



NEWSLETTER 1989

NATIVE LANGUAGE TEACHERS PROGRAM,
LAKEHEAD UNIVERSITY, THUNDER BAY,
ONTARIO. VOLUME IV NUMBER 3

News From Your

Coordinator ...

Now that the holidays are over, we begin a new year. I hope all of you had a restful holiday with your family. May you have a happy and healthy New Year.

Since the last NLIP Newsletter, plans for the Summer of 1989 are underway and almost complete. There will be a third and fourth year for the N.A.F.L. Program and also a fourth year for the N.A.S.L. Program.

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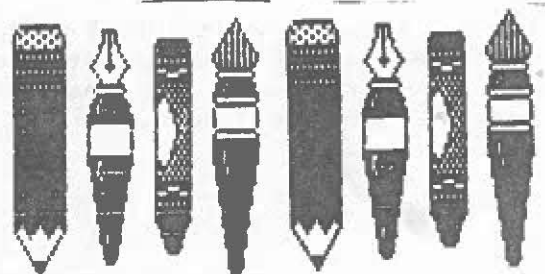
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As for your instructors, you will see many familiar faces and some new ones. As many Native instructors as possible will be hired to teach, especially in the first and second year.

In April, I hope to start travelling to visit as many schools as time will allow. I am looking forward to visiting your classrooms. Some of you have written letters, sharing some of your teaching ideas and expressing some concerns. Keep writing, I will try my best to assist you in any way I can.

- Barbara



NATIVE LANGUAGE TEACHING IN ONTARIO

In Ontario there are two types of situations in which Native languages are taught. The differences between the two are very important for teachers, and also for school administrators who provide language programs for Native children.

In some communities, children learn the Native language from their parents, and from other people in the community. When they first go to school, children already know the Native language. They do not need to learn it in school. These communities may be called NATIVE AS A FIRST LANGUAGE communities. Most of the Native as a first language communities are found in northern Ontario.

In some communities, children grow up learning English first. When they go to school, they already know English but don't speak the Native language. Children who wish to learn the Native language may do so in school. These communities may be called NATIVE AS A SECOND LANGUAGE communities. Most of the native as a second language communities are found in southern Ontario.

Because of the needs of Native as a First Language and Native as a Second Language communities are different, language teachers receive different types of training, depending on where they are from, and where they will be teaching. In Native as a Second Language communities, teachers teach the Native language to children. They teach them different words, how to say them, how to put them together in sentences when they speak, as well as reading and writing.

In Native as a First Language communities, children already know the Native language, so they don't need to be taught how to speak it. In Native as a First Language communities, the teacher shows the children how to read and write their language, how to add to the words they already know, and how to use their language creatively.

It is important that teachers and school administrators understand the differences between the two types of language situations that exist in Ontario. It is also important to realize that the methods which are used for teaching one group of students are not appropriate for teaching the other. For example, if children already know how to speak their language, using Native as a Second Language methods will not promote language growth. Children will be bored, and restless with the repetition of vocabulary, because they will not understand what the teacher is attempting to do.

Therefore, it is very important for school administrators and community members who are considering a Native Language Program to make certain that the program they choose meets the needs of their community.

For further information, please contact:

Native Language Programs
School of Education
Lakehead University
Thunder Bay, Ontario
P7B 5E1
1-807-343-8198

NATIVE PLACENAMES

Here are the answers to the five questions in the last newsletter.

1. b 2. d 3. e 4. c 5. a

You'll have to wait until the next newsletter due out at the end of February to get the rest of the questions.

NLIP 1988 SUMMER PRACTICUM VIDEOTAPES

The 1988 summer practicum lessons were videotaped in order to select model lessons for teachers who would be interested in viewing these lessons.

An internal videotape instrument which was developed by Barbara and her graduate assistants was used in rating all the lessons. The rating instrument was divided into sections namely, (a) planning (b) instruction (c) classroom management and (d) personal qualities of the teacher.

One lesson was selected from each of the dialects. The videotapes of the model lessons available are in Cree, Central Ojibwa and Western Ojibwa.

CREE

This is a 30 minute lesson in which adult students are taught to identify objects in real life and in pictures from clues given by the teacher, and students learn to say names of the objects in Cree.

CENTRAL OJIBWE

A 30 minute lesson in which students are taught how to recognize everyday objects by their names. Students learn by doing simple activities, following directions given by the teacher.

WESTERN OJIBWE

A 30 minute lesson in which the teacher teaches young beginners who had little or no prior knowledge of the dialect by using visual discrimination activities. In this lesson, students identify objects in real life and in pictures, and played games of recognition.

IF YOU ARE INTERESTED IN VIEWING THESE TAPES, CONTACT THE NLIP COORDINATOR'S OFFICE AT THE SCHOOL OF EDUCATION, LAKEHEAD UNIVERSITY.

TB TB TB TB TB TB TB TB TB TB TB

THIS SUMMER ALL NLIP STUDENTS MUST HAVE A TB TEST. A CARD LIKE THE ONE SHOWN BELOW WILL BE SENT TO YOU AT THE END OF FEBRUARY WITH YOUR APPLICATION FORM. IF YOU DO NOT HAVE PROOF THAT YOU HAVE HAD A TB TEST, YOU WILL BE SENT TO STUDENT SERVICES BEFORE YOU REGISTER.

Other relevant information (including allergies) Autres renseignements pertinents (y compris les allergies) Remember, Immunization is important Rappelez-vous, l'immunisation est importante If not, important d'être immunisé(e) avant si, votre âge	 Immunization Record Don't lose this card! Ne perdez pas ce dossier d'immunisation! All immunizations should be recorded on this card.  Calendrier des immunisations Don't lose this card! Ne perdez pas ce dossier d'immunisation! Toutes les vaccinations doivent être enregistrées sur cette carte. name nom date of birth date de naissance 99-12-1999
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