



# International and Heritage Languages Association

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<https://www.facebook.com/groups/1513060642278608/?fref=ts>

## 12th Annual Mother Language Day

We are grateful to our language schools, esteemed guests, teachers, principals, parents and especially students for making this year's 12th Annual Mother Language Day a tremendous success! Your performances were beautiful, full of culture and character. It is our great pleasure to be able to organize such a warm cultural exchange every year.

This year we have had performances from 15 different schools who showcased the cultures from around the world. We've also had 22 schools displaying their students' talents.

We want to express our thanks to our esteemed guests at the Mother Language Day. Thank you to Maurine Kubinec - Minister of Culture and Tourism for your kind words towards our organization. Thank you Mayor, Don Iveson and Councillor Amarjeet Sohi for proclaiming the International Mother Language Day on February 21st in Edmonton, Alberta Capital City. Thank you to Olenka Bilash for a beautiful presentation on the importance of language preservation.

A big thank you goes to our talented Masters of Ceremonies: Wojtek Hewak and Ksenia Voronina who have led the event. A special thank you also to all our volunteers, and to our sound operator, Kamyar Pooyeh.

Our warmest regards go to all of you and we welcome you to the 13th Mother Language Day in 2016.

For more images and videos, visit our website at [www.ihla.ca](http://www.ihla.ca)

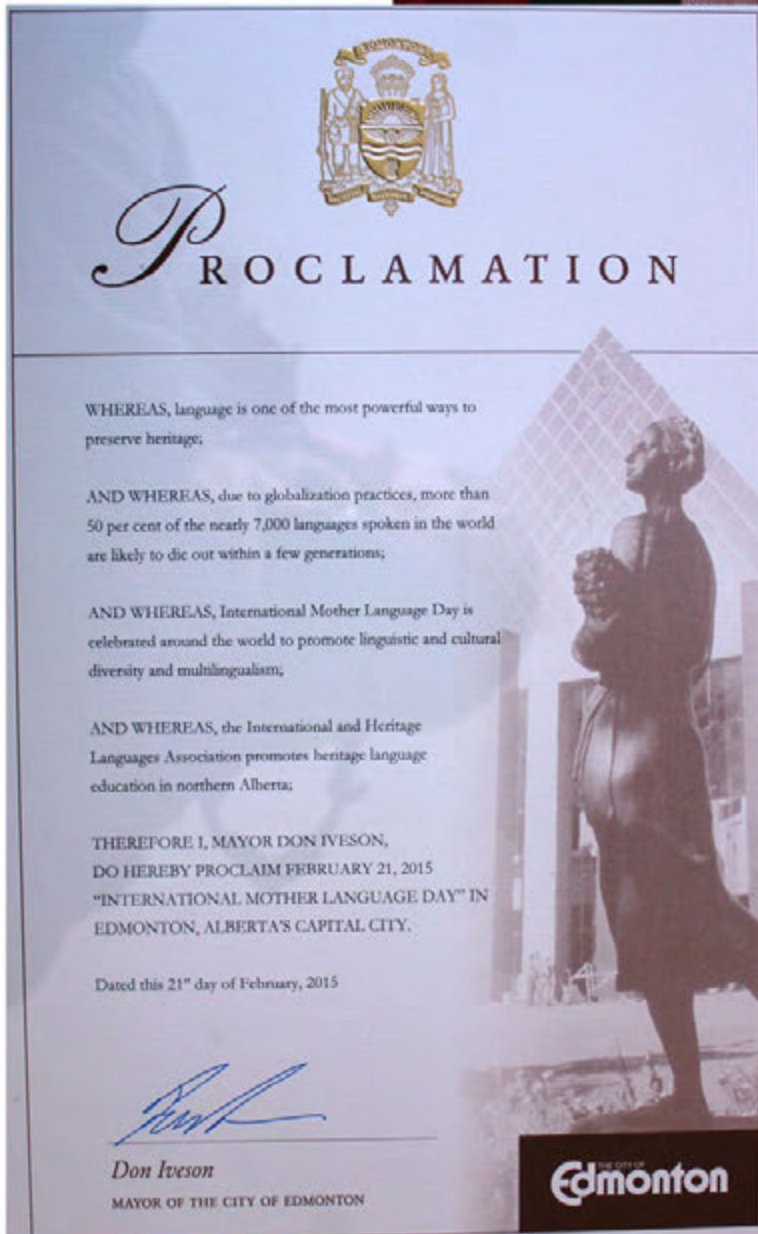





If you have attended the 12th Annual Mother Language Day, then you already know that the Mayor of Edmonton, Mr. Don Iveson together with Councillor Amarjeet Sohi have proclaimed February 21 as the Mother Language Day in Edmonton.

This is a big honour for our organization and we are grateful for the attention given to this important event.

Go to our website to see the video of the proclamation and other materials.





# PROCLAMATION

WHEREAS, language is one of the most powerful ways to preserve heritage;


AND WHEREAS, due to globalization practices, more than 50 per cent of the nearly 7,000 languages spoken in the world are likely to die out within a few generations;


AND WHEREAS, International Mother Language Day is celebrated around the world to promote linguistic and cultural diversity and multilingualism;

AND WHEREAS, the International and Heritage Languages Association promotes heritage language education in northern Alberta;

THEREFORE I, MAYOR DON IVESON,  
DO HEREBY PROCLAIM FEBRUARY 21, 2015  
"INTERNATIONAL MOTHER LANGUAGE DAY" IN  
EDMONTON, ALBERTA'S CAPITAL CITY.

Dated this 21<sup>st</sup> day of February, 2015

  
*Don Iveson*  
MAYOR OF THE CITY OF EDMONTON



## World Congress of Modern Languages

As some of you know I have visited the World Congress of Modern Languages this year in Niagara Falls. This conference is meant for increasing awareness of issues related to learning a second language and heritage languages. WCML is sponsored by the Canadian Association of Second Language Teachers of which IHLA is a member.

The sessions at the conference were highly informative and helped me acquire new resources to share with everyone. I will list three of the session overviews in the newsletter. More session overviews can be found on IHLA website under resources.

Enjoy the reading.



**WORLD  
CONGRESS  
OF MODERN  
LANGUAGES**



▶▶▶ Collaborating across Languages and Borders

**MARCH 26-28, 2015** | NIAGARA FALLS | ON | CANADA

## Summary of Presentation – Assessment to Inform Instruction by Paul Sandrock

Paul Sandrock works for ACTFL – American Council on the Teaching of Foreign Languages. This organization is dedicated to the improvement and expansion of the teaching and learning of all languages at all levels of instruction. ACTFL is an individual membership organization of more than 12,000 language educators and administrators from elementary through graduate education, as well as government and industry. Since its founding, ACTFL has focussed on innovation, quality, and reliability in meeting the changing needs of foreign language educators and their students. From the development of Proficiency Guidelines, to its leadership role in the creation of national standards, ACTFL focuses on issues that are critical to the growth of both the profession and the individual teacher.

This session focussed on improving student learning through proper assessment and alteration of the instructional material based on the assessment outcomes. Assessment is separated into assessment of performance and proficiency.

Performance	Proficiency
Language is learned and practiced in an instructional setting	Spontaneous, non-rehearsed interaction in real-world situations
Familiar context and content areas	Broad content and context in authentic situations
Curriculum dependent	Independent of curriculum or when, where, or how the language was acquired
Assessment is based on what was taught and practiced	Assessment is based on criteria in the ACTFL Proficiency Guidelines

As proficiency in a language is a better determinant of language grasp than performance, assessment and instruction should be tailored accordingly. It is important to identify what it takes to guide learners to perform to the next higher level (moving from Novice to Intermediate, from Intermediate toward Advanced). Instruction should be reviewed to identify the purpose of the material being taught. The material should be reflective of the practical applications for language, meaning that the students should be able to walk away from a lesson with an ability to use learned material in a real world situation, such as a conversation or a written communication. This serves two purposes: it teaches students practical, immediately useful skills and it encourages students to continue learning, as they can see their own progress in practical terms.

To guide students towards a higher language proficiency, it is crucial for students to understand why they are learning the language, and real world applications of language use should be incorporated into lessons as much as possible. A good example of a real world application exercise for a novice student can be a hypothetical situation of a learning exchange to another country:

Your students are going on an exchange to the country of your language instruction. They will be staying with an exchange family and after that they will host an exchange student of their own. The first task the students will have is to look at or listen to information from three different host families in the exchange country, to find out as much as they can: where they live, how many children they have, what activities they like to do, etc. Then decide which family they would prefer to host them and list as many reasons as possible to explain why. Next task, is to have the student with a partner be exchange students. It will be their first night with the host family and they want to practice their conversation skills. They will bring a picture of their own family and practice with their partner the kind of questions

they will ask and how they will respond. Thirdly, the exchange program would like the students to write a letter describing their family that the visiting students will read to decide on their Canadian host family. They should provide as many details as they can to describe their family including likes, dislikes, and activities.

This exercise serves several purposes. It allows students to practice reading, listening, speaking, and writing. It also teaches students a practical use for the language that they learn.

For guiding students toward a higher level of proficiency it is important to ask level appropriate questions for the students to answer.

Move from Novice	Move toward Intermediate
Your sister is older than you?	What is it like having an older sister?
What things do you have in your room?	Can you describe your room for me?
What sports do you play?	What is a typical practice like?
Move from Intermediate	Move toward Advanced
Tell me about your daily schedule.	How has your schedule changed in the last few years? What is different about high school compared to middle school?
Tell me about your part time job.	Tell me about how you found out about your job. Tell me all the steps you had to follow in order to get your job.
Tell me about your favorite type of movies or theater shows.	Tell me about a very memorable time you went to the movies or the theater. Describe that time and what made it fun, interesting or unusual.

Many resources are available for teachers online at ACTFL website.

Resources:

World-Readiness Standards for Learning Languages {2015}

<http://www.actfl.org/publications/all/world-readiness-standards-learning-languages>

NCSSFL-ACTFL Can-Do Statements (2013)

<http://www.actfl.org/publications/guidelines-and-manuals/ncssfl-actfl-can-do-statements>

ACTFL Proficiency Guidelines (2012)

<http://www.actfl.org/publications/guidelines-and-manuals/actfl-proficiency-guidelines-2012>

ACTFL Assessment of Performance toward Proficiency in Languages (AAPPL)

<http://aappl.actfl.org/demo>

ACTFL Publications

(<http://www.actfl.org/publications/all>)

## Summary of Presentation – Engaging Parents and Students and Supporting Educators

This presentation was done by Canadian Parents for French (CPF). They are an advocacy group comprised mainly of parents of students who are learning French as a second language. This group provides a myriad of resources for parents to be able to support their child's education, including classes in French for adults and seminars on dealing with difficulties in language learning. Most of all, the parents become strong supporters of the education and become the biggest advocates for continuing education in French.

At your schools you are not teaching French, but you do have parents, who care greatly for their child's education. Why else would they send their children to the language school? They can be the biggest supporters of your school and they can help your school achieve goals that you can't achieve by yourself. First step, however, is to get them involved. Developing resources for the parents is a great way to make parents understand better how they can help. Drawing from the CPF example we can create our own resources of similar kind.

The following are just excerpts from the resources that CPF provides and more can be viewed on their website at [on.cpf.ca](http://on.cpf.ca).

## SUGGESTIONS FOR DEALING WITH DIFFICULTIES

1. Make sure your child attempts the task before offering/giving assistance
2. Ask questions to get your child to explain what has to be done and what he/she has tried so far
3. Praise any worthy efforts such as neatness, concentration, accuracy
4. Show your child similar examples
5. Do homework in small daily chunks to minimize frustration and alternate between easy and hard tasks
6. Set a manageable goal for your child (e.g. have them do only two examples independently, then check the work, praise or re-explain before trying more)
7. Limit requests for help to encourage independent problem solving
8. Have your child check completed work for neatness and quality and ask him/her to point out needed improvements or corrections
9. Have your child try to make corrections independently
10. If required, provide occasional incentives/rewards for motivation but avoid having these become an expectation (ultimate goal is the sense of pride in personal achievement, not the treat)
11. Consider making a chart for recording successful homework sessions
12. Avoid arguing over homework (you must demonstrate control)
13. Review work completed earlier in the year and point out progress made over the weeks to help boost self-confidence
14. Model learning to your child by showing them examples of your own homework such as extra work from your own job or even something like reading an instruction manual

If difficulties persist, communicate with the child's teacher. They can provide suggestions to make homework a more positive experience, modify homework expectations, reduce workload, etc. Homework should not become disruptive to family life.



## ASSISTING WITH HOMEWORK IN FRENCH HOMEWORK

- Support and encourage your child - you are not expected to teach.
- Try to read the French words - mispronunciation will happen but may provide clues to remind your child of correct pronunciation (you can refer to online pronunciation tools).
- Your child can sing songs or recite poems while pointing to corresponding words on the song/poem sheet. Ask your child to explain what it is about; find words which are repeated more than once in the text; find words that rhyme. Ask your child to clap out the number of syllables in particular words, etc.
- Use picture clues. Your child can try to "read" the homework since the words are usually memorized at school before being sent home for review. Ask your child to point to words being read so you can "learn to read French".
- Buy a French/English (or own language) dictionary and refer to the dictionary's phonetic spelling when your child has difficulty remembering particular word(s).
- Encourage your child to exchange phone numbers with friends from class so that your child can phone a "homework buddy" to potentially help with remembering the word(s).
- Parent can send a note to the teacher if particular words are causing difficulties.
- Some children are asked to study for spelling "Dictees". Advice on helping your child with dictee is on the "Dealing with Dictee" tip sheet.
- Grade one children are encouraged to use available references (class word lists, personal dictionaries, story books, etc.) to spell words correctly. They should also be able to spell phonetically, demonstrating an understanding of French consonant/vowel sounds as well as blends. Children usually learn key words to associate with particular special sounds. If these charts/lists are sent home, parents can refer children to these for assistance with phonetic writing as well as for decoding unknown words during reading.
- Encourage your child to explain interesting language differences (e.g. "things are often backwards in French ... In English it is a blue table but in French it is une table bleue which is really like saying a table blueI" ).
- Communicate with other parents who have children in the French Immersion program to exchange ideas and support each other.

How to deal with "les devoirs" when you don't speak French

Helping your children with their homework is a challenge for any parent. Helping with their homework in a language you don't speak is an altogether different challenge. But it isn't impossible; we have gathered some invaluable homework tips for you from experienced parents.

**HOMEWORK:** Reviewing and practising concepts and skills taught at school. Helping your child keep up with curriculum pace, develop study skills, and review oral material.

### REASONS FOR HOMEWORK

- Homework is an important step in building a strong home/school partnership
- Parental involvement is crucial to achievement and to a positive attitude for learning
- Homework is a planned part of the Ministry of Education's education process
- The education process is designed to enhance student learning by establishing important skills your children will carry with them as they grow: responsibility, organization, concentration, time management, self-discipline

### HOMEWORK LOCATION

It is a good idea to establish an appropriate location for homework tasks. An ideal place is one:

- Close to a parent and distraction free
- With an appropriate height table and chair and proper lighting
- That has required supplies and review/reference materials at hand
- That has a clock or timer

## **FRENCH NOT REQUIRED TO HELP!**

As a child's second language skills develop he/she will transfer the skills learned from one language to the other. Give your child plenty of opportunity to read, write and express his/her thoughts and ideas. This will encourage them to develop their skills in both languages.

- Read to and with your child in your home language(s).
- Listen to your child read in French. Encourage comprehension by asking questions, but don't ask for a translation.
- Pay attention to your child's learning style and decide if they learn visually, orally (auditory) or kinesthetically.
- Help your child with math using the same techniques you normally would in English or in your home language (e.g. adding and subtracting with coins or marbles). For written math problems, teach your child to concentrate on the exact meaning of each word and draw pictures to illustrate the problem and solution.
- For social studies and science, your child can explain the topic and receive your help
- Provide French reference materials, especially a good French/English dictionary. In later years, a French dictionary and books of French verbs and conjugations, grammar and spelling, and common French expressions and idioms will be very useful.
- Make French a part of your child's life. Encourage French reading, listening to French music and watching French TV and movies. Visit your school and public library for materials to borrow such as French music CDs, magazines, DVDs, and books on CD. Try French computer games and software to stir their interest.
- Encourage your child to take part in French extra-curricular events and activities.
- Travel to Franco-Ontarian communities and French destinations in Canada and overseas to bring French alive for your child.
- Let your child watch extra TV in French! You can also change the language from English to French on your child's collection of DVDs.

## Summary of Presentation: “Language for Travel” by Andrew McFayden. WCML

Andrew McFayden has been a language teacher for 20 years in Prince George, BC. He is a multilingual teacher, speaking English, French, Spanish, Scottish Gaelic, and Italian fluently. He is passionate about language education and preservation of world languages, be they spoken by a billion people or by a dozen. He is also an avid traveler and language learner.

The situation in Prince George is such that a small proportion of the population speaks more than one language, and there is a low interest in language learning because of lack of understanding of practical application of additional languages. This situation will be familiar to people in all cities, not just Prince George. Mr. McFayden decided to develop a language survey course for several languages, teaching in the process practical applications of languages. More specifically, his course is focussed on language learning for the purpose of travel. This course has become highly successful among students and has provided valuable cultural and linguistic education to the students.

The course has gone through approval by the Board of Education and has been approved as a credit option for high school students. The course theory is focussed on instilling appreciation of the value of languages of all kinds including endangered and dying languages. It also teaches cultural appreciation and understanding. The theme of the course is always connected to travel, with a major focus being on speaking and ability to say things in different languages. Writing and grammar are given a minimum focus. The course is a kind of preparation for traveling to a country of choice and learning how to communicate in the most basic of senses.

While seeming rudimentary, this course provides an overview of several languages for students to sample and shows a practical application to learning those languages. It allows students to experience briefly several languages and encourages selecting a language for further continuing study.

The course is broken up into components. The structure is as follows:

1. World Languages
2. French
3. Italian
4. Scottish Gaelic
5. Spanish
6. Personal Project

The World Languages section offers an overview of linguistics, language families, history of English language, and other. It looks at world languages in general exploring the topic of endangered languages and how they become endangered. It also encourages self-exploration of beliefs about language learning.

Every language component follows the same structure:

1. KWL – a full semester project starting with students writing what they Know about the language and what they Want to learn. What they have Learned is the final component which is completed at the end of each language section.
2. Internet Research – the students do an online research project finding out information relating to: tourist sites, travel etiquette, traditions, regional differences, geography, podcasts of language learning.
3. Language Section – learning the basics of the language including: numbers, pricing, shopping, ordering food, greetings, polite phrases, asking for directions.
4. KWL Wrap-up
5. Final Spoken Assignment – usually based on skits or group presentation.
6. Test.

At the end of the course, a Personal Project is done by the students where they research their personal ancestries to discover where their roots come from and what languages their ancestors have spoken.

The course can be adapted to any 4 languages or extended to more languages with more time. It is a unique approach to teaching language appreciation and supporting language education.

**Wiley, T. G., Peyton, J. K., Christian, D., More, S. C. K., & Liu, N. (2014). *Handbook of heritage, community, and Native American languages in the United States*. NY: Centre for Applied Linguistics & Routledge.**

**Reviewed by Trudie Aberdeen**

Many scholars are increasingly interested in the instruction in heritage language education. In greater numbers, academics are studying and supporting the work that we do with our learners; we teach those for whom the language is somewhere between a first and a second language. This edited handbook which was co-published with the Centre for Applied Linguistics (CAL) and Routledge provides up-to-date information on the state of heritage language education in the United States. Within the books' 404 pages are an introduction, 33 chapters divided into six sections, and an afterword. The six sections are "Foundations of heritage, community, and Native American language education", "commonly taught languages", "critical and less commonly taught languages", "Native American languages", "languages with strong community connections", and "Promotion of heritage, community, and Native American languages." There are 20 chapters written on the situation of specific languages.

In the first section, "Foundations of heritage, community, and Native American language education", the authors have highlighted some of the important characteristics of language teaching. In chapter one titled, "demographic realities, challenges, and opportunities, Fee, Rhodes, & Wiley discuss why language instruction in the United States fell in elementary schools between 1997 and 2008. The authors explain that many cite financial issues offering language courses (budget cuts and down turning economy) along with a shortage of qualified teachers. Numbers of high school students have remained relatively stable. They also report that Spanish was the most commonly taught language during this period. They also explained that Chinese learners were becoming larger in numbers, but French and German students were decreasing. In the second chapter, "The problem of defining heritage and community languages and their speakers", Wiley explains the complexity of deciding who heritage language speakers are. Essentially there are two core components: affiliation and proficiency. While the former is linked to identity, the latter is linked to pedagogy.

In "Heritage language students: Profiles and possibilities", Valdes explains the need for pedagogical theories about heritage language learning. She describes heritage language teaching as a new profession and lists many potential avenues for future research. In Fishman's fourth chapter, "Three hundred-plus years of heritage language education in the United States", he describes the teaching of heritage languages as "shamefully neglected", but adds that the United States is at its height of multilingualism and that the situation needs to be improved. In Wiley's chapter five on "Policy considerations for promoting heritage, community, and Native American languages", he advocates for policy changes to improve the situation of heritage language instruction as distinct to second language instruction at the state and federal levels. He explains that while government policy is helpful in creating willingness in the people, communities themselves are foundational in creating and meeting their own goals. In Chapter six, Lo Bianco describes "Documenting language loss and endangerment". He lists current knowledge about recording, saving, and revitalizing languages. Of particular interest to our students and their families is Chapter seven, "Professional opportunities for heritage language speakers". Carreira points out that there are jobs available for multilingual speakers in the government and private workforce. At the federal level, many opportunities exist in national security. In the private sector, many in-demand jobs are available in translation, education, healthcare, and business (international, within the United States' ethnic communities, and within the United States managing foreign/immigrant workers). She adds that traditionally, being bilingual was an asset for the employer, but not necessarily a financial asset for the employee. However, this is shifting with continually increasing immigration. In Chapter eight, van Deusen-Scholl, list the main research concerns of the field in the chapter titles "Research on heritage language issues." The research needed includes language policy, pedagogy, identity, and a theory of language acquisition.

In sections two through five, the current situation of the instruction of over twenty heritage languages is explained. These languages are Spanish, French, German, Italian, Portuguese, Arabic, Chinese, Hindi, Russian, Navajo, Pueblo, Oowaaha Myaamiaataweenki, Hawaiian, Warm Springs languages, Japanese, Korean, Yiddish, ASL, Khmer, and Filipino.

Section six is titled “Promotion of heritage, community and Native American languages”. In this section there are seven chapters which describe some of the internal workings of schools. In Chapter 29, Vinogradova explains how digital storytelling can be a useful tool in the heritage language classroom because it allows learners to “create closer connections with their families and communities”. In He’s Chapter 30 called “Heritage language development and identity construction throughout the life cycle” she describes a typical heritage language learner’s identity development. She identifies research which describes young learners are initially being interested in their heritage but shift to English-dominant, rebelling in their early teens, and coming back to their culture as an adult. In Chapter 31, “Stakeholder views of community-based heritage language programs”, Liu and Keu-You describe issues faced by Korean and Chinese heritage language schools in the United States. Moore describes “Program models for heritage language education” in Chapter 32. These include bilingual and immersion programs, mainstream foreign language education, after-school and weekend programs, and language camps. “Assessment of heritage language learners: Issues and directions” is the 33rd chapter written by Malone, Payton, and Kim. The authors list a multitude of issues experienced by those who are working to improve language assessment of heritage languages. Some issues are that the field is not currently aware of all of the factors that impact individual differences among learners, and other problems lie with the lack of definitions, standardization, and generalizability. In Chapter 34, “Preparing teachers to work with heritage language learners”, Caballero lists American federal organizations that impact heritage teaching [Centre for Applied Linguistics (CAL), the Heritage Language Initiative (HLI), the National Foreign Language Centre (NFLC), the National Heritage Language Resource Centre (NHLRC), the American Council on the Teaching of Foreign Languages (ACTFL), & the National Council of Less Commonly Taught Languages (NCOLCTL)] as well as identifies teacher development programs that are known to be effective. And finally in Chapter 36, Moore describes “Funding for heritage language programs”. She explains that many families and communities must take on the bulk of the costs of the programs through tuition, volunteerism, materials donations, and fundraising, but some federal and state funding does exist at the personal level. Some individuals are able to receive grants and scholarships.

She also suggests checking the host-country and embassies for further sources of revenue.

This book is helpful in understanding the American context of heritage language education and many of the larger points also apply to the situation in Canada. A challenge with applying all of the content of this book to the Canadian context is that we differ in federal and provincial policy. Still, the research questions and issues that apply to our Southern neighbours are similar. There is a need for a Canadian agenda which examines research in line with our language policy. It should not be forgotten that Canada is a multicultural country and as such, we should expect to exercise our rights in this area. It would be interesting to have up-to-date information on Canadian teaching practices, Canadian standards, Canadian funding sources, and Canadian policies across the provinces.

While this book also defines many of the issues, I find that some of the information is too generic to be truly useful. Perhaps this is an unfortunate critique of state of the field and not a criticism of the particular authors. Overall, I recommend this book as an excellent introduction to those interested in heritage language education in general and specifically for those interested in understanding it to those in the United States.

## **The Way We Were... The AELTA Heritage Language Schools' Festival**

**By Trudie Aberdeen**

Before we were known as IHLA, our multicultural brothers and sisters were known as the Alberta Ethnic Language Teachers' Association (AELTA). 1982 was an interesting year for our city and a productive year for our young organization.

Edmonton was preparing for the 1983 Universiade and AELTA was planning for a Heritage Language School event of its own. The president of AELTA, Heliodoro Bringos encouraged schools to participate in the event which "serve[d] to promote the spirit of multicultural fraternity" (AELTA Newsletter-Northern Branch-April 1982). The first event was held on June 5, 1982 from noon to 6pm and offered opening ceremonies, sports competitions, multicultural displays, heritage themed snacks, and a cultural show/entertainment. The event was so successful that it was repeated the following year.

In 1983, the Cultural and Sports Event was a two-day event and held at Commonwealth Stadium. In true community spirit, the event was attended by political and social dignitaries. According to the Edmonton Journal (June 3, 1983), over 50 schools participated in this cultural and sportive extravaganza. Unfortunately, the event was short lived due to financial challenges (AELTA Newsletter-Northern Branch-October 1983). In fact AELTA lost over \$1,000 on the event which was a sizable amount considering the registration fee to join the organization was only \$5.

# AELTA

ALBERTA ETHNIC LANGUAGE TEACHERS' ASSOCIATION (NORTHERN BRANCH)

11024 - 82 Avenue, Edmonton, Alberta T6G 0T2 Ph. 477-5952 or 469-3106 (after 5:00 p.m.)

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## P R E S I D E N T ' s M E S S A G E

AELTA's executive is committed to serve you and the cause of the Heritage Language Program in the best way possible. With the second newsletter, it is hoped that existing channels of communication be opened and improved. As a point of general interest, AELTA's newsletter will be printed five times this year. Should you be interested in becoming an active participant in either the newsletter or the organization, you would be most welcome. The AELTA executive would like to see you attend its meetings or, if that is impossible at least have a regular representative from your school present. Should you require any further information, please call me at 469-3106 after 5.

AELTA is organizing a Heritage Language Schools' Festival. The festival will address itself to all those devoted students who have attended heritage language classes offered after regular school hours and/or on Saturday. These specific classes should have enabled all interested students to learn and appreciate their cultural and linguistic heritage. The festival should, therefore, serve not only to culminate school activities, but also to promote the spirit of multi-cultural fraternity. It is believed that this festival could dissolve, even if temporarily, ethnic barriers and cultural misunderstandings. Hopefully, too, it will present in a simple way our inherited cultural differences; differences that most definitely enrich our nation.

YOU are all invited to participate in our festival. When you receive the festival brochure accompanied by the registration form, it is hoped that your response will be both affirmative and prompt. Multi-culturalism needs YOU.

April, 1982

Heliodoro Briongos



April 1982

# YOUTH

: Saturday, June 5, 1982  
(12 noon to 6:00 p.m.)

A tentative program of activities will run as follows:

12:00 noon — **OPENING CEREMONIES.** Entry of the different schools in their traditional costumes. Greetings and addresses by dignitaries.

1:00 - 4:00 — **SPORTS COMPETITIONS.** A variety suitable for all ages.

**EXHIBITION.** Each school will have the opportunity to exhibit materials and works typical of their linguistic-cultural group.

**CHILDREN'S MOVIES.**

2:00 p.m. — Refreshments and snacks for all the children. Also commemorative balloons and badges will be distributed.

4:00 - 6:00 p.m. **CULTURAL SHOW AND ENTERTAINMENT.** Each school will contribute songs, dances, short drama presentations, poetry recitation, etc.

Professional entertainers such as a ventriloquist, puppeteer, etc. will complement presentations by the students.

Activities should close at around 6:00 p.m.

*The coordinator, LISA SORENSEN, is completing the details of this festival and will contact each school in the near future. Your comments or suggestions with respect to the proposed program would be greatly appreciated by Lisa Ph. 475-8262. The festival is directed primarily to the students attending ethnic schools, their families and their teachers, so as to celebrate the end of the school year, to share the multicultural spirit, and to promote an understanding of different cultures and languages. A questionnaire will be mailed soon to each school asking for input and the way your school would like to participate.*

# FESTIVAL

For more information phone  
Lisa Helios 475-8262  
Josephine 469-3106  
after 5 p.m. 476-4750



*Edmonton Journal*  
**Second cultural, sports meet set**  
*June 3, 1983*

Students from Edmonton's 50 heritage language schools will gather at Clarke Stadium Saturday for the second annual Cultural and Sports Day.

events, soccer and volleyball until 7 p.m. Briongos advises spectators to bring their own lunch. Drinks and lunches will also be available at the stadium.

Organized last year by the Alberta Ethnic Language Teachers Association, this year's festivities will be co-sponsored by the association and Universiade '83's multi-cultural committee.

Events start Saturday at 10 p.m. with a parade around the stadium's track followed by speeches from representatives of the school boards and various government officials, said Helios Briongos, president of AELTA.

Then, each school will present entertainment featuring bands, choral groups and dancing until noon.

After lunch, sports takes over. Students of all ethnic origins will be divided into mixed teams to play a variety of eight sports including track and field

← found in the "AELTA" clippings file at the Edmonton Municipal Archives.

found in the April 1983 "AELTA Northern Branch-Newsletter" located in the Alberta Provincial Archives.  
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CULTURAL AND SPORTS FESTIVAL 1983. (Final Report.)

This year the Festival was a two day event. Friday, June 3, A reception was hosted for the teachers and other volunteers working in the Heritage Language Schools. The reception took place at the Commonwealth Stadium from 6 to 9 p.m., and was attended by the Hon. Minister of Culture, Mary LeMessurier, and representatives from the Government and the Universiade organization. A variety of ethnic dishes and wines were served. The reception was a real success thanks to the Chairperson of the Festival, A. Ciancibello, and the work and cooperation of many dedicated volunteers.

The Cultural and Sports component took place on June 4th. Several schools participated presenting a repertoire of dances and martial arts, and competing in a friendly manner in various sports and fun activities. A pennant, specially designed for AELTA, and other promotional materials were distributed to the students at the end of the day. A serious evaluation of the Cultural and Sports component is needed because of the costs involved, and the heavy demands on the volunteers. As a result of the Festival and the poor funding by Alberta Culture, the AELTA-NB is experiencing financial hardship; AELTA-NB is in the red or (black) for over \$1,000.00.