



NATIVE LANGUAGE EDUCATION in ONTARIO

From the Ministry of Education

Guideline - Just before press, we contacted Marianna Couchie for the latest word. Unfortunately, she doesn't know as yet, when the guideline will be released. Let's all keep hoping for the best!

Consultants - Three NLTT/NLIP grads have been appointed as consultants to assist in the implementation of the guideline. Ruth Isaac will be working with Iroquoian programs and Rubina Naogizic and Lena White with Algonquian programs out of the Thunder Bay and Sudbury offices respectively. Congratulations, and best wishes to all three of you!

NLIP Registrations - 1987

To date, we've received a total of 40 applications for our summer programs, 1987. Of these 10 are first year applicants for the Native Language Teacher Certification program. There are a total of 30 places available for first year; so if you know of someone who is planning to apply, but has not yet done so, do urge them to get their application in the mail as soon as possible.

Coordinator Visits Schools

Mary Mitchell spent the week of March 2 - 6 visiting schools in Sault Ste Marie and Chapleau. From these visits, the following notes may be of interest:

Sault Ste Marie - Elizabeth Schuchert has been teaching Ojibwe at East View Public School since December. Next week, she'll turn the work over to Sharon Boissoneau who is returning after maternity leave. (Congratulations, Sharon!) One of the classes Elizabeth is teaching has been working on the formation of sentences that include:

a bug: snake, frog, mosquito, butterfly, bee, etc.
a season: spring, fall, winter, summer
a verb: spin-a-web, slither, fly, walk, etc.
a locative: through the grass, on the window, etc.
a colour: yellow, black, red, etc.

For example:

"The yellow snake slithers through the grass in the spring." The class has some interesting bulletin board displays depicting these bugs and colours on the wall in their little Ojibwe language classroom, and seem to be having lots of fun with the program.

Marva Moilala accompanied Mary Mitchell on her visit to Elizabeth. Marva will be teaching NASL, parts one and three this summer, and wanted to get an orientation into Ojibwe L² education. Marva fitted right into the activities, learned a little Ojibwe, and shared a couple of excellent suggestions. We're looking forward to working with her in July.



Chapleau - Unfortunately, because of bad flying weather, Mary didn't get to Chapleau when she was supposed to. By the time she did arrive, Theresa Memegos had already left for a syllabic conference in Timmins. (We'll hope to hear more of this in a future newsletter.) However, Mary did visit Virginia Jackpine, who was continuing the classes alone while her team-teaching partner was away. Mary was impressed with the amount of Ojibwe the children had learned in one year: they knew a number of songs off by heart, and were able to do the complete dialogue of Ravenlocks and the Three Bears (see Core Book #K).

Junior (K-2) and Senior (3-7) classes meet daily for 25 minutes each in the Chapleau Public School. On Fridays, Virginia and Theresa have art (or craft) lessons with the children, in which they use all the Ojibwe they can (colours, numbers, simple instructions). For example Mary observed one boy counting the pages he had completed for a project in good Ojibwe.

Last week's art project was painting on rocks which Virginia had saved in her basement through the winter. The teachers tied this in with the ancient Ojibwe rock paintings found in many Northern Ontario locations.

Mary hopes to visit more Native Language classrooms before the end of the year.

UPCOMING EVENTS AND CONFERENCES

ORDINATION of Native Deacon in Thunder Bay Diocese.

The first Native Deacon for the Thunder Bay Diocese will be ordained in Nipigon, in the Church of the Annunciation of the Blessed Virgin Mary, Sunday, 29th of March, 1987, at 10:00 a.m. Tim Hardy is also a graduate of the Native Teachers' course at Lakehead University, Faculty of Education. Tim Hardy and Gerald Rhodes of Nipigon will both be ordained on the same day. Bishop John O'Mara will preside.



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.

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



NATIVE AMERICAN STUDIES CONFERENCE

October 16 and 17, 1987

YOU are invited to submit two copies of a 250-500 word program proposal. Half-hour individual and one hour group presentations or workshops available. A variety of presentation formats-including pertinent displays- over a broad range of topics. Possible areas include, but are not limited to:

- Native American Poetry — historic/modern
- Native American in literature
- Literature by Native Americans
- Role of education for Native Americans
- Issues in Native American Health
- Role of women — matrilineal traditions
- Definition of a Native American
- Religion/role of mythology
- Intermixture of art, religion and mythology
- Native American Family: its changing nature

Selected papers and abstracts of all presentations will be published in a Proceedings.

SUBMIT PROPOSALS TO: Jack Kibble, Director
Native American Centre
Lake Superior State
College
Sault Ste. Marie
MI 49783
Phone: 906-635-2223
PROGRAM PROPOSAL DEADLINE; APRIL 15, 1987



7th Annual Native American Language Issues Institute

May 19-22, 1987 Saskatoon, Saskatchewan



3rd Annual Native Curriculum Conference of the First Nations Education Council

May 5,6,7, 1987
Maria, Quebec.



LEARNING MATERIALS

The Curriculum Branch in the Ministry of Education is providing a special fund for the development of learning materials in support of the Native as a Second Language program.

The criteria for this funding is similar to that for the Learning Materials Development Plan. The term "learning materials" means any materials designed to facilitate learning, including books (whether textbooks or books of a more general nature) and non-printed materials. Workbooks are not eligible. The materials to be developed should not duplicate Native Language materials already produced by Cultural-Education Centres.

All applications for funding will be considered on a competitive basis.

Once a project has been accepted for funding, an agreement, drawn up between the Ministry of Education and the applicant, will specify the commitments and understandings of each party.

There are a number of general rules around this funding:

1. The learning materials to be developed must be free of discrimination and bias - especially with regard to religion, sex and age.
2. Projects must be linked to the curriculum guideline "Native Languages".
3. Projects must involve Canadian authorship and manufacture.
4. Funds made available from the Ministry of Education may not be applied towards the purchase of major items of equipment.
5. When appropriate, the proposal should describe plans for field-testing samples of the learning materials to be developed.
6. Upon completion of the project, the Ministry of Education shall receive two copies of each publication, in the case of print materials, and/or one sample of the finished product, in the case of non-print materials. The proposed budget should reflect this requirement.
7. The Ministry funds will be paid in instalments.
8. No acknowledgment is to be made in the funded learning materials of the Ministry of Education, or its officials.
9. Projects are to be completed within two years.
10. Upon completion of the project, the author/producer will be required to complete certain forms. The information provided will be added to the Learning Materials data base. (LEMA)

The costs that may be included in the budget of a proposal are:

- secretarial services and editing
- physical materials
- duplication
- rough artwork for field-testing purposes
- travel and living expenses, if incurred
- honorarium or salary to writer(s) (the maximum per diem allowance is not to exceed \$100.00). If an individual is applying, an honorarium or salary is not permitted.

Each submission should include:

- a summary explaining the scope of the project and the need that it fills and outlining the time schedule for its development.
- a resumé of the qualifications and experience of each individual who will be significantly involved in the project.
- where applicable, a description of any plans for field-testing the learning materials to be developed.

Each submission should be addressed to the undersigned.

N.K. Lickers
Education Officer
Curriculum Branch
Intermediate and Senior Div.
Ministry of Education
16th Floor, Mowat Block
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"The Perception of Ambiguity in a Second Language." Karpf, Annemarie International Review of Applied Linguistics in Language Teaching; v24 n2 p157-69 May 1986

In order to show the problem second language learners face when confronted with ambiguity, this article explores the linguistics and metalinguistic strategies used by adult Dutch learners of English. These learners possess the cognitive maturity and metalinguistic skills of native speakers but resemble-in knowledge of English- children acquiring their first language.



" 'Information Gap' Tasks: Do they Facilitate Second Language Acquisition?" Doughty, Catherine; Pica, Teresa TESL Quarterly; v20 n2 p305-25 June 1986

Describes a study conducted to determine the effects of task type and participation pattern on language classroom interaction. Evidence suggests that tasks which require information exchange are crucial to conversational modification of classroom interaction and that group and dyad interaction patterns produce more modification than teacher-fronted situations.



"Positively Yours." Maron, Stephen TESL Talk; v16 n1 p22-25 1986.

Discusses ways in which classroom communication can be stimulated by encouraging students to talk about their positive emotions and points out the danger of encouraging students to voice negative emotions. Describes two classroom activities that encourages positive emotions.



"GENERATE: A Natural Language Sentence Generator," Hackenburg, Robert G. CALICO Journal; v2 n2 p5-8 Dec. 1984.

Discusses GENERATE, a computer program designed to help the beginning linguistics student understand the rules and processes of transformational generative grammar. Many problems and possibilities involving the program and TG interface (the algorithm) are pointed out.



"Transition From Multimedia Materials to Interactive Videotape in Teaching Russian Culture and Language," Norkeliunas, Casimir J. CALICO Journal; v2 n2 p19-22 Dec. 1984.

Describes a course at Marist College, Poughkeepsie, New York, in which multimedia and computer-assisted instruction are used to teach Russian culture. The use of this approach to meet individual student needs in large classes is discussed.



"Implications of Research and Theory Concerning the Influence of Choice and Control on the Effectiveness of CALL." Stevens, Vance CALICO Journal; v2 n1 p28-33 Sept. 1984.

Describes a project that tested two computer-assisted language lessons, one designed to emulate drill and practice, and the other to utilize concepts of clarifying educational environments, microworlds, games and autotelic environments. The project suggests that allowing students control over their learning and some choice in procedures enhances learning.



"Computer-Assisted ESL Research," Dalgish, Gerard M. CALICO Journal; v2 n2 p32-37 Dec. 1984.

Describes a computer-assisted research project into the writing errors of English as a second language college students. Sentences with error types and first languages of students were entered into a database and analyzed for the most common errors of all students and the most prevalent patterns within each language group.



"Computer Assisted Foreign Language Materials: Advantages and Limitations." Ariew, Robert CALICO Journal; v2 n1 p43-47 Sept. 1984.

Explores the decision making process that went into making the Blossom Computer assisted instruction (CAI) materials for French instruction at Pennsylvania State University. Some of the attributes, limitations, and questions concerning the user, validity and usefulness of Cai materials are also discussed.



"Developing Listening Fluency in L2: Theoretical Principles and Pedagogical Considerations." Dunkel, Patricia A. Modern Language Journal; v70 n2 p99-106 Summer 1986.

Examines the listening process and delineates some of the strategies used by listeners to extract meaning from spoken input. The importance of listening comprehension development in second language acquisition is discussed, as are types of activities and listening materials which can be used to foster development of listening comprehension.



"Design and Evaluation Issues on CAL Materials," England, Elaine CALICO Journal; v2 n1 p11-13 Sept. 1984.

Suggests that insights from other disciplines be considered when evaluating computer-assisted language instruction materials. Issues which need to be considered when evaluating these materials include: design issues, user-machine interfacing, support documentation, screen layout, color and animation, and restricted visual display capacity.



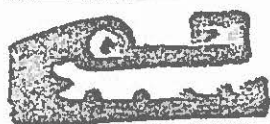
"Foreign Language Software: The State of The Art, or Pick a Card, Any (flash) Card." Baker, Robert L. CALICO Journal; v2 n1 p6-10 Sept. 1984

Reports on the state of the art in software development for computer-assisted language instruction, with some emphasis on Russian, and describes 10 areas in which much current software is deficient. It suggests that our best teachers be given time to work in teams to develop good software.



"Interactive Video for Language Learning: The Autotutor Project" Little, David; Davis, Eugene System; v14 n1 p29-34 1986.

Describes interactive video, compares disc- and tape-based systems, and summarizes the considerations that led to the development of the "Autotutor," an interactive video system for language learners. The process of creating interactive video learning materials is explained and its advantages to the learner are discussed.



"A Model of a Course For the Training of Teachers of English as a Foreign Language," Newland, Michael. Rassegna Italiana di Linguistica Applicata; v18 n1 p. 97-116 Jan-April 1986.

Discusses the problems encountered in training foreign language teachers, in particular the lack of behavioral objectives. Factors in setting up a teacher training course are considered. These include students' characteristics, the instructional team, reference room materials, classroom environment, course procedures and evaluation, and classroom language.



"Cultures in Contact: Using Classroom Microcomputers for Cultural Interchange and Reinforcement." Cummins, Jim TESL Canada Journal; v3 n2 p13-31 Mar. 1986.

Explores way in which microcomputers may be used in classrooms, both to enhance academic skills and to allow students to interact directly with students in other cultures. Examines the transmission and the interactional pedagogical models in terms of using computers for teaching writing and instituting cultural exchange networks.



"Diga! Telephone Protocols and Strategies in the Intermediate Spanish Conversation Course." Brown, Joan Lipman Hispania; v69 n2 p413-17 May 1986.

Presents a technique devised to help intermediate Spanish students master the art of communication over the telephone and outlines the specific learning and testing activities and pedagogical rationale behind them. The technique can also be used to test oral competence and aural proficiency.



"Interactive Language Simulation Systems: Technology for a National Language Base." Rowe, A. Allen CALICO Journal; v2 n3 p44-47 March, 1985.

Discusses the efforts of the Defence Language Institute Foreign Language Centre to make interactive video an integral part of foreign language instruction. Interactive video is seen as a method which would profoundly alter the old classroom model of language instruction.



"Computer-Assisted Instruction in Beginning College German: An Experiment." Teichert, Herman U. CALICO Journal; v2 n3 p18-24 Mar. 1985

Reviews several German computer assisted instruction (CAI) programs and describes an experiment in CAI to discover if immediate reinforcement in self pacing would enable the students to perform better on the final examination. The experiment was carried out with two homogeneous sections of second-semester students of German in High school.

