



IHLA Newsletter

HOLIDAY GREETINGS

In this issue we have assembled a menu of fantastic news, tips and IHLA updates. Of course we cannot forget our regular contributor to our newsletter who has captivated us with her insights, Dr. Olenka Bilash.

No better way for IHLA to greet you all and wish you a serene, peaceful and warm holiday break.

IHLA has been very busy lately with a great start to the new school year. We are strengthening our relationship with all our schools and communities, through monthly meetings, programs and workshops. Winter 2008 has in store even more opportunities that we invite you all to take advantage of.

Remember to attend the IHLA 30th Anniversary Gala on Friday, February 22, 2008 at the Italian Cultural Centre. We have some special guests lined up and it promises to be a unique opportunity to celebrate together our history and successes.

Also, we will celebrate the 5th Annual International Mother Language Day on Saturday, February 23, 2008 at city hall, with all our schools participating in exciting activities, that will showcase students and community work in promoting and enhancing heritage and international languages education.

On behalf of the International and Heritage Languages Association Board of Directors, I wish you all a safe holiday season.

Peace to all!

Josephine Pallard
President



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**Plan to attend the
30th IHLA
Anniversary Gala
and the
5th Annual
International
Mother Language
Day**





Josephine Pallard Receives an Honoris Causa Degree



On October 15, 2007 Josephine Pallard, President of IHLA and an active member of the Edmonton community, received for her contributions a Degree Honoris Causa at the 83rd Annual Convocation of St. Stephen's College. At IHLA we feel so proud of Josephine's accomplishment that we decided to share with you the text of the Citation that was read at the presentation of the degree. It will make you as proud of our great leader and her talents and endless work towards the betterment of our community.

CITATION FOR THE CONFERRING OF THE DEGREE
DOCTOR OF SACRED LETTER
(HONORIS CAUSA)
JOSEPHINE ENERO PALLARD
Bed, Med

Eminent Chancellor and members of the College community, it is an honour to here tonight and introduce to you a woman who embodies the values of faith, compassion, social justice and women's rights -values for which this College is well known. Josephine Enero Pallard, known to her friends and family as Jo or Josie was a valued teacher in the public school system for over thirty years. For over twenty years, through the organization "Changing Together", which she helped to found, she has been an advocated and supporter for immigrant women in Edmonton.

Josephine is the eldest of eight children born to a working class Catholic family in Baguio City in the Philippines. She learned generosity and caring for others from her mother and importance of defending her beliefs and integrity from her fisherman father. Accepting responsibility with her parents for the raising and support of her siblings, she sold roasted peanuts and pop-sicles on the streets of her city at the age of ten. As she was growing up, she became increasingly aware of the atrocities, poverty and suffering around her and became leader in the youth movement for social justice and reform.

In 1967, as a young adult, Josephine chose to leave the Philippines for Canada for further her education and live in a land where she believed there was hope and opportunity for all. Eventually was able to bring her whole family to Edmonton.

From 1971 to 1975 she attended the University of Alberta earning a Bachelor's Degree and a Post Graduate Diploma in Education. She also hold a Master's Degree in Education from San Francisco State University. Josephine taught elementary school in Sherwood Park for thirty one years. For twenty years she taught Grade Four and Learning Assistance at Pine Street School in Sherwood Park. Twice she was nominated for an Alberta Excellence in Teaching Award. As one of her of colleagues at Pine Street School, I came to value her ability to encourage and support students - especially those with social or learning difficulties. As well, she challenged and empowered students, staff and parents to an awareness of and a response to community causes and global concerns.

Josephine is married to and ably supported by her husband Raymond. They have one daughter - Aldea. She and her husband Ted Noakes live in Vancouver.

Soon after arriving in Canada, Josephine realized the importance of breaking language barriers as a survival necessity for newcomers. With very limited resources, she began inviting international students into her home where she conducted English as a Second language classes around her kitchen table. This simple act was the beginning of her voluntary involvement with immigrants and refugee settlement. For over thirty years she has been an English as a Second Language Instructor and was influential in the establishment of the Alberta Ethnic Language Teachers' Association, now known as the International & Heritage Languages Association. She has presented papers on the importance of heritage languages in culture across Canada and at conferences in Brazil, South Africa, Italy Greece and Scotland.

In 1979, responding to Archbishop Joseph MacNeil's appeal for the sponsoring of refugees, Josephine accepted the chair of the St. Anthony's Parish immigrant Committee. Her committee, which she still chairs, has sponsored refugees from Vietnam, Poland, Latin America, Eastern Europe, the Middle East and Africa. They have helped over five hundred people to establish themselves and become self-reliant citizens of Canada. Josephine also works closely with Catholic Social Services to ensure that the various physical and financial needs of these sponsored families and looked after.

In 1984, Josephine collaborated in the founding of "Changing Together: A Centre For Immigrant Women". The mission of the centre is to establish a gathering place where new immigrant women could share their experiences as they provided each other with moral support. This Centre has evolved into a dynamic organization where women are protected, trained and empowered to exercise their rights, develop their educational expertise, and improve their



socio-economic status. Besides volunteering at the Centre in a number of capacities, Josephine chaired its Board of Directors from 1997 to 2003 and two years ago upon retiring from her teaching position, she became the Centre's Executive Director.

The year 1999 marked a milestone in Josephine's work of protecting and speaking up for women. She and Raymond were instrumental in providing sanctuary for Leticia Cables, a Filipino nanny working in Edmonton and facing deportation. Responding to a late night phone call, they arranged for Leticia, whom they never met previously to take refuge in St. Anthony's Church, while Josephine and others fought for her right to stay in Canada. The incident received notice not only locally, but nationally and internationally. They were ultimately successful and today Leticia, her husband, her son and her daughter are living in Edmonton and Leticia works as Josephine's Administrative Assistant at Changing Together.

Josephine is also very active in her own Filipino community. She frequently speaks out on issues of family violence, mail order brides, live-in caregivers and human trafficking. She often serves as a translator in matters relating to courts and medical treatment. She works with Grant MacEwan College to enable Filipino immigrants to upgrade their education and integrate into Canadian society.

Amazingly, she still finds time to volunteer with the Filipino Youth and Adult String Ensemble which she founded in 1997. The group plays music and instruments indigenous to the Philippines and have performed through out Canada., the United States and the Philippines as Ambassador of Edmonton. Josephine does not seek a lot of personal acclaim for what she has accomplished. She gives her time and energy without complaint, and claims that her greatest reward is seeing the many people she assists achieve success and happiness. She adheres to the wisdom and compassion of Mother Teresa who said "I don't do great things. I only do small things with great passion!"

Increasingly, her efforts have been recognized within the educational systems of Alberta and her advocacy for women has her in demand as a speaker at numerous conferences in Canada and overseas. In 2005, Josephine was presented with the Governor's Award in Commemoration of The Persons Case in recognition of her work on behalf of Immigrant women in Edmonton and in 2007 she received a Lifetime Achievement Award in Recognition of Immigrant's Success and Excellence from the Edmonton Mennonite Centre for Newcomers.

Josephine Enero Pallard's tireless work has clearly demonstrated that with dedication, hard work, and a deep sense of religious, civic and social responsibility, immigrant women such as herself can help to build a nation that values individual, family and community self reliance and active citizenship. She continues to advocate for justice, equality and ecumenism each day of her life.



Eminent Chancellor, I present to you Josephine Enero Pallard-educator, activist, volunteer, humanitarian, community leader, devoted family

member, a role model for all newcomers to Canada; a woman of great faith, vision, energy, and compassion that you might confer upon her the degree Doctor of Sacred Letters (Honoris Causa).



Kolik jazyků znáš, tolikrát jsi člověkem. (Czech)

You live a new life for every new language you speak.

If you know only one language, you live only once.



IHLA teachers at sessions and workshops at the IHLA office



IHLA NEWS AND UPDATES



SPECIAL ISSUE ON IHLA. DO NOT MISS DECEMBER 27, 2008!

On December 27, IHLA will run a special ad and story on the Edmonton Journal, in the Educational Issue. We invite you all to purchase a copy of the newspaper on that day, as all IHLA current member schools will be featured with their name, language and main contact.

The ad and special article are part of a promotion strategy that IHLA is undergoing to enhance awareness and support to heritage and international languages education at the

- **LEADERSHIP PROGRAM AND SESSIONS** - IHLA schools have been attending the second annual leadership program in great numbers. Two sessions have already been completed between October and November, and one more session is planned to take place on January 30, 2008. Through this program school leaders reflect on their roles and plan for strategic opportunities around language learning in their communities. Dr. Olenka Bilash leads these sessions.
- **RESOURCE BUILDING SESSIONS** - A special set of three working sessions took place between September and November with teachers of IHLA schools, who gathered together to share practical ideas on resources for their classes and built a series of worksheets, kits and other resources in different formats. Laminated resources were created and copies of each language series are available at the IHLA resource centre. The series will be followed by a Unit Building set of sessions in January. Register by contacting the IHLA office if you want to participate.
- **POWER POINT WORKSHOP FOR HERITAGE LANGUAGE TEACHERS** - On Saturday, November 17, IHLA hosted a workshop on how to use the digital presentation program Power Point, with a specific focus on tools and options that language teachers can use in their classes. The session was successfully led by German Vidal, principal of the Spanish school Gabriela Mistral.
- **Saskatchewan Organization for Heritage Languages 2007 Provincial Conference** - IHLA was asked to take part in this conference from our neighbouring association, SOHL, and Valeria Palladino presented a session on Practical Ideas for heritage language teachers, which was attended by over 40 teachers and conference delegates. The conference title was: "Learning From Our Neighbours".
- **SAHLA SYMPOSIUM, November 3, 2007** - A committee of IHLA teachers attended the SAHLA symposium in Calgary. The symposium constitutes a yearly opportunity for heritage language teachers in the province and in Canada to update each other and share their plans.
- **TIGRIGNA LANGUAGE AND ERITREAN CULTURE LOCALLY DEVELOPED PROGRAM OF STUDIES** - The document is reaching its final draft. Once the leaders and writing team are able to present the document to their community it will be submitted to Alberta Education for approval.
- **SCHOLARSHIP SUPPORT** - IHLA was able to support two teachers who applied to the Post-secondary Scholarship Fund. These teachers attended and completed courses at the University of Alberta in the faculty of Education, to further their post-secondary education, with a focus on language learning.
- **ICRN CONFERENCE** - Two board members of the IHLA board have presented a proposal and were approved to speak at the next Intercultural Research Network Conference in Antalya, Ankara, Turkey, in June 2008.
- **IHLA 30TH ANNIVERSARY GALA** - Tickets are available for the Gala Dinner and Dance event, on Friday, February 22, 2008, at the Italian Cultural Centre in Edmonton. Call the IHLA office.
- **5TH INTERNATIONAL MOTHER LANGUAGE DAY** - Make sure to attend this annual community event, on Saturday, February 23, 2008 at Edmonton City Hall, from 11:00 a.m. to 2:00 p.m.



A SPECIAL VISIT

During the week of September 13, IHLA received a special visitor from Japan, Dr. Nana Kodama from the university of the Kagoshima Immaculate Heart University.

As part her research Dr. Kodama was interested in IHLA programs and initiatives and had the opportunity to visit and interview teachers of the Portuguese school Gil Vicente as well as teachers of the Filipino Language and Cultural school. IHLA teachers and board members made a good impression on our new international friend.



Dr. Kodama (second from the left- front) and teachers of the Gil Vicente School

IHLA IMPORTANT DATES

January 2008						
M	T	W	T	F	S	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	31			

February 2008						
M	T	W	T	F	S	S
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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29		

March 2008						
M	T	W	T	F	S	S
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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
31						

- **JANUARY 5-6 IHLA/ILEA SPECIAL WORKSHOP-** Foundations in the Learning and teaching of Languages (to register call the IHLA office by January 2, 2008)
- **JANUARY 9 - IHLA UNIT BUILDING SESSION (I)** - Call the IHLA office by December 9 to register.
- **JANUARY 12-13 - IHLA/ILEA SPECIAL WORKSHOP** - Skills Development for the Language Classroom (to register call the IHLA office by January 2, 2008)
- **JANUARY 30 - LEADERSHIP MEETING (III)**
- **FEBRUARY 6 - IHLA UNIT BUILDING SESSION (II)**
- **FEBRUARY 22 - IHLA 30TH ANNIVERSARY GALA** - tickets on sale now. Call the IHLA office.
- **FEBRUARY 23 - IHLA 5TH ANNUAL INTERNATIONAL MOTHER LANGUAGE DAY**
- **MARCH 5 - IHLA UNIT BUILDING SESSION (III)**
- **MARCH 15-16 - IHLA/ILEA SPECIAL WORKSHOP** - Evaluating and Assessing Learners - (to register call the IHLA office by January 2, 2008)





Are you a good Heritage Language teacher? How would you know?

Dr. Olenka Bilash, University of Alberta

There is an abundance of research that seeks to define the 'good' or 'effective' teacher. The conclusion of this research confirms that teachers and the quality of their instruction affect student outcomes. A summary of the research listed in the references of this article point to the following 8 characteristics of teachers who demonstrate good teaching and have been adapted as tips to the heritage language (HL) learning context.

1. Smile and the whole world smiles with you!

Strong teachers display a **positive attitude** toward the HL and the students and teaching it to them. By being **enthusiastic, creative** and **warm** HL teachers reveal to students a desire to be with them and a desire to share their own knowledge of and passion for the subject. To students such dynamic and energetic teachers are exciting and not boring. Students feel more motivated to learn when the teacher conveys this positive

attitude and as a result look forward to coming to class. The resulting increase in attendance in turn increases learning possibilities!

Ralph Waldo Emerson said that enthusiasm is the engine of success. Teachers can convey their enthusiasm to students and support their successes in four ways:

- a. by varying the tone, pitch and inflection of their **voice**;
- b. by looking directly at the **eyes** of students to make personal connections with them;
- c. by using non-verbal cues of **approval, support and encouragement**, such as applauding student success, giving 'high fives' or 'thumbs up' (Similarly teachers can convey disappointment or disapproval non-verbally.); and
- d. by **moving around** as you speak so that you are equally close to each student at some point in a lesson.

A positive attitude is also conveyed through how teachers express their creativity and give students opportunities to express theirs. Creative teachers do the unexpected, keep a playful atmosphere in the classroom and respond to the needs and interests of the students (Belton, 1996; Heller & Sottile, 1996; Sandy, 2002). They are not afraid to wear a costume to make a point, use props to help students understand, show a video clip as an example, include cartoons for discussion and laughter, or organize a field trip so that learners have a chance to use the HL with people other than their teachers. A teacher who has a variety of activities, materials and new things to do each class shows students that the subject is worth learning.

Similarly, a teacher who recognizes that each student has personal strengths and interests and creates room in assignments for those strengths and interests to be expressed is nurturing the creativity in his/her students. By following Gardner's multiple intelligences (MI) (1983) teachers can insure that there is a variety of things to do in each class. MI appeal to each student's ways of learning – through language, through movement and touch, through music,

through interaction with others, through visual-spatial observation and depiction, through logic, through nature and through individual projects and self reflection and goal setting. In other words, tap into all of your students' 'smarts':

- Linguistic intelligence ("word smart"):
- Logical-mathematical intelligence ("number/reasoning smart")
- Spatial intelligence ("picture smart")
- Bodily-Kinesthetic intelligence ("body smart")
- Musical intelligence ("music smart")
- Interpersonal intelligence ("people smart")
- Intrapersonal intelligence ("self smart")
- Naturalist intelligence ("nature smart")

Perhaps the most generous attribute of teachers who love their job is their ability to use the universal language of a **smile** - a smile welcomes, relaxes, praises, supports and encourages. The act of smiling produces an electrical stimulus that affects the pituitary gland which in turn, releases endorphins, chemical substances in the brain that make us feel good. In *You've Only Got Three Seconds* Camille Lavington suggests that within the first three seconds of seeing you, people size you up and make determinations about you based on how you look. A smile is the lighting system of the face and the heating system of the heart - a warm smile as your learners enter the classroom will always be the start to a great class!

2. Actions speak louder than words - but words count, too!

The teacher is a **role model** of the heritage language (HL), culture and beliefs and values of the culture. By being dynamic and enthusiastic the teacher models a love of the HL and culture. By sharing special events in the community, songs and stories of personal significance or photos and personal anecdotes about one's own cultural experiences, the teacher models for learners the rich rewards of learning about living the HL culture and integrating it into one's identity.

If students hear you speaking English they may think that you cannot speak the HL well or that not all ideas can be expressed in the HL. Yes, HL teachers are models of communication in the language. If you choose to use English be sure that you know why you are doing so. Is it impossible to convey the message in the HL to the student(s)? Have you used gestures, visuals, speaking more slowly, choosing simpler words to help you convey the message to your students before switching to English? Are you using just the amount of English necessary to convey all messages? Is your use of English a reflection of your beliefs in your students' ability and potential to understand, speak and develop literacy skills?

1. Smile and the whole world smiles with you!"
2. Actions speak louder than words - but words count, too!
3. You're never too old to learn - the more you know the more you know there is to know
4. Think ahead; don't fly by the seat of your pants!
5. Quenching the thirst for knowledge; experience is the best teacher
6. Without credible and ample feedback students' hearts and minds are never captured
7. You cannot shake hands with a clenched fist. (Indira Gandhi, 1982)
8. Everyone thinks of changing the world, but no one thinks of changing himself. (Leo Tolstoy)



3. You're never too old to learn - the more you know the more you know there is to know

Effective teachers are lifelong learners. They recognize the need to be knowledgeable about their subject and how to teach it and set time aside to learn, whether it be through attending seminars, workshops or conferences, reading articles, magazines or internet sites, or by discussing professional matters with specialists or other instructors. Effective teachers are constantly acquiring knowledge in four professional areas: **knowledge about the HL and culture, knowledge about learning resources, knowledge about policies and procedures** and knowledge about **learning outcomes**.

In the Canadian context the HL has more limited venues of use than in the country where it is a national language. It is easy to take for granted that young people will acquire the same level of oral and written fluency as their parents who may have been educated in the homeland. But the research repeatedly shows us otherwise. Without a concerted effort of parents, administrators, teachers and ALL community members the HL can be lost within one generation.

Through using the HL in places of worship, shopping areas, at home and at community events it can remain alive. Effective HL teachers themselves must keep up their oral and written skills in the HL. By reading newspapers, novels and newsletters and contributing to a school or organizational newsletter or newspaper HL teachers can maintain and develop their own literacy skills. Remember that there are three forms of literacy: those who can read (literate), those who cannot (illiterate) and those who can but don't (alliterate); avoid becoming a victim of the last!

Listening to TV or radio broadcasts for contemporary news, music, or information can help keep the HL teacher's knowledge current. Since language is in a constant state of change regular visits to the 'home' country also keeps one's language fresh and stimulating and one's cultural spirit nurtured! Besides, learners are most interested in their contemporary world - who are today's pop stars, today's poets and artists, designers and celebrities in the HL and culture!

The greater a teacher's knowledge of and access to **learning resources** the greater will be the variety of classroom activities and the quicker will lesson planning be. HL schools are advised to develop a strong collection of print, visual and media materials for teachers to share. Some visual materials can apply to all languages and IHLA is developing a good collection for shared use.

The effective teacher knows the role of **having clear classroom rules, setting learning goals and developing clear student outcomes**. Students do best in an environment in which they know the procedures that make the classroom run smoothly (the routines) and the policies and procedures for appropriate behaviour and the consequences for breaking them. While a teacher is responsible for the routines in the classroom the entire school must show consistency in enforcing healthy behaviours and attitudes. In the HL context parents and administrators must also be on side.

Clear learning goals and expected outcomes for students provide a destination for the teacher and students. In turn, with a destination in mind a roadmap to get there (i.e. short- and long-term planning) can be more easily created. Some examples of HL destinations follow:



by the end of the year the student will be able to write a friendly letter to family members.

by the end of the semester the student will be able to make a photograph album of captions of their family and personal interests.

by the end of the year the student will be able to give a self introduction without memorizing it.

by the end of the semester the student will be able to talk about an object that has meaning to them (show and tell).

The teacher who knows the long term destination of instruction for the school year will also better organize and sequence instruction from class to class and month to month to help students reach that outcome.

4. Think ahead; don't fly by the seat of your pants!

Planning, preparation time and organization are key characteristics of effective teachers. When making a lesson **plan** the teacher must **think about the learners:** HOW will they:

1. be able to observe and hear the new concepts being taught (who will present and model the new information, skills or concepts to students);
2. be able to try the new learning without fear of making a mistake;
3. be able to practice so that they remember (learn);
4. use the 'new' in new contexts;
5. use the new information at higher levels of thinking;
6. demonstrate that they have learned or 'prove' their ability to use and integrate new concepts in creative ways;
7. demonstrate that they can apply what they have learned to new contexts consistently over time; and
8. be able to express how they are learning, ask questions for clarification and explain how they feel about their learning throughout the learning process (assessment)

Effective teachers have strong **organizational skills**. With engaging and interactive materials prepared before class and a clear lesson plan the teacher can concentrate his/her time and energy on observing learners and helping them learn during the lesson. A teacher whose mind is wondering what will be done next or where materials are is not able to focus on the details of what learners need to help them learn.

Planning, preparation and organization take time and the number of hours from week to week and year to year accumulate into days and weeks of a HL teacher's professional life. The rewards of all of this effort come occasionally in a lesson, more often at the end of the school year and especially in a far off future when with maturity and life experience former students come to appreciate and acknowledge the role that you played in helping

them maintain and develop their HL and cultural identity. As the message on my office door says: Teaching is like posting a letter: you never know precisely where and when the message will be received. Put another way, in the words of Agustin Marissa, education (what schooling provides) may be bitter but the fruit is sweet.

5. Quenching the thirst for knowledge; experience is the best teacher

All learners want to learn and it is the teacher's responsibility to guide them along in that process. Students can easily discern a skilled teacher from a less skilled one. While they may report that they 'like' a teacher as a person they also want to learn in a classroom and they are aware of the fact that *their ability to learn is related to the teacher's ability to teach*.

Good **teaching skills** are developed with time, patience, practice and reflection. With experience teachers develop more and more skills and insights so a list of teaching skills is truly endless. However, here are some important abilities to watch for and reflect upon:

1. Teachers must have the ability to make the material being taught stimulating and interesting and be able to present it at the **students' level of understanding**.
2. While **examples** are always more helpful to students than explanations, a teacher must also have the ability to **explain the material clearly**.
3. Good teaching improves with time IF teachers consult their students and other sources about the effect of their teaching and how it can be improved. **Seeking feedback** from students is the most direct and honest way to find out how to improve your students' learning and your teaching. (Bilash, 200?)
4. Good teachers model the importance of the subject they teach: Arrive early, start on time, have materials ready to use.
5. HL teachers need to present clear, positive and reasonable expectations, but also high standards so that students will meet them: Expect neat and legible work to be submitted on time. Keep your class comfortable and polite in atmosphere so that students feel that they are safe to make mistakes but do not see you as their 'buddy'; the obligations of the latter relationship limit one's freedom to teach well. The HL must create a degree of appropriate decorum in his/her classroom - neither too formal nor too informal.
6. The quality HL teacher adapts instructional strategies to meet students' **individual needs** and uses mixed instructional strategies in the classroom. Effective HL teachers know that there are **multiple levels of ability** in their classrooms and plan activities for ALL students.
7. Successful HL teachers are able to **scaffold** a lesson so that each step builds on a previous step and recognize when some concepts take longer for students to learn than others. Their instructional practices contain **high and low cognitive objectives** and include **frequent formal and informal assessment**.
8. Good teachers are **inclusive** and are able to see the strengths that each learner brings to the classroom and community of the HL school.



In addition to having good **classroom management**, the effective teacher limits lecture time, uses **cooperative learning** and **technology** and **gives students time to learn**.

6. Without credible and ample feedback students' hearts and minds are never captured

Strong teachers are those who help learners learn and help learners produce improved results. To do so they give **prompt, regular and positive feedback** to help learners see their own growth and development, take responsibility for their own learning and become independent learners.

The role of feedback in the learning process cannot be underestimated. Feedback is based on a student's individual work so it is advisable to have a folder for each student into which samples of the student's writing, tests and other creative work are placed. Such work can then be discussed with the student, parents, administrators and as such reveals at least five purposes of feedback:

1. *To explain* to students what they have done - In order for feedback to help learners become clear about their performance it should describe what they were asked to do and how well they accomplished the task. For example, you were asked to read a passage and answer 5 multiple choice questions and two open-ended questions.
2. *To identify* students' strengths and weaknesses - Students need to know explicitly what they know and what they don't know and often need to be taught how to figure this out. Feedback should be explicit and give not only a grade on a test or assignment, but a comment about the areas of strength and the areas that need improvement. For example, a teacher could write: 84% Your vocabulary knowledge is very strong; keep working on grammar! Or Your reading comprehension is good; try to write more in the open-ended questions.
3. *To diagnose* areas of challenge for each student and all students in the class. Knowing where students are challenged helps the teacher focus on the progress of each student in a particular area. Furthermore, when a teacher realizes that all students had the same weakness it helps the teacher see the need for more explanation and practice in a specific area. Teacher diagnosis and remediation help students move forward.
4. *To motivate and empower* learners. Students who strive for high grades use feedback to help them remain strong. Students who are content with average performance are able to see what it takes to remain 'average'. Teacher must set goals that are always higher than what the learner believes s/he can achieve but also be within reach. By accentuating the positive and always praising good work, the teacher builds a sense of success in students. No one learns anything faster than when s/he feels s/he is successful! By offering **encouragement** through difficult tasks the teacher helps learners see that they are progressing, even if it is at a slower rate than they had hoped.
5. *To provide records* that helps schools to evaluate their overall program and create common measurements of proficiency for all students. Are standards and performance too high? Low? For each grade? How can they be adjusted? Are expectations fluid across grades? Can teachers monitor the learning of certain concepts from grade to grade because it takes longer to learn? Overall feedback assists HL schools in creating and maintaining standards.





Students always want to know how they performed on a test or assignment so being able to give marks back promptly is well appreciated and will help to build good rapport between the students and HL teacher. Good planning enables a teacher to discuss student performance with the student, parents or administrator. Good planning and organized record keeping enables a teacher to offer quality feedback on student work immediately and over time.

7. You cannot shake hands with a clenched fist. (Indira Gandhi, 1982)

Effective teachers are relationship builders. They must create positive relationships with each student and his or her family as well as with all students as a class, and with fellow teachers, administration and the community. A teacher must also help students build healthy and respectful relationships between one another.

To develop a relationship with students the teacher needs to be **caring** and **take a personal interest** in the students and treat all students **respectfully**. (Hildebrand et al., 1971) Students who do not like their instructors repeatedly report that their teachers do not show them respect.

Rob Roy Kelly says that "It is not important that students like teachers but it is extremely important that students respect teachers." Teachers can earn and maintain respect from their students when they are **consistent** with all students (do not show positive or negative favorites), are kind, considerate and honest with them (Wesley, 1998; Olson & Wyett, 2000), try to get to know each of them as individuals (McCabe, 1995; Heller & Sottile, 1996; Burke & Nirenberg, 1998), complete the grading of assignments as quickly as possible, are authentic with them about who they are, have a good **sense of humour** and **stand up for them** when required.

Caring and compassionate teachers are appreciated by students (McCabe, 1995; Wesley, 1998; Olson & Wyett, 2000). A teacher must be firm and consistent in decisions made, especially surrounding deadline dates, standards and expectations. But simultaneously a teacher must be **flexible** enough to know when deviation from those norms is necessary for the well being of a learner. Principled flexibility is another way of demonstrating caring.

The effective teacher is **concerned with the overall dynamics in the classroom** and must realize that s/he is a part of those dynamics.. The relationships between students and between students and the teacher are what create a safe learning environment for all learners. The following tips may help:

1. The HL teacher should always expect a bit more of each student than the student expects of her/himself. When we believe that a student cannot achieve something that student is less likely to achieve it. In fact we may even give less encouragement and support to that learner to help him/her make the mark.
2. The HL teacher must never give up on a student, or categorize or 'label' him. When we believe that someone is not able to behave a certain way or complete a task then the learners will meet our expectations. Such pessimism and skepticism can have a negative impact on the self esteem and success of our students. Therefore, we must also exhibit the greatest possible friendliness to a student with whom we have





more difficulty relating, and try to repress personal annoyances that may be connected to matters entirely unrelated to the classroom.

3. HL learning and use require interaction in a calm environment in which each learner feels comfortable and able to participate and learn. Without good relations between all members in a class even the best lesson planning and preparation will fall by the wayside!

8. Everyone thinks of changing the world, but no one thinks of changing himself. (Leo Tolstoy)

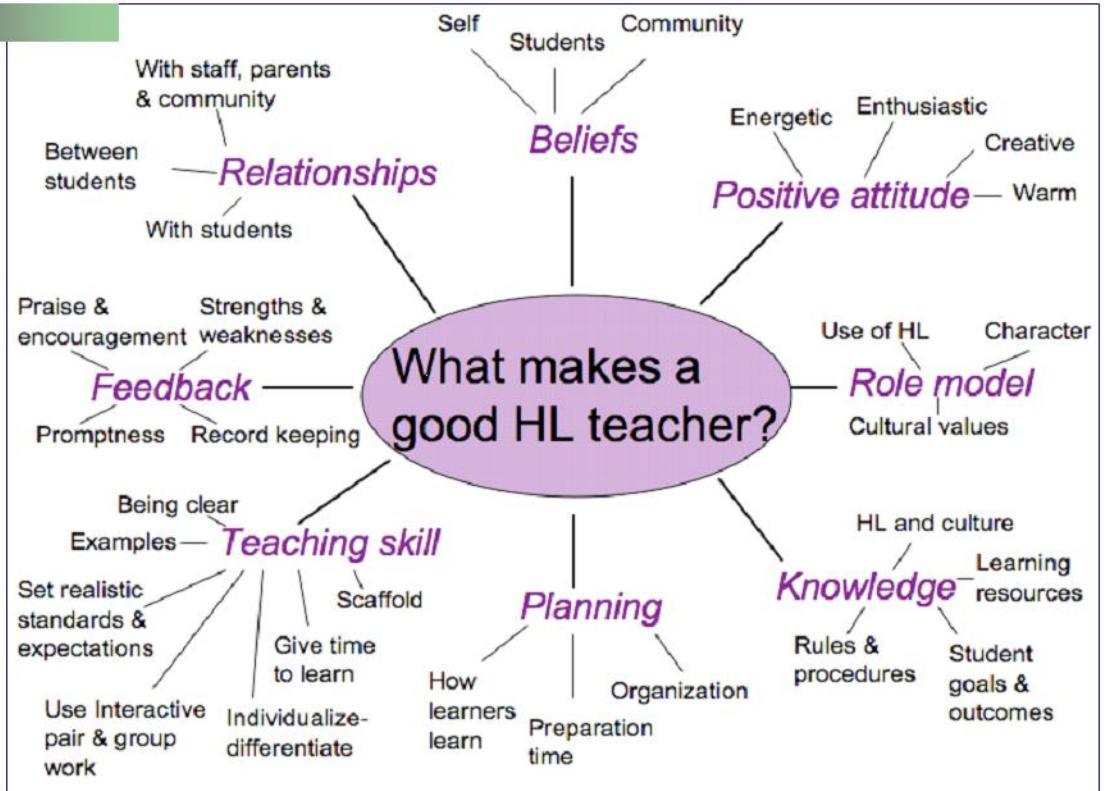
Research on change and transformation reveals that long term stable change in anything stems from a change in our belief system. Change and beliefs are both complex and multi-dimensional processes that grow over time. An example familiar to most of us might give a glimpse of this complexity. Many people lose thousands of pounds over the course of their lives, starting and stopping diets several times per year. They believe that only through food reduction can they lose weight. Real weight loss becomes permanent when people combine sensible eating with exercise, sleep, less stress and a more balanced lifestyle. Those things occur only when people understand and believe that ALL of these factors are necessary simultaneously for weight loss. This multi-dimensional complexity also applies to teaching. The teacher alone cannot instill a love for and ability in the HL and culture. Only when the parents, family, HL school administration and teachers and the entire community work together will young people be able to learn, maintain and develop the HL.

In HL learning and skepticism about students' potential for learning must be overcome by administrators, parents, community members and learners as well. When all groups share the same optimism of the promise of each learner a successful learning environment can be created.

As community members the HL teacher is also a significant liaison between many groups. After attending professional development workshops the HL teacher may well share their knowledge with community leaders and parents – in person, through brief write-ups in the school newsletter or through short articles that are sent home for parents to read. If the community does not believe that it is possible for children to learn a heritage language (HL) in a mixed marriage then those views not only prevail but make it very difficult to do so. If the community believes that children in the HL school should become literate at a high level then that goal unites members and helps them to achieve it together. Through professional development and experience the HL teacher can play an important role in educating the public about the great potential and possibilities for each HL learner.

In closing, let us recall the research of Traina, who in 1999 examined the autobiographies of 125 prominent Americans from the previous two centuries and identified three characteristics that determined teacher quality: "competence in the content, caring deeply about students and their successes, and character" (p.34). In other words, exemplary teachers know a lot about what they are teaching and how to teach it, know how to help their students succeed at learning it and are people of integrity. They also invest time and effort in planning and preparation, provide learners with ample and appropriate feedback and encouragement, build relationships with others and are constantly seeking ways to improve themselves and their practice. Most importantly, HL teachers must remember that their task is not one that they can take on alone: for **it takes a community to raise a HL child!**





Helpful websites

<http://www.indiaparenting.com/mannersdiscipline/data/manners021.shtml>

<http://www.middleweb.com/INCASEDiscpl.html>

<http://www.chinapost.com.tw/commentary/2007/09/09/121781/Respect-is.htm>

<http://chronicle.com/jobs/2004/01/2004010501c.htm>

<http://www.ascd.org/portal/site/ascd/template.chapter/>

[http://www.ascd.org/portal/site/ascd/template.chapter/](http://www.ascd.org/portal/site/ascd/template.chapter/menuitem.b71d101a2f7c208cdeb3ffdb62108a0c/?)

[chapterMgmtId=283c86b18fcaff00VgnVCM1000003d01a8c0RCRD](http://www.ascd.org/portal/site/ascd/template.chapter/menuitem.b71d101a2f7c208cdeb3ffdb62108a0c/?chapterMgmtId=283c86b18fcaff00VgnVCM1000003d01a8c0RCRD)

<http://www.kokken.go.jp/public/world/mirror/cela.albany.edu/4thgrade/index.html>

<http://www.mcli.dist.maricopa.edu/events/afc99/articles/goodteaching.html>

http://www.catl.uwa.edu.au/evaluation_of_teaching_unit/spotset/104

[http://www.youthrights.net/index.php?title=A Teachers Guide on Earning Student Respect](http://www.youthrights.net/index.php?title=A_Teachers_Guide_on_Earning_Student_Respect)

<http://www.storybin.com/positive/positive107.shtml>

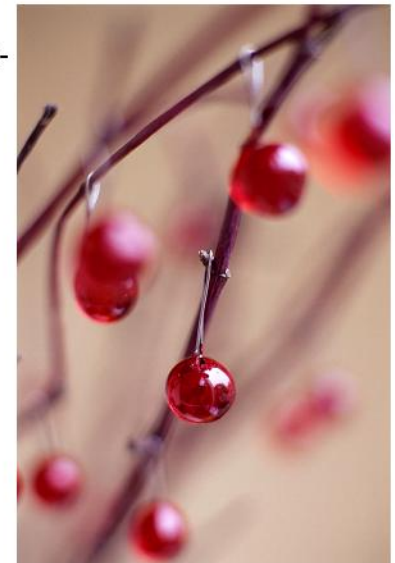
http://www.thomasarmstrong.com/multiple_intelligences.htm

http://www.rit.edu/~rkelly/html/03_ped/ped_stu1.html



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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.

READING CORNER

- **UNESCO publishes compendium on languages and multilingualism** - learn more about what UNESCO is doing around work languages - http://portal.unesco.org/education/en/ev.php-URL_ID=53547&URL_DO=DO_TOPIC&URL_SECTION=201.html
- **FAST AND EASY LANGUAGE GAMES** - a nice page to print out and be inspired by: <http://www.eslgames.com/edutainment/games.html>
- **WHAT IS ACADEMIC LANGUAGE PROFICIENCY?** - by Stephen Krashen - Learn more about CALP @ http://www.sdkrashen.com/articles/Krashen_Brown_ALP.pdf



Have a Great Holiday Season!