



NATIVE LANGUAGE EDUCATION in ONTARIO

HENRIETTE SEYFFERT

PRIZE ESTABLISHED

Graduation time, 1988, will see the inauguration of a prize for excellence in Native Language studies among the students at Lakehead University. The prize has been donated in memory of Dr. Henriette Seyffert, whose vision and hard work brought Native Language programs to Lakehead University.

Dr. Seyffert was chairman of the Department of Languages in 1981 when the Native Language Teacher Training (NLTT) program, directed by DIAND, was transferred to Lakehead University to become the present Native Language Instructors' Program (NLIP). Active and interested in Fine Arts education, and a teacher of French language and literature within the Dept. of Languages, she took a keen interest in the Algonquian language courses needed as part of NLIP. Recognizing that a full-scale language program of Native Languages at the university level also required a variety of advanced courses, as well as basic introductory courses for language learners. Within a few weeks she had drafted course descriptions for all the Native language courses presently listed in our calendar. It is a mark of her sensitivity to Native language issues and her grasp of good language education that through the years these course descriptions have served us well in all the various directions we have taken.

Dr. Seyffert realized as well that new programs require funding, and worked tirelessly and sacrificially to establish a research fund for Native Language projects. She was never too busy to listen, think about, and advise on any Native Language concerns brought to her.

In the summer of 1986, Dr. Seyffert succumbed after a long hard bout with cancer. She is missed, and will not be forgotten by those who knew her. For those who did not, the memorial prize will keep her name alive among the students of Native Languages for whom she worked so hard.

Terms of reference for the awarding of the prize read as follows:

Dr. Henriette Seyffert Memorial Prize in Native Language Studies

Established in 1987 in memory of Dr. Seyffert who was the moving force behind the establishment of Native language studies at Lakehead University. Awarded to the student who has completed a minimum of three full course equivalents in Native Language Studies at this University, and whose average mark, computed on all Native Language courses completed, is the highest for the year. No student shall receive the prize more than once.

DELAWARE LOSS MOURNED

Word has just reached us of the passing of Ethel Peters, Delaware language teacher. Ethel was one of the very first group of language student-teachers, back in 1974 when NLTT began. She, along with four other students, formed the first class, and her good humour and hard working concern for the preservation of Delaware were clear to all. Ethel was always a "lady" and set high standards for those who follow after her. We mourn her loss.

SEEN ON A BULLETIN BOARD

Teachers--Please try to avoid:

1. excessive use of orders, opinions, questions.
2. saying more than two things without waiting for a response.
3. speaking over or under the learner's level of communication or comprehension.

Something to think about!

DEPARTMENT OF LANGUAGES

1988 Summer Course

NL Seminar 3251

THEORY AND PRACTICE OF TRANSLATION

Translation theory will be applied to the practical problems of translating from English to an Algonquian language, and from an Algonquian language to English.

Pre-requisites: Four half-courses in Algonquian language studies or permission of the Department

Lecturer: Lisa Valentine,
University of Texas at Austin

Time: 10:00 - 12:00 noon MTWTF
July 4-22

For further information, call the Native Language Office

(807) 343-8542



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HELP REQUESTED

A number of newsletters have been returned to us marked "moved--no forwarding address". Please, send us your change of address when you move, in order that we may be able to keep in touch with you. Among the "missing" at the moment are:

Barbara Sutherland
Elizabeth Schuchert
Agnes Hunter
Barbara McDonald
Bertha Metat
Agnes Hardy
Jim Fox

Anyone knowing the present address of any of these folks is requested to drop us a line. THIS IS SERIOUS. If they didn't get their newsletter, there's every chance that they have not received their summer programs package either! Thanks for your help!

NATIVE LANGUAGE EDUCATION IN ONTARIO is an occasional Newsletter, published by the Native Language Office, Lakehead University, Thunder Bay, Ontario, P7B 5E1, and mailed without charge to students registered in the Native Language Instructors' Program at L.U.

REPORT ON VISITS TO SCHOOLS

Marva Moilala and Mary Mitchell have been busy visiting Native language classrooms in the past few weeks. They are trying to "make it" to every teacher who went in a teaching schedule last fall. The following are some highlights of the visits:

Marva visited:

Olive McGregor, Birch Island, is using team activities, singing activities and student-turned-teacher activities in her classes. She showed Marva some of the materials she had obtained through various contacts reaching as far as Minnesota.

Sharon Boissoneau, Garden River, continues to develop materials and search for new activities. Her older students are involved in material development as well.

Mary Otakwadjiwan, Sault Ste Marie, is conducting effective circle singing and activities with her students.

Maryanne Endanawas, Shesheganing, has been keeping careful and detailed records of her lesson plans in binders, filled with good ideas. Her students are performing "impressively".

Mary visited:

Bernice Greene, Shoal Lake, has a very heavy schedule of language classes throughout the day, and manages to provide different lessons for each grade, suitable to their interests and ability levels. She travels to the classrooms to teach her classes, and each room has an area in which she has arranged interesting Ojibwe language displays.

Nora Hiller, Morson, is also teaching several different grade levels, and providing different lessons and units for each one. She shares a classroom with the French teacher, and the Native language charts, pictures and displays she has organized on the walls are very professional looking.

Margaret Big George Stevens, Atikokan, teaches a high school credit course in the high school on Monday evenings. (One of her students is so interested that he's thinking of coming to Lakehead University to continue his Ojibwe language studies!) Margaret's enthusiasm is contagious, and she works hard with her students on pronunciation.

Shirley Mishibinijima is teaching at Confederation College in Thunder Bay. There were nine students in the class the night Mary visited. The class has been running since January. Shirley invites resource people in from time to time. The class runs from 7-9:30 p.m. each Wednesday evening.

Janet Bruyere, Fort Frances, teaches a number of different classes in two different schools. She is enjoying her first year of teaching and experimenting with new ideas.

TEACHING TIPS

A recent practicum assignment submitted by Caroline Comegan, Big Grass, Ontario, included such helpful pointers that I wanted to pass them along to Newsletter readers. (Thanks, Caroline!)

1. Never teach just words but use known structures to introduce new vocabulary.
2. Use body movement (doing actions). It helps students to remember language. It is very effective in language class.
3. Don't translate songs into Ojibwe word by word. Make up your own words but use the same tune of the song.
4. Never put big X's on their activity sheets or tests. Don't count how many mistakes they make but count how many right answers they have.
5. Praise their efforts and achievements.
6. Never attack a student but attack the problem instead.

DEPARTMENT OF LANGUAGES

1988 Summer Courses

Ojibwe 2011
FIELD STUDY
(July 4-22)

Ojibwe 3011
OJIBWE IMMERSION
(July 24 - August 16)

These two half courses have been designed to help the student upgrade his/her fluency in the Ojibwe language. In Oj. 2011, each student will work with a fluent helper to learn and practice in the dialect of choice, with course instructors as coach/consultants. In Oj. 3011, students will apply the skills learned in the first course to an individualized guided project. These courses are for students with some prior knowledge of Ojibwe:

- courses Oj. 1010 and Oj. 1012 or
- semi-fluent speakers or
- fluent speakers wishing to acquire a second dialect of Ojibwe

Lecturers: Charles Fiero
David Naneekivell
Time: 2:30 - 4:30 p.m. MTWTF
Lab: 7:00 - 9:00 p.m. MTWTF

For further information, call the Native Language Office

(807) 343-8848



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NLIP STUDENT WILL BE MISSED

We are sorry to report that Emma Oskineegish passed away in January, after a battle with cancer. Emma had completed three years of her NLI program in Native as a First Language. Our sympathy goes out to her family and personal friends. We were glad to have known her. She will be missed.

DEADLINE

June 10th is the deadline for receipt of completed application forms. Please ensure that your application (yellow form) and all backup material are correctly and completely filled out and in our office by that date. We cannot guarantee acceptance of any late arriving applications! Places are limited; so please do be prompt!

BOOK REPORT

Burnaby, Barbara and Beaujot, Roderic. The Use of Aboriginal Languages in Canada: An Analysis of 1981 Census Data. Ottawa: Department of the Secretary of State, 1986.

This report looks at the state of Native languages in Canada using the information gathered in the 1981 census. Many different factors, such as geographical location, age of the speakers, and language groups, are related to the maintenance of these languages and some conclusions are made. Suggestions for further study and for using this information to help maintain Native languages are included as well. With the many maps, charts, and diagrams which are included in the report, it could be a useful resource for both teachers and students in Native Studies and Native language programs.

International News

Reprinted from:
READING TODAY, 5:1, 1988.



Recife Declaration formed

The Twenty-second Seminar of the International Association for Cross-Cultural Communication (AIMAV) was held October 7-9, 1987 at the School of Law of the Universidade Federal de Pernambuco in Recife, Brazil. The seminar, which focused on Human Rights and Cultural Rights, was chaired by Francisco Gomes de Matos, who also chairs IRA's International Development in Latin America Committee. Participants in the seminar composed the following declaration.

Considering that the ideals and principles of equality, solidarity, freedom, justice, peace and understanding, which have inspired national and international legislation and instruments on human rights, share a crucial linguistic dimension,

Recognizing that the learning and use, maintenance and promotion of languages contribute significantly to the intellectual, educational, sociocultural, economic and political development of individuals, groups and States,

Noting that the Universal Declaration of Human Rights, the International Covenants related to human rights and other international universal instruments make provision for cultural rights,

Conscious of the need to arouse and foster awareness, within and across cultures, of the recognition and promo-

tion of the linguistic rights of individuals and groups.

Asserting that linguistic rights should be acknowledged, promoted and observed nationally, regionally and internationally, so as to promote and assure the dignity and equity of all languages,

Aware of the need for legislation to eliminate linguistic prejudice and discrimination, and all forms of linguistic domination, injustice and oppression, in such contexts as services to the public, the place of work, the educational system, the courtroom and the mass media,

Stressing the need to sensitize individuals, groups and States to linguistic rights, to promote positive societal attitudes toward plurilingualism and to change societal structures toward equality between users of different languages and varieties of languages,

Hence, cognizant of the need to provide explicit legal guarantees for linguistic rights to individuals and groups by the appropriate bodies of the member States of the United Nations,

Recommends that steps be taken by the United Nations to adopt and implement a Universal Declaration of Linguistic Rights which would require a reformulation of national, regional and international language policies.

OJIBWE STUDIES AT RAINY RIVER COLLEGE

Wilf Cyr (Northwest Bay, Ont.) and Dennis Jones (Nicicousemenecaning, Ont.) are providing leadership in the Native Language Specialist Program at Rainy River College, International Falls, Minnesota. They have been discussing the possibility of an articulation agreement with Lakehead University, the intent of which would be for grads of their two year program to continue their studies (general and in Native Languages) at Lakehead in order to become qualified teachers.

Mary Mitchell visited Rainy River College in late February, and was impressed with the hard work being done there to make dreams of Native language education come true.

OJIBWE/SAULTEAUX NEW TESTAMENT PUBLISHED

A celebration is planned for Grassy Narrows, Ontario, the second weekend in July when the new Ojibwe/Saulteaux translation of New Testament scriptures will be dedicated. The translation project began 25 years ago, and many Native people in northern Ontario have taken part in the work, under the direction of Chuck Fiero of Cass Lake, Minnesota. Congratulations to all those who shared in this labour!

DEPARTMENT OF LANGUAGES

1988 Summer Course

NL Linguistics 2713

ALGONQUIAN LINGUISTICS

A study of the languages of the Algonquian family with particular emphasis on Ojibwe and Cree.

Lecturer: John O'Meara, McGill University

*Time: 7:00 - 9:00 p.m. MTWTF
July 4-22*

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Listening for Enjoyment

The following techniques are, in general, intended to help the child advance from understanding single sentences to grasping the complete idea of a story.

1. Action Stories

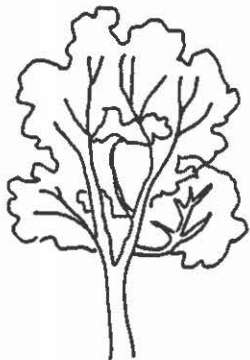
Tell a *simple* story. Use pictures wherever necessary. Have the children participate in the action of the story with you.



Example (have picture of a bear, a bird, honey, a tree, a beehive, a bee):



- Little Bear was sleeping. (Children pretend to sleep.)
- A little bird started to sing. (Show picture. Children whistle.)
- Little Bear woke up. (Children wake up.)



- He stretched. He yawned. (Children stretch. Yawn.)
- He thought to himself, I'm hungry. (Rub stomachs, lick lips.)
- I want to eat some honey. (Show picture.)



- Little Bear started to walk. (Walk.)
- He saw a tree. (Show picture.)
- He listened. (Put hand behind ear.)
- He heard something. (Make buzzing sound.)
- Bees! (Show picture.)



- He started to climb the tree. (Pretend to climb.)
- A bee came around his head. (Finger circles head, buzz.)



- It sat on his nose. (Touch nose.)
- It stung his nose. (Pinch nose.)
- Little Bear started to cry. (Pretend to cry.)
- He ran home. (Run on the spot.)
- He went back to sleep. (Pretend to sleep.)
- He didn't eat any honey. (Show picture, shake head.)

TEACHING LISTENING

(reprinted from the English translation of the Quebec edition of the Native Language Teachers' Notebook, 1983.)

2. Talking Books

These are an excellent way to get children to hear, and understand what they hear. See section F of this Notebook.

3. Little Dramas (Plays)

Tape record a simple narrative, and have the class act it out as a brief dramatic presentation while the tape plays. The best script for this would be dialogue. See section F of this Notebook for ideas.

4. Puppet Dialogue

Using yourself and one hand puppet, act out short little dialogues for the class.

For example:

- Hello Tommy.
- Hello teacher - brr, it's cold today.
- Yes, it's cold. It's starting to snow.
- I'm very cold.
- Here - put on your coat.

This dialogue would be most appropriate on a day that really is cold. Try to have your dialogues reflect real, immediate situations.

Development: Finger puppets provide an ideal way to develop dialogues using plural forms. Put several on the fingers of one hand, and you can say such things as:

- Where are you (plural) going?
- We're (exclusive) going to the store.
- Let's go together!
- Where did they go?

You may wish to tape certain standard dialogues. Children can then use the puppets with the tapes. Thus, they are encouraged to suit appropriate actions to each puppet's speech.

5. Hidden Word

Teach a new word to the class, and then tell them a story in which the word appears many times. Give each child a little picture of that word. As you tell the story, they must hold up their picture each time they hear the word.

Story example (give each child the picture of a teddy bear):
Mac is his name. He is a teddy bear. He is the baby's teddy bear. The baby likes him. He will not go to sleep unless he has his teddy bear with him. And so on.

Developing this skill: When the children can handle this well, tell a story with two hidden words. Give half the class one picture, and half the other.

When you first use this technique, use only one form of the word. For example: in "see", always make it, "he sees it"; for book, always make it "the book". Later, add variations of the form: they see it, we saw it, will you see it; my book, books, his book.