

# IHLA NEWSLETTER



The International and Heritage Languages Association

## WORKING TOGETHER

### Professional Development and Community Events that Bring Teachers and Community Leaders Together

This fall, IHLA has continued to work on its support for international and heritage languages instructors, administrators and community leaders, through a great series of professional development (PD) opportunities.

The organization, through the support of its funding agencies (Alberta Education grants, Casino funds and donations), offered several technology-based sessions in computer labs.

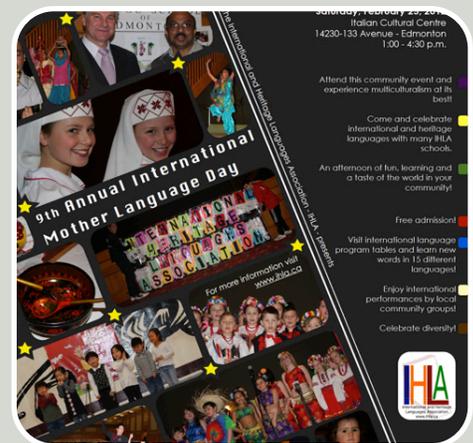
Through these sessions, over 50 teachers were able to experiment with technology and online tools, and create and share new resources they can use for their classes. The sessions were offered free of charge to participants and were open to all teachers in the Edmonton area. We even had a teacher from Quebec, visiting and attending a session, enthusiastic and impressed by an IHLA presentation at the CASLT (Canadian

Association of Second Language Teachers) annual conference from last fall, in Montreal.

IHLA also offered a session on Humanistic Approaches to Second Language Learning and was present at the SLIC (Second Language and Intercultural Council) annual conference, in Canmore, in October 2011.

Dr. Olenka Bilash (University of Alberta) also presented a special workshop on spoken interactions, which was well attended and built new skills in IHLA instructors.

The sharing of sessions and building of ideas and networks is what IHLA is all about. Read on for more events and updates. Mark your calendars for the 9th Annual International Mother Language Day, on February 25, 2012.



**9th Annual Mother Language Day**  
Saturday, February 25, 2012  
Italian Cultural Centre  
Edmonton  
Alberta

# COMMUNITY DAY

**9th Annual International Mother Language Day**

The International and Heritage Languages Association - IHLA - presents

For more information visit [www.ihla.ca](http://www.ihla.ca)

**Saturday, February 25, 2012**  
Italian Cultural Centre  
14230-133 Avenue - Edmonton  
1:00 - 4:30 p.m.

Attend this community event and experience multiculturalism at its best!

Come and celebrate international and heritage languages with many IHLA schools.

An afternoon of fun, learning and a taste of the world in your community!

Free admission!

Visit international language program tables and learn new words in 15 different languages!

Enjoy international performances by local community groups!

Celebrate diversity!

## VISIT IHLA SCHOOL TABLES

Visit tables and learn about the programs. Learn a new language or a cultural element of a language, right from the teaching of IHLA schools students!

## VISIT AND BUY GREAT SILENT AUCTION ITEMS

Bring some cash and bid on silent auction items. These items have been donated by IHLA board members and will surprise you.

## ENJOY THE PROGRAM

Stay for a great program of performances, greetings from special guests and keynote addresses. Celebrate diversity together!

# MLD 2012 PROGRAM

Official Program runs from 2:15 to 4:30 p.m.

The International and Heritage Languages Association

9<sup>th</sup> Annual International Mother Language Day Celebration



Program



Visits	Visit school tables and interact with community (1:00 – 2:15)
Opening	Special program begins. Find a seat and enjoy!
Anthem	Anthem and Opening Message Josephine Pallard - President
Performance	Korean Drummers - Korean Language School of Edmonton
Greeting	Message by Hai Nguyen - Senior Officer   Agent principal PNT - Programs   PNT - Programmes Citizenship and Immigration Canada   Citoyenneté et Immigration Canada
Video	Ivan Franko School of Ukrainian Studies
Greeting	Message by Hon. Thomas A. Lukaszuk Minister of Education - MLA, Edmonton - Castle Downs
Performance	Ramgarhia Khalsa School Giddha and Bhangra Performances
Performance	Headway School - Dance
Video	About IHLA
Language	H. SIENKIEWICZ POLISH SCHOOL - Students recite poems
Greeting	Message by Hon. Stephen Mandel, Mayor, City of Edmonton
Performance	Gil Vicente Portuguese School - Dances
Video	IN MEMORIAM

Greeting	Message by ILEA and BCHLA
Performance	Kujawiak Polish Children's Dance Society of Alberta
Video	Russian Educational Centre
Performance	Filipino Language and Cultural School - Dance
Language	Norwood Chinese School - Students Read Text
Performance	Telugu Language School - Skit and Dance
Performance	Meyokumin School - Song and Dance
Greeting	Message by Dr. Olenka Bilash, University of Alberta
Performance	Mazur Polish Canadian Dancers of Edmonton Society
Performance	Gabriela Mistral Latin-American School - Dance
Video	Mother Language Day
Performance	St. Andrew's Veermeest - Girls Dance – Bukovynka
Performance	Vietnamese School - Dance
Final Greeting	Thanks and Invitation to our next celebration

Mark your calendars for next year!  
10th Annual International Mother Language Day  
Saturday, February 23, 2013

Special Thanks



Alberta Education (Grant)



AAME - Alberta Association for Multicultural Education (Grant)



OMNI TV (Media Coverage)



YMCA Castledowns Lit Volunteers (Volunteer Support)

IHLA Board of Directors



Valeria Palladino (Coordinator)

IHLA Participating Schools

Performers and Special Guests

# UPDATES



## IHLA INSTRUCTORS PD

IHLA instructors attended several PD sessions during the fall of 2011. These sessions are made possible by a grant from Alberta Education. The sessions are offered for free to all interested teachers and instructors.

## A New Website

IHLA renewed its online presence with a brand new website. The website features visual and multimedia elements and connects its members and all who wish to know about IHLA through its social sites and links to register for new sessions. Check it out at: [www.ihla.ca](http://www.ihla.ca).

## It's In The Task!

A special workshop will be offered on Friday, February 24, 2012 at the IHLA office. The session, which focuses on tasks and relates to the Common European Framework of Reference (CEFR) is presented by two great ILEA (International Languages Educators' Association) presenters and a special support by a BCHLA British Columbia Heritage Language

Association). Read more about the session below.



# It's In The Task

ILEA and IHLA working in collaboration! Our organizations wish to start collecting sample rich tasks for the language classroom that teachers can use, modify, adapt for their languages, grades and levels. Task levels will be based on the levels of the Common European Framework of Reference. Participants will discuss what constitutes good tasks for the language classroom, criteria for evaluating a summative task in a classroom and other considerations for ensuring tasks are meaningful and performance-based. A summary of good teaching strategies for language classrooms will be provided followed by group work on the creation of rich performance tasks for anybody's classroom. Participants will spend time drafting out, presenting and revising sample tasks that will be shared with teachers within Edmonton and in other parts of Canada.

### About the presenters



Maria Makrakis and Constantine Ioannou represent ILEA (International Languages Educators' Association) in Ontario and are former language teachers who are currently involved with program development, coordination and teacher training for the teaching of international languages. They are both regular presenters at conferences within and outside of Canada. Maria and Constantine have been active in the promotion of multilingual initiatives and inclusive practices in school while also working with educators on the development of effective strategies for instruction. Their presentation is symbolic of an ILEA initiative that aims to develop a databank of performance tasks for language teachers in collaboration with other associations across Canada, including IHLA.

### Session Schedule

Friday  
February 24  
2012

From  
5:00 - 8:30  
p.m.

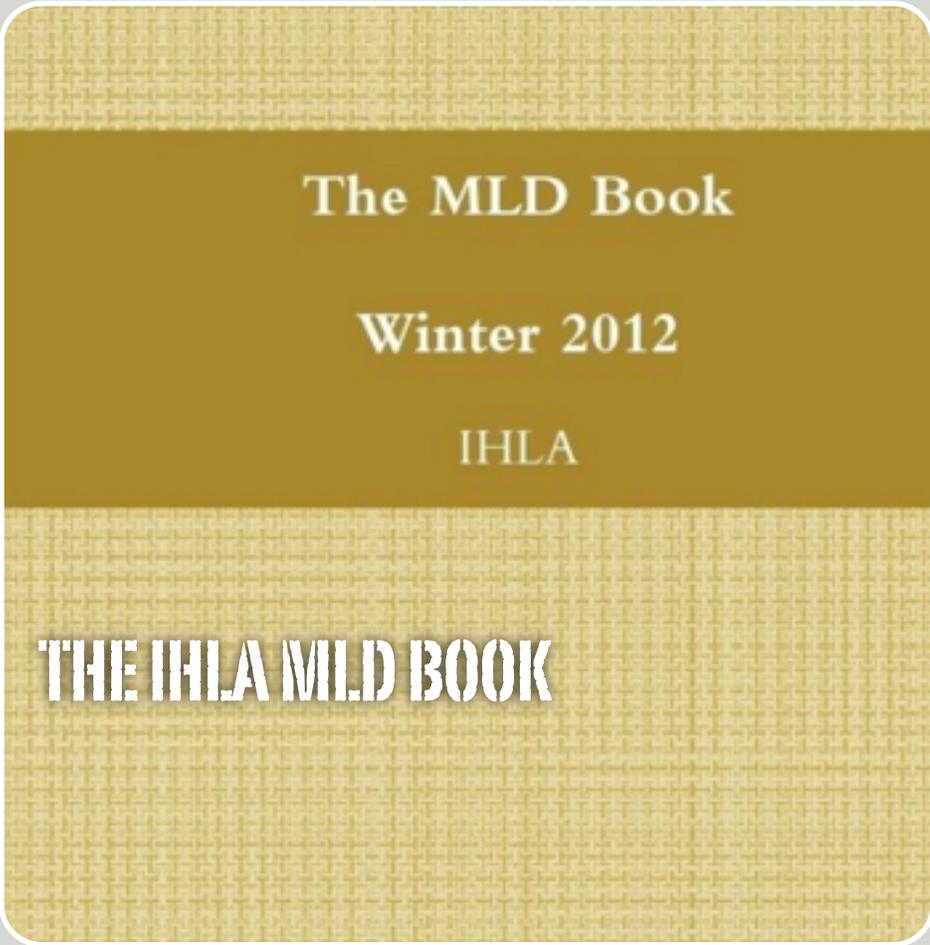
### IHLA OFFICE

### To register

Click on this link to register online.

ONLY 15 SPOTS AVAILABLE

MUST BE A MEMBER OF IHLA TO REGISTER



**IHLA ANNUAL GENERAL MEETING**

To all IHLA members: mark your calendars for the Annual General Meeting, which will take place at the IHLA office on Monday, 4, 2012 - from 6:00 to 9:30 p.m.



**A great publishing tradition**

Each year, for the International Mother Language Day Celebration, IHLA school students submit stories, collections, poems, drawings and group work that IHLA publishes in a hard copy book that becomes the “MLD Book”. This year the book contains 138 pages of great stories written by IHLA students. All contributors to the book will receive a hard copy through their schools. The book was made possible by a

grant from the Alberta Association for Multicultural Education - AAME.



IHLA is proud of all its students’ hard work. The stories can be read online at a special blog that IHLA writes each year. Check it out at:

<http://ihla2012mldblogger.blogspot.com/>

SPECIAL DATES	FEB. 24	FEB. 25	JUNE 4
	It's In The Task! Special Workshop on Task-based language learning.	9TH ANNUAL INTERNATIONAL MOTHER LANGUAGE DAY ITALIAN CULTURAL CENTRE	IHLA AGM

## WORKING WITH THE WINTER WEATHER

Dr. Olenka Bilash ([obilash@ualberta.ca](mailto:obilash@ualberta.ca))

University of Alberta

No matter where we live or what the day, Canadians are accustomed to waking up in the morning wondering what weather awaits that day. We all know the feeling of hearing a morning report of unexpectedly warm winter temperatures (even when we know that they are rooted in global warming) and quickly plan what to wear and what we might do in the nicer weather. So important is weather to our culture that we even have a television station devoted to monitoring local, regional, national and international weather. Through the weather channel we can also expand our knowledge of geography and with time science as

we learn how high and low pressure zones, wind systems, currents and jet streams impact the entire globe.

While weather conditions are not so varied everywhere in the world (e.g. in Malaysia the same high temperature of 33 and a low of 31 is reported for many months of the year), nor common topics of discussion, Canada's long agricultural tradition has made weather "an endless source of conversational material. It is common that people talk about the weather when they exchange greetings." (Citizenship and Immigration Canada, n.d., p. 3)

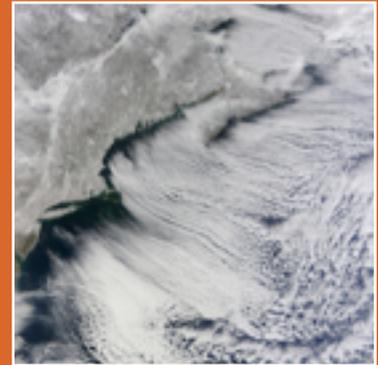


## WEATHER IMAGES

Find great images at:

[www.flickr.com](http://www.flickr.com)

[www.desktopnexus.com](http://www.desktopnexus.com)



# WORKING WITH THE WINTER WEATHER

Dr. Olenka Bilash

With the impact of daily temperature change, the adaptations to our four season climate, and the fact that discussing the weather is a way to initiate a conversation in many parts of Canada, learning weather terminology is considered a survival topic in Canada.

Thus, it is common to hear an exchange like this at the beginning of a lesson in many HL classrooms:

**Teacher:** What is the day?

**Student A:** Saturday

**Teacher:** What is the month?

**Student B:** January

**Teacher:** What is the date?

**Student C:** Today is Saturday,  
January 28, 2012

**Teacher:** What is the season?

**Student D:** Winter

**Teacher:** What is the weather?

**Student E:** It is cold.

**Student F:** It is windy.

**Student G:** It is sunny.

A more learner-centred scenario might see students doing all of the talking. For example:

Student X: What is the day?

(draws the name of a student from a basket that contains everyone's names on strips of papers, blocks of wood, or popsicle sticks)

Student A: Saturday

Student X: What is the month?

(draws the name of another student from a basket that contains everyone's

names on strips of papers, blocks of wood, or popsicle sticks)

Student B: January

Student X: What is the date?

(draws the name of another student from a basket that contains everyone's names on strips of papers, blocks of wood, or popsicle sticks)

Student C: Today is Saturday,  
January 28, 2012

Student X: What is the season?

(draws the name of another student from a basket that contains everyone's names on strips of papers, blocks of wood, or popsicle sticks)

Student D: Winter

Student X: What is the weather?

(draws the name of another student from a basket that contains everyone's names on strips of papers, blocks of wood, or popsicle sticks)

Student E: It is cold.

Student F: It is windy.

Student G: It is sunny.



ganesha.isis' photostream

# WORKING WITH THE WINTER WEATHER

Dr. Olenka Bilash

These types of exchanges have advantages in that a number of students participate and what each says is short, thus insuring success of all. However, at some point the students should be expected to be able to produce more language more independently and in a greater number of everyday life contexts.

In my opportunities as a coach of experienced SL teachers of children, adolescents and adults I have frequently seen teachers take a Q-A approach to their daily routine and recommended that they give students more independence and responsibility by having them create different forms or text types.

Canadian and English speaking countries often have humorous weather reporters and weather reports. They use props, tell jokes, dress up on holidays. Such is not true the world over. You may wish to show weather reports in your HL from other parts of the world, or in other languages, and ask students about the differences they note. This is a form of intercultural awareness building. See Appendix A for sample weather reports found on youtube in a variety of languages..

Think about the weather report as a long-term project – how can you increase student comprehension and production? For example, it should be easy for students to be able to understand a weather report presented by their teacher who can adjust the speed of presentation and use of props to support the students’

levels of comprehension. With practice students should also be able to understand weather reports presented by their peers. Eventually you hope that they will also be able to understand weather reports on television and radio which are truly authentic and more varied in their patterns.

What follows is a scaffolded sequence of activities for teaching a weather report with accompanying resources, some of which might be of particular benefit for differentiating instruction. The sequence emphasizes the need for teacher modeling, opportunities to learn, rehearse and present, recycle and have fun.

## 1. **Preparing authentic**

**materials:** Use the internet or cable television networks to find weather reports that students can watch at home or during class. It is possible that students will not be able to understand them at the beginning of this learning sequence, but with teacher guidance and repeated exposure to weather reports students can not only learn to produce a weather report, but also to understand ones on television (with visual support) and radio (the most challenging medium).

## 2. **Developing the sequence:**

Use the picture cues in

Appendices B and C to decide what the weather report should contain. The picture cues in Appendix B suggest a sequence of: Greeting, Day, Date, Place #1, Weather, Place #2, Weather, Name, Wish, Farewell. Those in the weather report in Appendix C add high temperature and low temperature to the sequence. The sequence in Appendices D and E add suggestions about what one might do given the weather and advice about what not to forget (e.g. a hat, umbrella or scarf). In previous articles for the IHLA newsletter I have discussed the value of picture cues (Bilash, 2008) and of following Miller’s Magical number of 7 + or – 2 (Miller, 1956) to choose the number of component parts. Note that when students are left on their own they will produce some of what is in the picture cues. However, the picture cue prompts increase the output level of students and challenge them to produce more than they might have on their own.

3. **Modelling:** Take a few minutes with a video camera to provide a brief weather report that students can watch in class. Wear a wig, sunglasses or other disguise to make the weather report more interesting. You might also do this ‘live’ but be sure to follow the same

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script sequence that you are asking students to follow.

4. **Learning the Sequence or form:** Cut one set of the pictures from either Appendix B, C, D or E (depending on the age and ability level of your students) into cards. After viewing and listening to your video (or live) presentation, give groups of two or three students a set of cards and ask them to sequence them according to what they heard. Review it with each group of students by playing the video clip again (or presenting the weather report orally again).

5. **Learning phrases or needed expressions:** In small groups ask students to create their own weather report following the sequence they created. They may ask you for vocabulary, phrases or grammar help while they are doing this because the previous two phases require only student comprehension. For example, if they need help practicing how to say dates use Appendix F in pair or group work, Appendices G and H for practice with making suggestions such as “a great day for \_\_\_\_\_”,

6. **Support and challenge:** Give more able students a more challenging weather report

sequence. See Appendices D or E.

7. **On their own:** Give each student a map of either Alberta, Canada or the world and ask them to mark 2-5 places on the map. Then ask them:
- to choose a date and write it on the map
  - to draw a weather icon for the imagined and probable weather on that day in that place
  - to form small groups of 2-4 students
  - to present a weather report with their map to one another in small groups (See photos below.)



8. **Building confidence:** Brainstorm for what makes a good weather report in order to draw students' attention to eye contact, volume of voice, etc. and help develop student confidence. See possible criteria in Appendix I. Encourage them to practice their weather report again with a new partner or group.

9. **Noticing:** Prepare several more short videos (or live) with 'mistakes' in them and ask students to observe each and tell you what was strong/weak according to the criteria. E.g. look at the ground throughout the video OR forget to tell the weather, temperature or advice OR speak so quickly that you cannot be understood. Students will enjoy this but also develop a greater appreciation for the importance of the criteria.

10. **Recycling:** Ask 1-2 students to prepare and give a weather report at the beginning of each class until the end of the school year. This means that they will have to check the weather by internet either at home or in the school so preparation is required. Encourage them to use props, music, video, and be creative. A possible project description can be found in Appendix J.

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*Videotaping each presentation offers students the opportunity to watch themselves and complete a self assessment of their strengths and set goals for the future. It also enables them to see progress they have made over time and can become a treasured memory in their future.*

**11. Listening comprehension:**

Give students a listening task to focus their attention on the presentation of their peers. See Appendix K. This, too, can be differentiated and adapted to the model the teacher provides.

**12. Differentiation:**

Since many HL instructors have small numbers of students with a great range of ability and age, weather reports need to be differentiated. In order for all students to succeed at the same general task – producing a weather report – it may be necessary to have slightly different expectations for groups of students. Expand the expectations for a weather report from grade to grade or between students of different ability levels. See Appendices B to E to guide points to be included.

**13. Self Assessment:**

I can statements help students reflect on their performance and abilities. They also help

teachers learn about students' awareness of their proficiency. An I can statement itemizes discrete skills and knowledge required to produce an authentic form and helps students to recognize their level of independence in the task. See Appendix L. Choose or adapt an appropriate option for the age and level of your students. Ask students to complete the simple statements before you introduce the 'weather report form' by writing the date in the correct column. Once they have completed all steps of the weather report with their own map they can be given this same sheet to complete, writing the new date in the appropriate column. This will help you and your students see the change or growth in their knowledge and performance. This will also help the teacher assess students' self confidence and self perception. Some students may not think that their performance is as strong as you perceive. They may benefit from a conversation with the teacher to help them see their strengths. Others may overestimate their abilities. Watching the video together may also help them to see how they can improve. Videotaping each presentation offers students the opportunity to watch themselves and complete

a self assessment of their strengths and set goals for the future. For more on this topic see Bilash (2011).

**14. Authentic material:**

Continue to send students youtube clips about weather in your HL to watch. Appendix A may help you.

15.



NASA Goddard Photo and Video's photostream



Emery\_Way's photostream

# WORKING WITH THE WINTER WEATHER

Dr. Olenka Bilash

## References

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Bilash, O. (2011, Fall). Helping students achieve their best. IHLA Newsletter, 9 (1), 17-23. Edmonton, Canada: International and Heritage Languages Association.

Citizenship and Immigration Canada. (n.d.) Climate in Canada. Retrieved January 4, 2012 from [integration-net.ca/coa-oce/english/pdf/06climate.pdf](http://integration-net.ca/coa-oce/english/pdf/06climate.pdf).

Miller, George A. (1956). "[The magical number seven, plus or minus two: some limits on our capacity for processing information](#)". Psychological Review 63 (2): 81–97.



RonAlmog's photostream

# WORKING WITH THE WINTER WEATHER

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## Appendix A

Sites that can help students learn about weather or help teachers teach cross cultural awareness:

### Portuguese:

<http://www.youtube.com/watch?v=nV7-V3JkIf8>  
<http://www.youtube.com/watch?v=pUtXQWePwGY>  
<http://www.youtube.com/watch?v=Dbrw-LyXHXM>  
<http://www.youtube.com/watch?v=ej-JRjpKJIU&feature=related>

### Russian:

<http://www.youtube.com/watch?v=ZWBGqYXAa-0&feature=related>  
<http://www.youtube.com/watch?v=rQq8GFEniK8&feature=related>  
<http://www.youtube.com/watch?v=wDLWxq0CpJk&feature=related>

### German

[http://www.youtube.com/watch?v=zP4zaMvV\\_\\_4&feature=related](http://www.youtube.com/watch?v=zP4zaMvV__4&feature=related)  
<http://www.youtube.com/watch?v=7QO3vJFXRAg>  
<http://www.youtube.com/watch?v=WqAlpGWIUyQ&feature=related>

### Spanish

<http://www.youtube.com/watch?v=oG7Eeo02bml&feature=related>  
<http://www.youtube.com/watch?v=dLRf1ggNeg8&feature=related>  
<http://www.youtube.com/watch?v=EEhdX05u1Ps>  
<http://www.youtube.com/watch?v=92wC7JFTQ1U&feature=related>  
<http://www.youtube.com/watch?v=aszXrnocJY0&feature=related>

### Japanese

<http://www.youtube.com/watch?v=TT-j14ujOQI&feature=related>  
<http://www.youtube.com/watch?v=zv10BS60d9Q&feature=related> (3 minutes into the clip)  
<http://www.youtube.com/watch?v=ODyTC2g17Rc>  
<http://www.youtube.com/watch?v=ZyIR3w1a4BU>  
<http://www.youtube.com/watch?v=m6TFvuUDa8A>

### Korean

<http://www.youtube.com/watch?v=qpur1xH-Px0&feature=related>  
[http://www.youtube.com/watch?v=mkj\\_O4STdJo&feature=related](http://www.youtube.com/watch?v=mkj_O4STdJo&feature=related)  
[http://www.youtube.com/watch?v=3K\\_hp\\_6ascM](http://www.youtube.com/watch?v=3K_hp_6ascM)  
<http://www.youtube.com/watch?v=6bcGfhRX0fQ&feature=related>

### Italian

<http://www.youtube.com/watch?v=YiKjkd0AKBs&feature=related>  
<http://www.youtube.com/watch?v=J4kxjUWUbsA&feature=related>  
<http://www.youtube.com/watch?v=2334bugg1yg&feature=related>  
<http://www.youtube.com/watch?v=o4kpHSvXta8&feature=related>  
[http://www.youtube.com/watch?v=E6fcjum\\_8-U](http://www.youtube.com/watch?v=E6fcjum_8-U)  
[http://www.youtube.com/watch?v=rSL\\_EQ7-wrw&feature=related](http://www.youtube.com/watch?v=rSL_EQ7-wrw&feature=related)

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## Swedish

<http://www.youtube.com/watch?v=UYkV5acttNc>

<http://www.youtube.com/watch?v=8p4en3YaKhQ>

<http://www.youtube.com/watch?v=LPmaGhEN1h8>

## Other

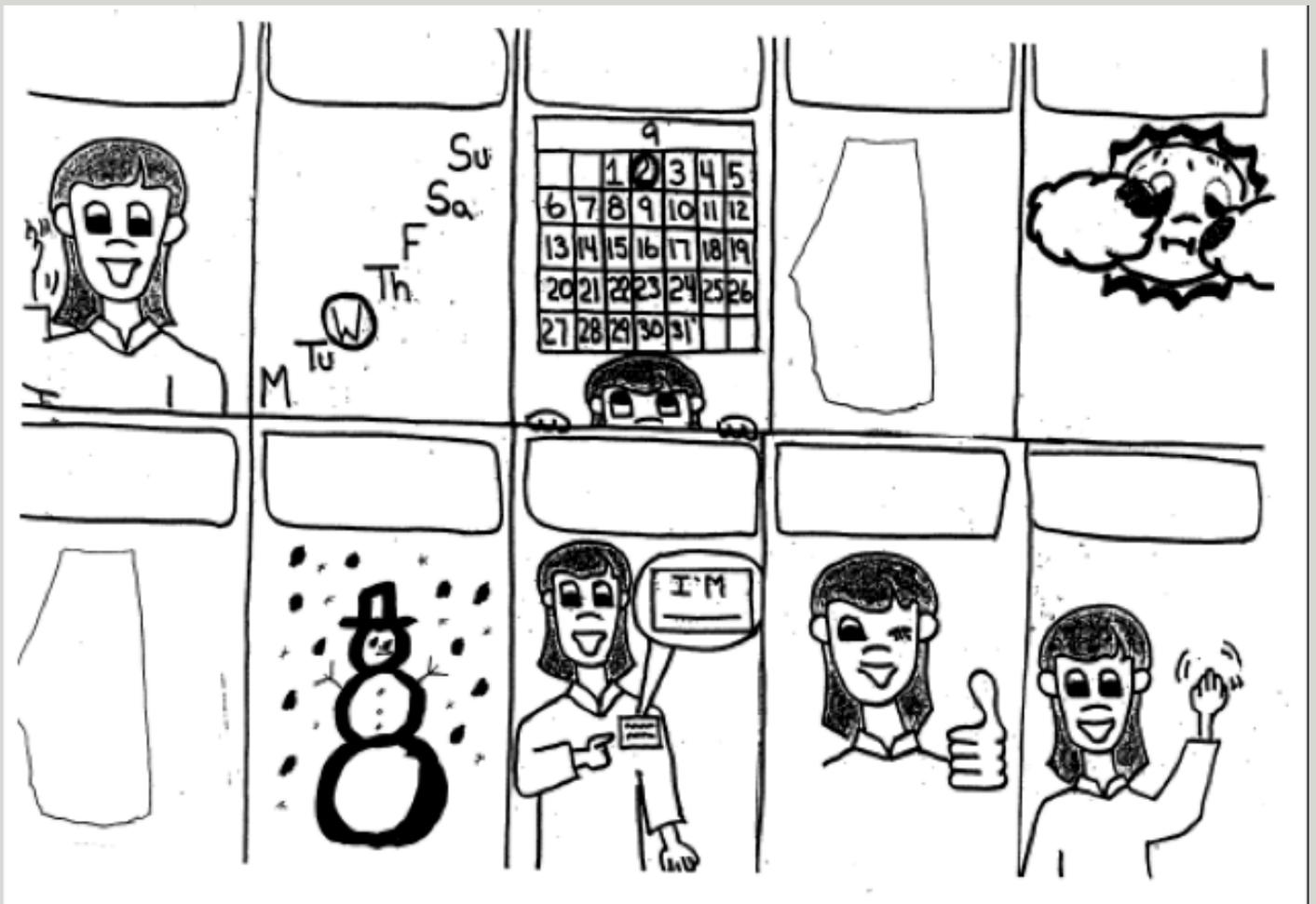
[http://www.youtube.com/watch?v=8t\\_kHxeSObw](http://www.youtube.com/watch?v=8t_kHxeSObw)

<http://www.youtube.com/watch?v=B6-GQzC-Jes&feature=related>

If sample clips above are not available in your HL, perhaps you can create some weather reports with your students and post them on youtube? Or, use the youtube 'call' to request a weather report in your language.

## Appendix B – simple weather report (female commentator)

Instructors may wish to cut the picture cues into cards for students to sequence. These sheets may also be used as is for students as reminders of what to say. Try not to let students write a text and read it; instead, have them use the pictures to cue them. Remember that the pictures are cues for the day, date, places and weather and that students do not necessarily have to say the precise one indicated on the card.

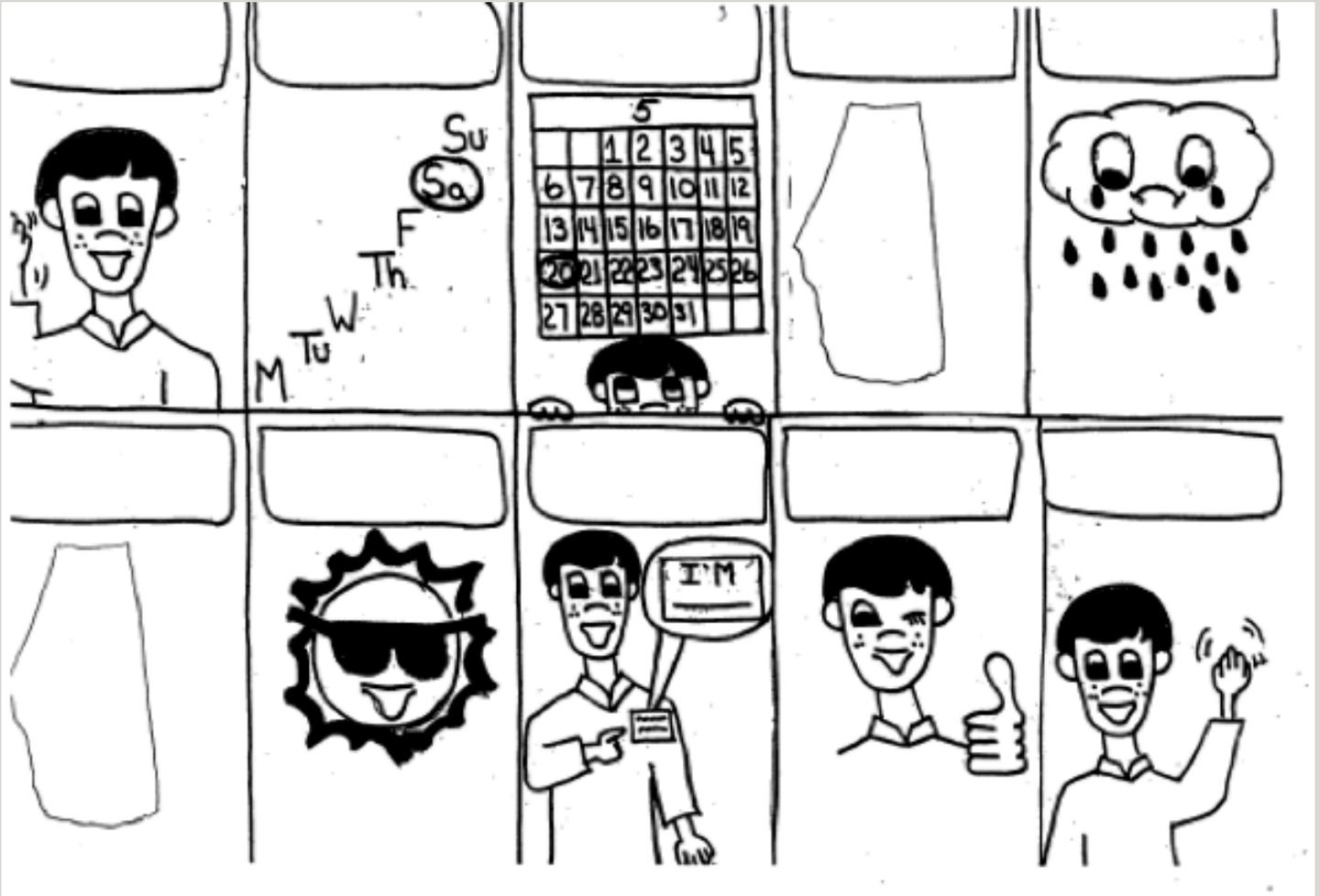


# WORKING WITH THE WINTER WEATHER

Dr. Olenka Bilash

## Appendix C – different basic weather report (male commentator)

Instructors may wish to cut the picture cues into cards for students to sequence. These sheets may also be used as is for students as reminders of what to say. Try not to let students write a text and read it; instead, have them use the pictures to cue them. Remember that the pictures are cues for the day, date, places and weather and that students do not necessarily have to say the precise one indicated on the card.

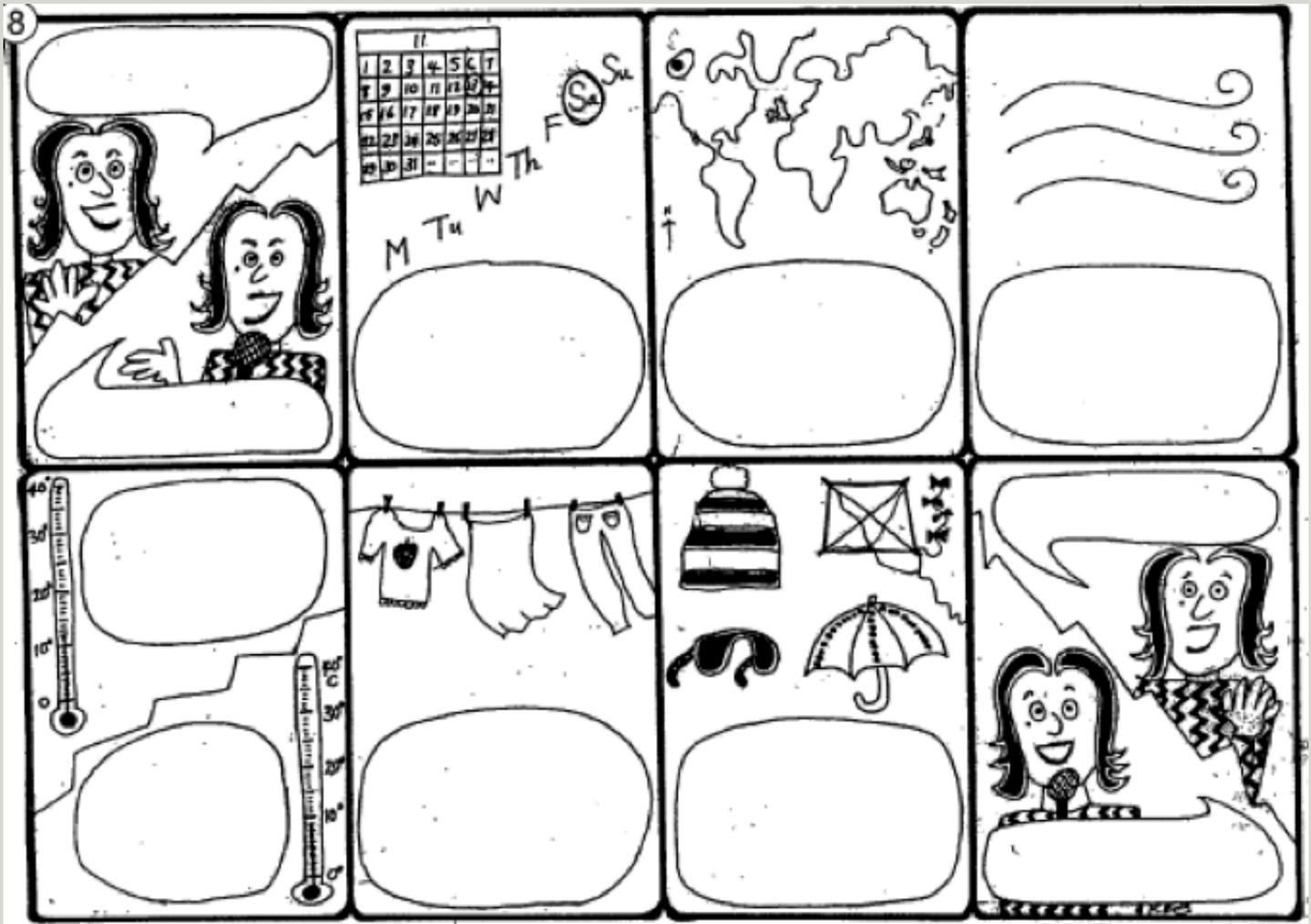


# WORKING WITH THE WINTER WEATHER

Dr. Olenka Bilash

## Appendix D – more advanced weather report (female commentator)

Instructors may wish to cut the picture cues into cards for students to sequence. These sheets may also be used as is for students as reminders of what to say. Try not to let students write a text and read it; instead, have them use the pictures to cue them. Remember that the pictures are cues for the day, date, places and weather and that students do not necessarily have to say the precise one indicated on the card.

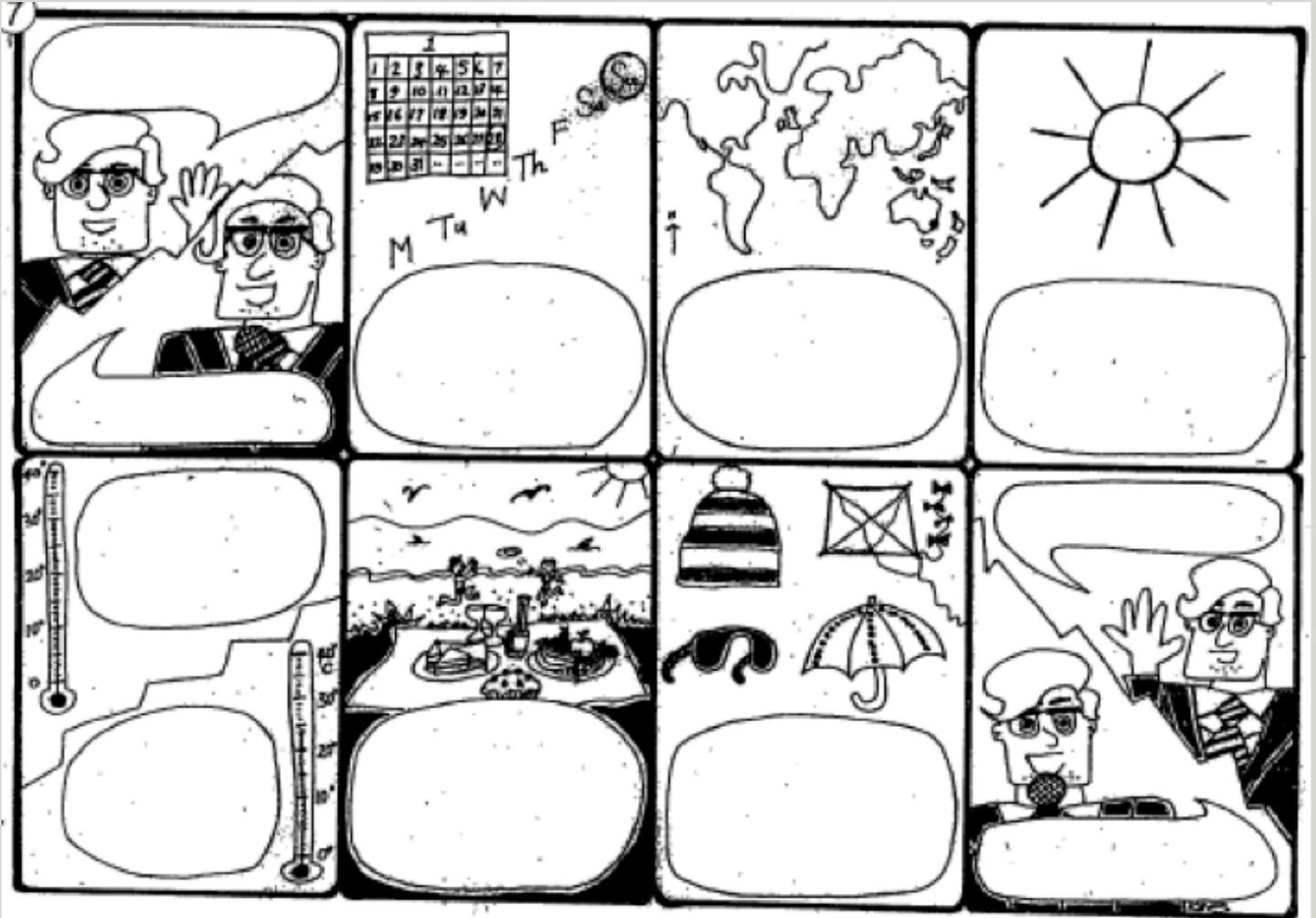


# WORKING WITH THE WINTER WEATHER

Dr. Olenka Bilash

## Appendix E – more advanced weather report (male commentator)

Instructors may wish to cut the picture cues into cards for students to sequence. These sheets may also be used as is for students as reminders of what to say. Try not to let students write a text and read it; instead, have them use the pictures to cue them. Remember that the pictures are cues for the day, date, places and weather and that students do not necessarily have to say the precise one indicated on the card.



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## Appendix F – pair practice for saying dates

Practice saying days, dates and years. (Change the letters at the bottom to the first letter(s) of each day of the week in your heritage language.)

1. Today is Thursday, August 17, 2012.

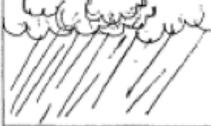
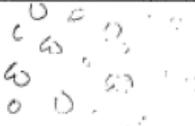
1. <b>17. 08.12</b> S M T W <u>Th</u> F Sa	2. <b>19. 04.13</b> S M T W <u>Th</u> F Sa
3. <b>12. 03.11</b> S M T <b>W</b> <u>Th</u> F Sa	4. <b>21. 06.14</b> S M T W <u>Th</u> F <b>Sa</b>
5. <b>25. 10.15</b> S <b>M</b> T W <u>Th</u> F Sa	6. <b>31. 05.17</b> S M T W <u>Th</u> <b>F</b> Sa
7. <b>16. 07.20</b> S M T W <u>Th</u> F <b>Sa</b>	8. <b>08.11.00</b> S M T <b>W</b> <u>Th</u> F Sa
9. <b>30. 12.12</b> S M T W <u>Th</u> <b>F</b> Sa	10. <b>13. 05.12</b> S M <b>T</b> W <u>Th</u> F Sa
11. <b>11. 02.13</b> S M <b>T</b> W <u>Th</u> F Sa	12. <b>04. 09.12</b> S <b>M</b> T W <u>Th</u> F Sa

# WORKING WITH THE WINTER WEATHER

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**Appendix G** – practice sheet for making a suggestion

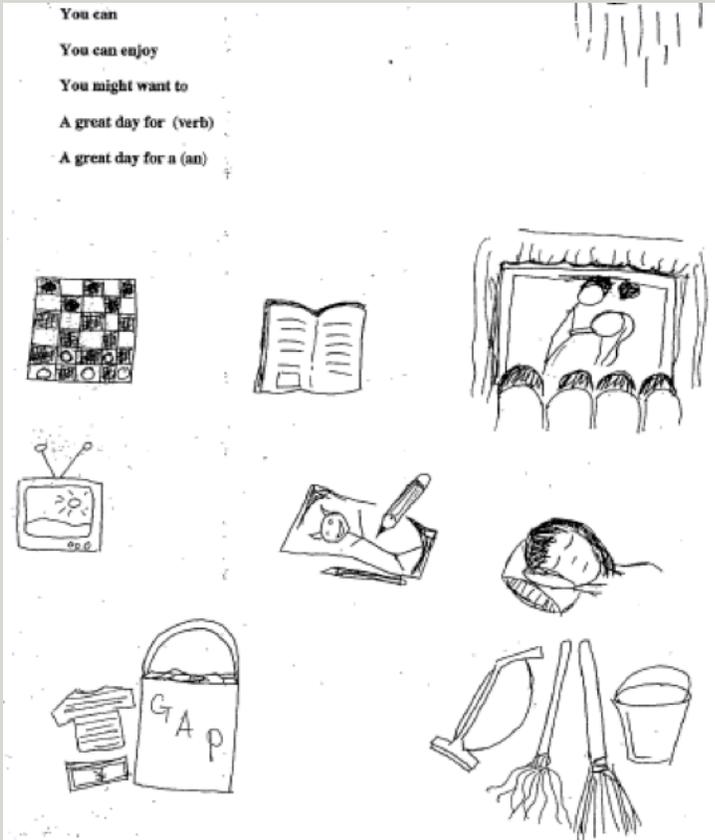
Practice sheet (if required) for A great day to....

Look at the weather.	Write the sentence.	Choose an activity.	Write the sentence.
			
			
			
			

**Appendix H** – practice sheet for making a suggestion

More practice ideas for 'suggestions about what to do under certain weather conditions'

You can  
 You can enjoy  
 You might want to  
 A great day for (verb)  
 A great day for a (an)



# WORKING WITH THE WINTER WEATHER

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## Appendix I – What makes a good weather report?

1. Greet the audience
2. Speak clearly
3. Speak loudly
4. Do not speak too slowly
5. State the day and date (day, month, year)
6. Tell the facts – state the weather in 5 places
7. Tell the high and low temperatures for the day of EACH city
8. Offer suggestions about what to do
9. Be cheerful
10. Use colourful visuals
11. Point to the visuals as you report
12. Look at the audience
13. Say good bye/give a friendly wish
14. Tell your name



bellemedia's photostream



vortistic's photostream

# WORKING WITH THE WINTER WEATHER

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**Appendix J** – Descriptions of possible weather report projects for students of varied age and proficiency levels

**Level 1** - You are a weather reporter for a group of tourists who just arrived from a country where your HL is spoken and cannot yet speak English. Choose a day from this week and make a map that includes the places you want to talk about. Include the following in your report:

- Greeting
- Day, month, date, year
- City and weather (at least 2 cities)
- Reporter name
- Wish-closing
- Use a map
- Use props to increase audience interest

**Level 2** - You are a weather reporter for a group of tourists who just arrived from a country where your HL is spoken and cannot yet speak English. Choose the date and places you wish and research the actual weather in those places on that date. Include the following in your report:

- Greeting
- Day, month, date, year
- City and weather (at least 3 cities)
- High-low temperature
- Advice (e.g. Don't forget your....)
- Reporter name
- Wish-closing
- Use a map
- Use props to increase audience interest

**Level 3** - You are a weather reporter for a group of tourists who just arrived from a country where your HL is spoken and cannot yet speak English. Choose the date and places you wish and research the actual weather in those places on that date. You may choose a date in the future and imagine the weather, places and advice you would give, but do research for accuracy. Include the following in your report:

- Greeting
- Day, month, date, year
- City and weather (at least 5 cities)
- High-low temperature
- Advice (e.g. Don't forget your....)
- Suggestions (e.g. a great day to...)
- Reporter name and name of station
- Wish-closing
- Use a map
- Use props to increase audience interest

# WORKING WITH THE WINTER WEATHER

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## Appendix K – Appendix K - Listening component

As each student presents the weather report, other students listen and complete the following with words/pictures. These sheets can also be used while listening to authentic TV, radio or youtube clips.

Level 1: Are you listening? Do you understand?

What is the date? \_\_\_\_\_

City	Weather
1.	
2.	

Level 2 : Are you listening? Do you understand?

What is the date? \_\_\_\_\_

City	Weather	High temperature	Low temperature	Advice
1.				
2.				
3.				
4.				

# WORKING WITH THE WINTER WEATHER

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Level 3: Are you listening? Do you understand?

What is the date? \_\_\_\_\_

City	Weather	High temperature	Low temperature	What can you wear	What can you do
1.					
2.					
3.					
4.					
5.					

# WORKING WITH THE WINTER WEATHER

Dr. Olenka Bilash

Appendix L – I can statements

Name \_\_\_\_\_

Goal (objective)	I think I can do this independently	I think I can do this with help & guidance	I do not think that I can do this yet
1. I can say my name.			
2. I can say the day and date.			
3. I can tell the weather outside.			
4. I can say hello and goodbye.			
5. I can understand when someone tells me the day and date.			
6. I can give a weather report.			
7. I can understand when someone tells me the day and date in HL.			
8. I can understand a weather report by my classmate in HL.			

Name \_\_\_\_\_

Goal (objective)	I think I can do this independently	I think I can do this with help & guidance	I do not think that I can do this yet
1. I can say my name.			
2. I can say the day and date.			
3. I can tell the weather outside.			
4. I can say hello and goodbye.			
5. I can understand when someone tells me the day and date.			
6. I can give advice in HL about what is needed according to the weather.			
7. I can make a suggestion in the HL about what to do according to the weather.			
8. I can tell the daily high and low temperature in HL.			
9. I can give a weather report.			
10. I can understand when someone tells me the day and date in HL.			
11. I can understand a weather report by my classmate in HL.			

# WORKING WITH THE WINTER WEATHER

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Name \_\_\_\_\_

Goal (objective)	I think I can do this independently	I think I can do this with help & guidance	I do not think that I can do this yet
1. I can say my name.			
2. I can say the day and date.			
3. I can tell the weather outside.			
4. I can say hello and goodbye.			
5. I can understand when someone tells me the day and date.			
6. I can give advice in HL about what is needed according to the weather.			
7. I can make a suggestion in the HL about what to do according to the weather.			
8. I can tell the daily high and low temperature in HL.			
9. I can give a weather report.			
10. I can understand when someone tells me the day and date in HL.			
11. I can understand a weather report by my classmate in HL.			
12. I can understand a weather report on TV in HL.			
13. I can understand a weather report on radio in HL.			

# The Case for a Canadian Languages Strategy

## A MESSAGE FROM THE CANADIAN LANGUAGES ASSOCIATION - CLA

Canada's identity is the mosaic of its diverse people, its languages and cultures, all working together to illustrate our uniqueness as a peaceful multicultural country. Our two official languages - English and French, Aboriginal languages across communities, and International/Heritage languages, are key and equal members of Canada's multilingual mosaic inseparable from our concept of multiculturalism as enshrined in the Canadian Multiculturalism Act.

A multilingual vision for Canada means respecting the valuable voices that populate this country. These voices have worked together to build this great nation and to breathe life into the mosaic that we are so proud of. This is the country where many people first answer multiculturalism to the question of what it means to be Canadian.

Yet at the same time we have young people who lose their heritage languages at unacceptable rates, aboriginal languages that are becoming weaker in their efforts to demonstrate their legacies and official languages that are often thought to be owned only by some and not by all.

For too long there have been language silos operating in Canada. Those working in English or French as an additional language, those involved with the teaching of aboriginal, heritage or international languages work in isolation with little dialogue and partnership happening between each other.

Children who arrive in Canada as immigrants, or who were born of former immigrants, learn one or both of our official languages which is wonderful, but unfortunately often at the expense of their own heritage language and identity. There has been little to illustrate to them that being Canadian does not mean that we erase the voice of their heritage. It is imperative to emphasize that the effort for

them to keep up their mother tongue is important and valuable not only for their academic and social well being but also for their future contribution to Canada's role in global relations, be it trade, diplomacy and cooperation, or for humanitarian reasons.

The world has become smaller and young people around the world are pursuing linguistic enrichment and achievement as a priority in their education. We cannot afford to give less importance to other languages that our population can use, losing skills and opportunities which can help us be globally aware and globally competitive.

Canada is multicultural but are we truly international in our perspective, vision and goals as a global leader in human understanding and as a country that truly believes in social cohesion. We need a vision that inspires and promotes social unity and economic viability by recognizing and valuing all the languages of our great country as important in ensuring enlightened citizens that understand and respect one another.

Our vision of a Canadian Languages Strategy needs to include the following objectives as a starting point:

1. To promote and improve the teaching and learning of 'Canada's official languages, Aboriginal languages, and international/Heritage Languages.
2. To increase the number of people studying languages.
3. To work with the provinces to provide effective and equitable funding for language programming at the school board and community levels.

4. To raise an awareness of the importance of multilingualism to all Canadians for individual and collective well-being.

It is our hope that a Canadian Languages Strategy will be the core component in recognizing the value of maintaining one's own languages as well as developing others. This will put Canada in a position to lead the world in languages education by nurturing world class innovators and leaders.

The Canadian Languages Association is working closely with Senator Mobina Jaffer towards making a Canadian Languages Strategy a political reality.

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The Canadian Languages Association (CLA) / L'Association canadienne des langues (ACL), established in 1990, is a national umbrella organization committed to working in cooperation with language and cultural associations, educational institutions, government departments and ministries, business groups, and community stakeholders at the local, provincial, and federal levels to promote the value of international/heritage languages education for all Canadians.

Feel free to contact the CLA for more information: [info@canadianlanguages.ca](mailto:info@canadianlanguages.ca)  
[www.canadianlanguages.ca](http://www.canadianlanguages.ca)

# IHLA

## THE INTERNATIONAL AND HERITAGE LANGUAGES ASSOCIATION - [www.ihla.ca](http://www.ihla.ca)

IHLA is a non-profit umbrella organization that has been in existence since 1978, under former names of AELTA and NAHLA.

During the past 10 years as International and Heritage Languages Association this coordinating body has evolved with its member schools and focused its efforts towards becoming a crucial element in language education at the community level in Northern Alberta (north of Red Deer).

IHLA's network of friends, followers and supporters, includes a number of very important organizations, locally, provincially and at the national level. Through its activities of professional development in the area of international and heritage language education promotion, support and awareness IHLA is an important stakeholder in educational matters in the province of Alberta.

IHLA member schools maintain active annual membership and participate in its numerous activities,

thus contributing to the life and events of the organization. IHLA also welcomes individual members who wish to be involved in language education at the community level.

The IHLA Board of Directors, consisting of committed individuals from its member schools who are elected every two years, are the driving force of the association's key endeavours in supporting and promoting its values and ideas in the community.

IHLA is a member of numerous professional and non-profit organizations that promote language and culture education.

IHLA's annual activities include the celebration of the International Mother Language Day, the publication of professional newsletters, offerings of professional development opportunities to members and non-members alike, awareness and



promotion of cultural identity, to technology integration for second language classes, to leadership in the community, to and creation and adaptation of learning resources.

Since 2001 IHLA has received funding support from Alberta Education that has enabled IHLA to continue and expand its key activities throughout these years. IHLA receives additional funding from membership dues, donations and regular Casino fund-raising initiatives.

For any further information email IHLA at: [edmontonihla@gmail.com](mailto:edmontonihla@gmail.com).

### FIND US

IHLA's office is located at:  
2nd Floor,  
10010 105  
Street  
Edmonton, Alberta, Canada  
T5J 1C4

The best way to reach us is via email at:  
[edmontonihla@gmail.com](mailto:edmontonihla@gmail.com)

### ONLINE

[www.ihla.ca](http://www.ihla.ca)  
<http://ihlaactivities2012.blogspot.com/>  
<http://www.flickr.com/photos/edmontonihla/>  
<http://www.youtube.com/user/edmontonihla/featured>

