purple horse*

*Looking at me.*

Third, there is no need to teach children to read and write in the HL in order to use stories in the classroom. Children can easily learn the patterns or parts of the story auditorally. With good preparation by the teacher (using

gestures, props, visuals and rhythm) children can understand stories and even repeat some of them.

Fourth, Holdaway (1979), an Australian researcher found that pre-schoolers who had favorite stories and had been read to daily, more easily learned to read and write when they began school. These children had usually 'read' (looked at and heard, following each page along with the parent or teacher) from 180-300 stories and had some that they had heard over and over again. These favorite stories confirm the value of reading some stories to elementary children many times. Often children will listen the first time and then join in the next time the story is read. They may begin by completing the end of sentences. . .and eventually remember the entire story.

Fifth, stories appeal to many of our senses and can spark students' creativity. Children can be asked to dramatize or re-enact a story, or part of it. They could also learn the parts of cumulative stories such as *This is the House that Jack Built*. Children can also be asked to draw parts of a story and then all of the parts can be put together to form a complete version of the story illustrated by the class. Or, a child may be motivated to illustrate the entire story on his/her own.

### How can stories be used

Before using a story decide what your purpose is and how the story can be used to elicit an output from your students. The occasional story read for pleasure can create positive memories and attitudes toward the HL. By planning backwards and thinking about the story as a *catalyst* for some output, more language learning can be gained in the classroom.

### Using BSLIM to help plan activities with pattern stories

No matter how creative a project, a story or the teacher, lessons using stories must be carefully planned and scaffolded so that all students in the class can benefit from the story. To help see how the story can play different roles at different points in a lesson, it is useful to think about the planning model B-SLIM. BSLIM reminds us that the children 'receive' an input of the second language, need time to 'get it' or learn something, 'use it' or apply what they have learned and then 'prove it' or



## Vocabulary Bits

Did you know that all modern languages have an average vocabulary of 50,000 words?

Remember that:

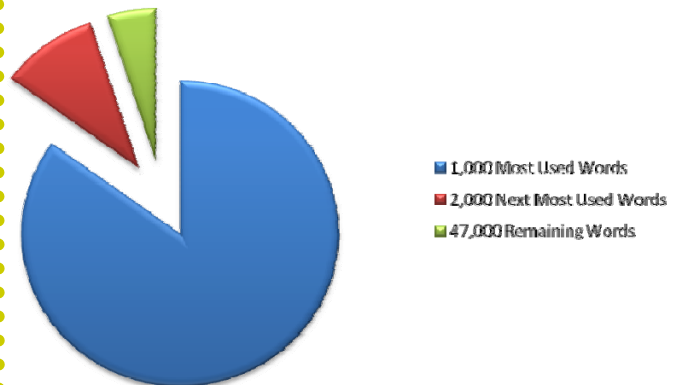
The **1,000 words most frequently used** in any language **cover 85%** of our daily usage

The **next 2,000 used words cover 10%** of our daily usage

The **remaining 47,000 words cover only 5%** of our daily usage

Make note of these facts when planning for your second language classes.

### VOCABULARY USAGE



*This information is adapted from data shared with IHLA teachers and members by Sabatino Roncucci, IHLA Founder*

demonstrate what they can do in a context with minimal preparation time. When a story is read for the pure pleasure of the story itself the story is the input and the pleasure and positive attitude is the output gained by the students. Children can prove their pleasure by smiling or laughing or through comments and feedback made in English or the HL. Students could also record how much they enjoyed and/or understood the story as an assessment strategy.

When a story is read by the learners and then each page is talked about through the guiding questions of the teacher the story again acts as a source of input. Children take in or receive the story. Through the guiding questions of the teacher students can progress further to specifically 'get the idea' of the story. One could say that the output in such an example consists of the words students use to answer the teachers' questions. Such an output can be creative or factual depending on the questions themselves as well as the students' knowledge of the HL. This approach becomes more and more effective as students become more and more able to express themselves in the HL.

When a story is read to students and used to invite students to predict what might come next, learners must pay close attention to the words and images in the story. The teacher's invitation for the students to complete the sentence on a page is a strategy to help students 'get' (or understand) the story. The pleasure of predicting, especially if the 'guess' is accurate, serves to motivate children. However, a bigger output or proof of learning can still be managed in such a scenario. If children can predict the contents of the story in words, then they can probably easily recreate the contents as well. This type of substitution drill wherein children provide their own images and words to revise the story yields a more creative and cognitively demanding output – the creation of their own group or individual story. The new story is a product, evidence or proof of what the children have learned, and can be assessed in terms of participation, understanding the pattern. . . The greatest value of the pattern story is the number of repetitions that can be done with it without feeling bored! Holdaway's research about favorite stories pointed to the significant role that pattern stories played in developing children's reading appetite.

Dr. Olenka Bilash is Professor of Second Language Education at the University of Alberta.





## IHLA PROFESSIONAL DEVELOPMENT PROGRAM 2007-08

IHLA teachers are offered the opportunity to complete a professional development program over the course of the 2007-08 school year, by registering, attending and completing **a minimum of 8 of the 13 sessions** organized during the year (teachers attending single sessions can also register without qualifying for the final program certificate). The program will involve a maximum of **13 workshop sessions** ranging from the following topics:

Session Topics	Details and timelines	Total
<b>Technology sessions</b> learn how to user programs such as PPT, Publisher and even word to create fantastic resources for your classes.	Total of 2 different workshops offered in the fall of 2007. Workshops will be 6 ½ hours long over two different weekends.	2
<b>Internet Session</b>	Total of 1 workshop to learn how free tools available on the net can be used to enhance your SL classes. Build a wiki-page and more. This workshop will be offered in the fall/winter session – full day session only	1
<b>IHLA Resource and Unit Building Sessions Building Session</b>	Build resources for your classes together, by sharing ideas, creating material, utilizing resources and accessing the IHLA resource centre. These workshops will be distributed over a three month period with 2-hour sessions offered on week evenings.	2
<b>Build a Unit Workshops</b>	A total of 2 different all-day workshops offered to reflect on unit building for your SL classes. Workshops will focus on children and adult/high school courses	2
<b>Theories and Practice Workshops</b>	A total of 3 workshops offered over three different weekend sessions by ILEA instructors focusing on theoretical and practical approaches to SL education	3
<b>IHLA Leadership Sessions</b> (mandatory for the Certificate)	4 different Leadership sessions during which IHLA teachers will be directly and actively involved in leadership building activities. The sessions will include follow up tasks and the attendance to the IHLA special events for 2007-08.	3

### TOEFL PREPARATION COURSE

The TOEFL preparation course is being offered to IHLA teachers who wish to pursue access to post-secondary courses and programs, where a certification from TOEFL is required.

*The TOEFL course is not part of the professional development program. However, teachers who are involved in the TOEFL preparation may adjust their needs to attend the different sessions of the professional program to ensure their successful completion of all courses.*

**IHLA 30<sup>TH</sup> ANNIVERSARY**  
FRIDAY, FEBRUARY 22, 2008



**IHLA 5<sup>TH</sup> INTERNATIONAL  
MOTHER LANGUAGE DAY**  
SATURDAY, FEBRUARY 23, 2008  
EDMONTON CITY HALL





# IHLA SESSIONS 2007/08 SCHOOL YEAR

CODE	DETAILS	
IHLARBS	IHLA RESOURCE BUILDING SESSIONS - 3 sessions offered on Wednesdays, from 6:30 to 9:00 p.m. During these sessions participants will build resources specifically for their classes based on their teaching and learning needs.	WEDNESDAY, SEPTEMBER 12 WEDNESDAY, SEPTEMBER 26 WEDNESDAY, OCTOBER 10
TOEFL	IHLA TOEFL PREPARATION COURSE - a full course to prepare for the TOEFL exam. Sessions run on Tuesdays and Thursdays from September 20 to December 6, from 6:30 to 9:00 p.m.	BEGINS THURSDAY, SEPTEMBER 20 ENDS THURSDAY, DECEMBER 6
IHLAPPTF	IHLA POWER POINT (FALL) - a workshop to learn the basic uses of PPT to create quick and effective resources for second language classes. The workshop runs from 8:30 a.m. to 3:30 p.m.	SATURDAY, SEPTEMBER 29
IHLAPPTW	IHLA POWER POINT (WINTER) - a workshop to learn the basic uses of PPT to create quick and effective resources for second language classes. The workshop runs from 8:30 a.m. to 3:30 p.m.	SATURDAY, JANUARY 19
LEADERSHIP	IHLA LEADERSHIP COURSE - this set of 3 sessions is mandatory for teachers and schools who wish to complete the IHLA Professional Development Program. The course is also linked to the application for funds 2007. The sessions are offered on Wednesdays, from 6:30 to 9:00 p.m.	WEDNESDAY, OCTOBER 17 WEDNESDAY, DECEMBER 5 WEDNESDAY, JANUARY 30
IHLAUNITB	IHLA UNIT BUILDING SESSIONS - these sessions will allow participants to build unit plans that can be directly used in the classrooms (units will include all materials and resources needed to be completed). Sessions run Wednesdays, from 6:30 to 9:00 p.m.	WEDNESDAY, JANUARY 9 WEDNESDAY, FEBRUARY 6 WEDNESDAY, MARCH 5
IHLAINTERNET	IHLA INTERNET RESOURCES AND NAVIGATION SESSION - this session will show participants how to locate the best resources online and how to "survive" the online trip, with tips and shortcuts. The sessions is offered from 8:30 a.m. to 3:30 p.m.	SATURDAY, NOVEMBER 3
IHLAILEA	IHLA/ILEA THEORIES SESSIONS - 3 independent sessions presented by ILEA instructors on theoretical and practical approaches to second language teaching.	





3rd Floor  
10010 105 Street  
T5J 1C4  
EDMONTON ALBERTA  
CANADA  
Phone: 780 - 428-5510  
Fax: 780-428-5549  
Email: ihla@telus.net

[www.ihla.ca](http://www.ihla.ca)

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.



## Reading Corner

This section is dedicated to **Language Learning Tips** for all. Follow the links below and enjoy some suggestions on how to best learn and teach a language.

**Red Escolar**—<http://redescolar.ilce.edu.mx/>

A website developed by the Instituto Latinoamericano para la Comunicacion Educativa (ILCE). Especially good for heritage language teachers to select interesting readings on a variety of topics.

**EveryTongue.com**—<http://www.everytongue.com/> Extensive collection of examples of language audios. Impressive!

**Shambles**—<http://shambles.net/>

This is a very useful and extensive website based in South East Asia. Check it out!

**LingNet**—<http://www.lingnet.org/>

This site is a service provided by the Defence Language Institute Foreign Language Centre and it hosts a wide variety of language material.

**Phonetics in Flash** — <http://www.uiowa.edu/~acadtech/phonetics/> Cool phonetic animations around the production of sounds in many different languages.

**Learning new languages easiest for the very, very young** - <http://news.therecord.com/article/227130>

Read an interesting article about the best time to introduce children to a second language.



Mother Language Day Display, 2006