

# international languages



WELKOM

歡迎

स्वागतम्

歡迎

CHÀO MỪNG

VÄLKOMMEN

ברוכים הבאים

ЛАСКАВО  
ПРОСИМО

स्वागतम्

SOO-DHAWAADA

Icebreaker Activity: Which languages do you recognize?

WELKOM

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Icebreaker Activity: WELCOME in.....

DUTCH

(Traditional) CHINESE

BENGALI

JAPANESE (Kanji Characters)

VIETNAMESE

SWEDISH

HEBREW

UKRAINIAN

HINDI

SOMALI

# What about me?

- First language (L1) – Greek
- Dominant language – English
- Instructional and official languages – English and French
- Other languages – Swedish and Norwegian
- Tasting languages – Mandarin, Italian

## What is *ILEA*?

- Language educators' association focused on maintenance of first or heritage languages AND development of additional/international languages
- Members include school boards, embassies/consulates, cultural and linguistic organizations, university faculties, exchange bodies





# International Languages in Ontario

- Heritage Languages Program, introduced in July, 1977, enabled school boards to offer non-official languages as part of their Continuing Education Departments
- July 1989, legislation governing the offering of heritage languages programs in elementary schools was enacted
- First Ministry of Education Resource Guide on Heritage Languages was developed in 1991
- October, 1993 a change in terminology occurred; 'Heritage Language' became 'International Languages'
- 2013 – new IL-E Resource Guide asking all schools to support, recognize and provide

<http://www.edugains.ca/resources/ILE/ResourceGuide/MergedResourceGuide.pdf>



# Community Involvement

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School boards are expected to involve community representatives in the delivery of IL programs. Includes: assessment, interviewing, program evaluation, materials development.

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# *International Languages in Ontario*

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Outside the Regular School Day, there are...

*...approximately 70 languages offered to over 165 000 elementary students and 50 000 secondary students in over 50 school boards*

*.....during the day school, third languages are taught in secondary school but it is possible to integrate a third language for 2.5 hours per week in elementary school*



# Opportunities *and* Challenges

- Recognition of languages and opportunities for enrichment or L1 (first language) support programs
- Demonstrate inclusiveness
- Possible bridges between educators and those of other languages (via PD, reporting on student progress etc.)
- Possibilities for integration models by adding a third language to the day school
- Require more profile and visibility in school districts; take advantage of the program
- Need for materials and professional development
- In-service of teachers is important
- Leadership of those with a strong background in language and culture needed
- Advocacy for program needed

# The Past *and* The Present/Future

- Program on the edge and/or in isolation
- Teachers working within their language group but having very little communication with other language educators
- Community that speaks the language is the predominant user of the IL program
- Community makes decisions in absence of school board or school board leadership
- More integrated programs that enhance additional language literacies
- More language alliances and more awareness system-wide on language teaching and learning
- Students of a variety of backgrounds and learning reasons access the program
- School boards work together with communities in a consultancy approach for shared leadership

February

March

# All our languages in our school



Limba

Arabic

Arabic text block

Arabic text block

Arabic text block

Arabic text block

Arabic text block

Arabic text block

Arabic text block

Arabic text block



Arabic text block

Arabic text block

Arabic text block



*International  
Languages  
Educators'  
Association*

*ILEA*



*of Ontario*

***ESL  
Support***

***Identity***

**ILEA's 4 Pillars  
Of Benefits**

***Personal  
Growth***

***Career  
Enhancement***

# *ESL Support*

- Development of first language literacy aids second language acquisition



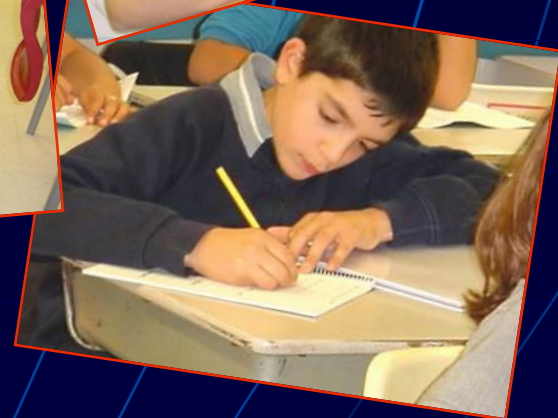
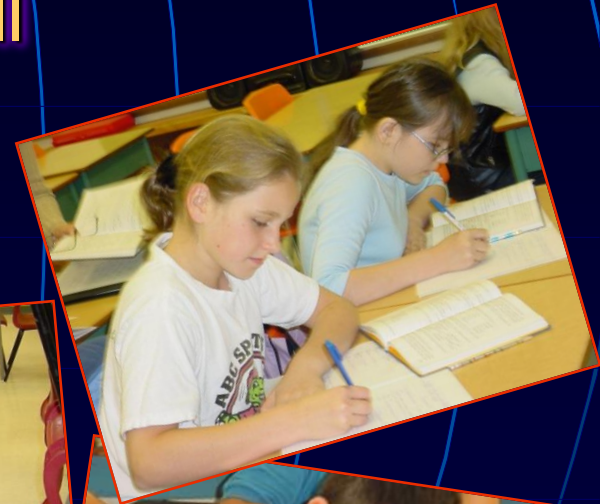
- Recognition and appreciation of cultural background
- Effective communication with family
- Emotional and psychological development and stability
- Validation of student's heritage

## *Identity*





- Expansion of views, openness to other cultures, and bridging of communities
- Development of social and communication skills that students can use across all disciplines and in daily life



***Personal  
Growth***




- Preparation for employment in the age of globalization
- Ability to communicate in various languages is a valuable asset to most workplaces, and is essential to businesses involved in trade and tourism



***Career  
Enhancement***





*ILEA believes in the importance of plurilinguals in a multilingual society.*

What do we need for the future of the program?



# Language Awareness

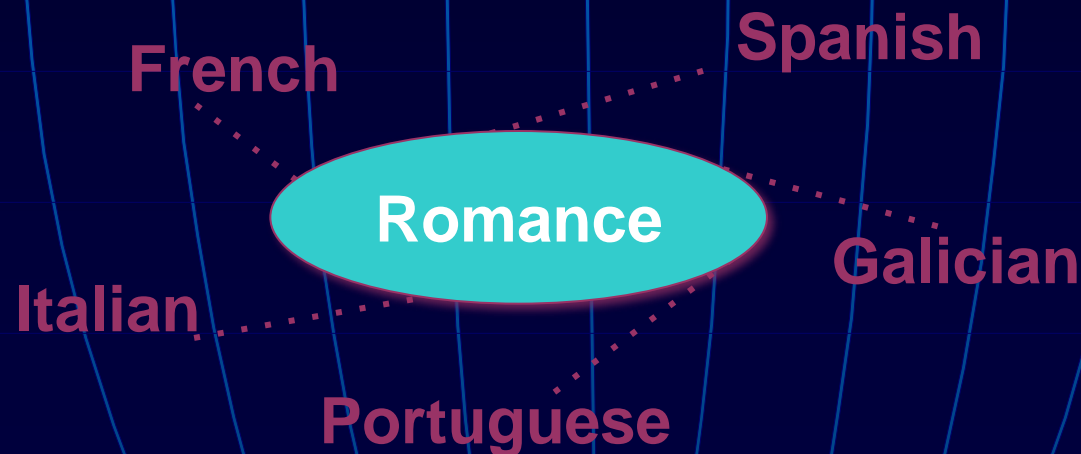
# Language Awareness.....

- Knowledge, beliefs about additional language teaching and learning
- Commitment to responsibility of language learning
- Documenting learning experiences

# Language Awareness Inservice

## Read and comment on the following

- Some people just can't learn another language
- Repetition is important
- It is easier to pick up a language from the same linguistic family



# Language Awareness Inservice

- Develop an awareness of how we learn language

Differences	Similarities
L1 – L2 (TL)	L1 – L2 (TL)

# Language Awareness

**Before**

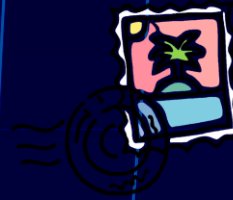
***My plans for using this language are:***

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Family & Friends



Travel & Holidays



Work & Research

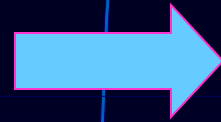
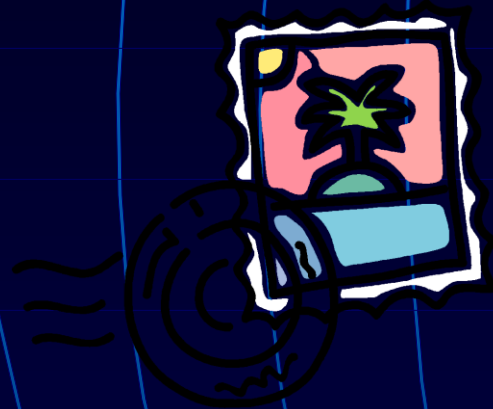


Entertainment & Interests

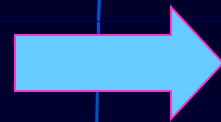


# Language Awareness

**Travel**



Language Spoken



Language Written

**Description of Use:**

*My group will find some information on key attractions in our chosen city for the assignment and will gather the information for our preparation of a tourist brochure.*

# Student EXIT CARDS

- Language Benefits
- Language Learning



# What is the #EDL?



2001 was the European Year of Languages which was promoted by the European Union and the Council of Europe to encourage language learning and plurilingualism across and within European countries. Europe as a continent celebrates a rich multilingual diversity.



Council of Europe designated September 26<sup>th</sup> as the Day of Languages.

## Objectives of the Day of Languages:

1. Raise awareness of the importance of benefits of language learning
2. Broaden an understanding and knowledge of languages
3. Increase plurilingualism
4. Deepen intercultural understanding
5. Illustrate linguistic and cultural
6. Encourage ongoing commitment to language learning throughout life

# About tone...and language varieties

Tone differences.....

*Come on!*

*Yeah, right!*

*I'm sure she'd  
be happy to  
help you*

***Varieties - Brit Aussie Kiwi Yankee  
Canuck??***

Canadian English.....

*I mean*

*go*

*like*

*eh!*

# Canadiana.....



- Conversations at winter bus stops.....

*Brrr..... Cold enough for 'ya?*

*I never been so cold....You got that right....*

*Is it ever? They said it was goin' to be cold...*

*No doubt about it.....*

*A Canadian moment:*

[https://www.youtube.com/watch?v=13U4\\_Fl4gc](https://www.youtube.com/watch?v=13U4_Fl4gc)

# *What is language transfer?*

*Selinker 1972 – type of language produced on journey to L2 competency  
George Yule (2017): using sounds, structures and expressions from L1 in L2*



## **Structure**

*I think on  
him every  
day....*

## **Sound**

*That is  
very  
especial.*



## **Expression**

*(hands up  
to show  
the café is  
full)*

# Interlanguage Study

- This is useful in bringing language awareness to teachers who are planning lessons to ELLs
- It provides you an overview of how the target language is structured and how the L1 background may bring challenges to learners.

中文

# Think about VOCAB!

## AWESOME WORDS

### Nouns

Ferrari

pandemonium

spectators

caption Immortal

### Adjectives

empathetic

respectful

dedicated

yapping

jostling

advocate

desist

comprehended

### Verbs

negotiate

yapping

dedication

respect

dedicated

### Adverbs

reluctantly




repeatedly

respectfully



# Think about *tiered* VOCAB!

Here is an example of an ELL friendly tiered vocabulary anchor chart:

First Language(s)	Pictures	Tier 1	Tier 2	Tier 3
mirar ينظر regarder		look	notice	observe
giro تدور <u>filement</u>		spin	flip	revolve
a su vez وتساقيز سو tour		turn	rotate	360 degrees <input type="text"/>



# Inclusion Practices

# Visibility?

- Question:
- How do people know on a Thursday morning visting a school, that there is wonderful language learning happening in the same place on a Saturday morning?

*This site is home to*

## **International Languages Elementary Program**



Language Program(s)      Date(s) Time(s)

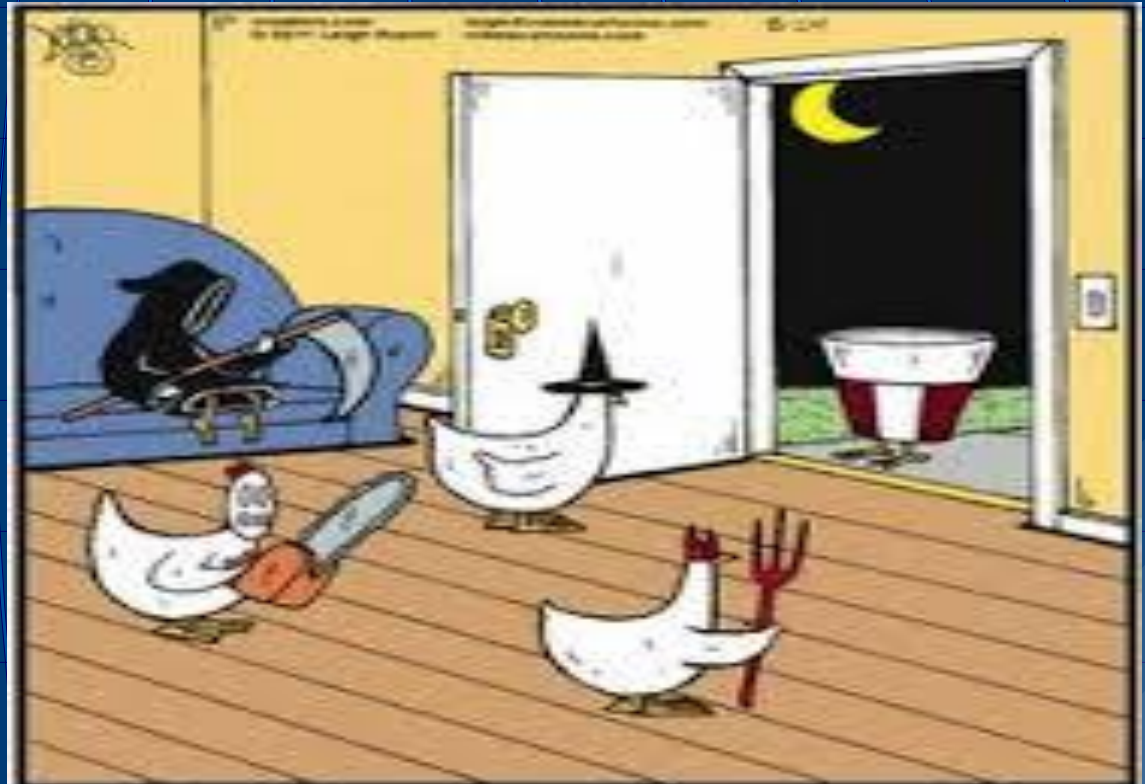
# What is the affective filter?

*Krashen: obstacles that interfere with the language acquisition process*

*Think of what this could mean in the context of students coming to your language program. Discuss what may “block” their acquisition of language input...*



Humour goes a long  
way.....



Upon Bernie's arrival, the scariest-costume competition was about to get a whole lot stiffer.

# *Our Morning Meeting – positive vibes*

- **Feeling included in the classroom means some kind of motivators or icebreakers that bring personal relevance and promote group interactions – try a**
- ***Find Someone Who....***





**Know  
Our  
Strategies**

# Past to Present

- *Grammar Translation*

Please translate the following from English into Spanish: This message is for Mr. Bernier.

- *Audiolingualism*

Repeat the following after the teacher: *Señor Bernier, este mensaje es para usted!*

- *Cognitive Approach*

Contesta:

Este mensaje es para Sr. Bernier, no? (sí) ..... *Sí, es para el.* (? , Sra Bedard) ..... Es esta mensaje para Sra Bedard? (no)..... *No, este mensaje no es para ella* (ahora haz la misma frase con 'nosotros')

- *Natural Approach (which evolved further into Communicative)*

Este mensaje es para quién? (Mr. Bernier visual indicated) *Es para Sr. Bernier.....Ah, si? Es para él? (Sí, es para él.).....Bueno, y ese mensaje, el otro? (use of visual/realia) Ese mensaje es para Sra Pham. Es para ella.*



# Global Alliances



# *Key Beliefs on Language Alliances:*

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1. All languages are important.
2. All language teachers need to form alliances and partnerships with each other and with others.
3. All teachers are language teachers.
4. Intercultural training and language awareness is key to learning in all classrooms.
5. Professional development must be ongoing, diverse, local and global.



**Visit:** [www.ilea.ca](http://www.ilea.ca)

- *European Day of Languages website*
- *Intercultural Understanding Tasks*
- *Financial Literacy documents (for demonstrating the three types of assessment)*



*ILEA*

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