



# IHLA

NEWSLETTER

FALL 2008

VOL. 6 ISSUE 1



## New Beginnings

### *"Language is the dress of thought!" (Samuel Johnson)*

...and languages is what IHLA is all about! Welcome back everyone, to a new exciting year around international and heritage language education matters, with community schools around the province of Alberta, and beyond!

My name is Josephine Pallard and I have the pleasure and honour to be the President of the International and Heritage Languages Association, IHLA, a terrific organization that for the past 30 years has been involved in support, enhancement, awareness and all matters around language education, at all levels.

IHLA 40 schools (and counting!) and many many supporters around the province, at the national and international level, work together to improve language education and support students and learners of all ages to maintain their mother tongue, celebrate their heritage as well as learn and become part of the international community, speaking a new language. The language of their neighbors, of their travel destination, or their future studying sites and working places! All languages that dress the thoughts of mankind.

Every year IHLA welcomes back old members and invites new members to take part in this exciting journey of professional development and networking community.

The fall issue of our newsletter is always filled with exciting news and opportunities to

be integral part of our association and its many activities.

I invite you all to savour this issue and become a member of our association.

Welcome all!

Josephine Pallard, President

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## 6TH INTERNATIONAL MOTHER LANGUAGE DAY

02.21.09

Mark your calendars once more, for this exciting community event. On Saturday, February 21, 2009 IHLA schools, members and the community at large will be celebrating the 6th annual International Mother Language Day. This year our schools will be focusing on reading, literacy and story telling. So our presentations from students will showcase stories and narratives in the different languages our schools represent. It promises to be a great celebration. Stay tuned for details on location and specifics of our celebration on our website and in your mail box.

# CONFERENCE CORNER

Find here news and details about upcoming conferences.

## SOHL CONFERENCE

On October 4th, 2008 the Saskatchewan Organization of Heritage Languages (SOHL), will be hosting its annual conference in Regina. The title of the conference is: "Celebrating 2008, Year of Languages". IHLA will be presenting a two-hour session on Literacy and reading strategies in second language classes. Stay tuned for details on the session in the next newsletter.

## SLIC CONFERENCE

On October 24-25, 2008 the Second Languages and Intercultural Council of the ATA, SLIC, will host its annual conference in Edmonton, Alberta. IHLA board members will be attending the conference and share its highlights with all members in the very near future. For more information check: <http://slic.teachers.ab.ca>

## ACTFL CONFERENCE

This year IHLA will attend the annual International Language Conference organized by the American Council of Teachers of Foreign Languages (ACTFL) a special organization of which IHLA is a member. The conference will run from November 20 through 23, 2008 in Orlando, Florida and IHLA will attend through a delegate a wide variety of sessions. Details will be shared at our Christmas gathering at the IHLA office. Stay tuned for more information.

## CASLT NATIONAL CONFERENCE

On May 21-23, 2009 the Canadian Association of Second Language Teachers (CASLT) together with the Institute for Innovation in Second Language Education (IISLE), will host a national conference in Edmonton, Alberta. The conference theme is: "Languages Without Borders". IHLA is currently seeking volunteers to help out with this new exciting conference. For more information please contact Josephine Pallard at [jhla@telus.net](mailto:jhla@telus.net).

Students in an early program at the Greek school.



## OLD FRIENDS ... A NEW LOOK AT THE GREEK SCHOOL

The St. George's Hellenic Language School of Edmonton has re-joined IHLA since 2006 and we are very excited to share with you a few comments about this old institution that teaches Greek language and culture at the community level.

Led by their young and energetic new principal, Tony Grogoropoulos, an administrator who is also a principal in a public school in Edmonton, this Greek school leads its community with efficient organization, teacher training and use of a wide variety of learning and teaching strategies that attract students of all ages.

IHLA visited the school last May and found a wonderful setting for learning language where teachers and parents were all working together for the education of their children. The school is run in a church basement with rooms fully dedicated to the teaching programs, which is a perfect setting for a Saturday school. Rooms are filled with posters, students' work and there is a great computer lab that hosts the latest technologies, including a version of the Rosetta Stone.

It was a pleasure to chat with Tony, get acquainted with the school reality and learn so much about the programs they run. We are very happy to welcome this school back into our community of learning and we look forward to be inspired by new opportunities to collaborate in the new future.

## A NEW RECOGNITION AWARD FOR IHLA'S PRESIDENT

We want to congratulate Josephine Pallard, IHLA president, on her new honorary award and recognition. On September 18, 2008 Josephine will receive a special Alumni Honour Award at the University of Alberta, recognizing the significant contributions made over the years as a University of Alberta Alumni. Once again IHLA and all its members are proud of the examples that Josephine sets for the community at large.

We will make sure to share some pictures and more details of the award ceremony in the next newsletter. Congratulations Josephine!



Students in a class of the Gil Vicente Portuguese School

## IHLA UPDATES AND PLANS

Read along news and updates on IHLA's matters. This is the corner where we invite you to look for recent past accomplishments by IHLA schools and members at large and begin to plan for new events and activities for the coming school year. For more details on any information in this newsletter please write to us at: [ihra@telus.net](mailto:ihra@telus.net)

**ICRN INTERNATIONAL CONFERENCE** - Two members of the IHLA Board of Directors presented at the ICRN Conference in Antalya, Turkey, in June 2008. Check the report on page 5.

**AAME** - The Alberta Association for Multicultural Education, AAME, has now launched a new site available at: [www.aamed.ca](http://www.aamed.ca). The organization also held its fundraising casino and IHLA participated in the volunteer list to assist the organization raise funds to run its useful programs. AAME has supported IHLA with specific financial assistance to cover the cost of IHLA's Annual International Mother language Day events, over the past 3 years.

**MEETING WITH THE MINISTER** - On September 8, 2008 IHLA and SAHLA met with the Honorable David Hancock, Minister of Education at the Legislature Offices. This great opportunity allowed the two organizations to introduce ourselves to the new Minister, highlighting our activities and thanking Alberta Education for its strong support. Continuation of support for all our initiatives was also talked about, including new strategies to improve our services and solidify our collaboration, between community language schools and the public school system and the community at large.

**IHLA REPORT** - IHLA submitted its Interim Report to Alberta Education, Curriculum office, with a detailed summary of all its activities that run in the past school year, and that were closely connected the Alberta Education 2007-09 Grant to IHLA. We are happy to report that we completed all activities we set to and the goals were met. We strive to improve our services and, through the feedback of our members we are aligning our new initiatives to meet the needs of our audience. The IHLA satisfaction survey that was completed at the last AGM, in May, 2008 confirmed that our services are helpful and appreciated. Thank you to all for your encouragement and support.

**WEBSITE BITS** - Continue to visit our website for the latest information about our association. Updated bi-weekly and more, the site gives you links to the latest information about our organization, activities, events, research and more. the IHLA website also contains direct links to all IHLA schools. Check us out at: [www.ihra.ca](http://www.ihra.ca)

# MEMBERSHIP REGISTRATION FOR 2008-09

It is time to update, renew your membership or join IHLA for the first time!

## CHECKLIST

- Download the IHLA membership registration form from the IHLA website ([www.ihra.ca](http://www.ihra.ca))
- Download the School Website form from the IHLA site and update all your school information. IHLA will update your information on your specific page ([www.ihra.ca/ihraPages/ihraWebPageForm.htm](http://www.ihra.ca/ihraPages/ihraWebPageForm.htm))
- Fill in the forms and fax them or mail it to IHLA (our fax number is : 780-428-5549)
- Ensure that the spelling of your information is correct.
- Ensure to send a cheque for the correct amount as per your school teacher population.

If you have already completed these steps, Thank You!

**IHLA MEMBERSHIPS ARE DUE  
ON SEPTEMBER 30 - HURRY  
IF YOU WANT TO ACTIVELY  
PARTICIPATE IN IHLA EVENTS  
THIS YEAR!**

## IHLA UPDATES AND PLANS (cont.)

**NEW CALENDAR** - IHLA member schools will receive a new **updated calendar of activities and events for the 2008-09 school year**. Make sure to keep a copy of this calendar with you so that you can mark down the important dates for our events and many activities. Remember that participation in IHLA initiatives is free of charge for all members.

**NOTE PADS** - IHLA will be sending all its member schools new post-it note pads with the iHLA logo and contact information. One more way to celebrate our activities and keep your favourite international and heritage languages association close to your mind.

**IHLA MEMBERSHIP 2008-09** - IHLA invites all its members to ensure your IHLA annual membership is renewed and that the IHLA office has the most updated information about your school and your teachers. IHLA activities are open free of charge only to teachers who belong to an IHLA school in good standing. **CHECK THE IHLA MEMBERSHIP INFORMATION ON THIS NEWSLETTER!**

**COURSES AND WORKSHOPS** - As you can see in the IHLA calendar, IHLA is running a number of very interesting courses and workshops for this year. Check the following and register soon!

\* **IHLA LEADERSHIP PROGRAM** (Tied to the Leadership Access Fund) - for all IHLA schools in good standing. For the 4th consecutive year IHLA is offering a special leadership program opportunity for its member schools. through a series of meetings and specific reading and community oriented tasks, IHLA school administrators, teachers and volunteers, improve their leadership capacity and network with each other. Registration and attendance to these meetings is mandatory for all schools who wish to apply to a special resource fund by March 2009. Register your school and ensure that at least two members of your school community attend and report to you the communication and tasks discussed about at these meetings, including the active participation in the 6th Annual International Mother Language Day event.

Dates of these meetings are as follows: October 21, 2008; December 9, 2008, February 10, 2009 at the IHLA office, from 7:00 to 9:00 p.m.

Fill in a registration form today and fax it to IHLA.

\* **ILEA/IHLA LITERACY AND READING WORKSHOP SERIES** (open to teachers of IHLA schools) - Together with the International Languages Educators' Association (ILEA) will be hosting a series of three intense and very useful workshops at the IHLA office. these workshops will focus on themes including understanding of Literacy and the use of reading strategies and story telling techniques to teach second languages. These courses fill up very quickly so you must register as soon as possible. **The courses will be presented by Constantine Ioannou, a long time friend and supported of IHLA.**

The dates of the set workshops are: November 8 and 9 (part I and II) and January 10 and 11 (part III and IV). The Saturday times run from 1:30 p.m. to 7:30 p.m. and the Sunday times run from 11:30 a.m. to 2:30 p.m.  
Register today - fill in a form and fax it to IHLA.

\* **TOEFL COURSES** - If you are interested in registering to a new TOEFL preparation course it is time to contact the IHLA office. **Write an e-mail to us and we will organize the sessions based on need.**  
Details soon available on the IHLA website.

**READING KITS** - Watch your mailbox for new useful reading kits and tool information sheets that IHLA will prepare and share with all its member schools in the fall and winter of this school year.



Teachers at a Leadership Course offered by IHLA and presented by Dr. Olenka Bilash

**IHLA WEBSITE**

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

(a summary from the report by Jehan Wassef)

## Oggi Sposi!

A great event worth mentioning!



Our loved IHLA founder, Sabatino Roncucci and his dedicated and kind wife, Elena Roncucci, celebrated their 60th wedding anniversary on July 12, 2008. IHLA and all its members wish them a fantastic continuation of their full life together. We are grateful of their long-term dedication to the life of their community, and we wish them all happiness in the many more years to come!

[...] As a heritage language teacher and a board member of IHLA I attended this international conference with the objective of exploring cultural perspectives. In fact this was the title of IHLA's presentation at the event. Delegates at the conference included professors from universities around the world, including Canada, England, Kuwait, Ankara, USA, UK and many more. I truly cherished every moment of the conference.



I was successful in creating awareness about IHLA and its mission. As a member I presented the mission and IHLA vision statement, emphasizing the strong bond between IHLA and its heritage language schools, teachers, administrators, parents and students. I explained how this bond reflects the Canadian communities we live in, especially in Alberta.

The presentation began with an overall overview of our association. [...] IHLA supports, develops and promotes international and heritage language education in a variety of ways. These include teacher training, skill development, workshops and conferences, community events, the building and acquisition of learning resources and, most importantly by networking at many levels around the educational field of language learning.

According to IHLA's vision, language is like colourful threads. We are powerful needles that knit a colourful world together. By learning or re-acquiring their heritage language, also called their "mother tongue", students can more deeply comprehend their roots, their origin, understanding each other and accepting other cultures. In other words, children learn to happily scent the fresh fragrance of an unknown flower.

The presentation then went along with a closer look at the usefulness and importance of learning a heritage language and its positive effects on students and their families and communities by sharing some of my personal experiences while attending workshops and courses offered by IHLA.

Amongst the most meaningful experiences I recount the workshops by Dr. Olenka Bilash and her very inspiring words, which she shares with us through the IHLA newsletter. Her words, her example together with shared experiences with the other teachers and members of IHLA support me in my journey towards teaching about my own heritage language and culture. [...]

The community is responsible for raising children with an appreciation for multiculturalism and a positive attitude towards all our neighbours, wherever they may come from. As an IHLA teacher I feel responsible to open the students' eyes and direct their hearts towards a new fascinating world, helping them understand the worth of another human being and their culture.

## Workshop opportunities in Calgary.

Free of charge!

The Instituto Cervantes and the Alliance française of Calgary are proud to present a series of **three lectures on second language teaching specially addressed to teachers, students, parents and school administrators**. Leaders in their fields, the speakers will present themes of cognitive development, language acquisition, multilingualism and language policies. The lectures will be held in English. This event is supported by the Department of French, Italian and Spanish and the Department of Linguistics and the Language Research Centre of the University of Calgary. The lectures will be followed by wine and cheese receptions.

Dates of these events are as follows - check the IHLA website news page for more details.

- The Role of Explicit Information in Instructed Second Language Acquisition, A conference by Bill VanPatten, Texas Tech University - Thursday, September 25 at 6:30 pm, in Calgary
- Child bilingualism: Two first languages or early second language acquisition?, Dr. Jürgen Meisel, University of Hamburg, Alliance française de Calgary - Thursday, October 9 at 6:30 pm in Calgary
- Educational attainment of ESL students in Alberta - Dr. Thomas Ricento, University of Calgary, Alliance française de Calgary - Thursday, October 23 at 6:30 pm, in Calgary

For further information, please contact Mr. Thomas Chaurin at the Alliance Française at (403) 245-5662, or Mr. Carlos Soler at the Instituto Cervantes at (403) 220-2830.

## Self introductions

Dr. Olenka Bilash

The beginning of a new school year brings lots of energy and enthusiasm to teachers, students and parents and it is a great time to practice self introductions. This article presents two ways to do self introductions and also shows how the groundwork of an oral self introduction can be scaffolded into other oral and written activities.

### Language is complex and sentences have purpose

Language is a complex phenomenon and process. It is indeed multidimensional. There is the language that we understand but can not use actively, such as when we listen or read. There is the language that goes on in our minds that sometimes comes out like we planned, but sometimes does not, such as in writing or speaking. There is the emotional delivery of a message which shows kindness, consideration or anger along with words. Sometimes we have the right words but do not deliver the message in the way that we wanted, like when we make a *faux pas* or wish that we had not said something. Of course, because messages always involve more than one person, we learn that we may have delivered the message how we intended but discover that the recipient did not interpret our message the same way.

To help us understand a bit of the complexity of language and communication we must see that language is composed not only of sounds, grammar and vocabulary but also of functions, purposes and intentions. When we can understand the underlying purpose of a message and its parts we can better respond and communicate.

To enable second language learners to move beyond vocabulary and grammar to the functional dimension of messages it is helpful for them to learn the **parts of a text**. Traditionally teachers help students analyze a sentence according to its parts: subject, verb, object, conjunction, etc. OR article, adjective, noun, verb, question marker, etc. Every sentence in a paragraph could be analyzed this way. However, if we take the same series of sentences (instead of words in each sentence) and analyze them for their purpose we see something different. Take the following message as an example. Imagine that Olivia is giving a self introduction at a volleyball camp:

*Hi! My name is Olivia. I am 12 years old. I live in Edmonton with my parents and brothers. I am in grade 6. I like social studies and math. After school I take dancing lessons, swimming and violin. I like cats and monkeys. My favorite colour is pink and my favorite food is tortillas. I want to learn how to play volleyball better.*

Each of the sentences in Olivia's self introduction is composed of words. Each sentence has a grammatical structure. But, her message is more than just subjects, verbs and objects. Each sentence has a purpose or topic. The topics are:

#### Hi,- GREETING

My name is Olivia. - NAME

I am 12 years old. - AGE

I live in Edmonton – WHERE YOU LIVE

with my parents and brothers. – FAMILY

I am in grade 6. – GRADE

I like social studies and math. – SUBJECTS

After school I take dancing lessons, swimming and violin. – HOBBIES

I like cats and monkeys. – ANIMALS

My favorite colour is pink- COLOUR

and my favorite food is tortillas. - FOOD

I want to learn how to play volleyball better.- DESIRE/WANT/PURPOSE FOR BEING AT CAMP

Thank you.- CLOSING



Now, if you let your students listen to Olivia's volleyball camp self introduction again along with several other examples AND let them see the list of purposes for each sentence you will find that your students will more clearly understand what they can do or say in a self introduction and what is expected of them. Since it is important to set realistic expectations, only use as many topics as students can comfortably present. This might include only **GREETING, NAME, AGE, FOOD, ANIMAL, COLOUR, and FAREWELL**, as in the following examples. The purposes can then be listed through key words as in Figure A or in picture cues as in Figure B or both as in Figure C . By placing large sized versions on the blackboard or wall, the picture cues or key words offer some students the support they need in order to be successful at the task of giving a self introduction. Students who cannot yet read in the heritage language (HL) will find the picture cues most supportive.



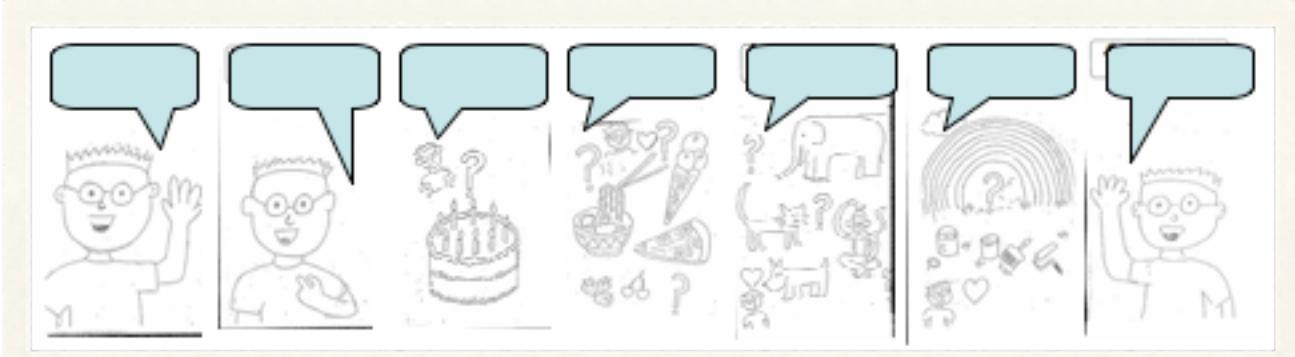
Dr. Olenka Bilash is Professor, Department of Secondary Education, Coordinator of Second Languages and International Education, Former Associate Dean, Faculty of Graduate Studies and research, University of Alberta, Edmonton, AB, Canada.

[olenka.bilash@ualberta.ca](mailto:olenka.bilash@ualberta.ca)

**FIGURE A**



**FIGURE B**



**FIGURE C**



**A purpose or topic can be expressed through many different words or phrases.**

Once students are clear about the purpose or topic of each sentence in an oral self introduction they can choose which words to say about each topic. Just as a noun represents many words so can a function, notion or topic be expressed through a variety of different words, sentences or expressions. This means that when students are using the picture or topic cues they are not memorizing a text or dialogue, but using the topic as prompts to CHOOSE their own words to deliver the message. For example, Figure D shows a variety of possible ways to express an idea according to some of the above topics.

**Expanding the self introduction picture cues throughout the year**

Self introductions can also be scaffolded or expanded into other activities throughout the school year so that learners recycle familiar vocabulary and integrate new vocabulary. As Figure E shows, a self introduction can get longer and longer by adding new things that students can talk about: greeting, name, age, where you are from, food, animal, music, hobbies/sports, family, closing. Picture cues 'remind' students what to talk about and enable them to find the words they want to say at their own pace.

Note that in an oral self introduction students should avoid writing down a sentence for each topic and then reading the sentence aloud because reading aloud is not speaking. Speaking is characterized by the shortest possible time between what a second language learner is thinking and what s/he is saying. By looking at the topic word or picture cue students SAY what is in their mind about the topic. Strong students may give complex and detailed sentences while more beginner level learners give short and simple sentences for each cue. Thus this approach serves multi-level classes well. Using picture cues regularly over time can also help students speak with more confidence and speed.

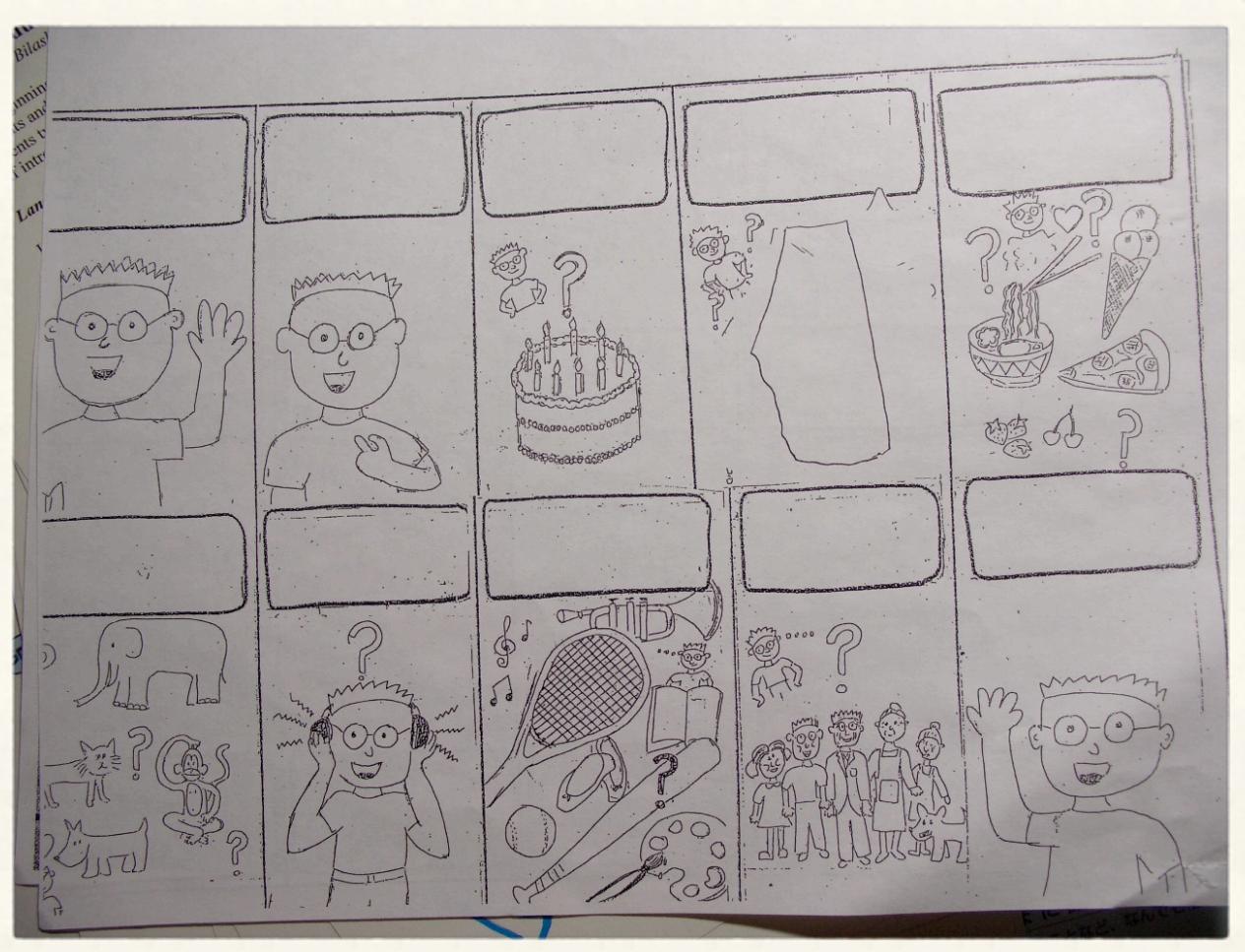
**From a self introduction to an interview**

A self introduction gives students a chance to reveal how much they can say about themselves at one time. Most of the self introduction is in the "I" form. By referring to each picture or topic cue to make a question, using the 'you' form, the series of picture cues can easily be converted into an interview. Student A asks the question prompted by the picture topic and Student B answers the question. Then Student B reciprocates with Student A. See Figure F.

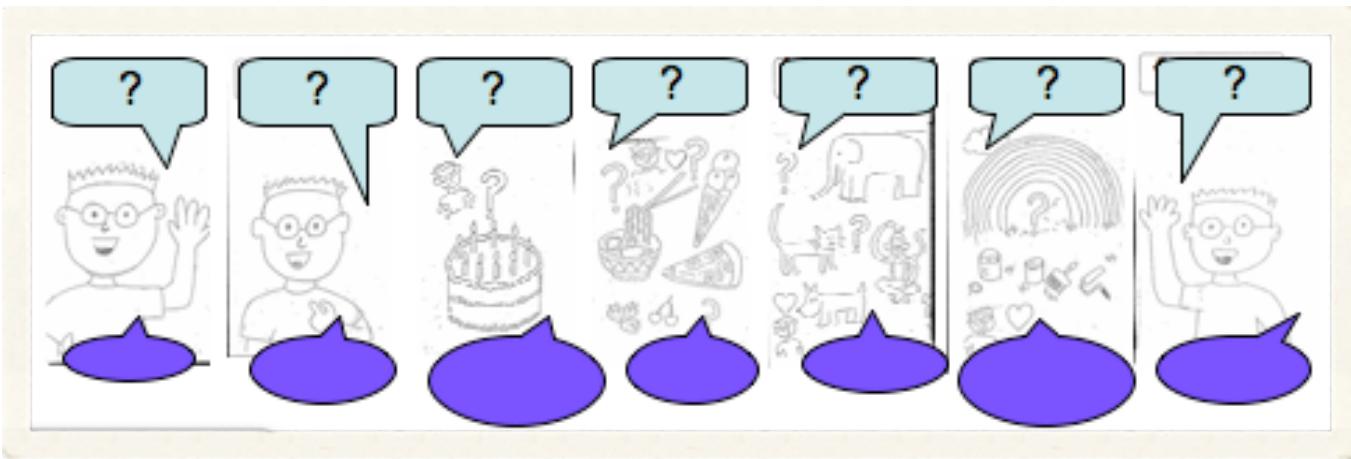
**FIGURE D**

GREETING	NAME	AGE	WHERE YOU LIVE	FOOD
Hello Hi Good day Good morning Good afternoon Good evening	My name is I am	I am _____ years old	I live in I am from I come from	I like I enjoy I am fond of I love I find _____ enjoyable My favorite food is
ANIMALS	SCHOOL SUBJECTS	HOBBIES	COLOURS	Farewell
I like I enjoy I am fond of I love I find _____ enjoyable My favorite animal is	I like I enjoy I am fond of I love I find _____ enjoyable My favorite subject is	I like I enjoy I am fond of I love I find _____ enjoyable My favorite hobby is	I like I enjoy I am fond of I love I find _____ enjoyable My favorite colour is	Nice to meet you! Thank you! I hope to talk with you more soon.

**FIGURE E**



**Figure F: Using picture cues for an Interview**



The interview might sound like this:

<b>Student A</b>	<b>Student B</b>
Hello!	Hello!
What's your name?	My name is _____.
How old are you?	I'm _____ years old.
What food do you like?	I like _____.
What animals do you like?	I like _____ s.
What colours do you like?	I like _____.
Thank you. Good bye.	Bye.

#### Using the interview for a peer introduction

From the information collected during the interview Student A can now introduce Student B to another student (and vice versa). As students work in two pairs they practice a peer introduction and begin using the "she" or "he" form. For example,

<b>Student A</b>	<b>Student B</b>	<b>Student C</b>	<b>Student D</b>
Hello!	<i>Stands quietly and listens.</i>	<i>Stands quietly and listens.</i>	<i>Stands quietly and listens.</i>
This is _____.			
S/he is _____ years old.			
S/he likes _____.			
S/he likes _____ s.		▼	▼
S/he likes _____.			
Please say hello		Nice to meet you.	Nice to meet you.

#### From oral to written language

After students have given oral self introductions the topic words and/or picture cues can also be used for writing. Students could follow the same ones to write a 'penpal wanted' advertisement or a first letter or email to a penpal. Written tasks are often best when preceded or accompanied by a number of models of what is to be written. Appendix A offers ten examples of a penpal advertisement from ones with simple sentences to ones with more complex ones. These examples offer eager learners a challenge and all learners concrete models which they can reference. Then post the picture or word cues for students to follow. See examples below.

## Penpal wanted

Name Age Where you live Grade Subjects Hobbies Animals Colours Want address

My name is Olivia. I am 12 years old. I live in Edmonton. I am in grade 6. I like social studies and math. After school I take dancing lessons, swimming and violin. I also like volleyball. I like cats and monkeys. My favorite colour is pink. I want a penpal to be my friend. Please write: olivia12@hotmail.com

## First email letter to a penpal

Greeting Name Age Where you live Grade Subjects Hobbies Animals Colours Why Signature

Dear Kenji,

My name is Olivia. I am 12 years old. I live in Edmonton. I am in grade 6. I like social studies and math. After school I take dancing lessons, swimming and violin. I also like volleyball. I like cats and monkeys. My favorite colour is pink. I want to learn about you.

Please write soon.  
Olivia

## First email letter to a penpal (Different topics)

Greeting Name Age Where you live Grade Subjects Hobbies Family Music Why Signature

Dear Kenji,

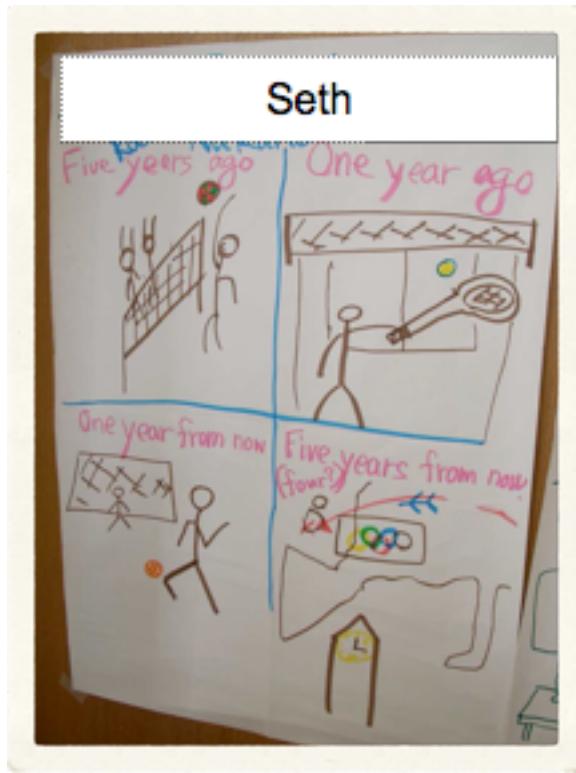
My name is Olivia. I am 12 years old. I live in Edmonton. I am in grade 6. I like social studies and math. After school I take dancing lessons, swimming and violin. I also like volleyball. I live with my parents and two brothers. One is older and one is younger. I like Alanis Morissette. I want to learn about you.

Please write soon.  
Olivia

## Advanced Self Introduction

If your students are more advanced you can give them an activity that will enable you to assess their use of present, past and future tenses and learn about some of their past experiences and future aspirations. Give each student a large sheet of paper on which to write the following in their HL:

NAME	
Five years ago	One year ago
One year from now	Five years from now



Then ask them to draw a simple picture about each sentence. Give them about 10-15 minutes to draw their pictures. Note that they should not write any words in the boxes because students are not really speaking when they are reading aloud what they wrote. After all of the drawings are completed each student presents him or her self according to the information and pictures. I recommend that you save the set of pictures drawn by students and do the activity again each year. When the students are ready to graduate you can show them the pictures they drew in the previous years as a keepsake or reminder of their years at the HL school.

Self introductions are a natural oral form that can help you assess your students' confidence, vocabulary, grammar, attitude and also help you get to know them. With parents' permission you might also video record each self introduction at the beginning of the school year and then again towards the middle or end of the year. Let students see these early and later clips back to back (which takes a bit of editing know-how!) so that they can HEAR the progress that they have made over the year! By building student awareness of their progress they also increase their feeling of success which is highly motivational.

Have a GREAT school year!

## Appendix A

More eager students will notice the variety of ads on this page, ask questions to satisfy their curiosities and strive to emulate the most sophisticated examples. Struggling students will still have good models to follow and be challenged to do their best!!



<p><b>Mary Stills</b></p> <p>My name is Mary Stills. I am 9 years old. I live in America. I like volleyball. I like chocolate cake. I like purple. I like snakes. Please write me: <a href="mailto:iamhappy@funplace.com">iamhappy@funplace.com</a></p>	<p><b>Dr. Seuss</b></p> <p>My name is Dr. Seuss. I am 100 years old. I live in Hollywood, California. I enjoy playing football and tennis. My favorite food is pineapple pizza. My favorite color is white. I like dogs and children.</p> <p>Please write to me: <a href="mailto:doctors@yahoo.com.jp">doctors@yahoo.com.jp</a></p>
<p><b>Katie</b></p> <p>My name is Katie. I am 15 years old. I am from England. I live in Sapporo. I like to play badminton. I like soba noodles. My favorite color is red. I like pigs.</p> <p>Please write to me on: <a href="mailto:katie@hotmail.com">katie@hotmail.com</a></p>	<p><b>Louise</b></p> <p>My name is Louise. I live in Wonderland. I like chess. I like sweets like cake, cookies and ice-cream. I like rabbits, too. My favorite color is red. I have two brothers and one sister. I am the youngest child in my family.</p> <p>Please write me: <a href="mailto:whiterabbit@jp.com">whiterabbit@jp.com</a></p>
<p><b>Jimmy</b></p> <p>My name is Jimmy. I am 14 years old. I am from Australia. I like wrestling very much. I eat lamb every day. My favorite color is white. I like bugs.</p> <p>Please write back to me at: <a href="mailto:jimmy@lou.com">jimmy@lou.com</a></p>	<p><b>Tony</b></p> <p>My name is Tony. I am 15 years old. I am from Canada. I like to play volleyball and golf. I like hip hop music and <i>manga</i>. My favorite movie is Matrix. I like sushi. My favorite color is green. I like dogs. I have two sisters and I am the oldest in the family.</p> <p>Please write me back: <a href="mailto:bob@hotmail.com">bob@hotmail.com</a></p>
<p><b>Veronica</b></p> <p>My name is Veronica. I am 16 years old. I live in St. Louis. I like basketball and soccer. I like spaghetti and pizza. I like the colors yellow and black. I like elephants and rabbits.</p> <p>Please write me: <a href="mailto:veroni123@hotmail.com">veroni123@hotmail.com</a></p>	<p><b>Robin</b></p> <p>My name is Robin. I am 13 years old. I live in Seattle. I like tennis and rugby. I also like to sing, play the piano and read novels. My favorite book is Robin Hood. I like cheeseburgers and fish. I like the colors white and blue. I like cats and dogs. I am an only child. My mother is a nurse and my father is a teacher.</p> <p>Please write me: <a href="mailto:robert11@ggmail.com">robert11@ggmail.com</a></p>
<p><b>Mike</b></p> <p>My name is Mike. I am 15 years old. I live in Chicago. I like hockey, baseball and football. My favorite hockey team is the Chicago Black Hawks. I like pizza and potatoes. I like black and green. I like snakes and horses.</p> <p>Please write me: <a href="mailto:mike.cook@hotmail.com">mike.cook@hotmail.com</a></p>	<p><b>Jack</b></p> <p>My name is Jack. I am 15 years old. I live in San Francisco. I like fishing and racing cars. I caught a fish that weighed 10 kg. I also like to run. I enjoy track and field. I also like pizza and brownies. My favorite color is red, and my favorite animal is a turtle. I have two younger brothers. We all like to run. My mother is a teacher and my father is an engineer.</p> <p>Please write me at <a href="mailto:hippy@jp.com">hippy@jp.com</a></p>



# INTERNATIONAL AND HERITAGE LANGUAGES ASSOCIATION



IHLA

Established in 1978 and formerly known as NAHLA, IHLA is a non for profit umbrella organization that actively promotes cross-cultural understanding through heritage/international language instruction and education, through its many member schools. IHLA serves more than 35 schools who teach heritage and international languages at the community level, in Central and Northern Alberta, Canada. The Association represents all levels of language and culture instruction and education for over 12,000 students each year, outside of 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 and learning resources and materials
- supporting international and heritage language teacher training and skills development

IHLA SUPPORTS THE VIEW THAT international language education increases the level of **respect** and **appreciation** for **multiculturalism** and the **diversity of Canada's people**.

## THE READING CORNER

### Web Bits and more...

Check these sites and read cool stuff around language learning.



### Internet4Classrooms

[www.internet4classrooms.com/glang.htm](http://www.internet4classrooms.com/glang.htm)

A site to get your daily dose of Internet Information - tips that can help you with infusion of the internet in your lessons.

### EveryTongue.com

<http://everytongue.com/>

A site to listen to audio samples of every language in the world.

### Children's Books Online

<http://www.lonvig.dk/lucca.htm>

Children's stories in many languages. Interesting reading samples for younger children.

### Abroad Languages

[http://www.abroadlanguages.com/al\\_general/resources.asp](http://www.abroadlanguages.com/al_general/resources.asp)

a site that provides resources in many languages, including French, German, Italian

Russian and Spanish.

### Portuguese Language Site

<http://easyportuguese.com/>

Check this site for resources in Portuguese.

### Say Hello to the World

<http://www.ipl.org/div/hello/>

Say hello to the world in many many many languages!

### Interactive Language and Filipino Culture Resource

[http://www.seasite.niu.edu/tagalog/Tagalog\\_mainpage.htm](http://www.seasite.niu.edu/tagalog/Tagalog_mainpage.htm)

Check this site for resources in the Filipino language and culture.

IHLA

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### BILINGUAL BRAINS

#### Something to consider...

Recent studies demonstrate that: "[...] brains of bilinguals and monolinguals are similar, and both process languages in fundamentally similar ways. The one fascinating exception is that bilinguals appear to engage more of the neural landscape available for language processing, which is a really good thing!" (*The Language Magazine*, November 2006)

