



NATIVE LANGUAGE EDUCATION in ONTARIO

ADVANCE NOTICE FOR NLIP -

Three important notes concerning next summer's NLIP

1. Because of a sharply rising number of applicants, it may be necessary to limit first year enrollment of NLTC in the summer of 1987. For this reason, it is strongly recommended that: (a) All sponsoring agencies and potential students be advised to decide early on their training needs for the summer. (b) Those desiring to enter year one of the program apply as early as possible. (c) All applicants read carefully and fully prepare their application forms before submitting them, including any background or reference material that may be requested. Applications are not accepted until all information is complete.

Students presently enrolled in NLIP are requested to pass the above notice along to all who might be interested. Thank you!

2. "The Institute" is considering the possibility of offering a course in (computer) word-processing in the summer of 1987. Preference would be given to those who already know how to type. If you are an NLIP grad, and are interested in taking such a course, do try to prepare yourself by learning the basics of touch typing (if you don't already know how).

This course (if we are able to offer it) will be an important one for those interested in improving their skills in materials preparation, and would be well worth the extra effort involved.

3. NASL/NLI Diploma Students, please note: The fourth and final year of studies toward your diploma in a Native Language as a Second Language is offered only once every two years. It will be offered in the summer of 1987, but not, we expect, in the summer of 1988. Please make your plans accordingly.

M.L.M.

NLTC STUDENTS -- ATTENTION

Ann Guthmann recently contacted you by letter requesting that you submit your teaching timetable for this year. If you haven't already done so, please send this in at your earliest convenience, or phone Ann between 9-12 or 1-4 any Monday or Wednesday at (807)345-2121, ext. 542.

M.L.M.

For unto us a child is born,



AND when we give each other Christmas gifts in His name, let us remember that He has given us the sun and the moon and the stars, and the earth with its forests and mountains and oceans-and all that lives and moves upon them. He has given us all green things and everything that blossoms and bears fruit-and all that we quarrel about and all that we misuse-and to save us from our own foolishness, from all our sins, He came down to earth and gave us Himself.



Merry Christmas

* CREE AND OJIBWE GRAMMATICAL TERMINOLOGY

C. Douglas Ellis
McGill University

The "Native as a Second Language" program of the Ontario Ministry of Education has made apparent the need for clear-cut grammatical statements in the several native languages of the Province. This need became especially evident at the Native Language Instructors' Program recently held at Lakehead University, where Cree and Ojibwe speaking teachers were preparing for language teaching assignments by studying, among other things, the structure of their own language(s). One of the first requirements for drafting such a statement is that of a native language grammatical terminology.

In the course of discussing the structure of Algonquian a set of provisional grammatical terms was developed, - for the most part in Cree. These are submitted in the hope that discussion will lead to further and more useful suggestions.

Use of the syllabic system for purposes of instruction led naturally to consideration of the nature of a syllable and its components. Terms developed for vowels and consonants were -

Vowels	<u>kā-payēhtihākawahki</u> b <ā> "C" b "P" - "pure voiced sounds"
Consonants	<u>kā-wanāhcihiwēmakahki</u> b <ā> "C" Δ "P" b "P" - "interrupting sounds"

since the latter characteristically interrupt or disturb any stream of the former. With a little apt illustration the terms are likely to be readily understood by the average school child of an age appropriate to grammatical study.

After reflection on the concept of the syllable and its composition, a useful

term (and a reasonable Cree rendition of $\sigma\upsilon\lambda\lambda\alpha\beta\eta$ in its grammatical sense) seemed to be -

Syllable	<u>ē- or kā-māmawihākawahk</u> Δ b LL Δ "C" b "P" - "which sounds together".
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Since syllabic spelling spans and often obscures morphemic boundaries, an essential distinction is that between morpheme and syllable. The term suggested was -

Morpheme	<u>kā-piskihcītāniwahk</u> b Δ "P" Δ "C" Δ "P" - "the separate piece which means (something)".
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By using so-called "structural spelling" ¹ a form such as kanawāpahtam, bā Δ <ā> "C", becomes bā Δ <ā> "C" Δ <ā> "C" Δ <ā> "C", and the distinction between morpheme and syllable is clear.

At this point the notion of "distinctive sound" is also handy to have. Suggested as a name for the taxonomic phoneme is -

Phoneme	<u>kā-nisitowihākawahk</u> b Δ "C" Δ "C" b "P" - "the sound which is distinguished, recognizable"
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ALGONQUIAN AND IROQUOIAN LINGUISTICS 10:4
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The stem classes call equally for a nomenclature and the following were put forward:

Noun	<u>kā-wihtamākēmakahk</u> b Δ "C" Δ "C" b "P" - "that "which names"
Verb	<u>kā-tōcikātēk</u> b Δ "C" b "P" - "that which is done": i.e., an action word.

(This latter term was suggested by one of the teachers². While it has certain evident disadvantages, it appears to have gained

a measure of currency.) Further terms proposed by the same teacher were for

Pronoun	<u>kā-tāpiskākēmakahk</u> b Δ "C" Δ "C" b "P" - "that which replaces"
or	<u>kā-miskociskākēmakahk</u> b Δ "C" Δ "C" b "P" - "that which exchanges place with"

The fourth of this set, suggested in class discussion, was

Particle	<u>itwēwiniš</u> Δ Δ "C" Δ "C" - "a little saying, a little word".
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The three basic mechanisms of word building came in for discussion and terms proposed were -

Inflection	<u>kišipāhk</u> <u>kā-kwēskipaliki</u> ³ P Δ "C" b Δ "C" Δ "C" - "what turns, changes about at the end".
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(An Ojibwe use for "inflectional ending" suggested by a class member⁴ embodies the notion of "bending":

	<u>wāki-iskwēpēkinan</u> Δ Δ "C" Δ "C" Δ "C" - "inflectional endings", - the ending alone being <u>iskwēpēkinan</u> . Δ Δ "C" Δ "C" Δ "C")
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Composition	<u>āniskwahikēwin</u> Δ Δ "C" Δ "C" Δ "C" - "joining"
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was represented in Ojibwe⁴ by

<u>ānihkohikēwin</u> Δ Δ "C" Δ "C" Δ "C" ,

the Cree alternative suggested being

<u>ē-āniskohtāniwahki</u> <u>ocēpihkwa</u> Δ Δ Δ "C" Δ "C" Δ "C" Δ "C" b "joined stems".
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A third proposal was that for derivation:

Derivation	<u>ē-ohcipaliki</u> <u>ocēpihkwa</u> Δ Δ Δ "C" Δ "C" Δ "C" Δ "C" b "stems coming from, stems deriving".
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Names put forward for the characteristic parts of a stem were -

Root	<u>watapiy</u> Δ Δ Δ
Medial	<u>kā-tastawēpalik</u> b Δ "C" Δ "C" Δ "C" - "what stands in the middle"
Final	<u>kā-misiwēhtāmakahk</u> b Δ Δ "C" Δ "C" b "P" - "what completes"; and for
Stem	<u>ocēpihk</u> ⁵ Δ Δ Δ

An acceptable usage for Dependent Stems seemed to be -

Dependent Stems

kā-ohci-akotēki ocēpihkwa
 ᑲ ᑯᑦᑦ ᑲᑯᑯᑦ ᑯᑲᑯᑦ
 "stems which hang from,
 depend".

The notion is quickly clarified by illustrated explanation.

No satisfactory term was arrived at for Gender. The two specific genders, however, are now widely rendered as

Animate kā-pimātisimakahk
 ᑲ ᑯᑦᑯᑦᑯᑦ

or kā-pimātahk
 ᑲ ᑯᑦᑯᑦ - "what lives"

Inanimate ēkā kā-pimātisimakahk
 ᑲᑯᑦ ᑲ ᑯᑦᑯᑦᑯᑦ

or ēkā kā-pimātahk
 ᑲᑯᑦ ᑲ ᑯᑦᑯᑦ

- "what does not live, is not alive".

A further fine distinction is made by Mrs. Angela Moore, a native speaker who also teaches Cree. This designates non-living entities which are classed grammatically as animate, such as ēmihkwān, ᑯᑦᑯᑦᑯᑦ, "spoon":

kā-pimātisimāticikātēki
 ᑲ ᑯᑦᑯᑦᑯᑦᑯᑦ

which might be paraphrased as "things which are talked about as living".

I would like to thank the members of the class in the Structure of Algonquian III and especially Larry Beady & Bertha Metat who were active in discussing the several possibilities recorded above, and Mrs. Angela Moore, who acted as Teaching Assistant for the course in Spoken Cree.

- C. Douglas Ellis

NOTES

1. The term was supplied by John Nichols.
2. Mrs. Angela Moore of Calstock, Ont.
3. For the N-Dialect, read all i's as u.
4. Larry Beady of Muskrat Dam, Ont.
5. This was proposed by A. Faries of Moosonee and South Schumacher, Ont.

Sometimes actions speak louder than words, especially when the words do not flow easily. (Copyright 1972, United Feature Syndicate, Inc.)

ABSTRACTS

Suggestopedia and Soviet Sleep-Learning
 Bancroft, W. Jane,
 Evaluative Report published 1981.

This paper examines the parallels between suggestopedia and Soviet sleep-learning for learning foreign languages. Both systems are based on the idea that the acquisition of information can occur in states below the optimal levels of consciousness. Hypnopedia makes use of the period of paradoxical or light sleep that generally occurs just as one is falling into a deep sleep and just before one awakens. The original suggestopedia class comprised a special two part relaxation session for memorization of the lesson material at an unconscious level. As initiated in the Soviet Union, sleep-learning was intended to be used in conjunction with regular daytime classes in foreign

languages and other academic subjects. Both suggestopedia and Soviet hypnopedia present lesson material in the form of paired associates and utilize repetition, rhythm, and intonation as aids to memorization. Also both make use of a two part session for memorization of previously studied materials-active concentration of the text in a state of relaxed alertness and passive absorption of the text in a state of light sleep or in a state bordering on sleep. Finally both claim that their respective systems have very positive effects on the memory and on the well being of the student.

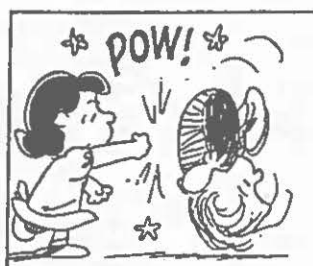


Game-Like Activities and the Teaching of Foreign Languages.

Harper, Sandra N.

Paper presented at the Great Lakes Colleges Association Foreign Languages Conference, Albion, MI, April 10, 1981.

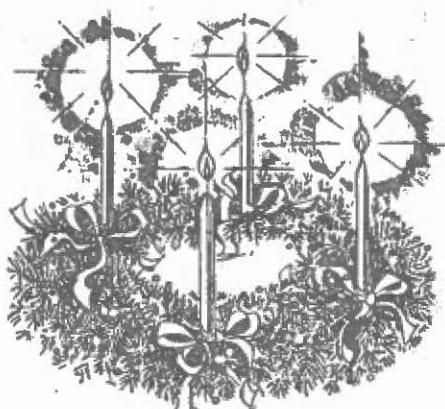
Among the justification for using games in foreign language teaching, one finds the theory that games play an important role in the instructional and learning processes and that they can be designed to develop linguistic skills and communicative abilities. A review of several authors not only suggests the value of games and game-like activities to relieve boredom and enhance learning, but also gives indications for a meaningful progression of such activities. A large number of of games and group activities are described. Each description includes the games purpose, the procedure, and some examples. The activities described are appropriate for elementary and intermediate levels; some could be used in more advanced classes.



MORE ABSTRACTS

"Culture and Constructs: Communicating Attitudes and Values in the Foreign Language Classroom"
Kramsch, Claire J.
Paper presented at the Annual Meeting of the American Council on the Teaching of Foreign Languages (Denver, Co. Nov. 1981).

Cross-cultural communication cannot be achieved if students are only presented with cultural facts. Instruction must involve the affective and cognitive processes of the learner in interpreting these facts. Before students can understand the attitudes and values of a foreign culture they must be aware of their own attitudes and values in interpreting foreign events. The paper discusses the design of classroom exercises and activities to clarify the attitudes and values underlying cultural facts. The bridges for understanding other cultures do not exist at the level of one's personal constructs of those events. The teachers task is to make these constructs apparent and observable to students without putting them on the defensive or reinforcing stereotypes. One method of accomplishing this is through the use of repertory grid which shows how different people from different cultures construe the same events differently. Classroom exercises for establishing a common ground of shared experiences aim at construing the experiences of another person together with ones own.



"Award-Winning Foreign Language Programs: Prescriptions for Success."
Sims, William D. and Hammond, Sondra B.
American Council on the Teaching of Foreign Languages. Hastings-on-Hudson, N.Y.
Pub. date 81

The study reviews 50 foreign language programs in the United States that are said to be both inspirational and useful for providing concrete information about the creation and preservation of successful language programs. The programs cited are exemplary and can serve as models for educators and administrators to study and visit. Program selection was based on the results of questionnaires and onsite visits. The following variables are among those used as guides to success programs: overall enrollment in terms of the state average, rate of sequence completion (i.e. degree of attrition) scope of the program, and degree of proficiency as indicated by examination results. Each program profile presents background information and discussion and analysis of the features that make the program successful. The most outstanding general characteristics of success observed were: (1) articulated curriculum, (2) co- and extracurricular activities that integrate language study with school life, (3) high incidence of target language usage, (4) good administrative support, (5) effective use of community resources, (6) study and travel abroad options and exchange programs, (7) a strong public relations effect, and (8) a resolve to connect language study with the practical and concrete.

If you need more information about abstracts, please contact:

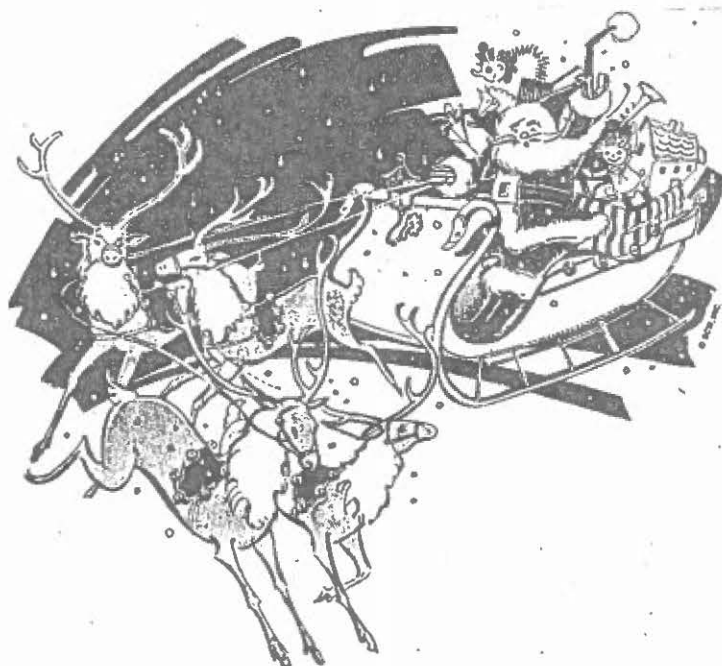
Christine Hardy
Native Language Newspaper
Faculty of Education
Lakehead University
Thunder Bay, Ontario
P7B 5E1

"A Language Development Program for Yup'ik Eskimo Children of Alaska."

Dole, Janice A.

Paper presented at the Annual Meeting of the National Association of Bilingual Education (Boston, MA, May, 1981).

A center was established in 1978 to develop a program of curriculum materials designed to enable the school districts in Alaska to strengthen and improve the English and Native-language skills of Yup'ik children. The program is described here as well as its rationale and philosophical assumptions, the materials that have been developed, and the implementation of those materials in Alaskan school districts. The materials known as the Development Language Program, are designed to increase and expand upon the existing communication skills of Yup'ik students within the context of their Alaskan experiences. The DLP consists of curricular materials which infuse language activities and experiences into subject areas. Included is a description of the teachers handbooks, the setups of units and activities, a sample lesson plan consisting of five modules, supplemental activities, and implementation of the language units. The discussion concludes with an outline of the teacher-training program and a summary of initial feedback.



The Gifts of Christmas

The laughter of children making angels in the new winter snow... music more lilting than any ever composed.

The comforting warmth of a family gathering, which needs no stirring of the coals.

The confident happiness of new loves and old; and realizing once again the depths of friendships.

Most precious of all is the gift of Christmas itself. Miraculously, it comes to us during the darkest time of the year, rekindling the brightest hope the world has ever known.

A Joyous Christmas to all!