



NATIVE LANGUAGE EDUCATION in ONTARIO

NEW EDITOR for NEWSLETTER

With this issue Christine (Chris) Hardy begins her work as editor of the Native Language Newsletter. Chris has just begun working on her Master's Degree in Educational Administration here at Lakehead. She and her husband Tim are both teachers. They have four children, ages 8 to 15, and come from Rocky Bay Reserve (on the south-east shore of Lake Nipigon.) Chris brings a wealth of educational and practical experience to the task of editor, and is already working on a number of interesting ideas for future copies of the Newsletter. Welcome Chris!

Again our thanks to Bette Ross, who got our newsletter off to such a good start last year. Bette is now in Moose Factory, where her husband works as an educational officer with IAB, and she plans to do some teaching in the new school there this winter.



RESOURCES

OJIBWAY and CREE Resource Centre
65 Maple Street South
Timmins, Ontario P4N 1Y6
(705)267-7911, Telex 067-81595

They have books, periodicals, audio visual material, and vertical files dealing with Cree and Ojibway people and issues for Northern Ontario. Membership is free to Treaty #9 band members, and is \$2.00 for non-band members.

Some subject areas covered include:

- A. History and Archaeology
- B. Culture
- C. Technology (Applied Sciences)
- D. Religion and Philosophy
- E. Legends and Tales
- F. Literature and Oratory
- G. Language
- H. Music & Performing Arts
- J. Arts & Crafts
- K. History & Geography
- L. Current Government Relations & Attitudes
- M. Law
- N. Aboriginal Rights
- P. Social Development
- Q. Education
- R. Community Development (Human)
- S. Economic Development
- T. Housing & Community Improvement
- U. Health & Welfare
- V. Criminal Justice System
- W. Sports & Recreation
- X. Pure Sciences
- Y. Biographies & Autobiographies
- Z. Fiction



NATIVE LANGUAGE NEWS

- The Ministry of Education has initiated plans for a three part A.Q. (Additional Qualifications) program leading to a specialists' certificate in Native Language teaching. This program is intended for teachers holding a regular Ontario teaching certificate. It is not yet clear when the first summer of the program will be offered.
- Certificates have now been mailed to successful candidates from this past summer's Native Language Teacher Certification Program. Third year and validation students received permanent letters of standing; first and second year students received interim letters of standing. All those receiving certificates are urged to register with QECO as soon as possible.
- Three NLIP students are being recommended to Senate for graduation this fall: Evelyn Baxter, NAFL; Nancy Jones, NASL; and Susan Sandau, NASL. Congratulations to all three of you!
- Our NLIP secretary, Ann Guthmann, has just finished mailing out winter practicum. If you wish to do a practicum but have not received a form, get in touch with Ann. Just a reminder: (1) Those working toward a Lakehead University Diploma in Native Language are required to complete 2 practica before graduation. (2) Students working toward certification who do not intend to proceed with diploma requirements do not need to enroll in any winter practicum.
- Input from validators is now being reviewed and incorporated into what will become the "official" version of the Native Language Guideline, Ontario Ministry of Education. Publication date for this guideline is not yet known, but it is hoped that it will be out sometime this winter. A sincere "thank you" to all the NLIP students and faculty who worked on the validation of this document through the summer. A special word of appreciation too, to Marianna Couchie, the team leader for this project, who has worked so long and so hard to make its publication a reality.

Upcoming Events:

EIGHTEENTH ALGONQUIAN CONFERENCE

The Eighteenth Algonquian Conference invites papers in either English or French (and no longer than 20 minutes) on any scholarly topic in the field of Algonquian Studies.

Abstracts and enquiries:

Arden C. Ogg, Coordinator,
18th Algonquian Conference,
c/o Linguistics Program,
University of Manitoba,
Winnipeg, Manitoba.
R3T 2N2
(204) 474-9472

TIME AND PLACE:
October 24-26, 1986
Hotel Fort Gary
Winnipeg, Manitoba

Some Ideas for Getting the School and Community Together

Things the school can do:

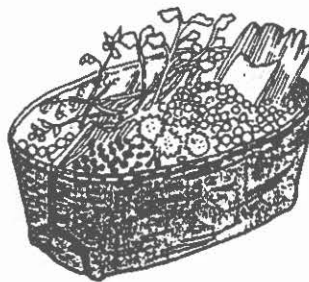
- send home a school or class newsletter
- bring in elders to tell stories, legends, history, etc.
- bring in local experts to demonstrate or instruct students (art, cooking, trapping, crafts, snowshoeing, traditional food preparation)
- field trips (nature walks, camping, trapping, fishing, skiing, nursing station, band office, radio station, other near-by reserves)
- "Helpers Week": students assist older people by doing chores or jobs for them (using native language)
- "Invite-a-Career": bring people who have various jobs to talk with students about their occupations
- special events at school (graduation, concerts, banquets, Christmas)
- write to pen pals on other reserves and encourage students to visit them if possible
- traditional sports (lacrosse, snow-snake, etc.)
- special days (Cultural Day, Elders' Day, Survival Day, Bush Day, Long Ago Day)
- plays in native language
- native language choir
- visit students' homes
- bring in volunteer assistants for classroom and/or special events
- book/tape lending library available to school and community
- special awards or scholarships supplied by community or band for achievement in native language
- Parent-Teacher Association or Home and School
- parent-teacher interviews at school
- Indian Prince and Princess Pageant (traditional dress and dancing with prizes for best dancers and outfits)
- tape various community events and use in native language classes
- tape student activities and loan out to parents or community groups
- invite parents to participate in PD days
- display student work in prominent places in the community (band hall, clinic, store, church, bulletin boards)
- weekly school radio program with news and recordings from the school

Things the community can do:

- participate in a committee to oversee school programs (including native language programs)
- organize a pow-wow
- develop resource/support groups who would be available to the school
- community picnics, feasts, fish-fry, etc.
- supervise and/or provide lunch for students
- church activities and services in the native language
- day care provided in the native language
- community members teach traditional activities (dancing, drumming, medicine, etc.)
- friendship or cultural centre
- craft shop
- traditional religious activities (such as a Sunrise Ceremony)
- workshops (language, vision seeking, drug and alcohol abuse, etc.)
- community youth worker
- regular bingo in the native language (could include radio bingo)
- native language choir
- "bees" (quilting, sewing, building, beadwork, leatherwork)
- host a native cultural conference
- community research and development in the area of native language
- community sports leagues and events held in the native language
- Treaty Day celebrations
- develop and print local books (recipes, legends, stories, family trees, history, local dictionary)

Ojibwa Dyes

Long ago the Ojibwa woman made dyes for clothing and other things from the plants, roots and bark which she found.



Blueberries



= blue-purple



= green

Sumach bark



= yellow

Maple wood



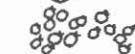
= purple

Hazel burs



= black

Chokeberries



= red

1. Boil plants in water.

2. Allow to cool.

3. Remove plants.

4. Add your material.

5. Simmer for one hour.

6. Rinse in cold, salt water.

● Although you can always buy commercial dyes there is a sense of accomplishment in making your own. Are you willing to try? Be careful not to stain things that you do not want changed in colour, like a table or your clothes! Dye some cloth and then paint or bead some patterns for decoration.

Peer Involvement in Language Learning.
 Language in Education: Theory and Practice
 No. 60
 Center for Applied Linguistics, Washington,
 D.C.; ERIC Clearing House on Languages and
 Linguistics, Washington.
 Report No. ISBN-0-15-599316-X
 Pub. Date 85
 Contract- 400-82-0009
 Note- 168p.
 Available form - Harcourt Brace Jovanovich,
 Inc., Orlando, Florida 32887.

While not an instructional panacea, peer involvement in second language learning can provide a rich and productive supplement to the second language classroom experience. It casts learners and teachers into new roles that may lead to a variety of benefits, enriching the total educational and social environments. The systematic use of peer teachers and tutors is a much publicized practice in contemporary education, but information about it has not been widely disseminated. While peer involvement programs are often widely in response to practical needs, they also closely reflect current views about how a second language is learned best. It is widely applicable to learners of all ages and achievement levels and for a wide variety of instruction purposes. The potential benefits include increased individualization, intensified drill practice, and increased communication opportunities. Potential socio-affective benefits include increased motivation, strengthen cross cultural understanding, self-concept and sense of self-direction, and reduced inhibition. To be successful, peer involvement programs must be thoughtfully planned, carefully structured and systematically monitored. If this is accomplished the situation may lead to a new teacher-learner relationship as the basis for more effective and meaningful second language learning.



"Prevalence of Otis Media in Cree and Ojibway School Children in Six Ontario Communities",
 Scaldwell, William A. Journal of American Indian Education. V 25 n1 pp. 1-5, Oct. 1985

Correlates high incidence of chronic middle ear infection in American Indian children aged 3-16 with problems of language development, acquisition and use.



Meaningful Classroom Activities in Teaching English as a Second or Foreign Language".
 Lung, Shuang-chu Chen.
 Pub. Date Dec. 83
 Master of English Thesis Substitute, Arizona State University.

Teaching activities useful in enriching the classroom teaching of English as a second language are compiled from the relevant literature. Many are adapted from sources concerned with the teaching of languages other than English. Separate sections present suggestions of specific group activities or games involving audiovisual material, discussion techniques, interviews, question and answer games, physical response, problem solving, role playing, and cultural material. Examples are provided. A concluding chapter discusses adoption of the various techniques in different teaching environments. Also a grid outlines appropriate activities for various combination of lesson plan content (dialogs, grammar and vocabulary) and type of information to be shared (facts, opinions, and imagination).

Workbook In Second Language Acquisition and Teachers Manual For Workbook in Second Language Acquisition, Selinker, Larry and Gass, Susan.
 Pub. Date 85.
 Available from- Newbury House Publishers Inc.
 Rowley, MA 01969

This workbook with teachers guide provides "hands-on" experience for second language acquisition researchers in analyzing second language data. The sample data is organized into language categories including morphology, lexicon, and phonology, syntax/semantics, spoken and written discourse, specific purpose acquisition, and a final section on methodology and research design. In each section various types of data are presented along with information on the source of the data, educational level of the students (high school or college), and the native or target language of the speaker. The teachers manual provides material to supplement the text's series of 64 research questions in 8 problem sequences, ordered in such a way as to take students from the data to an analysis step by step (or in some cases to approach the data from different perspectives), and is intended as a guide to issues and discussion of techniques. It is also intended that the limited data present in each problem will enable L2 acquisition students to consider what might be confirming or disconfirming evidence for the specific hypotheses created in each case.



Lateralization of Auditory Language: An EEG Study of Bilingual Crow Indian Adolescents.
 Pub. Date-Nov. 83
 Paper presented at the Annual Meeting of the Speech Communication Association, Washington, D.C.

A study was undertaken to learn whether involvement of the brains right hemisphere in auditory language processing, a phenomenon found in a previous study of Crow-English bilinguals was language specific. Alpha blocking response as measured by electroencephalography (EEG) was used as an indicator of brain activity. It was predicted that (1) overall linguistic processing would be bilateral; (2) during the Crow language receptive condition, right hemisphere lateralization would occur; and (3) during the English language condition left hemisphere lateralization would occur for receptive language processing. Subjects were 11 Crow

Indians determined to be balanced Crow-English bilinguals attending high school on a Montana reservation. The subjects listened to tapes of the same content in Crow and in English while undergoing EEG. Results showed no significant

difference in lateralization for receptive processing of English, but a highly significant left lateralization was found for Crow, contradicting other lateralization studies of Native American Studies.



"Some Textbooks For Cree Language Teaching",
 Ahenakew, Freda Canadian Journal of Native Education, V 12 n3 pp. 51-55, 1985.

Illustrates how major Cree language instruction books are not idiomatically and syntactically correct. Believes problems could be overcome if native speakers using spontaneous, everyday Cree would develop appropriate learning materials based on traditional and contemporary family life and community activities.

A Model FLEX (Foreign Language Experience) Program for the Elementary School. Wiley, Patricia Davis.
Pub. Date 85

Note - 8p.; Paper presented at the International Conference on Second/Foreign Language Acquisition by Children (Oklahoma City, OK, March 1985).

Research has documented that the study of a second language in the elementary school may positively affect the young child's general school achievement and linguistic progress, promote superior performance in high school language study, result in significantly higher mental maturity, make children more language aware and improve other cognitive skills. In response to requests from community for elementary school instruction the Foreign Language Education Department of the University of Tennessee at Knoxville developed a foreign language experience (FLEX) program for the kindergarten and first grades at an elementary school in 1982. Response to the program by parents, teachers and students has been positive and enthusiastic, and some interest has been expressed in expanding the program and making it an integral part of the elementary school curriculum.



"Language Learning Motivation: A Descriptive and Causal Analysis", Ely, Christopher M. Modern Language Journal, v. 70 n. 1 p. 28-35 Spring 1986

Describes a study of first year university students of Spanish done to discover their types of motivation for learning a second language and to investigate the relationship between type and strength of motivation. Findings indicate the existence of two types of motivation clusters that resemble the integrative and instrumental orientations.

Motivations: course requirements, job qualifications, future careers, interests in culture, history, literature, wants more languages, converse with friends, well rounded educations, etc.



"Comprehension and Production in Interactive Language Teaching", Rivers, Wilga M. Modern Language Journal, v. 70 n. 1 pp. 1-7 Spring 1986

Reviews the theories which assert the necessity for prolonged intensive listening without expectations of production for some time in language teaching. Asserts that comprehension and production are indissoluble partners in the two way process of communicative interaction and that teacher-directed and dominated classrooms are not interactive classrooms. People are interactive human beings for better learning. Use action songs, repetitive choruses, acting out short situations, play games, anything that will motivate students to talk.

"Reclaiming a Part of the Micmac Heritage", Hamilton, W.D. Canadian Journal of Native Education v.12 n. 3. pp. 46-50, 1985

Describes a research project which resulted in publication "The Julian Tribe" and showed how lost Micmac tribal heritage was reconstructed from church, census,

county, provincial, and federal records when no tribal printed or secondary accounts or oral tradition remained. This study helped form a foundation on which to rest their growing ethnic community and personal pride.



"Culture Before Ethnicity", West, Betsy, Childhood Education, v. 62 n. 3 pp. 175-181. Jan.-Feb. 1986.

Discusses some of the broader cultural influences that precede (and go beyond) ethnic influences in children's behaviors and attitudes and teachers' interpretations of them. Those influences that affect students as well as teachers' behaviors and attitudes include perpetuation of the conflicting values and individualism and cooperation, local and social class values. All children are different and need different motivation and reinforcement no matter what culture. We must see them as individuals.



"The Promise and Problems of Native American Students. A Comparative Study of Native High School Students on the Reservation and Surrounding Areas" Lin, Ruey-Lin. Journal of American Indian Education, v. 25 n.1 pp. 6-16, Oct. 1985.

Compares attitude toward education of 64 male American Indian high school students and 354 male white students. Finds little statistical difference between the two groups in orientation towards education, but significant differences in world view, drug/alcohol use, and perception of relevance of education.