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Professional Development Via the Internet: A Proposal

Roger Tremblay

Surfing the Internet has become a passion for millions of people all over the world. This short article provides a description of some aspects of the Net that might be used in the professional development of language teachers.

Introduction

These are exciting times. Every day, we learn more and more about the nature of language and how it is acquired. But the excitement belies the fear that these findings will not easily translate into new classroom behaviours. Using the metaphor of the storm at sea, some claim that although the ships are rocked by the howling winds and the angry seas, the fish deep in the ocean, oblivious to the activity on the surface, remain unaffected. If classroom behaviours are to change, practising teachers need considerable guidance and support.

In the past, guidance has taken a variety of forms. Universities have developed new courses and programs to meet teacher needs; ministries have developed networks of “experts” to offer non-credit training sessions; school boards have financed the production of in-service training packages and have organized workshops.

Although well-intentioned, these initiatives have only rarely led to the desired changes in the classroom. They have been successful in cases where they have gone beyond the mere dissemination of information. One successful initiative, for example, involved the implementa-

tion of a commercially-produced professional development plan comprised of nine modules¹. Each module contained activities to help teachers experiment with new teaching strategies in their classrooms and refine their skills through reflection. Local consultants structured school-based projects with groups of volunteers, offered financial and moral support and facilitated exchanges between participants². Classroom experimentation followed by reflection and sharing of experiences seems to have a powerful impact on a teacher's ability to implement change.

Despite these efforts, the impact on second-language teaching in Canada can only be described as modest. Thousands of teachers still have not been reached, and most of those who have been are no longer actively involved in their own professional development. The future looks bleak. Budget cuts are now a regular feature of the educational scene. What's worse, the number of second-language consultants is decreasing at an alarming rate. It is becoming increasingly difficult to go beyond what has already been done.

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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

FORTHCOMING CONFERENCES

October 4-5, 1996

Southern Alberta Heritage Language Association in conjunction with the Modern Language Council. Chateau Airport, Calgary, Alberta. *Theme: "Think Globally, Share Locally."* *Contact:* Michael Gretton, Administrative Co-ordinator, SAHLA, #303, 229 - 11 Avenue., S.E., Calgary, AB T2G 0Y1. Tel. [403] 233-7998, Fax: [403] 232-8760.

October 4-6, 1996

New York State Association of Foreign Language Teachers. Kiamesha Lake, NY. *Contact:* Robert Ludwig, Administrative Assistant, NYSAFLT, 1102 Ardsley Road, Schenectady, NY 12308.

October 11-12, 1996

Kansas Foreign Language Association. Holiday Inn, Hays, KS. *Contact:* Carol Swinney, 215 West 11th, Hugoton, KS 67951. Tel. [316] 544-2372.

November 21-23, 1996

Teachers of English as a Second Language (TESL) Association of Ontario. Colony Hotel, 89 Chestnut St., Toronto, Ontario. *Contact:* Karen Crawford, TESL '96, Conference Chair, 6549 Durham Road 30, R.R. #3, Stouffville, Ontario L4A 7X4. Tel.: [905] 473-1477. Fax: [905] 473-2289.

November 22-24

American Council on the Teaching of Foreign Languages (ACTFL). Philadelphia, PA. *Contact:* ACTFL, 6 Executive Plaza, Yonkers, NY 10701-6801. Tel. [914] 963-8830, Fax: [914] 963-1275.

November 22-24

American Association of Teachers of Italian (AATI). Philadelphia, PA (in conjunction with ACTFL.) See above. *Contact:* Christopher Kleinhenz, Department of French and Italian, University of Wisconsin, 1220 Linden Drive, Madison, WI 53706. Fax: [608]257-6731 or Anthony Mollica, Tel./Fax: [905] 788-2674. E-mail: tmollica@dewey.ed.brocku.ca

November 24-26, 1996

The Foreign Language Association of North Carolina, Greensboro, NC. *Contact:* Mary Lynn Redmond, 6 Sun Oak Court, Greensboro, NC. 27410. Fax: [910] 759-4591. E-mail: redmond@wfu.edu

March 6-8, 1997

Southern Conference on Language Teaching and the South Carolina Foreign Language Teachers' Association. Myrtle Beach, SC. *Contact:* Lee Bradley, SCOLT, Executive Director, Valdosta State University, Valdosta, GA 31698. Tel. [912] 333-7358. Fax: [912] 333-7389. E-mail: lbradley@grits.valdosta.peachnet.edu

Professional Development

continued from page 1

New ways need to be devised to reach teachers and to provide guidance and support for self-directed professional development initiatives. The Internet, with its ease of use and its general accessibility, could no doubt contribute to that goal. That is, in part, what we will attempt to illustrate here. We will provide a description of the Internet and identify certain sites of interest to language teachers.

Uses of the Internet

The Internet is a constantly evolving entity; any attempt to provide a comprehensive overview of its contents can only be characterized as naive and somewhat foolhardy. This is clearly not our intention here. Our goal is merely to call attention to certain aspects of the Net which could, if integrated, provide a basis for facilitating professional development.

Teachers can use the Net for their own professional development in three important ways. They can...

- participate in structured professional development activities;
- collect information about different aspects of teaching and learning and about the nature of the target language and culture;
- establish supportive relationships with colleagues.

These can be summarized in the following words:

- cyberschool,
- cybereferences and
- cyberpals.

We shall now examine each one separately.

CYBERSCHOOL

Non-Internet-based courses

An incalculable and ever-increasing number of institutions of higher learning have home pages on the World Wide Web. A typical site provides useful information about the institution, its study programs and current course offerings. Potential students can obtain additional information by contacting staff members whose identities and fields of expertise are listed. Some sites even make

it possible for students to register for courses. Once admitted, these students attend classes in the usual way.

Internet-based courses

An increasing number of institutions, however, are developing Internet-based courses which do not require students to attend regular classes. One Web Site, Caso, lists 700 college courses, profiles of over 30 accredited on-line course providers, and offers dynamic links to more than 2,000 Internet sites.

Courses on the web

<http://www.caso.com>

Such courses offer a number of advantages to both the learner and the institution. Among the advantages to learners are...

- the savings in time and energy associated with travelling to some more or less distant campus;
- the possibility of determining for oneself the length and time of each contact period;
- the ability to work at one's own pace at home or in some other convenient location.

A major advantage for the institution is the ability to provide training on demand to large or small groups of students and even to individuals. Internet-based courses can begin at any time and be offered seven days a week, at any hour of the day or night. They enable the instructor to give each student more individual attention than would be possible in a large class.

Variety of forms

These courses take different forms from the least to the most technologically sophisticated. At the lower end of the spectrum are courses which provide students with a reading list and a breakdown of weekly assignments. Students who need help can contact the instructor via e-mail or by phone ("office hours" are posted on the Internet). The value of such a course for professional development is, to say the least, questionable.

LING 311: Speech Sounds and Writing Systems

<http://engserve.tamu.edu/files/linguistics/ling311>

Fortunately, more technologically-sophisticated courses do exist. A good example is an investment course offered by Dun and Bradstreet Information Services. It is comprised of two components:

- a computer program called DIALOG and
- access to the Internet.

The interested learner can download a free copy of DIALOG and use it to explore a wealth of pertinent sources on the net. As a complement to their individual efforts, students can participate in on-going discussions and communicate with each other and the organization by e-mail.

A research team at the Université de Sherbrooke³ is currently planning a similar course for language teachers. The focus will be on helping teachers develop strategies for using the Internet for self-directed professional development.

DIALOG Customer Training

<http://www.uol.com/dbis/dbinfo.htm>

An exploration of the Internet by Adel El Zaim⁴ of the CRIM (Centre de recherche informatique de Montréal) reveals some of the ways the Internet can be used in training and professional development. It is impossible to present a complete listing of these techniques here. Among the most promising, however, are those involving case studies and simulations. A course produced by the University of Iowa's Radiology Department, for example, invites learners to explore various dimensions of radiology through case studies and patient simulations. One can imagine, for second-language teachers, similar courses focusing on the target language or the learning process.

The Virtual Hospital

<http://vh.indy.radiology.uiowa.edu/Providers/Simulations/PatientSimulations.html>

Soon it will be possible to complete a degree from a recognized university via the Internet. Many institutions are preparing such programs. One of them is TELUQ, la Télé-université du Québec. TELUQ offers a number distance education courses and is currently concentrat-

ing on making greater use of the Internet on its virtual campus. Not surprisingly, one of its first offerings is a course titled "L'autoroute électronique". Given the right conditions, a Canadian university or group of universities might be encouraged to develop a similar program for the professional development of language teachers.

L'autoroute électronique

<http://www.telug/quebec.ca/t ec 1400/tec1400.htm>

CYBERREFERENCES

The Internet as Virtual Library

The Internet is a virtual library of almost epic proportions. Much of what libraries contain can be found there. For example,

- you can consult university calendars and find out who is offering which programs;
- you can read the complete works of Shakespeare and explore different critical interpretations of them;
- you can obtain recipes from around the world;
- you can learn about photography;
- you can even read comic books and magazines and listen to music.

Such documents can usually be found in any good library.

Culinary resource

<http://www.epicurious.com>

Music

<http://www.1800musicnow.mci.com/>

Fiction Page

<http://english-www.hss.cmu.edu/fiction.html>

Shakespeare

<http://www.gh.cs.usyd.edu.au/~matty/Shakespeare/index.html>

It is generally acknowledged that most documents on the Web are in English. What is not recognized is that an increasing number of foreign language documents are being introduced. It is possible to find lots of information on foreign languages and cultures, many of them written

in those languages. To test this assertion, one need only type in the name of a language (ex., Italiano, Deutsch) into any search engine query and get links to various sites in that language. Those interested in reading literature on-line can also consult sites developed and maintained by specialized librarians. "The Digital Librarian", for example, a homepage maintained by Margaret Vail Anderson in upstate New York, offers an eclectic assortment of links to poetry, fiction, drama and non-fiction (philosophy, religion, politics, etc.) in French, Latin, Irish, and Italian, as well as to articles from magazines and newspapers in those languages. Karen E. Bordonaro, a reference librarian at Canisius College in Buffalo, N.Y., has put together an impressive list of German and other language resources on her site.

Digital Librarian

<http://www.servtech.com/publi c/mvail/home.html>

Canisius College

<http://gort.canisius.edu/~bordonar/>

Electronic texts on the net

<http://www.etext.org>

European Comics on the net

<http://grid.let.rug.nl/~erikt/.Comics/welcome.html>

French language comic books

<http://www.interlinx.qc.ca/~parallax>

But the Internet is much more than a library. You can obtain lots of information not generally found in libraries and do many things that cannot be done there. For example,

- you can download upgrades of computer software;
- you can consult government publications;
- you can explore the holdings of different libraries (a local library, a university library, the Library of Congress, the Internet Public Library etc.);
- you can plan travel experiences;
- you can buy airline tickets and rent hotel rooms or cars;

- you can play computer games;
- you can get movie reviews;
- you can complete a virtual tour of different art galleries around the world;
- you can read newspapers and magazines in many foreign languages;
- you can find a mate; and,
- you can even learn how to build a bomb and commit suicide!; etc.

The Internet Public Library

<http://ipl.sils.umich.edu>

The Library of Congress

<http://www.loc.gov>

Museum of Paleontology

<http://ucmp1.berkeley.edu>

Tourist information in French

<http://tourisme-estrie.qc.ca/>

At no time in history has so much information been available to so many, all of it obtainable at any time of the day or night and from any location including one's own home, cottage or car. The problem, of course, when consulting the Web, is making sure that the information is reliable. There is such a plethora of documentation that it is difficult to separate the wheat from the chaff. Doing so will no doubt be a critical component of the education of future generations.

For our present discussion, let us consider six sources of information:

- encyclopedias,
- specialized reference materials,
- magazines and newspapers,
- advertising and technical support,
- Want Ads, and
- even mini-courses.

Encyclopedias

It is possible to consult a number of different encyclopedias on-line. Sophisticated readers requiring in-depth treatment of topics written in a more formal style might consult a prestigious source like the Encyclopedia Britannica; teenagers, however, might opt for a more colourful and easier to read source like the Grolier Encyclopedia. These are

handy quick-reference tools of value to those with limited needs.

Britannica Online

<http://www.eb.com>

Grolier Interactive Encyclopedia

<http://www.grolier.com>

Much of the information contained in even the most prestigious encyclopedias, however, is incomplete and quickly becomes outdated. This has always been true; but it has never been more so than now. This is largely due to the fact that the last half of the present century has been witness to impressive developments in the arts and sciences as well as in every other field of human endeavour. There are more scientists alive today than at any time since the dawn of civilization. Some claim that if you grouped all of the scientists of the past together, they would still be outnumbered by the current multitude. No encyclopedia, not even the easily updated electronic ones, will ever be able to account for this never-ending stream of change; it's simply not feasible either from an economic or a managerial standpoint.

Fortunately, the Internet itself does provide access to far more data than can comfortably be included in the largest and most comprehensive of encyclopedias.

Select a topic and, using one of the many powerful search engines like Lycos or Alta Vista, identify dozens of relevant sources of information. Each of these might, in turn, present numerous links which, when consulted, might reveal still more links. This is not the concise data compiled and digested by some expert generally found in encyclopedias; it is a constantly-expanding data base, containing information from a variety of official and non official sources, some of it in rough form, some of it contradictory, all of it related to the chosen topic. In short, the Internet can be viewed as an encyclopedia of sorts, an encyclopedia with an edge.

Of what value is such an encyclopedia for language teachers and students? If, for example, they are interested in exploring the geography and culture of countries where the target language is used, they

might consult publications like The World Factbook, published by the CIA, or some other source like Lonely Planet where they can get the lowdown on the customs, culture, currency, climate and cuisine of those countries. In many cases, they will also find illustrations, charts or diagrams to enliven and enrich their individual or group productions. Encyclopedias can also be of use to language learners working on class projects.

The World Factbook

<http://www.odci.gov/cia/publications/95fact/index.html>

Lonely Planet

<http://www.lonelyplanet.com.au/lp.html>

One can also consult specialized encyclopedias dealing with single topics. Many of these are in languages other than English and provide a comprehensive overview of the topics discussed.

Encyclopedia of Amsterdam (in Dutch)

<http://valley.interact.nl/av/com/kroegenboek/Logo.htm/>

Encyclopedia of Gardening in Belgium (in French)

<http://www.wallonie.com/jardin/index.htm>

Specialized Reference Materials

The Internet also provides access to other types of reference materials for a number of natural and context-free languages like Esperanto and Klingon (for interested Trekkies). Among the most useful for language specialists are grammars, spelling checkers, parsers, morphological analyzers, general and specialized dictionaries and thesauruses.

Webster's English Dictionary

<http://c.gp.cs.cmu.edu:5103/prog/webster>

Roget's Thesaurus

http://humanities.uchicago.edu/forms_unrest/ROGET.html

French dictionary and grammar

<http://www.nd.edu/Departments/Maritain/french.html>

The Human Language Page

<http://www.willamette.edu/~tjones/languages/Language-Page.html>

Italian Equestrian Terms

<http://www.interware.it/mrhorse/>

Language teachers can even find vocabulary and grammar tests on the Internet. Some tests are made-to-measure and allow the user to determine the number of test items, the number of choices and the level of difficulty of the test.

French Vocabulary Test

<http://mlab-power3.uiah.fi/EnglishFrench/meanings.html>

French Verb Test

<http://mlab-power3.uiah.fi/EnglishFrench/verbforms.html>

One particularly rich site, Travlang, contains information of use to travelers. Interested individuals need only identify their mother tongue and select a language -from among the nineteen listed - and a category (basic vocabulary, numbers, shopping, travel, directions, places, times and dates). They get a list of appropriate expressions in both languages. They can also listen to the related sound fields on-line or download them for future practice. The site also contains vocabulary games, on-line translation dictionaries, information about the language and culture and lots of travel information.

Travlang

<http://www.travlang.com/languages>

Additional resources on foreign languages can be found on LingNet, the server of the Defense Language Institute Foreign Language Center in Monterey, California and on the Joint Language Training Center's Foreign Language Resources (40 languages). The latter presents links of interest to linguists and language teachers. Many of them take you directly to the country in question.

LingNet

<http://lingnet.army.mil>

JLTC Foreign Language Resources

<http://www.aros.net/~jensen/jltc/jltc.html>

Magazines and Newspapers

As we have already indicated, magazines and newspapers in many languages are available on the Net. These take many different forms:

- Some of the most prestigious newspapers and magazines in the world can now be read on the Internet.
- Some of them present the original versions of their publications complete with coloured illustrations and photos.
- Others provide only the text.

USA Today

<http://www.usatoday.com/>

The New York Times

<http://www.nytimes.com/>

If you are interested in French, three key sites will help you establish links with a number of French language magazines and newspapers. The first two are Quebec sites called "La toile du Québec" and "Eureka"; the other is a French (from France) site called Net-Kiosque.

La toile du Québec

<http://www.toile.qc.ca/quebec/qcrev.htm>

Eureka

<http://www.cedrom-sni.qc.ca/>

Net-Kiosque

<http://www.loria.fr/~charoy/autozines.html>

For publications in other languages like Italian (La Stampa), Spanish (El Pais), Portuguese (Publico) and German, you might consult the Passerelle de la Presse Internationale, a division of Quebecor.

Passerelle de la Presse Internationale

<http://www.i-cor.com/>

Many news organizations are developing special electronic and multimedia editions of their

publications enriched with hypertext links. Someone interested in comets might, for example, consult a magazine article on the recent appearance of the comet Hyakutake. The article might contain hypertext links to satellite photos of the comet, a taped interview with a famous astronomer on the nature and history of comets, advice on how to find the comet in the night-sky, etc.

Individuals with no connection to prestigious news organizations are also developing their own Electronic magazines (e-zines). In most cases, these magazines consist exclusively of bits and bytes and have no hard-copy equivalent. Some are free; others are available on a subscription basis only.

Electronic Gourmet Guide

<http://www.2way.com/food/egg/index.html>

Tripod (lifestyle e-zine)

<http://www.tripod.com>

A relative newcomer to the publishing world is television. Many producers of educational programs have published magazines – and even books – for their viewing audience (Sesame Street and Barney) and are discovering the value of producing similar documents for the Net. Discovery Canada, for example, has a site where cybernauts can explore topics from recent multimedia resources. The popular Hometime series on PBS offers a site with tips on home renovation and building. More and more public television series provide similar extensions of their content on the net.

Discovery Canada

<http://www.discovery.ca>

Hometime

<http://www.pbs.org/february96/hometime.html>

Reading and listening to texts taken from the real world has become an important second language learning activity. Current teaching materials are replete with examples of weather reports, classified ads, posters, movie reviews and topical newspaper and magazine articles produced by and for native speakers of the target language. This is very much in keeping with current think-

ing which emphasizes that learning a language is best achieved through participation in authentic communicative activities developed around authentic texts. Learners who participate in such activities develop comprehension strategies such as using contextual clues to anticipate the content of an unfamiliar text, verifying one's anticipation, identifying key facts, tolerating ambiguity, etc. This is excellent preparation for functioning in the real world.

Unfortunately, some of these texts age quickly, while others fail to fully engage the interests of learners. A unit on the Olympics, for example, might be of interest to learners of French, but it is unlikely to contain information about the current crop of athletes or their performances. (There are Olympic games every two years and the same series of textbooks may be used for ten years or more.) By using the Internet, teachers can examine French magazines and newspapers and find appropriate articles to introduce in their teaching and testing activities, articles which might otherwise be difficult if not impossible to find in English-speaking environments.

Le Devoir, Le journal de Montréal, Le Monde

<http://www.odyssee.net>

Authentic texts such as those found in newspapers and magazines have been given a new role in the teaching of second languages as a result of Canada's National Core French Study (NCFS). One of the major recommendations of the study was that teaching units should be developed around learner experiences rather than grammar points – and seek to enrich these experiences through participation in a variety of communicative situations involving authentic oral and written texts. This provides a means for replicating, in the classroom, the contexts and conditions of real world second language acquisition. Since the publication of these findings, several Ministries of Education have encouraged teachers to develop experiential teaching units and have collaborated with each other to make these productions available to teachers in their respective provinces. This was considered an excel-

lent way to facilitate the implementation of the NCF's recommendations. At the same time and for different reasons, groups of teachers in other provinces have developed units on topics of special interest to their own local communities. No national publisher, for example, would ever produce a unit on hunting or fishing – they would be of little interest to the majority of second language learners living in urban areas – so teachers in rural areas created their own units. Producing such teaching units is difficult in the best of conditions, but it's almost impossible to do so in non-native settings where French texts are hard to find. Using the Internet to find appropriate materials can be a godsend. Teachers, for example, can use electronic retrieval systems to identify articles and documents dealing with topics of interest. They need not be satisfied with what they can find on their own; they can actually pick and choose from a variety of sources.

Advertising and technical support

The business community is aware of the enormous potential of the Internet as a means of reaching potential customers. That is why so many businesses have their own Web sites. Most commercial Web sites present information about products and services; they even walk the interested customer through the process of placing an order or subscribing to a service online. For example, language teachers interested in using films in their classes can consult the National Film Board's web site for information about the various productions. They are also given information on how to purchase the films.

National Film Board

<http://www.nfb.ca>

Some products can be purchased and downloaded directly from the net. Shareware, for example, is a kind of software that anyone can download, try for a while and pay for by mail. It's an interesting concept which relies on the good will and honesty of computer users (profitable?). Businesses can download a special gold version of Netscape, the popular Internet browser, and pay by credit card or 'digital cash'; they

can also pay in the more traditional way by mailing a check.

According to Bill Gates⁵, once the problem of security is corrected, more and more products will be available over the Internet. Among these are photos, magazine articles, recordings, books and other materials producible in digital form. Teachers would then be able to download teaching materials (complete workbooks, teaching units, lessons, activities, tests) and pay for the right to make copies of them for their classes.

But many companies realize that potential customers may not be ready to buy and will not visit their sites unless they have something more to offer. A manufacturer of musical instruments, for example, might present reports on national and international events and competitions, interviews with famous musicians, recordings of bands and tips on planning concerts. The hope is that music teachers will consult the site, be interested in its content, and eventually purchase band instruments for their school. To achieve this goal, the manufacturer will constantly update his site so that it becomes a regular stopping place for potential buyers. Publishers of teaching materials may do the same thing.

One site of interest to Italian teachers is Ragu's "Mama's Cucina". It offers everything from recipes to Italian lessons and a 12th Century Italian Folk Tale. Some claim that it is "one of the most amusing sites on the web".

Mama's Cucina

<http://www.eat.com>

In addition to their web sites and sometimes in lieu of them, companies pay for hyperlinked sponsorship banners stripped across the tops and bottoms of the pages on the World Wide Web. This is painfully evident to all Cybersnauts users who are exposed to these ads as soon as they access the net. This is only the beginning of what is clearly a long-term trend. Netscape 3 with its multiple screens and its Java applets provides a framework for ensuring that web advertising become a permanent feature of our computer screens.

In addition to advertising aimed at future clients, businesses also use

their web sites to provide technical support to their existing customer base. Software producers, for example, encourage customers to download free upgrades of their products. Customers in need of technical support are invited to consult the FAQ (Frequently Asked Questions) section of the sites for answers to their questions. If appropriate answers are unavailable, customers are invited to contact the company by phone or to send them some e-mail. This is clearly an area where publishers can provide on-going support to users of their second-language programs and complementary materials.

Want Ads

A distinct but related type of advertising presently under development is in the area of Want Ads. Internet-based employment agencies are producing two types of ads: traditional Want Ads from businesses seeking employees and Jobs Wanted Ads from individuals seeking employment or willing to contract their services out for a specific task. The latter is gaining in importance in an ever expanding base of self-employed individuals. This is confirmed by Bill Gates⁶:

As technology makes it easier for business to find and collaborate with outside expertise, a huge and competitive market for consultants will arise. If you want someone to help design a piece of direct-response advertising, you'll ask a software application running on the information highway to list consultants with certain qualifications who are willing to work for no more than a certain rate and have an appropriate time period free... Lots of companies will eventually be far smaller because using the information highway will make it easy to find and work with outside resources.

One can expect this to become a popular search strategy for all self-employed individuals. Several résumé data-bases like Résumé-Net are currently under development.

Résumé-Net

<http://www.resume-net.com>

The implications of this type of advertising for the teaching of second languages is not clear, but one can imagine individuals producing teaching lessons and tests on demand. A project of this type was

D.C. for Russian teachers. Interested individuals were invited to record Friday evening newscasts from Vremya, Russian television via satellite. Lessons for each newscast were produced for different learner levels – novice, intermediate and novice high – and made available through CompuServe.

Given current compressions in education, similar initiatives might be undertaken by interested and qualified second-language consultants.

Searching job ads from newspapers

<http://www.careerpath.com>

Mini-courses

Language lessons are easy to find on the Internet. Many have been developed by individuals or by groups of individuals not affiliated with any specific institution or publisher. Some lessons

have been produced by companies advertising their wares on the net. Others have been produced by language institutes or schools. Identify just about any natural language and you're likely to find one or more lessons on the Internet. It is even possible to find lessons in context-free languages like Esperanto and Klingon (for interested Trekkies). Many of the language lessons use RealAudio, a technology that enables learners to listen to oral speech on-line.

Klingon

<http://www.kli.org/klihome.html>

Esperanto for travelers

<http://www.travlang.com/languages/esperanto/esperanto.html>

Defense Language Institute

<http://lingnet.army.mil/>

Interested in French for tourists? Consider material produced by a travel agency in California. It presents key expressions for listening and speaking practice.

Listen 'n Speak: some French for travel

<http://www.bonjour.com/wta>

Teachers interested in project work can find a variety of mini-courses on the net. Many of these are presented

as shareware and can be downloaded at will. (Shareware, of course, comes with a small fee.) Virtual Flylab, for example, allows learners to experiment with cross-breeding. They are shown several varieties of flies, select two samples for cross-breeding and view the results a few seconds later.

Virtual Flylab

<http://vflylab.calstatela.edu/edsktop/VirtApps/VflyLab/Design.html>

Shareware searcher

<http://www.shareware.com/>

Students interested in learning how to take photos can download a variety of mini-courses. AUTO-FOCUS 1.5, for example, is a free HyperCard stack which discusses elementary photography. The stack discusses how much control we can still have over a camera that has been extensively, if not completely, automated. This version includes a camera simulator which helps to visualize how depth of field varies with lighting conditions, focal length, and film speed.

Autofocus 1.5

http://www.gi.net/INFO-MAC/PM-1994/94-11/Info-Mac_Digest_V12_147/0002.html

CYBERPALS

One of the most engaging features of the Internet is its ability to link together complete strangers who wish to remain anonymous and are uninterested in any long-term relationship. The net provides a basis for creating ritualized situations similar to those one experiences when purchasing gasoline or cigarettes and make it possible to obtain information which may be difficult if not impossible to obtain in any other way. Consider, for example, the plight of a French teacher in Yellowknife, a non-native speaker of the language, who is organizing an exchange with a secondary school in Quebec. One of her students asks about the use of *tu* and *vous* in the Qebec home and she doesn't know how to respond. She realizes that this is an important question since her students will be judged on their ability to respect the prevailing cultural norms. She also knows that grammars provide useful informa-

tion about what people should say in a language (usage), but shed little or no light on what speakers actually do say (use). What should she do? A simple strategy would be to consult "experts", French-speaking québécois, on the internet for reliable and up-to-date information about this feature of the language and culture.

Teachers wishing to establish regular contact with colleagues may join discussion groups or newsgroups and participate in or organize virtual conferences. Discussion groups and newsgroups are quite different. Discussion groups occur in real time and can be handled in writing or, with the right equipment, orally and face-to-face. Written exchanges can be done with the help of IRC (Internet Relay Chat) software. Although most discussion groups communicate in English, you can contact French speakers through IRC "# français" or "# Québec". Oral exchanges, however, require more sophisticated software like Netphone. This relatively inexpensive software (\$60 U.S.) transforms your computer into a telephone and allows you to dial long-distance anywhere in the world at virtually no cost.

Netphone

<http://www.emagic.com>

As for newsgroups, they are ideal forums for discussing problems and sharing ideas, teaching units, lesson plans, activities, exercises and even tests. Since these sharing sessions are organized in virtual time, developing detailed schedules for such exchanges is generally not an issue. Simply leave a message and collect the answers later. Newsgroups require no special software: you can join them directly through Netscape Navigator or through Microsoft's Internet Explorer.

Conclusion

It should be clear, from what we have seen, that it's messy out there in cyberspace and it can be difficult and time-consuming to find the information that one is looking for. Surfing the Net may be fun for those who have time to waste, but it's not appropriate for busy teachers. In order to make good use of the Net, you need to know what you're looking for and you need to develop an ef-

fective search strategy. Hopefully, the ideas that have been presented in this cursory overview will provide a basis for developing such a strategy.

It may interest you to know that the Canadian Association of Second Language Teachers (CASLT) and the Canadian Languages Network have sites of interest to language teachers. You should include their Internet addresses (URL's) in your list of bookmarks and consult them on a regular basis.

CASLT Web site

<http://www.tv.o.org/Education/CASLT>

Canadian Languages Network

<http://www.sasknet.sk.ca/SCCO>

Notes

1. The *Plan de perfectionnement en français langue seconde* was developed by the author and published by the Centre Éducatif et Culturel to help teachers implement the recommendations of the communicative/experiential syllabus, one of the four syllabuses in Stern's multidimensional curriculum.
2. Several workshops were organized for consultants wishing to introduce the modules to their teachers and for school administrators interested in providing support to these initiatives. These were given by Roger Tremblay with the occasional collaboration of Steve Street, an Alberta expert in cooperative learning.
3. Supervised by the author, the project is still very much in the early stages of development.
4. El Zail, Ade G. 1996. "La formation sur internet" *Interface* (mars avril).
5. Gates, Bill. 1995. *The Road Ahead*. New York: Viking.
6. *Ibid.*
7. LCEN was funded through a grant from the Annenberg/CPB Project.

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Meeting the Challenge: The Creation of a Communicative Test for Evaluating the Proficiency of Second Language Teachers

*Louise Lewin, Janet Flewelling,
and Antoinette Gagné*

Concerned about the language proficiency of second-language teachers? The article suggests an efficient way to assess their language proficiency prior to their admission to teacher-education programs and/or their being hired by a school board.

Teacher Qualifications

In recent years considerable interest has been focused on the teaching of French as a second language (FSL) in Canada. Initially, attention was directed for the most part to the immersion program, but since the appearance of the National Core French Study (NCFS) (LeBlanc, 1990), the core French program has also come under scrutiny. In the not too distant past, there was a lack of qualified French teachers for both core and immersion programs (Ullmann and Hainsworth, 1991; Lapkin and Swain with Shapson, 1990; Collinson, 1989; Obadia, 1989). Recent government cutbacks have resulted in a reduction in the number of jobs available for classroom teachers. In actual fact, however, many student teachers graduating from FSL education programs are finding that there is more likelihood of finding a job if they are qualified to teach French than if their qualifications lie in another subject area (Flewelling, Gagné, and Lewin, 1996). In recent years an unprecedented number of people have enrolled in courses designed to prepare FSL teachers (Moeller, 1989) and this trend is continuing, since French teachers seem to be finding jobs more readily than teachers in other fields. How can faculties of education and boards of education be sure that these people have the French language competency required by FSL teachers?

The level of language proficiency of FSL teachers is a major concern for teacher educators (Ullmann and Hainsworth, 1991). There is concern about whether graduates from FSL programs are as proficient as they should be for their role as French teachers. (Gignac-Pharand, 1993; Lapkin, Harley and Taylor, 1993; Majhanovich, 1990; Collinson, 1989; Obadia, 1989).

FSL Teacher Proficiency Testing

The requirements for entry into an FSL teacher education program at the various faculties of education in Ontario vary from institution to institution. They also vary according to whether people are applying for a preservice or inservice program. In a survey conducted in the early 1990's, it was found that in an attempt to monitor the linguistic competence of applicants, four of the nine English faculties of education give a proficiency test to applicants for the preservice FSL program and eight of the nine test applicants to the FSL, Part 1 inservice course. The type of test given and the way in which results are interpreted, however, vary from faculty to faculty.

For a number of years, Ontario faculties of education have been concerned about the lack of common standards used in the testing of applicants to FSL programs. Moeller (1989) comments that she believes there is a need to establish com-

monly understood and accepted policies for teacher certification, especially for FSL teachers. She states that

the lack of coordinated policies regarding FSL certification [has] been directly and indirectly responsible for frustrations in hiring procedures, inconsistencies in basic requirements, dissatisfaction on the part of parents, and multifarious problems associated with language proficiency (p. 444).

There is further support for this belief. Heffernan (1991) comments that the most serious problem facing most faculties of education is the lack of linguistic competence on the part of applicants to FSL teacher education programs. He comments that there is a need for faculties of education to move towards setting common standards for linguistic, cultural and communicative proficiency for all second language education candidates. Obadia (1989) and Calvé (1986) concur with this point of view.

Towards a Common Proficiency Test

Since 1991, Flewelling (University of Windsor), Gagné (University of Toronto) and Lewin (York University) have been working together with the goal of creating a proficiency test which would have common standards and could be used by any institution needing to establish the competency level of individuals in a second or foreign language.

In order to determine what sort of test would best be able to establish competency levels, the researchers examined a number of proficiency tests already in use. They began by looking at tests used by Ontario faculties of education. The University of Toronto test asked students to write a brief composition, to conjugate verbs, to translate from English to French and to do a series of grammar-based exercises. It also had a section which tested the students' knowledge of francophone culture. The test used at York University required students to translate from French to English and to select words or expressions which correctly completed sentences. In addition, it had a task which required students to respond to a letter. The University of Windsor did not have

a test of its own at that time. Tests used by the other faculties of education in Ontario were similar in nature. They included tasks involving translation, dictation, filling in blanks in order to demonstrate knowledge of vocabulary and structures and multiple-choice questions designed to establish reading comprehension.

In general, all the tests were very traditional in nature. They were based on the need to know specific grammatical points, and the questions were asked out of context. In some cases, an effort was made to use questions which related to educational topics, but for the most part, they had little significance for education students or teachers. Many of the questions were not open-ended in the sense that only one answer would be considered correct. Questions which required students to write a composition or, in some cases, to demonstrate cultural knowledge did, however, allow for a range of acceptable answers.

A Look At Other Proficiency Tests

There are many other tests used by Canadian and American institutions to evaluate student proficiency in English, French and other languages. (Sources of tests are found in the Appendix)

- OTESL

The OTESL (Ontario Test of English as a Second language) is a proficiency test used to determine eligibility to university programs of candidates whose mother tongue is not English. It was one of the first truly communicative, interactive and thematically-linked proficiency tests to be fully validated.

- COPE

The COPE Test (Certificate of Proficiency in English) assesses the ability to function in English at the university level and attempts to replicate the types of tasks performed by a university student on a regular basis. The test evaluates oral skills as well as listening, reading and writing.

- TOPT

The TOPT (Texas Oral Proficiency Test) is a simulated proficiency

interview. It was developed in French and Spanish as a test of speech skills and is used to evaluate the oral competence of teachers.

- SOPI

The SOPI (Simulated Oral Proficiency Interview) is an oral proficiency test divided into six parts: simple personal background questions are posed in a simulated initial encounter with a native speaker. Three parts use pictures in a test booklet to assess the speaker's ability to perform intermediate and advanced level functions and two parts require the examinee to tailor his/her discourse strategies to selected topics and real-life situations.

- ACTFL/ETS

The ACTFL/ETS (American Council on the Teaching of Foreign Languages/Educational Testing Service) is an oral interview test based on the ACTFL proficiency levels.

- MELAB

The MELAB (The Michigan English-Language Assessment Battery) is an advanced level group of English language proficiency tests. It measures listening, speaking, reading, and writing skills through a written composition, a listening comprehension test, a grammar-based test and an oral interview.

- IELTS

IELTS (International English Language Testing System) is a test which measures the English listening, speaking, reading and writing skills of non-native speakers. The test is divided into four subtests which measure all four skills. Two of the subtests are general in nature and two are tests in areas suited to the candidate's chosen course of study.

The format of all these tests varies greatly, with some being far less communicative and interactive than others. Some contain tasks which are not well suited to candidates for teacher education programs. By examining as many Canadian and American tests as possible, the researchers learned a great deal about the strengths and weaknesses of vari-

ous test types. They discovered which features of the various tests would be best suited to their need when screening applicants to pre-service and inservice FSL teacher education programs.

A number of conclusions were reached: the need for a test which would evaluate all four basic language skills in an integrated manner in under two hours, the need for a test with high face validity, and the importance of having a test which could be easily administered by a range of FSL professionals without necessitating a long and expensive training period for them. The researchers also decided that it was important to have a test which was task-based and where all tasks would resemble those carried out by French teachers working in a Canadian context. In the end, they concluded that it would be necessary to develop a test that would respond to the specific needs of FSL teacher educators since no other single existing test did so.

Shifting the Focus from Grammar to Communicative Competence

In the past, the primary focus of second language programs was the study of grammar. In recent years, however, the focus has shifted from language form to language use in communicative situations. Since the early 1980's, the Ontario Ministry of Education guidelines for FSL have suggested that teachers adopt the communicative approach when teaching FSL. More recently, the NCFS (National Core French Study) clearly outlined what competencies teachers would need to possess in order to teach in a communicative manner:

The teacher of French as a second language must have a thorough knowledge of French so that he can assume his role as a language model for his students...

The French as a second language teacher must [also] have a solid knowledge of the target culture (Leblanc, 1990, p. 14).

In the communicative approach, the main goal of teaching is to help the learner develop communicative competence in the target language

(Canale and Swain, 1980). Due to the multifaceted nature of teaching within the framework of this approach, FSL teachers must have full mastery of all four language skills as well as a sound cultural knowledge. Furthermore, applicants must possess these competencies *prior* to admission into FSL training programs, (Ullmann and Hainsworth, 1991). It is clear, therefore, that the test used to establish proficiency levels would have to measure these characteristics. A grammar-based proficiency test is limited in terms of what information it can provide about a candidate. If we emphasize the need for FSL teachers to have a high level of competence in all four language skills as well as a good level of cultural awareness, then it becomes necessary to develop a test which goes beyond the mere testing of grammatical competence. Only a communicative test can provide all of the information necessary to determine whether the candidate has the skills necessary to function in a communicative French classroom.

Another reason for developing a communicative proficiency test is the need for congruence between what instructors in FSL teacher education programs are promoting as desirable methods of teaching and evaluation and the evaluation practices used at faculties of education. Faculties should model effective teaching and testing practices within the framework of their FSL teacher education programs. A principle of evaluation is that one should test as one teaches (Newsham 1989, Ullmann, 1990). A test should reflect the teaching method used in class and should measure the skills taught in class. According to Boyd (1987),

il doit y avoir une coordination étroite entre la façon d'enseigner et la manière de mesurer cet apprentissage... Mesurez la matière enseignée de la même manière que vous l'avez enseignée (p. 385).

It holds, therefore, that if teachers are being encouraged to teach communicatively, they should also be testing communicatively. As d'Anglejan, Harley and Shapson (1990) say,

if we wish to encourage communicative language teaching and learning, our evaluations must emphasize

communicative language performance in context (p. 106).

Developing a Communicative Proficiency Test

In order to ensure that the test would reflect communicative principles, the development team analyzed the types of tasks carried out by FSL teachers on a regular basis. They also listed the specific language skills which would be required in order to perform these tasks. Some of the tasks noted were writing instructions on the blackboard, overhead projector, reformulating instructions given orally for students at different ability levels, giving written feedback to students about assignments, explaining the meaning of a word or expression, preparing a worksheet with questions on a text, telephoning or writing to someone requesting classroom resources, and so on. The developers also kept in mind Newsham's (1989) definition of communicative tasks which stipulates that such tasks require interaction as well as unpredictable, purposeful, authentic and contextualized use of language wherever possible. Attention was also paid to the need for direct testing (testing reading by asking test takers to read, testing writing by asking test takers to write, etc.), as emphasized by Hughes (1989).

The resulting proficiency test is theme-based and all the tasks in it reflect the types of tasks that would potentially be carried out by FSL teachers. The themes explored in various test items include: education in general, classroom organization and management, stories as told by teachers and learners, different forms of communication, educational technology, culture, second language teaching and learning theories, bilingualism, heritage/international language education, multiculturalism, intercultural communication, and so on. The test has two components: an oral interaction task and several communication tasks embedded in a written test. The oral component takes about ten minutes to administer and it requires the test takers to interact either with a partner or with the

evaluator on suggested topics, situations or pictures. The written portion of the test takes about 1 1/2 hours to complete and it consists of two parts:

- Part A: Comprehension and
- Part B: Production.

These sections focus on one language skill in particular. However, all items are integrative in nature and are designed to evaluate more than the main skill targeted.

In *Part A*, Section I is a listening activity based on a recording that is authentic and contextualized in the sense that it involves a francophone speaker talking on a subject of interest to second-language teachers. Section II requires that test takers do a detailed reading of an article taken from a French-language magazine or newspaper on a topic of educational interest and then demonstrate their understanding of the article. Again, the emphasis is on finding an article which is authentic and of interest to teachers.

Section III requires the test takers to skim another authentic article and then perform a task which would demonstrate comprehension of the article.

In *Part B*, Section I is a cloze passage about an educational issue. Students are required to fill in the blanks with a word or words which make sense within the given context. In keeping with communicative principles, any answer which is logical and correct is accepted.

Section II is a two-fold activity:

- first, test takers must briefly respond in writing to situations based on events often encountered by FSL teachers;
- secondly, they are required to write a letter, again responding to a situation often encountered by teachers.

As mentioned above, throughout the test, use is made of authentic materials, the importance of which is emphasized by Wiggins (1989). All the questions are written within specific contexts and an effort was made to create contexts which related to actual teaching situations. Furthermore, the questions were designed to be open-ended. Each response is to be evaluated on its own merit in terms of linguistic and content accuracy, as well as on the discursive and

sociolinguistic competencies of the test takers as displayed in their writing. In the oral comprehension task, the students are evaluated on all these competency areas, but because in a listening activity understanding of information is of primary importance, the greatest weighting is given to the mark for content. In the written production part of the test, however, the linguistic competence takes on a much greater significance in the overall weighting of the marks. The test administrator makes use of a guideline which provides evaluation criteria designed to indicate what mark should be assigned to tasks done at various levels of competency. Five levels of competency are described, ranging from native-like to very weak.

Outcomes of Field Testing to Date

Field testing has taken place since 1991 at the Universities of Windsor, Toronto and York. The test has been administered to both preservice and inservice students several times a year depending on when FSL courses were offered at each university. After each version of the test was field-tested at the three universities, the researchers looked at the results of the test's administration and then made changes in any areas where problems were identified. The resulting modified version was then itself field-tested. To date, four versions of the test have been field-tested and changes have been made in the length of the test, the type of instructions given, the level of difficulty of certain tasks and other such details.

The results of the field-testing of the first four draft versions have been very positive. Both the test administrators and the test evaluators have agreed that the information provided by the tests is far more representative of the test takers' linguistic and sociolinguistic abilities than the information provided by more traditional grammar based tests. Furthermore, the test takers themselves tend to believe that these tests are a better and fairer measure of their proficiency in the French language than the results obtained from more traditional tests.

The strengths of these draft versions include their high level of face validity, the contextualization of

test items, the use of authentic texts throughout, the integrative nature of the test items and the rich information on the applicants' language proficiency generated by each part of the tests.

Weaknesses in the initial versions of the test, which have been subsequently modified, included the length of the test, the lack of clarity of some of the instructions, certain aspects of the test format and presentation, the redundancy of the information provided by certain parts of the test and a number of scoring difficulties and inconsistencies.

Goals for the Future

The researchers intend to continue fine-tuning the test and validate the test items. They would then be ready to present the test to other faculties of education in the province. They would also like to create banks of validated test items which would allow test administrators to give different forms of the test at different times.

The researchers envision the test being used by administrators responsible for the admission of students to preservice or inservice teacher education programs with an FSL or French immersion component, as well as to programs intended for French as a first language (FFL) teachers. With some modifications and additions of new categories to the test, other potential users could include administrators responsible for hiring FSL and FFL teachers for school boards. It would also be possible to adapt the test for use by people responsible for testing the proficiency of people in other languages, including English as a second language. This would be possible because of the way the test is structured. It has a general framework, so that questions would simply have to be plugged into the framework from the bank of accumulated test items. It should be noted, however, that each new version of the test would have to be validated prior to use.

In order to ensure that common standards would be applied when test were evaluated, the researchers also hope to develop a guideline on evaluation to accompany the test and a video which would instruct evaluators on how to use the test to

determine proficiency levels in the target language.

It should be mentioned that to date, the researchers have been able to accomplish little beyond the initial creation and modification of the test. This is due to a lack of funding. In spite of the great deal of interest that has been shown in the test, support has been verbal rather than financial for the most part, due to cuts in funding at all levels. The researchers continue to explore new sources for funding in order to validate the test and make it available to potential users as soon as possible.

The quality of language programs across Canada is ultimately dependent on the quality of the teachers hired by the boards of education. It is hoped that the development of a common communicative proficiency test which could be shared by faculties of education would be one step towards ensuring that only people with a high level of language skills be admitted into teacher training programs. Furthermore, the establishment of a set of evaluation standards which could be applied to the testing process would help to ensure a more uniform evaluation of applicants to language education programs from faculty to faculty. There is even the possibility that at some stage boards of education might want to make use of the bank of test items and the evaluation standards in order to ensure that they hire only proficient teachers.

Mollica (1993) has warned that if faculties of education do not adhere to their commitment to standards for second language teachers, the results will be seen in the classroom. Maintaining high standards in teacher education will be especially important in the next few years as a large number of teachers retire and boards of education begin to hire new teachers to replace them. Since our ultimate goal is to improve learning conditions for students in the classroom, high standards must be upheld in all areas of teacher education, including the linguistic proficiency of preservice and inservice second-language teachers.

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Appendix

ACTFL/ETS, Educational Testing Service, P.O. Box 6157, Princeton, New Jersey, 08541-6157, USA.

Brock University, Faculty of Education, St. Catharines, Ontario, L2S 3A1, Canada.

The COPE Test, School of Continuing Studies, University of Toronto, 371 Bloor St. W., Toronto, Ontario, M5S 2R7, Canada.

IELTS Scheme Officer, University of Cambridge Local Examinations Syndicate, 1 Hills Rd., Cambridge, CB1 2EU, United Kingdom.

Lakehead University, School of Education, Thunder Bay, Ontario, P7B 5E1, Canada.

McGill University, Faculty of Education, 3700 McTavish St., Montreal, Quebec, H3A 1Y2, Canada.

MELEB, English Language Institute, Testing and Certification Division, 3020 North University Building, The University of Michigan, Ann Arbor, Michigan, 48109-1057, USA.

Nipissing University College, Faculty of Education, Box 5002, North Bay, Ontario, P1B 8L7, Canada.

University of Ottawa, Faculty of Education, 145 Jean-Jacques Lussier, Ottawa, Ontario, K1N 6N5, Canada.

Simon Fraser University, Faculty of Education, Burnaby, British Columbia, V5A 1S6, Canada.

SOPI, Office of Educational Research and Improvement, Washington, DC, USA

TOPT, Texas Education Agency, Austin, TX, USA.

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Teaching with the P-Word

Hans R. Runte

To excite our students, it is not enough for poetry to be culturally or at least regionally theirs: it must also touch a nerve. One theme with which students may be interested to identify has been elaborated by Franco-Ontarian eco-poets. Reading their texts not only makes French a teaching target but invites studying geology, chemistry, economics or history in French.

Io non so dire quello che hai letto con parole diverse da quelle ch ho usato. Quando la spieghi la poesia diventa banale. Meglio di ogni spiegazione è l'esperienza diretta delle emozioni che può svelare la poesia a un animo che è predisposto a comprenderla.

"Pablo Neruda" in *Il Postino*

I can't tell you in words different from those I've used. When you explain it, poetry becomes banal. Better than any explanation, is the experience of the feelings that poetry can reveal to a nature open enough to understand it.

"Pablo Neruda" in *Il Postino*

Poetry has had for some time now a bad press among our students. When did you last hear one of your "customers" recite from memory

Mignonne, allons voir si la rose...

or

Maître corbeau, sur un arbre perché...

or

Mon enfant, ma soeur,
Songe à la douceur
D'aller là-bas vivre ensemble!

We are ourselves partly to blame for this loss of a mnemonic and euphonic strategy designed to awaken appreciation for the intricate interplay of ideas and language. Steeped in the academic tradition of rondeaux, ballads, odes and sonnets, of octo-, deca-, or dodecasyllables (the famous Alexandrine [of six iambic feet]), of hemistich, *cæsura* and *enjambement*, of *rimes riches*, *féminines*, *masculines* and their schemes, of the sometimes indispensable, sometimes truly mute *e caduc*, etc., we have overlooked that modern and contemporary (free) verse seems in

fact to be typographically rearranged prose¹:

Nos racines étaient belles et fortes, plantées dans les sols nordiques comme les épinettes noires de Cochrane et de Timagami. [...] Tandis que aujourd'hui, exilés chez nous, prisonniers, jouets du rapace ventru en déroute, nous ne chantons plus les vents du Nord [...].²

If you do not object to poetico-pedagogical entrapment (and to re-typing poems), have your students read such as piece of "prose" and then lead them to the discovery that poetry not only can be relevant, but is also more than syllable counts and rhyming patterns. Ask them to re-configure the excerpt (indeed, the entire text) according to (simple) syntactic or (more properly poetic) rhythmic or (poetically dramatic or at least emphatic) eye and ear-catching units. Your class will be at the cutting edge of modern criticism, deconstructing and rewriting the text in as many self-appropriating ways as there are students.³ They will immediately see that "Tandis que" divides the paragraph into two opposing stanzas (past – present); they may instinctively reproduce the cadences of what should become the last and the first three lines of their reconstituted poem; and they will probably vary greatly in their arrangements of much of the powerful second stanza, although enumerations seem to lend themselves easily to line-by-line treatment. In all this there will be much to discuss, criticize and defend; if not, ask them which of "Exilés," "Prisonniers" and "Jouets" is the strongest term (Sabourin indents "Prisonniers"!), or why Timagami has a verse all to it-

self. Where are Timagami and Cochrane, and what are they doing in a Franco-Ontarian poem?

Which brings me to the real reason for this defense of poetry in the classroom. The prose detour to poetry will not by itself ignite our students' imagination and leave a lasting impression. Playing with the *forme* must ultimately reveal a compelling, stimulating and personally challenging *fond* (as the pre-modernists used to say). In my experience with first-year undergraduates, the closer to home this *fond* is initially, the more productive the learning process will be. And here Canadians are fortunate, for poetry in French is nowhere very far from home. It even comes pre-packaged, in all its astounding variety, in a pioneering thematic anthology.⁴ There is, of course, *poésie québécoise*, aspiring to the (politically loaded) epithet "nationale", (that is, however, another story). But if you teach in Dartmouth or Summerside or Fredericton, there is, yes indeed, Acadian poetry, twenty-five years old in its modern guise and of inexhaustible richness; if you teach in Portage la Prairie or The Pas, you have at your disposal a century and a half of Franco-Manitoban poetry; and in Hearst, Sudbury, Timmins, Manitowadge or Kapuskasing, you teach in schools where some of Ontario's contemporary francophone poets were once students. Unbeknownst to many, much of this linguistic and literary heritage is immediately accessible in convenient anthologies.⁵

Yet "homeyness" is not merely geographic. To excite our students, the poetry that is culturally or at least regionally theirs, must also touch a nerve. Do I hear you think that many a nerve of the children of Generation X seems to have been dulled beyond all hope for enthusiastic engagement (be it only intellectual)? Perhaps they will recognize themselves in this:

Le siècle est presque fini
– 10 degrés Celsius dehors.
Les moutons du mois de mars
dansent dans la cour d'en
arrière à travers des restants
de machines à laver, de neige
sale, de
noirceur
palpable.
[...]

Une femme Sans Nom lance
méthodiquement
verre après verre
contre les murs de sa
cuisine anonyme.
Les enfants jouent à la guerre
dans les escaliers.
Dans la salle de bain
GI Joe flotte à plein ventre
sur l'eau mousseuse.
La nuit est ouverte sur
la dernière page du TV Hebdo.

Le siècle est presque terminé.⁶

I am less pessimistic. Poetry must, can and does create, actualize, and address causes and issues, even, or rather particularly, for young adults. The Acadian renaissance of the 1970s and 1980s has been, fundamentally, a poetic and literary project, dreamed up and carried forward by young rebels among whom Guy Arseneault, a highschool student, wrote such classic Acadian protest poems as "Nouvelle politique d'école" or "Tableau de back yard":

écolier modèle
premier prix pour la plus haute
moyenne 2 fois
[...] prix pour plus de progrès pendant
une année scolaire
à la présentation des prix à l'école
Verdun
fin juin, 1961, '62, '63, '64.

rangée par rangée
en ligne droite
à temps (pour quoi?)
rangée par rangée
Vive la récréation
Vive le temps libre
Vive les vacances.⁷

Francophone Ontario has not had a comparable revolution and renaissance, but its contemporary generation of (then still relatively young) poets began publishing at about the same time as their Acadian cousins.⁸ Two related sets of issues at the centre of their poetic discourse, which, incidentally, is generally plaintive or accusatory where the Acadian one was often stridently militant, may have some resonance with your students, especially if you teach dans *l'Ontario profond* rather than in Toronto. In the following formulation of the first central (and pan-Canadian) theme, your students will certainly detect echoes of the unofficial Québec anthem by Gilles Vigneault:

Ce n'est pas un pays, c'est le roc,
anciens moignons de montagnes

campariennes [...]. Et les glaces de
pléistocènes successifs [...]; et les eaux
râpeuses de mille rivières séchées [...].
Et puis les mers dévoniennes têtues,
permanentes [...]. Mon pays ce n'est
pas l'hiver, c'est le roc, solide, froid,
austère.⁹

And was Réginald Bélair thinking of the Acadians when he wrote:

je ne suis pas fils de la mer, ni de la
vague ou du voilier, mais je suis l'enfant
de la terre promise, du roc et du
papier.¹⁰

On the Canadian Shield, in the winter, says Gaston Tremblay,

Nous sommes la neige et tous les
vents qui sifflent sur la plaine, sur nos
frères, les arbres, et toutes leurs
branches qui craquent dans la nuit.
[...] Nous sommes froidure [...] givre
qui voile vos nuits, le firmament, les
aurores boréales qui dansent de-
hors.¹¹

Bélair's evocation of pulp is taken up by Pierre Albert who writes:

[...] mon pays de ramures, d'épinettes
rouges, noires, blanches, froides et
sèches, je l'ai dans les pieds, jusqu'au
coeur, jusqu'à la gorge, j'en ai les
mains et la voix pleines d'épines
[...].¹²

This land has made us who we are¹³, and while you may not wish to send your class down the well-trodden paths of identity quests, you could at least point out some of the defining myths of Franco-Ontarianness:

Écoute, tu as le canard sauvage au
front, tu tiens des tas d'hivers dans le
creux de tes mains, tes bras sont gros
des arbres que tu as abattus, ton visage
marqué à coups de lames par le vent
du Nord rit plus fort que le cri
du corbeau noir [...] ta vie est de
neige, est de forêt, est de sueur [...] tu
as dompté un pays plus malin que le
Diable [...].¹⁴

This is the land of *coureurs de bois*, of pioneers, lumberjacks and miners:

je rêvais aux bras d'hommes et de
femmes dont j'étais issu, aux
coureurs des bois, découvreurs, ex-
plorateurs, aux voyageurs prospec-
teurs, cheminots et pêcheurs, aux
habitants défricheurs de terre¹⁵

il me rest[e] à bâtir l'inaccompli,
comme la charrue du pionnier dans
le sillon d'une terre ingrate¹⁶

mon père bûcheux, c'est le héros de
ma vie, il sera à jamais prolétaire de
formation, assis sur sa caisse de 24 en

enlevant ses bottes d'ouvrage qui puent toujours la sueur prolétaire¹⁷

L'Histoire, la nôtre, qui nous nourrit d'espairs et de rêves, est celle des porteurs d'eau et des petites gens plutôt que celle des Grands de ce monde. Elle est celle des bûcheux, draveurs et raftsmen, gens de forêt, de bois et de rivières, gens de boxesaws et de haches [...]. Elle est celle aussi des ouvriers et ouvreurs de pays, travailleurs pour la petite paye, bâtisseurs de chemin de fer et de chez nous [...]. Elle est aussi celle des mineurs aux visages endurcis couleur de roche, couleur de rouille [...] déjà couleur d'la mort. L'Histoire, la nôtre [...] est celle de ces gens-là, de ces bras, de ces coeurs, de cette langue, plutôt que celle des Grands de ce monde.¹⁸

The second (and quite unique) theme in Franco-Ontarian poetry with which your students may be interested to identify, has been elaborated, more or less militantly, by what may be called eco-poets. Eco-poetry was launched in 1981 by Pascal Sabourin (see note 2) who still writes ten years later:

Cent vingt mille mille carrés, millions d'arbres carrés, arrachés, carrés comme la dent du dentiste. Des allumettes pour les lanternes japonaises, des tissus pour les culs-de-sac britanniques et américains. [...] Ah! tu auras beau crier tes originaux au foie dioxiné, crier tes perdrix de savane aux chairs putréfiées! [...] Eddy passe tout au bulldozer avec toutes les permissions et bénédictions du politique et des autres [...] Misère, dévastation, mille kilomètres carrés! [...] Car le Système est organisé, jobs, jobs, jobs. Oui [...] Tèmagami aura ses jobs, jobs, jobs. [...] Le médecin gravement se penche et déclare: «Maladie incurable, regrets éternels., bla bla bla bla bla bla».¹⁹

One possible difference is that what has become a socio-economic discourse, was once a chemical indictment (all quotes from *Poèmes du Nord et d'ailleurs*):

cent années sulfurisées
[...] cent hivers acidiques (p. 15);
l'étang corrosif
[...] nos gazons synthétiques
Et nos routes goudronnées
Et nos lacs étouffés" (29);
l'étang sulfurisé
Eaux tripotées
Vertes de citron amer
Qui montrent les fonds incultes
Désertés des ombles et des brochets" (55);
la Wabigoon mercurisée [...] la slame radioactive [...] la pluie acidée [...] le

brouillard caustique" (57);
poissons toxiques [...] toundra caoutchouteuse" (71-72).

Nor is Sabourin alone in decrying the rape of the land by "la CIP, la Spruce Falls, la GM, Ivaco ou l'Inco"²⁰:

Combien de fois ai-je à souffrir... les choses que je n'aurais pas dû faire? Ces choses faites et commises par l'intrus qui vient s'emparer de mon corps en détresse, en faiblesse. Un corps empoisonné, un corps dilué dans le produit chimique que l'intrus a inventé pour faire le mal en disant que c'est bien, social, marginal, normal mais... fatal²¹

Je sais qu'un castor vaut infiniment plus qu'une carte de crédit et que le bison n'a jamais été la victime de son frère l'Indien. Je sais qu'il y a un siècle, au-dessus du pays de mon enfance, le ciel était noir de pigeons voyageurs, je le sais - j'ai vu le dernier de la race dans une boîte en verre au musée et j'en suis resté taché [...] Je sais qu'une racine obstinée et noueuse est plus réelle qu'une carte postale d'un ookpik importée du Japon [...]²²

l'impasse
l'ailleurs dans tes yeu
l'écho qui s'impos
les saisons atrophiée
il ne m'est d'espoir qu'en la déraison²³

Such "déraison" may take the forms of virulent protests²⁴ against economic exploitation:

pay\$ à \$ortir du boi\$, miné par \$on \$ud-dollar, maudit dan\$ la \$ueur de \$e\$ homme\$ et de\$ canne\$ à pêche, cheminée\$ fumante\$, chain-\$aw\$ grai\$eu\$e\$, moulin\$ puant\$ qui violent, débauchent te\$ rivière\$ muette\$, jeune\$. Pay\$ d'heure\$ de travail, de \$hift\$ double\$, de grève\$ qui coûtent cher²⁵

and of impassioned calls for action such as:

Arrachez vos gonds pur la liberté! [...] Mijotez votre coeur de caille, votre sang, donnez-le à boire. Descendez les cloches des clochers et transformez l'enfer, que les tulipes et les rosiers regorgent de leurs parures d'hiver.²⁶

Prenez-le, le pays, prenez-le dans vos mains. Prenez-le dans vos bras, dans vos ventres, dans vos coeurs. Dansez avec le pays²⁷

or, less poetically:

Hé! là! Tu ne savais pas qu'ici,
Dans le Nord,
On commence à en avoir raz-le-bol,

Et même par-dess us le raz!
[...]
Frenchie fait comme les Inuit et les Indiens:
Il prend ses affaires en main;
[...]
Dans le Nord,
Même les grenouilles²⁸ veulent qu'on les respecte!²⁹
Et si
[...]
Je ne devais que
Vous FOUTRE MON PIED AU CUL?...³⁰

At some point, on some level, discussion should occur about where, in such writing, lay-out artistry ends and poetry begins. Of more immediate, pedagogical applicability, however, might be the recognition that texts like the (largely unknown) ones alluded to here can teach us much in and about French and about the French ROC. Indeed, French would be at once the target and an ancillary means of instruction if you were to coordinate an occasional language lesson with that of your colleagues in

- geography/geology
("montagnes cambriennes," "glaces des pléistocènes," "mers dévonien-nes"),
- environmental chemistry
("pluie acidée," "brouillard caustique," "poissons toxiques"),
- economics
("pay\$ miné par \$on \$ud-dollar"),
- social studies
("Une femme Sans Nom lance verre après verre contre les murs de sa cuisine anonyme," "le Système est organisé: jobs, jobs, jobs"),
- history
("coureurs des bois, découvreurs, explorateurs, voyageurs prospecteurs, cheminots et pêcheurs, habitants défricheurs de terre"),
- etc.
I know... But as the poet says:
"À ne pas savoir faire le pont / entre le rêve et la réalité / on risque de se ramasser le cul à l'eau."³¹

And what is true for the poet should also apply to the teacher:

dans sa [serviette]
dor[men]t
le rêve d'un monde taillé sur mesure³²

and the answer to the question:

C'est beau la poésie
mais en pratique, ça donne quoi?³³

Notes

- For an unorthodox critique of free-verse poetry see François Crouzet, *Contre René Char*, Coll. *Iconoclastes* 13 (Paris: Belles Lettres, 1992).
- Pascal Sabourin, "Dé-payement," *Poèmes du Nord et d'ailleurs* (Cobalt, ON: The Highway Book Shop, 1981), p. 19.
- Sabourin arranges his lines thus: "Nos... Plantées... Comme... Et [...] Tandis... Aujourd'hui... Exilés... Prisonniers... Jouets... Nous..."
- Anthony Mollica and Bernadette LaRoche, *Reflets d'un pays: poèmes et chansons* (Welland, ON: Éditions Soleil Publishing, 1990). The accompanying *Guide pédagogique* (1990) is by Anthony Mollica, Bernadette LaRoche and Monique Lachance-Bertrand.
- To name but a few recent ones: Fred Cogswell and Jo-Ann Elder, *Rêves inachevés: anthologie de poésie acadienne contemporaine* (Moncton: Éditions d'Acadie, 1990); J.R. Léveillé, *Anthologie de la poésie franco-manitobaine* (Saint-Boniface: Éditions du blé, 1990); Hédi Bouraoui and Jaques Flamand, *Écriture franco-ontarienne d'aujourd'hui* (Ottawa: Éditions du Vermillon, 1989); René Dionne, *Anthologie de la poésie franco-ontarienne: des origines à nos jours* (Sudbury: Prise de parole, 1991).
- Patrice Desbiens, "Late Show," *Dans l'après-midi cardiaque* (Sudbury: Prise de parole, 1985), pp. 60-61. What are the poetic reasons, if any, for the layout of this text, and how would your students design the page?
- Guy Arsenaux, "Tableau de backyard" *Acadie Rock* (Moncton: Éditions d'Acadie, 1973); Cogswell and Elder (note 5), pp. 32-33.
- Guy LeBlanc's manifesto, *Cri de terre*, inaugurated the Éditions d'Acadie in 1971; *Prise de parole* was founded in 1972-73.
- Sabourin, "Terre de roc," *Poèmes du Nord et d'ailleurs*, p. 25. "Ce... Anciens... Cambriennes [...] Et les glaces... [...] Et les eaux [...] Et puis... Permanentes [...] Mon... Solide..."
- Réginald Bélaïr, *Semences* (Kapuskas-king: Éditions du Centre régional de loisirs culturels, 1985), p. 65. "je... fils... ni... mais... de... roc..."
- Gaston Tremblay, *La veuve rouge* (Sudbury: Prise de parole, 1986), p. 18. "Nous... et... sur... leurs [...] Nous... [...] Givre... Le... qui..."
- Pierre Albert, *L'espace éclaté* (Sudbury: Prise de parole, 1988), p. 40. "[...] mon... d'épinettes... froides... // je... // jusqu'au... jusqu'à... // j'en... pleines..." How would your students interpret the pine needles in the poet's hands and voice?
- Nowhere else, I think, are the ties between land and people so close as to metamorphose the latter into the living matter of the former: "Mon corps deviendra le Nordet / qui fera craquer tes branches en hiver" (Tremblay, *En attendant* [Sudbury: Prise de parole, 1976], p. 21); "je revois ma mère / fière comme un conifère" (Desbiens, *Dans l'après-midi cardiaque*, p. 31); "je deviens forêt" (Tremblay, *La veuve rouge*, p. 7); "notre sève et notre sang se figent" (Tremblay, *ibid.*, p. 10); "Nous sommes les ormes en hiver / tous ces arbres qui craquent et qui meurent / sur vos plaines" (Tremblay, *ib.*, p. 11); "Quand il n'y a que la nuit / que nos troncs, que nos feuilles [...] il n'y a que nos troncs qui / attendent le matin". (Tremblay, *ib.*, p. 13); "Il n'y a que nous, les squelettes / des ormes" (Tremblay, *ib.*, p. 14); "Nous sommes les ormeaux qu'ont plantés vos grands-pères [...] Vous ne voyez que nos branches / et nos troncs secs" (Tremblay, *ibid.*, p. 13); "Sentez-vous la neige qui s'ameute, / entre les pieds de nos broussailles, / contre le bois de nos troncs / et sentez-vous l'écorce de nos coeurs / qui se crispe, qui gerce, qui crève et / qui crisse dans la nuit?" (Tremblay, *ibid.*, p. 17); "je suis conifère et / ma musique est boréale" (Albert, *L'espace éclaté*, p. 75); etc.
- Jean-Marc Dalpé, *Les murs de nos villages* (Sudbury: Prise de parole, 1980), p. 14. "Écoute, / tu as... tu tiens... tes... ton... rit... [...] ta... [...] tu..."
- Albert, *L'espace éclaté*, p. 20. "je... dont... aux... découvreurs 3// aux... cheminots... // aux... défricheurs..."
- Albert, *L'espace éclaté*, p. 25. "il... à bâtir l'inaccompli // comme... dans..." In this poem, writing poetry is compared to clearing the land for planting.
- Albert, *Le dernier de Franco-Ontariens* (Sudbury: Prise de parole, 1992), p. 68. "mon... il... assis... puent..."
- Dalpé, *Gens d'ici* (Sudbury: Prise de parole, 1981), pp. 55-59. "L'His-toire... qui... est... plutôt... // [p. 56] Elle... des... Gens... Gens... [...] // [p. 57] Elle... des... travailleurs... bâtisseurs 3[...] // [p. 58] Elle... des... aux... couleur... [...] // déjà... // [p. 59] L'His-toire... [...] est... de... plutôt..."
- Sabourin, "Eddy pour les allumettes," *Suite en sol indien* (Saint-Boniface: Éditions des plaines, 1991), pp. 19-21. "Cent... Mille mille... Millions... Arrachés... Comme 93// Des allumettes... Des... Et... [...] // Ah!..Crier..Tes originaux... Crier... Tes... // [...] Eddy... Avec... Du... [...] // Misère... Dévastation... Mille [...] // Car... Jobs... Oui [...] Témagami... [...] Le... Se... «Maladie... Regrets... Bla..."
- See Dalpé, *Gens d'ici*, p. 85.
- Guy Lizotte, "L'intrus," *Cicatrice* (Sudbury: Prise de parole, 1977), p. 63. "Combien... ai-je... les... Ces... par... qu... en détresse... en... Un... Un... dans... que... pour... en... Normal... Mais..."
- Robert Dickson, *Or«é»alité* (Sudbury: Prise de parole, 1978), n.p. "je... qu'une... et... la... // je... au-dessus... le... je... dans... et... // je... est... d'un..."
- Jacques Poirier, *Que personne ne bouge!* (Hearst: Le Nordir, 1988), p. 45.
- Compare, in Acadia, Gérald Leblanc's "prisonniers économiques / de la pourriture capitaliste / on a pus rien à perdre / y a pus rien qui peut nous arrêter" ("Enough will do," *L'extrême frontière* [Moncton: Éditions d'Acadie, 1988], p. 36).
- Albert, *L'espace éclaté*, p. 59. "pays... miné... maudit... et... des... chain-saws... qui... tes... // pays... de... de..."
- Richard Casavant, *Poèmes 1960-1975* (Sudbury: Prise de parole, 1978), p. 26 (first published in *Symphonie en blues* [1965]). "Arrachez... [...] Mijotez... Votre... Descendez... Et... Que!... Regorgent..."
- Dalpé, *Les murs de nos villages*, p. 42. "Prenez-le... Prenez-le... Prenez-le... dans vos ventres... dans... Dansez..."
- Dalpé says: "Nous sommes les Nigger-Grogs de l'Ontario" (*Gens d'ici*, p. 92).
- Sabourin, *Poèmes du Nord et d'ailleurs*, p. 33.
- Sabourin, *Poèmes du Nord et d'ailleurs*, p. 57.
- Michel Vallières, *Comme un simple voyageur* (Sudbury: Prise de parole, 1984), p. 32.
- Michel Dallaire, *Regards dans l'eau* (Sudbury: Prise de parole, 1981), n.p. Dallaire's dream sleeps in a "valise."
- Vallières, *Comme un simple voyageur*, p. 32.

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Teaching Culture in a North American Context: Halloween Revisited

Anthony Mollica, Marjolaine Séguin,
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Information presented in dialogue form obviously lends itself much more easily to conversation and discussion than the more intricate narrative or descriptive prose.

Using the same background information on "Halloween", the authors have adapted the text to introduce information about the target culture as well as present facts in a humorous way about the North American festivity.

Halloween has become essentially a North American celebration. Children learning an International or foreign language in Canada or in the United States 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.

In Volume 1, No. 1 of *Mosaic*, we published some historical background to *Halloween*. Since that time, under the rubric "Teaching Culture in a North American Context", we have conducted a number of "interviews" with both fictional and non-fictional characters. We opted for the dialogue, for this format allows an easier opportunity for conversation than more intricate or descriptive prose.

While the original text provided the necessary historical background, the three new dialogues contain some interesting "twists":

- the French Witch threatens to turn our intrepid journalist into a rabbit!...
- the Italian witch is in North America as part of an ANSI delegation (the National Association of Italian Witches!)... and com-

plains about the working conditions..

- the Spanish interviewer is ill-at-ease for interviewing a Witch for the first time...



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.

Entrevue avec une Sorcière

Sorcière: C'est bien vous qui m'avez fait voyager sur mon balai magique pour que je vienne vous parler des origines de l'Halloween

Mosaïc: C'est exact, très chère sorcière Barbara Cadabra. Merci infiniment d'avoir accepté mon invitation. (Il faut être poli avec les vieilles sorcières pour qu'elles ne nous jettent pas de mauvais sort!)

Sorcière: Chut! Si vous parlez dans mon dos, je vais vous transformer en lapin.

Mosaïc: Bon, revenons à nos moutons.

Sorcière: Quoi? Vous préférez devenir un mouton?

Mosaïc: Pas du tout! Je disais simplement, revenons au sujet de l'Halloween. Vous en êtes bien la spécialiste, non?

Sorcière: Bien sûr! Commençons par le commencement. Le mot *Halloween* nous vient de l'expression anglaise *All Hallows Eve* qui veut dire Veille de la Toussaint.

Mosaïc: Hum... Toussaint... Toussaint... Il y a le mot *saint* là-dedans, n'est-ce pas?

Sorcière: Mais oui! La Toussaint est une fête catholique en l'honneur de tous les saints.

Mosaïc: Alors, si on fête l'Halloween le 31 octobre, cela veut dire qu'on fête la Toussaint le 1^{er} novembre.

Sorcière: C'est bien ça et on fête l'Halloween depuis près de 2000 ans.

Mosaïc: Oh! C'est donc bien vieux l'Halloween!

Sorcière: Attention! Du respect pour la vieillesse.

Mosaïc: Pardon!

Sorcière: Comme vous disiez tout à l'heure, revenons à nos moutons! Il y a très longtemps, les Celtes qui vivaient en Grande Bretagne et dans le nord de la France célébraient la fin de leur année le 31 octobre.

Mosaïc: Le jour de l'Halloween?

Sorcière: Pas tout à fait. À cette époque-là, ils célébraient Samhain, le maître de la mort. Ils croyaient que Samhain avait le pouvoir de faire

revenir les morts sur la terre cette nuit-là.

Mosaïc: Vous me faites peur avec ces histoires de fantômes!

Sorcière: Hi, hi, hi! Vous comprenez maintenant pourquoi on parle encore de fantômes le soir de l'Halloween.

Mosaïc: Et pourquoi alors parle-t-on aussi de sorcières à l'Halloween?

Sorcière: Voyez-vous, mes ancêtres les sorcières ont toujours essayé de prédire l'avenir et plus particulièrement le soir du 31 octobre.

Mosaïc: Vous cherchez à me faire peur avec vos histoires de sorcellerie.

Sorcière: Mais non! Je veux juste vous expliquer que mes ancêtres les sorcières effrayaient les mauvais esprits en pratiquant leur magie secrète autour du feu.

Mosaïc: Si vous continuez, je ne vais pas sortir de chez moi le soir du 31 octobre.

Sorcière: Tant pis! Vous ne pourrez pas admirer toutes les citrouilles illuminées de votre quartier.

Mosaïc: Mais j'aime les citrouilles! Est-ce qu'elles ont une vieille histoire elles aussi?

Sorcière: Avez-vous déjà entendu parler de la légende irlandaise de Jack et sa lanterne?

Mosaïc: Jack et sa lanterne... Cela me dit quelque chose.

Sorcière: Et bien voici! Ce Jack était un misérable avare qui avait joué beaucoup de mauvais tours au diable. À sa mort, il n'a pas pu aller ni au Paradis ni en Enfer.

Mosaïc: Ne me dites pas qu'on l'a renvoyé sur la terre?

Sorcière: Précisément! Là, il a été obligé d'errer jour et nuit avec sa lanterne à la main.

Mosaïc: Si je comprends bien, la lanterne de Jack est l'ancêtre des citrouilles illuminées qui invitent les enfants à aller sonner aux portes des maisons.

Sorcière: C'est ça! Vous savez, il y a très longtemps, les paysans irlandais allaient aussi de maison en maison.

Mosaïc: Pour demander des bonbons?

Sorcière: Non, non. Ils allaient chez leurs voisins pour leur rappeler d'apporter du porc et de l'agneau à la fête d'un de leurs saints préférés appelé Saint-Columba. Par la suite, ce sont les pauvres qui se sont mis à mendier de porte en porte.

Mosaïc: Alors, c'est sûrement pour cela que les enfants qui sonnent à nos portes aujourd'hui nous disent "La charité s'il vous plaît!"

Sorcière: Et oui, cette courte phrase nous rappelle les mendiants irlandais.

Mosaïc: Cela explique donc aussi les petites banques que l'UNICEF distribue dans les écoles pour que les élèves d'ici ramassent de l'argent pour les enfants des pays plus pauvres.

Sorcière: Vous commencez à comprendre bien des choses.

Mosaïc: Le soir de l'Halloween, je crois que j'irai faire une promenade en voiture dans les rues pour voir tous les beaux costumes. Peut-être que quelques enfants me donneront des bonbons.

Sorcière: Attention, mangez seulement ceux qui sont enveloppés!

Mosaïc: N'ayez crainte, je connais les règles de sécurité pour les bonbons et pour les costumes aussi. Par exemple, il paraît qu'il est préférable de porter un costume de couleur claire et de se maquiller au lieu de porter un masque.

Sorcière: C'est la simple logique, non? De cette façon les automobilistes peuvent mieux voir les enfants dans la rue et les enfants peuvent mieux voir autour d'eux.

Mosaïc: Mais vous, sorcière Barbara Cadabra, vous portez une robe, une cape et un chapeau tout noirs. Si je me promène en voiture, je ne pourrai pas bien vous voir.

Sorcière: Cela ne fait rien. Hi, hi, hi. Moi, je suis une vraie sorcière et vous, *abracadabra*, si vous ne me respectez pas, je vais vous changer en lapin..

Mosaïc: Non!

Intervista con una Strega

Mosaic: Buonasera, Signora Strega!

Strega: Buonasera!

Mosaic: Innanzitutto vorrei ringraziarla per averci concesso questa intervista. Per noi lettori di *Mosaic*, questa è un'occasione molto speciale. Non capita tutti i giorni di poter parlare a una strega...

Strega: Anche a me non capita spesso di parlare con studenti e docenti di lingua italiana. Il piacere è tutto mio!

Mosaic: Beh, noi vorremmo farle alcune domande sulla festa di Halloween... Ormai la festa si avvicina. È alla fine di ottobre, no?

Strega: Sì, certo. Il 31 ottobre per essere esatti. Io sono arrivata qui dall'Italia con qualche giorno di anticipo... e mi sto appunto preparando per la grande serata.

Mosaic: Dall'Italia? Ma è venuta da sola?

Strega: No, faccio parte di una delegazione inviata dall'ANSI (Associazione Nazionale Streghe Italiane) per partecipare a questo Halloween 1996. Siamo in tredici a rappresentare l'Italia.

Mosaic: Ma, scusi, in Italia non si festeggia Halloween?

Strega: No, da noi non esiste questa festa! C'è una ricorrenza simile in questo periodo, il giorno dei morti, il 2 novembre... Però è molto diverso: la gente va al cimitero a visitare i morti, poi la sera c'è la tradizione di mangiare le castagne arrosto, di pregare insieme per i morti, di ricordarli... Ma noi streghe non interveniamo in queste attività.

Mosaic: Ma allora, scusi, Signora Strega, Lei non conosce bene la tradizione di Halloween...

Strega: Come no, la conosco benissimo! Prima di venire qui ci hanno fatto seguire un corso intensivo di lingua e cultura inglese. E poi ci hanno fatto anche un "training" speciale per poter partecipare alle attività che si svolgeranno qui, in Nord America.

Mosaic: Ah, ho capito. Bene, allora, per cominciare vorremmo farle

una domanda di tipo linguistico. Da dove viene la parola *Halloween*?

Strega: Viene dall'espressione inglese *All Hallows' Eve*. Questa tradizione è stata introdotta in Nord America dagli immigranti irlandesi ma risale a un periodo molto più antico. Infatti originariamente Halloween era un rituale celebrato dai celti, un popolo antico che viveva in Gran Bretagna e nella Francia del nord. Durante la notte del 31 ottobre, che per loro segnava la vigilia di capodanno, si credeva che le anime dei morti tornassero sulla terra. Ecco perché ci sono i fantasmi, le streghe... Capisce?

Mosaic: Sì, capisco. Però mi deve spiegare una cosa: le streghe esistevano anche in passato?

Strega: Ma certo che esistevano! Anzi, le dirò, in passato noi streghe avevamo un ruolo molto più importante di adesso. La notte di Halloween ci riunivamo intorno al fuoco, passavamo tutta la notte a ballare, a fare incantesimi e magie... Eravamo molto potenti allora: gli spiriti maligni avevano paura di noi... (*sospira*) Quelli sì che erano bei tempi!

Mosaic: Beh, anche oggi ci sono rimaste tracce di questi riti antichi...

Strega: Sì, è vero... Per esempio, l'abitudine di svuotare le zucche e ritagliare una faccia che assomiglia a una strega, e poi illuminarle dal di dentro con una candela o con una lampadina. Questo ricorda la leggenda inglese di *Jack-o'-lantern*, il fantasma di un uomo avaro che, dopo la morte, è stato condannato per sempre a vagare sulla terra con la sua lanterna.

Mosaic: Ah sì, questa storia me la ricordo...

Strega: Jack era un tipo molto avaro e per questo non era stato ammesso in Paradiso. Però anche all'Inferno non l'avevano accettato perché aveva fatto dei brutti scherzi al diavolo...

Mosaic: Sì, proprio così...

Strega: E poi c'è anche "Trick or treat"... I bambini mascherati

vanno di casa in casa chiedendo dolci e caramelle... o minacciando di fare brutti scherzi se rimangono a mani vuote. Sono sicura che questa è la parte più divertente per loro... Credo che piacerebbe molto ai bambini italiani!

Mosaic: Ma qual è l'origine di questa usanza?

Strega: Anche questa deriva da un antico costume irlandese. I contadini la sera andavano dai loro vicini a chiedere cibo e bevande per la festa della notte.

Mosaic: L'unica parte nuova, allora, è la raccolta dei soldi per l'UNICEF, non è vero?

Strega: Sì, questa è un'iniziativa moderna. Mi sembra molto bella perché i bambini, mentre si divertono, fanno di aiutare altri bambini meno fortunati di loro.

Mosaic: E mi dica, Signora, cosa ne pensa, Lei, dei brutti episodi che si sono verificati negli ultimi anni durante la notte di Halloween?

Strega: Penso che sia un vero peccato. Comunque, sono state proposte delle regole di sicurezza che dovrebbero diminuire il pericolo. Per esempio, i bambini più piccoli devono essere accompagnati da un adulto, i dolci devono essere controllati accuratamente, e così via. Io suggerirei anche ai bambini di truccarsi invece di mettersi una maschera.. Le maschere possono impedire di vedere chiaramente, specialmente di notte.

Mosaic: Certamente! Dunque, Signora Strega, Lei rimarrà qui in Nord America con le sue colleghe fino alla notte di Halloween. E dopo, mi dica, ha intenzione di trattenersi ancora qualche giorno?

Strega: Eh, purtroppo non possiamo assolutamente permettercelo. Per ragioni professionali dobbiamo rientrare in Italia al più presto. Abbiamo molto da fare nei prossimi due mesi...

Mosaic: Come mai?

Strega: Beh, ci sono soltanto due mesi prima di Natale, e poi arriva subito il 6 gennaio, il giorno della

Befana... Noi streghe italiane siamo molto occupate in quel periodo.

Mosaic: Perché? Cosa succede il 6 gennaio? Chi è la Befana?

Strega: Il 6 gennaio è appunto la festa della Befana, cioè dell'Epifania. È una festa molto importante per noi streghe, e per i bambini naturalmente. Vede, la Befana è una donna vecchia e brutta, una strega insomma, che va in giro per le case, scendendo per il camino, a cavallo di una scopa, e porta i regali ai bambini...

Mosaic: Ma i regali, scusi, non li porta Babbo Natale?

Strega: Sì, certo. Però in certe parti d'Italia, a Roma per esempio, la tradizione della Befana è ancora molto sentita. La sera precedente la gente sta alzata fino a tardi, la

città è tutta illuminata, c'è chiasso per le strade... E poi il 6 gennaio è un giorno festivo in Italia. Non c'è scuola. Non si lavora...

Mosaic: Ah! Beati voi! Da noi invece il 6 gennaio non è festa. Dunque, Signora Strega, vedo che Lei e le Sue colleghe siete molto occupate...

Strega: Altro che occupate! E per stipendi bassissimi, mi creda. Infatti è molto probabile che facciamo sciopero...

Mosaic: (incredulo) Sciopero? Ma avete un sindacato?

Strega: Eccome! Il SINSI (Sindacato Nazionale Streghe Italiane) al momento è in trattative per gli aumenti salariali...

Mosaic: Veramente?!

Strega: Eh sì. Anche le condizioni di lavoro sono inaccettabili: orari quasi sempre notturni, il fumo e

l'aria sporca dei camini, e poi queste scope così scomode... Non le dico il mal di schiena durante il volo Roma-Toronto!

Mosaic: Eh, capisco...

Strega: Alle soglie del 2000, nel boom della tecnologia, giriamo ancora con queste scope antiquate: senza telefonino... senza stereo... Insomma è una vita da cani!

Mosaic: Beh, noi le auguriamo tutto il successo professionale possibile, Signora Strega. E poi le facciamo doppi auguri: *Buon Halloween* e *Buona Befana!*

Strega: Grazie!

Mosaic: Grazie a Lei, Signora, per essere venuta e per averci detto tante cose interessanti. Speriamo di rivederci...

Strega: Sì, arrivederci!

Entrevista con una Bruja

Mosaic: Muchas gracias, estimada señora Bruja, por consentir en darnos esta entrevista con *Mosaic*. Sé que está haciendo frío y entiendo que ha venido en su escoba. ¿Está tiritando? (Preguntado con cara de preocupación.)

Bruja: No, no, no... No tienen que preocuparse. El placer es mío. Tengo la costumbre de viajar en escoba hasta cuando nieva, no me molesta. Así me da la oportunidad de presentarles informaciones sobre la historia y las tradiciones de la fiesta de Halloween.

Mosaic: De acuerdo. Ahora quiero preguntarle... Perdóneme, señora Bruja, por mirarle así con tanta curiosidad; es que nunca he visto una verdadera bruja de tan cerca.

Bruja: (sonrisa tímida) Sí, entiendo... todos los mortales suelen mirarme así.

Mosaic: Me imagino que estará muy ocupada preparándose para esta gran fiesta. ¿Podría decirme por qué sólo le vemos una vez al año?

Bruja: Pues la verdad es que las brujas siempre estamos merodeando allí, lo que pasa es que recibimos una mayor publicidad en fines de oc-

tubre, hasta en día de Halloween que es el día 31.

Mosaic: Se estarán preparando las brujas por todo el mundo, ¿verdad?

Bruja: No. la fiesta de Halloween es esencialmente una tradición norteamericana, aunque nació en Europa hace más de 2000 años. Lo que se celebra todavía en España, en Italia y en Francia es el día de los muertos, el día 2 de noviembre. Pero es algo distinto. La gente suele ir a visitar a sus muertos en cementarios para recordarlos. Pero las brujas no entramos en esta costumbre.

Mosaic: Bueno, interesante saberlo. ¿Qué significa la palabra *Halloween*?

Bruja: Se originó de la expresión inglesa *All Hallows' Eve*.

Mosaic: Y ¿quiénes fueron los que iniciaron esta costumbre en Norte América?

Bruja: Fueron los inmigrantes irlandeses que introdujeron en Norte América varios rituales característicos de la fiesta. Pero al principio el día de Halloween fue celebrado por los Célticos que

vivían en Gran Bretaña y en el norte de Francia.

Mosaic: ¿Qué celebraban los Célticos?

Bruja: El día 31 de octubre era el día de la noche vieja para los Célticos. Veneraban a Samhain, el patrón de la muerte. Creían que gracias a Samhain, durante la ceremonia de la noche vieja, reaparecían los muertos. De allí vino la noción de fantasmas el día de Halloween.

Mosaic: ¿Entonces nos dice que existían brujas en aquella época?

Bruja: Sí, como no. El día 31 de octubre, las brujas – mis abuelas y mis bisabuelas – se reunían al rededor del fuego para tratar de ver el futuro, utilizando brujería. Se creía que el fuego asustaba a los espíritus del mal. Hoy los rastros de esta creencia se manifiestan en el surgimiento de la popularidad de brujas la noche de Halloween.

Mosaic: Pero si las brujas no hacían más que ver el futuro, ¿por qué en Norte América le tenemos tanto susto?

Bruja: Me alegra de que usted me haya hecho esta pregunta. Las brujas tenemos una mala reputación, gracias a las películas de Holly-

wood. Claro que existen algunas que tienen mal carácter pero no todas somos tan irritables.

Mosaic: Me dices que Usted nunca ha transformado algún desgraciado en sapo por haberla molestado?

Bruja: Lo mejor hubo unas ocasiones en las cuales he tenido que enseñarles una lección a algunos granujas que me molestaban. Pero a mí no me gustan los sapos. Cuando tengo que cambiarles en algo, les cambio en murciélagos. Pero no tengo malas intenciones. Mis encantos no duran más de diez minutos. Pero dejemos de hablar de estas tonterías. No quiero asustarla.

Mosaic: Ha, ha, ha... yo no me asusto (*cara blanca de miedo*). Bien pues entonces (*aclarándose la garganta*) ¿Cómo se daría cuenta un turista de que el día de Halloween es una gran fiesta en Norteamérica?

Bruja: Existen decoraciones características de la fiesta. La más popular es el *jack-o'-lantern* que la gente exhibe en sus casas. Son calabazas vaciadas, limpiadas, talladas e iluminadas de dentro con bombillas o candelas.

Mosaic: ¿Qué tiene que ver esta costumbre con fantasmas?

Bruja: Según una leyenda irlandesa, había una vez un avaro llamado Jack. Al morir, le negaron la entrada al cielo por su avaricia; y tampoco le admitieron en el infierno por haberse burlado del diablo. Resultó que el espíritu del difunto Jack fue condenado a

rodear el mundo eternamente con su linterna, sin poder jamás descansar. De allí nació la expresión *Jack-o'-lantern*.

Mosaic: ¿Qué nos puede decir acerca de la costumbre de "Trick or treat"?

Bruja: Esta es una costumbre para los niños. Van de casa en casa, disfrazados y pidiendo dulces. A principios de la época cristiana, los campesinos irlandeses visitaban a sus vecinos para recordarles traer carne de puerco y de cordero a las celebraciones de la noche. Después, los pobres empezaron a mendigar de casa en casa pidiendo limosna. Hoy, en Norte América, niños van vestidos de brujas, fantasmas y personajes populares, de casa en casa pidiendo caramelos.

Mosaic: ¿Ha cambiado esta tradición desde que empezó en Norte América?

Bruja: Sí. Recientemente, gracias a una iniciativa de UNICEF, la tradición adoptó una nueva costumbre. Además de caramelos, los niños piden dinero para países menos afortunados. Así los niños se divierten mientras ayudan a los que más lo necesitan.

Mosaic: ¿Nos puede ofrecer más informaciones acerca de la fiesta de Halloween que no le he preguntado?

Bruja: Sí. Hay algo muy importante que le quiero decir. Desafortunadamente, resulta que varios accidentes también forman parte de la fiesta e iniciativas de seguridad han sido presentadas para eliminar ciertos peligros. Aquí

tiene unos consejos que les ayudarán a los niños a divertirse y a evitar accidentes: Niños que van disfrazados deben llevar ropa de color blanco o claro para que los motoristas les puedan ver fácilmente... En vez de llevar máscaras, es mejor que los niños se disfrazen pintándose la cara. Así, no se impide su vista, y pueden evitar situaciones peligrosas... Niños pequeños deben ser acompañados por un adulto en caso de emergencia imprevisto... Se debe comer sólo caramelos que son bien envueltos y sellados, y se debe examinar minuciosamente toda la fruta que reciben.

Mosaic: Muchísimas gracias, Señora Bruja. Le agradecemos su tiempo y sus informaciones.

Bruja: No hay de que. Espero que todos los niños pasen un día de fiesta divertidos.

Anthony Mollica is Professor of Education, Faculty of Education, Brock University.

Marjolaine Séguin is a teacher currently enrolled in the French as a second language program, Brock University.

Raffaella Maiguashca is Associate Lecturer at York University where she teaches Italian language and methodology courses.

Natalia Valenzuela is completing her B.Ed at the Faculty of Education, Brock University.

RESEARCH IN PROGRESS

International/Heritage Languages in Canada: The State of the Art

A research project is currently underway, headed by Professor Anthony Mollica, to update the status of International/Heritage Languages at all levels of instruction across Canada. The research received financial support from the Multiculturalism Program, Canadian Heritage.

The research has two main goals:

1. to compile up-to-date statistics on the variety of language programs available, student enrolment, and teacher participation and training, and

2. to define language policies at the levels of provincial and territorial governments, universities and school boards.

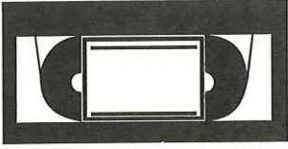
The first phase of our research is data gathering. We need your help in this daunting enterprise.

If you are able to provide information on any International/Heritage language program anywhere in Canada, whether it is school-based or community-based, please contact the researcher:

Joan Howard
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FAX: (416) 926-4737
email:
jhoward@oise.utoronto.ca

We are particularly interested in any background information about institutions (school boards, private groups), and associations which offer courses in Heritage/International languages at all levels of instruction.

All information will be gratefully received and credit given to our informants.



Video Review

Proud of Two Languages

Canadian Parents for French. *Proud of Two Languages*. Ottawa, Ontario: Canadian Parents for French, 1995. 14 min. 52 sec. \$19.99. (CPF members, \$14.99). (Canadian Parents for French, 309 Cooper Street, Suite 210, Ottawa, Ontario. K2P 0G5.)

Produced by Canadian Parents for French (CPF), this video makes once again the case for bilingualism via immersion. The format is a series of informal statements by students, teachers and graduates who remind the viewers that bilingualism is a requirement for some jobs and an additional asset for others. They point out the friendships one can make, the cultural richness of learning another language, the importance of bilingualism to world travellers and the relative ease with which bilingual people can learn another language.

This is not a "talking head" video with yet one more panel of experts. Rather, it is composed of the comments of refreshingly real people, non-actors. It is also evident that these remarks are unrehearsed. Sherlock Holmes would indubitably point out the few small linguistic infelicities in both official languages. But we are not dealing with a mystery. Rather, we are witness to the miracle of the joy of learning. The genuine enthusiasm of the speakers is infectious.

We have to agree with the gentleman who complains of North American insularity. We nod when he lauds the European flair for multilingualism. And we understand when he gets carried away with all the languages people speak over there: French, German, Spanish, and Swiss [sic].

The Toronto student, who expresses joy at being able to communicate with her peers from Québec, is delightful. The student in Mon-

tréal who said she thought her parents would be pleased to know how well she could live in French also transmitted a powerful message.

The video is pleasant to view in that it does not attempt to be encyclopedic – giving all the reasons for learning French and providing graphs with all the statistics proving the point. It is honest in that, while dispelling some of the myths surrounding immersion, it admits that motivation and parental support are essential. The speakers assure us that you do not need a high IQ to succeed at immersion. They acknowledge comfortably that sometimes learning another language does require some extra effort. However, they appear totally genuine when they say any headache is worth it!

Interspersed with the spoken messages are delightful photos of happy, sincere young faces, clips of travel to Asia, and activities in French ranging from football to dance, from song to media production.

I sincerely recommend this video for families considering immersion for their children. It should be required viewing for all school board trustees. It would also be a worthwhile resource for education students (future teachers) at the beginning of the semester. I can well imagine them expanding and completing the list of reasons to study French. And I can imagine a video on Core French as a next venture for CPF.

This video is low key in its approach. It avoids political issues, learned debate and lofty ideas. It is gentle persuasion in less than fifteen minutes. *Proud of Two Languages* is certainly worth our time. *Chapeau CPF!*

Roseann Runte is President of Victoria University, University of Toronto

ACTFL's Ed Scebold Receives Prestigious Award



At the October 1996 annual conference of the New York State Association of Foreign Language Teachers, Ed Scebold, received the *Robert J. Ludwig Distinguished Foreign Language Leadership Award*. Established in 1983, by NYSAFLT's Board of Directors to honour its current Executive Director, the award is bestowed annually upon a foreign language professional who has had an impact on the national scene through distinguished leadership.

Ed Scebold is currently Executive Director of ACTFL, a position he has held since 1977. From 1970 to 1977, he has held the positions of Executive Secretary and Editor of ACTFL. Prior to that time, he served as Consultant in Foreign languages to the Nebraska State Department of Education and teacher of Spanish.

Scebold has served and is serving the foreign language profession in a variety of capacities. He maintains an active public speaking calendar, has been interviewed for radio, television, and various publications, has served as liaison and consultant for associations, school districts, colleges and universities, and government agencies. He serves on the Board of Directors of the Joint National Committee for Languages (JNCL) and as ACTFL's representative to the Interagency Language Roundtable.

Among other honours, Ed Scebold is the recipient of the 1986 *Paul Simon Award* for the promotion of language and international studies, presented by the Central State Conference on the Teaching of Foreign Languages.

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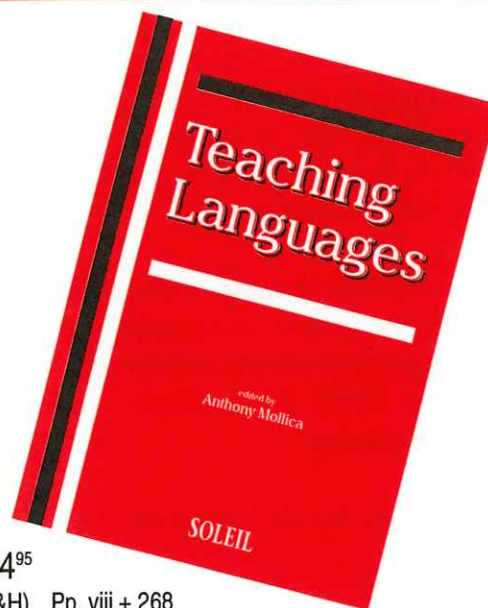
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