All About Community Events

CELEBRATING THE 6TH ANNUAL INTERNATIONAL MOTHER LANGUAGE DAY

ANOTHER YEAR OF SUCCESSES

As years go by, our community event brings us closer together, and helps the community at large get to know HLA member schools and or commitment to supporting international and heritage languages education.

NEWS FROM ALBERTA EDUCATION

Even during these rigid economic times, IHLA receives support and assistance from one of its great funders: Alberta Education.

IHLA UPDATES AND NEW ACTIVITIES

Read on about IHLA winter and spring activity updates. There is always something new to learn about the many initiatives that IHLA schools and members are involved in.   All in the pursue of second language and culture education, at the community level and with many stakeholders.   Also find in this issue a fantastic article by Dr. Olenka Bilash on action research.

The IHLA Banner

Teachers of the ILEA Literacy Workshop Series

Close up of dolls

Images from the 6th Annual International Mother Language Day, February 21, 2009

Students and volunteers at an IHLA member school table.

Posters of an IHLA school.

ANOTHER YEAR OF SUCCESSES (CONT.)

This year the 6th International Mother Language Day was celebrated on the day that UNESCO first selected as the date for all, around the world, to celebrate the beauty and richness of all languages and cultures.

The usual crowd which every year sums up about 500 people around our schools and communities, gathered this year at a new venue: Enterprise Square, in downtown Edmonton, Alberta. A cozier environment surrounded our special guests and performers, and you can see samples of the enthusiasm that was shared at our event, throughout this newsletter. We dedicated all visuals in this issue to the International Mother Language Day and we invite you to visit the IHLA website to see even more pictures.

Every year the celebration allows us to reflect on the importance of knowing, cherishing and promoting one's language and culture, especially when many of us can connect to our heritage from around the world. As grateful as we are to live in a multicultural society such as Canada and to call Edmonton and surrounding areas our home, we wish to maintain alive our roots and origins, to keep our identities.

Knowing where we come from makes us stronger, proud of who we are and helps us define our paths towards becoming better citizens and contributors to this multicultural society. And knowing who we are implies knowing our language and culture, our traditions, beliefs and values. What better way to remember and celebrate than gather together as a community in a joyous occasion, where the many colours, accents, sounds and representations of our cultures create a fantastic mosaic of peaceful living and honouring of each other's pasts and futures?

Once again, IHLA brings this reflection to mind, and invites us all to do our best to preserve and promote all international and heritage languages and cultures.

Till next special event, I wish you all the best in the rest of the school year,

Josephine Pallard, President

Group Pics

The usual crowd gathered together at Enterprise Square in Edmonton, on Saturday, february 21, 2009 to celebrate together the 6th Annual International Mother Language Day.

These group pictures catch just a sample of the great people who helped us put together our activities.

For more pictures visit the IHLA website at
www.ihla.ca

Students from the Korean language school of Edmonton getting ready for their performance.

Josephine Pallard, IHLA president.

NEWS FROM ALBERTA EDUCATION (CONT.)

IHLA presented a new proposal for funding to Alberta Education, in line of the previous 3 funding grants that IHLA received from the ministry in the past 6 years.

The proposal includes activities that will support the professional development of IHLA member school teachers, as well as any teacher of second languages in the province who may be interested in the specific topics that IHLA will focus on. The grant also supports in part, events like the 6th International Mother Language Day, as a broad way to enhance the awareness and importance of language and culture education with the community at large. Finally, the grant assists IHLA in providing concrete ways to increase resources for IHLA member community schools, in line with the Alberta Education goals.

IHLA is pleased to announce that Alberta Education has agreed to continue its support and assistance to these IHLA community language school activities for the year 2009-2010 (from April to March).

IHLA is extremely thankful for this renewed commitment and faith in its initiatives and activities. Our relationship with staff at Alberta Education and second language education stakeholders at large will continue to grow thanks to these concrete gestures of support, availability and collaboration.

IHLA plans to outline its new year activities at its upcoming Annual General Meeting, on June 1, 2009. At that meeting the concrete plans will be in place to attend to activities and initiatives to continue on the journey of enhancement of second language education, at the community level and in collaboration with the many different partners in the province and in Canada.

Once again, we thank the Alberta Education Ministry for its renewed faith in our ability to work and contribute to the cause of language education.

IHLA received a new conditional grant from Alberta Education for the year 2009-2010, to continue its key activities and events in support of international and heritage language education at the community level and for the province of Alberta

Volunteers busy running the IHLA school tables.

Dancers on a break before a performance.

IHLA UPDATES

- **On April 8th,** IHLA organized a session hosted by Alberta Education, Curriculum Branch staff, around the new guidelines for **Challenge Exams.** All IHLA member schools who offer credit course at the high school level were represented at the meeting. The goal of the session was to learn the new policy around challenge exams, instruments that students can access to challenge the content of a credit course, provided they have the knowledge and skills indicated by the program of studies of a particular subject, such as a language and culture course. More information around this topic can be found at the following link: http://education.alberta.ca/media/832568/guidetoed.pdf (Appendix 3 - Course Challenge)

- **National Conference (CASLT/IISLE) - Languages Without Borders - Edmonton, May 21-23, 2009 at the Mayfield Inn Hotel.** IHLA board members are part of the organizing committee of this great national conference, which is bringing to Edmonton for three full days, great names in second language education such as Jim Cummins and David Little. IHLA schools are invited to participate in this event as volunteers, helping the conference in a variety of ways. Please contact the IHLA office before the end of April to register for a volunteer opportunity. All volunteers will receive a certificate of participation and IHLA will include the contributions to the conference in our school binders.

- **The IHLA Annual General Meeting will take place on Monday, June 1, 2009 at 7:00 p.m. at the IHLA office**. All IHLA member schools in good standing are invited to attend. This year, three new community members of IHLA schools will be presented as potential new board members and the elections for the next two years of the IHLA board will take place during the AGM. Make sure you RSVP the IHLA office by e-mail at: ihla@telus.net .

"STORIES IN MY LANGUAGE"

an IHLA collection of stories written by IHLA member school students and teachers is available at the IHLA website for download. Copies can be reserved by calling the IHLA office. This is a fantastic project that was part of the International Mother Language Day 2009. Check it out!
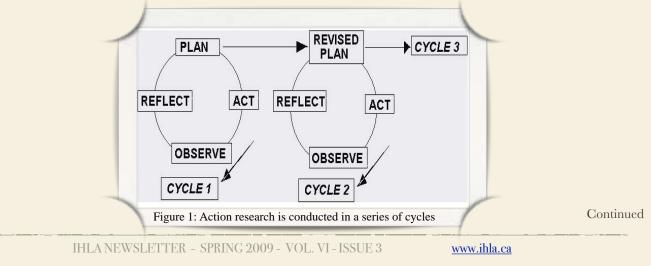
Improve your classroom practice through action research - Become a researcher of your own instruction

Dr. Olenka Bilash
University of Alberta

Research has shown that teachers can initiate change for themselves through a process called action research. By systematically trying new ideas and recording the responses teachers and students can work together to improve classrooms. Action research involves a four step cycle of planning, acting, observing and reflecting (Carr and Kemmis, 1983; Kemmis and McTaggart, 1988; Elliot, 1991; McNiff, 1993). A cycle might be as short as one class or as long as several classes. In order to make changes in their practice a teacher or a group of teachers must go through many cycles of this process. See Figure 1.

Action research is a mode of inquiry through which teachers learn to critically reflect on their own practice, more closely observe students and their school surroundings, become more conscious of their own beliefs and develop the ability to challenge them, relate what they are curious about to research written by others about similar or related topics, professionally share their educational ideas with other teachers, and transform selves, others and schools into more inclusive milieus. Action research acknowledges that change takes time, learning takes time and that change can best be brought about through the teamwork of varied specialists and practitioners (Bilash, 2001; Bilash, 2004).

In 2000 a group of heritage language (HL) instructors took a university course with me on improving their practice through action research. The group was divided into teams of three or four instructors with common interests in changing their practice. Each group identified a topic and developed a long term inquiry project around that topic. In each HL action research project the participants engaged in three activities: a research review about the topic; regular weekly meetings that involved trying new ideas, sharing results and setting new goals based on more learning from one another as well as from new readings; and writing a final report that showed what they had learned after the 4-6 month project was completed. By that point in time each team had reported on about 10-20 cycles with notes from every meeting and reflections about every class they had instructed. Here are some of the results.

Figure 1: Action research is conducted in a series of cycles

Improve your classroom practice through action research - Become a researcher of your own instruction *Dr. Olenka Bilash*

A New report card

German Vidal, Modesta Gonzales and Gloria Diaz explored the possibility of developing a new report card for HL schools. They had two goals. In the short term they hoped to help students to understand better what was evaluated in a Heritage Language class. Because the team members spoke different languages, they decided to create a report card that could be used in all HL schools. Thus, in the longer term their vision expanded to create a Universal Heritage Language Report Card that every teacher in the province could use.

The team began by sharing their concerns about report cards so that they were all 'on the same page'. Then they did a library search and each team member read an article and reported on it every second week. They took turns so that each person had two weeks to complete the reading and prepare a report for the others. One week two people shared their reading; the next week the other members shared what they had read. They read broadly to learn about the purpose of evaluation and recent trends in reporting. Then they examined report cards used in different public, catholic and heritage language schools and discussed what the best features of each were by comparing what they saw with what they had read. After several months of meetings they began to develop a format for their own report card and asked other members of the class to comment on it. With revisions from this feedback the team then agreed to take it to their heritage language schools for additional feedback, this time from the principal and other HL instructors. The feedback was not only positive, but again lead to more refinement. Soon after three or four drafts had been developed all team members were satisfied. The report card was even used in some schools that Spring. See Appendix A.

After keeping detailed notes of their weekly meetings (at least a dozen of them) team members were asked to review all of the notes in their binder and complete a final reflection about what was gained from this systematically conducted project. They reported that three important changes had resulted from their collective efforts:

1. As they began to read about evaluation they began to immediately notice more about the learning process of their students. They also found that they wrote better feedback on assignments which in turn resulted in better performance of the students.

2. This weekly practice enabled them to become more precise and concise about what they expected and what they saw in their students' work and performance. As the students were able to understand their own progress in the learning process, they became more motivated to learn and offered the team "very good feedback". As a result the team created categories and sub-categories for each area of the report card. " Our success with this project was with the students - most of the students are willing to come back to school for the next school year."

3. The parents' motivation also increased. Parents expressed their opinions about the new report card stating that they were very pleased to see the Parent's and Teacher's comments boxes. They said it was an excellent way to communicate between parents and teachers and of course this "source of communication benefits100% of the students in their learning process of a heritage language".

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Become a researcher of your own instruction *Dr. Olenka Bilash*

Using games in the HL classroom.

Another team of HL instructors-action researchers – Marta Vidal, Jenny Lorca, Francine Riccard and two other instructors - focused their attention on using games in the HL classroom. Like the other team, they began by finding out what research had to say about their issue or concern, in this case, about using games in language learning, particularly with young children. Through the weekly sharing of summaries of research readings about early childhood development (0-8 years) and the use of games, they learned that:

- Games are an important dimension of life and children need to learn games in order to participate in life
- Games can apply to any theme that is being taught
- Play is natural for children and they learn better through doing than sitting and listening to teachers
- Games help develop social and physical skills and teachers have to help and encourage that development
- Games encourage students to talk one another
- Games help develop problem solving skills
- Games give an opportunity for shy students to talk

- Games promote the use of language, including the HL
- Diverse learning environments are needed to serve all the multiple intelligences (Gardner, 1983)
- Children learn through experience ad teachers must continue to organize and offer new experiences for them

Each week each member of the team also tried new games in their classroom. They prepared materials, shared them with one another and reported on their successes and the changes that they would like to make in the future. As the weeks passed their confidence grew and their creativity expanded. Their action research binders were also overflowing as they created new versions of favorite games to match each theme (e.g. numbers, seasons, colours (primary and secondary) and modes of transportation) that they taught as evidence of their action research work. Favorite games varied by the age of the students but included memory games such as Go Fish, action games such as Simon Says, interactional card games, spelling games such as Hangman and relay races and vocabulary games like TV shows such as Win, Lose or Draw or board games such as Pictionary.

By the end of the five month course these teachers also reported many positive changes that had resulted

from their collective action research inquiry:

"I love teaching and by learning to teach in more diverse and creative ways, I hope that students will benefit from it. The action research that we researched changed my way of teaching for the better."

"Games and plays are a very valuable source of teaching, they are a good way to break the monotony of teaching the "old-fashioned" method. Games allow students to become active in their learning and thereby increase their enthusiasm for school".

Other groups in the same course reported similar valuable benefits of their action research projects, although each had a different focus:

"Thinking towards the future, action research makes me aware of how little I know and how much I have to learn. I have to make sure that I change some of the themes, increase the materials that I have, create new ones, discard some of the materials I have used until now and at the same time try to maintain the plans and programs of my level, in other words, re-evaluate everything."

"I have had to make the effort to be aware of my own method of teaching. Trying to apply teaching methods to all the different levels of comprehension is not an easy

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task to accomplish. When you have a method of teaching, it is sometimes difficult to change. It means a lot of extra time, planning new materials and a whole lot of research to do."

"Learning about multiple intelligences helped every student learn according to their own way of learning and processing information".

"I have also found that talking to some colleagues helps you obtain new ideas and different ways of presenting your materials to classes."

"We found that theme-based curricula work very well for Heritage Language classes."

Become a researcher of your own instruction

Follow these five steps to get you started on your own action research project.

Step One: Choosing a topic to research and make changes in your classroom

Begin by creating a binder called "My Action Research Project 2009". Think about your classroom and what you usually do. Then identify something that you would like to change in your HL instruction. Maybe you have been to a professional

development workshop and heard about some new ideas that you have not yet had an opportunity to try. Select one of them. For example, I would like to do more pair work in my classroom. Write a paragraph about WHY you would like to make this change and put it in the binder. Share your idea with other instructors, students, your principal, and your family for their views. Action research has both individual and team characteristics. See Appendix B for more guidance.

Step two is Cycle One: Preparing for Change

Learn more about the new idea. You may wish to re-read handouts from the professional development workshop. Or, you may do a google search on the computer in your HL and/or English to learn what has already been written about the topic. Make a copy of everything you find and put it in the binder with the date that you found it. Then make a summary of the notes of the article(s) so that you remember the key points and can share them with others who may be interested. Hopefully your search includes some new activities to try. See Appendix C for more detail.

Step Three is Cycle Two: Change in the Classroom

Try one of the activities in your next class. You may need to prepare materials in order to use the activity. Make a copy of the

new activity and put it in your binder along with the date. After the class write several paragraphs about how the activity went. You might wish to answer the following questions. See Appendix D for further reference.

1. How do you feel as you did the new activity? Pride? Excitement? Nervousness?

2. How did the students respond to the new activity? Did they enjoy it? Was there some confusion over the instructions? (There often is when students are asked to do something that they have never been asked to do before, so don't let this get you down.) Did it accomplish the goal you had set?

3. Was the activity at the appropriate level for all students? How could it be made easier? More difficult? How could the activity be improved (for next time)?

4. What extra resources would make the activity clearer for all learners?

Step Four: Keep trying

Based on what you learned from your first try what would you like to do next week? You may wish to re-visit some of the google websites you found earlier, or perhaps talk to a colleague about

Continued

Improve your classroom practice through action research -
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how things went or for more suggestions. Continue to record your plans, actions, observations and reflections from week to week until you reach your goal. Be sure to record the evidence of success of your changes in your binders along with the dates of everything you write. Evidence can be gathered through observations, conversations and products in the portfolios of your students. See Figure 2 and http://www.edu.gov.mb.ca/k12/tech/lict/let_me_try/assess.html#

Figure 2: Collect evidence of change and progress in students' performance through observations, conversations and products in the portfolios of your students.
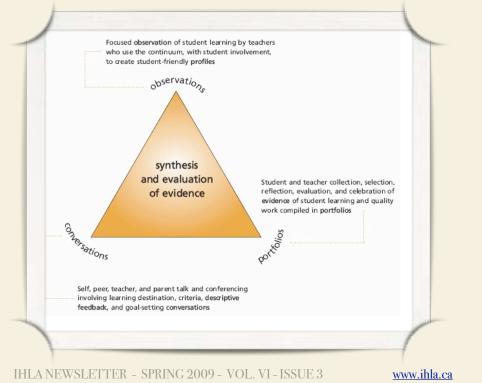
Step Five: Sharing with others
Now that you have completed many action research cycles and systematically recorded the events, responses and evidence of change, it is time to reflect on the big picture. Look back at the entire project after four to six months and write a summary about the concern you identified in Step one and the reason you wanted to make change. Then list what you learned from all of the books, articles and websites that you read as in step two. Finally, think about all of the things you learned from doing steps three and four of your project, as well as the collegial discussion you had throughout the process.

With all of your notes you now have enough data to show what research says about your topic, what you did, why you did it and

the impact that the changes you made had on your students, other teachers, the school and maybe even the community. This is worth sharing with others. Through such professional sharing all instructors improve their practice and reach "a position of shared values and understanding through dialogue" (McNiff, 1993, p. 8), one of the philosophical goals of action research. Use Appendix E to help you.

Have I convinced you to undertake an action research project yet? I hope so. Use the previous steps and sheets in the appendices to help you begin and progress. And remember that you can contact me at any time for help or advice: olenka.bilash@ualberta.ca Good luck!

Focused **observation** of student learning by teachers who use the continuum, with student involvement, to create student-friendly **profiles**

observations

synthesis and evaluation of evidence

conversations

portfolios

Student and teacher collection, selection, reflection, evaluation, and celebration of **evidence** of student learning and quality work compiled in **portfolios**

Self, peer, teacher, and parent talk and conferencing involving learning destination, criteria, **descriptive** feedback, and goal-setting conversations

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Become a researcher of your own instruction *Dr. Olenka Bilash*

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APPENDIX A
Universal Heritage Language report Card (version used at Gabriel Mistral School)

Escuela Latinoamericana
Gabriela Mistral
Latin American School

Nombre del alumno(a): ....

Nivel: .... Año Escolar: ....

Profesor(a): ....

Primer Semestre = First Semester
Segundo Semestre = Second Semester

Excelente = Achieved Standard of Excellence
Aceptable = Achieved Acceptable Standard
Necesita ayuda = Not Yet Achieved Acceptable Standard

	Primer Semestre			Segundo Semestre		
	Excelente	Aceptable	Necesita ayuda	Excelente	Aceptable	Necesita ayuda
Audición (Listening)						
Escucha y responde en forma apropiada / Listens and responds appropriately						
Entiende instrucciones que se le dan y las sigue correctamente / Understands and follows directions						
Conclusión (Recommendations) Primer Semestre (First Semester)						
Conclusión (Recommendations) Segundo Semestre (Second Semester)						
Expresión Oral (Speaking)						
Habla en forma fluente / Speaks fluently						
Habla en forma clara / Speaks clearly						
Expresa sus ideas en forma clara / Ideas clearly stated/supported						
Habla usando una secuencia lógica / Speaks with logical sequence						
Usa correctamente las formas idiomáticas / Uses and selects effective word/idiom						
Usa correctamente el vocabulario para este nivel / Uses appropriate range of words for this level						
Conjuga los verbos correctamente / Uses proper verb conjugation						
Conclusión (Recommendations) Primer Semestre (First Semester)						
Conclusión (Recommendations) Segundo Semestre (Second Semester)						
Escritura (Writing)						
Usa el vocabulario adecuado para este nivel / Uses appropriate range of words for this level						
Expresa sus ideas claramente / Ideas clearly stated/supported						
Escribe usando una secuencia lógica / Write in a logical sequence						

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Become a researcher of your own instruction *Dr. Olenka Bilash*

APPENDIX A
Universal Heritage Language report Card (version used at Gabriel Mistral School) (cont.)

Usa las formas idiomáticas en forma apropiada y efectiva Uses effective word/idiom				
Escribe sin faltas de ortografias Writes with no spelling mistakes				
Usa una puntuación correcta Writes with proper punctuation				
Usa las mayúsculas en forma correcta Proper use of capitalization				
Demuestra creatividad al escribir sus ideas y experiencias Demonstrate creativity in writing ideas and experiences				
Conclusión (Recommendations) Segundo Semestre (Second Semester)				

Lectura (Reading				
Lee claramente Reads clearly				
Lee en forma fluente Reads fluently				
Lee a una velocidad apropiada para este nivel Reads at speed proper to this level				
Lee respetando los signos de puntuación Reads paying attention to punctuation				
Identifica y lee el vocabulario nuevo Identifies and reads new vocabulary				
Conclusión (Recommendations) Primer Semestre (First Semester)				
Conclusión (Recommendations) Segundo Semestre (Second Semester)				

	Primer Semestre			Segundo Semestre		
	Excelente	Aceptable	Necesita ayuda	Excelente	Aceptable	Necesita ayuda
Esfuerzo *(Effort)*						
Participatión *(Participation)*						

	Sept.	Oct.	Nov.	Dic.	Ene.	Feb.	Mar.	Abril.	Mayo.	Total
Inasistencias Attendance										
Días que llego atrasado Lates										

Observaciones del Profesor
Teacher's Comments

Primer Semestre

_____ Profesor/ Profesora *Teacher's signature*

_____ Profesor de Taller *Taller Teacher's signature*

Segundo Semestre

_____ Profesor/ Profesora *Teacher's signature*

_____ Profesor de Taller *Taller Teacher's signature*

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Become a researcher of your own instruction *Dr. Olenka Bilash*

APPENDIX A
Universal Heritage Language report Card (version used at Gabriel Mistral School) (cont.)

	Comentarios de los Padres/Apoderados *Parent's Comments*
Primer Semestre	Firma del Padre o Apoderado *Parent/Guardian's signature*
Primer Semestre	Firma del Padre o Apoderado *Parent/Guardian's signature*

_____
Director
Principal

_____
Director
Principal

Fecha (**Date**):.. Fecha (**Date):**..

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Become a researcher of your own instruction *Dr. Olenka Bilash*

APPENDIX B
STEP ONE: Choosing a topic to research and make changes in my classroom

1.Describe your typical weekly lesson

Time	Focus and sample activities	Self-assessment – how satisfied are you with what you do?

2. Identify the overallstrengths in your classroom (of students and self)

3. Identify the overall weaknesses or areas needing strengthening in your classroom (of students and self)

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APPENDIX B
STEP ONE: Choosing a topic to research and make changes in my classroom (cont.)

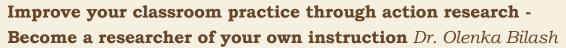4. Identfy the areas that you would like to try to change and why

5. Discuss the idea with your students. What was their input? If you did not discuss it with them, why not?

6. Discuss the idea with other instructors in your school. What was their input? If you did not discuss it with them, why not?

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Become a researcher of your own instruction *Dr. Olenka Bilash*

APPENDIX C
STEP TWO IS CYCLE ONE: PREPARING FOR CHANGE

1. **PLAN** – the first step in making a small change (describe the action-change that you would like to make and why you think it is appropriate)

Date:

2. **ACTION** - the second step in making the small change is to learn more about the change. Do an internet search using GOOGLE to find some articles and information about the topic in your language or English.

Date: **What did I read (title, authors, source, title, publisher)** **What did I learn:**   **Complete one of these boxes for each article you read or website you visit**.

3. **OBSERVE** – the third step in making the small change is to assess the effects or impact of the change (What have you learned that makes you want to try something new in your classroom? How much time will you need to prepare the change?)

Improve your classroom practice through action research -
Become a researcher of your own instruction *Dr. Olenka Bilash*

APPENDIX C
STEP TWO IS CYCLE ONE: PREPARING FOR CHANGE

Date:

4.**REFLECTION** – the fourth step in making the small change is to think about what was successful and what the next small change might be. It is helpful to write down many possibilities before you choose the one that you will do when you repeat these four steps again. (Are you ready to begin a change in the classroom? Do you need to seek special permission for anything? Is there an element of risk in the new idea – do students need special footwear, equipment or clothing? How do you feel? Is there anything you are nervous about?)

Date:

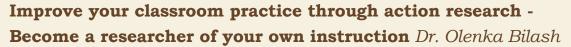**Improve your classroom practice through action research -**
Become a researcher of your own instruction *Dr. Olenka Bilash*

APPENDIX D
STEP THREE IS CYCLE TWO: CHANGE IN THE CLASSROOM

1. **PLAN** –Describe the action-change that you would like to make and why you think it is appropriate

Date:

2. **ACTION** - Describe the action-change you made; Did you do anything that you had not planned to do?

Date:

3. **OBSERVE** –What were the effects or impact of the change? How did the lesson go? What did you find difficult and why? How did students react? As you expected? What did you notice about the lesson with the change in it? What seemed better? Worse? Record evidence of student responses or improvements: *observations* in changes in their behaviour or engagement; *conversations* with them in which they reveal or you overhear them making positive (or negative) comments about the changes (or improvements) in their language ability (e.g. using more of the HL or improved accuracy or vocabulary or taking more risks); collect samples of their *products* or projects and gather them in a portfolio for each student before and after the project begins so that you can compare the impact that the change has had. Be sure to have students write the date on their work.

Improve your classroom practice through action research -
Become a researcher of your own instruction *Dr. Olenka Bilash*

APPENDIX D
STEP THREE IS CYCLE TWO: CHANGE IN THE CLASSROOM

Date:

4. **REFLECTION** –What was successful and what might the next small change be? It is helpful to write down many possibilities before you choose the one that you will do when you repeat these four steps again. Describe possible future actions and why you think they might be appropriate.

Date:

Complete one of the above sheets for each cycle. This may be completed weekly or every second week, depending on your time.   Once you have completed at least eight to ten cycles you may wish to reflect on the overall process.

Improve your classroom practice through action research -
Become a researcher of your own instruction *Dr. Olenka Bilash*

APPENDIX E
STEP FIVE IS WHAT YOU LEARNED AND WHAT YOU HAVE TO SHARE WITH OTHERS

Final reflection: What did you learn from being involved in this entire project over the four to six months?

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Summarizing your project for sharing with others: Why should other teachers know about the change you made and what you learned?

Your original concern (or issue)

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What others wrote about the same concern or issue

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What did you think you had to change and why?

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How did you make each change and why? How long did it take to reach your goal? What did you do and what impact did each step of the change have? What impact did the entire change have on you and others?

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How do you know the change was successful ? Do you have samples of students' work from before and after the action research began? Collect evidence of the impact that the change had on students' learning, your teaching, parents' involvement, other teachers, the administration or the community. You can record three types of evidence:

1. Observations: changes that you see (are they good? Do they need improvements? Why?)

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Improve your classroom practice through action research -
Become a researcher of your own instruction *Dr. Olenka Bilash*

APPENDIX E
STEP FIVE IS WHAT YOU LEARNED AND WHAT YOU HAVE TO SHARE WITH OTHERS

2. Conversations: responses students or staff give you about changes being made. These can be spontaneously generated or in answer to questions you ask in writing or orally. (what did the conversations tell you? How did you act upon what you learn from these conversations or feedback? Why?)

3. **Products (e.g. assignments, sample writing, tests) or projects in students' portfolios: Date all students work and see the types of changes or improvements your initiative has made.**

This sheet can now help you organize your ideas so that you can share them with colleagues in your own HL or in other HL communities.

REMEMBER THE IHLA AGM ON MONDAY, JUNE 1, 2009 AT THE IHLA OFFICE AT 7:00 P.M.

RSVP TO IHLA AT ihla@telus.net

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 that 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.**

IHLA member school students singing and dancing at Enterprise Square

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