# Mosaic

## In this issue...

Edited by

Anthony Mollica  •  Mihaela Pirvulescu

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**Rostyslav Bilous** est présentement candidat au Doctorat en Linguistique française de l'Université de Toronto. Parmi ses intérêts de recherche : la typologie et la transitivité verbale, rapport entre la transiti-vité et le marquage d'objet différentiel, réalisations morphosyntaxiques des traits d'individuation sur l'objet direct, modalité et systèmes modaux, variation paramétrique, code linguistique : système vs. structure, économie vs. variation, problèmes de bilinguisme, techniques de traduction, acquisition et apprentissage L1/L2–Ln, attrition et perte de L1, méthodes d'enseignement/apprentissage d'une langue seconde.

*Anthony Mollica*

# Recreational Linguistics: Crossword Puzzles and Second-Language Teaching

*Although the crossword puzzle has a very short history, there is no doubt that it is the most popular and widespread of all word games. A quick glance at textbooks and workbooks easily attests that it is the word game favoured by language teachers.*

When Arthur Wynn published the first crossword puzzle in the puzzle page of Sunday's *New York World* on December 21, 1913, he probably did not realize the instant success the puzzle was to enjoy. He created the biggest puzzle craze that America had ever seen.

According to Arnot (1981), today 99% of the world's daily newspapers and 677 Sunday newspapers in the United States carry one, and the number of regular solvers is counted in the millions. There is no question that the number of both newspapers and solvers has increased since Arnot made this assertion more than a quarter of a century ago.

Crossword puzzles do not appear only in newspapers but also in hundreds – perhaps in thousands – of magazines dedicated to this puzzle alone.

Roger Millington (1977), one of the first authors to write about the history of the crossword puzzles gives an anecdotal description of the reactions of Arthur Wynne's first puzzle.

Engaged couples announced their good news by composing appropriate crosswords and sticking them in the local paper. The Rev. George McElveen, a Baptist pastor of Pittsburgh, was the first of many preachers to use the crossword puzzle to attract bigger congregations. He announced that a large blackboard would be placed in front of his pulpit. On it was an original puzzle and the audience was required to solve it before he would begin his sermon. The solved puzzle, needless to say, proved to be the text for his sermon. In Atlantic City, crosswords were distributed in church to stir interest in a current missionary campaign in China and Persia. Churchgoers were requested, however, not to solve the puzzles during the service (p. 20).

In December 1924, unaware the craze was shortly to achieve similar magnitudes in Britain, *The Times* took pity on America. In an article headed "An Enslaved America", it noted that "All America has succumbed to the crossword puzzle." Guessing inaccurately, it continued:

The crossword puzzle is by no means a new thing; in all likelihood it was known as long as the Civil War.

*The Times* felt that the crossword was

a menace because it is making devastating inroads on working hours of every rank of society.

How devastating? Well, according to their New York correspondent, five million hours daily of American people's time – most of them nominally working hours – were used in unprofitable trifling (p. 21).

What are crossword puzzles?

According to Augarde (1984, p. 52), crossword puzzles

> usually consist of chequered diagrams (normally rectangular) in which the solver has to write words guessed from clues. The words are separated by black squares or by thick bars between squares. [...] Crosswords are now usually designed so that they look the same when they are turned upside down. But many early crosswords lacked this kind of pattern or were designed symmetrically, so that the left side as the mirror-image of the right side

The first puzzles created by Arthur Wynne appeared in the shape of a diamond without any "black" squares and was called "word-cross". My theory is that Wynne called the puzzle "word-cross" because he had positioned the words in the form of a cross (which also resembles a diamond). It had the word "FUN" written in it because it appeared in the "Fun" page of the newspaper. Through a printer's error, the puzzle was baptized as "cross-word." (Figures 1 and 2)

The word "cross-word" (first hyphenated and later with the hyphen removed), was an instant success! According to Millington, after the first "crossword puzzle" was published in the *New York World,* the newspaper was swamped with requests and the word puzzle remained a regular feature although several type-setting errors kept creeping in. The problem was eventually solved by taking the proof sheet to the Editor's office for him to solve. In 1920, the *World* decided to hire a young Smith College graduate named Margaret Petherbridge as the solver/proofreader of the crossword puzzle.

As Millington (1974) narrates, a casual request at a dinner at Dick Simon's aunt was to bring him and his new partner Lincoln Schuster of the newly founders "Simon and
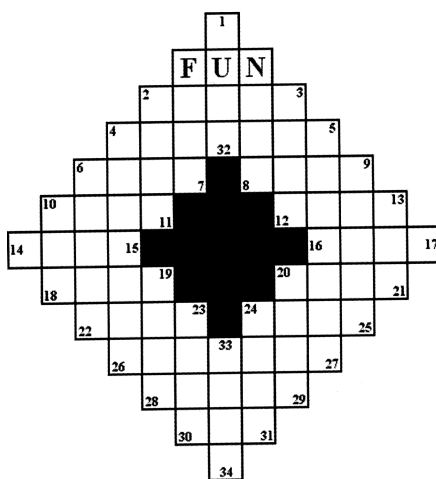


Figure 1
The first crossword puzzle by Arthur Wynne which appeared in the *New York World.*

| | |
|---|---|
| 2-3 | What bargain hunters enjoy. |
| 4-5 | A written acknowledgement. |
| 6-7 | Such and nothing more. |
| 10-11 | A bird. |
| 14-15 | Opposed to less. |
| 18-19 | What this puzzle is. |
| 22-23 | An animal of prey. |
| 26-27 | The close of a day. |
| 28-29 | To elude. |
| 30-31 | The plural of is. |
| 8-9 | To cultivate. |
| 12-13 | A bar of wood or iron. |
| 16-17 | What artists learn to do. |
| 20-21 | Fastened. |



Figure 1
Answers to the first crossword puzzle by Arthur Wynne.

| | |
|---|---|
| 24-25 | Found on the seashore. |
| 10-18 | The fibre of the gomuti palm. |
| 6-22 | What we all should be. |
| 4-26 | A day dream. |
| 2-11 | A talon. |
| 19-28 | A pigeon |
| F-7 | Part of your head. |
| 23-30 | A river in Russia. |
| 1-32 | To govern. |
| 33-34 | An aromatic plant. |
| N-8 | A fist. |
| 9-31 | To agree with it. |
| 3-12 | Part of a ship |
| 20-29 | One. |

Schuster, Publishers" a great deal of wealth. Simon's aunt wondered where she could purchase a book of crossword puzzles for her niece who, apparently, had become addicted to solving the crossword puzzles in the *New York World.*

Both Simon and Schuster immediately realized that such a book did not exist and enlisted the assistance of Margaret Petherbridge and two other colleagues of hers, Prosper Buranelli and F. Gregory Hartswick. They soon had a compilation of 50 puzzles but were advised not to publish them under their company name (they were told that the publication would not augur well in the publishing business) and so they published with the imprint of "The Plaza Publishing Company." "Plaza" was the name of the street of the publishing house.
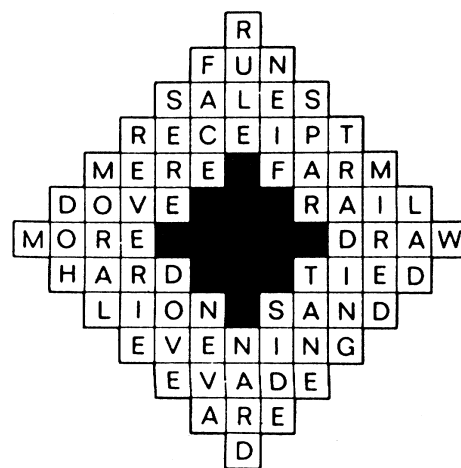
The book, accompanied with a

Venus pencil and an eraser, sold at $1.35 per copy, a steep price for a book in those days, but no sooner was *The Cross Word Puzzle Book* published that Simon and Schuster's telephone lines were jammed with requests. In less than three months, they sold 40,000 copies and by the end of their first year of publication, they had published three volumes of puzzles with a total sales of over 400,000 copies.

It did not take long for this new puzzle to cross the Atlantic.

In France, it was eventually referred as *Mots croisés,* in Spain as *Crucigramas,* in Portugal as *Palavras cruzadas,* in Germany as *Kreuz-worträtsel,* in Holland as *Kruiss-woord,* in Finland as *Ristisana,* in Sweden as *Krossord,* in Romania as *Cuvinte Incruciate,* in Yougoslavaia as *Krjz-Lica.* In Italy, it became known as *Parole incrociate,* a term

which was taken over by the less correct *Parole crociate* and by the Latinism *Cruciverba*.

It was again Arthur Wynne who, according to Augarde (1984, p. 54), provided England with the first crossword puzzle which appeared in the *Sunday Express* on November 2, 1924. The *Times* followed six years later, in 1930.

The English crossword puzzle, however, was more difficult than the American version. The latter tended to have more straight-forward clues and a larger diagram.

Arnot (1981, p. 3) points out that in Britain, in spite of the shortage of paper, the crossword puzzle still found its place in the four-page condensed newspapers. The reason was that the puzzle was considered a therapeutic diversion during the long hours in air-raid shelters.

In France this new word game appeared for the first time in *Dimanche Illustré* on November 9, 1924 with the name of "Mosaïque mystérieuse". (Figure 3). When the second crossword appeared the following week, however, the newspaper acknow-ledged that the first puzzle contained two errors: 12 Across should have read "conjonction" and not "préposition" and 1 Down should have read "mode de verbe" and not "temps de verbe". History was repeating itself: errors and misprints which plagued the first few crossword puzzles published in *New York World* were now plaguing *Dimanche Illustré.* By December of that same year, the crossword puzzle had undergone another change. It was not longer referred as "Mosaïque mystérieuse" but as "Problème de mots croisés".

Other dailies such as *Le Gaulois, L'Excelsior, Le Matin* and *L'Intransi-geant* – to name a few – quickly followed suit by inserting cross-word puzzles in their publication.
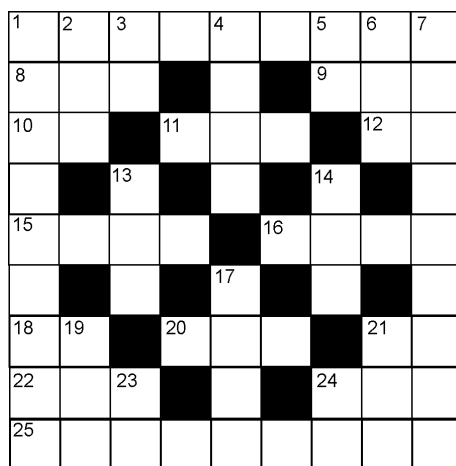
In 1925, Renée David published



Figure 3
The first crossword puzzle which appeared in France.

**Horizontalement** 1. Champêtre. 8. Favorable. 9. Chiffre. 10. Note. 11. Arme. 12. Préposition. 15. Fleur. 16. L'éal de quelqu'un. 18. Pronom. 20. Appel. 21. Note. 22. Arbre. 24. Particule d'atome 25. Vive lueur.
**Verticalement** 1. Temps de verbe. 2. Conscience intime. 3. Note. 4. Personnage légendaire. 5. Terme de jeu. 6. Dépôt de liquide. 7. Détruit. 13. Fleuve. 14. Petit animal. 17. Vêtement. 19. Meuble. 21. La terre. 23. Négation. 24. Pronom.

*Le journal des mots croisés.* That same year he also founded the *Académie des mots croisés.*

In Italy, crossword puzzles appeared for the first time in  in *La Domenica del Corriere* on February, 1925 (Figure 4).
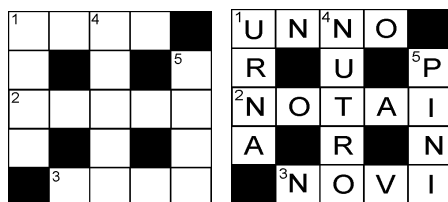


Figure 4

**Da sinistra a destra**

1. Un tedesco – secondo un francese – durante La guerra.
2. Coloro che stendono atti pubblici.
3. Paese natio di un celebre ciclista.

**Dall'alto  in basso**

1. Recipiente.
4. Do da mangiare.
5. Alberi resinosi

The following Sunday, in the same magazine, there appeared an illustration by the famous artist, Achille Beltrame (Figure 5) It depicts a ballroom scene with a large crossword puzzle on the wall. Couples were asked to solve the puzzle while dancing. Since that time, the crossword puzzle in Italy
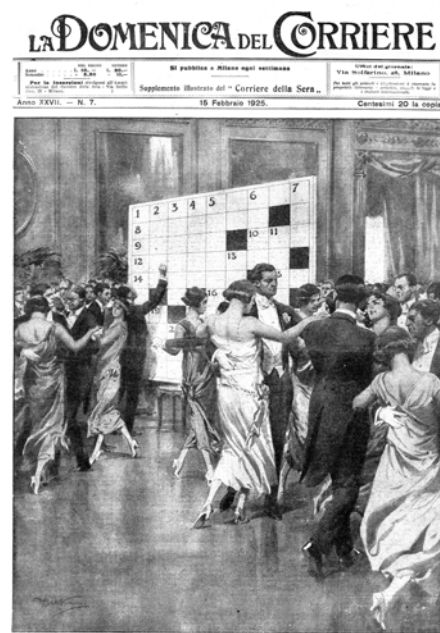


Figure 5

enjoyed and is enjoying a great success. There are dozen of publi-cations which can be found in the various newsstands throughout Italy.

That same year, 1925, Monda-dori published a book, *Cruciverba*, with a rather lenghty subtitle (Dossena, 1994, p. 245), remini-scent of the title published by Simon and Schuster.

Seven years later, on October 19, 1932, the best-known crossword puzzle magazine was born, *La Settimana Enigmistica* (Figure 6). The magazine has kept the same format since its inception and, unlike other crossword puzzles published in the *World,* in the *Dimanche Illustré,* and in other newspapers, it can proudly and justifiably boast of being free of misprints. *La Settimana Enigmistica* kept the term "parole crociate" instead of the more correct, "parole incrociate". While there are numerous crossword magazines published in Italy, *La Settimana Enigmistica* remains perhaps the most popular.



Figure 6
Cover of the first copy of
*La Settimana Enigmistica*
published in Italy.

Many attribute the origin of the crossword puzzle to the acrostic and the word square (Parlett, 1995; Amende, 2001) although there are dissenting voices (Dossena, 1994).

To what does one attribute the popularity of the crossword puzzle?

Augarde (1984, p. 61) cites three reasons given by Prosper Buranelli and Margaret Petherbridge for its phenomenal success:

1. the fascination of words common to an articulate race,
2. self-education, and
3. time-killing.

Augarde adds still another factor:

4. the challenge of solving the clues, each of which may be a miniature puzzle or riddle.

Crossword puzzles have also been recognized as a valid pedagogical tool. In fact, the Italian Ministry of Education in a Memorandum, dated July 16, 1999, suggested and encouraged the introduction of crossword puzzles in the Italian school curriculum.

## The Crossword Puzzle and Second-Language Pedagogy

It is becoming more and more apparent, both from the psycho-linguistic research (Jeffries, 1985) and from the experience of daily classroom routine, that the way into the learner's mind and personality is not through mechanistic, repetitive training techniques, but through those that allow us to enter into the mind's "imaginative" channels. This implies not only the application of "imaginative" teaching in the etymological sense of the word, but also "image or imagistic eliciting" procedures. One device that fell conspicuously into this pedagogical domain was obviously the crossword puzzle.

A great deal has been written on the crossword puzzle in the language class using the printed word as stimulus. Dino Bressan (1970), classifies direct-definition clues into nine different headings:

1. *Generic.* Clue: Pronm. Answer: *Ils.*
2. *Synonymic.* Clue: Tout naturel. Answer: *Inné.*
3. *Antonymic.* Clue: Pas fictif. Answer: *Réel.*
4. *Allusive.* Clue: Échappe au rêveur. Answer: Réalité.
5. *Allusive-negatory.* Clue: Bien de gens ne connaissent que sa marge. Answer: *Loi.*
6. *Definitory.* Clue: Dont rien ne vient troubler sa quiétude. Answer: *Sereine.*
7. *Descriptive.* Clue: Rceueillents des malheureux. Answer: *Asiles.*
8. *Punny.* Clue: Il avait vraiment la bosse du théâtre. Answer: *Polichinelle.*
9. *"In" clue.* Clue: Lettres d'amour. Answer: *Am.*

Bressan prefers the crossword puzzle for the obvious contribution it can make from a linguistic point of view and maintains that

A carefully graded selection of crosswords in order of complexity will contribute to the acquisition of new words and phrases as well as the consolidation of knowledge through repetition.

G. Latorre and Gloria Baeza (1975) point out that

The clues are central to the drilling objective of the crossword puzzle, since most of the information the student gets for doing the exercise is found in them. The clue is to the crossword exercise almost what the prompt is to the old pattern drill: it is the stimulus that keeps the drill going. As such, there is no place here for ambiguity, deliberate or otherwise. On the contrary, clarity is essential. By reading the clue, the student must know with a fair degree of accuracy which word is required, since in most cases he is being confronted with a linguistic problem within his capabilities and knowledge (p. 51)

David E. Wolfe (1972) in an article published in *The Audio-Visual Language Journal* acknowledges Bressan's worthwhile contribution and offers a number of examples as perhaps more realizable in the language class, assuming that the crossword puzzle is teacher-prepared and is

based on material previously studied by the student.

One of the examples Wolfe suggests is the picture clue and declares

Any concrete noun which the teacher can draw is appropriate as a clue assuming the noun has been taught.

Mollica concurs with Wolfe and, as he suggested in various publications (Mollica, 1987, 1988a, 1988b, 1991a, 1991b, 1995, 2001), the picture clue is an effective way of preparing a crossword puzzle particularly when teachers wish to review or the expand the student's vocabulary dealing with a specific theme. The success of Mollica's publications prompted other publishers to follow suit.

As far as I know, the first suggestion for the insertion of crossword puzzles in Italian second-language pedagogy was proposed by Mollica (1976) in an article published in *A Handbook for Teachers of Italian.*

In agreement with Clifford T. Morgan and Richard A. King (1996) that

most, if not all people, experience images and that images often help thinking, [and that] some individuals have such vivid imagery that they can recall things almost perfectly.

Mollica decided to use the visual stimulus.

Mollica is strongly convinced that at the early stages of language learning, the crossword puzzle can be an alternative to

- translation,
- definitions and
- descriptions,

by relating language to context and by establishing a direct association between language and image.

Firmly believing in the direct association between image and word to facilitate learning, he chose
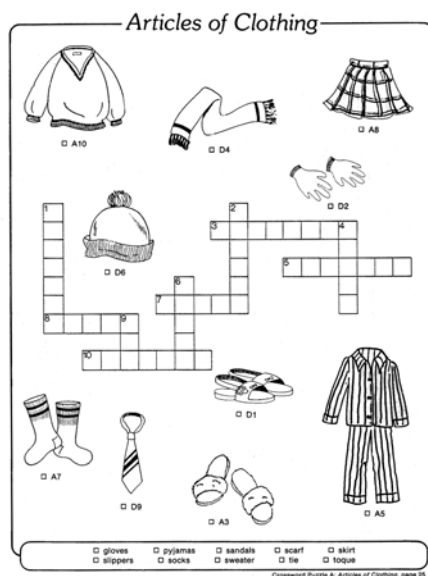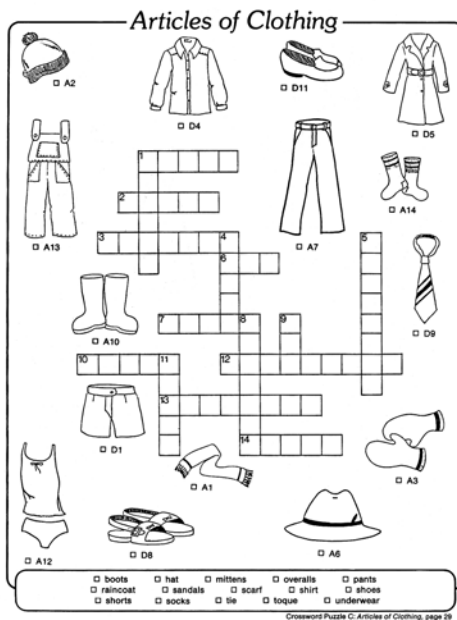

Figure 7
Crossword Puzzle A


Figure 8
Crossword Puzzle B


Figure 9
Crossword Puzzle C


Figure 10
Crossword Puzzle D

10 themes and arbitrarily selected 20 words for each theme. He divided the 20 words into four sections of 5. He then created four different crossword puzzles for the 20 words: Crossword Puzzle A, B, C and D.

Crossword Puzzle A (Figure 7) contains ten illustrations. At the bottom of each page, listed in alphabetical order, are printed the ten words which are required to complete the puzzle correctly.
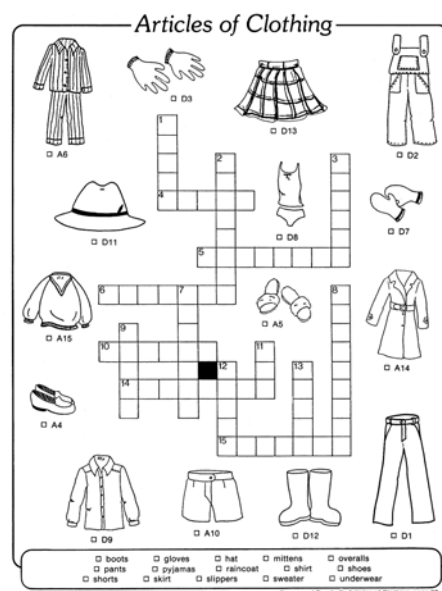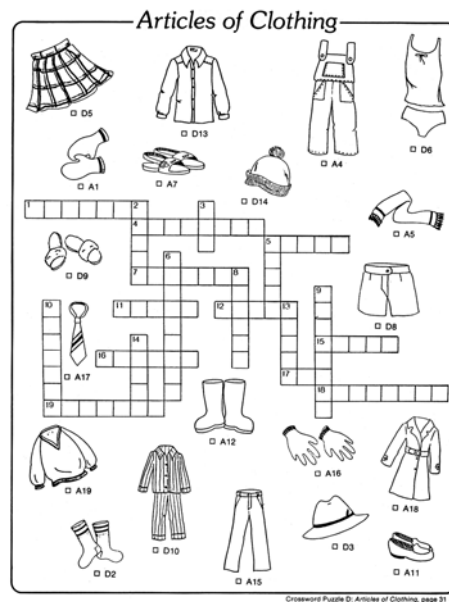
Students who may not know the meaning of an illustrated word may quite ingeniously discover it by counting the letters of the answer and inserting it in the proper spaces. The activity then becomes an exercise in learning new vocabulary as well.

Crossword Puzzle B (Figure 8) contains the other ten illustrations and repeats five illustrations from Crossword Puzzle A. At the bottom of the page, listed in alphabetical

order, are printed fifteen words which are required to complete the puzzle correctly.

Crossword Puzzle C (Figure 9) repeats the ten illustrations which first appeared in Crossword Puzzle B and repeats the other five illustrations of Crossword Puzzle A not used in Crossword Puzzle B. At the bottom of the page, listed in alphabetical order, are printed the fifteen words which are required to complete the puzzle correctly.

Crossword Puzzle D (Figure 10) contains all twenty illustrations using only the visual stimulus. By the time, the student has seen and written the words twice before solving this last puzzle and the final activity can be considered as a "test" puzzle to verify whether the student has learned all the words of the visual vocabulary page.

Graphically, the process may summarized as follows:

| Words | Crossword Puzzle | | | |
|---|---|---|---|---|
|  | A | B | C | D |
| 5 | 5 | 5 |  | 5 |
| 5 | 5 |  | 5 | 5 |
| 5 |  | 5 | 5 | 5 |
| 5 |  | 5 | 5 | 5 |

The aim has been to provide cumulative learning as well as a fun element.

Clearly, teachers are provided with the option of selecting a crossword puzzle activity as required by their students' linguistic ability. They may decide to use the cumulative approach or simly use the last puzzle as a "test" item. Therefore, if students are already familiar with the vocabulary, they may be given the last puzzle which contains only the visual stimulus. Students who may be less familiar with the vocabulary presented may be given the other puzzles.

Mollica suggested that these puzzles may also be given to students who are not completely familiar with the theme and the activity will become a learning experience for them, since they will have to identify the illustration. Counting the letters of each printed word and inserting them in the proper spaces will provide the solution they seek.

Of all word games, the crossword puzzle is the most popular and the most versatile in language teaching/learning. It is the most useful and multifaceted tool to teach, learn, recall as well as expand one's knowledge of vocabulary. Like the search-a-word, the crossword puzzle is very useful in language teaching/learning, for it complements the students' learning styles: kin-aesthetic, auditory or visual:

- The kinaesthetic learner needs to write down words to determine if they "feel" right.
- The auditory learner may mouth the words silently while reading.
- The visual learner recognizes words by their configurations.

## Pedagogical Applications

1. Teachers may wish to highlight keywords of a short story. The keywords in the following crossword puzzle, based on the short story "L'ouvrier modèle" by Roch Carrier (2007) may be used as a mnemonic device to sum-marize the short story. Teachers may wish to provide the answers for a couple of the clues. (Figure 11).

    If students do not know the correct amswers, they can always "guess" by counting the number of letters of the word and the number of squares in the puzzle.
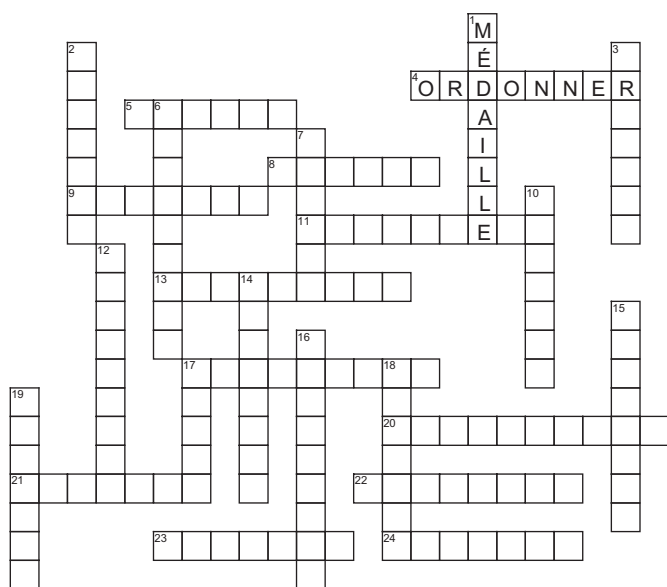
2. Teachers may also decide to provide students with key words of a short story in a crossword puzzle and students are required to provide the clues. This is obviously the opposite of the activity suggested above. (Figure 12).

    This activity forces the students to be creative and provide clues which may not necessarily be the same as the ones provided by other class-mates. This activity may be done individually, in pairs or as a group and gives the students the opportunity to "negotiate" the wording of the final definition (i.e., clues). Once all the clues are decided upon, a blank crossword puzzle may be given to other students or to the entire class to solve.

    Teachers may wish to focus on one grammatical form (for example, on verbs) and provide the answers of a crossword puzzles focussing on verbs which are the key words in recalling the events of a short story.

3. In order to teach/review association between verbs and nouns, teachers may wish to provide a crossword whose definitions (i.e., clue) is incomplete. The student is asked at the introductory stage to complete the puzzle by selectiong from the list of answers guven. At an inter-mediate/advanced stage, tea-chers may wish to give the clues without providing the list of suggested answers. (Figure 13).

4. At the introductory stage of language teaching, teachers may wish to use illustrations to teach/review vocabulary using a thematic approach. To assist the student to remember the gender of nouns, teacher may wish to place the definite article outside the first square which begins the answers of the puzzle as indicated on this Spanish crossword. (Figure 14).

5. Teachers may decide to teach or review grammatical topics. For example, teachers wishing to review/teach the endings of first
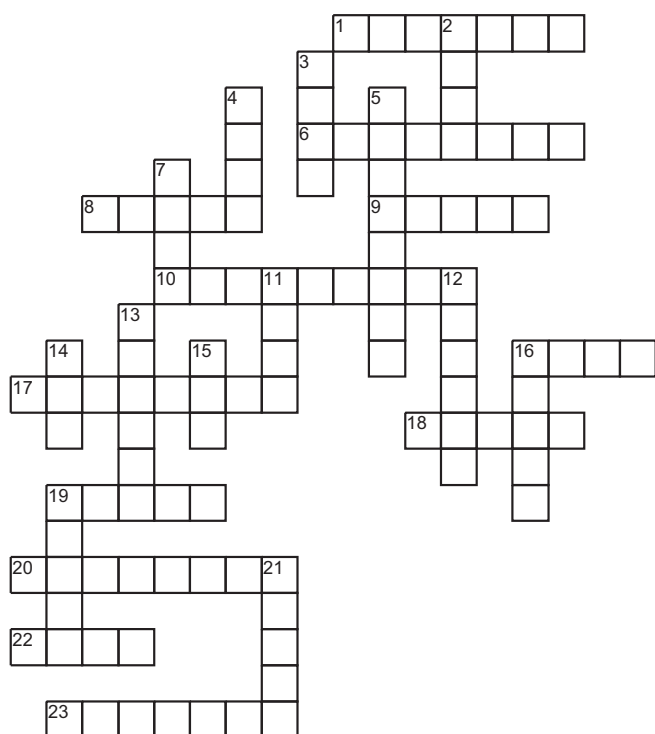
## Figure 11 Crossword



**Horizontalement**

4. commander, donner des ordres
5. objet que l'on offre à quelqu'un
8. qui ne manque pas à la foi donnée
9. montrer
11. personne qui se met entièrement au service de quelqu'un
13. vertu, pureté totale
17. dire à quelqu'un de s'en aller, renvoyer
20. continuer
21. personne qui exécute un travail manuel
22. partie du corps humain qui s'étend des épaules à l'abdomen et qui contient le cœur et les poumons
23. prendre une décision
24. bâtiment

**Verticalement**

1. pièce de métal généralement circulaire frappée ou fondue en l'honneur d'un personnage illustre ou en souvenir d'un événement
2. présenter, dire, expliquer
3. émettre ou réfléchir et répandre une lumière vive, luire
6. application constante, zèle
7. attacher, fixer
10. personne qui accomplit un acte ou une fonction déterminée sous la direction ou le contrôle d'une autre
12. faire de petits sauts successifs
14. fixer avec des épingles
15. accorder à quelqu'un une récompense ou une distinction
16. complimenter
17. désigner une personne, une chose digne d'attention
18. personne qui travaille pour une autre personne
19. frapper légèrement à petits coups répétés

- [ ] assiduité
- [ ] briller
- [ ] cadeau
- [ ] citer
- [ ] congédier
- [ ] décerner
- [ ] décider
- [ ] édifice
- [ ] employé
- [ ] épingler
- [ ] exhiber
- [ ] exposer
- [ ] féliciter
- [ ] fidèle
- [ ] intégrité
- [x] médaille
- [x] ordonner
- [ ] ouvrier
- [ ] poitrine
- [ ] poursuivre
- [ ] préposé
- [ ] sautiller
- [ ] serviteur
- [ ] tapoter
- [ ] visser

Figure 11

From: Roch Carrier, *Roch Carrier raconte...* textes choisis per Anthony Mollica, Welland, Ont., éditions Soleil publishing inc., 2007.

## Figure 13 Crossword



**Across**

1. To solve a ...
6. To climb a ...
8. To tell a ...
9. To iron a ...
10. To shop for ...
16. To to cook a...
17. To tour the ...
17. To pack a ...
18. To pour a ...
19. To organize a ...
20. To eat a ...
22. To ring a ...
23. To ride a ...

**Down**

2. To sail a ...
3. To play a ...
4. To tour a ...
5. To ask a ...
7. To sing a ...
11. To bake a ...
12. To earn a ...
14. To chew ...
15. To drive a ...
16. To spend ...
19. To fly a ...
21. To build a ...

- [ ] bell
- [ ] bicycle
- [ ] boat
- [ ] cake
- [ ] car
- [ ] city
- [ ] drink
- [ ] game
- [ ] groceries
- [ ] gum
- [ ] house
- [ ] letter
- [ ] meal
- [ ] money
- [ ] mountain
- [ ] party
- [ ] plane
- [ ] problem
- [ ] question
- [ ] salary
- [ ] sandwich
- [ ] shirt
- [ ] song
- [ ] story
- [ ] suitcase

Figure 13
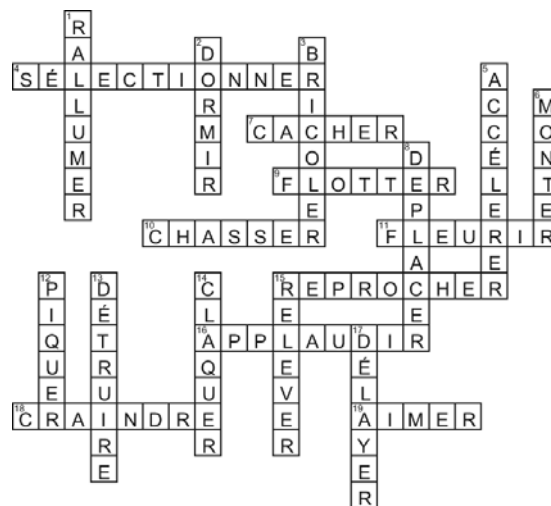
## Figure 12 Crossword



Figure 12

From: Roch Carrier, *Roch Carrier raconte...* textes choisis per Anthony Mollica, Welland, Ont., éditions Soleil publishing inc., 2007

conjugation verbs in French may use the following puzzle by placing the infinitive in the puzzle itself to indicate the verb which is being focussed on. (Figure 15).

6. Alternatively, teachers may wish to give the puzzle indicating the verb but omitting the clues. The

students' task will be to complete the puzzle by placing both the clues and solving it (Figure 16).
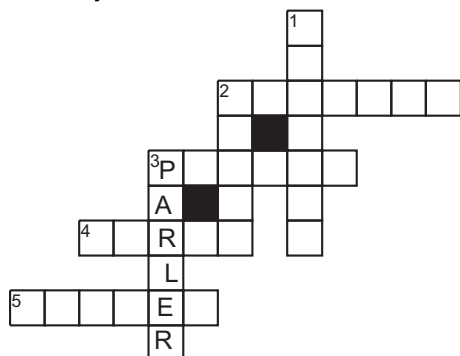
While at first this appears to be an easy crossword puzzle, it isn't. Examine, for example the following.

Students may be tempted to identify V2 as PARLONS. But this cannot be since the "o" of PARLONS would fall on the fifth square of H4 and no other verb ends in "o". Therefore, the answer must be PARLENT. Similarly, V3 must be PARLONS since there is a verb which ends in "s" (tu …). H3 cannot be PARLES since the final "s" is needed for the ending of PARLONS and PARLES (V3 and H5, respectively; therefore H3 must be PARLEZ. It is hoped that by this activity – while sometimes frustrating – we will compel students

- to think logically,
- to solve the puzzle
- and at the same time to recall the verb endings.

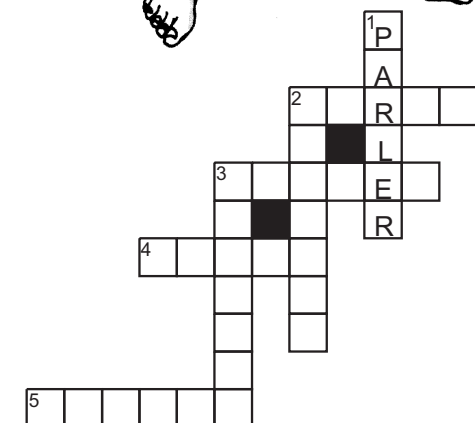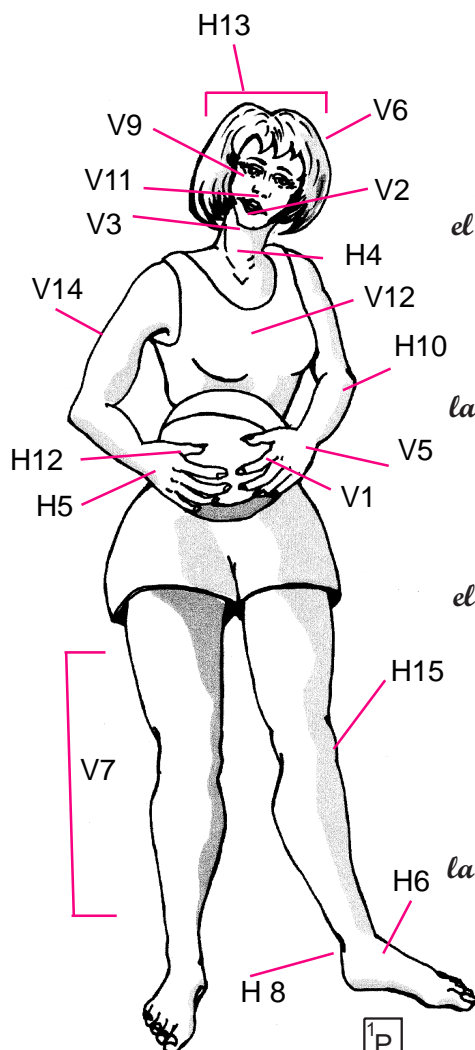the finished puzzle would look like this (Figure 17).

7. Crossword puzzles may be used in conjunction with the game "the intruder" (See Figure 18) to expand the students' knowledge of synonyms and antonyms. The student who finds



**Horizontalement**

2. nous …
3. vous …
4. je …
5. tu …

**Verticalement**

1. ils …
2. il…
3. PARLER

Figure15



Figure 14



H13
V9
V6
V11
V2
V3
H4
V14
V12
H10
H12
V5
H5
V1
V7
H15
H6
H 8

**Horizontalement**

2. _____
3. _____
4. _____
5. _____

**Verticalement**

1. _____
2. _____
3. PARLER

Figure 16



Figure 17

the activity difficult can easily solve it by counting the number of squares in the crossword puzzles and find the equivalent number of letters in the s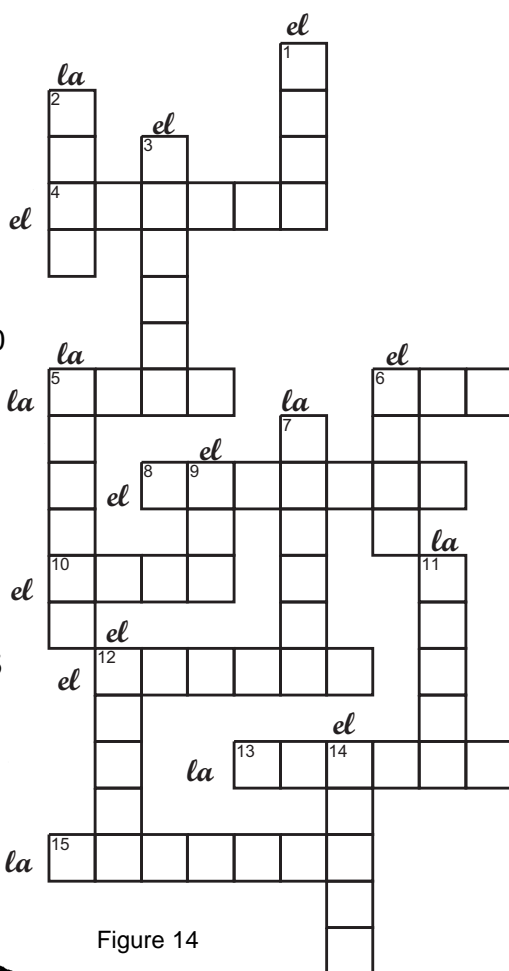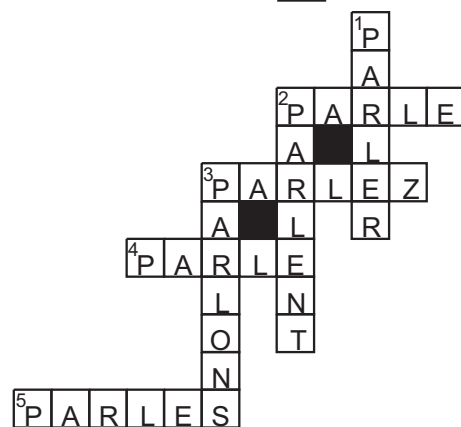uggested clue. Figure 18 deals with adjectives (antonym/synonyms), but the same activity can be done with nouns and verbs.

8. Teachers may wish to use the crossword puzzles to teach adverbs. In this case, a list of adjectives is given as clues and

students are asked to place the corresponding adverb in the crossword puzzle.
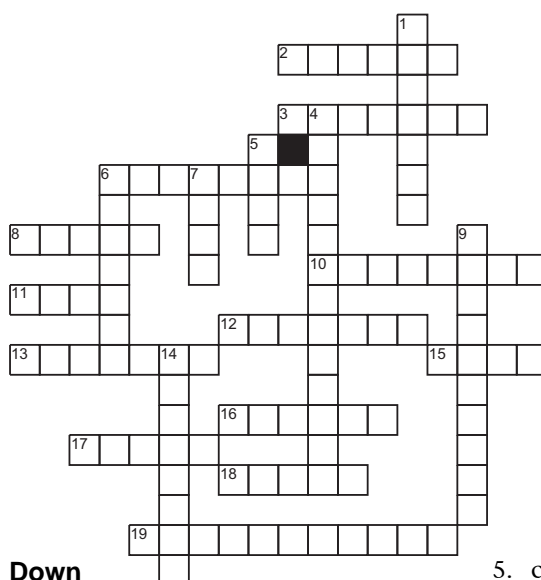
## Conclusion

We are convinced that teachers can find other ways of introducing the crossword puzzles with other language activities in their teaching

Crossword puzzles will help students learn, recall or expand their basic vocabulary and, at the same time, provide them with hours of fun and relaxation.*

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**Across**

2. barren, fertile, fruitful, productive
3. healthy, ill, sick, unwell
6. constant, intermittent, occasional, sporadic
8. funny, sad, serious, solemn
10. cramped, small, spacious, tiny
11. contaminated, polluted, pure, unadulterated
12. concealed, hidden, obvious, unclear
13. closing, final, initial, last
15. bright, dark, light, shining
16. cruel, gentle, harsh, rough
17. cheap, costly, dear expensive
18. fancy, plain, simple, unadorned
19. dull, ignorant, intelligent, stupid

5. crazy, eccentric, mad, sane
6. bitter, content, displeased, dissatisfied
7. dangerous, harmful, hazardous, safe
9. afraid, courageous, timid, timorous
14. adjacent, distant, far-away, remote

**Down**

1. certain, doubtful, uncertain, unsure
4. apathetic, bored, enhtusiastic, indifferent

Figure 18

*Author's Note: The essay is a modified and expanded version with different examples of Anthony Mollica, "Cross-word Puzzles in Second Language Teaching," *Italica,* 84, 1: 59-78.

**Anthony Mollica** is *professor emeritus*, Faculty of Education, Brock University



and professor (status only) at the University of Toronto, Mississauga. He has taught methodology courses in French, Italian and Spanish for 20 years. He has published widely. His latest publication is *Teaching and Learning Languages* (third edition, ed., 2008).