



# Ukrainian Language Education Centre Newsletter

## Бітаємо!

## Welcome to the Ukrainian Language Education Centre Newsletter

Welcome to Spring!

It is hard to believe that we have been using an online approach to education for over a year now! The online world opens up many opportunities for teachers and students. While teachers, stressed from the demands, limitations and challenges under COVID restrictions, appreciate being able to share lesson plan ideas and receive the support of their peers, students also now have increased opportunities to engage in multimodal learning.

According to much research, assigning students tasks that involve their visual, auditory, and kinaesthetic modalities simultaneously results in better understanding and longer retention. Kalantzis, Cope, Chan and Dalley-Trim (2016) report also that giving students multiple ways to learn the same content increases their agency (and motivation) and responsibility for their own learning. A mode, or way of communicating meaning, includes one of the following: photos, images, illustrations, music, audio, songs, writing, movement, gestures, colours and more. Multimodal learning takes place when a multiple of these forms of ex-

pression are used simultaneously. Perhaps you can see how multimodal learning underpins the ULEC Rocks contests!

Technology is a must for multimodal learning. When teachers create assignments that give students freedom to express their understanding of concepts in many creative ways, those students will remember them for decades to come. Teachers can encourage students to use multimodal learning by setting criteria for research projects that include using **at least three different media sources** (e.g. books, video-clips, digital libraries, news clips, podcasts or online articles). Unfortunately, since information in digital video form is rather limited in Ukrainian, some teachers may hesitate to use such criteria, especially when they see that students interpret this as gathering information from English websites and then using Google translate! Sadly, this phenomenon can lead to students not feeling like Ukrainian is a language that can be used to discuss or learn about relevant contemporary issues. For example, ULEC's online search for

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### Special points of interest:

- 2021 National Conference for Ukrainian Educators
- Marking Holodomor Remembrance Day in Schools
- ULEC Announces a New Submission Deadline for the Learning Ukrainian Rocks! Video Contest
- ULEC Research: Annotated Bibliography of Ukrainian Children's Literature in the Diaspora Post-World War II
- In Memoriam: Dr. Bohdan Medwidsky
- Securing the Ukrainian Studies Program at the University of Victoria
- Ukrainian Variant of the Russian Language: To Be or Not to Be
- Service Sector in Ukraine Switches to the Ukrainian language
- Looking Back: Saskatchewan "Firsts" in Ukrainian Language Education

### Newsletter Editors:

Prof. Olenka Bilash (Acting Director, ULEC)  
Dr. Olena Sivachenko (Research Associate, ULEC)

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content related to the United Nations 17 Sustainable Development Goals (SDGs) revealed the following results:

In German *Transformation unserer Welt: 2030* yielded 225,000 video clips.

In French *Les Objectifs de développement durable (ODD)* generated over 500,000 video clips of 29 sec. or more.

In Japanese - 日経SDGs/ESG会議 – several hundred video entries emerged.

Using *Цілі сталого розвитку OOH* Google Chrome revealed 16,900 videoclips. The excitement of that number quickly dissipated when we began a closer random investigation of the sites. We found that many were in English, embedded on a website that was written in Ukrainian; some were in both Ukrainian and Russian; some were listed multiple times; and a much smaller number were in Ukrainian. Among the Ukrainian videos few might be considered child- or youth- friendly. Two that are worthy of showing students include one written by the famous creativity expert Sir Ken Robinson (an animation translated into Ukrainian) - [shorturl.at/yzBLT](http://shorturl.at/yzBLT) and one that offers a brief description of how the UNSDGs relate to Ukraine with different Ukrainian celebrities briefly discussing each SDG as it relates to Ukraine - [shorturl.at/KOT25](http://shorturl.at/KOT25) Of course, we should also be asking how the UNSDGs relate to Canada!

One can imagine the frustration that youth must feel in not being able to find information about current and relevant topics in Ukrainian! With this in mind ULEC has embarked on a re-

search and development project to create a number of two to three minute videoclips for beginner to intermediate level language learners about the various UNSDGs and how they relate to Canada, Ukraine, other countries of the Ukrainian diaspora and beyond. These videos, all to be in Ukrainian, will help our Ukrainian Canadian youth to be able to dialogue about international issues with anyone!

The video project is lead by Dr. Daria Polianska who will accomplish the following goals: 1. create sample videos about UNSDGs for Canadian youth learning Ukrainian; 2. develop free online webinars to teach and mentor others on how to create such videos using exclusively free online apps; and 3. provide a brief teacher guide to accompany the materials (in English and Ukrainian). An interprovincial committee comprised of Dr. Olenka Bilash, Dr. Alla Nedashkivska (Alberta), Nadia Prokopchuk (Saskatchewan) and Uliana Pidzamecky (Ontario) will offer Daria feedback and guidance throughout the coming months. At the end of the project we will be reaching out to teachers and students to participate in a related research project. I will share more about these ideas at the NUEC teachers conference on May 16 and welcome your comments and ideas at any time.

Another wonderful aspect of the digital world is that many conferences are recorded and so you can watch them after they have been held live. Thus, this issue offers you links to the recent conference on the impact of multiculturalism on public education. A discussion of multiculturalism today, 50 years after its announcement at the UCC trien-

nial conference in Winnipeg in October 1971, necessarily must address the injustices revealed since then. As Canadians and educators, we are ethically obliged to respond to the TRC Calls to Action. As community members we must remember the resolution passed at the November 2019 UCC Congress precisely to initiate relationships between Ukrainians and our indigenous peoples. Kudos to Larisa Hayduk, Director of the Ukrainian Resource and Development Centre (URDC) at MacEwan University and Maryna Chernyavska of the Kule Folklore Centre at the University of Alberta for their collaboration on initiating this process. Watch and listen to their project with Leah Hrycun as she talks about the 'erasure' of indigenous people in Canada's Ukrainian community at [shorturl.at/jqwDZ](http://shorturl.at/jqwDZ)

As a part of our white privilege, we must also address the racial injustices of the Black Lives Matter movement. Undergoing the difficult process of decolonization is not easy, but by doing it together, we can make collective strides for all. Thankfully, these contemporary issues are also embedded in the UNSDGs.

In this issue we also offer sincerest condolences to the many friends and family members touched by Dr. Bohdan Medwidsky, a professor emeritus at the University of Alberta, and a true community patriot. Read his brief biography and note how his leadership, vision and generosity have created a legacy for Ukrainian studies and opened doors for Ukrainians to develop relationships with many other groups.

Canada's declaration of April as Genocide awareness month is an opportunity for us to remember

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# Welcome to Ukrainian Language Education Centre Newsletter

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all of the genocides of the world, including the Holodomor. Please tell your students and their families about the *HREC Online Holodomor Photo Directory*. Information about how to register can be found in this issue of the newsletter. For further tips on how to bring this to students' awareness see the work of HREC. To learn about Ontario's Bill 94 read: [shorturl.at/psyRT](http://shorturl.at/psyRT). University of Toronto media professor Roger Simon (2005) reminds us that we become **more considerate people** by commemorating the memories of individuals and overall loss of so many lives in a genocide (p.9).

In conversation with members of the National Ukrainian Education Committee (NUEC) last week, ULEC has finalized a deadline date for the Ukrainian Rocks Contest: October 31, 2021. Any students who have prepared submissions for the previously advertised April deadline can submit their entries now; they will be adjudicated in the fall according to the grade that the students are currently in. Please submit videos along with the parents' permission slip to: [ulec@ualberta.ca](mailto:ulec@ualberta.ca).

In this issue you will enjoy looking at some of Saskatchewan's contributions to Ukrainian language education in Canada. What an impressive list of firsts! In this issue we also offer you highlights of a Ukrainian language education project from the Province of Manitoba. What a positive and upbeat set of videos created by the province's *Safe at Home* program.

We are especially pleased to finally be able to present some biographical information about Tatiana Sunak, teacher, administrator, and leader in the community schools across Canada, and beyond. We wish Tatiana the best in her new leadership role in a school in Ukraine (operating under the auspices of the province of Manitoba) and are delighted that she remains tied to Canada's Ukrainian schools. That commitment is revealed in her willingness to get up at 4 am to accommodate others in online meetings in Canadian time zones! Tania! You are amazing!

Be sure to read about ULEC's research project on Ukrainian children's literature created within the post-WW2 diaspora and about the history of the development of Ukrainian studies at the University of Victoria.

Congratulations to Dr. Serhy Yekelchuk and his wife Dr. Olga Pressitch for their work on integrating the interests and assets of the community and the university in order to offer students identity building experiences.

This issue also includes news from Ukraine about the new language law and a conference in Lviv in May.

Finally, we have just learned of a unique opportunity for international students to become permanent residents in Canada according to a new program that closes on May 6.

See: [shorturl.at/gxGMV](http://shorturl.at/gxGMV)

As always, we close reminding you to share photos, announcements and news stories, current or past, with our readership.

Don't forget to celebrate Earth Day on April 22! 3 Днем Землі!

**Errata:** In Volume 2 Issue 3, we offered a tribute to the late Ludvik Marianych. Please note that he was the music director of the school and not its vice-principal and the school members gathered after December 25, 2019.

## Temporary Public Policy Update For International Students in Canada

Reinstating Canada's value for international graduates, a new temporary public policy has been put into place for international students in Canada. With this new public policy, effective as of May 6th, 2021, those that have graduated from a post-secondary program, can now gain permanent residency. A maximum of 40,000 applicants will be accepted under this new public policy. Should any applications be received once this cap has been reached, IRCC has indicated that they will not process them under this policy. This new public policy will end on November 5th, 2021. Learn more at: [shorturl.at/eyNUW](http://shorturl.at/eyNUW)



### 2021 National Conference for Ukrainian Educators

Шановні освітяни!

Запрошуємо Вас до участі у **ВСЕКАНАДСЬКІЙ КОНФЕРЕНЦІЇ УКРАЇНСЬКИХ ОСВІТЯН** – 2021 «Українська освіта в Канаді: Нові реалії», яка відбудеться 16 травня 2021 року онлайн.

Через пандемію Covid-19, конференція вібудеться в форматі онлайн. Тема конференції – *“Українська освіта в Канаді: Нові реалії.”*

“Наші освітяни, батьки та студенти відповіли на численні виклики, спричинені пандемією з рішучістю та самовідданістю,” заявила Тетяна Сунак, голова освітньої ради при КУК. “Ця конференція – чудова нагода поділитися знанням та досвідом та спланувати майбутній розвиток україномовного навчання в Канаді.”

Метою цієї конференції є підтримка співпраці та поширення знань серед вчителів української мови, культури та спадщини. Запрошуємо доповідачів подати заявки та тези виступу, які дадуть педагогам можливість ознайомитись з поточними навчальними підходами та ресурсами в галузі технологій, медіа, мистецтва, історії, традицій та дистанційного навчання учнів від дитячого садка до старшої школи.

Ця онлайн конференція спрямована на підтримку розвитку та поширення знань, зміцнення вжитку української мови, культури та освіти. Якщо вам є що розказати та чим поділитися з колегами-освітянам, то запрошуємо зареєструватися як доповідач за посиланням нижче. Нам всім дуже цікавий ваш досвід!

<https://shkola.ucc.ca/2020/10/всєкєнєдськє-кєнфєрєнцїє-укрєїнськї/>

З повагою,

Організаційний комітет «Національної Конференції Українських Освітян» Національної Української Освітньої Ради при Конгресі Українців Канади

**УВАГА!**



### 2021 National Conference for Ukrainian Educators



Visit the Conference website for more details:  
<https://ncue.ucc.ca/>



Зареєструватися та оплатити участь у

**ВСЕКАНАДСЬКІЙ КОНФЕРЕНЦІЇ УКРАЇНСЬКИХ ОСВІТЯН – 2021**

МОЖНА ЗА ПОСИЛАННЯМ - <https://forms.gle/ekaJi2STJrsAHE6e6>



**Registration for participation in Educational Workshops is open until May 10, 2021**

Link to the registration form - <https://forms.gle/ekaJi2STJrsAHE6e6>



For registration, please, scan this QR-code and fill out the online form

**Do you need more information?**

@ Tatiana Sunak - [tetiana.sunak@novoshkola.com.ua](mailto:tetiana.sunak@novoshkola.com.ua)

[www.shkola.ucc.ca](http://www.shkola.ucc.ca)

[www.facebook.com/ncuecanada](https://www.facebook.com/ncuecanada)

Participants who have registered and paid for participation in Educational Online Workshops will receive access to the online platform where the educational sessions will be broadcasted, together with Participation Certificate. **Registration closes on May 10 at 11:59 a.m. (local time)**

## National News

### April 16 is Holodomor Remembrance Day in Schools

#### HREC launched events to mark the first Holodomor Remembrance Day in Schools:

- Special presentation by Valentyna Kuryliw
- Screening of the film *Holodomor: Voices of Survivors*

For more information:  
[shorturl.at/cqsvH](http://shorturl.at/cqsvH)



In 2015, Canada passed a historic motion to recognize the month of April as Genocide Remembrance, Condemnation and Prevention Month. During this month, we honour the memory of the victims of genocide. Canada has welcomed the survivors of these atrocities and the descendants of those who perished in them.

In 2021, the Ukrainian Canadian Congress designated April 16 as Holodomor Remembrance Day in Schools, together with its National Holodomor Education Committee (NHEC) and the Holodomor Research and Education Consortium (HREC). The Holodomor is one of eight global genocides recognized by the Government of Canada and by six of Canada's provincial legislatures.



#### HREC EDUCATOR AWARD FOR HOLODOMOR LESSON PLAN DEVELOPMENT 2021

**Deadline to submit is May 21, 2021**

**Your lesson plan will be recognized on our website and receive an award of up to \$2,000 CAD**

More information at:  
[shorturl.at/vBDLM](http://shorturl.at/vBDLM)

## National News

### Forbidden Photos: A Presentation of the HREC Online Holodomor Photo Directory



**Wednesday, April 28, 2021  
1:00 pm ET**

To register, visit:

[https://zoom.us/webinar/register/WN\\_x4GtHB3SQA20aoBF\\_Brp7A](https://zoom.us/webinar/register/WN_x4GtHB3SQA20aoBF_Brp7A)



#### **FORBIDDEN PHOTOS: A PRESENTATION OF THE HREC ONLINE HOLODOMOR PHOTO DIRECTORY**

Lana Babij, Project Lead

Daria Glazkova, HREC Research Assistant

Nick Kupensky, Assistant Professor,  
United States Air Force Academy

Anastasia Leshchyshyn, Project Lead for HREC

Samara Pearce, Photographer and great-granddaughter  
of photographer Alexander Wienerberger

Moderated by Marta Baziuk, Executive Director  
Holodomor Research and Education Consortium (HREC)  
Canadian Institute of Ukrainian Studies, University of Alberta

The HREC Online Photo Directory makes accessible more than one hundred photographs from the time of the Holodomor, most of them taken surreptitiously by foreigners in Ukraine in 1932–33. It may be accessed at : [shorturl.at/kDPSW](http://shorturl.at/kDPSW)

**DATE: WEDNESDAY, 28 APRIL 2021**

**TIME: 11 AM (MDT, UTC-6) | 1 PM (EDT, UTC-4)**

ZOOM REGISTRATION: [https://zoom.us/webinar/register/WN\\_x4GtHB3SQA20aoBF\\_Brp7A](https://zoom.us/webinar/register/WN_x4GtHB3SQA20aoBF_Brp7A)

Watch this event from a phone, computer or connected TV live-streamed on the CIUS Facebook page: <https://www.facebook.com/canadian.institute.of.ukrainian.studies>

## Call for Ukrainian and Multilingual Poetry & Art Submissions from Youth (13-18 years old)

**Deadline:** May 14, 2021, midnight Mountain Standard Time (Edmonton, AB)

More information at:

<http://www.thepolyglotmagazine.com/submit>

# National News: ULEC Research Project

## Annotated Bibliography of Ukrainian Children's Literature in the Diaspora Post-World War II

An impressive number of children's books were published by the Ukrainian diaspora after World War II, but to date no comprehensive list has been made of this literature. In the summer of 2020, the Ukrainian Language and Education Centre undertook to create a long overdue annotated bibliography of Ukrainian diasporan children's literature, which would shine a light on its important role in helping to maintain Ukrainian language skills and national identity in the Ukrainian community outside Ukraine.

Researcher Lesia Savedchuk has identified and listed approximately 800 trade books, encompassing genres as diverse as picture books, historical fiction, folk tales, and narrative poetry. Over 80% of these are accessible to the researcher through sources in Alberta - her personal collection, the Mykola Woron Library and Archives in Calgary, the University of Alberta, and the ULEC library. The current challenge is finding and accessing the remaining 20%. A very productive relationship is now in place with the Thomas Fisher Rare Book Room at the University of Toronto, whose John Luczkiw collection has a large holding of children's books published in the Displaced Person camps in Germany and Austria in the late 40's. Scans of books are being received on a regular basis from this collection. Other collections which have so far assisted with accessing books are the Immigration History Research Center Archives at the University of Minnesota and the Ukrainian Museum-Archives in Cleveland. Numerous libraries across North America are being contacted to try to access the remaining books, a particularly difficult endeavour given pandemic restrictions.



Research has uncovered some true gems, such as the play *Kniaz' Martsypan* by rhyming master Roman Zavadovych (Regensburg, 1948), which details the 'rescue' by a baker's daughter of a prince who has lost his ability to laugh; *Mandriuky Myshky Hryzyknyzhky po L'vovi*, the adventures of a book-loving mouse, who leaves her safe home under the floorboards of the Prosvita building to investigate various venues in interwar Lviv (written by Iaroslav Vil'shenko, originally published in 1934 in L'viv; republished in New York by Howerla Publishers in 1962); and *Charodiine avto* by Lesia Khraplyva (New York, 1967), which has brothers Rostyk and Kostyk desperately trying to steer a flying car with a mind of its own through various eras of Ukrainian history.

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**«Після Другої світової війни зусиллями української діаспори було видано велику кількість дитячих книжок українською мовою. Проте, на жаль, наразі не існує повної бібліографії цих видань. Тому, влітку 2020 р. МЦУМ розпочав роботу над таким проектом, який безумовно висвітлює важливу роль дитячої літератури у збереженні української мови та української ідентичності в українській громаді поза межами України».**





# National News

## Calling young artists: Children's Bookmark Contest

Шевченківська фундація в Канаді оголошує конкурс юних художників: **Намалюй закладку до книжки!** Запрошуються до участі діти віком до 14 років. Реченець подачі робіт на конкурс п'ятниця, 30 квітня 2021 р.

Деталі конкурсу та контактна інформація за посиланням: <https://bit.ly/32bFgvW>

\* \* \*

Shevchenko Foundation announced the contest for young artists: **Children's Bookmark Contest!** Children up to 14 years old are invited to participate. Deadline for submissions is **Friday, April 30<sup>th</sup>, 2021.**

Contest details and contact information are at: <https://bit.ly/32bFgvW>

**КОНКУРС ДЛЯ ЮНИХ ХУДОЖНИКІВ! | CALLING ALL YOUNG ARTISTS!**  
**Намалюй закладку для книжки! | Children's Bookmark Contest!**

In celebration of the 20th anniversary of the Shevchenko Bookmark Campaign, we are excited to announce a nationwide Children's Bookmark Contest to encourage a new generation of visual artists and a new generation of readers of Shevchenko's poems.

Children up to the age of 14 are invited to enter their own original bookmark inspired by this year's poem - "Бандуристе, орлецько!" / "Bandurist, my blue-grey eagle".  
Entrants are encouraged to create their bookmark using any medium (e.g. paint, markers, crayons, digital drawings, collage).

One bookmark per province will be randomly selected to win a pizza party for a group of 10!

For your chance to win, please submit artwork by to mail to:  
Shevchenko Foundation  
202-952 Main Street  
Winnipeg, MB  
R2W 3P4

Submissions are due by Friday, April 30, 2021.  
Visit [www.shevchenkofoundation.com](http://www.shevchenkofoundation.com) for details.

For every submitted bookmark, \$10 will be generously donated to the Shevchenko Foundation by the Ukrainian Credit Union.

Shevchenko Foundation  
Ласкаво просимо до Канади  
Ukrainian Credit Union

Методичний Центр  
Української Мови  
представляє  
**ВІДЕО-КОНКУРС:**

**Вивчати українську**

**КРУТО!** #2

Початок: **1 вересня 2021**  
Речинець: **31 ЖОВТНЯ 2021**  
(24:00, MST)  
Інформація: [ulec@ualberta.ca](mailto:ulec@ualberta.ca)

**THE UKRAINIAN LANGUAGE  
EDUCATION CENTRE (ULEC)  
PRESENTS:  
LEARNING UKRAINIAN**

**ROCKS!** The **SEQUEL**

**VIDEO CONTEST**

Opens: **September 1, 2021**  
Closes: **October 31, 2021**  
(midnight, MST)  
Information: [ulec@ualberta.ca](mailto:ulec@ualberta.ca)

# Regional Highlights: Alberta

## In Memoriam: Dr. Bohdan Medwidsky

**It is with profound sadness that we announce the passing of the founder and benefactor of the Kule Folklore Centre and the Bohdan Medwidsky Ukrainian Folklore Archives.**

Bohdan Medwidsky – folklorist, academic organizer, community activist, Ukrainian patriot, fundraiser, mentor – passed away in the Covid ward of Grey Nuns Hospital in Edmonton on 28 March 2021. He was born in Stanislaviv (now Ivano-Frankivsk in western Ukraine) in September 1936. Both grandfathers were priests, and his parents were both pharmacists. He spent the duration of World War Two in Switzerland, being reunited with his parents and meeting his younger brother Wolodymyr for the first time in Vienna in the late 1940s. There, and in the Displaced Persons Camp in Lexenfeld, he (re) learned Ukrainian and developed a strong personal identity as a Ukrainian patriot. At 12 years old, Bohdan was particularly impressed during Easter in the camp. A great church service took place overnight, including large processions with candles. On Easter morning, everyone greeted each other with “Khrystos Voskres!” [Christ is Risen!]. He had never been in a situation where the general population spoke Ukrainian, where they expressed their traditions openly, and were deeply moved by them. He understood then that these things were very important and internalized them profoundly.

The family was sponsored to come to Canada, and settled into the large Ukrainian immigrant community in Toronto, participating in St. Nicholas Ukrainian

Catholic parish and the Ukrainian Plast (Scouting) Organization. After high school, he studied at the University of Ottawa (BA Humanities, 1963; MA Slavic Studies, 1966). He enrolled at the University of Toronto in 1967 for his PhD, again following his interest in Ukrainian Studies. His dissertation project was a linguistic analysis of the novellas of writer Vasyl Stefanyk. Bohdan married Ivanka Hlibowych. In this busy period, they moved to Ottawa for him to teach Russian and Ukrainian at Carleton (1969-1971). Bohdan accepted a position in Ukrainian linguistics at the University of Alberta in 1971, and the couple moved to Edmonton. Ivanka passed away at a young age in 1975. Bohdan remained in Edmonton, where he found his professional home and spent the remainder of his career.

Observing the general ethnic revival and “roots” movement across North America, the specific impact of the CYMK “Cultural Immersion Camps,” and following up on his own longtime interests, Bohdan saw strategic openings to teach classes in Ukrainian folklore, the first of which was offered in 1977. This initiative quickly grew into a specialization, and eventually into MA and PhD programs. In this way, Bohdan’s academic focus shifted from his early concentration on politics and history, through linguistics, and on to folklore studies. His professional publications focus on



the history of Ukrainian and Ukrainian Canadian folkloristics, traditional Ukrainian songs and proverbs in Canada, and teaching resources. Bohdan was dedicated to his students, often keeping in contact with them for many years thereafter. He was a very sensitive supervisor, working intensely and frequently with those graduate students who benefited from such attention, but retreating into the background with others to allow them to spread their wings. He made a habit of engaging deeply with one or two younger individuals at a time and mentoring them broadly, “adopting them” as those fortunate insiders sometimes called it.

The growth of Ukrainian folklore classes and rise of graduate programming necessitated a shift to develop administrative

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# Regional Highlights: Alberta

## In Memoriam: Dr. Bohdan Medwidsky

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infrastructure, and especially fundraising. Bohdan excelled in this pursuit as well, working with the university and the Friends of the Ukrainian Folklore Centre to establish nine endowments for the folklore program and its students. He worked tirelessly as the Peter and Doris Kule Centre for Ukrainian and Canadian Folklore (Kule Folklore Centre) grew into a nationally and internationally significant research centre at the University of Alberta. The “Bohdan Medwidsky Ukrainian Folklore Archives” was named in his honour in 2003, and has grown tremendously in size and importance since that time.

Bohdan was honoured in 2014 as an academic, builder of the Ukrainian Folklore Program, community activist, fundraiser, and philanthropist. At that event, the Friends of the Ukrainian Folklore Centre announced the launch of a fundraising campaign to create a scholarship fund to support graduate students studying Ukrainian Folklore. The Bohdan Medwidsky Ukrainian Folklore Fund is managed by the Shevchenko Foundation.

Bohdan Medwidsky was not an ivory tower academic, but was always wholeheartedly engaged in public and community activities. His dedication to Plast continued actively for decades. He worked with the Canadian Institute of Ukrainian Studies in the 1970s to help develop Ukrainian Bilingual schools in Alberta. He was an important consultant and supporter for the Ukrainian Cultural Heritage Village, the Friends of the Ukrainian Village, and the Premier’s Advisory Board for the UCHV. He was an active parishioner of St. George’s Ukrainian Catholic Parish in Edmonton, and a leader in the

Brotherhood of Ukrainian Catholics of Canada at the local and national level. He was a longtime board member of boards for the Ukrainian Canadian Congress. He also provided his time and skills to the Ukrainian Pioneers’ Association of Alberta, the Slovo Association of Ukrainian Writers of Canada, the Vinok Folk Dance Society, the Alberta Society for the Advancement of Ukrainian Studies, the Alberta Ukrainian Commemorative Society, the Shevchenko Scientific Society (Western Canadian Branch), the Ukrainian Millenium Association, the Folklore Studies Association of Canada, the Human Rights Citizenship and Multiculturalism Education fund, the Conservative Party of Canada, and others. As a volunteer he contributed hundreds or thousands of hours annually, ongoing for decades. He helped realize many initiatives for the Ukrainian community and for the good of the general public as well.

Bohdan Medwidsky was recognized by diverse communities for his contributions. He was twice awarded the “Eternal Flame in Silver” in Plast (1997 and 2004). He was presented the “Medal of Service, Third Degree” by Ukrainian President Viktor Yushchenko (2008) and the Shevchenko Medal by the Ukrainian Canadian Congress (2010). The Folklore Studies Association of Canada awarded him the Marius Barbeau medal (2011). In addition to his contributions of time, Bohdan Medwidsky was a very active philanthropist, providing strategic and generous financial support for many diverse causes and organizations.

Bohdan Medwidsky had an original sense of humour, and a ready twinkle in his eye. He was steadfast, patient, and above all perse-

**«Д-р Богдан Медвідський відомий науковець, розбудовник програми з українського фольклору в Альбертському університеті, громадський діяч, неперевершений фахівець зі збору спонсорських коштів та філантроп. За усвою активну діяльність д-р Медвідський не раз був удостоєний нагород: ордена «Вічного Вогню» у сріблі від Пласту (1997 та 2004 рр.), медалі "За бездоганну службу" III ступеня від Президента України (2008), медалі Тараса Шевченка від Конгресу Українців Канади (2010) та медалі Маріуса Барбо від Асоціації фольклористів Канади (2011)».**

vering, deriving great pleasure from overcoming obstacles to achieve his goals. Though he did not typically like to speak about himself, he sometimes noted “я буду Україну” – “I am building Ukraine [in my own way, and here in Canada].” This is profoundly true, and his impact will continue on and on. ne, Canada and the US. One of his last slogans was “тримаймося” – Let’s keep holding on.

He leaves behind in sorrow his brother Dr. Wolodymyr Medwidsky with his family and other family and friends in Ukraine, Canada and the US.

Rest eternal! Вічна Йому Пам'ять!

Source: <https://bit.ly/3wP3Z7c>

# Regional Highlights: Alberta

## Symposium on Community Engagement: Ukrainian Studies & the Legacy of Peter & Doris Kule

This year the Kule Institute of Advanced Studies at the University of Alberta is celebrating its 10th Anniversary.

On April 14, 2021 the KIAS organised a symposium to celebrate its achievements, the lives of its founding donors Peter & Doris Kule, and the accomplishments of other centres at the University of Alberta, including the Kule Folklore Centre and the Canadian Institute of Ukrainian Studies.



### Kule Institute 10th Anniversary & the Kule Folklore Centre 20th Anniversary

### Symposium on Community Engagement, Ukrainian Studies, & The Legacy of Peter & Doris Kule

**APRIL 14, 2021 - 9:00am - 1:00pm MDT**

**LEARN MORE & REGISTER AT: [ualberta.ca/kule-institute/10th](http://ualberta.ca/kule-institute/10th)**

Opening Remarks: 9:00 - 9:15

Session 1: 9:15 - 10:00  
Community Engagement & KIAS

Session 3: 11:00 - 11:45  
Canadian Institute of Ukrainian Studies

Session 2: 10:15 - 11:00  
Kule Folklore Centre

Session 4: 12:00 - 12:45  
Philanthropy & Community Engagement

Closing Remarks & Peter Kule Documentary: 12:45 - 1:00



# Regional Highlights: Alberta

## Symposium on the Impact of Multiculturalism on Public Education: Archive Ready

On the marking of 50 years since the announcement of the policy of Multiculturalism in Canada, this symposium invited scholars from diverse fields of education to listen deeply and critically across disciplines, reflect on and envision the following:

- How can we shape a more inclusive future for Canadians?
- What are the national and provincial multicultural and educational policies and practices that have arisen, fallen and/or endured since the announcement of Multiculturalism in 1971, what can we learn from them and how might they contribute to the next 50 years?
- How can these policies and practices support official bilingualism and the Indigenous Languages Act, the TRC Calls to Action, equity, diversity, and inclusion?
- Does multiculturalism have a future role in Canadian education?

The archive of the Symposium presentations can be accessed at: [shorturl.at/gEGMS](https://shorturl.at/gEGMS)

### Symposium on the Impact of Multiculturalism on Public Education

#### Date

2021-04-13

#### Main contributor

Bilash, Olenka

#### Summary

On the marking of 50 years since the announcement of the policy of Multiculturalism in Canada, scholars from diverse fields of education came together to present and discuss how Multiculturalism has impacted public education across Canada.

#### Contributors

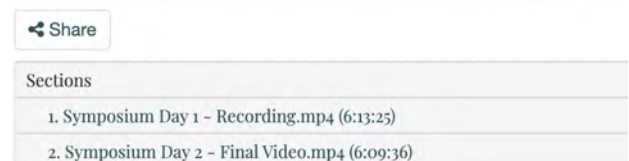
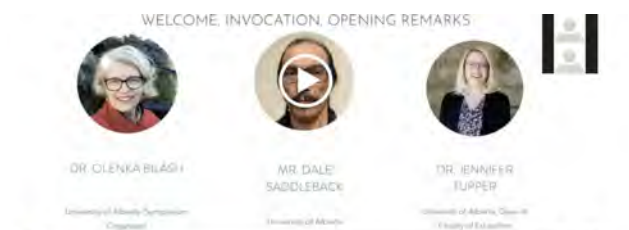
Saddleback, Dale; Tupper, Jennifer; Donald, Dwayne; Gérin-Lajoie, Diane; Fujiwara, Aya; Guo, Shibao; Guo, Yan; Wiltse, Lynne; Laframboise, Shelby; van Kessel, Cathryn; Broom, Catherine; Lund, Darren; Shternshis, Anna; Abdul Jabbar, Wisam; Brady, Janelle; Mani, Priya; den Heyer, Kent; Petryshyn, Roman; Sefa Dei, George J.; Prokopchuk, Nadia; Holmes, Kelly; Fleming, Douglas; Pellerin, Martine; Aberdeen, Trudie; Blair, Heather; Oniță, Adriana; Sacucci, Brent; Russell, Debra; Snoddon, Kristin; Gooden, Ebony R.; Rockwell, Geoffrey; Deer, Frank

#### Subjects

Multiculturalism; Education

#### Genre

Event



## Regional Highlights: Alberta

### University of Alberta Offers a Course on Early Ukrainian Canadian Culture (SLAV 399)



**UNIVERSITY OF ALBERTA**  
FACULTY OF ARTS  
Department of Modern Languages & Cultural Studies

**Take SLAV 399**

# Early Ukrainian Canadian Culture

**Spring 2021**  
May 10 – June 23, 2021

- Did you ever wonder what it was like for the early Ukrainian settlers in Canada to adapt to the prairies?
- Have you questioned the connection between traditional culture and the evolution of an ethnic community in a 'new' homeland?
- Do you have personal roots in the rich beginnings of Ukrainian Canadian culture?

If you have asked yourself these questions, here is your chance to pursue the answers in exciting and engaging way

**Remote delivery, NO prerequisites**  
Open to non-UofA students: [register here](https://www.ualberta.ca/registrar/registration-and-courses/special-registrations/open-studies/open-studies-course-listings.html?0=SLAV%20399)  
<https://www.ualberta.ca/registrar/registration-and-courses/special-registrations/open-studies/open-studies-course-listings.html?0=SLAV%20399>

**Contribute to history making**

Work with the Internet Encyclopedia of Ukraine to develop new articles on early Ukrainian Canadian culture

For more questions, contact Prof. Natalia Khanenko-Friesen at [khanenko.friesen@ualberta.ca](mailto:khanenko.friesen@ualberta.ca)

Photo: Fedun arrival in Canada, 1910  
City of Yorkton Archives

If you have asked yourself the questions above, here is your chance to pursue the answers in an exciting and engaging online course, **SLAV 399 Early Ukrainian Canadian Culture**, offered by the University of Alberta. In this popular and **revised online University of Alberta course**, students will be critically revisiting the *traditional heritage* of Ukrainians in Canada while exploring early settlers' culture and its role in Ukrainian Canadian community development. In particular, students will examine the settlement patterns, material culture, spiritual culture, traditional customs and cultural practices, period media and communication, and visual arts.

In addition to the independent engagement with the above topics, students in 2021 have the unique opportunity to personally contribute to heritage studies in a meaningful and lasting way. Course instructor Professor Natalia Khanenko-Friesen, Huculak Chair of Ukrainian Culture and Ethnography, is teaming up with the Internet Encyclopedia of Ukraine (Canadian Institute of Ukrainian Studies, U of Alberta) to provide a novel opportunity for all course participants. Learners will work with the Encyclopedia in the development of new articles with a focus on early Ukrainian Canadian culture and community development.

The course is:

- taught asynchronously; there are no scheduled lectures. There will be plenty of opportunities for ongoing online engagement and interaction via a discussion forum, reflective assignments, and live, online non-mandatory office hours.
- open to both U of A students and off-campus participants. Those who are currently not registered as students at the U of A can sign up through Open Studies webpage
- scheduled for May 10-June 23, 2021

For more information about course registration please contact [mlcs@ualberta.ca](mailto:mlcs@ualberta.ca) (general inquiries). For course specific questions, please contact Prof. Natalia Khanenko-Friesen at

[khanenko.friesen@ualberta.ca](mailto:khanenko.friesen@ualberta.ca)

# Regional Highlights: Manitoba

## Initiative from the Government of Manitoba Supports Ukrainian Language Education

The “Ukrainian At Home” project is supported by the Safe at Home Manitoba initiative from the Government of Manitoba. The goal is to help learn the basics of the Ukrainian language.

### Here is the Beginner Class:

- Interesting facts about Ukraine: <https://bit.ly/2ONregQ>
- Ukrainian alphabet: <https://bit.ly/32b2WAp>
- Winter vocabulary and basic Ukrainian sentences: <https://bit.ly/3db34Gq>
- Ukrainian Greetings: <https://bit.ly/3uO9Bgk>



UCC-MPC is grateful to the Government of Manitoba, specifically Sport, Culture and Heritage Minister Hon. Cathy Cox and Municipal Relations Minister Hon. Rochelle Squires for this important program.

**The Province of Manitoba's generous support of the Safe at Home program along with UCC-MPC has made it possible to produce a series of exciting videos for young Ukrainian language learners «Марійчині скарби». You can download files with the necessary materials at <https://uccmanitoba.ca/2021/02/marykas-music-movement-crafts/>**



№1. Метелик: [shorturl.at/beF79](https://shorturl.at/beF79)  
With music, movement and crafts, we explore the magic of a butterfly in nature.



№2. Принцеси та принци: [shorturl.at/dmAES](https://shorturl.at/dmAES)  
Ukrainian folk tales with songs “Tsarivna, Tsarevych,” “Mnohaya Lita,” making a crown, a sword and witch’s hat.



№3. Борщ: [shorturl.at/czCTU](https://shorturl.at/czCTU)  
Cook borshch with baba and sing a great song .



№1. Співайте: [shorturl.at/kluHZ](https://shorturl.at/kluHZ)  
Thank you to the many families who submitted photos and videos for this final program.

## Regional Highlights: Ontario

### Teacher, Administrator, Leader: Tatiana Sunak (Тетяна Сунак)

Тетяна Сунак -- вчитель та адміністратор з довголітнім досвідом роботи в українських громадських і державних школах Онтаріо та України. Вона працювала в державних школах як учитель математики, інформатики і бізнесу з 1999 по 2007 рр. З 2007 по 2020 рр. Тетяна працювала заступницею директора в державній школі, з 2005 р. - директоркою школи Святого Володимира у м.Торонто. Тетяна очолює Шкільну раду міста Торонто з 2007 р., Національну українську освітню раду при Конгресі Українців Канади з 2019 р. З січня 2021 р. Тетяна працює директоркою Новопечерської школи в Києві.



Тетяна Сунак виросла в місті Стрий Львівської області. У 1991 р. Тетяна закінчила Дрогобицький державний педагогічний університет ім. Івана Франка за спеціальністю «вчитель математики та інформатики». У додаток, вона закінчила серію курсів підвищення кваліфікації і курси адміністративної підготовки в Університеті Торонто, Університеті Йорку та Університеті Оттави.

Упродовж 12-ти років роботи в українській громаді, Тетяна працювала з вчителями і адміністраторами міста Торонто над створенням єдиної системи оцінювання для учнів курсів українознавства, над розвитком і вдосконаленням програм навчання української мови як іноземної. Протягом останніх кількох років Тетяна координувала розробку і апробацію навчальних посібників «Розмовляймо українською» для учнів 1-11 класів. Тетяна регулярно організовує і проводить професійні майстерні для вчителів Торонто, була головою організаційного комітету двох всеканадських вчительських конференцій в Канаді.

*What have you enjoyed about your various professional positions in education? How have you enjoyed being an administrator in schools offering Ukrainian Language and Culture Programs (and others)? Any preference for elementary, junior or senior high schools/students? Why or why not?*

What I like most about my profession is the ability to change peoples' lives. I can encourage students and staff to dream and become life-long learners. I love to inspire people to step out of their comfort zones and challenge them to reach their fullest potential. I hope that I make a difference and am a positive influence in my students' and my teachers' lives.

Being a principal of a Ukrainian school in Canada allowed me to create a little Ukrainian oasis, my little Ukraine, in Canada. Teaching Ukrainian language, History and Culture, I hope will help students be proud of their Ukrainian heritage.

*How would you like students, teachers and the community to remember you as a teacher?*

I hope that my students will remember me as the most caring and inspirational teacher. With respect to teachers and community, I was told by my colleagues that they appreciate my enthusiasm, energy, positive attitude and loving nature, and my ability to motivate them by offering them support to achieve their goals.

*What is one of your hidden talents? i.e. something that people might be surprised to learn about you?*

I have a few hidden talents. I love baking. It brings me joy when I bake something for my family, my friends and people I care about. In my free time, I love making beeswax candles. I create my own molds and each of my candles is unique and my very own way of expressing myself as an artist.

*You are known for working tirelessly within the community. Where does your energy come from?*

I am generally an upbeat and optimistic person, and this keeps my energy level up. I always try to see something positive in every situation and always find a solution that is the most suitable for people around me. And the biggest source of my energy is Love. I love people and I care about them.



# Ukrainian Language and Culture Programs at the Post-Secondary Level: the University of Victoria

*In our August 2020 newsletter, we initiated a series of articles highlighting the current situation of Ukrainian Studies at the post-secondary level. ULEC's earlier articles focussed on the Ukrainian programs at the University of Alberta and the University of Cambridge. In this newsletter, we invited Drs. Serhy Yekelchyk and Olga Pressitch to talk about the Ukrainian program at the University of Victoria.*



2011—First Ukrainian Class

## Could you please tell us about the Ukrainian program at the University of Victoria?

**Serhy:** The history of our Ukrainian program goes back to 2001 when I was hired as a historian of Russia by the University of Victoria (UVic). At that time, they had a retirement in Russian Studies and a retirement in History, and they wanted to replace two positions with one in order to save some funds. Therefore, they were seeking a candidate who was a specialist in both fields. Notably, the candidate that they selected also happened to be a specialist in Ukrainian Studies and our journey to build a Ukrainian studies program began.

In 2004, I developed a course called “Modern Ukraine,” which was cross-listed as a course in Slavic history. It was primarily a history course but with a large component of cultural history. At that time, the Ukrainian community in Victoria significantly contributed to the development of our Ukrainian program: we managed to raise \$150,000 for an endowment fund which supported a visiting speaker program and scholarships for students.

The program continued to witness a few major developments. First, I proposed to make changes in the name of the department. Since, the course on Ukraine, which I designed, gained popularity, I suggested replacing “the Department of Germanic and Russian Studies” with “the Department of Germanic and Slavic Studies.” The University supported this idea; the fact that the community supported the Ukrainian program financially helped the cause. The second development was closely linked to my personal matters. I was married to Olga, who was a graduate from Mykhailo Dragomanov National Pedagogical University in Kyiv (Ukraine) and a wonderful Ukrainian language instructor. In

2010, Olga started teaching at UVic’s Continuing Studies, where she taught Ukrainian language classes in the evening. The course became popular, and the Department of Germanic and Slavic Studies decided to try it as a regular credit course in 2011 as a part of Olga’s spousal appointment.

**Olga:** The course was a success. In the very first year it attracted 18 students. Almost all of them were of Ukrainian background; they wanted to learn the language of their heritage. Notably, students’ demographics in Ukrainian language courses has not changed significantly since then. We still have a

**«Історія української програми в Університеті Вікторії розпочалася у 2004 р., коли я отримав посаду викладача історії на російській програмі. Поступово, я включив український компонент в усі свої курси і розробив нові курси, повністю присвячені Україні. Паралельно моя дружина розпочала викладати українську мову».**

(Continued on page 18)

# Ukrainian Language and Culture Programs at the Post-Secondary Level: the University of Victoria



(Continued from page 17)

majority of students whose parents are newcomers; and we have students who are second-, third-, fourth-generation Ukrainians in Canada. However, we also have students who do not have any Ukrainian heritage, but who have an eager interest in Eastern European Studies. In my current class, I have many international students from China who study Economics and Political Science. They study Ukrainian because they want to know the language of the country where they hope to work one day. I remember one student from Nigeria who, after taking my course, told me that one day he would be an Ambassador of his country in Ukraine.

Serhy: This demonstrates that the course has become a popular elective. Note that it was first offered as a seminar in Slavic languages at the 300-level as this was the only possible way to introduce a language other than Russian into our department's academic calendar. Later, regular entries in the calendar for beginner Ukrainian I and II were created.

### **Do you feel that the Ukrainian program competes with the Russian program?**

Olga: I do not think so. Sometimes students take both languages, because this provides them with more career opportunities. For example, we have some students from the Department of Linguistics, because this course contributes to their degree. Then these students become so interested in Slavic Studies that they even choose double majors, minors, and certificates in Slavic Studies. So, many students joined the Slavic Studies program through taking a Ukrainian language course.

Serhy: Basically, by introducing courses in Ukrainian and on Ukraine, we have expanded the department's scope from Russian Studies into Slavic Studies. Our mission is to broaden students' knowledge about the Slavic world, and help them realize that there is much more to explore besides Russia and the so called Russian world.

*«Поява нових курсів з україністики, які стали популярними, вивела наш департамент на новий рівень. Ми звернутися до адміністрації університету з пропозицією перейменувати назву нашого департаменту з департаменту германських та російських студій на департамент германських та слов'янських студій».*

Olga: And this is working; a while ago we had a Russian Club, now it is a Slavic Club. And the President of this club is a student who is a great Ukraine-lover and an active supporter and advocate for

Ukrainian Studies. I also have developed several Slavic culture courses with a large Ukrainian component. One of the courses I am teaching right now is History of Memory in Eastern Europe, where I incorporate a lot of material on Ukraine. I am also developing a new course about the Ukrainian Canadian experience. My Kandydat Nauk dissertation was on Canadian émigré literature, which is also my big passion, and I am planning, in addition to the cultural component, to incorporate Ukrainian Canadian authors. I am very much excited about the new course.

**Many languages that are taught at university have the benefit of support from the country where those languages are spoken as mother tongues. For example, Japanese programs can receive support from the Japan Foundation. Is there any comparable support for Russian? And if there is, does it enable the Russian program to offer something that the Ukrainian program cannot?**

Olga: No, they do not have any additional support. Actually, with respect to funding, the Ukrainian program is in a much better position. Thanks to our amazing donors, we can offer scholarships to our best students as well as students who take a summer semester in Ukraine after taking beginner Ukrainian at UVic. So, in terms of funding, the Russian program cannot compete with the Ukrainian program.

(Continued on page 19)

# Ukrainian Language and Culture Programs at the Post-Secondary Level: the University of Victoria



Serhy Yekelchyk gives a lecture on Taras Shevchenko in the Ukrainian community in Victoria

(Continued from page 18)

## Is the fundraising that was done by the community highly regarded by the administration of the university?

Serhy: Yes, this matters a lot to the administration. Language programs that bring funding from outside are in favour. For example, French, of course, is a strong language area because it receives funding and resources from the Canadian government.

## Some universities would see the community endowments, the creation of scholarships, etc., as a part of community-university engagement. Is that the case at UVic?

Serhy: Our university is very much into community engagement, but they mostly see it as a part of research and as a component of courses. With respect to fundraising for such purposes, it all falls to the instructors to take such initiative. Otherwise, nothing would be raised.

I also wanted to emphasize another step in the growth of our program. With Olga's spousal appointment the Ukrainian language course started to be funded through the University budget. Thus, we were able to redirect the endowment funds back to their original aims. We increased the number and amount of scholarships for our students, particularly to those who take a summer semester in Ukraine. Basically, students take a one-semester beginner course at UVic, normally in the winter semester, and then the best students go to study at the Summer School of the Kyiv Mohyla Academy. In reality, it is

the University of Manitoba who gives them credits for the summer program, which are then transferred to UVic. And this works really well for us.

## Do students like studying there?

Serhy: Oh, very much. After this course, some of them go into the Master's Program in Slavic Studies. Right now, I am supervising a student who has no Ukrainian background, but she did this summer semester in Kyiv and ended up becoming a Ukrainian patriot.

Olga: She has a tattoo 'незалежність' [independence] on her arm, has visited Ukraine multiple times, and now she is doing her Master's on the Heavenly Hundred. She interviewed people who participated in those events, and volunteered at the museum about Maidan. Imagine that when she started taking the Ukrainian language course, she was a history major.

*«У 2000-х роках українській громаді у Вікторії вдалося зібрати \$150,000 на створення благодійного фонду для підтримки української програми у нашому університеті. Це має велике значення для нашої адміністрації. До програми, які мають додаткове фінансування поза університетом, ставляться прихильно».*

Serhy: We also have scholarships, created by individual families in the community, for graduate students. So we are working on developing this into a full graduate program as well.

## What are some challenges and barriers that you have been facing, and how do you overcome them?

Serhy: There is a global trend of declining interest in Humanities and languages, and we are not exempt. Not only the Ukrainian, but also the Russian program at UVic, are both facing the consequences of this trend. UVic used to have healthy enrollments in the past, but now the language courses are barely sustainable at the upper level. This is a threat to the whole Slavic program: as I mentioned earlier, the Russian program had been transformed into the Slavic Studies program, and both Ukrainian and Russian sections became its integral parts. All this prompts us to work closely together with our Russian colleagues on the sustainability of our common

(Continued from page 20)

# Ukrainian Language and Culture Programs at the Post-Secondary Level: the University of Victoria



Olga Pressitch and UVic students in Kyiv

(Continued from page 19)

program, not just the Ukrainian section, because if any of the sections goes down, the whole Slavic Studies program will go down.

However, and importantly, unlike the Russian program, we do have endowment funding which we consider as some sort of insurance for us. We all remember what happened to Slavic Studies at Monash University in Australia. In the early 1990s, they had a very strong Russian program, a sustainable Polish program, and a tiny Ukrainian program. Over the years, only the Ukrainian program has survived, only because it had been supported by the endowment. The Slavic programs which were financed by the University are now all gone. Therefore, we are working hard with the community to financially secure our program at UVic. So far, the language course and the courses we designed with a strong Ukrainian component have healthy enrollments.

**Do you have any minimum enrollment requirement? How many students do you need in your courses to be sustainable?**

Olga: We do have minimum enrollment requirements of 10 students. But in our one-semester beginner language class we always get between 10 and 25 students. Importantly also, if we have less than 10 students in a class, the University does not normally cancel the course. Instead, in the following year, the instructor must teach courses that will attract enough students to compensate for the low enrollments in the previous year. The University does not do this crazy thing of courses being cancelled a few days be-

fore the class starts, and then departments asking instructors to teach quite unexpected courses at the last minute.

**It looks like you have good numbers in your beginner course. Have you ever thought of offering upper-level Ukrainian courses?**

Serhy: It is a delicate matter. First of all, Olga is quite a busy instructor. In addition to teaching Ukrainian, she occasionally teaches 200- and 300-level Russian and she constantly needs to step in when somebody is on leave. She is also the main contributor to our Slavic culture course offerings with a strong Ukrainian component. Such courses are very important to the program because they attract engineering and science students with a Ukrainian background. Also, I would like to remind you that the University finances only one-semester of a beginner course. If we want to offer an upper-level course, we would need to cover the expenses through our endowment. Under the current circumstances, we need to be very careful about how we use these funds, because they could be exhausted very quickly. Also, after the beginner course, we offer students an opportunity to continue learning the language in Kyiv, which is definitely more exciting than in the Canadian university classroom. Further, in addition to the language course in Kyiv, the students take cultural courses as well. A course on Chernobyl is particularly popular among our students; they even go on tours to the Chernobyl zone. We believe that this six-week program in Ukraine is the main reason why we have maintained such healthy enrollments in our beginner language course.

*«Для того, щоб курс не скасували, на курс має бути записано не менше 10 студентів».*

**Do you do anything else in order to attract students to the program besides offering these exciting courses and study opportunities in Ukraine?**

Olga: When I teach the language course, I always try to give the students a taste of Ukraine. I provide texts that connect students to the modern Ukrainian culture, cultural norms. I organize food-tasting parties, karaoke parties. In every class, I incorporate a cultural snippet and organize our work around it. At the end of the semester, when they are more proficient in the language, students prepare a performance, which they present in our last class. They do it in a very creative way, with costumes.

(Continued on page 21)

# Ukrainian Language and Culture Programs at the Post-Secondary Level: the University of Victoria

(Continued from page 20)

As for the extra-curricular activities, we organize foreign language poetry readings as part of World Poetry Day in March. This is a very good outreach event, which we use in order to increase students' awareness of our program. Importantly also, some of our students are on the Executive Boards of the Ukrainian Canadian Students' Union and Ukrainian Canadian Congress, British Columbia branch. They are directly involved with the Ukrainian community and actively participate in community events. So, we take our students to all of these events as well.

## How has your program changed over the last 5-10 years?

Serhy: We are preparing for another new stage in the development of our program—the introduction of a new course on the Ukrainian Canadian experience. Since we have steady enrollments in our Ukrainian language course nobody questions the need to offer it annually. With respect to the history course, it is also very popular; however, I cannot teach it too often because my position is split between the Departments of Slavic Studies and History.

On top of this, in 2016, we had a second child and I had to take a parental leave. At the same time, Olga was replacing a Russian language instructor, because there was no one else who could teach that course. If that course had been cancelled, it would have affected the enrollments in upper-level courses, which could have resulted in a major setback for the Slavic program overall.

These factors temporarily postponed further development of the Ukrainian program. However, now we are back on track. We feel that we have created a firm foundation, our program has become mainstream, and we are prepared to make another push and release another a course to see how it will go.

Also, around four years ago a Slavic graduate program was introduced. Importantly, we have had more graduate students focusing on Ukrainian than Russian or other Slavic topics. And now we have our first graduate student from Ukraine. So, our program is growing at the graduate level. Also, we are venturing into a totally unknown territory: we are planning to have our first PhD student by a special arrangement. In response to our University's call for interdisciplinary programs, I will be co-supervising a student whose program will be split between Slavic and Theater Studies. As exciting as this is, we are a little bit apprehensive because a PhD program requires significant and stable funding and the University is not

now in a position to guarantee anything. In response, the department has just switched to a two-year intake window, meaning that doctoral students will be accepted only every alternate year. We are very carefully monitoring the situation, because the existence of the graduate program in Slavic Studies contributes to its prestige and strengthens its position. Please note that since UVic does not have many graduate programs, they want to position themselves as an institution with a strong focus on research. Therefore, since having viable graduate programs, winning grants, and getting community support are decisive factors for the University, we are playing to these cards in order to sustain the Ukrainian program.

## What do you think students would identify as the highlights of the Ukrainian program and why?

Serhy: I would say that the topic "Food" that students study in our language course is definitely the highlight of the program. In fact, the popularity of our classes on Ukrainian food prompted our colleagues to adopt this idea and develop separate courses on French and Italian cuisines.

*«Намагайтеся переконати адміністрацію, що українська програма – це не тягар, а бонус, вигода для університету, це компонент, який сприяє зміцненню його позицій».*

Another highlight would be the summer semester in Kyiv. When you tell students that they will be able to get a scholarship just for studying beginner Ukrainian and even a better scholarship to study the language in the target culture, take a course on Chernobyl and even visit the site, they become very motivated in their study of Ukrainian.

## What advice would you give to instructors and professors at other universities as to how to launch, develop and sustain Ukrainian programs?

Serhy: Be bold and plan globally. Immediately set out to provide students with the possibility of interacting with Ukrainians in Ukraine, the possibility of going to Ukraine, and the possibility of continuing their studies over a number of years. If possible, try to reach out to the community for their financial support and, in so doing, create some sort of insurance for your program through endowments. But most importantly, try to persuade the department and the university that Ukrainian Studies is not a liability, but a plus, a benefit to the institution, a component that will contribute to strengthening it.

### Заява Мендель про "українську російську" мову збурила мережу

Прессекретарка президента Юлія Мендель заявила, що російська мова - "частина культурного розмаїття України", а самій Україні варто забрати в Росії монополію на російську мову. Ця заява викликала неабиякі суперечки в мережі.

Тему мови Юлія Мендель підняла ввечері 4 квітня в ефірі телеканалу "Дом", відповідаючи на питання глядача, чи пригноблюють в Україні російську. Вона заявила, що мовне питання для окремих політиків є "лицемірним способом втримати політичних прихильників". Пані Мендель зазначила, що українська мова має бути захищеною, але захист мають отримати і громадяни, "якою б мовою вони не користувались в побуті". "Російська, а вірніше українська російська (мова - Ред.) - це частина культурного розмаїття нашої країни", - заявила спікерка Володимира Зеленського.

"Росія не є монополістом на російську мову. І нам давно час самим демонополізувати російську мову. І голосно заявити, що в Україні є українська російська", - додала Мендель.

Слід зазначити, що 30 березня схожу думку висловив також міністр внутрішніх справ Арсен Аваков. Він заявив, що Україна "зобов'язана використовувати російську мову для контрпропаганди", зокрема, створити якісний російськомовний український і проукраїнський телеканал, щоб "переломити пропагандистську монополію РФ". "Я, російськомовний український націоналіст, впевнений, що ми

повинні вітати розвиток нашої російської мови, якою розмовляють мільйони українців, і давати їй можливість вільно розвиватися", - заявляв міністр.

У мережі ці заяви викликали неоднозначну реакцію.

Сергій Стуканов пише, що логіки в "українській російській" стільки ж, скільки в "білому чорному" або "тваринному рослинному".

"Російська мова" потягне, як паровозик, з собою увесь склад: російську культуру, російську імперську традицію, російську радянську традицію.

Відсепарувати їх буде годі, навіть якби хтось колись намагався, - пояснює він. - Хай би що собі думав Аваков, але правда в тому, що там, де панує російська мова, там запанує і "руській мір".

"В Україні президентства Зеленського, коли кожного дня люди гинуть сотнями через недбалість та непрофесійність влади, Мендель пішла на захист російської мови. Знову спекуючи мовним питанням, яке давно вирішено", - обурюється Катерина Рошук.

"Замість того, щоб турбуватися через "український російський" офіс Зеленського мав би дбати про українську українську. І непогано б захистити теж російську українську, польську українську, румунську українську і розвивати різні українські мови, а не різні російські", - пише народний депутат від "Європейської солідарності" Микола Княжицький.

У прихильників ширших прав російської мови в Україні заяви Авакова та Мендель теж



***"The 'Ukrainian' Russian language is a part of the cultural diversity of Ukraine, and it is time for Ukrainians to deprive Russia of their monopoly over the Russian language," said Yulia Mendel, the press secretary of the President of***

викликали критику, але з інших причин.

"Все це залишиться пустими словами, поки не буде скасовано закон про тотальну українізацію, скасовано закон про освіту в частині мови навчання, скасовані квоти на українську мову на ТБ та радіо", - пише Ігор Гужва.

"Не можна з одного боку розсипатися в компліментах російській мові, а з іншого - повністю витіснити її з усіх сфер, - додає він. - Точніше можна, але тоді всі ці слова просто будуть сприймати як чергову брехню та політтехнології".

На захист заяв виступав нардеп від "Слуги народу" Максим Бужанський.

"Прекрасні тези, щоправда, дещо запізнілі. В парламенті давно лежать мої законопроекти про скасування закону про мову та про скасування мовних штрафів, - написав він. - Прибрати дискримінацію треба, а мову ніхто і не чіпає".

Джерело: [shorturl.at/egmIO](http://shorturl.at/egmIO)

### Мовний омбудсмен зреагував на заяви Мендель про “українську російську мову”

Відповідно до статті 10 Конституції України єдиною державною мовою в Україні є українська, а заяви речниці президента Юлії Мендель щодо “української російської мови” не мають жодних перспектив.

На цьому в ефірі телеканалу “Прямий” у понеділок, 5 квітня, наголосив Уповноважений із захисту державної мови Тарас Кремень, коментуючи заяву прессекретарки президента. Уповноважений нагадав, що три тижні тому Володимир Зеленський на форумі “Україна 30” сказав, що в нашій країні державною мовою є одна – українська, і для неї мають бути створені найкращі умови.

“Якщо продовжити його слова, то має імплементуватись та ефективно діяти закон про мову. Отже, до кінця року, як це визначено стратегією дій уряду на 2021 рік, має з’явитись державна програма розвитку і опанування української мови. Водночас маємо сьогодні слова речниці президента. У мене виникає просте запитання: ми тепер на кого орієнтуємось?” – сказав Кремень, якого цитує його пресслужба.

“Я не поділяю таких заяв, і

вважаю їх такими, які не мають жодних перспектив. Статтею 10 Конституції України, якій в цьому році виповнюється 25 років, визначено, що єдиною державною в Україні є українська”, – наголосив Тарас Кремень.

Уповноважений вважає, що питання мови в Україні треба закрити раз і назавжди.

“В нас є Закон “Про забезпечення функціонування української мови як державної”, є система освіти, є державна влада, яка повинна сприяти розвиткові та функціонуванню української мови як державної. Зрештою, ми маємо зовнішні загрози, на які потрібно зважати”, – зазначив Тарас Кремень.

Уповноважений наголосив, що зараз Україна має ефективно займатися державною мовною політикою, при цьому створюючи кращі умови і для інформаційного захисту.

“Пам’ятаймо: захист мови – це і захист національних інтересів, основ конституційного ладу”.

*“Taras Kremin, the Ukrainian language ombudsman, emphasized that he does not approve the statement made by Yulia Mendel, the press-secretary of the President of Ukraine, regarding the Ukrainian variant of the Russian language.”*

Нагадаємо, що прессекретарка президента Володимира Зеленського Юлія Мендель в ефірі програми “Погляд із Банкової” на телеканалі “Дом” заявила, що “українська російська мова є частиною культурного розмаїття”. Наприкінці березня міністр внутрішніх справ Арсен Аваков заявив, що в Україні повинні використовувати “нашу” російську мову для контрпропаганди, і запропонував створити “якісний російськомовний український і проукраїнський телеканал”, який міг би зламати пропагандистську монополію Російської Федерації на міжнародному інформаційному ринку.

Джерело: [shorturl.at/gzLM8](http://shorturl.at/gzLM8)

### Мовний омбудсмен Кремень закликав міськраду Миколаєва скасувати статус російської

Уповноважений із захисту державної мови Тарас Кремень закликав Миколаївську міську раду на найближчій сесії скасувати рішення від 21 серпня 2012 року “Про надання російській мові статусу регіональної в місті Миколаєві”. Про це він заявив в ефірі телеканалу “Прямий”.

“Якщо я не помиляюсь, то Миколаїв сьогодні залишається єдиним містом в Україні, де досі діє рішення про надання російській мові статусу регіональної. Всі інші регіони, де така програма була, вже скасували його, адже воно суперечить Конституції України”, – сказав омбудсмен.

Джерело: [shorturl.at/frvD1](http://shorturl.at/frvD1)



# Looking Back

## Saskatchewan “Firsts” in Ukrainian Language Education

*Nadia Prokopchuk, Ukrainian Education Consultant, Saskatchewan Learning*

### **FIRST to introduce Ukrainian language and literature courses at a Canadian university. 1945.**



The University of Saskatchewan became a leader in the study of Slavic history and languages as early as 1937, when Dr. G. W. Simpson offered his first course in Slavic civilization. This was followed by his publication of *Ukraine – An Atlas of Its History and Geography* in 1941. As a result of Dr. Simpson’s efforts in this area, Ukrainian language night classes began on the U of S campus in 1943, taught by Dr. T. Pavlychenko. This was followed by the appointment of Dr. Constantine Andrusyshen to an academic position at the University of Saskatchewan in 1945. Dr. Andrusyshen, the first Canadian-born Slavist, was given full administrative responsibility for the development of a Slavic Studies Department at the university.

Under Andrusyshen, the department introduced the first academic courses in Ukrainian language and literature to be offered at a Canadian university. In 1950, the University Senate recognized the scholarly level of these courses by placing them on an equal academic standing with other language courses, such as French and German. The legendary work of Dr. Andrusyshen at the University of Saskatchewan is highly respected by Slavists in North America. He helped define Ukrainian-Canadian consciousness by raising the prestige of Ukrainian studies in Canada. Dr. Andrusyshen’s passion for language and literature inspired many Saskatchewan students to delve more deeply into studies about their linguistic, cultural and historic past as Canadians of Ukrainian heritage.



### **FIRST in Canada to introduce provincially-approved high school Ukrainian language credit courses. 1952.**

The request for provincial recognition of Ukrainian language courses at the high school level came from Saint Joseph’s College in Yorkton, which had a reputation for promoting excellence in education.



Although negotiations with the Department of Education began as early as 1942, the climate for approval became favourable almost a decade later. The first Ukrainian Curriculum Committee met in the spring of 1952 in order to draft a Ukrainian curriculum which would meet provincial standards. The committee worked tirelessly over the next few months and in the fall of 1952, Brother Methodius Koziak, the principal of St. Joseph’s College and chair of the Curriculum Committee, was able to introduce the first courses for credit on an experimental basis. The courses were enthusiastically received by high school students and their parents.

During the next few decades, demand for Ukrainian credit courses grew rapidly in Western Canada and Saskatchewan’s leadership in this area led to course development for summer immersion programs, correspondence school courses and after-school credit classes.



## Looking Back

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### Saskatchewan “Firsts” in Ukrainian Language Education

**FIRST to publish a comprehensive Ukrainian - English Dictionary for speakers of Ukrainian living outside Ukraine. 1955.**



Dr. C. H. Andrusyshen's *Ukrainian-English Dictionary* (University of Saskatchewan, 1955; University of Toronto Press, 1957, with reprints in 1981, 1985, 1990) was his most remarkable contribution to Ukrainian studies in North America. This dictionary was the first comprehensive Ukrainian-English Dictionary to be published outside Ukraine and to date, remains one of the best references for standard Ukrainian. The work was funded by the Rockefeller Foundation, Ford Foundation and the University of Saskatchewan.

In the years following its publication, Ukrainian programs were introduced at six institutions of higher learning and numerous secondary schools across Canada. A Ukrainian dictionary of this calibre became a primary tool for Ukrainian language study in many other countries where Ukrainian emigre communities had become well-established, such as England, Brazil, Germany and the United States. Entries contain valuable linguistic, historical and cultural information unaltered by the Soviet period of history.

**FIRST in Canada to offer high school Ukrainian Correspondence Courses for credit. 1963.**



Following several years of successful delivery of Ukrainian correspondence courses by the University of Saskatchewan (beginning in 1958), the Department of Education received a request for correspondence courses to be written for Saskatchewan high school students. In 1963, curriculum writers Roma Franko and Sonia Cipywnyk (Morris) drafted the first five units of the Grade 9 Course, and the course was made available to students in fall of the same year. The Grade 9 Ukrainian course was met with such enthusiasm, that courses for Grades 10, 11 and 12 were written in subsequent years.

This was the first high school correspondence course for Ukrainian language study to be offered in Canada. The Saskatchewan courses have since been rewritten and they continue to be used by students studying Ukrainian across Canada.

## Looking Back

### Saskatchewan “Firsts” in Ukrainian Language Education

#### **FIRST in Canada to establish a provincial association of teachers of Ukrainian. 1966.**



Established in 1966, the Saskatchewan Teachers of Ukrainian (STU) is a Special Subject Council of the Saskatchewan Teachers Federation. To date, the STU remains the only provincial professional association of teachers of Ukrainian in Canada. Its main objectives are to develop, promote and expand Ukrainian language programs for Saskatchewan youth while fostering professional development opportunities for teachers of Ukrainian.

In the decade following its inception, the STU was instrumental in initiating interprovincial cooperation between the Western Canadian provinces for Ukrainian program development. In 1991, building on the political freedom in Ukraine after the break-up of the Soviet Union, the STU worked together with Saskatchewan Learning (Education) officials to establish strong educational ties with teachers in Ukraine. This was a very important step which led to the organization of two *Canada-Ukraine Education Conferences* in Ukraine in 1991 and 1994.

In addition to its quarterly publication *Tema*, STU continues to organize annual professional conferences for teachers of Ukrainian in Western Canada.

#### **FIRST to successfully implement a student exchange program between a university in Ukraine and a North American university. 1978.**



In 1976, the University of Saskatchewan was gifted with a monument of the great Ukrainian poetess, Lesya Ukrainka, for the university campus. The monument, which stands before the College of Arts and Science, was the first of its kind to be placed at a North American university by Society Ukraina on behalf of the people of Ukraine.

This gift led to the signing of the first-ever exchange agreement between a university in Ukraine and a North American university in 1977. It was a great moment in the history of Saskatchewan-Ukraine relations. During the summer of 1978, four exchange students and a professor from the University of Saskatchewan spent five weeks studying at the University of Chernivtsi, touring historic sites in Ukraine and learning more about their ancestral heritage.



For more than two decades, the exchange fostered academic, cultural and linguistic benefits for students and university professors in both countries. Most importantly, it allowed Saskatchewan students to have the necessary contact with native speakers to make their language studies relevant. The university exchange led to the official twinning of the cities of Saskatoon and Chernivtsi, as well as the creation of a high school exchange program between the two cities facilitated by their respective Ministries of Education. Many positive educational initiatives were put into place as a result of this first agreement, elevating Saskatchewan to a position of special importance with education and government officials in Ukraine.

## Resources

*Nadia Prokopchuk (Надя Прокончук), an Academic Affiliate at the University of Saskatchewan, Canada, and a lifelong advocate for the Ukrainian language education is generously sharing her list of online Ukrainian education resources.*

In this Newsletter, we publish a list of resources, which can be used as an excellent Ukrainian language resource for Religion Studies in Grade 3-4.



### Релігієзнавство (A1.2 - A2+)

#### Clara Studio (різні мультики на релігійні теми)

[https://www.youtube.com/channel/UCQcXsuCjucZWdCKUPETR\\_ig](https://www.youtube.com/channel/UCQcXsuCjucZWdCKUPETR_ig)

Створення світу <https://www.youtube.com/watch?v=-PX88ZFeqx8&t=52s>

Історія Старого Завіту  
<https://www.youtube.com/watch?v=TObpMoyKm7Q>

Благовіщення <https://www.youtube.com/watch?v=T8NjGEQ4Mys&t=237s>

Народження Ісуса <https://www.youtube.com/watch?v=TObpMoyKm7Q>

Знайдення Ісуса у храмі

<https://www.youtube.com/watch?v=Pq0BqclGzV4&list=PLdaxdJ3hoKZoV9jxcS9dSIEPLR7X5z5NX&index=3>

Хрещення Ісуса

<https://www.youtube.com/watch?v=fLzEE0a8Ew&list=PLdaxdJ3hoKZoV9jxcS9dSIEPLR7X5z5NX&index=4>

Спокуси у пустелі

<https://www.youtube.com/watch?v=ojIDN9uMvfo&list=PLdaxdJ3hoKZoV9jxcS9dSIEPLR7X5z5NX&index=5>

Кана Галілейське

<https://www.youtube.com/watch?v=6ThkgCHcCXc&list=PLdaxdJ3hoKZoV9jxcS9dSIEPLR7X5z5NX&index=6>

Перше покликання учнів <https://www.youtube.com/watch?v=IzeDbdn9QKc>

Розслаблений

<https://www.youtube.com/watch?v=KOIvySokXxs&list=PLdaxdJ3hoKZoV9jxcS9dSIEPLR7X5z5NX&index=8>

Притча про сіяча

<https://www.youtube.com/watch?v=ztmRxVMhZ3A&list=PLdaxdJ3hoKZoV9jxcS9dSIEPLR7X5z5NX&index=13>



# Resources

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## Релігієзнавство (А1.2 - А2+)

### Clara Studio (різні мультики на релігійні теми)

Петро, Ісус і буря

<https://www.youtube.com/watch?v=BtjpiJY7i-o&list=PLdaxdJ3hoKZoV9jxcS9dSIEPLR7X5z5NX&index=16>

Оздоровлення недуготого

<https://www.youtube.com/watch?v=HxxnZlH3j7E&list=PLdaxdJ3hoKZoV9jxcS9dSIEPLR7X5z5NX&index=19>

Оздоровлення сліпого

<https://www.youtube.com/watch?v=WjlstulFDRo&list=PLdaxdJ3hoKZoV9jxcS9dSIEPLR7X5z5NX&index=21>

Розмноження хліба

<https://www.youtube.com/watch?v=v761hUZG9tI&list=PLdaxdJ3hoKZoV9jxcS9dSIEPLR7X5z5NX&index=23>

Ісус ходить по воді

<https://www.youtube.com/watch?v=LJN7AC-xhS8&list=PLdaxdJ3hoKZoV9jxcS9dSIEPLR7X5z5NX&index=24>

Немилосердний слуга

<https://www.youtube.com/watch?v=LJN7AC-xhS8&list=PLdaxdJ3hoKZoV9jxcS9dSIEPLR7X5z5NX&index=24>

Будьте як діти

<https://www.youtube.com/watch?v=JtBWRbSaawQ&list=PLdaxdJ3hoKZoV9jxcS9dSIEPLR7X5z5NX&index=27>

В'їзд Ісуса в Єрусалим [https://www.youtube.com/watch?v=b\\_gchBw4Tq8](https://www.youtube.com/watch?v=b_gchBw4Tq8)

Тайна Вечеря <https://www.youtube.com/watch?v=oy26aHQSnc>

Смерть Ісуса <https://www.youtube.com/watch?v=ZZ-MwHkdRLo>

Хресна лорoga <https://www.youtube.com/watch?v=8wRTP8QkMlo&t=76s>

Вістка про Воскресіння <https://www.youtube.com/watch?v=Obh6k-4BYQM>

Посланництво апостолів <https://www.youtube.com/watch?v=EI1Q5kCYQAK>

### Серія: Духовне Намисто (А2+)

[https://www.youtube.com/watch?v=dKpgUIYZiF8&list=PLaMbze\\_9yg14UPs2o6aSDw4XdrbtEAdB](https://www.youtube.com/watch?v=dKpgUIYZiF8&list=PLaMbze_9yg14UPs2o6aSDw4XdrbtEAdB)

**Билічі** <https://www.youtube.com/watch?v=uL-EiovdHXk>

**Прилбичі:** Андней Шептицький <https://www.youtube.com/watch?v=yZtZXLp3ASo>



**Міністерство освіти і науки України  
Львівський національний університет  
імені Івана Франка**

**Філологічний факультет**

**Кафедра українського прикладного  
мовознавства**



### **МІЖНАРОДНА НАУКОВА КОНФЕРЕНЦІЯ**

**«ТЕОРІЯ І ПРАКТИКА ВИКЛАДАННЯ УКРАЇНСЬКОЇ  
МОВИ ЯК ІНОЗЕМНОЇ»**

**14 травня 2021 року, м. Львів**

#### **Вельмишановні колеги!**

У рамках заходів із нагоди відзначення *25-літнього Ювілею* кафедри українського прикладного мовознавства Львівського національного університету імені Івана Франка запрошуємо вас взяти участь у Міжнародній науковій конференції „Теорія і практика викладання української мови як іноземної”, яка відбудеться **14 травня 2021** року в онлайн-режимі, зважаючи на поширення COVID-19 та впровадження карантинних обмежень.

**Основні тематичні напрями конференції:** Українська мова в просторі і часі: історія, теорія, практика; лінгвокраїнознавство та проблеми міжкультурної комунікації; лексико-семантична структура мови. Проблемні питання методики викладання лексики української мови як іноземної; граматична структура мови. Проблемні питання методики викладання граматики української мови як іноземної; семантика і прагматика. Українська мова як іноземна в аспекті навчання видів мовленнєвої діяльності; навчально-методичне забезпечення процесу навчання української мови іноземців; методика викладання української мови як іноземної дітям; Проблеми стандартизації та уніфікації процесу навчання української мови як іноземної; Культура мови і стилістика.

Для участі в конференції просимо надіслати до **1 квітня 2021 року** текст доповіді та заповнену анкету (бланк анкети додаємо) у вигляді вкладеного в повідомлення файлу, названого за прізвищем автора, на електронну адресу: ***ivanka\_fly@ukr.net***. Матеріали конференції будуть опубліковані у збірнику «Теорія і практика викладання української мови як іноземної».

## Conferences

March 5-6, 2021—Dr. Olena Sivachenko, a Research Associate at ULEC, participated in the Teaching Additional Languages online conference organized by the University of Calgary. Together with Dr. Alla Nedashkivska, Professor and Chair of the Department of Modern Languages & Cultural Studies at the University of Alberta, Dr. Sivachenko presented the findings of their most recent collaborative research study. The study explored students' perceptions about their engagement in a Ukrainian language classroom in the context of remote delivery, prompted by the COVID-19 pandemic. The study targeted students enrolled in beginner, intermediate and advanced Ukrainian language courses at a postsecondary institution.

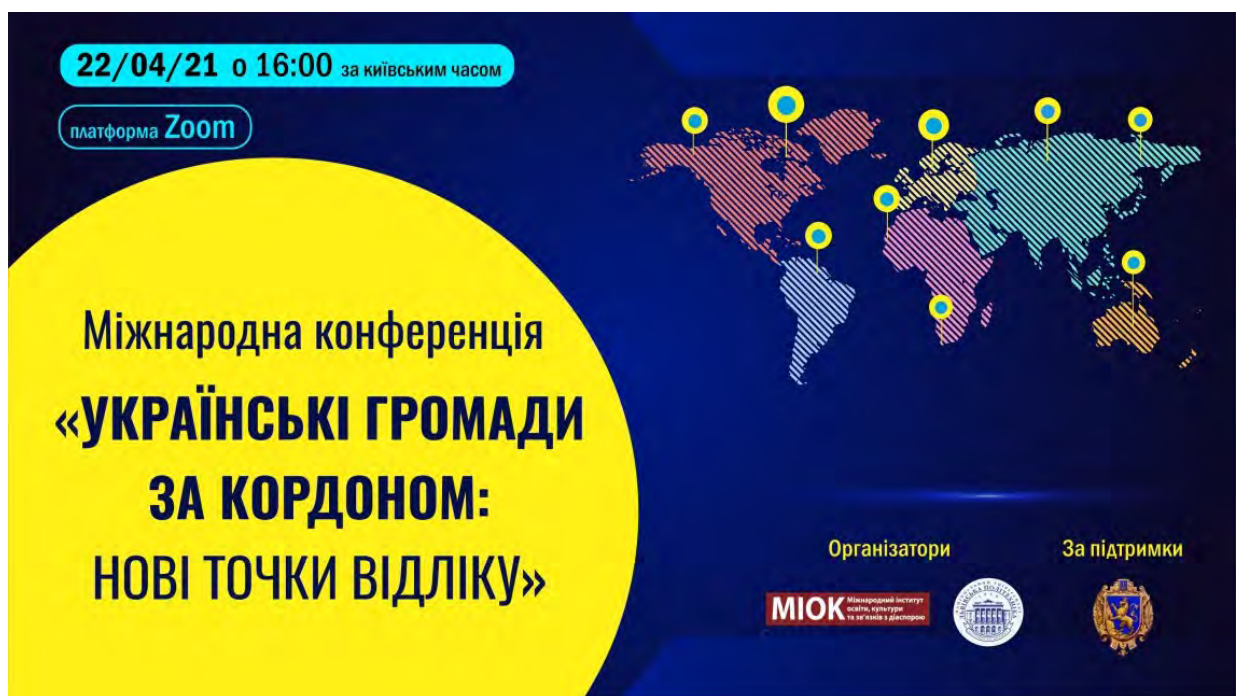
“We framed our study around the concept of engagement, which was initially studied at four levels, commonly discussed in scholarship: behavioral, emotional, cognitive, and agentic. The results of an online survey prompted us to incorporate social engagement as the fifth level, which is particularly important for studying in a remote context. At this level of engagement, we specifically focused on two categories: social interaction and social connection, underscoring their role in the context of remote delivery. The exploration of the various levels of engagement validated the view of engagement as a multidimensional concept with the various levels often interconnected and influencing one another. Our results also allowed us to establish eight categories of engagement facilitators and engagement deterrents, which are applicable and relevant not only to the context of remote delivery, but other contexts of technology assisted language learning and teaching,” — state the researchers.



Dr. Alla Nedashkivska



Dr. Olena Sivachenko



**22/04/21 о 16:00** за київським часом



платформа **Zoom**

**Міжнародна конференція  
«УКРАЇНСЬКІ ГРОМАДИ  
ЗА КОРДОНОМ:  
НОВІ ТОЧКИ ВІДЛІКУ»**

Організатори

За підтримки

**МІОК** Міжнародний інститут  
культури, мови та освіти у діаспорі



Більше інформації за посиланням: <https://miok.lviv.ua/?p=19230>

## UKRAINIAN LANGUAGE EDUCATION CENTRE

4-60 Pembina Hall  
University of Alberta  
Edmonton, AB  
Canada T6G 2H8

**Phone:** +1 (780)492-2904

**Email:** [ulec@ualberta.ca](mailto:ulec@ualberta.ca)

**Facebook:**

<https://www.facebook.com/ukrainian.language.education.centre/>

**Website:**

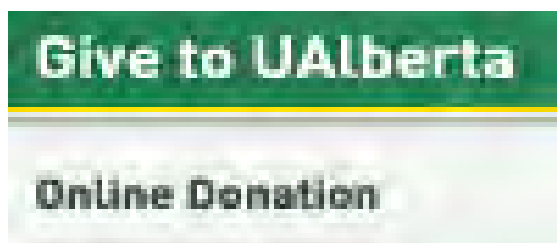
<https://www.ualberta.ca/canadian-institute-of-ukrainian-studies/centres-and-programs/ulec>

The Ukrainian Language Education Centre (ULEC) promotes and develops Ukrainian language education in Canada and abroad by: supporting bilingual programs and professional development of Ukrainian language teachers and instructors; creating learning and teaching resources at both the secondary and post-secondary levels; conducting research on topics related to Ukrainian-language education and related fields; and fostering international links and community engagement. For more information about ULEC, please visit [our website](#) and [Facebook page](#) or contact us by [email](#).

Методичний центр української мови сприяє розвитку україномовної освіти в Канаді й за кордоном: підтримує двомовні програми, підвищує професійний рівень вчителів української мови, розробляє навчальні та методичні ресурси для середньої і вищої освіти, проводить дослідження, пов'язані з тематикою україномовної освіти і суміжних галузей, а також сприяє розвитку міжнародних контактів і підтримує зв'язки з громадськістю. Детальнішу інформацію про центр можна знайти на [веб-сторінці](#), [сторінці фейсбуку](#) або через [е-пошту](#).

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