



NATIVE LANGUAGE EDUCATION in ONTARIO

A Note from the Coordinator

With this copy of the newsletter, you will find enclosed your copy of the application form for next summer's Native Language school. As mentioned in the last newsletter, we are anticipating more applications than we can handle this summer, and we recommend that you return your completed form as early as possible. Please take care to fill in all pertinent information; failure to do so will cause unnecessary delay in processing your application.

Upon receipt of your completed form, copies of the necessary back-up forms will be mailed to you.

Your local Indian Affairs office and your local Ministry of Education office have additional copies of the application form. If you know of anyone interested in applying for the first year of the program, please advise them to pick up a form from one of these offices as soon as possible.

M.L.M.

ATTENTION Ontario Teachers!

We anticipate that the Ministry of Education will announce the provision of a 3 part "specialist" A.Q. program for certificated teachers to begin this summer. In the event that this is announced, the Faculty of Education at Lakehead University would like to offer part one in the summer of 1987. In order to do so, however, we would need a minimum of 15 applications from holders of the regular Ontario Teaching Certificate. If you are an OTC and would like more information on this program, please drop us a line as soon as possible indicating your interest.



ANNOUNCING--

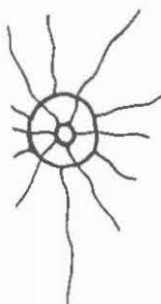
7th Annual
Native American Languages Issues Institute
Saskatoon Inn
Saskatoon, Saskatchewan, Can.
May 19-22, 1987

Hosted by: Saskatchewan Indian Languages
Institute Federation of Saskatchewan Indian
Nations.

The purpose of this International Institute is to examine indigenous language concerns, exchange ideas, and provide direction for continual development and research on indigenous languages. There will be an art and photography show and sale, tribal dances, workshop presentation, and display of teaching materials.

Deadline- April 30, 1987

Please Contact:
NALI INSTITUTE '87
c/o Saskatchewan Indian
Languages Institute
917 22nd Street West
Saskatoon, Sask., Can.
S7M 0R9
Phone: (306) 934-4444



Evelyn
Baxter!



Autumn Grads

Congratulations are in order for 247 students who graduated at the end of the fall term.

The Fall Convocation is not as big a celebration as the spring event; instead of a ceremony, the graduates are given approval by the Senate. But all fall grads are sent an invitation to attend the ceremony in May.

The number of fall graduates has remained fairly constant. There are usually between 200 and 275 each year, so this year's figure is just slightly above average.

Congratulations to all 247 graduates for your academic achievements!



Susan
Sandau!

Nancy
Jones!

"Ontario's NSL Program" Teaching and Learning a Native Language as a Second Language, Ministry of Education.

Language carries with it the spirit, culture, history and philosophy of a people. It is the principal means by which culture is preserved and transmitted from one generation to another. An NSL program will enable students to receive instruction in a Native language from Kindergarten to Grade 12. School boards will be expected to provide an NSL program in the school year 1987-88 wherever: fifteen students have requested instruction in a Native language; and a qualified Native language teacher is available. Where a school board can organize a program with fewer than fifteen students, it may do so.

Native languages have a legitimate place in the curriculum of Ontario Schools; Native languages will therefore, be taught during the regular school day. Grants and other financial incentives will be provided to assist school boards in the implementation of the NSL program.

Parents and other members of Native communities who wish local schools to offer an NSL program should contact their local school board.

Additional information on NSL programs may be obtained from the following sources:

Regional Offices of the Ministry of Education

Ministry of Education
Central Ontario Region
Heron's Hill Building
Suite 3201
2025 Sheppard Avenue East
Willowdale, Ontario
M2J 1W4 Phone: (416) 491-0330

Ministry of Education
Eastern Ontario Region
1580 Merivale Road, 4th Floor
Ottawa, Ontario
K2G 4B5 Phone: (613) 225-9210

Continued

Ministry of Education
Midnorthern Ontario Region
199 Larch Street, 7th Floor
Sudbury, Ontario
P3E 5P9 Phone: (705) 675-4401

Ministry of Education
Northeastern Ontario Region
447 McKeown Avenue
Box 3020
North Bay, Ontario
P1B 8K7 Phone: (705) 474-7210

Ministry of Education
Northwestern Ontario Region
435 James Street South
Box 5000
Thunder Bay, Ontario
P7C 5G6 Phone: (844) 475-1571

Ministry of Education
Western Ontario Region
759 Hyde Park Road
London, Ontario
N6H 3S6 Phone: (519) 472-1440

Indian and Northern Affairs, Canada, Ontario Region

Indian and Northern Affairs, Canada
25 St. Clair Avenue East
Toronto, Ontario
M4T 1M2 Phone: (416) 973-1274

Faculties of Education Involved in Native-Language Teaching

For teachers of Algonquian:

Faculty of Education
Lakehead University
Thunder Bay, Ontario
P7B 5E1

For teachers of Iroquoian:

Faculty of Education
The University of Western Ontario
London, Ontario
N6G 1G7

Cultural Education Centres

Woodland Indian Cultural and Education Centre
Box 1506
Brantford, Ontario
N3T 5V6

Ojibway-Cree Cultural Centre
252 Third Avenue
Timmins, Ontario
P4N 1E3

Lake of the Woods Ojibway Cultural Centre
Box 1720
Kenora, Ontario
P9N 3X7

Ojibwe Cultural Foundation
Excelsior P.O.
West Bay, Ontario
P0P 1G0

North American Indian Travelling College
R.R. #3
Cornwall, Ontario
K6H 5R7

Abstracts, Articles and Books

"Don't Put Your Leg in Your Mouth: Transfer in the Acquisition of Idioms in a Second Language." Irujo, Suzanne, TESOL Quarterly, v20 n2 p287-304 June 1986.

Describes an investigation into whether second language learners use knowledge of their first language to comprehend and produce idioms in the second language. Results showed identical idioms were the easiest to comprehend, similar idioms were comprehended almost as well, and different idioms were the most difficult to comprehend and produce.

Second Language Learning: A Review of Related Studies. Izzo, Suzanne.
InterAmerican Research Associated, Rosslyn, Va.
Report No. ISBN-0-89763-058-0
Publication Date 1981.
Available from - National Clearing House for Bilingual Education, 1300 Wilson Boulevard, Suite B211, Arlington, VA 22209.

The fact that some people learn a second language more easily than others has prompted numerous studies designed to link one factor or another with successful language learning. This work examines a large number of these studies to assess the importance of various factors involved in language learning. The influencing factors suggested are grouped into three categories; personal, situational and linguistic factors. Considered first is the particular set of personal characteristics each individual brings to the task of learning a second language. These include general intelligence, language aptitude, attitude and motivation, Psychological traits, age, socioeconomic status, and sex. The variety of learning situations is then discussed. Situational factors include the setting in which the language is learned and the amount and distribution of time devoted to it. In addition, if the language is learned formally, the method

used and the characteristics of the teacher must be considered. Finally linguistic factors are examined. These include both the differences between both the first and second languages and the characteristics of the second language itself.



"Research on a Humanistic Language Teaching Model." Knibbeler, Wil Journal of Applied Linguistics; n1 p34-45 1985.

Defines and discusses the operating principles of the Explorative-Creative Way of language teaching, an approach in which the teacher encourages the students to investigate the target language and to tap the linguistic resources available to them in order to produce a maximum number of new meaningful utterances.



"Ghosts Demons and Chicken Bones: Dramatic Writing in the ESL Classroom." Peters, Bradley. TESL Talk, v16 n1 p26-33 1986.

Describes an experimental project implemented in a language school in Northern Italy in which students, using a poem as a basis, created a caste of characters and expanded the poem's story line to create a world in which the characters could interact.



"The Problem With Grammar: What Kind can the Language Learner Use?" Garret, Nina Modern Language Journal; v 70 n2 p 133-49 Summer 1986.

This article (1) discusses the relationship between grammatical and communicative competence; (2) examines aspects of grammar theory; (3) discusses pedagogical problems inherent in traditional notions of grammar; and (4) summarizes the pedagogical and research implications of a new perspective on the role of grammar in foreign language acquisition.

"Inuit Youth at Ikpik: Heritage and Hope for the Future", Northline, v6 n4 p5 October 86.

For the second year, a group of young Inuit from across Canada, Greenland and Alaska gathered for two weeks this summer at a small isolated camp of stone houses and tents by the shore of Ikpik Bay on Baffin Island's west coast. This camp was established and funded by the Inuit Tapirisat of Canada as part of their Youth Council's program.

The 35 young men and women who attended the camp ate lots of caribou and char, listened to stories told by elders, listened to talks about how things were back in the 50's and 60's, and discussed problems that they as young people face today. Daily workshops and group discussions focussed on topics such as living in a two culture world, family life, education, employment and unemployment, depression, drugs and alcohol and the factors eroding the use of traditional language. There were four Inuit elders at the camp, as well as ITC president Rhonda Innuksuk and David Owingayak, director of Cultural and Traditional Affairs at the Inuit Cultural Institute. (ITC has offices in Ottawa and Frobisher Bay; ICI is in Eskimo Point.)

Traditional activities and learning about the past were a major part of the two weeks at the camp. Elders showed the youth how to build a kayak, how to make traditional seal oil lamps, how to play string games and how to skin and butcher caribou. As well, the youths hunted caribou and seal, and prepared traditional foods.

For many of those at the camp, it was their first opportunity to meet young people from other Arctic countries. They soon found out that they had more in common than they realized. Markoosie Onalik of Frobisher Bay said he was surprised to learn that he and an Alaskan youth even shared the same surname.

Inuit Tapirisat was represented at the ACUNS meetings in Yellowknife last April, where they presented a paper and, among other things, discussed the Youth Councils and Ikpik camp. A paper, "Bridging the Gap: the Need for New Approaches to Northern Research and Education", by ITC special consultant Robert Higgins will be included in the Proceedings of the Yellowknife meetings.

An excellent series of illustrated articles on Youth Councils and Ikpik, including personal reflections by Deborah Evaluarjuk of Igloolik, appeared in the Fall 1985 issue (No. 61) of Inuktitut magazine, published by Indian and Northern Affairs.



JESUS O BIMADISIWIN

For some native language students the name Baraga is a household name. A fresh reprint of a precious long-lost book by Frederic Baraga is making its way to the desks of such students.

The original book was printed in Paris, France in 1837. Through the persevering efforts of a former Jesuit missionary of Northern Ontario and the very effective collaboration of a number of Anishinabeg of Thunder Bay Region, a short run of 1000 copies came off the printing press last spring in Penetanguishene, Ontario.

It is a lovely book in 8x10 format of some seventy pages in a maroon flexi-cover embossed with a simple cross and the name Jesus. The full title of the book is Jesus O Bimadisiwin Oma Aking (Jesus' Life on Earth), and contains a superb collection of Gospel readings in Ojibway.

Distribution has been undertaken by the editor Fr. A. Schretlen on a hand to hand basis. Fr. Schretlen is willing to demonstrate the book and introduce future teachers of the Ojibway language to its treasures.

Contact: Fr. A. Schretlen, SJ
Box 38, Pickering, Ontario
L1V 2R2

"Heritage Research Centre at Waterloo," Northline, v6 n4 p5, October 1986.

Readers interested or involved in heritage research and preservation (natural and cultural) should be aware of the Heritage Research Centre at the University of Waterloo. This centre is designed to encourage heritage resources research, education and the exchange of information among a wide range of participating universities, governments and private groups.

Among its activities is an annual public lecture series, an occasional paper series, and programs of research and applied work conducted on a team and individual basis. Research is funded by Parks Canada, which has been a co-sponsor of the Centre since 1983, and by the Social Sciences and Humanities Research Council and other agencies. Areas of focus have included marine parks and conservation, climate change and heritage, natural science research in national parks, environmental assessment, and many aspects of park management as well as numerous other subjects.

Student Heritage Internships also are awarded annually, with support from the University of Waterloo, Parks Canada and grant or contract funding.

For more information on any of the above, please contact: Heritage Resources Centre, Environmental Studies 1, Room 345, University of Waterloo, Waterloo, Ontario N2L 3G1. (519) 885-1211 (ext. 2072, 3066).



"Testing in Language Teaching". Ponterotto, Diane Rassegna Italiana di Linguistica Applicata; v18 n1 p87-95 Jan-Apr 1986

Discusses the problem of testing with particular regard to the evaluation of aural-oral skills within a modern methodological context. The use of pictures paragraphs, and dialogues to test listening skills and of pictures and micro-dialogs to test speaking skills is described.



"A Case for Case Studies." Long, Donna Research Foreign Language Annals; v.19 n3 p225-29 May 86.

Asserts that many aspects of the second language learning and teaching process are not amenable to experimentation at the present time and that case studies, that is studies of the individual learner, teacher or classroom are valuable as precursors to experimentation.

"MLJ Computer Corner". Brink, Dan. Modern Language Journal, v20 n2 p149-52 Summer 86.

Discusses the question of whether one must know how to program in order to make the most effective use of the computer in language classes. Looks at four computer languages which may be of interest to language Teachers who want to learn programming: Basic, assembler, high level languages, and authoring systems.

Language Education in Canada:

Courses

A variety of three-credit courses will be offered to students at the undergraduate and graduate levels. Students may earn a maximum of six credits in each term.

The undergraduate courses may be applied to Concordia's TESL Certificate or B.Ed. (TESL), and the graduate courses to the M.A. in Applied Linguistics, provided that registrants have been admitted to the appropriate program. Students from other universities should confirm that course credit can be transferred to their program.

Courses Include

Modern English Grammar
Comparative Phonetics
ESL Methodology
Practicum
Educational Technology for TESL
Testing and Evaluation
Bilingual Education
Language Acquisition
History of the English Language
Syllabus Planning and Materials Development
The Grammars of English
Sociolinguistics and ESL/EFL
Classroom-centered Research in Second Languages
Languages in Native Education
Intensive Second Language Courses in Schools
Heritage Language Programs

Both credit and non-credit courses in ESL are also available for students whose native language is not English.

If you would like to receive a registration package for the TESL Canada Summer Institute, please complete the coupon below:

Registration Form TESL Canada Summer Institute

Name: _____
Street: _____ Apt. # _____
City: _____ Province/State: _____
Postal Code: _____ Country: _____

If you would like to receive an application for admission to a TESL Centre program, please check the appropriate space below:

- ☐ Bachelor of Education (TESL)
☐ TESL Certificate
☐ M.A. in Applied Linguistics

Mail to: B. Barclay
TESL Centre
Concordia University
1455 de Maisonneuve Blvd. West
Montreal, Quebec H3G 1M8
Canada Telephone: (514) 848-2449

First Term Courses: July 2-July 22, 1987

Second Term Courses: July 27-Aug. 14, 1987

TESL Canada Summer Forum: July 23-July 26, 1987

Summer Forum

The TESL Canada Summer Forum is a four-day conference which will be held between the summer terms (July 23-26). Papers, workshops, and other activities will be presented by Institute faculty and other distinguished language education professionals.

Language Education in Canada Exploring Common Ground

The theme of the institute is an acknowledgement that teachers of heritage languages, Native languages and ESL have a common concern with language learning and language teaching. The institute provides an opportunity for language teachers to share their experience and to learn from one another.

Workshops and Other Activities

- Mini-courses in Heritage and Native Languages
 - Demonstrations of Listening Activities for Language Learners
 - Short Sessions in Grammar and Communication, Classroom Interaction, Multiculturalism
 - Displays of Publishers' Materials
- Plus a variety of social and cultural activities.

Accommodation

Space in Concordia University residences (Loyola Campus) or McGill University residences is available for early registrants of the TESL Canada Summer Institute.

Linguistic input to children is adapted to their level of comprehension—that is, if no one is looking. (Reprinted courtesy of Universal Press Syndicate.)

