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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

Zofia Wodniecka and Nicholas J. Cepeda

Beyond the Classroom: Bilingualism, Cognitive Skills, and Health

The authors discuss the effects of bilingualism on cognitive skills, such as problem-solving, task switching, and ignoring irrelevant information, and health, including the onset of dementia during aging. They also examine the types of cognitive skills that are and are not likely to benefit from bilingualism.

Questions

There are many questions that teachers might want to ask about bilingualism:

- Is there a critical period of life during which language is most easily learned; consequently, at what age should children start learning a second (or third) language?
- When teaching a new language, should we intersperse communication across old and new languages, or immerse children in a new language to the exclusion of communication in the old language?
- Should we insist on keeping active the native languages of immigrant children?
- Finally, what are the effects of bilingual education beyond the classroom, including effects on basic cognitive skills and health?

These questions bear on the decisions educators make about when, whether, and how to implement bilingual education in both the classroom and the general curriculum.

Historically, the psychology literature has painted a splattered and complex picture and has been biased by researchers' agendas, making it difficult for psycho-

logists to provide meaningful guidance to teachers. Part of the reason psychologists have failed to reach a consensus about major curriculum decisions, such as whether to use English immersion programs, stems from methodological flaws in the studies and reviews aimed at answering these questions. For example, Greene (1997) carefully examined Rossell and Baker's (1996; see also Baker & de Kanter, 1981) bilingual education literature review, which compared bilingual education to English immersion programs, during second-language acquisition, and found two major problems with the review.

- After carefully examining each of the 38 studies in the Rossell and Baker review, Greene concluded that only 11 of the original 38 studies were methodologically sound.
- Rossell and Baker used a non-rigorous review methodology – they counted the number of studies showing positive and negative effects.

Because more than half of studies in their review showed negative effects, Rossell and Baker concluded that English immersion is preferable to bilingual education. In contrast, using just the properly designed and controlled studies, and using more precise

meta-analysis methodology, Greene showed overall positive benefits of bilingual education on reading and math ability. Recently, Krashen and McField (2005) reviewed six meta-analyses of English immersion programs and found that all six showed positive benefits for bilingual education during second-language acquisition.

In this paper, we discuss the effects of bilingualism on cognitive skills, such as problem-solving, task switching, and ignoring irrelevant information, and health, including the onset of dementia during aging. We focus on the history of bilingualism research, recent evidence about the cognitive and health consequences of bilingualism, possible reasons that bilingualism impacts intellectual functioning, and pedagogical implications of second-language acquisition and maintenance. Finally, we examine the types of cognitive skills that are and are not likely to benefit from bilingualism.

Research History

Psychologists became interested in bilingualism during the 1920s. The main goal at that time was to understand why bilingual children were performing more poorly at school than monolinguals (May, Hill, & Tiakiwai, 2004). Early research ended up confirming existing stereotypes that being bilingual meant being a lower-class citizen. In actuality, bilinguals often were immigrants or lived in economically depressed rural regions, where they did not receive a rigorous education. It comes no surprise that they performed worse than their monolingual peers, who came from families of higher socio-economic status.

Compounding these issues of bias, bilingualism itself was rather poorly defined at that time; scientists treated language status as a dichotomous variable, and failed

to acknowledge that language ability is graded and multi-dimensional. Tests of "mental capabilities" often were administered in the researchers' primary language, not the language with which participants felt most comfortable. One of the most spectacular examples of this rather loose attitude toward the methods of scientific inquiry is a study from the 1930s, in which children were classified as monolinguals or bilinguals based on the sound of their name (Pintner, 1932). The unfavorable view on mental abilities of bilinguals was still rather strong in the 1950s, when Darcy (1953), after reviewing earlier studies, came to conclusion that bilinguals always perform worse than monolinguals on verbal tasks, as well as on a majority of performance-based tasks. (A comprehensive review of the literature on this topic can be found in Peal & Lambert, 1962.)

Early research ended up confirming existing stereotypes that being bilingual meant being a lower-class citizen. In actuality, bilinguals often were immigrants or lived in economically depressed rural regions, where they did not receive a rigorous education. It comes no surprise that they performed worse than their monolingual peers, who came from families of higher socio-economic status.

A breakthrough came in the 1960s, when Peal and Lambert (1962) conducted a study in which they compared two carefully selected groups of children speaking French and English. When selecting participants, factors like socio-economic status and level of fluency in both languages were taken into careful consideration. In the context of earlier research, the results were surprising: Bilingual children

outperformed monolinguals on the majority of tasks, measuring both verbal and non-verbal skills. Peal and Lambert explained this bilingual advantage by claiming that bilingual children are better at concept formation and cognitive flexibility. Further research supported Peal and Lambert's conclusions. For instance, Kessler and Quinn (1980; 1987) found a bilingual advantage on problem solving and creativity tasks.

Recent Evidence

Since the seminal study by Peal and Lambert (1962), bilinguals have been found to outperform monolinguals on variety of other tasks that tests that measure – most generally – effectiveness of attention, or the ability to focus on one thing and ignore another. In a series of experiments (reviewed in Bialystok, 2001), monolingual and bilingual children were asked to complete tasks that required flexibility in thinking, such as using the word "moon" to refer to daytime and focusing exclusively on grammatical aspects of sentences like "Apples grow on noses," ignoring the absurdity of the meaning. In both these tasks, bilingual children make considerably fewer mistakes than monolingual children.

Preschoolers and young children show great difficulty switching between tasks, such as from matching objects by shape to matching by color (Bialystok & Martin, 2004; Cepeda, Cepeda, & Kramer, 2000). Despite their repeated attempts to switch to a new task, and despite having knowledge of the new task, many preschoolers become stuck and unintentionally continue performing the first task, a problem called perseveration. Recent evidence shows that bilingualism moderates perseveration (Bialystok & Martin), helping to develop task control at an earlier age.

A bilingual advantage has been found on tasks that measure "theory of mind," a reasoning ability related to successful social interaction. In theory of mind tasks, children are shown objects that appear to be one thing (e.g., a rock), but actually are another thing (e.g., a sponge). After the actual nature of the object is revealed, children are asked whether their peer, upon first seeing the object, will think that the object is a rock (i.e., what it appears to be), or a sponge (i.e., what it actually is). Compared to age-matched monolingual peers, bilingual preschoolers are more likely to say "a rock," demonstrating that bilingual children develop theory of mind, or the ability to put themselves in somebody else's shoes, at an earlier age than monolinguals (Bialystok & Senman, 2004).

Older adults show some bilingualism benefits as well, demonstrating that the bilingual advantage extends well beyond childhood (at least in older adults who maintain use of multiple languages). For instance, young and old monolingual and bilingual adults were asked to pay attention to the color of a stimulus and ignore its location (Bialystok, Craik, Klein, & Viswanathan, 2004). Sometimes participants needed to press the same response key for each possible response (e.g., the same key for "red" and "left"), an easy task, and sometimes they had to press different keys for each task (e.g., one key for "red" and a different key for "left"), which created confusion. The results demonstrated that older bilinguals were almost as successful at ignoring the irrelevant aspect of a stimulus as young adults. In contrast, older monolinguals were slower and less accurate than their age peers.

Recent evidence suggests that bilinguals outperform monolinguals on memory tests. In one

study, bilinguals were more successful at remembering episodic information, or the source from which they learned a fact, than their peers (Wodniecka, Craik, & Bialystok, 2007). Even more striking, older bilinguals show similar levels of recollection as younger monolinguals, suggesting that bilingualism may help offset age-related memory decline. In this study, the older bilingual group included individuals who acquired a second language in their 20s, which suggests that individuals can benefit from becoming bilingual and actively using both languages, even if they learn a second language later in life. At this point, it remains unclear whether regular practice using multiple languages is necessary to continue bilingualism benefits.

The cognitive benefits of bilingualism have been observed not only in children and older adults, but also in younger adults. Spanish-Catalan bilingual young adults were better at inhibiting irrelevant information and switching between tasks than their monolingual peers (Costa, Hernández, & Sebastián-Gallés, 2007).

Reasons

What is the source of the observed bilingual advantage on cognitive skills? One explanation suggests that when a bilingual prepares an utterance in one language, the other language is never “switched off” or waiting for its turn. This is supported by evidence from psycholinguistic experiments that both languages are always active to some degree. People who know and use more than one language can switch languages without intention or conscious recollection. Very often a bilingual becomes aware of this unexpected switch only after noticing the surprised faces of their listeners. The fact that such situations occur at all can be taken as evidence for

the simultaneous activation of both languages. At least at the early stages of speech production, perhaps the bilingual mind activates translation equivalents in both languages. In this model, language production can be conceptualized as a race (Logan, 1988) or – using a more vivid metaphor – a battle, in which both languages are poised to seize power. This battle usually takes a fraction of a second, an era in mind-time.

Bilingual children outperformed monolinguals on the majority of tasks, measuring both verbal and non-verbal skills. [...] bilingual children are better at concept formation and cognitive flexibility.

Arguments in support of the “race” or “war” hypothesis have been provided by several psycholinguistic experiments. In one of them (Wodniecka, Bobb, Kroll, & Green, 2007), English-Spanish bilinguals named pictures in either English or Spanish. We asked participants to name pictures in one language, and then we repeated the pictures again, and asked participants to name them either in the same language as before, or in the other language. We also included a set of new pictures that were not named earlier. The time it took participants to name repeated pictures in the second language was longer, compared to when the first language was repeated. More importantly, the time to name repeated pictures in the second language was the same, and sometimes a bit longer, as the time to name completely new pictures. This result can be taken as evidence that there is competition between the two languages, and the conflict needs to be resolved by modulating relative activation of the languages. Because most of the time our mind makes the right

decision (that is, the winner in the battle is the intended language), this suggests that there must be a mechanism that makes “the enemy withdraw its forces.”

This proposed mechanism can explain the bilingual advantage observed in many studies discussed above: Bilinguals have massive practice using control mechanisms that help them negotiate the ever-present conflict between languages. Thus, they also are faster and more efficient at switching between tasks and modulating attentional control, compared to monolinguals. Bilinguals’ superior performance on these tasks could be caused by increased ability to inhibit the undesired response (Anderson, 2005) and/or increased activation of the desired response (Cepeda & Munakata, in press). Green (1998) has argued that bilinguals recruit the same conflict-control mechanisms both when controlling competing languages and when performing other activities that require control (e.g., ignoring irrelevant distracting information). According to this argument, bilingual benefits observed in non-language-based cognitive tasks are side effects of bilinguals’ frequent practice modulating speech production in each of their two languages.

Delaying Dementia

In case improved problem solving and reasoning skills are insufficient reason to learn and use a second language, throughout your life, bilingualism has been shown to have a sizable public health benefit – protection against the onset of dementia (Bialystok, Craik, Freedman, 2007). Knowing and using multiple languages, on an everyday basis, might delay some aspects of inevitable cognitive decline related to aging. The dementia-delay finding is perhaps the most spectacular bilingualism effect that has been

demonstrated, to date.

Bialystok, Craik, and Freedman (2007) investigated the records of patients who were referred to a memory clinic with cognitive complaints. In the final analyses, they considered data from 184 patients; the group consisted of 132 patients who were diagnosed with Alzheimer's disease and 52 individuals with other forms of dementia. About half the patients were monolingual (the only language they knew was English), and the other half were bilingual, with a variety of different non-English first language backgrounds, most immigrants to Canada from Europe after World War II. The researchers looked at several variables, including: The age of first visit to the clinic, the age of onset of symptoms of dementia, and the rate of cognitive decline. The mean age at which symptoms of dementia occurred in the monolingual group was 71.4-years-old, and in the bilingual group – 75.5-years-old. The bilingual advantage – a 4-year delay in onset dementia – was statistically significant, even when factors such as years of formal education, socio-economic status, gender, and immigration experience were taken into account (some of the monolinguals also were immigrants to Canada). According to Dr. Freedman, "There are no pharmacological interventions that are this dramatic."

It is important to bear in mind that this finding is preliminary, and more research is necessary before definite conclusions can be drawn. For instance, one limitation of the study stems from the methodology used; the study was correlational, and although it allows one to conclude that there is a relationship between linguistic experience and the age of onset of dementia, there might have been some unknown factors that contributed to the significant

relationship. Another important issue that needs to be kept in mind is that the study did not show differential rates of decline between bilingual and monolingual groups. To the contrary, the rate of decline from diagnosis onset was the same for both patients groups. Thus, based on this study, we cannot infer that bilingualism is a remedy for dementia. Nevertheless, the results provide an important first step in establishing the exact influence of bilingualism on cognitive decline with aging. Notably, the beneficial impact of bilingualism on cognitive decline has only been established in individuals who make frequent use of both languages, and cannot yet be generalized to second-language users who alternate between using each language on a less frequent basis.

How can bilingualism influence dementia? Bialystok et al. (2007) suggests that psychological factors (e.g., lifestyle, educational choices, and social engagement) may cause biological changes, such as increased generation of neurons or synapses, or reorganization of brain networks. For example, these biological mechanisms may increase working memory strength (Cepeda & Munakata, in press), which undergoes developmental changes that are probably related to maturation of neural connections, thereby enabling the brain to better tolerate pathologies accumulated in the brain, such as dementia.

Caveats

Most things in life have a price attached. As it turns out, bilingualism may cause some problems, despite its benefits. A recent set of studies (Gollan, Montoya, Fennema-Notestine, Morris, 2005; Gollan, Montoya, Werner, 2002) showed that individuals who speak more than one language might have greater

difficulty recalling words in each of their languages; they achieved lower scores than monolinguals in a task that required enlisting words from a given category. In addition, bilinguals have been found to experience the so-called "tip-of-the-tongue" phenomenon [where an individual remembers some aspects of a word (e.g., number of syllables or letters), but has difficulty retrieving the full word] more often than monolinguals (Gollan & Acenas, 2004). There are no known real-life implications from this deficit, but potentially it could mean that, on average, bilinguals speak less fluently than monolinguals.

Recent evidence suggests that bilinguals outperform monolinguals on memory tests. [...] Older bilinguals show similar levels of recollection as younger monolinguals, suggesting that bilingualism may help offset age-related memory decline.

Recently, prominent findings of a bilingual advantage (Bialystok et al., 2004) have been called into question (Morton & Harper, in press), based in part on making comparisons between immigrant and non-immigrant populations. Morton and Harper attempted to replicate one previous bilingual-advantage finding, while also carefully matching many background factors and comparing Canadian sub-populations that were not recent immigrants. Their replication failed to find a language-based performance difference in one cognitive control task, suggesting that further research using similarly matched groups is warranted. Most importantly, the Morton and Harper study suggests that even if the advantages of bilingualism are slightly smaller than previously thought, bilingualism does not appear to

hurt cognitive skills.

Pedagogical Implications

As we have argued throughout this article, learning and regularly using a second language can improve not only cultural knowledge, but also cognitive abilities like problem solving, reasoning, attention, and cognitive control. In addition, bilingualism may have effects on long-term health, including possibly delaying the onset of memory decline during aging caused by dementia. We speculate that becoming proficient in a second language might either help children already diagnosed with ADHD develop improved ability to control their actions or reduce the chances of developing ADHD. Similar speculation has been made before, by researchers who examined the prevalence of ADHD in bilingual children and found that increased proficiency in a second language was associated with reduced ADHD symptom severity (Toppelberg, Medrano, Morgens, & Nieto-Castañón, 2002). It remains to be seen whether cognitive skill deficits that are associated with ADHD, such as difficulty switching between tasks (Cepeda et al., 2000; Kramer, Cepeda, & Cepeda, 2001), also are reduced by bilingualism.

While biased researchers and poor experimental design have plagued bilingualism research in the past, well-controlled studies suggest that, at worst, bilingual education is unlikely to produce significant cognitive deficits, and sometimes bilingualism leads to important cognitive benefits. On balance, the scales seem tipped far toward recommendations that schools implement bilingual education, for all students, at an early age, and that schools maintain bilingual education throughout the grade levels. To put it simply: Bilingualism

probably improves cognitive skills and may delay the onset of dementia and reduce ADHD severity.

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tute in Toronto. She teaches cognition and psycholinguistics and investigates bilingualism from these perspectives. She examines cognitive processes underlying second-language use and enhancement of executive function in bilingual populations.

Nicholas J. Cepeda received his Ph.D. in psychology from the University of Illinois at Urbana-Champaign and currently is an assistant professor in psychology at York University in Toronto and an assistant project scientist at the University of California, San Diego. He teaches educational psychology and investigates practical, theoretically-based methods for improving learning and long-term retention in the classroom. He examines effects of distributed learning and post-test feedback, cognitive flexibility, bilingualism, and ADHD.



University of California, San Diego. He teaches educational psychology and investigates practical, theoretically-based methods for improving learning and long-term retention in the classroom. He examines effects of distributed learning and post-test feedback, cognitive flexibility, bilingualism, and ADHD.

Claude Germain receives CASLT's Robert Roy Award



Claude Germain, a prominent second-language educator and researcher was recognized for his outstanding achievements during the Canadian Association of Second Language Teachers' (CASLT) Annual General Meeting, November 29th, 2007 in Ottawa. Dr. Claude Germain, recently retired from the Université du Québec à Montréal, received the prestigious Robert Roy Award. Dr.

Germain is an internationally acknowledged authority on the teaching and learning of second languages. He is well-known for his research and numerous publications in second-language teaching, such as *L'Évolution de l'enseignement des langues: 5000 ans d'histoire*, and the series *Le point sur...*, which provided essential teaching tools for professors of French as a Second-Language methodology.

Dr. Germain is also known for developing (with Dr. Joan Netten of Memorial University) Intensive French, an innovative approach to French as a Second-Language teaching. Intensive French is currently being implemented across Canada and relies on literacy-based strategies all the while increasing the intensity and amount of time spent on learning French.

Established at the 1982 Annual Meeting of CASLT in Winnipeg, on a motion by Anthony Mollica and Stan Frey to honour Robert R. Roy, the founder of CASLT, this prestigious award is given to outstanding educators who have contributed significantly in the field of second languages. Previous recipients include: H.H. Stern, James P. Jones, Anthony Mollica, Pierre Calvé, Roger Tremblay, Raymond Leblanc, Janet Poyen, Caterina Sotiriadis, Denise Bourassa, Monique Duplantie, Harvey Chatlain, Heijke Saski, Sally Rehorik, Don Mazerolle, Birgit Harley, Wally Lazaruk, Lilly Borges Oldham, Merrill Swain, Stan Frey, Peter Heffernan, Sharon Lapkin.

— From: CASLT Press release

Kyung Sook Cho

Converting Incomprehensible Input into Comprehensible Input: The Effect of Reading the Book before Viewing the Film

The author presents a simple method of making films more comprehensible for second-language acquirers, helping them take advantage of a popular and enjoyable source of comprehensible input.

"I couldn't understand most of the movie before. To my surprise, I understood it much better than before. All my friends in my class said the same thing. It was unbelievable."

Input in English is plentiful in many places in the world, but little of it is comprehensible for the EFL student. This paper is the third in a series of studies designed to develop a simple method to convert incomprehensible into comprehensible input. The focus is on helping intermediate students of English take advantage of English-language films.

In previous studies (Cho and Kim, 1999; Cho, 2006), intermediate students of EFL viewed a film and reported low levels of comprehension. After reading an abridged and simplified version of the book version of the story (*Beauty and the Beast*, *Love Story*) however, there was a significant improvement in comprehension.

In the previous studies, subjects acted as their own controls. In this study, an experimental group saw a movie (*Charlotte's Web*), were asked to read the book (the original version, not abridged or simplified), heard part of the book read aloud in class, and saw the movie again. The comparison group saw the movie twice. In

addition, the experimental group was shown the movie again, a full year after the second showing.

All subjects were college students of English as a foreign language in Korea. They had taken English classes for eight years from 7th grade to sophomore. Subjects were junior college students majoring in Elementary Education to become multiple subject teachers including Korean language arts, math, social studies, science, music, physical education, fine arts, computer education and elementary English education.

At the time of this study, the students were enrolled in an English Teaching methodology class for two hours a week. All students had commented in class that they had a hard time comprehending aural English, including movies in English.

Procedure

All students saw the film. The teacher of the experimental class (KS Cho) read the book to the students in class in six sessions, covering most, but not all of the book. Students were then asked to read the book on their own.

All subjects saw the movie a second time, two months after the first viewing. In addition, the

experimental subjects saw the film a year later, which was made possible by the fact that the instructor had the same students back in a different class the following academic year.

Questionnaires were given before the first viewing and after each viewing, described below in the results section.

Questionnaire results

Before viewing the film for the first time, students were asked about their pleasure reading habits in English and Korean.

In response to the question "Do you read books or magazines for fun in English?" 24 out of the 27 comparison subjects and 26 out of the 27 experimental subjects said they did not.

There was no difference between the experimental and comparison groups in how much reading they said they did in Korean. In response to the question, "On the average how many Korean books do you read a month?" (none, scored as zero, 1 book, scored as 1, 2 books, scored as 2, 3 books, scored as 3, 4 books or more, scored as 4), comparison students reported reading slightly more than three books per month (3.1, $sd = 1.2$) and experimentals reported reading slightly less than three (2.83, $sd = 1.01$) ($t = .916$, $p = .36$, 2 tails).

Experimental students, however, tended to report more interest in reading in English. In response to the question "Overall I am interested in reading books in English" (not at all, scored as zero, no, scored as 1, moderately, scored as 2, yes, scored as 3, and very much, scored as 4), comparisons' mean response was 3.0 ($sd = .78$) and experimentals' mean response was 3.42 ($sd = .83$), which fell just short of the .05 level of significance ($t = 1.79$, $p = .08$, 2 tails).

There was no difference between the groups in the amount of movies seen or TV watching done in English, with neither group doing much of either. On a scale of 1-5, where 1 = not at all, 2 = no, 3 = moderate, 4 = yes, 5 = very much, comparisons and experimentals had identical mean scores for watching movies in English without captions, 2.0. For TV in English, the comparison mean was 2.33 (sd = .82), experimentals 2.25 (sd = .68), again nearly identical ($t = .38$, ns).

Thus, comparison and experimental subjects were nearly the same in all respects, except that experimental group tended to show more interest in reading in English.

None of the subjects said that they had previously read the book, *Charlotte's Web*, and only one subject in each group had seen the movie before.

Results of Watching the Film

Only six subjects of the experimental group said that they read all or nearly all of the book; 15 said they read about half, and three subjects read 1/3 or less. Most liked the book: Twenty subjects said they liked it or liked it a lot and no subjects disliked it. Dictionary use was light: 19 subjects said they did not consult their dictionaries at all when reading the book, and five described their dictionary use as "moderate."

Subjects were asked how much they thought they understood the movie after each showing (below 20%, scored as 1, 20-40%, scored as 2, 40-60%, scored as 3, 60-80%,

Table 2: Report of Interest in the Film

	pre	post	delayed post
comparison	3.08 (.58)	2.71 (.55)	
experimental	3.29 (.75)	3.92 (.5)	3.88 (.53)

scored as 4, and more than 80%, scored as 5). Table 1.

As presented in table 1, there was no difference between the groups on comprehension of the film when it was shown for the first time ($t = .272$, $df = 46$, ns); means were nearly identical. The experimental group reported significantly higher comprehension of the second showing of the film ($t = 5.14$). In fact, the comparison group reported slightly less comprehension of the film on the second showing.

Because of the experimental group's slightly greater interest in reading, a t-test was run comparing the gains of the experimental and comparison groups. The gains of the experimental group were significantly larger, $t = 3.35$, $p = .0008$ (one-tail), $df = 46$.

The experimental group showed no decline in comprehension on the third (delayed) showing ($t = .003$).

Subjects were also asked how interesting they found the film at each showing (table 2) (1 = not at all interesting, 2 = not interesting, 3 = moderately interesting; 4 = interesting; 5 = very interesting). There was a slight tendency for the experimental group to show more interest in the movie after the first showing ($t = 1.07$, $p = .29$; two tail).

The experimental (book plus movie) group showed significantly more interest on the posttest, however, $t = 7.94$. Note that the comparison group actually showed slightly less interest on the second showing.

An analysis of gain scores confirmed that the experimental group showed significantly more interest in the second showing ($t = 4.04$), and there was no significant deterioration of experimental group attitudes at the delayed showing of the film ($t = .28$) Table 2.

Experimental subjects were also asked to evaluate the experience: All agreed that reading the book and seeing the movie was of benefit to their listening ability, and all but one agreed that reading books such as *Charlotte's Web* would improve English conversational ability.

Discussion

A potential flaw in this study is that experimental subjects had more exposure to the *Charlotte's Web* story. There are, however, reasons to believe that this is not a serious confound; it would probably not have helped to show the movie a third time to the comparison group. In Cho (2006), an additional viewing of the film did not improve comprehension. Also, the comparison group in this study showed no improvement in comprehension on the second viewing, suggesting that a third showing would not help much, and the impact of reading the book was clear and strong.

Another possible problem is that most experimental subjects

Table 1: Self-Report of Comprehension of Film

	pre	post	delayed post
comparison	2.67 (1.13)	2.54 (1.25)	
experimental	2.75 (.99)	4.04 (.69)	4.2 (.78)

Comparison = film + film; Experimental = film + book + film

did not read the entire book, even though nearly all subjects said they liked it. What is interesting, however, is that comprehension of the film increased nevertheless. This result is consistent with studies showing that providing background information concerning the beginning of a story has a stronger effect than providing information about parts of the story that appear later (Omaggio, 1979): Reading just the first half of the book (in addition to hearing most, but not all of it, in class) provided the foundation that made the entire film more comprehensible. To confirm this, a study should compare the effect of reading the entire book vs. reading only the first half.

This study confirms the results of Cho (2006), but leaves open the question of why reading the book worked. There are two possibilities, and it is likely that both are correct: First, the book reading provided knowledge of the story, which helped comprehension of the film. Second, the book reading enabled subjects to acquire at least some of the actual language used in the film. To determine the separate effects of background

knowledge without language, studies could investigate the effect of using a first language translation or summary of the book. To determine the effect of language without background knowledge, studies could investigate the effect of asking subjects to read a book using language similar to the language used in the film, with different characters and a different plot.

The results of this study have important practical implications: They suggest that reading the book before seeing the film version may be ideal for EFL students to do. This method of making input comprehensible will only work, however, if the book is comprehensible. Charlotte's Web is written at the fourth grade level (Flesch-Kincaid = 4.4; the Flesch Index, however, is 80.1, which puts it at the beginning of grade 7) and according to Amazon's text stats it is among the easiest 5% of books in general. This is probably why the book plus movie treatment worked.

The use of graded readers (e.g. Cho 2006), abridged and shorter versions of books, might be even

more effective. They are not only comprehensible, but generally do not provide the entire story; the movie will thus be more interesting.

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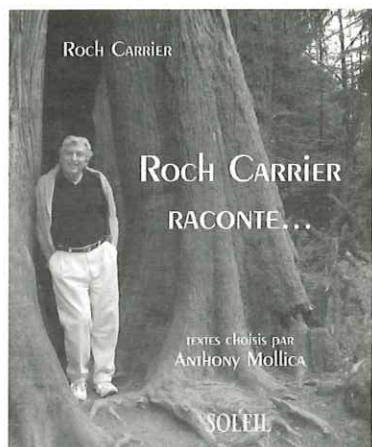
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Roseann Runte

The Problem of Passion and Culture

Culture defines us as humans and offers us the possibility to identify ourselves, pursue greatness and espouse universal values. Language is, with other forms of communication, both the expression of culture and the tool which changes culture. Education is essential to preserve and affirm our culture and the continuation of civilization. The most important investment we can make is in education, research, creativity, the arts and sciences, for they represent power and offer our lives meaning.

Myths of an Arcadian land of milk and honey, of Paradise lost in a distant past, are common in many cultures. The moment of perfect innocence does not exist in human memory, yet we imagine a time of peace and harmony when there was no need for clothing. The strategically placed fig leaf was, it is generally agreed, necessitated by the loss of innocence and the birth of self-consciousness and shame.

Culture is thus born of shame, of fear, of possessiveness as much as of love of others. To mediate fear and self-consciousness, society requires a kind of social contract and group culture defining what is permitted and what is preferred. This partially unwritten contract assures us of the freedom to create while it also poses limits to our creativity. The contract is continually improved by and enforced by education. Those without access to education, such as women in the eighteenth century, complained that they were taught only how to wear fig leaves when they wanted to learn science, politics, and art.

Culture is the vehicle that allows expression of our lives, ideas, and ideals. It is also the boundary which limits the direction, speed, and distance the vehicle will travel. Culture is like a pen that allows us to write and,

like paper, which limits our writing to the page. If we are born in a culture which reads from right to left, we will orient our thoughts accordingly. If we are born in a culture which respects all forms of life, we will take care not to step on the spider that another might not even perceive. Culture is thus, in Lockean terms, learned: but the existence of overriding concepts of Beauty and Truth, of Perfection and of Innocence, indicate that there are universal ideals which underlie all cultures and unite all peoples.

If we are born in a culture which reads from right to left, we will orient our thoughts accordingly. If we are born in a culture which respects all forms of life, we will take care not to step on the spider that another might not even perceive.

Culture is also geographically determined. Peoples who live in the desert will have different vocabularies, different ideas from those who know only the tropical rainforest or the Arctic Circle. In one culture, water will have a greater value than in another. In one culture, colour will be prized, while in another music will be highly developed. Culture is economically, scientifically, and technologically driven while at the

same time the economy, science, and technology are driven by culture. The capability of producing leisure time and musical instruments will determine the musical culture of a people. A people with a culture which prizes work may have a greater economic success. Economic development which runs counter to a regional culture is rarely successful. Culture can represent an escape from technology. However, technology can also offer the means of escape or provide the subject for artistic expression.

The French poet, Jean de La Fontaine, wrote a biography of Aesop who was both a fable writer and a slave. In this narrative, Xantus, Aesop's master, orders Aesop to buy the very best for a dinner party. Aesop chooses nothing but tongue, which he serves in a variety of sauces, saying that "tongue is the link for civil life, the key to the sciences, the organ of truth and reason." Some time later, Xantus is expecting some disagreeable guests and asks Aesop to get the worst food possible for dinner. Once again Aesop serves only tongue, indicating that tongue or language is "the mother of all debates, the nurse of all trials and the source of all divisions and wars." The two menus substantiate the abstract concept of language and offer a delicious metaphor for the possibilities and limits of language.

Language is par excellence, the expression of culture and a cultural vehicle which forms people. In Canada, we need only think of the passion which the subject of language rouses to understand the negative aspect, and we need only read one of the great works of Canadian literature to conceive of the grandeur possible. Language and culture offer us structures by which to iterate a logical argument and to order our ideas. Ironically, these very structures arouse such

emotion that we lose our ability to reason when it comes to discussing them. In grammar, the most common expressions are those which have changed and are changing the most dramatically, becoming both simplified and subject to regional variations. The less frequently employed forms of language do not change and become archaic and are eventually no longer understood and fall into oblivion. Yet, people will insist that their language is impervious to change, that they do not have an accent (everyone else does), that if others want to communicate with them, they can just learn their idiom.

Culture is also geographically determined. Peoples who live in the desert will have different vocabularies, different ideas from those who know only the tropical rainforest or the Arctic Circle.

There are moments of transcendent passion which are offered through artistic expression. The great poem, painting, dance, musical piece, or idea can transform our lives. The Abby of Melch is a damp, dark medieval structure on a hillside in a pastoral setting outside Vienna. In February it was both damp and miserably cold. As they doubtless did centuries ago, monks stood at tables in the library transcribing by hand the contents of leather-bound volumes. In a windowless chapel, a solitary monk played Bach by heart on the organ. Suddenly the music ceased to wash over the listener. It entered every fibre of his being, vibrating the very strings of his heart. It was no longer cold and damp. The medieval stones are timeless confederates in sharing the secret of the monk's joy, of the listener's enlightenment. Such moments of transcendent beauty and passion doubtless recompensed the monks' lives of deprivation. Such

moments have the power to change lives. They are moments that educators share with students. This is why educators are fortunate and why they are more than mere dispensers of knowledge and methods. This is also why teaching is such a great challenge.

Passion is not simply the moment of discovery: the "eureka moment." It is the search for knowledge which, as Emerson said, brings great pleasure and which provides a universal motive for human existence. All human beings are conscious of their mortality and of the limits of their knowledge. All human beings have innate concepts which are larger than their experience. These factors provide the universal motivation to seek truths, the elusive truth, longevity, the fountain of youth, perfection.

All culture is not peaceful and all passion is not transcendent. There is a culture of violence and horror. Just as it may be human to seek the eternal and universal, it is also human - if we believe philosophers such as Bergson and the evidence offered daily by the newspapers - to seek the thrill of horror. Culture as a medium for expression may lend its tools to this end. Just as the modern symphony can express the jarring, clanking, and unpleasant (to some) noise of construction, science can apply its discoveries to the extinction of life. Passion may just as well be for evil ends as for good. War is caused by poor reason and is fought by passion. The passions for power or lucre are just as strong as the passion for peace. The difference lies in the application of logic. The attempt to increase power or wealth through violence is a displacement of values. Human life must logically be more important than wealth.

The problem humanity faces is that we need passion to drive us on, to spur us to new discoveries

which will enable an increasing world population to survive on earth. We also need culture as a vehicle of expression and as a means to temper, to regulate our passions and to refine their expression. In the most elemental of examples, Thomas Wolfe posited that it is far better to have demolition derbies or boxing matches than massive annihilation and war: Yet, how can we encourage culture without limiting the possibilities of science and art, without creating prejudice? How can we encourage creative passion, providing freedom, while limiting the expressions of violence and horror which appear inevitably to accompany human endeavour, punctuating our history with unfortunate wars and conflicts along with the moments of great achievement and inspiration? The problem and the solution both lie in the fact that culture is born simultaneously from the concepts of beauty and fear. People need one another to produce an economy of leisure that permits the flowering of art and science which is a basic human need, as much as food and shelter. It is the need for beauty which makes people save for the future, which makes them invest in science. This means that the pursuit of knowledge is not only necessary for human happiness but for human existence.

People also need one another for protection, and they need an organization which limits freedoms to protect individuals and the group. This means that to meet our fears, we need laws, and we accept their enforcement. Every society has written and unwritten laws which are enforced by custom and by legislation.

It is frequently said that education is the key to changing the world, to creating a culture of peace. Education can simply reinforce the values of a single

group, or it can contribute to changing those values. Education could focus on the common experiences, values, pains, pleasures, and words of all cultures. It should be the task of intellectuals in this world of increasing internationalization to discover these links. Since understanding and knowledge eliminate fear, translations of writings from one language to another should be fostered. Technology should be employed to unite people in a conversation which will overcome the problems of distance and geography. We need to teach the next generation that the joy of understanding and discovery is the true measure of wealth. The eighteenth-century French philosopher Denis Diderot hoped that all philosophers would be kings and that all kings would be philosophers. Today our goal might be that all citizens would aspire to be poets. Then language would not be fossilized poetry, as Emerson said, but language would simply be poetry and thus transcendent.

Language is par excellence, the expression of culture and a cultural vehicle which forms people.

The word "culture" comes from the Latin *cultura*, meaning "tending, cultivating." Culture is thus not static. It is a process, and it involves education and care. The future of humankind requires the cultivation of our mental and moral gardens as well as the world's resources, which will provide the support necessary for life and living. André Malraux wrote that culture is not inherited, it is conquered. This is truly and happily an idea of the past, of an age when imperialistic nations could collect artefacts and peoples, absorbing and classifying them in museums and laboratories. It once was possible for some to declare themselves the arbiters of taste and

cultural values for others. Today, we have learned that culture is not automatically inherited. It is not conquered - neither is it for sale or capable of being purchased. Culture must be pursued with passion, individually and in groups, and the joy of the pursuit can change the world.

Power is not wealth but art, literature, music, poetry, science. The closest human beings come to eternity and to universality is in the pursuit of knowledge, in the creative expressions of our deepest thoughts. Voltaire wrote that future generations would remember civilizations only for their scientific and artistic creations. Artistic and scientific creations have fostered human life and made life possible. Wei Jungshen, a Chinese electrician who spent years in jail for having composed essays arguing for democracy, declared "Writing kept me alive" (*The Courage to Stand Alone*, 1997). Similarly, a professor at Glendon College recounted that she survived the Nazi prisoner-of-war camp because of books. They provided her another world into which she could escape and live. When she died years later, she left her library to the university, so others could share the same hope, pleasure, and inspiration.

The greatest positive changes in the world have occurred as expressions of human will, not by the force of arms but by the force of words. The Berlin Wall was broken down and Apartheid was voted down by people inspired by the words of poets, prophets, politicians, friends, and neighbours. The world will never forget Martin Luther King's dream, so powerful that it transcended his death and changed a nation. Language can be passionate and can inspire passion. It is the instrument of culture. It can also transform culture. The pen is indeed mightier than the sword, having the power to transform

positively while the sword can only eliminate, annihilate, augmenting fear which in turn will result in the reduction of liberty that is necessary for the pursuit of knowledge.

Perfection, truth and beauty, eternity and universality, are elusive goals. Utopia is, by its very definition, impossible. However, it is this very impossibility which intrigues and inspires and makes our lives interesting and possible. The resolution of the problem of passion and culture lies in humankind's natural propensity to seek the eternal qualities we can probably never possess. The key to world peace and understanding, to the continuation of human existence on this globe, lies in accepting and supporting this pursuit as the central goal of society. The support of education, research, creativity, the arts and sciences must be considered the most important investment humanity can make in the future.*

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Anthony Mollica

French, German, Italian and Spanish Tongue Twisters in the Classroom

Tongue twisters are a useful source to teach pronunciation in the language classroom as well as a tool which provides moments of humour and relaxation.

Tongue twisters consist of a sequence of words whose sounds – often repeated – when spoken quickly are difficult to pronounce correctly. They probably arose from the human tendency to alliterate – putting together words with sounds – usually at the beginning of each word. Alliteration is a natural habit and the alliterative art, which predates rhyme, can be seen in such familiar phrases “When there’s a will, there’s a way”, etc. Tongue twisters, then, are alliterative sentences in statements, in the form of a question, or in verse which, when spoken, result in a considerable oral challenge.

Nowadays, tongue twisters are regarded as a form of amusement suitable for children. In spite of this perception, they have been used for serious purposes. Speech therapists and elocutionists have often employed them to teach and/or improve a patient’s or client’s pronunciation. Who can forget the classic line in *My Fair Lady*, the musical version of George Bernard Shaw’s *Pygmalion*, where the demanding Professor Higgins finally succeeds in getting Eliza Doolittle to pronounce impeccably, “The rain in Spain falls mainly on the plain!”

Tongue twisters are constructed in such a way that the sequence of letters, syllables or words will render quite difficult their correct pronunciation. Tongue twisters, in fact, are designed so that anyone

reciting them will inevitably make errors in pronunciation.

The word “tongue twister” has an equivalent in Italian (“*scioglilingua*”), in Spanish (“*trabalenguas*”), and in German (“*Zungenbrecher*”), but, for some unknown reasons, it does not have an equivalent in French, a language which paraphrases it as, “*mots ou phrases difficiles à prononcer*”. In Québec, one of Canada’s provinces, it is common to use *virelangue*.

Tongue twisters vary in length and in format. There are some consisting of very few simple words; others are long and complex. The longest, and perhaps the most challenging tongue twister in Italian, is probably the following which appeared in the late 18th century.

Se l’arcivescovo di Costantinopoli
si disarcivesconstantinopolizzasse
Voi, vi disarcivesconstantinopoliz-
zereste
come si è disarcivesconstantino-
polizzato lui?

There exist variations of the above which are equally difficult to pronounce:

Se l’arcivescovo di Costantinopoli
si volesse arcivescovocostantino-
polizzare,
vi arcivescovocostantinopoliz-
zereste voi
per arcivescovocostantinopoliz-
zare lui?

(<http://digilander.libero.it/tatone2001/bambini/scioglilingua.html>?)

Se l’arcivescovo di Costantinopoli
si disarcivescoviscostantinopo-
lizzasse
tu ti disarcivescoviscostantinopo-
lizzeresti
come si è disarcivescoviscostantino-
polizzato
l’arcivescovo di Costantinopoli?
(www.uebersetzung.at/twister/it.htm)

This particular tongue twister even found its way into Spain but, in that country, it has a royal twist as well as a variation:

El arzobispo de Constantinopla
se quiere desarzobispoconstantino-
polizar.
El desarzobispoconstantinopoliza-
dor
que lo desarzobispoconstantino-
police
buen desarzobispoconstantinopo-
lizador será.
(www.filastrocche.it)

El rey de Constantinopla quiere
desconstantinopolizarse.
El desconstantinopolizador que lo
desconstantinopolize buen
desconstantinopolizador será.
(www.uebersetzung.at/twister/es.htm)

There are several tongue twisters which imitate this structure in both

FRENCH

Dis-moi grosgrasgrandgraind’orge,
quand te dégrosgrasgrandgraind’
d’orgeras-tu ?
– Je me dégrosgrasgrand-graind’
orgerai quand tous les grosgras-
grandgraind’orge se dégrosgras-
grandgraind’orgeront.
(fr.wikipedia.org/wiki/Virelangue#Exemples_de_virelangues)

and

SPANISH

El cielo está enladrillado.
¿Quién lo desenladrillará?
El buen desenladrillador
que lo desenladrille
en desenladrillador será.
(club2.telepolis.com/pitufasaltarina/trabalenguas/trabalenguas.htm)

Tongue twisters take a variety of forms.

1. They may appear in verse:

FRENCH

Si ton bec aime mon bec
comme mon bec aime ton bec,
donne-moi le plus gros bec
de la Province de Québec !

(<http://www.uebersetzung.at/twister/fr.htm>)

Quand un cordier cordant doit
accorder sa corde,
Pour sa corde accorder six cordons
il accorde,
Mais si l'un des cordons de la corde
décorde,
Le cordon décordé fait déborder la
corde,
Que le cordier cordant avait mal
accordée.

(<http://www.uebersetzung.at/twister/fr.htm>)

GERMAN

Sie brauchten gar nicht
umzusteigen,
denn gab sie sich ihm stumm zu
eigen.
Doch weil verkehrt die Weichen
lagen,
fuhr man zurück im Leichen-
wagen.

(<http://www.uebersetzung.at/twister/de.htm>)

Nicht alle Leute können es
ertragen
wenn Lautenspieler laut die Lauten
schlagen,
denn spielen heute laute Lauten-
spieler leise Laute,
weil manchen Leuten vor den
lauten Lautenlauten graute.

(<http://www.uebersetzung.at/twister/de.htm>)

Das kleine Mädchen reibt sich leise
das Knie, wenn ich nach Leipzig
reise.

(<http://www.uebersetzung.at/twister/de.htm>)

ITALIAN

Pel ritratto del trattore
tratteggiando in trattoria
non ho chiesto, in fede mia,
per compenso soldi assai.
Chè dal conto gli ho detratto
(ciò parendomi corretto)
i tortelli, trote e torte
che goloso mi sbafai.

(www.filastrocche.it)

SPANISH

No me mires,
que miran

que nos miramos,
y verán en tus ojos
que nos amamos.
No nos miremos,
que cuando no nos miren
nos miraremos.

(<http://www.uebersetzung.at/twister/es.htm>)

2. They may be in dialogue form:

FRENCH

Ta tante t'attend.
– J'ai tant de tantes. Quelle tante
m'attend ?

– Ta tante Antoinette t'attend.

(<http://www.uebersetzung.at/twister/fr.htm>)

Madame Coutufon dit à madame
Foncoutu :

– Bonjour, madame Foncoutu ! Y
a-t-il beaucoup de Foncoutu à
Coutufon ?

– Il y a autant de Foncoutu à
Coutufon qu'il y a de Coutufons à
Foncoutu.

(<http://www.uebersetzung.at/twister/fr.htm>)

– Combien sont ces six saucissons-
ci ?

– Ces six saucissons-ci sont six
sous.

– Si ces six saucissons-ci sont six
sous, ces six saucissons-ci sont trop
chers.

(<http://french.about.com/cs/francophonie/a/tonguetwisters.htm>)

GERMAN

Beim Friseur:

– Tag, Karl.

– Wie geht's, Karl?

– Gut, Karl.

– Kahl, Karl?

– Ja, Karl, ganz kahl.

(<http://www.uebersetzung.at/twister/de.htm>)

ITALIAN

– C'è il questore in questura a
quest'ora?

– Il questore in questura a quest'ora
non c'è.

(I libretti, *Scioglilingua*. Disegni di Walter
Casiraghi. Milano: Vita e Pensiero, 1989. p.
87)

– Buona sera. Buona sera.

– Ha il *Corriere della sera* di ieri sera?

– No. Il *Corriere della sera* di ieri sera
non ce l'ho. Ho il *Corriere della sera*
di stasera.

– Buona sera. Buona sera.

(<http://digilander.libero.it/tatone2001/bambini/sciglilingua.html?>)

SPANISH

Un podador podaba la parra y otro
podador que por allí pasaba le
preguntó:

– Podador que podas la parra. ¿Qué
parra podas? ¿Podas mi parra o tu
parra podas?

– Ni podo tu parra, ni mi parra
podo, que podo la parra de mi tío
Bartolo.

(<http://www.uebersetzung.at/twister/es.htm>)

– ¿Usted no nada nada?

– No, no traje traje.

(<http://www.uebersetzung.at/twister/es.htm>)

¿Quién fue el caricaturista que te
caricaturizó?

(<http://es.wikipedia.org/wiki/Trabalenguas>)

3. They may express or describe
the obvious:

FRENCH

Dans la gendarmerie, quand un
gendarme rit, tous les gendarmes
rient dans la gendarmerie.

(<http://www.uebersetzung.at/twister/fr.htm>)

La jolie rose jaune de Josette jaunit
dans le jardin.

(http://fr.wikipedia.org/wiki/Virelangue#Exemples_de_virelangues)

GERMAN

Eine Diplombibliothekarin ist
Bibliothekarin mit Diplom,
eine Bibliothekarin mit Diplom ist
eine Diplombibliothekarin.

(<http://www.uebersetzung.at/twister/de.htm>)

Wenn der Benz bremst, brennt das
Benz-Bremmslicht.

(<http://www.mckinnonsc.vic.edu.au/la/lote/german/materials/zbrecher.htm>)

Der Zweck hat den Zweck den
Zweck zu bezwecken; wenn der
Zweck seinen Zweck nicht
bezweckt, hat der Zweck keinen
Zweck!

(<http://www.kidsaction.de/zunge.htm>)

ITALIAN

La capra che crepa a Capri
non è più una capra di Capri.

(www.filastrocche.it)

Ciò che è, è;

ciò che non è, non è;
ciò che è, non è ciò che non è;
ciò che non è, non è ciò che è.
(www.locuta.com/gli_scioglilingua.htm)

SPANISH

Otorrinolaringólogo trabaja en la otorrinolaringología.
(<http://www.uebersetzung.at/twister/es.htm>)

Historia es la narración sucesiva de los sucesos que se sucedieron sucesivamente en la sucesión sucesiva de los tiempos.
(<http://es.wikipedia.org/wiki/Trabalenguas>)

4. They may narrate an imaginary or fictional "historical" event:

FRENCH

Le général Joffrin nous dit :
À Toul, ai perdu mon dentier.
(<http://www.uebersetzung.at/twister/fr.htm>)

Gal, amant de la reine, alla, tour magnanime,
galamment de l'arène à la tour Magne à Nîmes.
(<http://www.uebersetzung.at/twister/fr.htm>)

GERMAN

Der Leutnant von Leuten befahl seinen Leuten, nicht eher zu läuten, bis der Leutnant von Leuten seinen Leuten das läuten befahl!
(<http://www.serve.com/shear/twister.htm>)

Kaiser Karl konnte keine Kümmelkerne kauen, warum konnte Kaiser Karl keine Kümmelkerne kauen? Weil Kaiser Karl keine Kümmelkerne kauen konnte.
(<http://www.kidsaction.de/zunge.htm>)

ITALIAN

Apelle, figlio di Apollo
Fecce una palla di pelle di pollo
Tutti i pesci vennero a galla
Per vedere la palla di pelle di pollo
Fatta da Apelle figlio di Apollo
(I librotti, 1989, p. 12; Lironi, 1998, p. 137)

Povero pittore padovano
pitturava
per papa Pio primo
per pentitosi
per poca paga
partì

per Porta Pia.
(I librotti, 1989, p. 82)

SPANISH

El perro de San Roque no tiene rabo porque el carretero Ramón Ramiro Ramírez con la rara rueda de su carro se lo ha arrancado.
(es.wikipedia.org/wiki/Trabalenguas)

5. They may appear in the form of a question:

FRENCH

Pourquoi les alliés ne se désolidariseraient-ils pas ?
(<http://www.uebersetzung.at/twister/fr.htm>)

Suis-je bien chez ce cher Serge ?
(<http://www.uebersetzung.at/twister/fr.htm>)

As tu été à Tahiti ?
(<http://french.about.com/cs/francophonie/a/tonguetwisters.htm>)

Tonton, ton thé t'a-t-il ôté ta toux?
(<http://www.uebersetzung.at/twister/fr.htm>)

Je suis ce que je suis et si je suis ce que je suis, qu'est-ce que je suis ?
(<http://www.uebersetzung.at/twister/fr.htm>)

GERMAN

Weisst du das, dass das "das" das meistgebrauchte Wort im Satz ist?
(<http://www.uebersetzung.at/twister/es.htm>)

ITALIAN

Sei tu quel barbaro barbiere
che barbaramente barbasti
la barba a quel povero
barbaro barbone?
(<http://junior.virgilio.it/passatempi/scioglilingua/s5.htm>)

Ti ritiri tu?
(www.filastrocche.it)

È la mamma che ti sveglia
o la sveglia che ti sveglia?
E chi è che sveglia
la mamma che ti sveglia?
(www.filastrocche.it)

SPANISH

¿Cuánta madera roería un roedor si los roedores royeran madera?
(<http://www.uebersetzung.at/twister/es.htm>)

Si tu eres tu,
y yo soy yo,

¿quién es el mas tonto de los dos?
(<http://www.uebersetzung.at/twister/es.htm>)

6. They may be "philosophical" or "proverbial" in nature:

FRENCH

Si ça se passe ainsi, c'est sans souci.
(<http://www.uebersetzung.at/twister/fr.htm>)
Je veux et j'exige; j'exige et je veux.
(<http://www.uebersetzung.at/twister/fr.htm>)

GERMAN

Denke nie gedacht zu haben, denn das denken der Gedanken ist gedankenloses Denken. Wenn du denkst, du denkst, dann denkst du nur du denkst, aber denken tust du nie.
(<http://www.uebersetzung.at/twister/de.htm>)

ITALIAN

Pensa prima
parla poi
Perché parole
poco pensate
portano pena.
(I librotti, p. 69)

SPANISH

De generación en generación las generaciones se degeneran con mayor degeneración.
(<http://www.uebersetzung.at/twister/es.htm>)

El amor es una locura
que solo el cura lo cura,
pero el cura que lo cura
come una gran locura.
(<http://www.uebersetzung.at/twister/es.htm>)

7. They may describe an event:

FRENCH

Cinq chiens chassent six chats.
(www.uebersetzung.at/twister/fr.htm)

Trois tortues trottaient sur un trottoir très étroit.
(www.uebersetzung.at/twister/fr.htm)

GERMAN

Am Zehnten Zehnten um zehn
Uhr zehn zogen zehn zahme
Ziegen zehn Zentner Zucker zum Zoo.
(<http://www.uebersetzung.at/twister/de.htm>)

Im Potsdammer Boxclub boxt der
Potsdammer Postbusboss.
(<http://www.uebersetzung.at/twister/de.htm>)

Fischers Fritz fischt frische Fische,
frische Fische fischt Fischers Fritz.
(<http://www.mckinnonsc.vic.edu.au/la/lote/german/materials/zbrecher.htm>)

ITALIAN

Apelle, figlio di Apollo
fece una palla di pelle di pollo.
Tutti i pesci vennero a galla
per vedere la palla
di pelle di pollo,
fatta da Apelle,
figlio di Apollo.
(Martino Lironi. p. 137)

Un empio imperator
di un ampio impero
scoppiar fece una guerra
per un pero.
Credeva conquistar
il mondo intero
l'imperator
ma perse l'ampio impero.
(www.filastrocche.it)

SPANISH

Tres tristes tigres tragaban trigo en
un trigal.
(<http://www.uebersetzung.at/twister/es.htm>)

Ñoño Yáñez come ñame en las
mañanas con el niño.
(<http://www.uebersetzung.at/twister/es.htm>)

El vino vino, pero el vino no vino
vino. El vino vino vinagre.
(<http://www.uebersetzung.at/twister/es.htm>)

8. They may state a fact:

FRENCH

Il y a deux espèces de fous :
Il y a les fous ronds, et les fous
carrés.
Les Fourons sont carrément fous,
et les fous carrés, ca c'est un cas
Happart !
(www.uebersetzung.at/twister/fr.htm)

– L'oie niche bas, la pie niche haut:
où niche l'hibou ?

– L'hibou niche ni haut ni bas.

(<http://www.uebersetzung.at/twister/fr.htm#O147>)

GERMAN

Eine gute gebratene Gans mit einer
goldenen Gabel gegessen ist eine
gute Gabe Gottes.
(<http://www.uebersetzung.at/twister/de.htm>)

Schnellsprechsprüche spreche ich
schwer schnell.
(<http://www.uebersetzung.at/twister/de.htm>)

ITALIAN

Pasquale pescatore
è uno sprecone
che pesca bene
e poi la pesca spreca.
(I librotti. *Scioglilingua*, p. 74)

Sono solo
e so solo
di non essere solo
ad essere solo.
(www.viandante.com)

SPANISH

Debajo de la puente de Guadalajara
había un conejo debajo de la agua.
(<http://www.uebersetzung.at/twister/es.htm>)

En la plaza de Constantinopla
había una esquina, en la esquina
una casa, en la casa un balcón, en
el balcón una estaca, en la estaca
una lora. La lora está en la estaca
en el balcón de la casa en la esquina
de la plaza de Constantinopla.
(<http://www.uebersetzung.at/twister/es.htm>)

9. They may appear in a story-
telling format:

FRENCH

Il était une fois, un homme de foi
qui vendait du foie dans la ville de
Foix. Il dit :
– Ma foi, c'est la dernière fois que
je vends du foie dans la ville de
Foix.
(<http://www.uebersetzung.at/twister/fr.htm#O19>)

Tatie, ton thé t'a-t-il ôté ta toux,
disait la tortue au tatou.
Mais pas du tout, dit le tatou,
Je tousse tant que l'on m'entend
de Tahiti à Tombouctou.
(<http://www.uebersetzung.at/twister/fr.htm#O28>)

GERMAN

Es war einmal ein Mann, der hatte
drei Söhne.
Der eine hieß Schack,
der andre hieß Schackschaw-
werack,
der dritte hieß Schackschaw-
werackschackommini.

Nun war da auch eine Frau, die
hatte drei Töchter.
Die eine hieß Sipp,
die andre hieß Sippsiwwelipp,
die dritte hieß Sippsiwwelip-
sippelimmini.
Und Schack nahm sie Sipp,
und Schackschawwerack nahm
Sippsiwwelipp,
und Schackschawwerackscha-
ckom-mini nahm Sippsiwwelip-
sippelimmini zur Frau.
(http://www.labbe.de/zzzebra/index.asp?the_maid=341&titelid)

ITALIAN

C'era una volta una cincibiri-
ciaccola, che aveva centocinquanta
cincibiriciaccolini.
Un giorno la cincibiriciaccola disse
ai suoi centocinquanta cincibiri-
ciaccolini:
"Smettetela di cincibiriciaccolare
sempre, altrimenti un giorno non
cincibiriciaccolerete più."
(<http://junior.virgilio.it/passatempi/scioglilingua/s5.htm>)

SPANISH

Había una madre godable,
pericotable que tenía un hijo
godijo, pericotijo y tantarantijo.
Un día la madre godable,
pericotable y tantarantable le dijo
a su hijo godijo, pericotijo y
tantantantijo:
– Hijo godijo, pericotijo y
tantarantijo traédme la liebre
godiebre, pericotiebre y tanta-
rantiebre del monte godonte,
pericotonte, pericotijo y tanta-
rantijo y tantarantonte. Así el hijo,
godijo, pericotijo y tantarantijo fue
al monte godonte, pericotonte y
tantarantonte a traer la liebre
godiebre, pericotiebre y tanta-
rantiebre.

(Enviado por María Fernanda Ruiz de
México D.F.)
(<http://www.elhuevodechocolate.com/trabale/trabale2.htm>)

10. Some involve famous people:

FRENCH

Le général Joffrin nous dit :
À Toul, ai perdu mon dentier.
(<http://www.uebersetzung.at/twister/fr.htm#O20>)

Napoléon, cédant Sedan, céda ses

dents.

(http://en.wikiquote.org/wiki/French_tongue_twisters)

GERMAN

Bismarck biss Marc, bis Marc
Bismarck biss!

(<http://www.mckinnonsc.vic.edu.au/la/lot/german/materials/zbrecher.htm>)

ITALIAN

Torquato Tasso,
andando a spasso,
cadde in un fosso
e si fece male all'osso
del dito grosso!

(www.filastrocche.it)

Il Papa pesa il pepe a Pisa,
Pisa pesa il pepe al Papa.
(<http://it.wikipedia.org/wiki/Scioglilingua>)

SPANISH

El obispo vasco de Vizcaya busca
el obispo vasco de Guipúzcoa.
(<http://www.uebersetzung.at/twister/es.htm>)

11. Some tongue twisters are designed so that, when pronounced very quickly, the outcome will be an obscenity.

FRENCH

C'est pas beau mais tentant de
tenter de tâter, de têter les tétons
de tata quand tonton n'est pas là.
(<http://www.uebersetzung.at/twister/fr.htm#O36>)

GERMAN

Hinter dichtem Fichtendickicht
picken dicke Finken tüchtig.
(<http://www.uebersetzung.at/twister/de.htm>)

Flankenkicker Flick kickt flinke
Flanken, flinke Flanken kickt
Flankenkicker Flink.
(<http://www.uebersetzung.at/twister/de.htm>)

ITALIAN

Stiamo bocconi
cogliendo cotoni,
stiamo sedendo
cotoni cogliendo.
(www.locuta.com/gli_scioglilingua.htm;
www.ac-poitiers.fr/italien/peda/sciogli.htm)

SPANISH

Tengo un tío cajonero
que hace cajas y calajas

y cajitas y cajones.
Y al tirar de los cordones
salen cajas y calajas
y cajitas y cajones.

(<http://www.uebersetzung.at/twister/es.htm>)

Los cojines de la Reina.
Los cajones del Sultán.
¡Qué cojines!
¡Qué cajones!
¿En qué cajonera van?

(<http://www.uebersetzung.at/twister/es.htm>)

13. They may recall a grammatical structure.

FRENCH

(the present tense and past
participle of "dire"):

Je dis que tu l'as dit à Didi ce que
j'ai dit jeudi.

(www.uebersetzung.at/twister/fr.htm)

SPANISH

(the past participle of "decir"):

Me han dicho que has dicho un
dicho, que han dicho que he dicho
yo. El que lo ha dicho mintió, y en
caso que hubiese dicho ese dicho
que han dicho que he dicho yo,
dicho y redicho quedó, y estará
bien dicho ese dicho que han
dicho que he dicho yo.

(<http://www.uebersetzung.at/twister/es.htm>)

(the present tense of *querer*):

¿Cómo quieres que te quiera
si el que quiero que me quiera
no me quiere como quiero que me
quiera?

(<http://www.uebersetzung.at/twister/es.htm#92>)

(the verb "contar"):

Cuando cuentas cuentos, cuenta
cuantos cuentos cuentas, cuando
cuentas cuentos.

(www.uebersetzung.at/twister/es.htm)

14. They may be in the form of a
palindrome:

SPANISH

Dábale arroz a la zorra el abad.

(<http://www.uebersetzung.at/twister/es.htm>)

15. Some tongue twisters, when
pronounced, may indicate an
"absurdity".

FRENCH

Mon père est maire, mon frère est
masseur.

(www.uebersetzung.at/twister/fr.htm)

16. But, above all, tongue twisters
are very often "nonsensical":

FRENCH

Des blancs pains, des bancs peints,
des bains pleins.

(<http://www.uebersetzung.at/twister/fr.htm#O74>)

Seize chaises sèchent.

(<http://www.uebersetzung.at/twister/fr.htm#O95>)

Six jeunes gens juchés sur six
chaises chuchotaient ceci: sage
chasseur au front chauve, au sang
chaud, aux yeux chassieux, sachez
chasser le chat chauve qui se cache
sous la chiche souche de sauge
séchée.

(<http://www.uebersetzung.at/twister/fr.htm#O126>)

GERMAN

Schnecken erschrecken, wenn
Schnecken an Schnecken
schlecken, weil zum Schrecken
vieler Schnecken, Schnecken nicht
schmecken.

(<http://www.uebersetzung.at/twister/de.htm>)

Zwanzig Zwerge zeigen
Handstand, zehn im Wand-
schrank, zehn am Sandstrand.

(www.mckinnonsc.vic.edu.au/la/lot/german/materials/zbrecher.htm)

ITALIAN

Fra le fresche frasche al fresco
fra freschi frati francescani.

SPANISH

Tras tus tres tristes tigres que triste
estás Trinidad.

(www.uebersetzung.at/twister/es.htm)

As nonsensical statements, the
tongue twister's main purpose in
the language classroom is to stress
pronunciation. There are sounds
in French, German and Spanish
which are difficult for Allophones
to repeat. Tongue twisters provide
a humorous and less threatening

way of practising such sounds. See the 3rd suggestion in Pedagogical Applications, below.

Pedagogical Applications

The following are some suggested activities focussing on tongue-twisters:

1. Teachers may wish to post some tongue twisters on the bulletin board and ask students to read them from time to time.
2. Competitions can be held between two students or two groups (once the class has been divided in to half). This could be an activity used during the "warm-up" period, at the beginning of the of the lesson. It may be done a daily or intermittent basis. In either case, the activity would provide some "relaxation" at the beginning of each class.
3. Students may be asked to illustrate some of the tongue twisters and place their illustrations on the bulletin board. Other students may be asked to identify the tongue-twister by looking at the illustration.
4. Teachers may wish to select tongue twisters to highlight different sounds as in the pronunciation of

FRENCH

[ch] sound

Un chasseur sachant chasser sait
chasser sans son chien de chasse.
(www.uebersetzung.at/twister/fr.htm)

Il faut qu'un si sage garde-chasse
sache chasser tous les chats qui
chassent dans sa chasse.
(http://french.about.com/cs/francophonie/a/tonguetwisters_2.htm)

GERMAN

[pf] sound

Pferde mampfen dampfende Äpfel.
Dampfende Pferdeäpfel mampft
niemand.
(<http://www.schulzens.de/Grundschule/>)

Deutsch/Zungenbrecher/zungenbrecher.
html)

[Sch] sound

Der froschforschende Frosch-
forscher forscht in der frosch-
forschenden Froschforschung.
(www.nebelbank.de/mixtur/zungenbrecher.htm)

ITALIAN

[gli] sound

Si sbaglia il coniglio
se sceglie un giaciglio
di foglie diiglio.
Va meglio la paglia.
(I librotti, 1989, p. 35)

the z: [dz] vs. [tz]

Una zolletta di zucchero nella tazza
di zia Zita.
(www.filastrocche.it)

SPANISH

the trilled "r":

Erre con "erre" cigarro,
"erre" con "erre" barril.
Rápido corren los carros,
Cargados de azúcar del ferrocarril.
(<http://www.uebersetzung.at/twister/es.htm>)

5. In order to involve students even more in this language activity, teachers may wish to give them a series of words containing a similar sound from which they will create a tongue twister. For example, In Italian the words:

sciatore, sciacquare, sciagura,
scialle, sciame, scienza, scienziato,
scilinguare, scimmia, scintilla,
sciocco, scioglilingua, scioperare,
scivolare.

may yield the following tongue
twister:

Lo sciocco sciatore sciava scilin-
guando scioglilingua.

6. An alternate or additional activity if for the students themselves to suggest both words and tongue twister.

Conclusion

Whatever the activity, tongue-

twisters are bound to provide moments of humour, relaxation and learning in the classroom.

Editor's Note: A version of this article with examples only in Italian appeared in *Italiano per Stranieri* (Athens, Greece: Edizioni Edilingua) No. 3 (July 2006), pp. 4-10, with the title, "Gli scioglilingua nella glottodidattica: cenni di analisi e proposte di di attività."

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Websites

FRENCH: Search "virelangues" in www.google.fr

GERMAN: Search "zungebrecker" in www.google.de

ITALIAN: Search "scioglilingua" in www.google.it

SPANISH: Search "trabalenguas" in www.google.es

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Languages which is being used as a basic second-language textbook in various faculties of education.

CRITIQUE

Linda de Serres

Le chandail de hockey de Roch Carrier

Le chandail de hockey.

Auteurs : Donna Mydlarski, Université de Calgary (Alberta, Canada), Dana Paramskas, Université de Guelph (Ontario, Canada), André Bougaïeff, Université du Québec à Trois-Rivières (Québec, Canada) et Larry Katz, Université de Calgary (Alberta, Canada) Éditeur : Éditions 3D. editions3D@telusplanet.net. Diffuseur : Image Centre, Université de Calgary. <http://www.ucalgary.ca/imagecentre>. Langues et culture : français langue première, français langue seconde, français langue étrangère, culture canadienne française et canadienne anglaise. Publics cibles : francophones, francophiles, non-francophones. Niveau d'habileté langagière cible de l'apprenant : multiniveaux, débutant, intermédiaire, avancé et supérieur. Année de publication : 2006. Configuration logicielle et matérielle : ordinateur muni d'un lecteur de cédérom (8x CD-ROM), soit Macintosh OS X 10.3 ou plus récent, avec 233 MHz et 64 MB RAM, soit Windows 2000 ou XP ou plus récent, sur PC, avec 200 MHz, 64 MB RAM et 100 MO d'espace libre. Prix du cédérom : 34,95 \$, + 5 \$ de frais d'envoi.

Le chandail de hockey se présente sous la forme d'un cédérom éducatif et culturel interactif. Son contenu s'appuie sur le film d'animation *Le Chandail*, réalisé par l'Office national du film du Canada (1980). Ce film de type court-métrage a été inspiré de l'œuvre littéraire de Carrier (1978) intitulée « Une abominable feuille d'érable sur la glace ». Une entrevue avec Carrier nous offre, dans le cédérom, des repères socio-historiques; en ce sens elle permet de situer l'œuvre, point de mire du cédérom. Une autre entrevue met en lumière des peintures de scènes

de la vie quotidienne, signées Marcel Dargis.

Créé par les mêmes auteurs que le cédérom *La chaise berçante* (2001), le cédérom *Le chandail de hockey* reprend sensiblement la même facture. Dans les deux cas, a été retenue une approche socioculturelle de l'apprentissage linguistique. Cet apprentissage s'effectue à partir de matériel authentique. On découvre l'histoire de la Ligue nationale de hockey, des équipes de Toronto et de Montréal et de leurs stades. On s'imprègne de la frénésie qui entoure ce jeu et anime la nation canadienne. Le cédérom permet également de visualiser des cartes de joueurs et leur biographie, et d'entendre, accompagnée des paroles écrites, la chanson « Maurice Richard » interprétée par Pierre Létourneau (1971).

L'ensemble du cédérom se révèle sécurisant pour l'apprenant de français langue seconde. Par exemple, le débit de la narration du vidéoclip central, *Le Chandail*, est lent, donc facilement compréhensible. Les exercices de français sont simples et classés métaphoriquement selon le niveau d'expertise des « joueurs » Peewee, Junior, Pro. Leur repérage s'effectue aisément, sans anicroches. De plus, le glossaire s'avère simple d'utilisation, bien qu'on aurait pu mieux l'intégrer dans le logiciel en créant des hyperliens pour l'utilisateur aux prises avec un mot difficile. Aussi, avec l'expérience qu'avaient acquise les concepteurs lors du premier cédérom, aurait-on pu s'attendre à plus d'audace, à plus d'activités hors d'un cadre traditionnel. Par moments, des

apprenants s'interrogent quant à la plus-value du cédérom par rapport à des exercices sur papier. Davantage de liens Internet, entre autres, auraient pu être inclus pour orienter l'apprenant vers d'autres contenus culturels canadiens, par exemple.

Quant à la teneur des activités mêmes, il s'agit surtout d'exercices d'appariement, de textes lacunaires, de casse-tête de phrases et de questions à choix multiples. Bien qu'il aurait semblé légitime de s'attendre à une sollicitation d'habiletés cognitives de haut niveau comme il est désormais possible de s'y adonner dans un environnement multimédia développé et participatif, les activités offertes ont toutefois surtout trait au repérage et à la mémorisation. Sur le plan docimologique, les items des questions à choix multiples contreviennent à certains principes de base de l'évaluation.

Les leurres doivent être aussi longs et du même style que la bonne réponse. [...] La bonne réponse doit être vraie et les autres réponses fausses et clairement inacceptables pour des gens initiés. (Éberlé, 1993).

Deux exemples suffiront à illustrer nos propos. Destinée aux apprenants de niveau avancé, la question

Quelle photographie se trouve sur le mur de la chambre du garçon ?
offre les choix de réponses suivants :

- Maurice Richard en train de jouer un match.
- Maurice Richard en train de célébrer une victoire.
- Maurice Richard en portrait.
- Il n'y a pas de photographie.

Or, une photographie présentée sur la page-écran même, à côté des items, invalide de facto l'item d. Étant donné la présence de l'image près de la questions, le contenu des items devient parfois trop évident.

Autre exemple, dans le niveau intermédiaire où à côté de la question :

Qu'est-ce qu'il y a sur le devant du chandail [des Maple Leafs]?

sont fournis les choix suivants :

- a. Une feuille d'érable.
- b. Une feuille d'érable rouge.
- c. Une feuille d'érable blanche.
- d. Rien.

Or, la réponse se trouve dans l'image même; l'item n'implique pas une lecture de la question en soi, voire sa compréhension. Deux réponses sont possibles, *a* et *c*. Il est sous ce rapport légitime de se demander ce que nous apprend la mesure même. Importe-t-il enfin de déplorer la prononciation de la narratrice, tantôt approximative et tantôt forgée, de même que son ton monocorde. Dans le menu, sous « Deuxième période » pour Junior, dans « Compréhension », l'écoute attentive de plus d'une question en convainc quiconque.

Un autre point a retenu notre attention. En écoutant, notamment la question « Quand Roch arrive à la patinoire, quelle est son attitude? » on sent un effort de standardisation de la prononciation rendue par la narratrice afin d'éviter les fricatives, pourtant courantes en français canadien. Elle évite les [tsi] [dzi] en faveur de [ti] et [di] très pointus. Malheureusement, ces efforts semblent aussi avoir un impact sur la mélodie de la phrase. À certains moments, dans des phrases interrogatives semblables, l'intonation montante requise en langue française cède étonnamment place à une intonation descendante.

Tout comme pour le cédérom prédécesseur *La chaise berçante*, dans *Le chandail de hockey* :

[L]es auteurs ont favorisé une didactique éclectique empreinte tant des dimensions communicative, contextualisée que multidimensionnelle (de Serres, 2002).

Mais cette fois, ils ont aussi

innové. Comment? En ajoutant un type d'exercice, intéressant, voisin d'une approche actionnelle.¹ Citons deux exemples. Dans le menu horizontal, en cliquant 3^e période, puis Catalogue Eaton, l'internaute repère des articles choisis dans un catalogue de la compagnie Eaton, de la saison automne-hiver 1946-1947, puis remplit son propre bon de commande... mais la commande ne lui parviendra toutefois jamais! Il peut également créer son équipe de hockey idéale en choisissant, à même une banque des photos, des joueurs célèbres allant de Maurice Richard jusqu'à Wayne Gretzky, voire Roch Carrier (!). Bien que très ludiques, ces exercices ne comportent malheureusement qu'une pertinence didactique réduite puisqu'éloignés d'une application authentique et tangible liée aux besoins réels et actuels de l'apprenant de français. Finalement, doit-on signaler une coquille : il est écrit « title » au lieu de « titre » dans l'exercice « Une équipe de rêve. »

Malgré ces bémols, nous recommandons ce cédérom aux enseignants désireux de varier leurs formules pédagogiques. Les outils multimédias de conception canadienne destinés à l'apprentissage de français langue seconde ne sont pas légion, tous en conviendront. Et c'est là un argument en soi, de taille, pour recourir à cet outil, imparfait certes, mais tout de même singulier et « nôtre ». Le cédérom *Le chandail de hockey* offre un contenu culturel et historique fort riche et pertinent. Il comprend un vidéoclip, des entrevues, des peintures, des biographies, une chanson, de multiples photographies et des exercices. S'y entremêlent tant des recours à l'écrit qu'à l'oral. Autant d'ingrédients pour susciter l'intérêt de plusieurs apprenants, d'âges et de niveaux différents, qui acquerront avec plaisir, subrepticement, au fil des heures de navigation, moult

éléments de la langue française et de la culture canadienne.

1. « L'approche actionnelle, reprenant tous les concepts de l'approche communicative, y ajoute l'idée de « tâche » à accomplir dans les multiples contextes auxquels un apprenant va être confronté dans la vie sociale. Elle considère l'apprenant comme un « acteur social » qui sait mobiliser l'ensemble de ses compétences et de ses ressources (stratégiques, cognitives, verbales et non verbales), pour parvenir au résultat qu'il escompte : la réussite de sa communication langagière » (Tagliante, 2006).

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Jouons avec les mots

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Bonne et heureuse année !

Meilleure santé !

Bon anniversaire !

Vœux de bonheur !

Félicitations !

Joyeux Noël !

Sincères condoléances

Bonne fête !

Qu'est-ce que vous dites :

1. à une personne qui aujourd'hui a quinze ans ?
2. à une personne le 25 décembre ?
3. à une personne qui vient de recevoir une promotion ?
4. à une personne qui vient de se marier ?
5. à une personne le 1er janvier ?
6. à une personne dont un membre de sa famille vient de mourir ?
7. à un couple qui vient de célébrer 25 ans de mariage ?
8. à une personne qui est convalescente ?



Juguemos con las palabras



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Identifique los países de habla hispana.

- _____ Argentina
- _____ Bolivia
- _____ Chile
- _____ Colombia
- _____ Ecuador
- _____ Paraguay
- _____ Perú
- _____ Uruguay
- _____ Venezuela

Asocie el país y su capital.

- Argentina:

- Bolivia:

- Chile:

- Colombia:

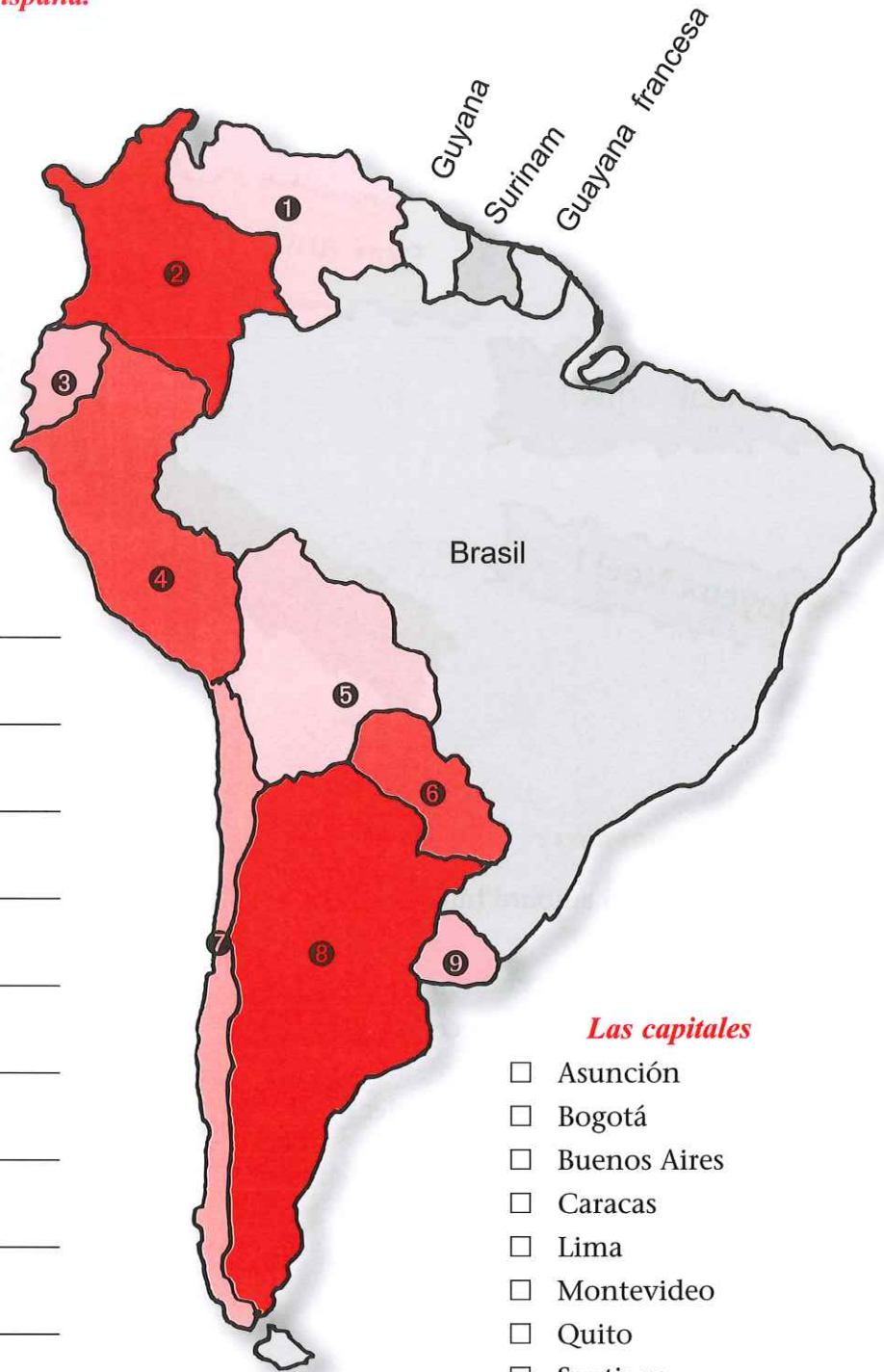
- Ecuador:

- Paraguay:

- Perú:

- Uruguay:

- Venezuela:



Las capitales

- ☐ Asunción
- ☐ Bogotá
- ☐ Buenos Aires
- ☐ Caracas
- ☐ Lima
- ☐ Montevideo
- ☐ Quito
- ☐ Santiago
- ☐ Sucre