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Exploring the Exploration of Canada as a Topic for the English Classroom

Introduction

Due to recent events and developments including Canada's sesquicentennial celebrations, research on Franklin's expedition, *HMS Erebus*, *HMS Terror* and Canada's Arctic Mission, there has been intense interest in the historical, geographical and cultural contexts of the exploration of Canada. As a result, a wealth of materials discussing these topics has been published, which can serve as excellent raw material for tertiary-level English classes.

Accordingly, the first part of the paper will explore the available raw materials regarding the exploration of Canada. As a next step, the applicability of these materials will be discussed addressing cultural, pedagogical and linguistic considerations. This will be followed by covering the issue of the selection criteria of exploration-related materials with regard to curricular expectations, skills and competences to develop, the identification of reliable sources and students' level of English proficiency.

The second part of the paper will demonstrate how the raw materials referred to above can be turned into useful teaching materials using the ten-step procedure developed by the Canada in the English Classroom Research Group,¹ and will briefly introduce activity ideas to go with the 43 portraits of 'Arctic Explorers' taken from *The Canadian Encyclopedia*, as well as a worksheet based on the article entitled 'The Expeditions' published in the May/June 2018 issue of *Canadian Geographic*.

Available resources on the exploration of Canada

A wealth of web-based resources is available on the exploration of Canada. Some of these appear in the form of ready-made lesson plans, others can function as raw materials to be turned into classroom-ready worksheets with the help of the method detailed in the section 'Step-by-step worksheet design.' The current section will present a selection of those Canadian exploration-related raw materials which can be useful for the tertiary English classroom. These include Canada's

¹ Formed in 2006 and consisting of four scholars (Mátyás Bánhegyi, Dóra Bernhardt, Judit Nagy and Albert Rau), the Canada in the English Classroom Research Group aims at producing Canada-related teaching materials at secondary and tertiary levels.

sesquicentennial celebrations, The Northwest Passage: Franklin's *Erebus* and *Terror*, Canada's Arctic Mission, and the historical, geographical and cultural contexts of the exploration of Canada. Due to lack of space, only one or two examples with ample potential classroom use will be mentioned in each category.

Canada's sesquicentennial celebrations

An inspiring exploration-related website honouring Canada's sesquicentennial celebrations is 'Canada from Coast to Coast to Coast,' featuring the so-called C3 Expedition.² This website is devoted to the sesquicentennial journey undertaken by the Students on Ice Foundation and was supported by Canadian Heritage support programme as a Canada 150 Fund Signature Project in 2017. It displays quality visual and audio-visual materials (photos, interactive maps, educational videos, multimedia presentations, archived live learning events), short narrative texts (journal entries, research summaries), essays, learning modules and resources. The subjects covered link to four Canada 150 topics: (1) Diversity and Inclusion, (2) Reconciliation, (3) Youth Engagement, and (4) The Environment.

The Northwest Passage: Franklin's Erebus and Terror

A second popular exploration-related topic with a cornucopia of resources is that of the Northwest Passage. The 2014 and 2016 location of *HMS Erebus* and *HMS Terror* by Parks Canada sparked both public and professional interest in Franklin's ill-fated Northwest Passage expedition. The official Parks Canada website on the expedition³ offers an in-depth insight into the story of the expedition, details of the search for the lost ships, related artefacts, photos and videos. The menu point 'learn and explore'⁴ provides the background information (e.g. climate change, marine biology, artefact conservation and restoration) necessary to understand how it was possible to locate the two vessels and what kind of conclusions can be drawn from the finds.⁵

² canadac3.ca/en/homepage [last accessed: 31/07/2019]. See the menu points 'The Expedition' and 'Digital Classroom.'

³ pc.gc.ca/en/culture/franklin [last accessed: 31/07/2019].

⁴ pc.gc.ca/en/culture/franklin/edu [last accessed: 31/07/2019].

⁵ Furthermore, *Canadian Geographic* devoted a large section of its December 2014 issue to the discovery of the wreck of *HMS Erebus*, in which the technology of the search is detailed. In addition, in the CBC 'Technology and Science Blog,' Bob McDONALD presented an argumentative text and a short video on the conflict of shipwreck tourism and scientific research (cbc.ca/news/technology/terror-erebus-arctic-tourism-1.3765559 [last accessed 24/07/2019]), while the US-based AMC Television Network was inspired to run a factual-fictional series, *The Terror*, in 2018, now in its second season (imdb.com/title/tt2708480/episodes?season=1 [last accessed 24/07/2019]). Also, Russell POTTER's 'The North

Canada's Arctic Mission

Canada's Arctic Mission forms the next rich subtopic regarding Canada's exploration. 'Polar Knowledge Canada' presents a colourful collection of up-to-date information, articles and research on the Arctic, maps, photographs taken in Canada's High Arctic Region, the works of the finalists of the POLAR Flicks video contest.⁶ Furthermore, the 'Arctic Explorers' entry of *The Canadian Encyclopedia* boasts 43 portraits of Canadian explorers of the Arctic including their routes, motives, findings and difficulties they faced during their expeditions.⁷ As this raw material has also been selected for teaching material demonstration, section 'Arctic explorers' will provide some ideas on how these portraits can be used in the English classroom.⁸

Historical context of the exploration

As for the historical context of the exploration of Canada, Library and Archives Canada operates the website 'Pathfinders and Passageways: The Exploration of Canada,'⁹ which presents exploration-related historical information from the prehistoric era to the 20th century, focusing on milestone events, remarkable explorers, maps prepared by these explorers and other illustrations such as drawings and photographs, as well as cultural background information (e.g. diseases, etc.). The information is arranged into chronological chapters, ranging from the early period to the 10–11th, 16–17th, 18th, 19th and 20th centuries, and has a simplified version, 'Passageways'¹⁰ for overview and orientation.

Blog' (visionsnorth.blogspot.com [last accessed 24/07/2019] has many entries related to Franklin's expedition and its legacy, providing background information and making use of pictorial illustration and historical texts.

⁶ canada.ca/en/polar-knowledge.html [last accessed 20/07/2019]. For those interested in covering arctic military operations specifically, Lajeunesse and Lackenbauer's inclusive monograph featuring arctic warfare, the Canadian Air Force's return to the Arctic, and northern deployment could be a useful supplement. Adam LAJEUNESSE – P. Whitney LACKENBAUER (eds.): *Canadian Armed Forces Arctic Operations, 1941-2015: Lessons Learned, Lost, and Relearned*, Fredericton, The Gregg Centre, University of New Brunswick, 2017. Moreover, *Arctic Mission – The Great Adventure* is a three-pack DVD documenting the voyage of Sedna IV through the Arctic (walmart.ca/en/ip/arctic-mission-the-great-adventure-3-pack-thinpak-bilingual/6000007815585 [last accessed 20/07/2019]).

⁷ thecanadianencyclopedia.com/en/browse/people/explorers-2/Explorers,%20Arctic/ [last accessed 20/07/2019].

⁸ Furthermore, David GREY's article 'Teaching the Canadian Arctic Expedition' (in Whitney P. Lackenbauer et al. [eds.]: *Teaching (in) the Canadian North, Canadian Issues*, Winter 1993, 36–40) recommends printed, electronic and audio-visual resources on the Canadian Arctic Expedition of 1913–1918. The article is also available in pdf format.

⁹ epe.lac-bac.gc.ca/100/206/301/lac-bac/explorers/www.collectionscanada.gc.ca/explorers/index-e.html [last accessed 22/07/2019].

¹⁰ epe.lac-bac.gc.ca/100/206/301/lac-bac/explorers/www.collectionscanada.gc.ca/explorers/kids/index-e.html [last accessed 24/07/2019].

Geographical context of the exploration

Canadian Geographic, the Royal Canadian Geographical Society's bimonthly magazine and its online version offer many useful classroom materials regarding the geographical context of the exploration of Canada. Sections such as 'The Polar Blog'¹¹ or 'The North'¹² can boast numerous articles with topical issues such as Leslie Anthony's 'The Arctic Permafrost Is Thawing. Here's What That Means for Canada's North—and the World,'¹³ illustrative photographs and maps. Devoted to recent expeditions and contemporary explorers, the article 'The Expeditions'¹⁴ has been chosen for teaching material demonstration in section 'The expeditions.' It is also worthwhile mentioning that the education section of the magazine, 'Canadian Geographic Education—Learning Centre' comes with lesson plans, educational videos and maps such as the learning package honouring the 2014 Victoria Strait Expedition.¹⁵

Cultural context of the exploration

Within the cultural context of the exploration of Canada, the Inuit make a popular subject. In this respect, the 'Inuit Culture Education' web-page of the Inuit-operated Isuma TV¹⁶ offers several eight-to-fifty-minute educational documentaries, background information, maps, facts and lesson plans on Inuit foods, Nunavut community life, the Inuktitut language, Inuit filmmaking, dog teams, polar bears and life in the North.¹⁷

Obviously, the cornucopia of materials does not allow for an all-inclusive review of materials on the exploration of Canada within the scope of the present article,

¹¹ canadiangeographic.ca/topic/polarblog [last accessed 20/07/2019].

¹² canadiangeographic.ca/topic/north [last accessed 20/07/2019].

¹³ canadiangeographic.ca/article/arctic-permafrost-thawing-heres-what-means-canadas-north-and-world [last accessed 20/07/2019].

¹⁴ 'The Expeditions,' *Canadian Geographic*, May/June 2018, 42–52. More information on the topic can be found at rcgs.org/programs/expeditions/?gclid=EAIaIQobChMIJ5La_5ey2AIVChMbCh2wRw-SEAAYBCAAEgJWBPD_BwE [last accessed 20/07/2019] and at canadiangeographic.com/canadian-explorers [last accessed 20/07/2019]. For those interested in the closely related topic of the mapping of Canada, 'History of Mapping Canada' (thecanadianencyclopedia.ca/en/article/history-of-cartography/ [last accessed 20/07/2019]) contains information on indigenous and early explorers' mapmaking, mapping during the French Regime and the English Regime, surveys and modernization, photogrammetry, DPS, GPS, vertical control, cadastral surveying, urban mapping, boundary surveys, mapping the Interior, the West Coast, and the Arctic.

¹⁵ cangeoeducation.ca/resources/learning_centre/franklin/ [last accessed 24/07/2019].

¹⁶ isuma.tv/inuit-culture-education/teacher-resources [last accessed 19/07/2019].

¹⁷ The website 'Inuit Groups and Cultural Organizations' (icor.ottawainuitchildrens.com/node/45 [last accessed 20/07/2019]) and the *Teaching (in) the Canadian North* Heritage Canada publication of *Canadian Issues* (Whitney P. LACKENBAUER et al. [eds.], Winter 1993) can also provide insightful information regarding the topic.

thus the choice of the authors will remain arbitrary. However, it can be stated that the above collection of resources will make useful raw materials for any teacher intent on introducing the exploration of Canada in their tertiary English classroom.

Applicability

As for the applicability of resources, one must make certain considerations when deciding whether a given resource is to be used or not. These considerations include cultural, pedagogical and linguistic issues we will review briefly below.

Any authentic material related to the exploration of Canada is culturally suitable for classroom use if it facilitates and promotes, in line with Kramersch¹⁸ and Damen's¹⁹ approach, cultural discourse and cross-cultural learning through e.g. the comparison of cultures. A similar notion is advocated by Berrell and Gloet²⁰ with reference to a Canadian context: it is vital that cultural discourse and cross-cultural learning be facilitated with the help of Canadian culture-related materials. In addition, when selecting and designing materials, Gochenour and Janeway's²¹ model of culture learning must be observed, which recommends students' gradual involvement in culture-related issues. Accordingly, students start their studies by observing cultural issues and move towards communicating about culture.

As far as the pedagogical application of authentic materials is concerned, the authors have adopted Brown's²² approach, according to which culture is a way of life presentable to students. Thus any aspect of culture can be presented to which students can relate and which they can understand. Nevertheless, from a pedagogical perspective, this highly abstract concept of culture can only be tangibly presented to students through concrete cultural objects and examples. This approach enables students to understand the given culture more deeply through dealing with easy-to-understand objects and examples first and then moving on to learning about more complex issues. This gradualness in approach and the depth of insight into a given culture one can attain in this way are discussed by Scanlon,²³ who distinguishes four

¹⁸ Claire KRAMSCH: 'Culture in Language Learning: A View from the States.' In Kees de Boot – Ralph B. Ginsberg – Claire Kramersch (eds.): *Foreign Language Research in Cross-cultural Perspective*, London, John Benjamin, 1991, 217–240.

¹⁹ Louise DAMEN: 'Closing the Language and Culture Gap: An Intercultural-Communication Perspective.' In Dale L. Lange – Michael R. Paige (eds.): *Culture as the Core-Perspectives on Culture in Second Language Learning*, Greenwich, CT, Information Age Publishing, 2003, 71–88.

²⁰ Michael BERRELL – Marianne GLOET: 'Reflections on the Cultural Dimensions of Educational Administration.' In *Journal of Educational Administration and Foundations*, 13/2, 1999, 10–32.

²¹ Theodore GOCHENOUR – Anne JANEWAY: 'Seven Concepts in Cross-Cultural Interaction: A Training Design.' In Theodore Gochenour (ed.): *Beyond Experience*, Yarmouth, ME, Intercultural Press, 1993, 1–9.

²² H. Douglas BROWN: *Principles of Language Learning and Teaching*, London, Pearson Education Inc., 2007.

²³ Jaimie SCANLON: 'Developing Cultural Awareness in the Language Classroom.' In Jim Kahny – Mark James (eds.): *Perspectives on Secondary School EFL Education*, Odawara, Language Institute of Japan, 1998, 75–79.

different interactions as far as the depth of learning about culture is concerned. This framework features the following categories with respect to the depth of cultural learning: learning about (1) culture as ‘knowing about’ (studying facts); (2) culture as ‘knowing how’ (gaining real first-hand experience); (3) culture as ‘knowing why’ (interpreting behaviours); and (4) culture as ‘knowing oneself’ (reflecting on one’s attitudes). These depths can be achieved if culture is taught in a gradual and sufficiently detailed way.

When assessing authentic materials for classroom use from a linguistic perspective, Widdowson’s²⁴ recommendations must be borne in mind: the use of authentic texts is only suggested for CEFR level B2+ and above due to the linguistic complexity of such materials. On the other hand, Flowerdew and Peacock²⁵ note that even if authentic texts are challenging for students linguistically, they offer real-world language use and authentic (cultural) situations, which expand students’ horizons both language- and culture-wise.

In addition to using authentic materials for teaching English as a foreign language, all of the teaching materials presented below can also be used to for teaching other subject areas, which potentially include literature, history, cultural studies, geography, music, and fine arts. Indeed, the majority of such materials allow for multiple applicability coupling teaching language with teaching subject areas.

Selection criteria of exploration-related materials

Concerning the design of Canadian culture-related teaching materials, a set of 4 selection criteria has been developed by the authors. These are discussed below.

Curricular expectations

The English-language study programme is reviewed with respect to the country/university where the teaching materials will be used. This is necessary so that the teaching materials can reflect and accommodate curricular expectations. This review will provide orientation as far as topics and themes in the future teaching materials are concerned.

²⁴ Henry G. WIDDOWSON: *Defining Issues in English Language Teaching*, Oxford, Oxford University Press, 2003.

²⁵ John FLOWERDEW – Matthew PEACOCK: *Research Perspectives on English for Academic Purposes*, Cambridge, Cambridge University Press, 2001.

Skills and competences to develop

The list of skills and competences to be developed with the help of the materials has to be reviewed. Such skills and competences are usually outlined in training or study programmes, and they may include e.g. oral skills, co-operative competence or competences associated with collaborative learning. After this review, attempts are made to design tasks and work forms that promote the development of the given set of skills and competences. E.g. if skills associated with collaborative learning are to be developed, the cultural information contained in the worksheets is processed with the help of activities where the final end product can only be realised successfully once all participating students have meaningfully contributed to the final outcome.

Identification of reliable sources

Culture-related teaching materials should be based on sources that contain valid and up-to-date information. In addition, efforts must also be made to present multiple perspectives of the cultural issues discussed. For this, reliable sources are necessary, including media and websites maintained by the central and local governments, non-governmental agencies, local and interest representation groups and communities as well as other initiatives.²⁶

Students' level of English proficiency and cultural background knowledge

For successful use, teaching materials must be adapted to students' level of English, cultural backgrounds and interests. If there is a huge gap between teaching materials' and students' level of English and cultural backgrounds, or if the materials do not engage students' interests, even the otherwise most carefully prepared materials are doomed to fail. For gradually enabling students to independently use new language, the revisiting and revision of newly learned language items are recommended: in order to facilitate this, worksheets start with controlled or guided practice activities and move towards free practice activities. Through the revision of the new language, the newly learnt content and consequently the cultural information behind the new content are also practised and revised.

²⁶ Some sources, such as Library and Archives Canada also offer their own research guides and finding aids.

Step-by-step worksheet design

Keeping the above in mind, the process of preparing teaching materials addressing cultural content has been designed in the form of a multistep procedure developed by Nagy, Bánhegyi, Bernhardt and Rau, and will be described in ten steps below.

(1) Supposing that the exploration of Canadian as the topic of teaching materials has been selected, as a first step of the process of teaching material preparation, various subtopics within the above-mentioned broad topic are selected as potential themes of interest to be used in the development of teaching materials. This practically means narrowing down the topic and finding some angle(s) to approach it from.

(2) As a next step, the applicable and relevant BA-level programme curriculum is reviewed with respect to the country, region, and institution where the teaching materials will be used. This step is important because teachers are not ready or willing to include (and as a rule will not include) any material in their lessons that falls outside the scope of prescribed materials and topics due to the highly prescriptive nature of present-day curricula and the associated time constraints. On the basis of this review, a second scanning of the subtopics is performed and a final selection is made with a view to meeting curricular expectations: topics not included in the given curriculum are discarded and topics included in the curriculum are retained and are expanded to get slightly broader topics.

(3) As a third step, the subtopics thus selected are further narrowed down and are focalized to suit students' interests more closely. In practice, this entails choosing certain aspects or perspectives students are likely to find thought-provoking, intriguing and motivating to deal with. Naturally, this topic adjustment does not overlook the previously-mentioned curricular expectations.

(4) For the preparation of materials appropriately reflecting cultural content, reliable sources containing authentic texts are selected. As to reliable sources, government-operated web pages, online encyclopaedias and archives (e.g. *The Canadian Encyclopedia*, *Canadian Geographic*, The History of Canada Online, the Library and Archives Canada, CBC Archives, National Film Board), the websites of national and provincial public institutions (e.g. National Film Board) as well as universities and museums, and online publications offer an almost inexhaustible wealth of raw materials to be used for teaching purposes. As teachers themselves are likely to lack sufficient background knowledge of some of the cultural issues to be introduced with the help of such teaching materials, the above sources offer the additional benefit of providing educators with some necessary background information they can use for preparation for their classes. In the case of conflicting views concerning certain debated topics, attempts must be made at presenting a balanced picture and ideally all viewpoints must be introduced and discussed.

(5) The next step in the production of the worksheets is to adapt the materials to students' level of English, cultural background and interest. In this stage the

authentic materials selected in line of the above procedure are reviewed and edited linguistically, culturally and presentation-wise. This primarily means simplifying the language but concurrently retaining both key vocabulary elements and cultural information as well as finding a suitable way of presenting the materials to the audiences concerned so that the materials generate curiosity and motivation in students.

(6) The following step is to establish links between the new cultural information presented in the teaching materials and students' own cultural backgrounds: this is usually done by exposing cultural similarities and differences. In order to facilitate this, such connections are included and focalized in the teaching materials and as a rule they refer students to their previous cultural knowledge so that they can understand new cultural information in greater depth. All this is planned in a way that less complex issues are addressed first, which are followed by the discussion of more complex ones. This approach also serves the purpose of offering students gradual involvement in the target culture.

(7) Next, with a view to the repetition and recycling of new materials and information, teaching materials developed by the authors are designed in a way that they occasionally revisit and revise formerly taught contents by offering students practice opportunities in the framework of diverse activities. This cyclical arrangement facilitates more extensive retention of newly-learnt materials through revision.

(8) In the case of each activity, special care is taken to offer model texts for students to rely on: this linguistic model serves as a starting point for students in their communication and thus greatly facilitates language use in the case of those students who struggle to express themselves. Generally, worksheets start with controlled or guided practice activities, which leave students less room for manoeuvring in a linguistic sense, and then the tasks move towards free practice activities.

(9) Thanks to this design, the worksheets provide ample opportunities for students to use topic-related language more or less freely in the context of learning about cultural information. This consideration facilitates extensive language use, which is always in focus during EFL classes.

(10) In order to aid students' personalization of the activities in terms of content and language and to encourage learners to solve tasks at their own levels of cultural and language knowledge, open-ended activities are included in each worksheet. Such worksheets allow students to customize the linguistic output to their own level of proficiency and enable them to use language creatively for their own communicational purposes.

In short, the steps leading to the production of teaching materials the authors have taken are as follows: selection of topics, focalizing topics on students' interest, considering group size, selection of task type, adapting materials to students' level of English and culture, connecting students to the culture in focus (cultural similarities and differences), recycling contents: revisiting and revising the contents

taught (same content used in different activities), providing students with model texts to be used in their own communication, creating opportunities for students to freely use topic-related language in context, and finally, use of open-ended tasks.

Teaching materials – demonstration

In this final section of the paper, it will be demonstrated how two of the above-mentioned resources can be used in the tertiary English classroom. First, the forty-three portraits of ‘Arctic Explorers’ taken from *The Canadian Encyclopedia* will be explored for ideas for classroom activities. Next, an expedition-related vocabulary development activity will be presented, which is based on *Canadian Geographic*’s ‘The Expeditions.’

Arctic Explorers

The forty-three portraits of ‘Arctic Explorers’ offer a rich palette of activities for the EFL teacher to exploit. In this section, a few of these activities will be described. To start with, each portrait can prompt group research on the given explorer. In the case of guided research, questionnaires such as the one displayed on Figure 1 can be used. Other than that, student groups’ portrait-based free research can be disseminated in the form of 10-minute, PPT-assisted classroom presentations. Next, groups can be invited to prepare their own questions or questionnaire on an explorer of their choice from the collection for the other groups to answer. As the texts of the portraits are rich in exploration-related vocabulary, student groups can participate in a contest to collect as many of such items as they can, within a fixed amount of time. The sentences constituting the portrait passages can also be used towards building cloze-type activities focusing on exploration-related collocations or general academic vocabulary. If there is more time to be spent on the subject than a single 90-minute class, the portraits can also form the basis of project work. Student groups can do in-depth research on the given explorers and their expeditions, and work these into full-length joint papers to be stored on a shared platform such as GoogleDocs, Dropbox or Moodle. They can also be required to contribute one or two questions towards a group quiz sheet. Once the quiz is complete, the class is invited to answer all the quiz questions, to which end everyone has to read all the joint papers on the platform. If students major in TEFL, they can also construct a full worksheet focusing on the information in their group’s joint paper, and present it to the class. Finally, as it will appear in the descriptions the portraits contain, various problems occurred during the voyages of the earlier explorers. It would also make an intriguing class project to see how those problems could be solved with humankind’s current infrastructural toolkit.

Explorer Questionnaire
1. Explorer's name:
2. His/her year of birth and death:
3. Which area did he/she explore?
4. Motives for exploration:
5. The most important findings of his/her journey(s):
6. Problems that occurred along this journey/ these journeys:
7. Other important pieces of information to note:

Figure 1. Simple research questionnaire for 'Arctic Explorers.'

The Expeditions

Written jointly by *Canadian Geographic* staff and the respective expedition members, the article entitled 'The Expeditions' features eight expeditions sponsored by the Royal Canadian Geographic Society in 2017. The descriptions making up the eight texts contain numerous expedition-related vocabulary items. Figure 2 shows the five activities of the worksheet the authors produced using the article and resulting from the 10-step procedure detailed in section 'Step-by-step worksheet design.'

First, expedition vocabulary was singled out as a topic to focus on (Step 1). Next, the curricular implications were examined. The course books used in the BA-level English programme and the B2+ CEFR-level general and ESP English language classes at Károli Gáspár University of the Reformed Church and the Budapest Business School University of Applied Sciences allow for the inclusion of the topic. Moreover, the inclusion of cultural content is required by the learning outcomes of the referent university training programmes (Step 2). The expeditions detailed in the article are likely to raise young adults' interest as this age group in general is open to adventures and enterprises of this nature (Step 3) and *Canadian Geographic* counts as a reliable source (Step 4). As expedition-related vocabulary is the focus of the activity, the information which was irrelevant in this respect was eliminated from the descriptions and the texts were condensed (Step 5). Next, Activities 2–5 were added at the bottom of the worksheet. Activity 2 and Activity 5 bring the topic closer to the targeted audience and they also invite comparisons (Step 6). Revisiting the vocabulary of expeditions is ensured by the personalized questions, Activity 3 and Activity 4 (i.e. collecting details and composing a short text on one of the expeditions, and using the resulting text as a model to introduce 'Lucania,' the 'Trans-Canadian Arctic Expedition,' the 'Bisaro Plateau Caves Project' or 'Arctic on the Edge') (Step 7). Similarly, the texts presented in the four entries can be considered as short model texts, to be further extended into a new model paragraph (Activity 3), based on which new texts can be composed through guided writing (Activity 4, with the information provided) and free writing (Activity 5, the information is to be found by the students or student groups) (Step 8). Furthermore, Activity 5

makes it possible for students to freely use topic-related language in the context of learning about cultural information (Step 9), whereas it is also an open-ended activity prompting students to do further research on Hungarian explorers and present their findings (Step 10).

Expedition vocabulary

Activity 1. Write the words in the box into the numbered gaps to get meaningful sentences.

breakdown/ confluence/ document (v)/ lead/ mouth/ navigation/ objective (n)/ passageway/ port/ routes/ transportation/ traverse/ trek/ undertake

The Enduring Ice Project

To tell the story of the last of the Arctic's sea ice, Stephen XX will _____ (1) a team north to kayak its most dynamic strait, a narrow _____ (2) separating Canada and Greenland. Setting out five hundred miles from the North Pole, the paddlers explore and _____ (3) the ice on their southbound _____ (4) to the northernmost village of Greenland. Their goal is to investigate the _____ (5) of a frozen ocean and to make the Arctic tangible.²⁷

Boothia & Beyond

John Dunn will _____ (6) a 70 day, 1100km south-north solo skiing and hiking _____ (7) of the Boothia Peninsula and Somerset Island - from the _____ (8) of the Back River to the shore of Lancaster Sound.²⁸

500 Days in the Wild

Using only human-powered _____ (9), Diane Whelan will hike, bike, paddle and snow shoe the 23000km Trans Canada Trail. In completing her _____ (10), she will be the first person to do the TC Trail including the 7000km of water _____ (11).²⁹

Chrysalis Expedition

The _____ (12) of Dave Pearson's expedition is to explore the Monarch Icefield south of Bella Coola on skis. He will then navigate the Talchako to the Bella Coola River at the _____ (13) with the Atnarko River, and then to the ocean _____ (14) at Bella Coola, completing a 100km float from source to saltwater.³⁰

²⁷ The text is based on Horvat, Christopher, 'Enduring Ice Project' in: 'The Expeditions', *Canadian Geographic*, May/June 2018, 44. See also cangeo.ca/mj18/ice [last accessed: 19/07/2019].

²⁸ The text is based on Dunn, John, 'Boothia and Beyond' in: 'The Expeditions', *Canadian Geographic*, May/June 2018, 49-50.

²⁹ The text is based on Whelan, Dianne, '500 Days in the Wild' in: 'The Expeditions', *Canadian Geographic*, May/June 2018, 52. See also cangeo.ca/mj18/500days

³⁰ The text is based on Pearson, Dave, 'Chrysalis' in: 'The Expeditions', *Canadian Geographic*, May/June 2018, 47.

Activity 2. Which of these expeditions has raised your interest the most and why? Which expedition would you like to participate in and why?

Activity 3. In groups, try to collect some more details about ONE of the four expeditions. Write down your findings in a coherent paragraph. Try to use the highlighted words in your account of the given expedition.

Activity 4. The article, ‘The Expeditions’ contains details on four further expeditions: Lucania, Trans-Canadian Arctic Expedition, Bisaro Plateau Caves Project and Arctic on the Edge. Choose ONE of these, and write a similar summary passage based on the available printed information and short footage.

Activity 5. Could you mention a few famous explorers of Hungarian origin? Choose ONE, and prepare a short account of his/her most important achievements.

Figure 2. Expedition-related vocabulary based on Canadian Geographic’s ‘The Expeditions.’

Conclusion

In this paper, the authors have explored the available resources regarding the exploration of Canada for the tertiary English classroom. As a next step, they considered the applicability of resources and the selection of exploration-related materials. Then, the paper provided a step-by-step methodological description of the preparation of teaching materials connected to the exploration of Canada based on the model developed by the Canada in the English Classroom Research Group. Ultimately, activity ideas inspired by ‘Arctic Explorers’ taken from *The Canadian Encyclopedia* and a sample worksheet task based on *Canadian Geographic*’s ‘The Expeditions’ were presented.

As the model described above can be adopted for covering other culture-related topics in the tertiary English classroom, the article may function as a good starting point to create other similar worksheets.

Abstract

The paper aims to demonstrate how the wealth of recently published materials on the exploration of Canada can be turned into worksheets for tertiary-level English classes. The paper begins with a presentation of selected mainly web-based sources with a rich potential for classroom use. Following this, we will address the issues of applicability (cultural, pedagogical, linguistic) and selection criteria (curricular expectations, skills and competences to develop, the identification of reliable sources and students’ level of English proficiency), and the actual process of the production of worksheets will be described. Finally, activity ideas on ‘Arctic Explorers’ and the worksheet ‘Expedition Vocabulary’ will be presented.

Keywords

Canadian studies, cultural studies, language development, geography, history

Rezümé

Cikkünk azt mutatja be, hogy a Kanada felfedezésével foglalkozó, nemrég napvilágot látott és nyilvánosan hozzáférhető sokféle írott anyagot és irodalmat hogyan lehet felsőoktatási tananyagként angol nyelvoktatás vagy angol nyelven történő tartalomoktatás (CLIL) céljaira felhasználni: hogyan képzelhető el ezeknek a forrásoknak feladatokká és tevékenységekké történő alakítása, valamint alapanyagaként történő felhasználása. Tanulmányunk első részében olyan weblapokat, illetve egyéb forrásokat mutatunk be, amelyek változatos lehetőséget kínálnak osztálytermi felhasználásra. Ezt követően kitérünk az anyagok alkalmazhatóságával (kulturális, pedagógiai, nyelvi) és kiválasztásával (tantervi és tantárgyi elvárások és előírások, fejlesztendő készségek és kompetenciák, megbízható források azonosítása, diákok angoltudásának szintje) kapcsolatos kritériumokra és megfontolásokra, majd leírjuk az oktatási tananyagok megalkotásának folyamatát. A cikk utolsó részében az északi-sarki felfedező és az expedíciók szókincse témakörökre építkezve lehetséges tananyag-ötleteket mutatunk be.

Kulcsszavak

kanadai stúdiumok, kulturális tanulmányok, nyelvfejlesztés, földrajz, történelem