



NEWSLETTER

Saskatchewan Organization for Heritage Languages

SPRING 2006

Multicultural Choral Festival of Regina



The Regina Chinese Musical Association

The 3rd Annual Multicultural Choral Festival took place in Regina February 25th, 2006 at Westminster United Church. The public gathered to listen to the music of five outstanding musical groups in celebration of Heritage Languages Recognition Day. The groups featured this year were:

Descent of the Holy Spirit

This Ukrainian Orthodox Church Choir has participated in previous choral festivals. It was a pleasure to listen to their two pieces – “Cherubim Hymn” from the Divine Liturgy and “My Thoughts” a song based on the poem of the same name written by renowned and revered Ukrainian poet Taras Shevchenko.

ICA Hindi School

The children from the ICA Hindi School performed two pieces. The students learn the culture of India through drama, songs, poetry and dance. Their enthusiasm was uplifting.

Regina Chinese Musical Association

Regina Chinese Musical Association members have a love of traditional Chinese music. Much of their music focuses on traditional Chinese Opera, folk music and dancing. The choir has participated in the festival each year. This year they performed a Cantonese Opera called, “Reluctantly Goodbye”. They are accompanied by musicians playing traditional Chinese instruments. Their music is lovely and their traditional dresses compliment the performance.



The Descent of the Holy Spirit

Volksliederchor Harmonie

Volksliederchor Harmonie has been singing for 51 years. The choir provides an opportunity for choristers to share wonderful German songs and to celebrate their heritage. We had the pleasure of listening to their many voices singing Abschied vom Wald (Farewell to the Forest) by Felix Mendelssohn and Frohliches Handwerk (medley of songs from various trades). The director for the evening was Marie Kondzelewski and the pianist Jody Frostad.

The Multicultural Choral Festival is a wonderful way to bring together members of the Multicultural Community to share their language through music.

Regina School of Chinese Studies

The Regina School of Chinese Studies is a ministry of the Regina Chinese Alliance Church. The school offers language instruction and other special interest classes. They performed two pieces. The first was a folk song “Purple Bamboo”, the second a contemporary Christian Hymn by Melody of My Heart Ministry. This evening we were treated to both musicians playing traditional instruments and vocalists.

Multicultural Choral Festival of Saskatoon



The Russian Language School

The Second Annual Multicultural Choral Festival was held on Friday, March 31st, 2006 at the Social Center of Aden Bowman Collegiate in Saskatoon. Saskatchewan Intercultural Association (SIA) and Saskatchewan Organization for Heritage Languages (SOHL) organized the event in celebration of Mother Tongue Day. There were approximately 250 individuals attending the event including teachers, coordinators, students and parents from fifteen different language schools. Eight schools

participated in this year's Choral Festival. They are: Arabic Language School, German Language School, Norwegian Language School, Russian Language School, Salvador Allende Spanish School, Bidya Bharati School, Yoruba language School and Sinhala Language School. There were 100 performers that sang in the event.

The Master of Ceremonies for the event was Ximena Pino-Medrano, a teacher from the Salvador Allende Spanish Language School. Mr. Aschim, a Norwegian Language School teacher and board member of SOHL, extended his greetings to the audience. Each choir sang 1 – 2 pieces. The festival presented interesting mixtures of folk and traditional music from different nations. All the performances and costumes represented authentic rhythms, sounds and styles. Following the program, Ms. Eleanor Shia, a teacher from the Heritage Chinese Language School and the Chair Person of Saskatoon Multilingual School extended a big “Thank You” to all those schools who participated and attended this event. She also congratulated the teachers and parents for their commitment and tireless efforts in making this event a success.

Overall, the Multilingual Choral Festival has once again demonstrated its merits through its enormous success by bringing together a wide variety of music from different countries and cultures. Everybody enjoyed the festival. Teachers and parents said it was a well-organized event and they were very happy to be a part of it. They also mentioned that this was a good opportunity for the schools and parents to communicate and stay in touch with each other. They are hoping that this festival will continue to thrive in the future, and are all looking forward to participating in next year's festival.



The Sinhala Language School



SOHL Connections

SOHL CONNECTIONS, a half hour program on CJTR Community Radio in Regina is continuing with host Mike Harras. The program airs live on Tuesday evenings from 6:00 to 6:30. It features guests and music from many different cultures. Sometimes the guests will talk about their language and culture of origin, sometimes the program will be used to promote events that are happening in the Multicultural Community. Recently SOHL worked with Immigrant Women of Saskatchewan to produce a series of program featuring Saskatchewan Immigrant Women's stories over the past 100 years. We welcome individuals and organizations who would like to be guests on the Radio Show to contact Joanne Shannon at 780-9275. Although the program and most of the guests come from Regina, it is possible to listen to the program on the internet. Please join us for a half hour of language and culture on CJTR – 91.3 FM every Tuesday from 6:00 – 6:30 pm.

New Program Assistant

My name is Lindsay Weichel, and I am very excited to be working as the Program Assistant with SOHL this summer. I have a background in Linguistics with a specialization in Spanish and Aboriginal Languages, and I am currently working to complete my Master's Degree in Linguistics. I spent the past semester working at the First Nations University of Canada as a sessional instructor of linguistics, and I also work as a Spanish instructor with the Centre for Continuing Education at the University of Regina. I am planning to taking up study at Oxford University in October 2006, where I will work towards a Doctorate in Linguistics. I am delighted to be working in the area of heritage languages, which is of such importance to the rich cultural diversity of Saskatchewan, and I am very much looking forward to working with all the members of SOHL throughout the summer.

Annual Conference

SOHL's Annual Conference will be taking place October 14th and 15th at the Travelodge Hotel in Regina. We have still not finalized all the topics and speakers so if you have any suggestions for workshop presenters, please contact the SOHL office.

Passing on the Ancestral Language

From an article by Martin Turcotte, *Canadian Social Trends Spring 2006*

Statistics Canada – Catalogue No 11.008

Many immigrants feel that teaching their own mother tongue to their Canadian-born children is of paramount importance. Aside from the cultural value that maintaining a linguistic identity provides, research suggests that learning the ancestral language may afford children with some socio-economic benefits. First, the knowledge of additional languages is increasingly recognized as a significant asset. Second, proficiency in both an official and a non-official language, along with a strong ethnic identity, can in some cases play a role in children's academic success. And third, in neighbourhoods with a high proportion of immigrants, fluency in an ancestral language can enable participation in ethnic businesses and social life.

Few children can converse in their grandparents' mother tongue

According to a number of studies in the United States, the knowledge and use of ancestral languages tend to disappear rather quickly among children of immigrants. In general, these studies found that most grandchildren had virtually no understanding of the mother tongue of their immigrant grandparents. Is the transmission of ancestral languages to subsequent generations similar in Canada or does one find an appreciable difference?

According to the 2002 Ethnic Diversity Survey (EDS), 64% of respondents learned their parents' ancestral language first in childhood. A larger proportion, 74% reported that they were able to carry on a conversation in their parents' mother tongue. This gap may seem surprising until one considers that some individuals acquired their parents' mother tongue after learning another

language – mostly English or French – in childhood (16%) while others lost the ability to carry on a conversation in their first language (5%).

Once children grow up and leave their parents' home, their use of the ancestral language shows a marked decline. According to data from the 2002 EDS, only 32% of respondents used their parents' mother tongue regularly in their own home. This proportion further drops (to 20%) when examining only those who had children aged 3 to 17. And even in this last group, not all taught their children the ancestral language: just 11% of respondents reported that their youngest child could carry on a conversation in their grandparents' mother tongue. It is possible that in some cases, parents speak the ancestral language with each other, but use English or French with their children.

Outside the home, 16% of respondents spoke the ancestral language regularly with their friends, and 12% of those in the labour market used it regularly in the workplace.

Some groups more likely than others to pass on their mother tongue

Not all language groups are equally likely to pass on their mother tongue to the next generation. Holding constant other variables included in a statistical model – like parents' highest level of education, respondent's age and province of birth – respondents whose parents' mother tongue was Punjabi, Spanish, Cantonese, Korean or Greek were most likely to learn these languages as their mother tongues. Individuals with Dutch, Scandinavian, German, Tagalog, Semitic, Niger-Congo and Creole ancestral languages were least likely to do so. These differences may reflect the

interest that specific language communities have in maintaining ancestral languages. Also, levels of the parents' fluency in English or French may vary from one linguistic group to another.

Indeed, in 2001, only a small minority of immigrants whose mother tongue was Dutch, one of the Scandinavian languages, Tagalog or German was unable to speak either English or French. The proportion ranged from 0.2% for the Scandinavian languages to 2.0% for German. By comparison, members of other language groups were much more likely to be unable to speak either of the official languages: for example 20% of persons with Cantonese and 15% with Punjabi mother tongue were unable to carry on a conversation in either English or French. This may reflect the varying length of time language groups have spent in Canada, and the fact that historically some have had closer contact than others with English or French. Alternatively, large concentrations of individuals in one area with the same mother tongue may render the learning of another language less essential.

Parents with same mother tongues most likely to pass language on

Respondents whose parents both had the same mother tongue (about 90% were in this situation) were more likely to learn this language as their own mother tongue (predicted probability of 68%) than persons whose parents had different mother tongues (predicted probability of 49%). This second group was more likely to speak English or French with their parents.

Parents' education also made a difference in passing on an ancestral language. For example, individuals whose mother had a postsecondary education were less likely than those whose mother's highest level of education was elementary school to have learned their parents' mother tongue as their first language. 61% versus 70%. While it is difficult to explain the exact reasons for the relationship between education and transmission of ancestral languages, other studies suggest that individuals with a higher level of education have a greater tendency to shift to the host country's official language, even for home use.

The age of respondents (and, hence, indirectly the period in which they were born) was also associated

with their first language learned. For example, the predicted probability that a respondent's first language was the parents' mother tongue was 52% for 15 – 24 year-olds compared with 65% for 25 – 34 year-olds and 75% for those aged 65 or over. It appears that those born earlier in the 20th century were more likely to learn the ancestral language as their mother tongue.

Some languages more likely to be learned later in life

In general, the factors associated with the acquisition of an ancestral language as mother tongue (such as parents' first language, parents sharing an ancestral language, parents' highest level of education, age of respondent, province of birth of respondent, etc.) are similar to those related to the ability to speak an ancestral language. Yet there are a few differences.

For example, the predicted probability that respondents whose mother tongue was Dutch/Flemish learned that language first was only 26%, while the probability that these individuals could carry on a conversation in that language later in life was 48%. Clearly, many acquired Dutch/ Flemish after learning another language in childhood.

For other languages, the situation was different; they were equally likely to have been learned as mother tongue and still spoken at the time of the survey. For example, the predicted probability that respondents whose parents' mother tongue was Mandarin learned that language first in childhood was 70%, virtually identical to the probability that they could still speak that language (69%).

In contrast to the findings with respect to mother tongue, no significant correlation appeared between age and the probability of carrying on a conversation in the parents' ancestral language. The youngest individuals had just as high a probability as the oldest of being able to carry on a conversation in their parents' first language.

Regular use key to maintaining ancestral language

The real key to preserving ancestral languages between generations is using them in everyday life. Speaking these languages at home is particularly important, since passing them on to children

depends, in most case, on home use. Although nearly three-quarters of respondents spoke their parents' mother tongue well enough to carry on a conversation, not all of them used that language regularly in their own home.

Not surprisingly, respondents whose mother tongue was the ancestral language were more likely than others to continue to use that language: 39% used it in their home compared with 19% of those whose mother tongue was different from that of their parents. In addition, individuals who, up to age 15, most often spoke the ancestral language with their parents were more likely to speak that language in their own home (predicted probability of 42% compared with 20% for those who had not spoken with their parents).

One of the most important factors associated with speaking the ancestral language in the home is the presence of at least one immigrant parent. Respondents who lived in the same household as their parents were much more likely to use the ancestral language regularly at home than those who did not live with their parents (predicted probabilities of 65% and 20% respectively). In other words, only one in five of those who had left the family nest used the ancestral language regularly in their own home.

The presence of a spouse who speaks the ancestral language is also strongly associated with the use of that language. The predicted probability that respondents would regularly speak the ancestral language at home was 58% when their spouse also spoke that language but only 18% when their spouse did not. In most cases, when a spouse does not speak the ancestral language, the couple switches to English or French.

Income level and sense of belonging to one's cultural or ethnic group are also strongly correlated with the regular use of the parents' mother tongue at home. First, respondents with higher incomes had a lower probability of using their parents' ancestral language at home than those with lower incomes. 51% of individuals with household incomes of \$20,000 or less used the ancestral language, compared with 27% of those with household incomes above \$100,000. Second, the greater the sense of belonging to one's cultural or ethnic group, the higher was the

probability of using the ancestral language at home. Not surprisingly, since language is likely one dimension of a sense of belonging, this correlation was one of the strongest found in this analysis. Respondents who reported a "very strong" sense of belonging were much more likely to use their ancestral language at home (predicted probability of 44%) than those whose sense of attachment was "not strong at all" (8%). It is, however, not possible to establish a cause-and-effect relationship between the two phenomena, since using an ancestral language may, in turn, strengthen one's sense of belonging.

Summary

Preserving an ancestral language is a challenge for many linguistic minority communities. This study focused on Canadian-born individuals whose parents were both born in another country and had a language other than English or French as their mother tongue.

Just under one-third of respondents used their parents' mother tongue at home on a regular basis. The percentage of those who used the ancestral language with friends was even smaller. A multivariate analysis showed that for those who no longer lived with their parents, the probability of speaking the ancestral language regularly at home was only 20%. This situation seems to suggest that, in most cases, the ancestral language will not be transmitted to the next generation.

Respondents with the highest probability of regularly using their parents' ancestral language at home are the ones who acquired the language as their mother tongue and who, up to the age of 15, spoke it with their parents most of the time; those with a lower income; those born in Quebec; those married to or living with someone who also knows the ancestral language; those living with their parents; and those with a strong sense of ethnic or cultural belonging.

Martin Turcotte is an analyst with the Social and Aboriginal Statistics Division at Statistics Canada. A complete text along with statistical charts is available at the SOHL office or by contacting Statistics Canada.

SOHL Mini-Language Program

Mini-Language Program

The Mini-language Learning Lessons are now nearly completed in five centres throughout Saskatchewan. From reports from the classroom teachers and students this is an excellent year once again. A great deal of credit must be given to the excellence of the heritage language teachers. We appreciate your creativity, dedication, and excellent teaching skills. We would also like to acknowledge the support of the coordinators in the various centres and of the classroom teachers who are willing to have someone come into their classroom to share their language and culture. We had a significant cutbacks to our funding this year so fewer classrooms could be accommodated. Most of the Heritage Language Teachers were only able to teach in one classroom this year. We would like to acknowledge funding support from Youth Action Now, the Multi-cultural Initiative Funds from SaskCulture and SaskEnergy. We will again be attempting to secure funding to carry out this program again next year. If you are a Heritage Language Teacher in Saskatchewan and would like to try teaching in the regular school system for 8 hours of language and culture, then please send your resume into the SOHL office and we will try to set you up with a classroom for next year.

Annual General Meeting

SOHL'S Annual General Meeting will take place on Saturday, June 17th at 11:00 a.m. at the Ramada Hotel, 806 Idylwyld Drive North in Saskatoon. Elections for President, Vice-President, Director South and Director will take place. SOHL will cover the costs of transportation for two designated representatives from each organization. Lunch will be served. Following lunch, a presentation will be made by the Research and Skills Development Committee on the Research Project as well as allowing time for open discussion. SOHL is a member organization. We welcome your input and participation.



Simon Ash, Cree mini-language teacher, makes bannock at Albert School

Recipe for Bannock

First gather the following ingredients:

6 Cups of flour

1 Cup of lard

3 Tablespoons of baking powder

1 Tablespoon of salt

2 Cups of currants or raisins

3 1/2 Cups of water

You'll also need a medium sized mixing bowl.

In the bowl, mix the flour and lard together by hand. Then add the baking powder, salt and the currants or raisins. Once this is done, add the water and work the ingredients into a dough. Next, you have two options: the camp fire or the oven. To cook over a camp fire, divide the dough into four lumps and firmly wrap each lump around the end of a four foot stick and prop securely over the fire until golden brown. To cook in an oven, spread the dough out into a 16" square cake pan. Bake at 425 degrees for about 20 minutes or until brown.

Language Schools

Regina Nippon School

The Regina Nippon School is a new Japanese language and culture school for children between 5 and 12. No previous knowledge of Japanese is required. The students learn to read, write, and speak the language and learn about Japanese culture through creative activities including origami, calligraphy, brush painting and songs and dramas.

Currently, seven keen students are learning under the instruction of Toshiko Charrier and the assistance of Lesley Sawa at Campbell Collegiate on Saturday mornings. They have already made significant progress in this academic year; in addition to acquiring basic language skills, they sang Japanese songs and displayed their artwork at Regina Japanese Society events.

The school starts in September and finishes in June. There is the possibility of a summer school. The school will also take older students upon request.

The contact number is 565-3464 or Toshikohorii@Yahoo.ca.

Sai Tamil School

The Sai Tamil School started functioning in November 2005, with Dr. Kanchana as the director and teacher. The school was started to fulfill the language needs of the children of Tamil-speaking parents. Currently the school has 5 students enrolled. Two youngsters (age 5) are awaiting admission this year. There is one teacher and one to fill in when needed. Their services are purely voluntary. The children enjoy the classes and the parents are very happy with the progress. The school is organizing a celebration of the Tamil New Year on May 13th, where the children will sing songs, enact a short skit and also be masters of ceremony in Tamil. Here is what the children have to say about the school:

- Learning Tamil is very important to me, because learning my mother tongue also reminds me of my rich culture. The Sai Tamil School provides me the opportunity.
- The Sai Tamil School is a great way to learn my

mother tongue. It also provides a fun learning atmosphere for me and my classmates.

- I think the Sai Tamil School is a very good school to learn Tamil. We learn our mother tongue while having fun with the classmates and the teachers.
- I think that the Sai Tamil School is the best. It is teaching me a lot about my culture and language.
- Learning Tamil is fun. It is important to learn my mother tongue and know about my culture. I am proud that I am able to speak the language of my ancestors now! Our teacher Dr. Kanchana makes the learning fun and a lot easier.

Contact information: Dr.M.V.Kanchana,
Tel: (306) 585-7065

Balaton Hungarian School

The Balaton Hungarian School opened its doors to its first language class on February 28, 2006 to 21 eager students. The school is located at 1925 McAra Street, which is home to the Regina Cultural and Social Club. The creation of a Hungarian language school is the initiative of the Balaton Hungarian Dancers and was prompted by the desire to send the senior dance group to Hungary to attend dance workshops and camps. Approximately 98 percent of our dancers do not speak any Hungarian. Knowledge of the Hungarian language is beneficial in enabling the dancers to more fully engross themselves into the dance and culture. The preservation of Hungarian dance and culture in our community relies greatly on the knowledge of the language of our forefathers which enables greater avenues for research and development.

The first term of classes, which will end June 30, 2006, has been limited to the senior Balaton Hungarian Dancers and their parents or older siblings. Classes will resume in September 2006 and follow the general school year. At this time, we hope to add another adult introductory class as well as a class for children which will be open to the general public.

In the future, the Balaton Hungarian School hopes to pursue other opportunities for future development in sharing the Hungarian culture with the community.

Salvador Allende Spanish School

The Salvador Allende Spanish School was the first Spanish school established in Saskatoon; founded in 1978 by a group of exiled Chilean refugees, its purpose was maintaining their language and culture for their children. It was due to the vision of those first few volunteers that two generations of Canadian-born children of Chilean parents have been able to find a sense of cultural identity and practice their family's language. Children who have grown to realize what a great advantage they gained in the weekly lessons on language, culture, and heritage. Over the years, the Salvador Allende Spanish School has integrated students of other nationalities and/or ethnic backgrounds – those with an interest in learning about and sharing in the rich culture of Spanish-speaking countries in general and of Chile in particular. The role of the school has undergone a change, from the preservation of a way of life in a foreign country, to one of outreach sharing one's culture with others.

The school's current teachers are dedicated to teaching a second language that continues to provide this service to children of all backgrounds today. In keeping with the spirit in which it was founded, the teachers of the Salvador Allende Spanish School receive no payment other than the satisfaction of knowing they are making a positive difference in the lives of their young students. It is thanks to this school that some of our former students are able to have such a strong sense of identity, a sense of belonging, and have had wonderful experiences because of it: such as translating for Team Venezuela's Women's Softball team during the X World Women's Softball Championships in Saskatoon and hosting a Spanish Radio show on Community Radio, among other endeavors.

The role of Heritage Language schools is so important to our pride: in our past, in the culture and history of our parents, in our sense of where we fit in society, offering us roads and opportunities not possible without their existence. No matter how successful the school or how skilled its teachers, the onus is still on the students to learn and to absorb

what is taught, and upon the parents to ensure these lessons are practiced at home and exposure to the culture occurs.

Heritage Language schools need public support, as well as the support of the ethnic community in general, to stay alive and prosper, which is why organizations such as the SIA and SOHL have been so instrumental to their growth. It is vital that we not forget this with the passage of time, that we stay involved, support each other, incorporate new ideas to continue developing, and keep our schools vibrant for many years to come. Having a second language is a gift that offers us broader choices in life and should be treasured and appreciated as such.

The Salvador Allende Spanish School operates at Mount Royal Collegiate in Saskatoon, every Saturday from 10:00 to 13:00 from September until May.

Spring Free from Racism Committee



One of over forty groups performing at the Spring Free from Racism Family Day

Each year this committee presents a Family Day Celebration in recognition of the International Day for the Elimination of Racism on March 21st. There is non-stop cultural entertainment from 12:00-7:30 which showcases local entertainers who all come together to promote the cause. The 2006 program had close to fifty different performances featuring special guests, "Arkadia Greek Band." In addition, one could taste food from around the world from sixteen food booths and visit numerous displays. This year featured a special children's colouring area and face painting by Street Culture Kidz Project. The committee is made up of representatives from organizations and interested individuals. Other events during the year can include a float in Buffalo Days Parade, a display at Aboriginal Day, and other activities. For more information you may visit the web page at www.sffr.ca.

Eddy Awards

The Sask Employment Equity and Diversity Association held the first Eddy Awards On April 25, 2006. There were over fifty nominations received for individuals, organizations and business who have promoted ongoing initiatives to promote and advance equity and diversity. This year two of the members of the Spring Free from Racism Committee received awards for their work in this area. Barbara Dedi, Co-Chairperson, accepted the award on behalf of the committee and Judy Kobsar also received an award for her contributions. Both of these women have been involved in multiple organizations promoting equality, dignity, and justice for all for over thirty five years.



Lucien Rosca and Barbara Dedi, co-chairs of Spring Free from Racism, accept an Eddy Award

Workshops

SIA Workshop

Technology and Multilingual Education

The "Technology and Multilingual Education" workshop was a SOHL-funded project aimed at the professional and practical development of heritage language teachers in the Saskatoon area. The workshop days began at 9:00 a.m. and ended at 3:30 p.m. on Saturday, April 22, 2006 at Aden Bowman Collegiate. The event was attended by 38 individuals, including teachers, coordinators, presenters, facilitators and staff from member language schools.

The day began with an Ice Breaker/Welcome facilitated by Eleanor Shia, a Heritage Chinese Language School teacher and Saskatoon Multilingual School Chairperson. This session block consisted of a game aimed at the team building of participants, as well as a description of the day's agenda. She also extended her greetings to all the presenters and participants.

The presenter of the morning session was Ellen Black, who has been teaching at the German Language School in Saskatoon since arriving in Canada in 1988. It was a very lively workshop, wherein she demonstrated with a multitude of activities, how common problems in the classroom, such as lack of concentration, inattentiveness, tiredness, boredom, can easily be overcome. She also showed how to place students into groups and pairs quickly, or match uncooperative students, and how to use left over time at the end of the lesson.

Following lunch, the workshop was broken up into two concurrent 1 ½ hour sessions. Bessie A. Pino and Ximena Pino- Medrano, teachers from the Salvador Allende Spanish School, led one workshop. In this workshop, facilitators introduced participants to the use of Multimedia in the classroom; for e.g. Camcorder, TV/VCR, Tape Recorder, CD player, Overhead Projector and how to prepare transparencies. Ellen Black led the other session on "Creative vocabulary learning/teaching". Ellen's presentation demonstrated the important and well-planned steps of effective vocabulary acquisition. The participants learned by an example the very

techniques they should use with their students. All the participants liked that workshop very much and Omar Aschim, the participant from the Norwegian Language School said that Ellen Black was terrific! He also thought that her exercise on vocabulary learning was the best, and of all the training sessions that he has attended in the last 5 years, this had the most practical benefit. He intends to put that learning to use.

At the conclusion of the workshop, the feedback from the teachers and coordinators was overwhelmingly positive. All the participants discussed and shared experiences and filled out the evaluation forms during the feedback session. The Heritage teachers' addressed that this workshop was an eye opener. It allowed them to gather ideas and strategies for educating their children. The workshop was thus a great success, as not only did it validate to the teachers the importance of their work, but also provided them with ways of further developing their teaching methods while generating new ideas for improving and expanding the SMS. They are all looking forward to next year's workshop.

MLAR Workshop

The Multilingual Association of Regina held a workshop Effective Time Management in a Heritage Language Classroom through Literature on March 3rd and 4th at the West Harvest Inn in Regina.

Karen Olsen, Language Consultant for the Regina Public School Board, facilitated the workshop. Twenty-two heritage language teachers, nine MLAR Directors and some guests participated. Evaluation from the participants indicates that it was a very stimulating and successful workshop.



Welcome

We would like to extend a welcome to Laura Alfaro, who is SOHL's new Project Coordinator. Laura is a graduate from the University of Regina with a degree in Anthropology. She has previously worked with the Regina Multicultural Council as a Program Assistant and has been involved with the Salvadorean Cultural Association and the Latin American Interest Group at the University of Regina. Laura is fluent in Spanish and has also studied French and Arabic. In addition, she has a strong interest in multicultural music and dance and has had instruction in Flamenco, Bharata Natyam, Kathak, and Middle Eastern dance and drumming. Welcome, Laura!



Saskatchewan Organization for Heritage Languages

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