Mosaic

Anthony Mollica
editor

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Creating a Sustainable Culture: The Role of Language

Wally Lazaruk

Educators can play an important role in creating a sustainable culture. We can help our students to develop communicative competence or the ability to negotiate meanings and purpose in life and to construct language and underlying thought patterns that are in harmony with our natural system and resource base.

Introduction

Learning a language (or several languages) is one of our most important accomplishments as human beings. Language knowledge and skills allow us to perform these important social functions:

- communicating and interacting through a sophisticated sign/symbol system,
- transmitting and developing a shared culture, and
- establishing patterns of thought that we use to organize social and psychological processes.

In short, language is what makes it possible for human beings to live together in a community.

The idea that language transmits and develops a shared culture is often interpreted in a rather passive way. That is, the cultural ideas that language transmits are simply taken for granted and accepted as part of our natural attitude. Although it is true that language makes thought possible, language also constrains thought and limits it to the conceptual boundaries of the language. When people are learning a language, they are quite often unaware of the cultural ideas embedded in that language, and of how language can constrain as well as facilitate ways of understanding. The culture that is encoded in a language (and therefore acquired by a person who speaks that language) becomes a powerful determinant of what or how that person will be able to think and communicate. In other words, the cultural role of language tends to be the maintenance of values and ideas about society formulated in the past, not promoting a change in the culture or creating a new culture to reflect new realities.

However, the constraints on thought that are inherent in a language can be made explicit and reconceptualized. This is the main thesis of this article that language can be learned, or relearned and adjusted, in such a way as to support a change in the culture. The specific focus of this article is supporting change towards a sustainable culture through language learning.

Key Features of a Sustainable Culture

A sustainable culture is one in which patterns of thought, values, and behaviour foster both living within

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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**

From the Editor's Desk

What's in a name?...

At the Heritage Language Symposium sponsored by Centro Canadese Scuola e Cultura and by several Ontario Boards of Education, held in Toronto on October 29, 1993, Ontario's Minister of Education and Training, the Hon. Dave Cooke, announced a change of name for the Heritage Language Program. The Minister changed the name "Heritage Languages" to "International Languages (Elementary)".

The announcement received a standing ovation.

While the term "International Languages" has been widely used in Ontario and in many other provinces for languages (other than English or French) at the secondary school level, the term "Heritage Languages" was used to designate languages taught on Saturday mornings or by extending the five-hour school day, where numbers warrant.

We congratulate the Minister for taking into consideration what researchers, parents, teachers and the Heritage Language Advisory Work Group have been saying; i.e., dispel the negative connotation associated with the term.

Heritage Language classes have always been open to all children. The reality of the situation, however, is that children of other language background do not enrol in a language class which is not their own language.

Parents and educators must make a concerted effort to ensure that children of other languages have an opportunity to attend these classes and see the value and importance of languages in today's shrinking world as a means of fostering tolerance and promoting understaning among races.

If we insist on continuing with the *status quo,* the name change has been an exercise in futility.

- Anthony Mollica

Creating a Sustainable Culture

continued from page 1

the capacities of our ecosystems and resources and conserving ecosystems and resources for future generations.

As we approach the 21st century, many people are realizing that there is a pressing need to create a sustainable culture. Our earth's ecosystems are in rapid decline and cannot expand their capacities to meet the expanding needs of society. The warming of the earth's atmosphere, the loss of essential sources of water, deforestation, the extinction of species, the impact of human waste and chemicals on marine ecosystems, the depletion of fisheries and salinization are only some of the many examples one could cite to show how our life-sustaining capacities are diminishing. In his recent book, *Education, Cultural Myths, and the Ecological Crisis: Toward Deep Changes*, C.A. Bowers states that the Western mindset of viewing the environment as a resource to be exploited and the future as an unlimited expansion of economic development, technological possibilities and personal freedoms is contributing to the further deterioration of our natural systems.

Bowers proposes a set of new and ancient metaphors for a sustainable culture. The following outline of characteristics of a sustainable culture is based on Bowers' metaphors, with some expansion and adaptation:

1. Valuing Sustainable Traditions

Traditions that contribute to long-term sustainability are valued. For example, languages, music, dance, art, storytelling and literature represent opportunities for creative expression, community participation, continuity with the past and connections with cultures in different parts of the earth.

2. Recognizing the Interdependency of Life Forms

Human beings are socio-cultural beings who are embedded in interdependent relationships, and whose needs and forms of expression are part of a larger mental ecology. In a sustainable culture, a community is an ecology of life forms, energy and information webs, that includes humans as dependent members. In this perspective, freedom is defined as the "restriction of self for the sake of others" (Solzhenitsyn).

3. Understanding that Knowledge has Many Forms

Knowledge can be defined as the thought processes and interpretations that reflect the beliefs and values of a language community. Knowledge takes on many forms: knowledge can be tacit, theoretical, critical, technical, folkloric, poetic, spiritual and physical (through the body). Science is one of many forms of cultural knowledge and one way of understanding relationships, patterns and processes. The uses of knowledge include maintaining continuity with the past and taking responsibility for fostering opportunities for future generations.

4. Using Environmentally Sensitive Technology

In a sustainable culture, technology is sensitive to the environmental and cultural context and contributes to sustainable community development. This type of technology builds upon traditional technologies, refines historically rooted practices, uses local sources of energy and skill, and minimizes disruption of the environment.

5. Aligning Economic Activities with Sustainable Values

Economic activities such as the acquisition, expenditure and management of money respect the limits of our resources. Emphasis is placed on living within our means, conserving what we value, and self-sufficiency. Quality, durability and multiple uses are also considered important.

6. Valuing a Rich Spiritual Life and Rich Interpersonal Relationships

A rich spiritual life is characterized by discipline, love, civility and self-renewal. Rich interpersonal relationships are characterized by integrity, sensitivity to others, service orientation, collaboration and responsibility.

Examining our Current Value System

In our culture, we give special status to rationality, individualism and change.

Since the beginning of the scientific age, rational thought has been the primary source of authority for directing human behaviour. The authority of rationality is supported by data gathered through careful observation and measurement. The status of the rational process is reflected in the value placed on explicit forms of knowledge, on context-free ideas and techniques and on the devaluing of the embedded authority of cultural practices, sacred texts and community norms.

Similarly, the autonomy and authority of the individual are the source of much of our current legal, social and political thought. The individual is considered to be free to choose his/her own values, self-identity and future, without regard to the past and to some extent without regard for the needs of the group as a whole.

The third idea that is key to our value system is that change (guided by rational thought) is normal and progressive. Our belief that change is positive is the source of an ongoing demand to formulate new ideas, new inventions and new social techniques that are cost-effective, efficient and marketable.

To develop a sustainable culture, these central values of modern society need to be re-evaluated. Which of these values foster a sustainable culture? Which values need to be modified or eliminated? To some extent, the concepts of rationality, individualism and change are contributing to our current crisis. For example, the emphasis on the autonomous individual as a basic social unit devalues communal involvement and responsibility. This image of autonomy also does not recognize the complex nature of tradition and its authority in people's lives.

The Role of Language Learning in Creating a Sustainable Culture

Now to return to the idea that language learning can support society's efforts to create a sustainable culture: the key aspect of language that is involved in such change is the development of communicative competence, which is the ability to negotiate meanings and purposes in life rather than passively accepting realities that are defined by others (Bowers, 1984, p. 2).

Communicative competence as defined in this context is based on the following assumptions (Bowers, 1984, pp.35-47):

Communication is the primary means of sharing, sustaining and negotiating social reality.

For example, people learn the interpretational rules and assumptions of a specific culture through the verbal and body language communicated by others. In this continuous process, each person renews the shared social reality in his/her consciousness and negotiates changes in that reality (usually minor, occasionally major) as a result of differences in perspectives and experiences.

Communication plays an important role, both in sustaining the agreed-upon beliefs and actions of a social group and initiating new members into the group's shared knowledge. Each person relies on communication to develop self-consciousness and to sustain traditions and membership in a social group.

Each person develops a frame of reference and a set of interpretational rules for making sense of everyday life through the socialization process.

Socialization is the means by which each person learns the ways of thinking, behaviours, and norms of the culture. Each person cumulatively develops an "intersubjective self" in a biographically unique way. That is, individuals internalize the concepts and ideas that they receive from significant people in their lives. Bowers defines the intersubjective self as the "socially derived set of assumptions, definitions, typifications and recipe knowledge that serves as the individual's frame of reference that underlies perception, cognition and behaviour. It functions like a cultural lens that causes the individual to experience social reality according to the underlying grammar (rules) of the culture." (1984, p. 36) Bowers indicates that "the range of culture encoded in language and acquired by the individual becomes a powerful determinant of what the individual will be able to think and communicate." (1984, p. 36) Our cultural maps influence what we are conscious of. Behaviour follows the conscious processes of interpreting, giving meaning and imagining possibilities. The school plays an important role in developing an individual's intersubjective self as it both legitimizes and restricts how cultural experience is symbolized through language.

Each person learns and experiences much of the social world of everyday life as the natural, even inevitable order of reality.

Bowers states that "much of what is learned through socialization is experienced by the individual as the taken-for-granted reality." (1984, p. 39) Individuals internalize attitudes of others and build up a stock of recipe knowledge for defining and acting in different social situations. Taken-for-granted beliefs can, however, constrain imagination and limit interpretations to established ways of thinking. It is important to be able to imagine other possibilities through reflexive thinking, although such thinking may seem unnatural at first.

An individual's self-concept is established through interaction with significant others, initially in a dependency relationship.

Through interaction in which the significant other defines "what is" and the individual internalizes these responses, each person acquires both the socially shared knowledge in the language community and an understanding of who he/she is in relation to it.

Human consciousness is intentional, thereby ensuring that socialization is not deterministic.

Each individual chooses which elements of physical, social and psychological space he/she is conscious of within the conceptual boundaries of the language. Yet even within the symbolic codes that an individual internalizes, there is room to interpret, give meaning, and imagine as a result of one's unique social biography, one's perspective in social and physical space and one's awareness of different interpretative patterns.

Students who have developed communicative competence in a language have these skills:

1. they are able to understand the cultural forces that foster change,
2. they know what the cultural traditions are and are therefore able to judge what should be preserved, and
3. they can think in a way that lets them view decisions in terms of relationships, continuities, disjunctions and trade-offs (Bowers, 1984).

In other words, students who have acquired communicative competence in a language are in a better position to decide which societal values foster a sustainable culture and which values need to be modified or eliminated.

There are many language learning situations that lend themselves to the promotion of cultural change. Learners acquire language through primary socialization. Primary socialization is a process of communication whereby a person acquires from a significant other ways of thinking and talking about the social world. The significant other (the educator) introduces students to new concepts and provides a basis for understanding some aspect of culture they have learned from previous experience. In this process, educators have an important role.

1. Educators can determine the complexity of language.

The language made available by the educator or learning resources introduces the student to the language community's way of thinking. Educators can use the following questions as a guide for ensuring that the student's initial basis of understanding can lead to the development of further communicative competence:

a. Does the complexity of the vocabulary match the complexity of the culture the student is supposed to understand?
b. Is the language framework appropriate to the background experience and maturity of the students?
c. Do the analogues (models, examples, sources of comparison) used for introducing a new concept avoid gender or cultural biases that would exclude or alienate some students?
d. Does the language allow learners to make connections with their personal experience?

It is important that the vocabulary adequately represent the conceptual complexity of the issue or aspect of experience being addressed. The teacher avoids language that reproduces cultural stereotypes. Abstract concepts should be illustrated with examples. Vocabulary must be appropriate to the maturity and cultural background of students. Connections are established between vocabulary and student experience. (Students and teachers provide examples from their own experience.)

2. Educators can make taken-for-granted beliefs explicit.

Textbooks, software and films often present the beliefs and values of the dominant cultural group as if these were the same for everybody. Examples include the authority of the individual, technology as politically and morally neutral, and the progressive nature of change. The educators' professional challenge will be to put the beliefs and values of the dominant culture into a perspective that is accessible to all students, without devaluing the traditions of students from different cultural backgrounds (or the traditions of the majority).

3. Educators can provide historical and cross-cultural perspectives.

All knowledge is an interpretation that reflects the conceptual categories and taken-for-granted assumptions of the language community that creates it. All knowledge has human authorship. Historical and cross-cultural perspectives provide an opportunity to clarify the patterns of thought and assumptions that are encoded in the "facts." The historical perspective also offers an opportunity to identify continuities between past and present.

The educator introduces a historical perspective by helping students address the following questions: "Where did this idea come from?" and "What were some of the relevant concerns of that time?" Cross-cultural perspectives can be provided by ensuring that students are aware of the different ways in which people from other cultures view an idea that the dominant culture considers to be a fact.

4. Educators can use metaphors appropriately.

Languages encode culturally specific ways of thinking and acting through the use of metaphors. Metaphors are historically transmitted words or phrases that foster an understanding of one thing in terms of something else. Meaning is carried over from one concept or experience to another. Most metaphors can be categorized as either "analogic," "root (generative)" or "iconic."

Analogic thinking uses familiar concepts or experiences to understand new concepts and experiences. Examples of analogic metaphors are "leader as quarterback," "mental fatigue as burnout," or "the heart is like a pump." The interpretative framework or analogue for understanding the *new* (leader, mental fatigue, heart) is provided by the *familiar* (e.g., features of a sport, characteristics of a machine).

Root (generative) metaphors are related to a specific way of understanding that is deeply embedded in the collective consciousness of the language community, for example, seeing the universe as a machine, the earth as a resource and language as a conduit. Root metaphors represent themes, paradigms, or world views.

Iconic (image) metaphors are image words that encode earlier stages of analogic thinking and reflect historically structured experiences. Iconic metaphors encode patterns of thought that have been worked out in the past, for example, the terms "individualism," "change," "progress," "environment," "traditions," "modernization," and "community."

Following are some examples of how educators can use each of these types of metaphors more appropriately (Bowers and Flinders, 1991):

a. Analogic Metaphors

Educators should avoid analogues that compare organic with mechanical processes: e.g., language as a conduit for the transmission of information. It is important to explain the dissimilarities between what is being compared. Unlike a conduit, language involves the construction, interpretation and negotiation of meaning, with identities, values, mood and cultural interpretative frameworks playing an important role in the communication process. It is also important to call attention to the "as ifs" dimension of metaphorical thinking: conveying ideas is not quite the same as giving someone a pencil or a book. Furthermore, the analogue should be relevant to student experience. The metaphor of "leader as quarterback" assumes some understanding or appreciation of sports. Finally, educators should display sensitivity to the cultural or gender bias in analogues: e.g., "the bottom line."

b. Root (Generative) Metaphors

Root metaphors convey cultural world views or paradigms. It is important to explain to students how such patterns of thinking are grounded in a generative or root metaphor: e.g., "aesthetic distance" assumes that the writer can be separated or removed from the writing.

Educators should introduce a cross-cultural comparison into the discussion to make root metaphors explicit: e.g., "This group of people have different notions or understandings of ecology, traditions, art, economy." Root metaphors should be appropriate for understanding current problems: e.g., "genetic engineering" does not communicate anything about the ethical issues involved.

c. Iconic Metaphors

Educators need to call attention to iconic metaphors that encode an outmoded pattern or schema for thinking: e.g., "change as progress," "environment as a resource." The iconic metaphors should be placed in a historical context. Educators also need to be sensitive to how iconic metaphors encode a culture- or gender-specific way of thinking: e.g., associating maturity with independence.

5. Educators can monitor the transmission of culturally stereotyped patterns of thought and values.

Bowers and Flinders (1991) indicate that curriculum materials and classroom teaching always involve the transmission of distinct cultural ideas and values which provide a sense of coherence to our everyday experiences. These ideas and values, however, often limit our understanding of current social problems and may be inappropriate or insensitive to the primary culture of some students. It is therefore important that educators monitor the transmission of these basic values, ideas or attitudes.

Bowers and Flinders (1991, pp. 36-37) identify the following cultural assumptions, patterns of thought, and values that may be either outmoded for all students or problematic in terms of the ethnic composition of the classroom:

a. *Individualism:*
   Success being defined as individual achievement. ("He won the game.")

b. *Technology as a neutral entity:*
   "The computer is a powerful tool."

c. *A mechanistic view of the environment, society, or a person:*
   "Your body, like a car, is made up of many complex parts."
   "That book turns me off."

d. *Change as progress:*
   "This new technology is more advanced."
   "They are clinging to the past."
   "That country is lagging behind."

e. *Rational thought as a culture-free activity:*
   "water-tight logic,"
   "distancing oneself from the situation in order to be objective."

f. *Traditional cultures viewed as backward or unenlightened:*
   "breaking with tradition."

6. Educators can assess patterns of thought related to ecological awareness.

The assumptions, beliefs and values found in curriculum and instructional practices reflect the thought processes of the past. Past ways of thinking evolved in response to a set of social and environmental circumstances, and those circumstances have changed to some degree. Therefore, educators have to identify and critically assess these assumptions in light of current conditions and socio-environmental trends and contribute to a process of cultural renewal. The following are examples of outmoded assumptions, beliefs and values (Bowers and Flinders, 1991, pp. 38-39):

a. *Progress involves the increased availability of consumer goods:*
   "Their success allowed them to increase production."

b. *Progress involves greater ability to use technology to control and exploit the environment:*
   "With these new techniques, farmers are no longer at the mercy of Mother Nature."
   "Man is the only animal capable of changing his environment rather than adapting to it."

c. *The environment is a resource for meeting human needs:*
   "our planet,"
   "our environment,"
   "two kinds of natural resources: renewable and non-renewable."

d. *The individual is viewed as autonomous and self-directing:*
   "It is up to each of us to make individuals' rights work."

e. *Technological change is viewed as an expression of progress:*
   "Advances in high technology have made us a leader among developed nations."
   "Schools lack the computer hardware to make them truly efficient."

f. *Modern cultures have a more enlightened way of thinking than traditional primitive cultures:*
   "advanced nations,"
   "up-to-date views,"
   "modern improvements,"
   "older, less effective methods of farming."

g. *Thinking of the environment in terms of component parts, and how to better manage these component parts:*
   "The trees in a forest are an example of a renewable resource. Only the full-grown trees are cut for logs. If new trees are planted and cared for, the forest will be renewed."

h. *There is no limit to human progress:*
   "With each generation of new computers, this technology becomes more and more powerful."
   "People will always seek more information and better opportunities."

i. *Responsibility is primarily to oneself or one's species:*
   Discussions or lessons that reinforce a self-centred or anthropo-

centric understanding of relationships.

"Only you can decide what you value."

Conclusion

Our future survival will depend upon our success in creating a culture that is in equilibrium with the life-sustaining capacities of our people, resources and ecosystems. Modern society's values of personal freedom, individual advancement, and change as the progressive expansion of human possibilities have fostered a culture that has exceeded its resource base and accelerated the decline of our ecosystems.

The focus of this article is on the role of language and culture in creating a set of cultural values and practices that will contribute to a sustainable culture. Such a culture satisfies its needs without diminishing the prospects for the next generation. A sustainable culture values traditions (cultural patterns) that contribute to long-term survival, recognizes the interdependency of life forms, acknowledges many forms of knowledge (tacit, theoretical, critical, technical, folk, plants, animals, poetic, spiritual and physical) and espouses environmentally and culturally sensitive technology. A sustainable culture accepts the limits of nature's bounty and relies on proven traditions of the past to meet its collective obligations to future generations.

Educators can help students to align our languages and their underlying thought patterns with the long-term sustaining capacities of this planet by developing communicative competence or the ability to negotiate meanings and purposes. This involves introducing an appropriate complexity of language, making taken-for-granted beliefs explicit, providing historical perspectives and cross-cultural comparisons relative to the current metaphors that guide our actions. Students will learn to understand the cultural forces that foster change, to acquire a knowledge of cultural traditions to judge what to preserve, and to develop a method of thinking that enables them to view decisions in terms of relationships, continuities, and trade-offs. The context of our pluralistic schools will require that educators demonstrate sensitivity to the primary cultures of the students as different cultures organize their knowledge and understanding on the basis of culturally specific beliefs and root metaphors.

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Wally Lazaruk is Assistant Director, Second Language Programs, Language Services Branch, Alberta Education.

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Eight Approaches to Language Teaching

Gina Doggett

What is the "best" method for teaching languages? The article presents a summary of eight language teaching methods in practice today.

Where there was once consensus on the "right" way to teach foreign languages, many teachers now share the belief that a single right way does not exist. It is certainly true that no comparative study has consistently demonstrated the superiority of one method over another for all teachers, all students and all settings.

Presented here is a summary of eight language teaching methods in practice today:

- the Grammar-Translation Method
- the Direct Method
- the Audio-Lingual Method
- the Silent Way
- Suggestopedia
- Community Language Learning
- the Total Physical Response Method, and
- the Communicative Approach.

Of course, what is described here is only an abstraction. How a method is manifest in the classroom will depend heavily on the individual teacher's interpretation of its principles.

Some teachers prefer to practice one of the methods to the exclusion of the others. Other teachers prefer to pick and choose in a principled way among the methodological options that exist, creating their own unique blend.

The summary provides a brief listing of the salient features of the eight methods. For more details, readers should consult *Techniques and Principles in Language Teaching* by Diane Larsen-Freeman, published in 1986 by Oxford University Press in New York, on which this summary was based. Also see references listed at the end of the article.

Grammar-Translation Method

The Grammar-Translation Method focuses on developing students' appreciation of the target language's literature as well as teaching the language. Students are presented with target language reading passages and answer questions that follow. Other activities include translating literary passages from one language into the other, memorizing grammar rules, and memorizing native-language equivalents of target language vocabulary. Class work is highly structured, with the teacher controlling all activities.

Direct Method

The Direct Method allows students to perceive meaning directly through the target language because no translation is allowed. Visual aids and pantomime are used to clarify the meaning of vocabulary items and concepts. Students speak a great deal in the target language and communicate as if in real situations. Reading and writing are taught from the beginning, though speaking and listening skills are emphasized. Grammar is learned inductively.

Audio-Lingual Method

The Audio-Lingual Method is based on the behaviourist belief that language learning is the acquisition of a set of correct language habits. The learner repeats patterns until able to produce them spontaneously. Once a given pattern - for example, subject-verb-prepositional phrase -is learned, the speaker can substitute words to make novel sentences. The teacher directs and controls students' behaviour, provides a model, and reinforces correct responses.

The Silent Way

The theoretical basis of Gattegno's Silent Way is the idea that teaching must be subordinated to learning and thus students must develop their own inner criteria for correctness. All four skills - reading, writing, speaking, and listening - are taught from the beginning. Students' errors are expected as a normal part of learning; the teacher's silence helps foster self-reliance and student initiative. The teacher is active in setting up situations, while the students do most of the talking and interaction.

Suggestopedia

Lozanov's method seeks to help learners eliminate psychological barriers to learning. The learning environment is relaxed and subdued, with low lighting and soft music in the background. Students choose a name and character in the target language and culture, and imagine being that person. Dialogues are presented to the accompaniment of music. Students just relax and listen to them being read and later playfully practice the language during an "activation" phase.

Community Language Learning

In Curran's method, teachers consider students as "whole persons," with intellect, feelings, instincts, physical responses, and desire to learn. Teachers also recognize that learning can be threatening. By understanding and accepting students' fears, teachers help students feel secure and overcome their fears, and thus help them harness positive energy for learning. The syllabus used is learner-generated, in that students choose what they want to learn to say in the target language.

Total Physical Response Method

Asher's approach begins by placing primary importance on listening comprehension, emulating the early stages of mother tongue acquisition, and then moving to speaking, reading, and writing. Students demonstrate their comprehension by acting out commands issued by the teacher; teacher provides novel and often humorous variations of the commands. Activities are designed to be fun and to allow students to assume active learning roles. Activities eventually include games and skits.

The Communicative Approach

The Communicative Approach stresses the need to teach communicative competence as opposed to linguistic competence; thus, functions are emphasized over forms. Students usually work with authentic materials in small groups on communicative activities, during which they receive practice in negotiating meaning.

The Grammar-Translation Method

Goals

To be able to read literature in target language; learn grammar rules and vocabulary; develop mental acuity.

Roles

Teacher has authority; students follow instructions to learn what teacher knows.

Teaching/Learning Process

Students learn by translating from one language to the other, often translating reading passages in the target language to the native language. Grammar is usually learned deductively on the basis of grammar rules and examples. Students memorize the rules, then apply them to other examples. They learn paradigms such as verb conjugations, and they learn the native language equivalents of vocabulary words.

Interaction: Student-Teacher and Student-Student

Most interaction is teacher-to-student; student-initiated interaction and student-student interaction is minimal.

Dealing with Feelings

n/a

View of Language, Culture

Literary language seen as superior to spoken language; culture equated with literature and fine arts.

Aspects of Language the Approach Emphasizes

Vocabulary, grammar emphasized; reading, writing are primary skills, pronunciation and other speaking/listening skills not emphasized.

Role of Students' Native Language

Native language provides key to meanings in target language; native language is used freely in class.

Means for Evaluation

Tests require translation from native to target and target to native language; applying grammar rules, answering questions about foreign culture.

Response to Students' Errors

Heavy emphasis placed on correct answers; teacher supplies correct answers when students cannot.

The Direct Method

Goals

To communicate in target language; to think in target language.

Roles

Teacher directs class activities, but students and teacher are partners in the teaching/learning process.

Teaching/Learning Process

Students are taught to associate meaning and the target language directly. New target language words or phrases are introduced through the use of realia, pictures, or pantomime, never the native language. Students speak in the target language a great deal and communicate as if in real situations. Grammar rules are learned inductively - by generalizing from examples. Students practice new vocabulary using words in sentences.

Interaction: Student-Teacher and Student-Student

Both teacher and students initiate interaction, though student-initiated interaction, with teacher or among themselves, is usually teacher-directed.

Dealing with Feelings

n/a

View of Language, Culture

Language is primarily spoken, not written. Students study common, everyday speech in the target language. Aspects of foreign culture are studied such as history, geography, daily life.

Aspects of Language the Approach Emphasizes

Vocabulary emphasized over grammar; oral communication considered basic, with reading, writing based on oral practice; pronunciation emphasized from outset.

Role of Students' Native Language

Not used in the classroom.

Means for Evaluation

Students tested through actual use, such as in oral interviews and assigned written paragraphs.

Response to Students' Errors

Self-correction encouraged whenever possible.

The Audio-Lingual Method

Goals

Use the target language communicatively, overlearn it, so as to be able to use it automatically by forming new habits in the target language and overcoming native language habits.

Roles

Teacher directs, controls students' language behaviour, provides good model for imitation; students repeat, respond as quickly and accurately as possible.

Teaching/Learning Process

New vocabulary, structures presented through dialogues, which are learned through imitation, repetition. Drills are based on patterns in dialogue. Students' correct responses are positively reinforced; grammar is induced from models. Cultural information is contextualized in the dialogues or presented by the teacher. Reading, writing tasks are based on oral work.

Interaction: Student-Teacher and Student-Student

Students interact during chain drills or when taking roles in dialogues, all at teacher's direction. Most interaction is between teacher and student, initiated by teacher.

Dealing with Feelings

n/a

View of Language, Culture

Descriptive linguistics influence: every language seen as having its own unique system of phonological, morphological, and syntactic patterns. Method emphasizes everyday speech and uses a graded syllabus from simple to difficult linguistic structures. Culture comprises everyday language and behaviour.

Aspects of Language the Approach Emphasizes

Language structures emphasized; vocabulary contextualized in dialogues but is limited because syntactic patterns are foremost; natural priority of skills - listening, speaking, reading, writing, with emphasis on first two; pronunciation taught from beginning, often with language lab work and minimal pair drills.

Role of Students' Native Language

Students' native language habits are considered as interfering, thus native language is not used in classroom. Contrastive analysis is considered helpful for determining points of interference.

Means for Evaluation

Discrete-point tests in which students distinguish between words or provide an appropriate verb for a sentence, etc.

Response to Students' Errors

Teachers strive to prevent student errors by predicting trouble spots and tightly controlling what they teach students to say.

The Silent Way

Goals

To use language for self-expression; to develop independence from the teacher, to develop inner criteria for correctness.

Roles

Teaching should be subordinated to learning. Teachers should give students only what they absolutely need to promote their learning. Learners are responsible for their own learning.

Teaching/Learning Process

Students begin with sounds, introduced through association of sounds in native language to a sound-colour chart. Teacher then sets up situations, often using Cuisenaire rods, to focus students' attention on structures. Students interact as the situation requires. Teachers see students' errors as clues to where the target language is unclear, and they adjust instruction accordingly. Students are urged to take responsibility for their learning. Additional learning is thought to take place during sleep.

Interaction: Student-Teacher and Student-Student

The teacher is silent much of the time, but very active setting up situations, listening to students, speaking only to give clues, not to model speech. Student-Student interaction is encouraged.

Dealing with Feelings

Teachers monitor students' feelings and actively try to prevent their feelings from interfering with their learning. Students express their feelings during feedback sessions after class.

View of Language, Culture

Language and culture are inseparable, and each language is seen to be unique despite similarities in structure with other languages.

Aspects of Language the Approach Emphasizes

All four skill areas worked on from beginning (reading, writing, speaking, listening); pronunciation especially, because sounds are basic and carry the melody of the language. Structural patterns are practised in meaningful interactions. Syllabus develops according to learning abilities and needs. Reading and writing exercises reinforce oral learning.

Role of Students' Native Language

Although translation is not used at all, the native language is considered a resource because of the overlap that is bound to exist between the two languages. The teacher should take into account what the students already know.

Means for Evaluation

Assessment is continual; but only to determine continually changing learning needs. Teachers observe students' ability to transfer what they have learned to new contexts. To encourage the development of inner criteria, neither praise nor criticism is offered. Students are expected to learn at different rates, and to make progress, not necessarily speak perfectly in the beginning.

Response to Students' Errors

Errors are inevitable, a natural, indispensable part of learning.

Suggestopedia

Goals

To learn, at accelerated pace, a foreign language for everyday communication by tapping mental powers, overcoming psychological barriers.

Roles

Teacher has authority, commands trust and respect of students; teacher "desuggests" negative feelings and limits to learning; if teacher succeeds in assuming this role, students assume childlike role, spontaneous and uninhibited.

Teaching/Learning Process

Students learn in a relaxing environment. They choose a new identity (name, occupation) in the target language and culture. They use texts of dialogues accompanied by translations and notes in their native language. Each dialogue is presented during two musical concerts; once with the teacher matching his or her voice to the rhythm and pitch of the music while students follow along.

The second time, the teacher reads normally and students relax and listen. At night and on waking, the students read it over. Then students gain facility with the new material through activities such as dramatizations, games, songs, and question-and-answer sessions.

Interaction: Student-Teacher and Student-Student

At first, teacher initiates all interaction and students respond only non-verbally or with a few words in target language that they have practised. Eventually, students initiate interaction. Students interact with each other throughout, as directed by teacher.

Dealing with Feelings

Great importance is placed on students' feelings, in making them feel confident and relaxed, in "desuggesting" their psychological barriers.

View of Language, Culture

Language is one plane; non-verbal parts of messages are another. Culture includes everyday life and fine arts.

Aspects of Language the Approach Emphasizes

Vocabulary emphasized, some explicit grammar. Students focus on communicative use rather than form; reading, writing also have place.

Role of Students' Native Language

Translation clarifies dialogues' meaning; teacher uses native language, more at first than later, when necessary.

Means for Evaluation

Students' normal in-class performance is evaluated. There are no tests, which would threaten relaxed environment.

Response to Students' Errors

Errors are not immediately corrected; teacher models correct form later during class.

Community Language Learning

Goals

To learn language communicatively, to take responsibility for learning, to approach the task non-defensively, never separating intellect from feelings.

Roles

Teacher acts as counsellor, supporting students with understanding of their struggle to master language in often threatening new learning situation. Student is at first a dependent client of the counsellor and becomes increasingly independent through five specified stages.

Teaching/Learning Process

Non-defensive learning requires six elements: security, aggression (students have opportunities to assert, involve themselves), attention, reflection (students think about both the language and their experience learning it), retention, and discrimination (sorting out differences among target language forms).

Interaction: Student-Teacher and Student-Student

Both students and teacher make decisions in the class. Sometimes the teacher directs action, other times the students interact independently. A spirit of cooperation is encouraged.

Dealing with Feelings

Teacher routinely probes for students' feelings about learning and shows understanding, helping them overcome negative feelings.

View of Language, Culture

Language is for communication, a medium of interpersonal sharing and belonging, and creative thinking. Culture is integrated with language.

Aspects of Language the Approach Emphasizes

At first, since students design syllabus, they determine aspects of language studied; later teacher may bring in published texts. Particular grammar, pronunciation points are treated, and particular vocabulary based on students' expressed needs. Understanding and speaking are emphasized, though reading and writing have a place.

Role of Students' Native Language

Use of native language enhances students' security. Students have conversations in their native language; target language translations of these become the text around which subsequent activities revolve. Also, instructions and sessions for expressing feelings are in native language. Target language is used progressively more. Where students do not share the same native language, the target language is used from the outset, though alternatives such as pantomime are also used.

Means for Evaluation

No specific means are recommended, but adherence to principles is urged. Teacher would help students prepare for any test required by school, integrative tests would be preferred over discrete-point tests; self-evaluation would be encouraged, promoting students' awareness of their own progress.

Response to Students' Errors

Non-threatening style is encouraged; modelling of correct forms.

Total Physical Response Method

Goals

To provide an enjoyable learning experience, having a minimum of the stress that typically accompanies learning a foreign language.

Roles

At first the teacher gives commands and students follow them. Once students are "ready to speak", they take on directing roles.

Teaching/Learning Process

Lessons begin with commands by the teacher; students demonstrate their understanding by acting these out; teachers recombine their instructions in novel and often humorous ways; eventually students follow suit. Activities later include games and skits.

Interaction: Student-Teacher and Student-Student

Teacher interacts with individual students and with the group, starting with the teacher speaking and the students responding non-verbally. Later this is reversed; students issue commands to teacher as well as each other.

Dealing with Feelings

The method was developed principally to reduce the stress associated with language learning; students are not forced to speak before they are ready and learning is made as enjoyable as possible, stimulating feelings of success and low anxiety.

View of Language, Culture

Oral modality is primary; culture is the lifestyle of native speakers of the target language.

Aspects of Language the Approach Emphasizes

Grammatical structures and vocabulary are emphasized, imbedded in imperatives. Understanding precedes production; spoken language precedes the written word.

Role of Students' Native Language

Method is introduced in students' native language, but rarely used later in course. Meaning is made clear through actions.

Means for Evaluation

Teachers can evaluate students through simple observation of their actions. Formal evaluation is achieved by commanding a student to perform a series of actions.

Response to Students' Errors

Students are expected to make errors once they begin speaking. Teachers only correct major errors, and do this unobtrusively. "Fine-tuning" occurs later.

The Communicative Approach

Goals

To become communicatively competent, able to use the language appropriate for a given social context; to manage the process of negotiating meaning with interlocutors.

Roles

Teacher facilitates students' learning by managing classroom activities, setting up communicative situations. Students are communicators, actively engaged in negotiating meaning.

Teaching/Learning Process

Activities are communicative - they represent an information gap that needs to be filled; speakers have a choice of what to say and how to say it; they receive feedback from the listener that will verify that a purpose has been achieved. Authentic materials are used. Students usually work in small groups.

Interaction: Student-Teacher and Student-Student

Teacher initiates interactions between students and participates sometimes. Students interact a great deal with each other in many configurations.

Dealing with Feelings

Emphasis is on developing motivation to learn through establishing meaningful, purposeful things to do with the target language. Individuality is encouraged, as well as cooperation with peers, which both contribute to sense of emotional security with the target language.

View of Language, Culture

Language is for communication. Linguistic competence must be coupled with an ability to convey intended meaning appropriately in different social contexts. Culture is the everyday lifestyle of native speakers of the target language. Non-verbal behaviour is important.

Aspects of Language the Approach Emphasizes

Functions are emphasized over forms, with simple forms learned for each function at first, then more complex forms. Students work at discourse level. They work on speaking, listening, reading, and writing from the beginning. Consistent focus on negotiated meaning.

Role of Students' Native Language

Students' native language usually plays no role.

Means for Evaluation

Informal evaluation takes place when teacher advises or communicates; formal evaluation is by means of an integrative test with a real communicative function.

Response to Students' Errors

Errors of form are considered natural; students with incomplete knowledge of form can still succeed as communicators.

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Planning for Successful Teaching: The Lesson Outline

Anthony Mollica

The Oxford dictionary defines a lesson as "a continuous portion of teaching given to a pupil or class at one time; one of the portions into which a course of instruction is divided."

At the elementary and secondary school level, the lesson is based on the school board's curriculum guidelines which, in turn, are based on the provincial or state curriculum in that field. While the following outline focuses on language teaching, there are elements which are also of interest for lectures and seminars.

Successful teaching requires planning and organization. Rare are the teachers who can walk into the classroom with little or no planning. While some experienced teachers may not require lengthy, detailed lesson plans, there is a need even for these teachers to keep materials and methods current and relevant to the needs and the expectations of the students. Teachers must be versatile enough to be able to change plans and outlines (and, in some cases, even activities,) for no two classes are the same, and special attention must be paid to the students' learning styles and interests. As Henson (1993:58) points out,

> Often a class will become very interested and enthusiastic about a particular part of the lesson. When this happens, you should be willing to deviate from your plan and let the class explore their interests. On the other hand, when the planned lesson seems boring to a particular class, change your approach drastically.

For young teachers, lesson outlines play a very important role. Classroom routines and discipline problems often tend to disrupt the learning environment and teachers should be well prepared if they do not wish to be affected by such distractions. Henson (1993) stresses the importance of lesson planning by pointing out that

> A teacher who attempts to teach without a lesson plan is like a pilot taking off for an unknown destination without a map. Like the map, the lesson plan provides direction toward the lesson objectives. If the lesson begins to stray, the plan brings it back to course. This may be difficult without a plan. (p. 39).

Callahan and Clark (1988:103) identify many uses for the well-written lesson plan:

1. It gives one an agenda or an outline to follow as one teaches the lesson.
2. It gives substitute teachers a basis for presenting real lessons to the class they teach.
3. It is very useful when one is planning to teach the same lesson in the future.
4. It provides one with something to fall back on in case of a memory lapse, an interruption, a distraction such as a call from the office or a fire drill.
5. Above all, it provides beginners security for, with a carefully prepared plan, a beginning teacher can walk into the classroom with the confidence gained from having developed, in an organized form, a sensible framework for that day's instruction.

Borich (1992:140) cautions teachers that before a lesson plan can be prepared, they must decide on

- instructional goals
- learning needs
- contents, and
- methods.

Lesson outlines vary with each individual teacher. Arguing which type of lesson plan is best would be a waste of time and space. Nothing is sacred about any of them. The lesson plan is simply a tool which is as effective as the person using it.

The following is a *proposed* outline. Different teachers may use other headings, but ultimately the end result should be the same: to impart and to acquire knowledge. Along with the outline itself, the teacher should also keep in mind questions and questioning techniques as well as classroom expressions which help the student to participate in the learning process.[1]

What are the divisions of a lesson plan? What should the teacher's lesson plan look like? It is very useful to identify at the beginning of each lesson outline:

1. *the date*
   This will be useful to compare, the following year, whether the teacher is "ahead" or "behind" in the course of study.
2. *the Grade*
3. *the title of the textbook used*
4. *the number of students in the class*
   It is obvious that the same teaching methods cannot be used with a class of thirty and a small class of ten students, or a class of mixed ability.

This information should be followed by the following suggested divisions:

1. Theme or topic
2. Aims or Objectives
3. Warm-up period
4. Materials needed by
   a) teacher
   b) students
5. Presentation
6. Application
7. Summary
8. Assignment
9. Evaluation
10. Teacher's references
11. Motivation.

1. Theme or Topic

Unlike the aims or objectives, which are specific, the theme or topic is general. It is something that may take several lessons to complete. For example, a topic might be "The Present Tense." In order to deal completely with this topic, several lessons may be required. Teachers may need to familiarize the students with various conjugations of regular and irregular verbs, with positive, negative and interrogative forms, as well as combinations of the latter: positive-interrogative and negative-interrogative. In other words, the topic/theme is general and will involve many individual lessons.

2. Aims or Objectives

The aims or objectives, on the other hand, are more specific. This section will focus on what the teacher will teach within a time-frame on a given day to a specified class. For example, the aim might be: "To teach the present tense of the first conjugation verbs in the positive form." However, teachers often write this aim in terms of *behavioural objectives*. If this is the case, all statements of performance objectives must meet at least three criteria (Henson, 1993:66):

- Objectives must be stated in terms of expected student behaviour (not teacher behaviour).
- Objectives must specify the conditions under which the students are expected to perform.
- Objectives must specify the minimum acceptable level of performance.

Rare are the teachers who can walk into the classroom with little or no planning. While some experienced teachers may not require lengthy, detailed lesson plans, there is a need even for these teachers to keep materials and methods current and relevant to the needs and the expectations of the students.

Stating objectives in terms of expected student behaviour is important because all teaching is directed toward the students. The success of the lesson will depend on what happens to the student. In writing performance objectives, Henson suggests that teachers avoid using verbs that cannot be observed or measured, such as *learn, know* and *understand.* Instead the plan should contain specific, action-oriented verbs such as *identify, list, explain, name, describe,* and *compare.* (Henson, 1993:68).

What is to be learned should be made apparent to the students in the title of the lesson. It should be clear to the teachers also when they develop their aim for the lesson.

3. Warm-up period

Before beginning the day's lesson, teachers should involve the students in some "warm-up" activity. This warm-up period may consist of

- *general questions*
  These questions may focus on current events, school activities, news broadcasts, etc. Please avoid asking the day's date and/or inquiring about the weather, unless the questions are used communicatively! (Mollica, 1985.)
- *personal questions*
  These questions may be directed to individual students to show interest on the part of the teacher for an activity in which the student might have been involved: Did you see the hockey game last night? Who won? etc.)
- *review questions*
  These questions are directed at reviewing the lesson of the day before. They may serve as a basis for introduction to the item(s) about to be presented or may be necessary as a pre-requisite to the new lesson.
- *a combination of the above.*

4. Materials

a. needed by the teacher

Teachers should list the material(s) needed in order to teach a particular lesson. What print, non-print materials, audio and visual equipment are required to teach the lesson effectively?

Does the teacher require a textbook, notebook, illustrations, flashcards, coloured chalk, an overhead projector (make sure there is a spare bulb!), a slide projector, an extension cord, etc.?

a. needed by the students

What do the students need in order to perform well in class? Have they been told to bring the right textbook and workbook? Do they have extra sheets of paper? Do they have their notebooks? Do they have pencils, ball-point pens to write with? (Keep a few spare ones aside; students have frequent memory lapses...)

5. Presentation

This is the part of the lesson in which the "item" to be learned is presented.

The presentation should proceed step-by-step from the simple to the complex. In providing examples in the target language, teachers should use vocabulary which is already known to the student. Every effort should be made to avoid distractions so that students will be able to focus on what is being taught and on what the teacher wants the students to learn. Language should be kept simple and examples meaningful. The language of the teacher should enable the student to follow the teacher and be able to comprehend the presentation of the lesson, and finally to absorb the material with a feeling of understanding and accomplishment. Students should never be left "up-in-the-air" over a lesson.

Teachers should make every effort to *involve* students in the presentation. Where possible, the lesson should be developed by both teachers and students. Teachers may wish to jot down a number of key questions to be asked during the presentation which will help to develop the item to be learned.

Four-by-six index cards are very helpful in providing the teacher with additional examples or vocabulary lists which are useful to keep the lesson moving at an engaging pace.

6. Application

Once the teacher has presented the item to be learned, it is important that students be given an opportunity to *apply* what has been taught/presented. This activity should be done while both the teacher and students are together. While the students are practising (this is often an exercise found in their textbook or workbook), teachers should circulate about the classroom and see that the application is taking place,. They may stop here and there, complimenting a student for his/her good work or assisting students who may have not completely grasped the notion of the item to be learned. Application is doing something about the item taught while the group and teacher are still together.

7. Summary

The summary should terminate the formal instruction and should immediately follow the presentation or follow the application. In the latter case, the summary will serve as a reinforcement of what has been presented. The teacher, by means of the summary, brings together and emphasizes the main points made during the lesson presentation. The summary is meant to crystallize the learning and to highlight the presentation.

8. Assignment

The assignment phase of the lesson may be considered as a continuation of the application. Assignments provide a meaningful extended application of the item just learned. The assignment is an aid to retention. It differs from application, as it may consist of preparation for the next lesson. It may be done at home or in class. Whenever possible, an assignment should be started in class and continued at home. This process will allow the student an opportunity to ask the teacher any questions about the assignment while both teacher and student are present in class. The time spent with a student can never be regained or recaptured. It is time well spent.

9. Evaluation

Teachers should be familiar with the principles and techniques of evaluation in order to discover whether what has been presented/taught has been learned or not. Formative evaluation through observation, checklists, student self-evaluation, peer evaluation, and comments by the teacher on oral and written work provide concrete information on the day to day learning. For formal evaluation, teachers should perhaps adopt the well-known Holiday Inn slogan "No surprises!" In other words, the method of evaluation should reflect the method of teaching. Simply put, "Test the way you've taught!"

10. Teacher's references

Teachers should identify in their lesson plan other textbooks which have similar explanations or exercises as the lesson just presented. These sources are invaluable for providing additional exercises on the same topic and may show the teacher how the same lesson has been presented by another textbook writer.

11. Motivation

Motivation plays a crucial role in the lesson presentation. In fact, motivation should play a role not only in the presentation, but also should be pervasive throughout the class period. Teachers cannot say to students, "This activity will motivate you for the next five minutes..." (The implication being that teachers will bore the students for the rest of the class...) Motivation means to stimulate something or someone. Motivation is one of the prime tasks of teaching. Motivation should be constant and should not stop at any given point. Motivation is important at the beginning of the lesson as a means of introducing the material, stimulating interest, arousing curiosity and developing the specific aim; but it is equally important for teachers to provide motivational activities which will arouse and retain the interest of the students.

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[1] The topics of questions and questioning techniques, as well as a list of classroom expressions, will be the focus of another article in the next issue of *Mosaic.*

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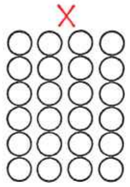
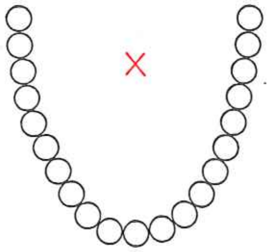
Anthony Mollica is Professor of Education, Faculty of Education, Brock University, St. Catharines, Ontario.

Planning for Effective Teaching: Papalia's Classroom Settings

Anthony Papalia



Setting One



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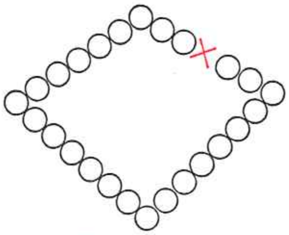
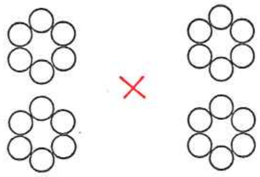
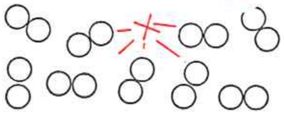


Setting Three



Setting Four

(Teacher movers freely.)



Setting Five

In his book, *Learner-Centered Language Teaching. Methods and Materials.* (Rowley, MA: Newbury House, 1976), the late Anthony Papalia, identified a variety of learning styles (p. 15) and proposed various classroom settings (pp. 34-35)..

Teachers realize, as Phillips (1976) points out, that

> the neatly wrapped package for uniform distribution to a group of potential language learners has failed to live up to its advertising. There is no one right method for all learners at all stages. Alternatives in pace, content, goals and learning strategies require teachers and students to make choices - choices about *how* they learn and *what* they learn, all within the foreign language context.

Papalia firmly believed that it is necessary to understand and identify the learning styles of the student utilizes in order to enhance motivation and increase learning.

Is the student

- an *incremental learner* who likes to learn step by step?
- an *intuitive learner* who leaps to generalizations?
- a *sensory specialist* who learns better by seeing or hearing?
- An *emotionally involved* learner who depends heavily on interpersonal relationships?
- An *eclectic learner* who is able to adapt to any learning style?

In seeking answers to these questions, teachers acknowledge that each student is an individual who learns in a unique way and that options in learning should be provided for all students. By seeking these answers, they can better adjust their teaching materials and classroom pacing and grouping, and tailor instruction to the needs of each individual. Individualizing the mode of learning is as essential as individualizing the rate of learning.

Language teachers interested in individualizing instruction should design learning environments which provide varying degrees of structure, and should use different strategies and materials compatible with the individual differences of the learner.

Setting One:

To facilitate

1. the introduction of new material
2. the use of audio-visual aids
3. testing
4. activities where everyone is doing the same thing
5. independent work and
6. choral work.

Setting Two:

To facilitate

1. teacher mobility
2. eye contact
3. pupil attention
4. communication
5. game playing and
6. teacher control.

Setting Three:

To facilitate

1. the introduction of new material
2. participation of the teacher as an equal
3. an informal atmosphere for oral presentations and
4. communication directed to all, not just to the teacher.

Setting Four:

To facilitate

1. remedial activities
2. tutoring
3. use of tape recorders and media
4. reinforcement of learned material
4. reinforcement of learned material
5. use of self-instructional materials
6. peer teaching
7. skit planning
8. games
9. one-to-one teacher-pupil interaction
10. self-pacing
11. teacher awareness of individual learning problems and
12. grouping according to interests or needs.

Setting Five:

To enhance

1. peer interaction
2. peer teaching
3. "specific skill" grouping
4. variable pacing
5. tutorial work
6. games, simulations, and role playing in a competitive or non-competitive setting
7. group projects and
8. oral practice.

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Anthony Papalia was a former Chair, Faculty of Educational Studies, SUNY, Buffalo. A the time of his death in 1988, he was professor in the Faculty of Educational Studies, SUNY, Buffalo.

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Language Experience in Second-Language Teaching

Merle Richards

By using language experience approaches, teachers can release children's communicative energies and motivate language learning.

Teachers and parents agree that the most important goal of Heritage Language classes is oral fluency, the ability to converse and understand the target language (Richards, 1990). That is, they wish their children to use the Heritage Language in meaningful ways appropriate to the situation. This communicative competence (Hymes, 1972) is characteristic of all natural language development. It is highly purposeful, motivated by the learner's desire to convey personal meanings evoked in diverse social situations; just as those situations differ, so do the functions of language. Halliday (1975) has shown that the varied communicative needs of the learner lead to different communicative functions, such as informing, persuading, controlling others, and expressing feelings. All these are part of our normal language repertoire.

But observation of Heritage Language classes often shows that a large portion of the time is spent on just one of the many communicative functions, that of ritual language. Greetings, dialogues and songs often occupy most of the lesson, along with rehearsal of vocabulary lists. The latter are usually related to some theme assumed to be of interest to children, such as clothing, foods, colours, or animals. Often the words are repeated in association with a picture, sometimes also with a flashcard indicating the written form, but in a highly formal and predictable pattern of teacher model and pupil repetitions. It is this pattern that constitutes the classroom ritual most familiar to language students.

These methods are often highly successful for beginners. The use of pictures evokes familiar meanings for which the new vocabulary is learned. Repeated practice and drill are easily accomplished using the pictures and flashcards, and the learners get a sense of achievement when they can recognize and recall the learned items. Parents and relatives are thrilled to hear their children count, name colours, and say Please and Thank you in the Heritage language. Everyone is encouraged by the pleasure of rapid language learning.

It doesn't last. After a few weeks, rituals pall. Exchanging greetings, doing the calendar, and discussing each morning what we ate for breakfast may add new words, but seldom generate excitement. And the learners discover that if their relatives don't ask just the right questions, they can't respond. (When I asked one child, What's it like out?, I was informed in an aggrieved voice that You're supposed to say, 'What kind of a day is it today?') The ritual performances don't translate into conversational ability.

> *Observation of Heritage/International Language classes often shows that a large portion of the time is spent on just one of the many communicative functions, that of ritual language.*

What can the teacher do next? Change the focus: even at the early stages, use simple exchanges to promote real communication and spontaneous usage. In the classroom, as in the home, this is directly related to the context. By creating naturalistic learning situations, teachers impose communicative needs that evoke many different functions of language and therefore help to develop communicative competence. That is, they encourage learners to use whatever language they know to convey the meanings they need to express.

The Language Experience Approach

One method that has proved effective for this purpose is the Language Experience Approach. Originally developed to assist children through the early stages of reading in their native language (Stauffer, 1970), it has been adapted to the needs of second-language learners at all levels. Teachers can learn the technique quickly; it requires no particular materials, and can be used with most themes or topics.

The approach depends on an experience shared by all the participants. Often, a story or video begins the sequence, providing a focus for talk recalling its content, and the children's feelings about it: Which was the scary part? After a short chat, the teacher suggests that they make their own story. In the Heritage Language class, this may be a retelling of the story just experienced, using vocabulary recalled from the text. With more advanced learners, it may be a parody or a commentary, including the pupil's feelings and responses: Which character would be a friend? Would you call the ending sad or happy?

Frequently, the children will illustrate their version and turn it into a Big Book. At the next class, the teacher and children read and share the book again - and again, until everyone knows it thoroughly and it can be put aside.

This method can be a part of every Heritage Language session, because it allows for participation from highly fluent speakers as well as total beginners. Everyone can learn something, and the follow-up experiences can be equally multilevel. Already-fluent children can begin to retell the story or write it in their own way, while less-fluent learners can make illustrations, rehearse the vocabulary through games, or listen again to the story or tape.

Active Learning Situations

Language experience approaches are usually successful if they are built on content that interests the learners. But they are even more successful when centred around situations in which children are actively involved. Such a learning situation can be extremely rich in eliciting and extending pupils' language use. In the Heritage Language setting, life cycle and holiday celebrations often provide the impetus for these motivating situations.

For example, Canadian Thanksgiving occurs early in the school year, and is celebrated at school as well as in many homes. Since most cultures have significant thanksgiving ceremonies, it offers an occasion for comparison of customs and cultural values. Among beginners, however, it is easiest to begin with the practices themselves, many of which relate to the harvest.

In recent years, it has become common to decorate houses and schools with harvest symbols such as corn, pumpkins, and grapevine wreaths. A trip to a market or a farm to obtain these items could therefore be the focus activity for a language experience. On returning to the classroom, the teacher provides the children with time to think about and represent the experience in drawings or drama. Then they gather around the teacher, and each makes some comment about the trip. In the Heritage Language class, this may require some feeding by the teacher, who can indicate and name the items from the market or suggest a few words, but who waits for some utterance from the children. A sentence is desired, but even a word may suffice from some pupils.

The teacher writes the comments on an experience chart, perhaps with a little picture to help recall them, and then re-reads the whole, inviting the children to join in. Individual children then each read their sentence, and the whole group again repeats the reading. The chart is left up for reference and is re-read on several occasions; the children may look at it, recite it, or copy it if they choose.

Through the repetitions, the children become accustomed to the sounds of the language, learn a few words, and get used to the idea of writing. Depending on the writing system, they may develop some letter/sound correspondences and learn some sight words. However, in the Heritage Language class, it is important that vocabulary be learned orally first, especially if the Roman alphabet is used. Otherwise, children frequently resort to English sound/symbol correspondences which can lead to mispronunciations.

Materials-Based Learning

Of course, field trips cannot be the norm for a language class that meets only once a week. More often, the teacher brings the experience to the class, perhaps through the use of props. If a trip is too difficult, the teacher can bring in grapevines and leaves for wreaths, and several pumpkins of various sizes and shapes. After some talk about their characteristics and how they are related to the holiday, it is time for a craft or cooking session.

Language experience approaches are [...] even more successful when centred around situations in which children are actively involved.

If the class is large, half the children may make their wreaths while half do the cooking. Please don't suggest that pupils prepare a pumpkin pie from a recipe you find in a book (Mollica, 1993, p.21). Having done so, I can assure you that this is not a whole-group activity! However, small groups can each select from various ways of cooking pumpkin, choose from a variety of flavourings, and hold a tasting session. The pumpkin dishes are judged according to criteria decided upon by the whole group, such as taste, appearance, convenience as a snack. (The pupils may be surprised that the biggest pumpkins don't usually taste the best.)

The outcome, depending on the age of the pupils, could be a cookbook, graphs showing the popularity of each dish with its rating on each criterion, or a grid showing pumpkin dishes suitable for desserts, main dishes, appetizers - and perfectly horrible dishes for scaring off guests or ghosts. Again, everyone can learn and contribute in some way. Moreover, since the activities will continue through several classes, the teacher's planning is easier and continuity is assured.

The language used in these situations usually includes errors, hesitations, and considerable English. It is up to the teacher to respond to the pupils' attempts to put their ideas into the target language, usually by responding to the ideas rather than to the forms of the language. Repeating and expanding some of the children's observations also seems to be part of this process, but the essence is the learner's need to communicate and the adult's response to the child's meanings (Wells, 1986). And that, as others have noted, is the basis for successful language learning in any context: it's the basis for genuine communicative competence.

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Merle Richards is Associate Professor of Education, Faculty of Education, Brock University.

Should International Languages Be Part of the School Curriculum?

Tam Goossen

A trustee speaks out on the teaching of languages.

Before my election as a school trustee, I had the opportunity to spend time pursuing a graduate degree in Japanese studies. On my occasional travels to Asia, I met Canadians who were studying and working in China, Korea, Japan and Thailand. They were from rural, as well as urban, parts of Canada. All seemed to be enjoying what they were doing and all recognized that the knowledge they were gaining about the language and culture of their host country was greatly enriching their lives. For those who became bilingual for the first time through this process, there was definitely no looking back. Yet, most of them had virtually no awareness of Asian languages and cultures until they had entered university.

While these students were able to acquire a second or third language at their own pace, students from around the world who find their way to Canada and most likely to urban areas, such as those in southern Ontario, don't have that luxury. Immediately upon arrival, they have to deal with an English-only environment, in which almost everything is geared towards the unilingual person (French signs notwithstanding). For children, the question of whether the educational experience will turn out to be traumatic or not often seems to depend on the luck of the draw (i.e. the presence or absence of a skilled, sensitive, and sympathetic teacher early in their school career).

Fortunately, Ontario school boards have taken on a new initiative since the late 70s - the teaching of heritage languages. (The name Heritage Language has recently been changed to International Languages: (Elementary) to dispel the negative connotation associated with the term and to emphasize the importance of language in today's world.)

Since we started this program, research has shown that immigrant children gain confidence and adapt faster to speaking English and living in Canada if formal training is offered in their mother tongue - in other words, if they receive some form of bilingual education. These days, it has become widely recognized that children and adults learn better in a supportive environment where their experience and background are respected as assets, not dismissed as deficits (see "Climate Setting..." *Mosaic,* 1,2:1,3-5). In short, a successful international language program includes, among other things, a public recognition of the linguistic and cultural gifts that these immigrant students and their families bring to enrich the lives of their local school and its communities.

> *I'm certainly not alone in my conviction that an exposure to international languages in elementary school classrooms constitutes an important part of a forward-looking, up-to-date educational system.*

Frankly, there is a difficulty in having international language programs accepted by some groups which perceive them as benefiting only immigrant children. Based on my own experience, I can say with confidence that such programs, if well-planned, benefit a wide range of students. Had my friends, for example, been exposed to the Chinese language in elementary school, they would have saved years of time trying to master a language which is spoken by a quarter of the world' s population. The difficulty of learning a new language stymies most adult learners, who have to struggle against, among other things, the shock to the ego involved in speaking like a small child at age 20. Even more significant is the linguistic and cultural awareness that language students accrue which not only helps prepare them to work and live more comfortably in an increasingly multicultural and multiracial society, but also leads to increased job opportunities in Ontario and abroad.

I'm certainly not alone in my conviction that an exposure to international languages in elementary school classrooms constitutes an important part of a forward-looking, up-to-date educational system. Recently, ten people, including myself, were brought together to form an advisory group to the Minister of Education and Training to recommend ways to improve the program province-wide (*Mosaic,* 1,1:23). It was a remarkably positive experience for me to work together with these dedicated community and academic leaders, all of whom are deeply concerned with language learning. Thanks to their willingness to volunteer their time and energy, we were able to complete a report with ten recommendations, the first of which was to change the name of the program from heritage language to international languages: elementary (*Mosaic,* 1,2:23). This report has been submitted to the Royal Commission on Learning where I hope it will get the serious consideration it deserves. It is my hope that all Ontario students will be permitted to benefit from a well-planned, well-run international language program from Grade 1 to OAC and that the program will befit Ontario's status as a truly dynamic and resourceful multicultural society.*

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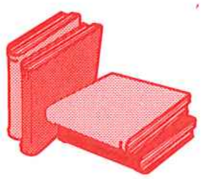
Tam Goossen is a Trustee with the Toronto Board of Education and Co-chair, with Norm Forma, of the Ontario Ministerial Committee, The Heritage Language Advisory Work Group.



Listening Comprehension: An Annotated Bibliography

Alice Weinrib

A few entries in this brief bibliography discuss the theory underlying the teaching of the listening skill, while others provide units of listening materials for the teaching of this skill to learners of different ages, and at various levels of proficiency. Although some materials deal specifically with English as a second language, the approach is equally applicable and suitable for other languages.

Please see **Publishers' addresses** on p. 7.

Anderson, Anne and Tony Lynch. 1988. Listening. Oxford: Oxford University Press. 150 pp. $23.95.

This book provides an overall perspective on listening as a communicative activity and as a language learning activity. Section one discusses the findings of research into what comprehension involves, and how it relates to the other skills of communication. It also focusses on grading, which is seen as the key to the construction of systematic listening materials. Section two examines the basis for choosing (or designing) and evaluating listening materials. Section three guides teachers in the creation of materials appropriate to the needs of their students.

Helgensen, Marc and Steven Brown. 1994. *Active Listening. Building Skills for Understanding.* Cambridge: Cambridge University Press. 70 pp. $16.95.

A low-intermediate listening text offering 20 task-based units. Each unit is built around a topic, function or grammatical theme. Students are taught to listen through a balance of activities, including listening for the gist, listening for specific information, and making inferences. This book draws on research in reading and applies it to listening. By activating students' knowledge of a topic before they listen, learners are given a frame of reference to make predictions about what they will hear. *Active Listening* is accompanied by two cassettes and a teacher's guide which will be published later this year.

Richards, Jack, Deborah Gordon and Andrew Harper. 1987. *Listen for It. A Task-Based Listening Course.* Oxford: Oxford University Press. 87 pp. $18.50

Listen for It is an intensive course in listening skills for lower intermediate to intermediate level students. It is intended for upper secondary school students. The focus is on listening for meaning. Each of the 17 units of the course is organized around a topic and related functions. Each unit contains the following sections: *Starting out* introduces a topic and provides some of the background information and language needed to understand that topic; *Listening for it,* contains several task-based listening activities; *Listening tactics,* focusses on how conversational language expresses meaning; *Trying it out,* contains follow-up speaking activities. Course components are a student book, teacher's guide and three cassettes.

Rost, Michael. 1991. *Listening in Action. Activities for Developing Listening in Language Teaching.* New York: Prentice-Hall. 162 pp. $23.95

Listening in Action highlights the skills and strategies involved in listening in a second or foreign language. The activities are organized around four kinds of listening skills: attentive, intensive, selective, and interactive listening. They are accessible to the teacher through various student-centred indices: language level of the student group, appropriateness for the age of the students, type of input that is of interest to the students, and desired activity type for the individual class. Throughout the book, the activities show how listening can be focussed not only on the learning of pronunciation, vocabulary and grammatical structure, but also linked to the concurrent development of other skills.

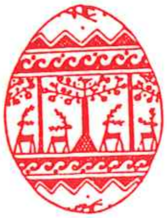
Schecter, Sandra. 1984. *Listening Tasks for Intermediate Students of American English.* New York: Cambridge University Press. Student Book, 100 pp. $14.75; Teacher's Manual, 41 pp. $18.50; Cassette, $19.95.

Listening Tasks presents listening materials for intermediate students. It helps students to learn how to listen for essential information. It consists of twenty units. Each unit contains a listening task based on a short recording, as well as reading and writing tasks which are thematically linked to the listening task. The listening tasks are practical exercises, such as labelling diagrams, taking notes over the telephone and compiling lists. The nature of these tasks varies in order to give students practice in different listening skills, for example, listening for the overall idea, listening for detail, sorting out information, deducing.

Ur, Penny. 1984. *Teaching Listening Comprehension.* Cambridge: Cambridge University Press. 173 pp. $21.95

This is a very practical handbook about developing listening comprehension skills in the language classroom. In Part One, the author defines the characteristics of real-life listening, analyses the problems encountered by language learners, and discusses the considerations involved in planning successful classroom listening practice. Part Two contains a variety of exercise types. The activities range in level from elementary to advanced and illustrate techniques appropriate for both adults and children. The exercises can be used as they stand or they can serve as models for teachers to design their own materials.

Alice Weinrib is Librarian at the Modern Language Centre, Ontario Institute for Studies in Education, Toronto, Ontario.



Teaching Culture in a North American Context: Ukrainian Easter

Tania Onyschuk

Background

K*hrystos Voskres!* (Christ is risen!) then *"Voistynu Voskres!"* (Indeed He is risen!) are the joyous greetings heard on Ukrainian Easter morning and throughout the Easter season. It is a happy time when families and the community join together to celebrate Christ's Resurrection.

This year Ukrainian Easter will fall on May 1. Most other Christian churches will already have celebrated Easter a month earlier. The difference occurs because Ukrainian religious holidays follow the Julian calendar and not our present-day Gregorian one. Thus, Ukrainian Easter can be on the same day or up to five weeks later than Easter of other churches.

Ukrainian Easter has many rich traditions that have developed over a long period of history. Some of these date back to pre-Christian rites greeting spring. In springtime people saw re-growth and re-birth everywhere. The earliest signs of spring were the returning birds, which built nests and laid eggs that hatched into new birds. People believed birds brought spring on their wings. This is why the egg became an important part of spring festivities.

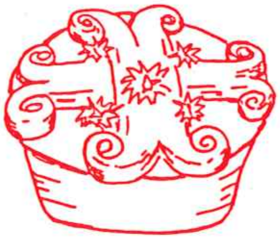
With the coming of Christianity in the tenth century, the spring rituals were transformed into Easter traditions and given Christian meaning. Today's Ukrainian Easter traditions, while deeply religious, contain many elements that can be traced back to the joyous greeting of spring.

The Sunday before Easter (Palm Sunday) is known as Willow Sunday. There are no palm trees in Ukraine, so the willow was chosen because it was thought to have healing powers. After the pussy willows are blessed in church, people, and children in particular, tap each other with the willows saying, "Be as tall as the willow, as healthy as water, and as rich as the earth". The blessed willows are then placed behind religious pictures in the home or planted. They are never thrown away.

The week before Easter is spent in preparation. On the evening of "Pure" Thursday, Ukrainians attend a special Passion service and return home with lighted candles, which are used in the Easter celebrations. On "Passion" (Good) Friday a special shroud is laid out in church. Everyone fasts during Friday and Saturday in remembrance of Christ's fast.

Paska

During these days special Easter breads are baked, *krashanky* (one-coloured eggs) and Easter baskets are prepared. *"Babka"* is a tall, round bread that is light, sweet and rich. *"Paska"* is a round bread topped with symbolic decorations in the form of a cross or a circle symbolizing eternal life.



Paska

On Easter morning, there is a sunrise service, after which all the Easter baskets containing the special breads, butter, cheese, ham, sausage, horseradish, salt, *krashanky* and Easter eggs are blessed. The rows of baskets containing embroidered cloths, artistically arranged food, colourful Easter eggs and candles are a lovely sight. Each family then hurries home to break the fast. The meal starts with the family sharing one blessed egg, as a symbol of family strength and unity. The food in the Easter basket is only part of the meal that includes cheesecakes and many baked sweets.

In the afternoon, families gather in the church yard or parish hall for Easter games and *hahilky. Hahilky* are choral dances performed by girls and young children. The children then play games using *krashanky* in egg rolling contests or tests of the eggs' strength. The winners get to keep the coloured eggs. On Easter Sunday everyone tries to give and receive a beautifully decorated Easter egg.

Easter Monday is called "Wet" Monday. After the church service, young people squirt or drench each other with water. This commemorates the persecution suffered by early Christians. Traditionally, girls presented each boy that doused them with water with an Easter egg.

Ukrainian Easter eggs - Pysanky

The most famous of Ukrainian Easter traditions are the lovely and intricate *pysanky.* What may seem like decorations on the eggs, are actually symbols with special meanings. If you know the meaning of these symbols, you can read the respective meaning of each egg. That is why in Ukrainian you don't make *pysanky,* you "write" them.

The oldest symbols are circles that represent the sun and symbolize eternal life. Crosses represent the four corners of the world and Christ's Resurrection. Horses and deer symbolize wealth, birds, a fulfilment of wishes. Flowers and plants symbolize growth. Ram's horns represent strength.

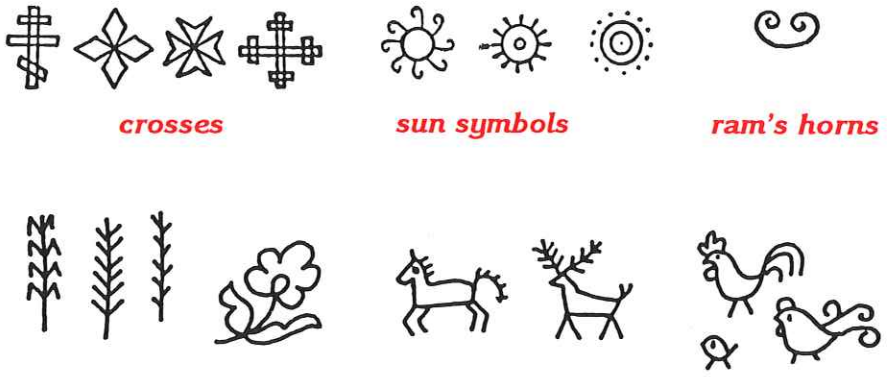
Colours also have symbolic meanings. Red symbolizes love, green - health, youth and spring. Yellow brings with it the warmth of the sun and represents happiness. Orange is symbolic of strength. Brown depicts the wealth of the earth. Black is a sad colour, but when combined with white, symbolizes safety. Purple suggests patience and trust.

Pysanky are "written" using hot bees' wax, dyes, and a special writing tool, which is a small metal cone attached to a stick. The melted wax flows through the tip of the cone onto the egg. The parts of the egg that are covered in wax will remain white. The egg is next dipped into the lightest dye, usually yellow. Then parts of the yellow egg are drawn upon with wax. These parts will stay yellow. Afterwards, the egg is dipped in orange dye and the process is repeated to the final colour. The egg is placed in a heated oven to melt the wax. The result is a multicoloured *pysanka*.

Suggestions for activities
a. General Activities

Since Ukrainian Easter is a time of joy and renewal, the suggested activities can be incorporated into language classes as part of an "Easter-around-the-world-theme" or as part of a unit on spring.

Pysanka Symbols



crosses *sun symbols* *ram's horns*

plants *flowers* *horse and deer* *birds*

1. Make a *krashanka*.
   Use hard-boiled white eggs. Prepare food colouring or special dyes in glass jars. Add a tablespoon of vinegar to each jar of dye. Dye each egg a different colour. Use the *krashanky* in games or as decorations.
2. Make a natural green dye.
   Use a young branch from an apple tree (don't destroy more branches than necessary).
   Shave the bark from the branches to make about 2 cups of bark shavings.
   Cover with water, add 1 tsp. of alum and simmer gently for 1 hour.
   Cool and add 2 tbsps. of vinegar. Place an egg for about 2 hours in the dye. The egg will be light purple. After the egg is removed from the dye, it will start turning light green.
3. Make an Easter card.
   Use Ukrainian *pysanka* symbols to make a card with special wishes for a friend. Remember that the symbols and colours have certain meanings. Explain the meaning of your wishes inside the card.
4. Play Ukrainian Easter games.
   Each child will need a *krashanka*. Set up races in groups of four to see whose egg rolls the farthest. Have the finalists race each other. The child whose egg rolls the farthest is the winner.
5. Write a story.
   Long ago, people did not know the scientific reason for changes from season to season. Imagine you are a person living long ago. Write a story about how and why spring comes.

b. Activities for higher levels

6. Write a *pysanka*.
   Invite to class someone who is experienced in writing Easter eggs to instruct and help the students. This person should be able to obtain all the necessary materials. Set aside at least 2 hours for this class.
7. Traditions and beliefs associated with Ukrainian Easter can be used as the starting point for group activities and discussions that share and compare traditions and beliefs of other cultures, faiths and religions.

Calendar

Many cultures make use of different calendars to determine the time of religious or cultural celebrations. Ukrainians use the Julian calendar. Small groups of students can research a calendar that may be relevant in their lives. A display can be set up of the various calendars.

Symbols

Symbols appear in many aspects of our lives. They also play an important part in most celebrations, rituals, religious and cultural holidays. Each student can share a symbol from his/her experience and explain its meaning or significance. This sharing may lead to a discussion of humanity's need for symbols and how their use affects our lives.

The egg is an important symbol of Ukrainian Easter. Is the egg also a symbol in other cultures? Students can list cultures, celebrations or festivals where the egg is used as a symbol. If there is interest, they can make charts comparing and contrasting the various symbolic meanings of eggs.

Spring

The coming of spring and the rebirth and regeneration of nature is an important part of the celebration of Ukrainian Easter. Today our planet has difficulty in regenerating itself. The class can list various reasons why our planet may be in danger. The students may also wish to organize a spring project that will help nature regenerate itself, for example, tree planting, recycling or clean-up projects.

Tania Onyschuk is an Instructor-in-charge and Co-ordinator of Ukrainian classes at Our Lady of Sorrows, Metropolitan Separate School Board, Toronto.

Items of Interest

Letters to the Editor

The following are excerpts from some letters we have received. We are grateful to these and other colleagues for their enthusiasm and their encouragement.

Congratulations on this attractive new publication! I have argued in many places that our traditional journals are becoming anachronistic, and you have certainly conceptualized this publication in innovative manner. I shall share the copies and information with colleagues and our graduate students.

Gilbert A. Jarvis
Ohio State University

Every teacher in all the schools that teach Ukrainian in the Metro Toronto area has seen the first two issues of *Mosaic.* Needless to say, they are thrilled at the quality and variety of articles. This is a journal that provides theoretical discussions, gives overviews of the politics of language and culture, and provides a much needed forum for sharing language classroom experiences. Our teachers have learned a great deal from these two issues. The articles have stimulated debate and discussion of important questions. We all look forward to the next issue and hope that this much needed journal will grow and flourish.

Tania Onyschuck
Toronto, Ontario

Félicitations et merci de m'avoir fait parvenir *Mosaic,* ton nouvel enfant! Je vois qu'une bonne idée n'est jamais perdue surtout entre tes mains si capables. Je suis ravie de répandre la bonne parole et je vais faire circuler *Mosaic* parmi mes collègues à Glendon.

Nicole Keating
Glendon College
York University

I enjoyed your complimentary copy of *Mosaic.* It is very informative and interesting to second language teachers.

Cécile Skene
Winnipeg, Manitoba

The relevance and interest level of the articles is extremely high and the appearance of the magazine itself is most attractive. I believe that you have found the solution to a pressing need in the areas of second and international language acquisition. Practitioners have for a long time expressed interest in getting access to research information and also practical ideas for promoting their students' learning. However, few practitioners have time to read the original research studies and *Mosaic* meets this need beautifully by providing quick access to the essential information in an informative and frequently entertaining way.

Jim Cummins
Ontario Institute for Studies in Educ.

I believe the journal/newsletter will foster an exchange of theory and practices which will enhance Heritage/International language education in Canada and beyond. It will fulfill the need for a national publication that will assist teachers. In this era of economic restraint and limited travel to conferences, *Mosaic* will become a primary professional development tool and source of information. Readers of *Mosaic* in Alberta have commented on the excellent quality of the articles.

Wally Lazaruk
Alberta Education

Grazie dell'omaggio dei primi numeri di *Mosaic,* e sincere congratulazioni per la bellissima idea!

Renzo Titone
Università di Roma, "La Sapienza"

I thoroughly enjoyed the complimentary copy I received and look forward to reading subsequent issues.

Kathy McKinty
Niagara Falls, Ontario

Je suis persuadé que cette nouvelle revue *Mosaic* aura, dans un proche avenir, beaucoup de succès. Tu me sembles bien avoir hérité du toucher de Midas. Félicitations!

Charles Elkabas
Erindale College, University of Toronto

I'm pleased to tell you that the annotated bibliographies in each issue of *Mosaic* are being well received!

A number of requests have come in for specific copies of items listed in the bibliography series. In addition, several people have come in to examine the materials in question. Multi-level language classes seem to be a topic of particular concern to teachers.

Alice Weinrib
Ontario Institute for Studies in Educ.

I was so impressed with the first issue of *Mosaic* that I recommended to the Executive that our Society take out a subscription for our twenty teachers. I believe that *Mosaic* is an important and invaluable tool not only for our Italian teachers, but for all language teachers.

Ernesto Virgulti
President, Dante Alighieri Society

Passport to Discovery

A Manual for the preparation of Immersion Days for Second-Language Students.

Hannah Noerenberg of Jasper Place High School, Edmonton, AB, organized an immersion day around a theme "A Trip to Germany". Students travelled from "province" to "province" and completed activities typical of each region, actively learning culture and geography while immersing them,selves in language.

Passport to discovery includes:

- activity descriptions
- planning timeline
- duty lists
- sample passport
- sample formes and more.

Over 60 practical pages for modification by teachers of all languages. To order a copy, forward a cheque (Canadian or US funds) to cover postage and printing to:

Hannah Noerenberg, Jasper Place High,
8950 - 163 Street, Edmonton, AB T5R 2P2.

Public Speaking Event

The Dufferin Peel RCCSS Board, Halton Board of Education, Hamilton-Wentworth RCSS Board, Hamilton Board of Education, London Middlesex County RCSS, Waterloo Region Board of Education and Waterloo RCSS Board announce the First Annual
International Languages (Elementary)
Public Speaking Contest.

April 10, 1994, 1:30 p.m., Bishop Ryan Sec. School, 200 Albright Rd., Hamilton, Ont. Awards Presentation 3:00 p.m.

For further information, [905] 577-0555.

New Curriculum Documents

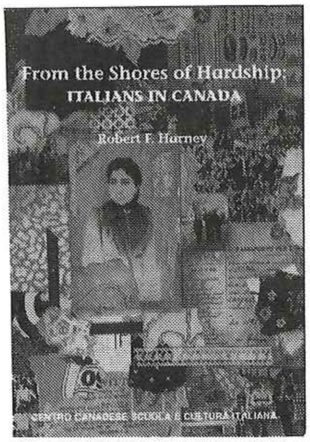
The International Languages Program Planning and Course Outlines is the North York Board of Education's new document for the teaching of International Languages credit courses. This document can be used by all International languages credit course teachers as a resource planning guide in the delivery of their programs.

The document is comprised of three sections:

- Program Planning for International Languages
- International Language Courses: Sample Rationale, Goals, Aims and Objectives
- Course Content Outlines for the following languages (Year 1 and 2 and OAC levels): Arabic, Cantonese, Farsi (in progress), Finnish, German, Greek (Modern), Gujarati, Hebrew, Italian, Japanese, Korean, Mandarin, Marathi, Punjabi, Tamil, Yiddish.

For more information or to order, contact: Jean Lebans or Bruce Galbraith, Modern Languages., Tel. [416] 395-4920, Fax [416] 395-4932 or Armando Cristinziano, International and Continuing Education [416] 395-5019, Fax [416] 395-5055.

Just published!

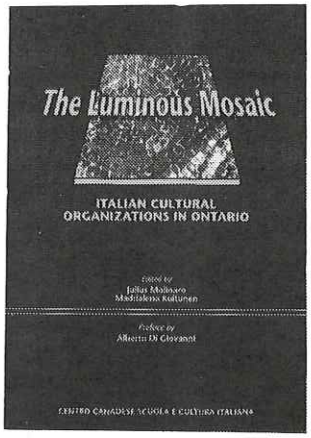


From the Shores of Hardship:
ITALIANS IN CANADA
Robert F. Harney
CENTRO CANADESE SCUOLA E CULTURA ITALIANA

From the Shores of Hardship
Italians in Canada

Essays by Robert F. Harney
Edited by Nicholas DeMaria Harney

Robert Harney firmly believed that the history of Canada could not have been written without looking at the role played by numerous communities that have come from all corners of the world. His research and his writings bear witness to the moral courage and civic involvement of these communities which have converged to build a national character while, at the same time, maintaining their original characteristics. This is the essence of the Canadian mosaic, a model which, of course, may have some faults but which stands out as a monument to a better world.



The Luminous Mosaic
ITALIAN CULTURAL ORGANIZATIONS IN ONTARIO
Julius Molinaro
Maddalena Kuitunen
Alberto Di Giovanni
CENTRO CANADESE SCUOLA E CULTURA ITALIANA

The Luminous Mosaic
Italian Cultural Organizations in Ontario

Edited by Julius Molinaro and Maddalena Kuitunen

I consider this documentation and analysis presented in this volume to be of great importance offering, as it does, an enlightened fresco of the many realities of the Italian Canadians who have made a solid contribution to their new country.

Alberto Di Giovanni
Preface

Contributing Authors: Salvatore Bancheri, Robert Buranello, Paul Colilli, Gabriele Erasmi, Antonio Franceschetti, Nicholas DeMaria Harney, Diana Iuele-Colilli, Maddalena Kuitunen, Michael Lettieri, Julius A. Molinaro, John Potestio, Guido Pugliese, Walter Temelini, John E. Zucchi.

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P.O. Box 847
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