Mosaic

Anthony Mollica
editor

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Language Learning: The Key to Understanding and Harmony

Anthony Mollica

Teachers, parents and researchers can give a long list of advantages to be derived from studying a second language.

The incorrect translation of a word may have very well been responsible for the death of over 200,000 people. Towards the end of the Second World War, the United States had offered Japan an opportunity to surrender. The Japanese reply contained the word *mokusatsu* which means "witholding comment pending decision." Through mistranslation, the verb *mokusatsu* was rendered as "ignore." As a result, the allies believed that the ultimatum had been flatly rejected and President Truman ordered the use of the atomic bomb.

Gaffes

Less tragic examples abound: *The Wall Street Journal* reported that General Motors was puzzled by the lack of enthusiasm the introduction of its Chevrolet Nova automobile aroused among Puerto Ricans. The reason was very simple. *Nova* means *star* in Spanish, but when spoken it sounds like *no va* which means "it doesn't go." GM quickly changed the name to *Caribe* and the car sold nicely.

Linguistic and cultural gaffes made by translators or by non-native speakers have often been a source of chagrin. One recalls the embarrassment President Carter faced when the interpreter stated that the President "lusted" for Polish women. A more recent situation reported by the Canadian Press, involved Montreal's former mayor Jean Drapeau. At the end of a speech during a tour of China, the Mayor urged his audience "to beat up your brother when he is drunk." A glance at M. Drapeau's text, however, showed that he never advocated such violence! What he had said in French was "Il faut battre le fer pendant qu'il est chaud."

During a keynote address at the annual conference of the Ontario Modern Language Teachers' Association in March 1993, Veronica Lacey, Director of Education for the City of North York, Ontario, shared some humorous incorrect translations made by non-native speakers:

- a Hong Kong dentist advertised, "Teeth will be extracted by the latest Methodists";
- a restaurant sign in Acapulco assured the would-be customers that "The manager has personally passed all the water served here";
- and a laundry in Rome invited potential customers to "leave your clothes here and spend the afternoon having a good time!"

Cultural meaning

Our ability to communicate effectively is dependent upon our skill in using language. But it is important not only to teach communication but also "cultural" meaning of

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From the Editor's Desk

Current financial restraints often prevent classroom teachers from attending national, provincial or even regional language conferences. Excellent practical information is being given to those attending these events, but there is no permanent record of what is being said or done since proceedings of these conferences or seminars are not being published because of production cost involved. Consequently, hundreds of teachers or instructors who, for one reason or another are unable to attend these conferences, will not have access to this information. There is an urgent need to communicate with these instructors as well as with principals and other educators if we are to provide information relevant to their needs and interests.

Mosaic is a journal/newsletter devoted to the teaching and learning of languages at all levels of instruction. As a journal, it will include both theoretical and practical articles which will assist the day-to-day teaching of languages; as a newsletter, it will provide news items, and other information of interest to the professional development of teachers/instructors.

Since there already exists a number of journals or newsletters designed to help with the teaching of Canada's official languages, it appeared to us that it would be a wise move if a *national* publication were created to provide assistance to teachers of Heritage Languages in particular and to teachers of second languages in general.

There are, of course, excellent Board of Education publications which focus on the pedagogical and professional needs of Heritage Language teachers but they tend to have an internal circulation and hence other outside groups will not have easy access to this knowledge.

Mosaic will welcome papers read at conferences, seminars, or workshops of interest to teachers of languages. We also invite teachers to share through us their successful and helpful teaching tips. While some suggestions may appear to be *déjà vu* to some teachers, they will probably be new to other instructors who are just beginning their teaching careers.

Mosaic will do its best to meet the teachers' professional needs and welcomes other suggestions on how to meet/fulfill those needs.

The success or failure of *Mosaic* depends heavily on the support it receives among language teachers. Whether it will survive or perish will depend on the subscriptions we receive. Subscription rates have been kept purposely low in order to allow Boards of Education to purchase bulk copies and thus try to eliminate as much as possible mailing costs.

We are grateful and thank you for your support.

The language graduate who never reads a professional journal and participates only minimally, if at all, in professional meetings, will stagnate.
There is an onus on the profession in all areas to upgrade and keep abreast of current developments in the field.

- Peter Heffernan

Language Learning

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words. Language and culture are inseparable. To teach one means to teach the other. Authors of second-language textbooks must not only identify the *denotation* of words, but also, where necessary, the *connotations* of those words and idioms. Where words seem to correspond lexically in their denotation, they may well diverge considerably in their connotation or the emotional association they arouse. While "bread" and "le pain" may correspond lexically in their denotation, they certainly do not correspond in their connotation. *Bread* is often found in a plasticized wrapping and is soft. The French *pain* brings markedly different association to mind! As a recent publication stressed,

> Both at home and abroad, the linguistic skills that students need to communicate with speakers of other languages must be accompanied by knowledge about the culture. For example, students need to know not only words to use in greetings but also how to vary greetings according to the time of day, the social context, the age of the individual, and so forth, as well as what gestures to use, such as shaking hands or bowing. (College Entrance Examination Board 1986:22).

It is a widely-accepted notion, then, that language skills must be taught integrally with cultural knowledge.

Heritage Languages in the Curriculum

Education in Canada falls under provincial jurisdiction. Each province or territory has its own ministry of education and is autonomous, although funds in some cases are channelled to the provinces from the federal government coffers. This is, in fact, the case for the expansion of both official languages, English and French as second languages.

Most, if not all, provinces recognize only two languages for study at the elementary level: English and French. All other languages generally fall under the category of *Heritage Languages* in English-speaking provinces and as *langues d'origine* in Quebec. Although only English and French are recognized as the official languages of instruction, Ontario has recognized the use of another language with a group of students in the classroom to acculturate them in either official language. The teaching of Heritage Languages is consistent with Canada's political ideology: the United States stresses the "melting pot," Canada favours the "multicultural mosaic."

Recent newspaper reports show that there is a political backlash not only for French but also to the cultural mosaic of which Canada is justifiably proud. Ethnic communities must not simply be passive observers of events but also take more than an active interest in issues which affect them. If ethnic groups are to keep their roots and not become entirely assimilated, a dispassionate, objective campaign on the preservation of one's ethnic identity must be fought at both the provincial and national level.

Both at home and abroad, the linguistic skills that students need to communicate with speakers of other languages must be accompanied by knowledge about the culture.

The campaign to encourage and promote the learning of Heritage Languages must be fought objectively and not emotionally, educationally and not politically. My solution appears to be simplistic and I will readily agree that it is difficult to separate objectivity from emotions, or politics from education. Nevertheless, I feel that information about the advantages of learning a second or third language should be widely circulated in order to enlighten politicians and the general public on the values of Heritage Languages.

If Heritage Language programs are under attack, perhaps it is because the average person sees the introduction and the expansion of a Heritage Language as part of the maintenance of an ethnic group's identity and Canadian taxpayers, already overburden, do not feel that they should support the preservation of the language for the various ethnic groups. We must change this perception and emphasize the educational values of Heritage Languages. Certainly, the current term, *Heritage Language,* is not very appropriate in the current political situation and every effort should be made to change the term to International Languages, a term already used in other provinces.

The campaign to encourage and promote the learning of Heritage Languages must be fought objectively and not emotionally, educationally and not politically.

The value of language learning

Teachers and parents are quick to recite a whole litany of advantages and benefits to be derived from studying second or more languages:

- Second-language students perform better in English than non-second language students.
- A second language helps students gain greater insight into their own culture.
- The self-concept of second-language students is significantly higher than that of non-second-language students.
- Studies have shown positive correlation between the study of a second language and the creative functioning of learners.
- A working knowledge of other languages is important for research.
- Reading skills are shown to be transferable from one language to another.
- Second language learners have larger vocabulary.
- Today's students are career-oriented, and they must not overlook jobs that require second languages. The knowledge of a second or third language increases employment opportunities.
- The knowledge of the language of the region or country being visited, makes travelling more fun and more enjoyable.

Wilga Rivers (1968:8-9) identifies six classes of objectives for the study of another language:

- to develop the student's intellectual powers through foreign-language study;
- to increase the student's personal culture through the study of the great literature and philosophy to which it is the key;
- to increase the student's understanding of how the language functions and to bring him, through the study of a foreign language, to a great awareness of the functioning of his own language;
- to teach the student to read the foreign language with comprehension so that he may keep abreast of modern writing, research, and information;
- to bring the student to a greater understanding of people across national barriers by giving him a sympathetic insight into the life and ways of thinking of the people who speak the language he is learning;
- to provide the student with skills which will enable him to communicate orally, and to some degree in writing, with speakers of another language and with people of other nationalities who have also learned this language.

In the keynote address referred to earlier, Lacey stressed that,

> Learning a language is far more than an intellectual, cognitive challenge. It is a means to grow and mature through the experience of other cultures. It gives breadth and depth to our personalities. It allows us to appropach problems differently because we have experienced different worlds; it allows us, as Proust says, to see with new eyes.

Endorsements for learning languages have come from thousands of writers or politicians. Napoleon is reported to have said, "The man who knows two languages is worth two people" and the German novelist-dramatist Goethe, "A man who is ignorant of foreign languages is ignorant of his own."

And the list of endorsements could continue.

But all these reasons can fall under four major objectives for studying a second language, as outlined by Jan Amos Komensky, known as"Comenius," Czech writer and humanist (1592-1671),:

- *Political:*
  to serve the nation's interests.
- *Cultural:*
  to know the culture of other people for one's own personal enrichment.
- *Practical:*
  to be able to communicate in the language of the foreign speaker.
- *Educational:*
  to sharpen the mind and to shape the personality of the learner.

Heightened abilities

The Canadian researchers, Elizabeth Peal and Wallace E. Lambert (1962), repeatedly pointed out that learning more than one language heightens the learners' ability to call into play a variety of learning configurations which will otherwise have been limited. "Figuring out" the sound system and grammatical rules in more than one language seems

- to increase the learners' ability to organize perceptions of reality,
- to recognize concepts in several different forms, and
- to solve complex linguistic and cultural problems.

Learning a language is far more than an intellectual, cognitive challenge. It is a means to grow and mature through the experience of other cultures. It gives breadth and depth to our personalities.

Raymond Aron said, "I have always felt that the ability to speak freely in two different languages provides us with a kind of personal freedom that no other means can provide. When I speak English or German, I don't think the same way as I think in French. This frees me from feeling like a prisoner of my own words." (Mollica 1984).

While the practical and educational values of learning two or more languages are readily recited what is not as well known is that, as psycological research has now documented beyond any doubt, learning another language brings about a whole series of psychological and affective benefits as a bi-product to the practical ones.

Myth

Before going into the kinds of research which pertain to this statement, it is perhaps useful, and probably necessary, to dispel a long-held myth about foreign language teaching, a myth which Marcel Danesi, a professor at the University of Toronto, in several studies has called the "neurological space myth." Essentially, this was a myth which was generated by research on bilingual children during the 1930s, 1940s and 1950s in the United States and which was connected to the socio-cultural variables rather than psychological ones. The subjects of study were always from lower class backgrounds which did not stress the learning of languages in the home. Nevertheless, this research generated the impression that the learning of another language, or the retention of the mother tongue as a second language, was detrimental to overall cognition because it was believed, or was hypothesized, that the brain had only so much space in it for language. To put another code into the brain, it was argued, would take away from the space the dominant language needed to be able to function and to operate normally in school environments.

This myth has now been debunked by whole series of neurological studies which show the exact opposite; that the insertion of another code into the brain, either in the primary ages during childhood or in the secondary ages during adolescence and adulthood, brings with it a re-organization of neurological linguistic operation so that, in fact, what another code does in the brain helps the brain to function more globally, more holistically and more completely than it otherwise would. Canadian researchers such as Wallace E. Lambert and G. Richard Tucker (1972), Jim Cummins and Merril Swain (1986) as well as many others have documented this

phenomenon in several of their studies.

Social convergence

In a study, done a decade ago, B. McLaughlin (1984) observed that the research in Canada provides evidence that "bilingual education leads to a more liberal and enlightened perception of other ethnic groups." Similarly, the research done by Jim Cummins and Merrill Swain (1986) of the Ontario Institute for Studies in Education finds that Heritage Language programs, for example, promote inter-ethnic cohesion by allowing ethnically diverse children an opportunity to adapt gradually to a new psycho-cultural way of living. By generating a favourable attitude to one's ethnic identity and background, these programs tend to produce what may be called a "social convergence" effect; that is, they promote cross-cultural understanding by inhibiting a natural tendency to reject cultural modes that might be perceived as being "different."

"Monolingualism can be cured!"

Other worlds

In learning a second language, the students acquire new modes of thought, new ways of behaviour. They begin to understand those new modes and new ways. Understanding leads to acceptance. Acceptance leads to tolerance and diversification of one's world view. As I recently claimed in a slogan, "Monolingualism *can* be cured!" because it is, in a way, a type of cognitive disease. Monolingualism constrains. Monolingualism lessens our viewpoint and our *Weltanschauung*, the personal philosophy of the world. Learning other languages cannot help but diversify and broaden the point of view. Therefore, once we've come to see another person's point of view, we accept the other person. By accepting the other person, we accept that person's culture. Accepting another culture leads to increased tolerance and harmony and, ultimately, to peace in the world. This, after all, was the contention Alfred Korzybysky (1933), the founder of general semantics. The science and theory of general semantics was based on the view that knowing how other people talk is knowing how they think, how they behave, and this knowledge will lead to acceptance.

Language and unity

This conclusion contradicts the waving placards of demonstrators against the 1988 Official Languages Act: "One language unites, two languages divide."

I am firmly convinced that only when the study of either official language or of Heritage Languages is depoliticized and the learning of languages is accepted for their own intrinsic qualities, will we be able, in my opinion, to have linguistic peace and harmony in this country.

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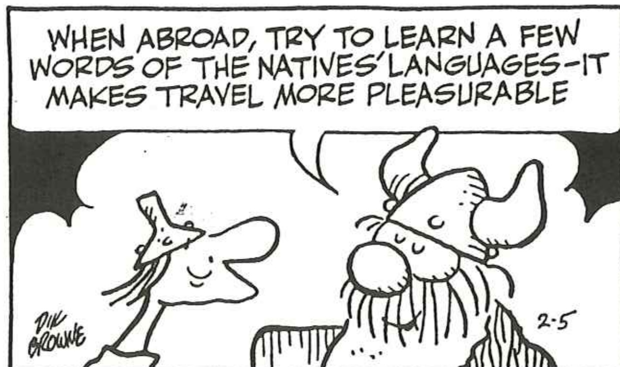

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Literacy and Bilingual Education Programs in Elementary School: Assessing the Research

Marcel Danesi

The role of more than one language in literacy acquisition in elementary school has always been a controversial issue. The research clearly shows that the use of another language in school actually enhances the process.

Introduction

The word *literacy* evokes a broad spectrum of reactions and opinions. This is due, no doubt, to the fact that the ability to utilize and manipulate the alphabetic code employed by a culture to record thought and knowledge in some textual form is, arguably, one of the greatest accomplishments of the human species. From a phylogenetic perspective, the writing and reading of meaningful texts could only have been achieved by a highly-evolved and abstract rational intellect, capable of reflective and conscious thought. No wonder, then, that literacy-attainment has always been considered to be the primary condition for the acquisition of knowledge in formal educational situations. In fact, most cultures have traditionally looked upon schooling and literacy as concomitants of process and result. As Crystal (1987: 250) succinctly puts it, literacy "has long been considered the main evidence of a child's educational progress." And to this day, there really is no persuasive reason to reject this deeply-ingrained notion, although as Gardner (1982) has argued convincingly, educators should be aware of, and sensitive to, the fact that language ability and literacy attainment constitute only two of the many forms of "intelligence" of which the human mind is capable for gaining knowledge about the world. Moreover, as Smith (1984: vi) points out, we should be aware of documented case studies which "tend to show that children who become literate before schooling are not otherwise precocious," and therefore constantly wary of not making an equation between intelligence and literacy. Visually-impaired people, after all, can be as educated and articulate as any seeing person.

Since the dawn of civilization, schooling practices seem to have worked on the principle that formal learning is best conducted through the template of one language, and therefore that the educational progress of the child can be maximized in terms of literacy-attainment in the most prestigious language of the culture - even if that language was not the spoken language of the people. Latin, for example, was not the language of ordinary people in Medieval Europe, but it was considered to be the verbal medium best suited for gaining, imparting and disseminating knowledge. As "vulgar" languages (i.e. languages of the people) gradually became national and literary languages from the Renaissance onwards, they soon came to replace Latin as the primary verbal channel for knowledge transfers of all kinds. As a mass phenomenon, however, the roots of literacy go back only to late eighteenth and early nineteenth century Europe (Nell 1988: 15-16). This was a time when concepts of universal human rights were starting to mesh with the practical need of an emerging industrial society to have a literate work force.

On June 9, 1815, seven European countries signed the Final Act of the Congress of Vienna. The aim of this multilateral treaty was to protect, perhaps for the first time ever, linguistic minorities (Berryman 1992: 10). The nineteenth century also witnessed the first sporadic attempts to incorporate the teaching of minority languages into European schools. But until the twentieth century virtually no society had ever contemplated the utilization of more than one language to carry out the formal training of their children and adolescents. However, as political boundaries in many areas of the world began increasingly to enclose more than one ethnic and linguistic group from the start of the present century onwards, some societies have had to take into serious consideration, and occasionally even to adopt, models of education based on *bi*-literate modes of knowledge transfer. Inevitably, the question of the educational role of language in such societies has been the source of much discussion and psychological research. The debate on bilingualism and biliteracy in education has become even more intense in areas of the world (such as Canada and the United States) which have allowed the influx of large waves of immigrants throughout this century.

Until the twentieth century virtually no society had ever contemplated the utilization of more than one language to carry out the formal training of their children and adolescents.

The question that has become predominant in the minds of many educators and parents in multicultural countries from mid-century to the present day is whether or not it is advisable, or even possible, to allow speakers of different languages to utilize their mother tongues to gain knowledge in their new social situations. Does the formal maintenance of the mother tongue not impede the gaining of literacy in the dominant language? And does this not retard, or even hamper, the gaining of knowledge?

The purpose of this essay is to argue, on the basis of research such as the one conducted in Canada on Heritage Language (HL) education in the last two decades and in Belgium

oon the Foyer Project (FP), that not only does the formal learning of the ancestral language in school enhance the overall cognitive abilities of the immigrant child, but also constitutes the optimal means by which that child can gain literacy in the dominant language. While this might appear initially to be a paradoxical assertion, upon closer consideration it can be seen to constitute a commonsensical observation: the formalized knowledge of one language code (the mother tongue) is a potential source of generalized linguistic knowledge that the child can enlist cognitively in the task of acquiring linguistic competence in a second unfamiliar code (the school language). The research in support of this self-evident notion will be discussed first. This is followed by a brief review of some of the more interesting findings on early bilingual reading. Then I will pinpoint the reasons why some "general public" attitudes continue to be negative vis-à-vis mother-tongue maintenance programs in school.

The Research Base

The incorporation of HL programs into the Canadian elementary school system in 1971 (see Cummins and Danesi 1990: 23-52 for a history of HL teaching in Canada) immediately generated widespread interest and research activity on the verbal, cognitive, socioaffective, and academic consequences ensuing from HL study in formal learning situations. In the framework of elementary school education in Canada, the term *heritage language* classroom continues to evoke the image of a classroom where children of immigrant backgrounds are taught the language of their ancestry or heritage. HL programs were incorporated into the Canadian elementary school system in 1971, when Alberta became the first province to pass legislation permitting languages other than English or French to be used and taught in the elementary school. In Ontario, a HL program was legislated in 1977, consisting primarily of non-credit courses given within or outside the regular school hours. The work of Cummins in particular (e.g. 1978, 1979, 1981, 1984, Cummins and Swain 1986) has, over the years, contributed both substantially and substantively to documenting and explaining the effects of HL study by children of diverse types and within a wide range of learning contexts.

HL programs fall under two main categories:

1. the kind in which the mother tongue is used as a medium of instruction for some (or all) school subjects *(partial immersion model)*;
2. the type that offers the mother tongue as a school subject, usually non-credit *(cultural enrichment model)*.

> *Not only does the formal learning of the ancestral language in school enhances the overall cognitive abilities of the immigrant child, but also constitutes the optimal means by which that child can gain literacy in the dominant language.*

While HL programs are largely integrated into a Canada-wide educational scheme, the FP in Belgium is a limited educational experiment in the true sense of the word (e.g. Danesi 1987, 1988). In September of 1981, a non-profit organization known as Foyer set up a Committee for Bicultural Education under the aegis of the Belgian educational authorities within the Flemish elementary school system in order to provide mother-tongue immersion programs in two Brussels schools. The idea was to counteract the prevailing trend of subtracting the child's home language upon entry into the school system by incorporating it directly into the child's educational experience. The model adopted by the FP is an "attrition" one: i.e. the children receive a large portion of their initial schooling (60%) in a separate classroom where language skills in the mother tongue are both taught formally and used for acquiring mathematical skills. Gradually, the children take on more hours of schooling in Flemish. The goal is, clearly, that of progressive integration into the linguistic mainstream through the chronologically-planned attrition of the mother-tongue as a medium for knowledge acquisition.

> *The only educationally-meaningful way to help the immigrant child learn the school language efficiently and to succeed in school from the outset seems to be through some form of "additive" bilingual schooling.*

The dominant image that has crystallized from the research on programs such as the HL and FP ones is one which shows that the formalized learning of the mother tongue enhances not only the global verbal skills of the minority-language child, but also the child's cognitive, socioaffective and academic development. Remarkably, the same positive image has also been registered for those children of majority-language backgrounds who decide to study a HL as a second, or foreign, language in school, paralleling the well-known French immersion experience (e.g. Swain and Lapkin 1982, Swain and Carroll 1987). In essence, the picture that has been emerging from the research literature is one that portrays children trained to use more than one language in elementary school as effective and flexible learners. This image has been so conspicuous and pervasive in the last few decades that it should have finally allayed lingering fears that the formal learning and academic utilization of the mother tongue might hamper the educational progress of the minority-language child (or of any child for that matter). But it hasn't. The debate continues to rage on and on in the professional literature and in the popular press.

Despite the controversy, worldwide research on ancestral language maintenance in the last few decades (e.g. Lambert 1977, Cummins 1978, 1979, Skutnabb-Kangas 1984, Tosi

1984, Skutnabb-Kangas and Cummins 1988,) argues rather strongly in favor of the hypothesis that the only educationally-meaningful way to help the immigrant child learn the school language efficiently and to succeed in school from the outset seems to be through some form of "additive" bilingual schooling: i.e. through some utilization of the childs mother tongue within the school system to remedy deficiencies in the school language. More specifically, the research has shown that the gaining of literacy in the mother tongue, and its use in literacy-related tasks, forms the cognitive basis for verbal skill transfer. Writing and reading bilingually brings speech and language into consciousness by providing models for thinking about language in general.

The research on the minority child who is actively learning the mother tongue in school reveals that, far from damaging acceptable levels of proficiency and literacy in the school language, these skills actually help to increase the child's abilities in the school language.

The increased confidence with language that ensues from additive bilingual schooling seems consistently to "spill over" into all areas of cognitive development and of knowledge acquisition. Hence, it is not at all surprising to find that the research on the HL FP programs has allowed the vast majority of minority-language children to adjust rapidly and efficiently to the academic demands of their new educational milieus. The alternative - the "subtraction" of the mother tongue from the childs language repertory - does not appear to make any educational sense whatsoever (e.g. Lambert 1977). As Cummins has argued (1978), linguistically-diverse children need to develop adequate levels of proficiency in both their languages in order to function properly in an academic environment.

This "spill-over" effect has been labeled the "interdependence hypothesis" in the scientific literature on bilingual education. Three decades ago, Peal and Lambert (1962) were among the first to have documented empirically that the two language systems in the bilingual child were interdependent contributors to an increased mental flexibility, a superiority in concept formation, and a diversified set of general cognitive abilities. But it was Cummins who, in 1979, formalized the notion of *linguistic interdependence* by claiming that proficiency and skill in the mother tongue and the school language are interdependent systems.

Despite some valid critiques of this hypothesis, which are well beyond the scope of the present essay (e.g. Canale 1984, Genesee 1984, Troike 1984), there now seems to be a consensus among most researchers in the field that it constitutes, at the very least, a useful interpretive frame within which to locate many of the linguistic behaviours manifesting themselves in educational contexts that characterize minority-language children. What this frame makes possible to suggest is that the formalization of mother-tongue knowledge in school, to any degree, tends to shape the structure of the minority child's literacy-related experience by forcing the child to reflect consciously on the similarities and differences between the home and the school language. Upon entering the school system, minority children are faced with the arduous task of acquiring and mentally separating two language codes with many divergent, overlapping and intersecting functions, meanings and forms. But, to the child's advantage, the area of code intersection constitutes both a core of common language abilities and a source of transfer. The latter can be seen to be responsible for the ephemeral "interferences" that surface during initial attempts to speak and write the school language. However, through the gaining of literacy in the mother tongue the common core comes to form a cognitive basis for "expert" verbal skill transfer, eventually forcing the child to recognize language differences consciously and, therefore, to separate them cognitively and functionally. The end result is a state of functional bilingualism which will, of course, vary in degree according to normal differences in individual intellectual development.

The vast majority of teachers now seem to agree, if somewhat reluctantly, that the study of HLs not only does not create problems for ethnic children but, if given enough time, seems to accelerate their entry into the linguistic mainstream.

The interdependence hypothesis has dealt a fatal blow to two myths that had previously been prevalent ones in North American education: the "maximum exposure myth" (Cummins and Swain 1986: 80) and the "neurological space" myth (Danesi 1989: 51). The former refers to the view that children who are deficient in the school language need maximum exposure and intensive instruction in that language alone. The latter alludes to the belief that there is only so much space in the brain for language and that the presence of a competing language - namely, the mother tongue - would only take away from the brain space that the school language requires in order to process and store conceptual information in an efficient and unobstructed manner.

The notion of interdependence and the empirical evidence that supports it make it rather obvious that just the opposite is true: the mother tongue and the school language are not at all antagonistic contenders for "mental air time and space," so to speak, but cooperative systems in the child's linguistic and cognitive development. The research on the minority child who is actively learning the mother tongue in school reveals that, far from damaging acceptable levels of proficiency and literacy in the school language, these skills actually help to increase the child's abilities in the school language. And this is not only a finding of scientists, but a characteristic experience of educators, parents, and

students involved in language maintenance and promotion programs. A recent survey conducted by Di Giovanni and Danesi (1988), for instance, found that the research does indeed match reality. By asking all teachers in whose schools HLs were taught what merits or demerits they personally associated with HL training in the areas of language and academic achievement, the survey found that the vast majority of teachers now seem to agree, if somewhat reluctantly, that the study of HLs not only does not create problems for ethnic children but, if given enough time, seems to accelerate their entry into the linguistic mainstream (especially when compared to their ethnic peers not enrolled in similar programs).

The presence of more than one language code in the neuro-cognitive system of children makes them generally more aware of language form and of how it allows them to interact with the world.

A recent study by Danesi, Cicogna, Menechella and Gaspari (1990) provides a glimpse into the specific workings of linguistic interdependence. These researchers chose 100 report cards at random of children of Italian origin who had studied Italian as a HL in the Toronto area, and 100 of matched children who had not during the academic year 1988-89. By simple correlational measures they found that the HL group came out far ahead in English spelling - a traditionally vexatious microskill for minority-language children. This interesting manifestation of cross-lingual enhancement makes it conspicuously obvious how formal training procedures in the HL are apt to foster in the ethnic child an increased cognitive ability to analyze the linguistic points of both the mother tongue and the school language. There really is no other way to explain results such as these. As the great Russian psychologist Vygotsky (1962) pointed out, it would seem to be the case that the presence of more than one language code in the neuro-cognitive system of children makes them generally more aware of language form and of how it allows them to interact with the world. Biliterate children are in a better position to see the mother tongue and the school language as particular systems among many and, therefore, to view their specific forms and meanings under more general categories.

Reading in Two Languages

Biliteracy implies, of course, the ability to read functionally in two languages. In this area as well, it would seem that mother-tongue training produces desirable results. The reason why a bilingual child should become biliterate are succinctly enumerated by Harding and Riley (1986: 1343-135):

- Being able to read in the mother tongue allows the ethnic child the opportunity of fully participating in the cultural world circumscribed by it.
- Reading gives the ethnic child access to more standardized varieties of the mother tongue. This is the best way "of ensuring that the child's exposure to the language is not constrained by the linguistic habits of the family and its necessarily limited communicative routines" (Harding and Riley 1986: 134).
- Reading both languages gives children a powerful cognitive tool for representing and manipulating experience in diverse ways.
- Reading both languages helps maintain one language during periods when the other one is otherwise predominant.

Actually, the research findings on bilingual reading are lending support to the theory of the so-called "narrativity of mental structure" (e.g. Perron and Danesi 1993). This is the notion, being taken rather seriously by many psychologists today, that children develop concepts primarily through story formats. As Wells (1986: 194) has put it, "constructing stories in the mind is one of the most fundamental means of making meaning; as such it is an activity that pervades all aspects of learning."

Stories of all kinds allow children to make sense of the world. Indeed, it can be argued that narrative structure betrays the actual structure of human cognition (e.g. Winner 1982: 266-305, Perron and Danesi 1993). And current psychological research has, in fact, been showing that children will grasp new concepts only if these are presented to them in the form of narratives. Stories provide the intelligible formats that mobilize the child's natural ability to learn from context (e.g. Miller and Gildea 1991). In a recent study, Jerome Bruner (1990) has persuasively argued, after reviewing a large body of research in this domain, that culturally-shaped narrative thinking underlies how we come to understand ourselves and the social cosmos in which we live. Beginning with the acquisition of language, narrative thinking brings the developing human organism into the arena of human culture. It is the form of thinking that gives pattern and continuity to human perception and experience.

The bilingual learner has access, therefore, to more than one way of processing information, and this cannot help but diversify and enhance the child's overall cognitive capacities.

It is clearly beyond the scope of the present essay to go into the details of narrativity and of its supporting empirical base. Suffice it to say here that it can be used to understand why mother-tongue training enhances the child's overall mental development. If it is indeed true that there is a narrative structure to the developing mind, then it follows that children who are exposed to two culturally-specific forms of storying through mother-tongue training are in a better position to increase their mental versatility. The processing of narrative information in more than one culturally-specific code can thus be seen to expand the children's repertory of symbolic op-

tions and, consequently, to diversify their overall cognitive ability to process and manipulate symbols - the tools of intellect.

In a recent survey, Danesi (1990a) found, in fact, that HL training taps this fundamental requirement of the child's mind. By simply asking typical HL children living in the Toronto area specific questions about what aspects of HL study they enjoyed the most, the survey revealed that a significant number of children identified reading as their favourite classroom activity. The students pointed out that they enjoyed listening to culturally-meaningful texts (e.g. stories about Christmas, Easter, etc.) more than any other pedagogical activity employed by teachers. Such a finding only makes sense, clearly, if located within the narrativity frame of interpretation. And, from a pedagogical perspective, it points to the importance of using stories to impart HL skills.

Another frame which one can use to interpret why bilingual educational programs have produced positive results is one that sees language as "reflective" of cognitive processes: i.e. one that sees the presence of more than one language in the child as leading to a broadening of the concept-formation process. Language allows the child to reflect conceptualizations of the world. This is why when something is discovered or invented, we immediately need to attach a verbal label to it. Otherwise, it would soon cease to exist in our consciousness. This is not to say that language *determines* thought, but simply, and more importantly, that it gives thought its specific cultural shape.

In the mid-1930s, the American anthropologist Benjamin Lee Whorf (1897-1941) kindled widespread interest in the view that language and cognition were interdependent phenomena (e.g. Whorf 1957). Whorf suggested that one's world-view was built up from the labels and categories of one's language. The idea was not particularly new, but Whorf made it a testable hypothesis by giving it a precise articulation. The question of whether or not he was right continues to be debated. At the very least it is a powerful intuitive notion.

To this day the term Heritage Language in Canada evokes a broad range of reactions from educators, parents, and students alike, from extremely negative to highly positive.

The Whorfian Hypothesis would, however, explain rather nicely why it is that the cognitive skills of bilingually-educated children show a significant improvement vis-à-vis control groups. The formal study of two languages can be seen to provide a broader conceptual substratum upon which the child can build verbal labels and categories. These then allow for an enhanced ability to acquire and retain knowledge. Different languages codify reality in overlapping and complementary ways. The bilingual learner has access, therefore, to more than one way of processing information, and this cannot help but diversify and enhance the child's overall cognitive capacities. In other words, gaining literacy in two languages makes available to the child a diversified set of strategies for classifying, abstracting and storing incoming information. This diversified processing of knowledge makes it more likely that the child will construct general conceptual schemas that actually end up being language-independent. These schemas then provide the platform upon which, for instance, mathematical concepts can be efficiently acquired (e.g. Danesi 1987).

This kind of concept-formation process clearly has a rather significant implication for the role that bilingual programs ought to play in the elementary school system. It suggests that bilingual training is much more than mere language training in the home (or in a second) language. It points to the minority-language classroom as a kind of academic support system (Danesi 1986) that is bound to play a significant part in the overall educational experience of minority-language children.

"General Public" Attitudes

Educational experiments in bilingual education, such as the HL program in Canada and the FP in Belgium, have made it obvious that literacy-achievement does not suffer as a consequence of allowing the formal study of the mother tongue in elementary school. On the contrary, they suggest that in multicultural societies not only does it not hamper the gaining of literacy in the dominant language, but that it may be the only way that an ethnically-diverse child can take his/her first step on the path towards educational success.

But the findings of social scientists and educators have not as yet allayed lingering fears among the "general public" that the formal learning and academic utilization of mother tongues might hamper the educational progress of the minority-language child (or of any child for that matter). To this day the term *Heritage Language* in Canada evokes a broad range of reactions from educators, parents, and students alike, from extremely negative to highly positive. In my view, there are two main reasons for the ambiguous attitude of the general public towards this issue:

1. the definition of terms such as *heritage language, ancestral language*, etc.;
2. the perceptions that such terms evoke.

The technical terminology in language education is often confusing and misleading. Too many terms now clutter its domain: *first language, second language, foreign language, heritage language, ancestral language, bilingualism*, etc. The term *first language*, symbolized as L1, is the first, or native, language. It is often designated with the metaphor *mother tongue*. This is the language that is acquired naturally, without formal instruction, during infancy and childhood. The *second language*, symbolized as L2, is any language learned after the first, naturally or formally. In school settings, it is often used to designate any language studied formally which is not the official language, or languages, spoken in the society. The term *foreign language* is often used as a synonym

for this kind of L2 learning. In the case of *heritage language* programs, the language taught in elementary school is either the child's home or *ancestral* language (= L1), or simply an L2. In the latter case, a child whose ethnic and cultural heritage is different from that of the language being taught would be studying the HL as a *second language* at school. Clearly, one cannot blame the general public for feeling confused and mistrustful of such semantics. The research highlighted in this paper has focused on the effects of incorporating an L1 at school that is not the primary language of instruction of the school.

The term *bilingualism*, when applied to ethnically-diverse learners, is a vitally important one. Technically, it means the ability to speak two languages. Most adult learners would consider the development of bilingualism to be an asset to their overall personality. Bilingualism in this case is seen to "enrich" the individual. But, in the case of children who speak an L1 at home that is different from the school language, the need to enter into some kind of bilingual education program is hardly for "enrichment." As argued above, the only educationally-meaningful way to help the immigrant child learn the school language efficiently and to succeed in school from the outset would seem to be through some form utilization of the child's L1 within the school system.

When viewed educationally, the term *Heritage Language*, therefore, is clearly a neutral one. But problems of perception vis-à-vis HL education continue to emerge probably because this term is not culturally neutral. This might well explain the persistence of opposition to HL programs in school, albeit to a constantly diminishing degree. The problem can probably be located in the word *heritage* itself, since its connotations go far beyond a simple reference to the study of a language at school, extending into the area of cultural perception. In other words, it can be suggested that the term connotes an array of cultural images that have little to do with learning a language.

Most adult learners would consider the development of bilingualism to be an asset to their overall personality.

To investigate this possibility, I set up a research team at the University of Toronto in 1988. The team surveyed 200 parents living in southern Ontario who had children enrolled in elementary school (Danesi 1990b). The results reveal that the term *heritage* is a troublesome one indeed. Two questionnaires (A and B) were used in the survey. Both asked the parents to answer *yes* or *no* to the same question, with the difference being that in half the questionnaires (= A) the term *heritage language* was used at a specific point, while in the other half (= B) the term *language arts* was used instead:

Questionnaire A

If the school in which your child is enrolled offered a heritage language *program, in which a language other than the one(s) you speak at home was taught, would you allow your child to take it?*

Questionnaire B

If the school in which your child is enrolled offered a language arts *program, in which a language other than the one(s) you speak at home was taught, would you allow your child to take it?*

These two questions obviously have the same "semantic content." Thus, any difference in response pattern between A and B that emerges can only be explained as a difference in perception between the terms *heritage language* vs. *language arts*. The parents were given the questionnaires at regularly scheduled parent-teacher meetings in various elementary schools throughout southern Ontario. Only those who agreed to fill-out a questionnaire anonymously were given one. The completed questionnaires were then returned to the field-worker in a sealed envelope. One hundred copies of A and one hundred of B were collected in this way. As it turned out, all 100 parents answered *yes* to B: i.e. every parent found the idea of a *language arts* program an attractive educational proposal, no matter what language their child was to be taught. But only 7 parents answered *yes* to A: i.e. 93% were opposed to the idea of their child studying a *heritage language* at school. One can easily see from these results that the term *heritage language* is indeed a problematic one. This might explain why there continues to be a discrepancy between the research findings and a significant portion of popular opinion with regard to HL education.

Concluding Remarks

My claim in this essay has been that, on the basis of the research evidence that has been amassed on programs such the HL and FP ones, the main byproduct of mother-tongue study in school for the minority-language child would appear to be an enhanced capacity for gaining dominant-language literacy. And since it is the primary goal of the school system in a multicultural society to impart dominant-language literacy as quickly and as efficiently as possible to immigrant children, it comes really as no surprise to find a steady increment both in the interest in, and adoption of, bilingual forms of education in such societies. The general implication that can be drawn from the Canadian and Belgian experiences is that schools anywhere can probably achieve the same results by ensuring that immigrant children be provided with some type of bilingual training in school. The frames adopted in this essay to interpret the positive research findings that have emerged from the Canadian and Belgian experiences are intended simply as convenient ways of viewing and referring to these findings. When applied as interpretive templates to the collected data they appear to apportion sizable chunks of the data to plausible explanatory domains. Hopefully, they will also help guide future forays into this important educational territory.

It is not only linguistic and cognitive benefits that accrue to bilingually-educated minority children. It goes without saying that these components of the human mind could not operate efficiently without the proper functioning of the affective component of personality. Indeed, in the case of programs such as HL and FP ones, it really is not necessary to look beyond common sense to find an overall explanation for the linguistic and cognitive benefits that such models of education allow children to reap. As Di Giovanni and Danesi (1989: 12) put it:

> Just think what would happen if you were put in a linguistically-diverse society and then required immediately upon arrival to learn everything in that society's school system through the medium of the new and unfamiliar language. Clearly, this would constitute a Herculean task. But this is exactly the situation into which many immigrant children are projected. They are faced with the monumental task of learning arithmetic, geography, reading skills, and so on through the conceptual filter of a language which they have not as yet mastered.

By becoming comfortable with their ethnic and linguistic backgrounds at school, and in being allowed to use their mother tongue functionally for academic tasks, it becomes easier for minority-language children to perceive their school experiences as meaningful and worthwhile. It is the enhanced feeling of emotional security that ensues when the home language is accorded respect and importance within the school environment that, in my view, ultimately permits the child's linguistic and cognitive components to operate effectively and efficiently *in tandem*.

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A Multidimensional Curriculum Model for Heritage or International Language Instruction

Wally Lazaruk

"What should students be expected to learn in a Heritage or International Language program?" This is a question that each community needs to address. Each community must come to a consensus about what knowledge, skills and attitudes should be in the program, and in what order they should be learned.

This article first describes one model for developing a language curriculum (called the multidimensional curriculum model) and then suggests a generic approach to selecting and sequencing learning objectives. This model is one possibility; each community should carefully consider other models as well.

The Canadian multidimensional curriculum model was first proposed by the late Dr. H. H (David) Stern in the mid 1980s. This model formed the basis of the National Core French Study, and then Alberta Education used it to design its new French as a second language program. Alberta's version has four components, called experience/communication, culture, language, and general language education and is based on three levels of learner expectations or outcomes: Beginning, Intermediate and Advanced.

These four components are integrated (not learned in isolation from each other) and are presented on a continuum, in accordance with the individual student's level of skill (Beginning, Intermediate or Advanced). The multidimensional curriculum model recognizes that language learning is a gradual, developmental process. Students' knowledge, skills and attitudes are growing concurrently, at different rates and to different degrees of development.

Experience/ Communication Component

Students can effectively learn a language by interacting with their own environment and using their personal experiences or "fields of experience," which include physical, social, civic, intellectual and leisure dimensions. Students have a better chance of learning to communicate in the new language if they can build the new learning on their previously acquired knowledge, skills and attitudes.

The experience/communication component is basic to the other three components of the program (culture, language and general language education). Following are some examples of what is included in each of the five "experience" dimensions of this component.

Physical:

- nutrition, physical activity, self-protection, personal hygiene

Social:

- the student's social life, including family, school, friends, work, holidays, celebrations, social activities

Civic:

- life in society from the point of view of an individual's privileges and responsibilities, such as the environment, consumerism and government

Intellectual:

- activities of the mind, such as the arts and sciences

Leisure:

- the student's free time activities, such as outdoor living, travel, and clubs and associations.

The communication aspect of this component consists of three processes, comprehension, production and negotiation, each of which is used for different "communicative intents," such as asking for or receiving information, reporting, describing and so on. These terms are defined as follows:

Comprehension

- deriving meaning or significance from an oral or written text

Production

- expressing meaning by creating oral and written texts to suit different participants, topics, purposes and reasons for communication

Negotiation

- the interaction process in which participants in a communication adjust to the needs and intentions of others.

The Culture Component

Students learn about the ideas, behaviours, manifestations, cultural artifacts and symbols shared by different groups of people who speak the language that is being learned. These different groups include people at different times in history and in different environments (for example, Spanish-speaking culture in Spain, Mexico, South America). As applicable, students are encouraged to understand the culture of people who speak the language in the local community and at national and international levels.

The Language Component

Students learn about, and how to use, the language. This includes the sound-symbol system, vocabulary, grammar, and discourse elements that are needed to convey ideas and enhance communication, orally or in writing.

The General Language Education Component

Students develop cognitive, socio-affective and meta-cognitive processes that relate to language learning. Cognitive processes include thinking skills (making associations between words, identifying key words, reasoning deductively and inductively). Socio-affective (attitudinal) processes include risk-taking, asking for clarification, and becoming aware of the thoughts and feelings of others. Meta-cognitive processes include reflection about thoughts and a person's awareness of how he or she thinks and learns (concentrating on a task, planning a learning experience, monitoring one's own learning).

Following is a generic example of how the multidimensional curriculum model can actually be applied to a heritage/international language program. This example outlines a suggested sequence of increasingly challenging learning expectations (knowledge, skills and attitudes).

Beginning Levels

A successful Beginning level learner will be able to:

Experience/Communication
Experience

- draw upon his/her world of experience with: school, people around us, weather, animals, holidays and celebrations, community, clothing, exercise, food, housing, activities, vacations, fine arts, trades and professions, and hygiene and safety, and use these experiences as points of departure for learning the heritage language.

Communication
Listening/Reading Comprehension

- understand the meaning of familiar ideas in short, simple oral and written texts that are strongly supported by context.
- understand oral texts (including basic questions, short descriptions, dialogues and advertisements) that use simple constructions.
- understand written texts (such as menus, schedules, timetables, maps, signs and short descriptions) that contain standardized messages and are being read for instructional and directional purposes.

> *The Canadian multidimensional curriculum model was first proposed by the late Dr. H. H (David) Stern in the mid 1980s. This model formed the basis of the National Core French Study, and then Alberta Education used it to design its new French as a second language program.*

Oral/Written Production

- express a series of simple messages, orally and in writing, containing two or three statements, with some variation, related to simple tasks and basic courtesies.
- ask oral questions and make oral statements about the immediate environment.
- write simple autobiographical information, simple lists, short messages and short descriptions.

Culture

- identify names, places, institutions, announcements, advertisements and other documents that are characteristic of the way of life of the specific linguistic and cultural group.

Language

- understand and use the sound-symbol system, vocabulary and variations in word order appropriate to simple oral or written messages. Linguistic elements will be language specific.

General Language Education

- identify the meaning of key words and phrases in context.
- identify families of words in context.

Intermediate Levels

A successful Intermediate level learner will be able to:

Experience/Communication
Experience

- draw upon his/her world of experience with: health and exercise, clubs and associations, shopping, senses and feelings, close friends, fashion, social life, outdoor activities, advertising, world of work, trips, excursions or student exchanges, money, role of the media, and conservation and the environment.

Communication
Listening/Reading Comprehension

- understand the meaning of main ideas and important details in simple, connected oral or written texts dealing with a variety of familiar topics, in both structured and unstructured situations.
- understand spontaneous, face-to-face conversations, uncomplicated interviews, short and routine telephone conversations, simple announcements and reports through the media, and uncomplicated descriptive and narrative texts.
- understand written texts (such as short information reports, narrations, descriptions, straightforward instructions and public announcements) that are not linguistically complex and have a clear internal structure, such as a chronological sequence.

Oral/Written Production

- express a series of interrelated ideas orally and in writing.
- orally ask and answer questions; initiate, sustain and close a face-to-face conversation; make a short oral presentation or tell a story; participate in short exchanges and, with time to prepare, make longer presentations and participate in more complex exchanges.
- write simple facts and ideas in short messages, postcards, short letters, summaries of biographical information, and descriptive and narrative paragraphs, and take written notes during oral presentations on familiar topics.

Culture

- assemble information about, and identify, similarities and differ-

ences between t he culture of the heritage/international language and other cultures - at the local, national and international levels.

- understand and use, orally and in writing, the heritage/international language's sound-symbol system, vocabulary and linguistic elements appropriate to simple and complex oral or written texts. Linguistic elements will be language specific.

General Language Education

- formulate hypotheses about main ideas and communicative intents.
- develop and use personal reference materials.
- accept that errors are a normal part of learning and correct own errors.
- establish objectives, select strategies, and execute and evaluate a project or other learning task.

Advanced Levels

A successful Advanced level learner will be able to:

Experience/Communication

Experience

- draw upon fields of experience, such as: challenges for my future, health and leisure activities, legends and myths, the sciences - technology, communications, the future of the world, the arts/plays, adolescents and the law, characters and personalities, dealing with government, becoming independent, novels, humour, and social trends and issues.

Communication

Listening/Reading Comprehension

- understand and interpret the meaning of main points and most details in familiar and unfamiliar oral or written communications.
- understand oral texts such as interviews, short lectures, news items, and radio and television reports dealing with familiar topics.
- understand written texts such as simple short stories, news items, bibliographical information, short social and business correspondence, and simple journal and magazine articles written for the general reader.

Oral/Written Production

- express main ideas and details coherently, both orally and in writing.
- initiate, actively participate in and close a variety of spontaneous oral communication activities such as discussions and debates; narrate, describe, and make a coherent oral presentation, using main ideas and supporting details.
- write narratives and descriptions several paragraphs in length on familiar topics; write social and business correspondence; take notes; and write logically connected summaries and short articles.

Culture

- examine and analyze the contributions that a linguistic and cultural community makes to society.
- interpret information, events or behaviour in the contemporary culture of people who speak the langauge that is being learned.

Language

- understand the sound-symbol system and vocabulary appropriate to the field of experience, and determine the coherence appropriate to oral and written texts of varying length and complexity.
- use, orally and in writing, the sound-symbol system related to vocabulary appropriate to the field of experience, employing a variety of linguistic forms. Linguistic forms will be language specific.

General Language Education

- distinguish between facts and opinions/emotions in a communication.
- establish pro and con arguments to assess the validity of a communication.
- use knowledge of text structure to facilitate understanding of an unfamiliar text.
- use authentic documents independently for informational purposes.
- use circumlocution to overcome a lack of vocabulary and sustain a communication.

Of course, a number of students go beyond the three levels described here, and become fully literate in heritage or international language. These levels of achievement are usually attained in bilingual or immersion programs or through extensive lived experience or study in a community where the language being learned is the primary means of communication.

The multidimensional curriculum model is now being introduced to Alberta schools through the implementation of the new provincial French as a second language program. This model promises to be extremely successful, despite the various challenges to be met, such as ensuring that teachers have suitable proficiency levels in the language they are assigned to teach.

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Heritage Language Curricular Documents and Contact Persons at the Provincial Level

Wally Lazaruk

The following list identifies heritage/international language documents available from, or being developed by the different provincial ministries of education across the country (except the two territories and Québec). The first section lists, by province, documents relating to languages other than French or English, but not including Aboriginal languages. The second section provides the names, addresses and phone numbers of the contact people for each province. This list is the result of a survey conducted by Alberta Education in the Spring 1993.

Heritage languages are languages other than French and English offered either as a school subject or as language of instruction for up to 50% of the school day. International languages are also designated under this category. Aboriginal languages - languages spoken by Native (Aboriginal) people - are not included in this definition.

Heritage/International Language Documents

British Columbia

General

- *School-Based Development Plan for Heritage Languages*

Chinese

- *Mandarin as a Second Language, Curriculum Guides for Intermediate to Grade 11*

German

- *German Curriculum and Assessment Guide: Intermediate Years 6 and 7, Graduations Years 1 and 2*
- *Beginners German: Graduation Year 1* (1991 reprint)

Japanese

- *Curriculum Guide, Intermediate Program* (First Four Years) (1992 reprint)
- *Curriculum Guide, Grades 9, 10, Beginning 11* (1989 reprint)
- *Curriculum Guide, Grades 11 and 12* (1992 reprint)

Spanish

- *Secondary Spanish: Curriculum Guide, Grades 8-12* (1985)

Alberta

Bilingual Education - General

- *Guidelines for ECS bilingual (Partial Immersion) Programs*
- *Framework for a Locally Developed Language Arts Curriculum (ECS - Grade 12) for a Language other than English or French*

General

- *Language Education Policy for Alberta (ECS-12)* (1988)
- *Locally Developed Language and Culture Programs: Guidelines for Development* (in preparation)

German

- *German Three-Year Program: Curriculum Guide* (1984)
- *German Two-Year Program for Junior High Schools: Curriculum Guide* (1987)
- *German Round the Corner* (1988)
- *German Supplementary Learning Resources* (1978)
- "Ich hab'es getragen sieben Jahr..." *Balladen im Unterricht für Deutsch als Fremdsprache* (1989)

Italian

- *Italian Three-Year Program: Curriculum Guide* (1985)

Japanese

- *Japanese Language and Culture Program* (Validation edition, 1993)
- *Japanese as a Second Language: A Preliminary Bibliography of Learning Resources* (1993)

Latin

- *Latin Three-Year Program: Curriculum Guide* (1985)

Spanish

- *Spanish Three-Year Program: Curriculum Guide* (1982)
- *Spanish as a Second Language: Learning Resources* (1984)

Ukrainian as a Second Language

- *Ukrainian Three-Year Program: Curriculum Guide* (1983)
- *Ukrainian Six-Year Program: Curriculum Guide* (1981)
- *Ukrainian as a Second Language Teaching Units:*
- *A na vesni* (Grade 12) (1987)
- *Chas* (Grade 9) (1982)
- *De? Zvidky? Kudy?* (Grade 10) (1986)
- *Kramnytsia* (Grade 8) (1982)'
- *Shkola* (Grade 7) (1982)
- *U restorani* (Grade 11) (1987)
- *Ukrainian as a Second Language: Supplementary Learning Resources Manual* (1987)

Ukrainian Bilingual Program

- *Program of Studies. Ukrainian Language Arts (Early Childhood Services - Grade 12)*
- *Implementing Ukrainian Language Arts (ECS-Grade 12). Teacher Manual*
- *Elements of the Ukrainian Language: A Teacher Resource Manual to Accompany Ukrainian Language Arts Program of Studies (ECS-Grade 12)*
- *Nova 1 Ukrainian Language Development Series:*
  Teacher's Guide
  Dialogues and Echo-Acting Routines
  Action Song Book and Cassettes
  Teacher's Unit Preparation Book
  Rebus Readings
  Gameboards
  My Read and Colour Books 1-13
- *Nova 2 Ukrainian Language Development Series:*
  Dialogues
  Echo-Acting Routines
  Song Book and Cassettes
  Poetry and Rebus Readings
  Language and Concept Development Stories (Books 1-7)
- *Sarcee Reserve: An Indian Community* (in Ukrainian)
- *Integrating Cultural Concepts into Second Language Instruction* (1987)

Saskatchewan

General

- *Multicultural Education Policy* (Draft)
- *Heritage Languages Policy* (Draft)
- *Heritage Language Programs - Ukrainian, German, Japanese, Spanish, Polish*

Ukrainian as a Second Language

- *Core Ukrainian K-12*

Ukrainian General Program

- *Language Immersion Camp Program for Ukrainian: The Summer Language Camp Handbook*

Manitoba

General

- *Policy for Heritage Language Instruction* (May 1993)
- *Funding Policy for Language Programs* (May 1993)

Chinese

- *Chinese: Mandarin Core Curriculum, Grades 1-12* (Draft)

German

- *German: Bilingual Core Curriculum K-12*

Filipino

- *Filipino: Core Curriculum, Grades 1-12*

Hebrew

- *Hebrew: Bilingual Curriculum - Grades 1-6*

Italian

- *Italian as a Second Language: Core Grades 1-12*

Japanese

- *Japanese as a Second Language Curriculum.* (Draft-piloting Kimono and Alfonso Series)

Portuguese

- *Portuguese: Core Curriculum, Grades 1-12*

Spanish

- *Spanish for Non-Spanish Speakers: Curriculum, Grades 7-12* (Draft)

Ukrainian

- *Ukrainian as a Second Language: Bilingual and Core Curriculum*

Ontario

General

- *Heritage Languages: Kindergarten to Grade 8* (Policy for programs)
- *Heritage Languages Resource Guide: Kindergarten to Grade 8* (1991)
- *International Languages Curriculum Guideline: Intermediate and Senior Divisions. Part A: Policy and Program Considerations* (1990)
- *International Languages Curriculum Guideline: Intermediate and Senior Divisions. Part B: Program Development* (1990)

Contact Person(s)

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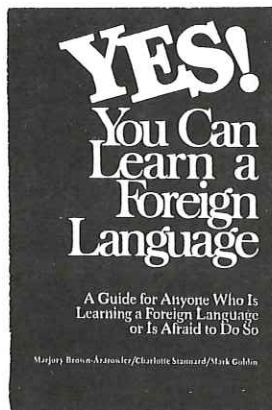
Editor's Note: The two provincial contact persons for the Ministère de l'Éducation, Québec are Mme Marie-France Benes and Françoise Binamé. Resource documents and guidelines for Québec will appear in the next issue of *Mosaic.*

Book Review



Brown-Azarowicz, Marjory, Charlotte Stannard and Mark Goddin. *Yes! You Can Learn a Foreign Language. A Guide for Anyone Who Is Learning a Foreign Language or Is Afraid to Do So.* Lincolnwood: Passport Books, 1987.

The authors provide a practical guide for successful second-language learning for the secondary and post-secondary learner, with emphasis on the adult learner working full-time but the suggestions are equally applicable to students at the elementary school level. The book also provides a gentle reminder to instructors about the second-language learning process from the learners' perspective.

The first section focuses on goals, proficiency, commitment, attitudes versus aptitude, and finding the right second-language. Useful suggestions (e.g., time management outline, tips for thinking in the second language, and regulating study time) are included for efficiently incorporating learning into daily life. The aim is to make the second-language learning experience both personal and relevant. Strategies for effective memorization are discussed which combine memory goals, time management plans and a variety of memorization techniques.

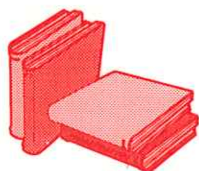
The second section explains the development of second-language skills, listening, speaking, reading, and writing, and helps learners identify primary concerns about these skills without a sense of guilt or defeat for the content which is not understood.

The final section considers the role of the instructor, test-taking skills, and the value of certain technological aids to enhance second language skill development. Sound ideas are given to help learners connect these variables to maximize their learning experience.

The last chapter discusses continued learning particularly when the novelty has worn off or learners' goals have changed. Appendices round out this guide addressing counsellors and instructors and an annotated bibliography of recommended reading benefits to both learner and instructor.

The authors translate research results into sound, practical, step-by-step advice for learners. It demystifies the second-language learning process by explaining the areas traditionally viewed as difficult and, offers strategies and techniques to guide learners through these with success. It is a useful guide for all second-language learners as well as for their instructors.

Ellen Smoor is a French instructor at Ryerson Polytechnical University and Associate Editor of *Mosaic.*



Games for Language Teaching: An Annotated Bibliography

Alice Weinrib

The following bibliography is not meant to be an exhaustive list on the topic. The books identified here have proven to be very successful and useful to classroom teachers. Other books will be identified in future bibliographies.

Danesi, Marcel. *Puzzles and Games in Language Teaching*. Lincolnwood, Ill.: National Textbook Company, 1987. 56 pages. $19.95

Marcel Danesi presents a detailed discussion of the effectiveness of puzzles and games as language-learning tools. By means of illustrations, examples and explanations, the author describes puzzles and games to meet various instructional objectives. Instructions on how to construct puzzles and games and how to use them as aids in language teaching are included.

Dorry, Gertrude Nye. *Games for Second Language Learning*. New York: McGraw-Hill, 1966. 56 pages. $19.95.

A collection of language-practice games for the elementary classroom, most of which can be played with the entire class participating at one time. They have been grouped according to the aspect of language that they emphasize (e.g. numbers, spelling, vocabulary, structure practice, pronunciation). Level (beginner, intermediate or advanced) is specified for each game.

Mollica, Anthony. *Crossword Puzzles for Beginners*. Welland, Ontario: Éditions Soleil Publishing Inc., 1988. 84 pages. $19.95.

The crossword puzzles in this book are organized thematically: school, sports, activities, clothing, transportation, farm, zoo, kitchen, fruits, vegetables. Twenty words have been selected to represent each theme. The puzzles and accompanying illustrations are presented on 80 detachable line masters for reproduction. They have been prepared at four levels of difficulty for each theme. The crossword puzzles are available in different languages.

Retter, Colin and Neus Valls. *Bonanza. 77 English Language Games for Young Learners*. Harlow, Essex, G.B.: Longman, 1984. 62 pages. 108 cards. $23.50.

Bonanza is a collection of language games and picture cards for children of about 7-12. A short section is included for younger children. A number of the games can also be played with older learners or adults, e.g., bingo, busy weekend, hangman, poker-fact, etc. The main aim of the games is to guide and encourage communication in English, and reinforce coverage of teaching items.

Rinvolucri, Mario. *Grammar Games. Cognitive, Affective and Drama Activities for EFL Students*. Cambridge: Cambridge University Press, 1984. 138 pages. $19.75.

This is a resource book for teachers, with material for a variety of games which can be played in the English as a second language classroom. Each game focusses on one or more points of English grammar, e.g. interrogative, present perfect, word order, prefixes and suffixes. Games require simple materials to be supplied by the teacher or the copying of pages of this book. For each of the 56 games, level, materials needed, grammar points practised and time required are specified. Games are organized by type, e.g. collaborative sentence-making games, competitive games, awareness activities and grammar through drama.

Schultz, Matthew and Alan Fisher. *Games For All Reasons. Interacting in the Language Classroom*. Reading, Mass.: Addison-Wesley Pub. Co., 1988, 104 pages. $20.18.

This resource book consists of over fifty games for interacting in the language classroom. Variations are provided so that the games can be adapted to various skill levels. They have been used at the junior high, high school and university levels. The games are presented under the following categories: structure, vocabulary, pronunciation, numbers, listening, role plays and debates. Suggested levels of proficiency are given for each.

Ur, Penny and Andrew Wright. *Five-Minute Activities. A Resource Book of Short Activities*. Cambridge, G.B.: Cambridge University Press, 1992. 105 pages. $19.95.

This is a resource book of over 130 short activities for the language classroom, which require a minimum of preparation before the lesson. They are suitable for a variety of levels from elementary to advanced. Some are well-tried favourites, other are new ideas or variations. They are intended to help learners practise particular aspects of language, introduce or round off a lesson, and help students and teacher to get to know each other.

Addresses

Addison-Wesley, 26 Prince Arthur Place, P. O. Box 580, Don Mills, Ontario M3C 2T8. Tel. [416] 443-0948.

Copp Clark Pitman, 2775 Matheson Blvd. East, Mississauga, Ontario L4W 4P4. Tel. [905]238-6074. Fax [905] 238-6075.

éditions SOLEIL publishing inc., P. O. Box 847, 32 Cross St., Welland, Ontario L3B 5Y5. Tel./Fax [905] 788-2674.

Longman. *See* Copp Clark Pitman

McGraw-Hill Ryerson, 300 Water Street, Whitby, Ontario L1N 9B6. Tel. [905] 430-5020. Fax [905] 428-2222.

National Textbook Company. *See* Copp Clark Pitman.

Pippin Publishing, 380 Esna Park D. Markham, Ontario L3R 1H5. Tel. [905] 513-6966. Fax: [905] 513-6967.

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Teaching Culture in a North American Context: Halloween

Anthony Mollica

Halloween has become essentially a North American celebration. We are very well aware of the fact that Halloween is not celebrated in many of the countries whose target language is being learned in Heritage Language or other second-language classes. We have discovered, however, that children learning the target language in Canada want to speak in that language about the custom.

Students attending English-speaking classes celebrate Halloween in the classroom by being involved in a number of practical hands-on activities and by "trick or treating" in the evening every October 31. It seems, therefore, pedagogically sound to draw from this highly motivational source with which most children are familiar.

To assist teachers and instructors of various languages who may not be familiar with Halloween, *Mosaic* is providing the necessary background information contained in the following paragraphs. This material may be translated or adapted in the various target languages and presented to students either orally or in written form. It is understood that the translation or adaptation of these paragraphs will not be used commercially and that credit will be given to *Mosaic*. (e.g. "Halloween" adapted/translated from *Mosaic* Vol. 1, 1(Fall 1993). Teachers wishing to share their work may submit it directly to the Editor for possible publication in the future.

Halloween

Halloween, celebrated every year on the 31st of October, is a custom which dates back more than 2000 years. The current name, which originates from the English expression *All Hallows' eve*, was not coined until much later on. In North America, Irish immigrants introduced several rituals characteristic of this holiday.

Originally, Halloween was celebrated by the Celts who were then living in Great Britain and in northern France. Traditionally, on October 31st which marked the eve of the Celtic new year, the Celts remembered Samhain, the master of Death. They believed that Samhain allowed the dead to return to earth during the ceremony; hence, the notion of ghosts on Halloween.

Marked by superstitions, Halloween has been associated with numerous mysterious rituals. In an attempt to see into the future, the evening was spent practising witchcraft around fires which were destined to scare away evil spirits. In modern times, traces of these beliefs are still noted by the presence of witches.

Pumpkins which are hollowed out, carved and lit are another reminder of this distant era. In fact, an Irish legend relates how Jack, a miser, could not go to Heaven and was even refused entry to Hell because he played tricks on the devil. As a result, Jack was condemned to roam the earth day and night with his lantern. Thus originated the expression *Jack-o'-lantern*.

The custom of going from house to house in search of candy dates back to the beginning of the Christian era. Originally, Irish peasants, in the name of Saint Columba, would call on the neighbouring houses, reminding others to bring pork and lamb meat to the evening's celebrations. Later, the poor began to beg from house to house. Nowadays, children enjoy "trick or treating" their neighbours, asking for candies.

More recently, following UNICEF's initiative, a new custom has been adopted whereby Canadian children collect money for children of under-developed countries. This has proven to be a wonderful way to help those who are less privileged than ourselves.

Over the years, accidents have unfortunately become a part of Halloween. Security projects have been launched so that certain dangers would be eliminated in the large cities. For example, children are advised to wear white or light-coloured costumes so that drivers are better able to see them at night. In addition, children are urged to wear make-up on their faces instead of wearing masks which would hinder their vision. Younger children should be accompanied by an adult and should eat only candy which is wrapped in sealed paper.

Pedagogical Suggestions

The following are some suggested activities for Halloween. They are not presented in any order or difficulty. Teachers will know the linguistic background of the students and will select only those activities appropriate to the age and linguistic level of the class. The suggestions are by no means exhaustive; the teacher will undoubtedly think of others!

Follow-up Activities
Teacher-initiated Activities:

1. Identify and explain any difficult vocabulary found in the text. Use synonyms, antonyms, cognates, definitions and illustrations to do so.
2. Ask comprehension questions based on the text. Use the following key words (known in English as the five "W"s):

- *Who...?*
- *What...?*
- *Where...?*
- *When...?*
- *Why...?*

Student-initiated Activities:

1. You have been asked to prepare a poster on "Safety on Halloween." Prepare a list of suggestions you will give to children going out "trick or treating" on Halloween. (This will be a good review of the imperative.) For example:

- Wear light coloured clothes.

- Paint your face instead of wearing a mask. (Masks often block your vision.)
- Have an adult accompany you when "trick or treating."
- Examine apples, pears and other fruit very carefully before eating it.
- Eat only wrapped candies.
- etc.

Illustrate the poster.

2. Ask one of your classmates to play the role of the witch. Imagine you are a reporter. Interview the "witch" and obtain from her as much information as possible on the origin of Halloween. (For an effective interview, the "witch" will have to be familiar with the historical information about Halloween provided in the above paragraphs.)
3. Interview Jack-o'-lantern. Try to find out what trick he played on the devil. Make the interview as humourous as possible.
4. You have been given a pumpkin. Draw the pumpkin on a sheet of paper. Then draw on the pumpkin a face which is happy, sad, angry or scary. Colour it accordingly.
5. Tell your classmates or write about the first time you went out "trick or treating" in your neighbourhood.
6. Write an imaginary story entitled, "The Haunted House." Tape the story and use spooky sounds to obtain the desired effect.
7. Some people are superstitious. What superstitions exist in your target culture? List them. What superstitions exist here in Canada? The following are some examples:
   - Walking under a ladder.
   - Black cat crossing the street.
   - Breaking a mirror.
   - Spilling salt.
   - Friday, the 13th.
   - Giving knives as gifts (if you do, you generally give a penny for good luck with the gift)

   Some superstitions, symbols of good luck:
   - Breaking china.
   - Rabbit foot.
   - Horseshoe.
   - Four-leaf clover.
8. Draw a mask you would like to wear at a Halloween party.
9. Prepare a bulletin board on "Halloween."
10. Prepare a pumpkin pie from a recipe you find in a book.
11. Have you ever read a ghost story? Have you ever heard one? Tell your classmates about it.
12. The suffix *phobia* comes from the Greek word *phobos* meaning *fear.* Find the equivalent suffix in your language and explain the fear. Here are some irrational fears some people have:
    - agoraphobia = fear of public or open spaces.
    - claustrophobia = a morbid fear of being in confined spaces.
    - arachnaphobia = fear of spiders.
    - xenophobia = fear or dislike of strangers or foreigners.

    What other fears do you know? List them.
14. Do a research project and find out more about the Celts.
15. Have you ever played a trick on someone? Tell your classmates about it. If you have never played a trick on anyone, tell about a trick someone played on the TV program, *TV Bloopers and Practical Jokes.*
16. Imagine someone has sent you one of the photographs which appears on this page. Select one of them and describe it to your classmates.

Photo: Wanda Goodwin, *Canada Wide*

Photo: Wanda Goodwin, *Canada Wide*

The Editor cordially invites our readers to submit articles and/or teaching tips, notices about forthcoming conferences and any other items of interest for consideration in future publications of Mosaic. Please address all correspondence to:

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Mosaic

Teaching Tips

The Editor cordially invites our readers to submit successful and helpful teaching tips to be published in forthcoming issues of *Mosaic*. Examples in languages other than English are acceptable but for the moment only languages using the Roman alphabet will be accepted. We hope to expand this feature to other languages in the near future. Please send your teaching tips to: Professor Anthony Mollica, Editor, *Mosaic*, P. O. Box 847, Welland, Ontario L3B 5Y5 or fax them to [905] 788-2674. Be sure to include your name, the name of the school and city, as well as your home address and telephone and/or fax number.

Songs in the Classroom

The following are some advantages in introducing songs in the language classroom:

- Deep memory training; songs are remembered even in old age.
- Tactile learning; terrific memory expansion.
- Singing and drama allow children to be active.
- Good control of hyperactivity; better discipline in the classroom.
- Heritage value; songs are an important part of the language tradition.
- Expanding vocabulary and listening comprehension of the text by group discussion .
- Interesting starters for other activities.
- Songs are good "fillers" in case of change of program or at the end of the lesson.
- If the text of songs is distributed, children canbe asked to search for specific words, letter characters, and can illustrate or copy them.

Grazyna Farmus
St. Augustine, Toronto

Positive Classroom Environment

- Establish a caring climate and environment.
- Explain structure of course.
- Explain evaluation system.
- Listen for feedback.
- Help students feel part of a group.
- Identify important dates.
- Learn correct names.
- Stress group work; use different leaders and reporters.
- Set a peer teaching/buddy system.
- Stress alternate evaluation systems.
- Incorporate a break within the classroom time.
- Speak individually to students.
- Survey the students' needs or reasons for taking the course.
- Encourage students to ask questions.
- Provide the structure and content in an atmosphere that allows the students to feel success.
- Be creative; encourage thinking skills.
- Do not assign excessive homework.

Armando Cristinziano
North York Board of Education
North York, Ontario

Classroom Management

1. In order to facilitate the first few minutes of your class you may want to try this. Clap a rhythm. Have the students repeat. Vary the rhyme. Students continue to repeat . Utilize 5-6 various rhythmic pattern. This helps students focus on you, keeps them from handling and playing with pencils, etc. and of course they do not speak if they are listening to the new rhythms! Now you're ready to start!
2. When time is limited, you may want to prepare some of your teaching material on chart paper. This allows you to observe whether your students are on task and also whether someone needs help. In addition, if there is no blackboard space available, you won't be stuck: just tape the chart paper on the wall. If you have access to an overhead projector, an overhead transparency may replace the chart paper.
3. Utilize class helpers when possible to carry out class chores; i.e. hand out workbooks, erase boards, collect homework.

Halyna McEvoy
Josyf Cardinal Slipyj School
Etobicoke, Ontario

Lesson Presentation

1. Have a basket or a decorative gift bag to hold flashcards related to your current theme. Have students choose one and read it silently. You will then ask for a certain word. Students must be able to recognize and identify the word , then read it.
2. Start a picture file. This will help enormously when trying to describe difficult words. Begin from the most general and work towards the specific. For example:

Fall
- Thanksgiving
- Halloween
- leaves
- birds migration
- seasons, colours

Winter
- winter clothing
- ice, snow, weather
- animal tracks
- Christmas
- winter sports

Spring
- flowers
- insects
- Easter

Halyna McEvoy
Josyf Cardinal Slipyj School
Etobicoke, Ontario

In the News

Calendar of Events

Heritage Language Advisory Work Group

In November 1992, Minister of Education Tony Silipo appointed a Heritage Language Advisory Work Group. The mandate of the Committee was:

- to take inventory of curriculum materials available for the program; to identify the gaps that may exist in the materials, both generic and language specific; and to identify strategies to address the needs; and
- to identify the needs for teacher/instructor preparation and in-service for language specific programs; and to develop province-wide strategies to address these needs.

Since November 1992, the Heritage Language Advisory Work Group has met on several occasions and has produced a report which will be submitted to the Honourable Dave Cooke, Minister of Education and Training.

The members of the Heritage Language Advisory Work Group consisted of the following:

- Jim Cummins, *Ontario Institute for Studies in Education*
- Anthony Mollica, *Faculty of Education, Brock University*
- Manuela Marujo, *Department of Spanish and Portuguese, University of Toronto*
- Mohammed Moustakim, *Le Conseil des écoles de la communauté urbaine de Toronto*
- Dasharathial Shah, *Gujerati Heritage Language Committee*
- Giovanni Tullo, *York Board of Education, City of York*
- Tanya Onyschuck, *Ukrainian Teacher Association*
- Sprague Plato, *Ottawa Board of Education*

Co-Chairs for the Group were:

- Norm Forma, *Metro Separate School Board*
- Tam Gossen, *Toronto Board of Education.*

Royal Commission on Learning

The Royal Commission on Learning was established in May 1993 by Education and Training Minister Dave Cooke with a mandate to consult widely and recommend changes to legislation, structures and procedures to improve the education systems in Ontario.

Individuals and groups interested in making a submission should contact the Commission to schedule a presentation and to receive specific details on times and locations for public hearings. In order to hear as many views as possible, the Commission is asking individuals to limit their remarks to five minutes, to be followed by a brief discussion. Written or taped submissions are always welcome.

Co-Chairs of the Commission are Monique Bégin, Dean of Health Sciences at the University of Ottawa and Gerry Caplan, former policy advisor and political commentator.

Members include: Manisha Bharti, a senior secondary school student at St. Lawrence High School in Cornwall, Dennis Murphy, a priest-educator from North Bay and Avis Glaze, a superintendent with the North York Board of Education. Special advisor to the Commission is Roberta Bondar, Canada's first woman astronaut.

For further information: Tel. [416] 325-2702, Fax [416] 325-2956, Toll free [800]-565-0861.

The Editor cordially invites all provincial and national associations to announce their meetings and conferences in *Mosaic's* Calendar of Events. Notices should include the date, name and location of the conference as well as the name and address of the contact person for further information. Any additional information, such as theme, name and topic of the keynote speaker(s), is welcome. Please send announcements to

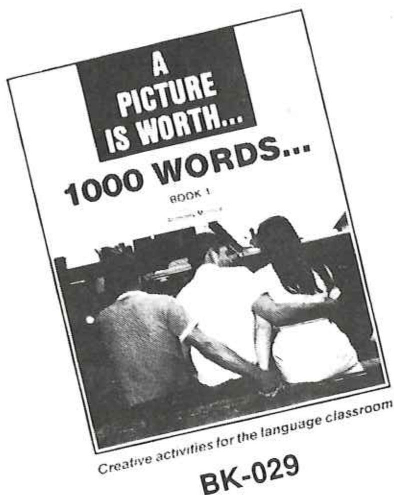
Professor Anthony Mollica,
Editor, *Mosaic,*
P.O. Box 847
Welland, Ontario
L3B 5Y5.

Thursday, October 28-
Friday, October 29, 1993

Seventeenth Annual Heritage Languages Symposium. *Sponsored by:* Centro Canadese Scuola e Cultura Italiana in cooperatioon with City of York Bd. of Ed., Dufferin-Peel Separate School Bd., East York Bd. of Ed., Etobicoke Bd. of Ed., Hamilton-Wentworth Separate School Bd., Metropolitan Separate School Bd., North York Bd. of Ed., Scarborough Bd. of Ed., Toronto Bd. of Ed., University Language Teaching Resource Unit, York Region Separate School Bd. *Location:* Holiday Inn Downtown, 89 Chestnut Street, Toronto. *Theme:* Language Education in the Daily Life of Students. *Keynote speaker:* Anthony Mollica, "Future Perspectives in the Teaching of Heritage Languages." *For further information:* Supervisor of Heritage Languages of the Board of Education identified above or Centro Canadese Scuola e Cultura Italiana, Tel. [416] 789-4970, Fax [416] 789-4249.

October 30, 1993

Ontario Modern Language Teachers' Association. *Conference:* Synergy '93. Location: Holiday Inn, Downtown, 89 Chestnut Street, Toronto. *Theme:* "International Languages for the 21st Century." *Keynote speaker:* Raymond Chodzinski. *Fees:* OMLTA member $75.00. Non-member $90.00. *For further information:* Gordon Berg [416] 396-7527. Jean Lebans [416] 395-4920.



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If you are looking for ways to stimulate conversation among your students, we have some advice – buy this book. No, we aren't on the publisher's payroll; neither are we in cahoots with the authors. We just recognize useful teaching material when we see it! [...] Whether you are a tutor or teacher, new or experienced, have beginning or advanced students, you'll find plenty of uses for these photos.

Anna Silliman
Editor, *Hands-on English*

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