



Climb for the Cause - 2012 Grouse Grind

BC TEAL Board of Directors	2
BC TEAL Newsletter Committee.....	2
Letter from the President.....	3
Letter from the Editor: Impressions from the 2012 TESL Canada Conference—Kamloops.....	4
2012 TESL Canada Conference Sets Bar High	6
2012 TESL Canada Conference Photos.....	7
Wendy Royal.....	9
Self Portraits and First Languages: Creating a Vibrant Learning Community by Validating Learner Identities and Voices.....	10
Fundraising Initiatives.....	15
So you think YOUR daily life is a GRIND?.....	16
The Use of Conditionals for Hypothetical Situations Without an “If”-Clause	17
ESL Writing Contest Winners 2012	19
Dr. Bill McMichael Awarded Queen Elizabeth II Diamond Jubilee Medal.....	22
My Top Nine Reasons for Teaching ESL	23
My First Year with BC TEAL	25
On the Process of Teaching for Change	26
Sex Education in ESL?	28
SIGs and Professional Development.....	30

BC TEAL Board of Directors

President - Shawna Williams (2012-2014)

First Vice-President - Joe Dobson (2011-2013) **Chair of PAAC**

Second Vice-President - Laura Blumenthal (2012-2014) **Co-Chair Conference**

Treasurer - Janice G T Penner (2012-2014) **Co-Chair Conference**

Secretary - Sheila Mattila (2012-2014) **Chair - Membership Committee**

Past President - Michael Galli (2012-2014) **Chair - Nominations Committee,**
Representative to TESL Canada

Members-at-Large

Susan M. Peake (2011-2013) **Co-Chair - Professional Development Committee**

Rebecca Kullman (2011-2013) **Co-Chair - Professional Development Committee**

Carin Moolman (2012-2014) **Editor - TEAL Newsletter**

Colleen Rogan (2012-2014) **ELSA Net Representative**

Jennifer Pearson Terell (2012-2014) **TEAL Charitable Foundation**

Karen Densky (2012-2014) **Regional Representatives Coordinator**

Michelle O'Doherty (2012-2014) **Social Media Committee**

Augusta Avram (2012-2014) **Teacher Inquiry Groups**

Amea Wilbur (2012-2014) **Teacher Inquiry Groups**

Jennifer Walsh Marr (2012-2014) **ESL Writing Contest**

David Munro (2012-2014) **SIGs**

Jennifer Martin (2012-2014)

Yalda Ahmadvand (2012-2014) **Marketing**

Administrative Manager

Sandra Boehm

admin@bctéal.org

BC TEAL Newsletter Committee

Editor

Carin Moolman
newsletter@bctéal.org

Advertising Manager

Adriana del Paso
advertise@bctéal.org

Layout Manager

Sandra McGoldrick

Special Thanks

Chris-Anne Stumpf
Klare Kish
Tracey Bell
Jane Whittingham

PHOTO CREDITS:

The images in the newsletter have been
used under regulations of a Creative
Commons license.

BC TEAL News is available through membership in BC TEAL and by special arrangement. It is published three times a year in Winter, Spring, and Fall. Contact the editor for specific deadlines.

Contributors:

We welcome articles of general interest to associated members. All material is submitted to the editorial board before being approved for publication. Copy may be edited for length, style and/or clarity without prior notice to authors. Please be aware that submissions may be reprinted.

Copy should be submitted directly to the editor as an email attachment.

Advertising material and inserts must be submitted in TIFF, JPEG or PDF formats. For information on advertising rates, contact the Advertising manager or the BC TEAL office.

Letter from the President



Dear BC TEAL Members,

“Inspiration for Professional Development” is the theme for this issue, and it’s a topic I feel passionate about, particularly as the president of your professional association. Indeed, all BC TEAL board members are particularly proud of how the association provides a variety of professional development opportunities to our members.

In both my workplace role and in my BC TEAL role, I am interested in exploring the many avenues available for professional development. It is often thought that conferences are the best venue for PD, and having just returned from the excellent TESL Canada Conference in Kamloops, one can certainly say they are one avenue. However, there are those who argue that while conferences may be good for motivation and networking, they aren’t always that effective at changing our practice as teachers and educators. Taking the time to review the sessions we attend and making tangible goals to enact on the lessons learned at conferences is how professional development might actually take place.

While BC TEAL has been putting on successful conferences over the years—next year will be our 45th!—and in recent years has organized interior and island conferences as well, we have also been trying to find other ways to encourage our members to participate in PD opportunities. For example, Special Interest Groups have been a part of TEAL for years, some with short life spans and others that endure. With the improved groups function in the www.bcteal.org community pages, it’s now possible to use the TEAL website to engage with members electronically. We are hoping to see member generated SIGs emerge. As well, the Teacher Inquiry Groups is a relatively new and exciting initiative—TEAL will grant funds for a group to engage in research or study which can be an incredible PD experience.

Of course, many of us are fortunate to work in organizations that provide PD events, or funding to encourage personal PD practice. At the TESL Canada Conference I attended a session about an institution

where instructors met biweekly to read and discuss articles related to their teaching. Some of the feedback received was that it was the best PD one instructor had experienced in over twenty years.

Others have to pursue their PD independently and create their own opportunities. Some great inspiration for this kind of PD can be found in TESOL’s four-volume series centred on Professional Development: *Sustaining Professionalism*, *Becoming a Contributing Professionals*, *Communities of Supportive Professionals*, and *Extending Professional Contributions*. These volumes are available to order online, and are usually offered at bargain prices at the TESOL convention. I found that the suggestions in these books were incredibly motivating as they are written by a variety of TESL professionals and offer many different suggestions as to how we can move outside our regular comfort zones and try something new for rewarding PD experiences: volunteer with an organization, present at a conference, join a reading group, or write for your local newsletter.

Whether through conference attendance, the support of our employers, or our own initiatives, professional development is what makes teachers continue to improve and grow. There is no one way, but I certainly hope through connections in the BC TEAL community, you can also find inspiration for professional development. No doubt, some of that inspiration will be found in the pages of this latest issue of TEAL News.

Sincerely,

Shawna Williams
President, BC TEAL
president@bcteal.org





Letter from the Editor: Impressions from the 2012 TESL Canada Conference—Kamloops

Dear TEAL Members,

It is with great pleasure that I introduce you to the 2012 Fall issue of the TEAL Newsletter. I have purposely waited to include a multitude of post-conference information to comply with the theme of this issue, “Inspiration for Professional Development”. Many contributors attended the recent conference and share their stories. I sincerely hope that you will enjoy and benefit from different perspectives and insights.

A special mention regarding the TCF Grind for a Cause, a first of many, which was successful in raising funds and connecting many individuals in the field. An article follows from the committee who organised this fruitful event. Lihua Zong, a brave Master’s student from China at SFU shares her ideas on making meaning of education and how teachers become agents of change.

Also included in this issue are a couple of lighter pieces which bring some humour to our profession and “sell” the world of ESL to potential buyers.

Personally, I received the TESOL/TESL travel grant from the BC TEAL Charitable Foundation in 2011, and thus it is my pleasure to share my most valued experience at the past 2012 TESL CANADA Conference in Kamloops.

The enthusiasm on the TEAL bus was an indication of things to come. My colleague and I spent the journey talking shop and trying to figure out which sessions we would attend. As I am an ELSA 4 instructor, I was particularly interested in issues for immigrants who have reached the intermediate plateau in terms of learning and who are looking ahead at employment prospects. There is no doubt in my mind that instructors do an excellent job of teaching the language skills; however, these learners feel vulnerable in the learning process as it has stagnated somewhat at this level and need some special guidance and specific techniques to assist them in the application of the language, inspire them to continue putting the effort into their daily English acquisition and

also to assist in guiding them over the proverbial hump and onto bigger and better things, i.e. finding employment.

The session which most inspired me to share with my students and others is as follows:

Workplace Integration by Paul Holmes



A handbook was shared, developed by Paul, a consultant with the Alberta Workforce Essential Skills team (awes.ca). Working closely with employers and new Canadian employees on integration initiatives, newcomers are given assistance on how to survive in the Canadian workplace on the basis of practical issues such as; what to know and do on the first day, first week, first month and first year and so forth. The most memorable remarks in my mind was “understanding the employer and the looming bottom line and then devising assistance for newcomers based on this business premise, not the humanitarian premise so present more prominent in language instruction”. Paul makes sure that newcomers understand what it takes and how they need to behave to integrate socially, politically and economically to meet the Canadian demand at their new workplace.

Based on some studies, “Why do Canadian employers not wish to hire newcomers?”, was his question to attendees. A shocking response was that other than the obvious lack of Canadian standards and regulations, employers stated that newcomers were not willing to learn! This statement shocked me.

Sections in the handbook dealing with following issues are laid out in simple language for newcomers to study and refer to along their journey:

- *Adapt* – meaning, you must be willing to adapt for



success

- *Use only English in the workplace* – don't speak your language with others in the company, thus excluding some
- *Clear your pronunciation* – meaning, clear enough to be comprehended, don't try to adopt a Canadian accent
- *Initiate, ask, speak up and participate* – but at the appropriate moment according to standard Canadian practice with the specific employer
- *Respect difference* – since you as a newcomer are not in a familiar environment
- *Adapt your communication* – adapt the company's specific best practices
- *Understand power* – yours and the company's power
- *Use Canadian time* – meaning, understanding the unwritten rules regarding punctuality and team work
- AND a “*tip sheets*”, including (oral communication,

working with others, working independently and continuous learning) are practical and helpful.

Although British Columbia provides a comprehensive approach to assist newcomers in the workplace, I found this one-stop handbook of particular value. Students, colleagues and interested stakeholders can be referred easily.

Paul can be reached at paulhomes@shaw.ca. (Anthony & Holmes Consulting). Access will be given to share a DropBox file with the handbook sections discussed.

Make yourself comfortable and enjoy a little inspiration!

Kind regards,

Carin Moolman
Editor, *TEAL Newsletter*
newsletter@bcteal.org



Announcing the next TESOL 2013 International Convention,

March 20-23, 2013

at the Dallas Convention Center

2012 TESL Canada Conference Sets Bar High

by Ian Cowie

Over 800 people attended the 2012 TESL Canada conference at Thompson Rivers University in beautiful Kamloops, B.C., on October 11th to 13th.

The conference brought together a plethora of academics, practicing instructors, graduate students, and a “shwack” of others who all shared their love and interest for language education. The theme for this year’s conference was “TESL Interiors: Landscapes of Literacies and Language.”

“The conference certainly surpassed all of our expectations,” said Conference Co-chair Joe Dobson.

The festivities included a Graduate Students Symposium with Penny Ur on Thursday; interactive workshops, numerous roundtable discussions, and a keynote speech by Dr. Steven Pinker on Friday; followed by more interactive workshops and roundtables, and a keynote speech by Dr. Michael McCarthy on Saturday – just to name a few.

“I think we did something pretty incredible,” Dobson said. “We had people come from all over the world, and to bring that many people to Kamloops for an event is a pretty unique opportunity for the folks around here.”

The conference took 20 months of intense planning from 40 people each working on different subcommittees.

Dobson said that unlike conferences held in bigger cities like Vancouver or Toronto, by bringing people to a conference in Kamloops and having it on campus, people much more likely to stay there and be engaged the whole time.

“We tend to live in little isolated bubbles sometimes in academia,” Dobson added. “Conferences of this nature have a huge benefit from both a professional development standpoint and also through networking.”

Dobson said the conference went off without a hitch for the most part, and the only criticisms his team received was from a few cases of room scheduling conflicts.

“I think one thing we did exceptionally well was the double-blind peer review,” Dobson said when reflecting on how speakers were chosen for the conference. “That isn’t always done at all conferences equally, and I think that was something that added to the quality of what we did.”

Dobson said he and the Conference Co-chair Karen Densky couldn’t have pulled off such an incredible conference without the support and dedication of over 70 volunteers.

Mark Schiller and Wendy Kipnis took on the daunting task of heading up the Volunteer Subcommittee. Volunteers helped with everything from signage and tech-support, to transportation and hospitality.

“This event wouldn’t have happened without the many volunteers and excellent faculty participation,” Schiller said. One particular group of volunteers is worthy of special mention. Twenty-two Airline Hospitality Business students from Oberlin University in Tokyo, Japan, were in full force throughout the entire weekend.

Unfortunately, Schiller was so busy coordinating volunteers that he was unable to attend any of the sessions, but said he experienced them vicariously through his wife.

Aygul Yunusova attended the conference as both a volunteer and a future ESL teacher. She studies TESL at TRU and originally hails from Moscow, Russia.

“There were a lot of benefits for me in attending this conference,” Yunusova said. “I attended a lot of useful sessions, the most useful of which was a session on grammar literacy in writing and speaking.”

“I got a lot of information, networked with possible future employers, and received a lot of inspiration that I hope to bring back to the classroom.”

“What a great opportunity for the students and faculty at TRU,” Dobson said. “It’s not that often that you get this many educators and students to come to one place and share their expertise.”

Ian is finishing his fourth year of journalism and a TESL certificate at Thompson Rivers University in Kamloops, B.C. He has taught EFL in Thailand, and he hopes to teach overseas again next September. You can follow Ian on Twitter @ian_cowie





2012 TESL Canada Conference Photos



Keynote Speaker: Dr. Steven Pinker



Keynote Speaker: Dr. Michael McCarthy



Ken Beatty: Author & Special Guest Speaker



Joe Dobson & Karen Densky: TESL Canada Conference Co-chairs



Round Table



Graduate Students Symposium
Keynote Speaker: Penny Ur



First Nations (left and below),
Flag Bearers (bottom left),



Wendy and Mark

Volunteers





Wendy Royal

by Robin Russell

In April of this year, BC TEAL awarded the Pat Wakefield Scholarship to Dr. Wendy Royal, a faculty member at Kwantlen Polytechnic University. The Pat Wakefield Scholarship provides up to \$3,00 in travel support, thereby allowing an English Language educator the opportunity to conduct research or pursue professional development in a Commonwealth country. Wendy has constructed a project that will take her to New Zealand to further research the institutional inclusion of undergraduate credit for English Language Studies, a practice that is widespread among universities in New Zealand.

Among the six universities that offer credit for English Language courses is the University of Auckland, the premier university in New Zealand and one of the universities that Wendy will visit. As part of her research, she plans to interview university educators who are involved in operationalizing the credit system, examine and observe the courses, and review the recruitment and retention information available to her. Her travels will take her to universities on both the North and South Islands.

As many of us in the field of English for Academic purposes working in British Columbia are aware, Wendy has been ardently and painstakingly collecting data and argumentation that could persuade faculty working in non-ESL disciplines to see the great advantage for BC post-secondary institutions that granting

academic credit would bring. The advantages include greater equity for international students, improved student motivation and enhanced international recruitment. In fact, this practice is already in operation at two out of the ten universities in B.C., the University of Northern British Columbia and Vancouver Island University.

Having studied the practices of both UNBC and VIU closely, Wendy presented, with only limited success, her discoveries to the curriculum committees of several key Kwantlen departments. To bolster her argument

that granting academic credit for advanced English language study is in fact good practice, Wendy started to look farther afield for examples. New Zealand's similarity to Canada with respect to its well supported education system and its dominance by a near neighbour is striking. Both countries should be highly attractive to international students but often find themselves hindered in competing for them.

The task for Dr. Wendy Royal, recipient of the 2012 Pat Wakefield Scholarship, will be to find out whether New Zealand's move into granting undergraduate credit for English Language Studies has

benefitted both the institutions and the students. The final report on her work in New Zealand will be of great interest to English Language educators in British Columbia and, indeed, across Canada.



This is an adaptation of the article that will appear in the Fall 2012 edition of the ACA Newsletter at Kwantlen Polytechnic University.



Self Portraits and First Languages: Creating a Vibrant Learning Community by Validating Learner Identities and Voices

by Nora Ready

Context of Practice

For the past three years I've been working as part of a team to deliver an innovative educational offering for late arrival immigrant youth—World Beat. Vancouver Community College partnered with the YWCA and an immigrant serving non-profit society SUCCESS in this venture. Working as a *team*—a supportive project manager, an innovative music instructor, a dedicated ESL instructor (me), and two highly responsive and compassionate youth workers—we have experienced a very creative and engaging teaching and learning phenomenon.

Our aim was to educationally engage multi-barriered refugee and immigrant youth in Canada less than 5 years and between the ages of 16 and 25. Our initial design included English language combined with percussive music instruction. The learners received one-on-one sessions with youth workers who facilitated and supported the youth in the development of action plans among other things. From the initial cohort of 19 students that we welcomed in the spring of 2010 until now, my teaching practice has been undergoing a revitalization.

One of the key concepts informing my professional development during this period has been that of “crossing borders”. By this, I mean consciously stepping over artificially drawn lines and engaging in interdisciplinary practices. I now make this a part of my teaching approach and am constantly looking for appropriate “crossover”



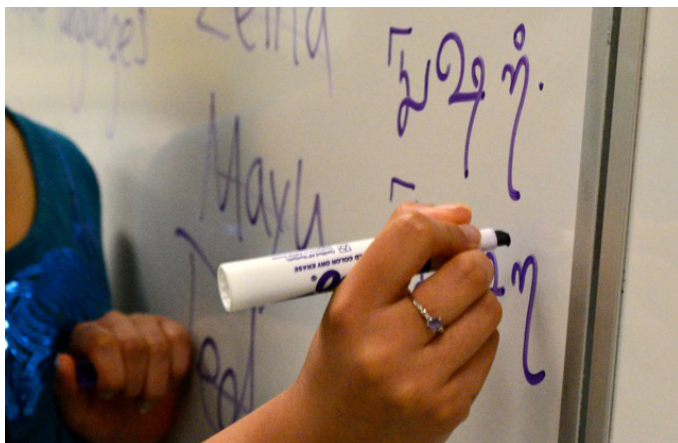
ideas and practices. My most recent inspiration was the presentation of Dr. Luisa Maffi at the May 2012 B.C. TEAL conference. Her work with biolinguistic diversity encouraged me to push our first language sharing activities to another level. I will describe this later in the article.

Another example of an interdisciplinary approach is the way we look for explicit ways to connect the language and music instruction in our project. The music instructor and I work collaboratively to develop analogies whenever possible between music, percussive ensemble playing and language learning. Conversation as improvisation, the importance of active listening, the role of silence, non-verbal expression of personality, conveying moods and emotions are some of the interconnections we have explored.

Identity and Voice

The learners have taught us so much over the time we have been with them. After delivering the first few cohorts, we began to understand the primary importance of *identity* for these learners. Both as young people and as newcomers, this question of “Who Am I?” came up in many of our learning situations. At one point, a learner challenged the labels “immigrant” and “refugee”. We engaged in creative activities that allowed all of us to explore the concept of having many identities beyond the obvious, superficial and sometimes diminishing labels assigned to us by others.

A part of this process of allowing the learner identities to be communicated in a more nuanced and complete way





was to look for ways to *elicit student “voice”*—meaningful expressions of their ideas, thoughts, perceptions, cultures and imagination. Often, this work was done in non-verbal ways. We used musical instruments to express our personalities and moods, and we used drama techniques and created life-sized self-portraits to convey our personalities, qualities and values. We shared our life stories using photographs and simple slide shows, and engaged in digital storytelling projects and techniques to present and elicit such stories.

Here, I’d like to describe two specific practices that emerged from our ongoing work and from the expressed needs and interests of the students themselves.

Life-sized Self Portraits

For this activity, we engaged an Art Therapy graduate student who came into our class and delivered two focused sessions on creating life-sized self-portraits using paint and collage techniques. This activity led us to discovery, challenge, meaningful language, self-expression and much more. For some students, mixing the paint to most accurately reflect their skin colours was a key activity—an interesting aspect of communicating identity that I had not really considered in such an immediate way up until then. For others, the background paper was left white but the painting or stamping of significant words like “love” or “peace”, or the inclusion of symbols related to their culture was included. We had paintings of the quetzal bird by a Guatemalan student and a fraternity symbol by a Filipino youth. This project was an important way for us all to see important aspects of each other that might not come up through more language-focused activities.

Some students chose very active postures that showed them dancing or playing music. For others, they positioned themselves so their back was to the viewer of the portrait. Some created elaborate outfits and included images of accessories like watches, earrings and rings.

After the portraits were completed, students could write about the experience of making the portrait or describe

someone else’s that appealed to them. We brainstormed descriptive language including what mood, emotions and qualities we saw expressed in the artwork. The portraits were exhibited in our learning space until the end of the cohort when they were then presented as part of our final ceremony. Through engaging in this project together, we got to know each other more fully. This activity gave ownership and control to each student. They could present themselves as they wanted to be seen. They were able to put forth an individually and personally constructed identity. Interestingly, even in this activity of personal self-expression, we saw our young learners collaborating, negotiating and interacting with each other as they worked

to visually communicate the person they wanted to “present”. This ability that the students have to engage and learn in an intensely collaborative manner is something I find very potent. I hope I can pursue this in my future professional development.

Exploring First and Heritage Languages

For some of our students who have come to Canada reluctantly or due to circumstances of crisis, the learning of English can be yet another diminishment, another forced learning, another uninvited and undesired challenge. We found that taking an assets-based approach to our learners helped in allowing them to define themselves as knowledgeable. As opposed to being “ESL”, they could reveal themselves to be bi-lingual or having facility with many languages. By inquiring about the language they learned from their parents and the language of their grandparents, much sharing of culture and language ensued. We

found that many of our students had “home” languages, heritage languages, and languages they used in their places of worship. Learners interviewed each other, taught the class words and phrases, showed us their written scripts, sang and recited poems for us in other languages, wrote songs, and took photos of books, signs and other artifacts to show us how their languages are present in their daily lives.

As a teacher, I was able to show the students that there were many things about their worlds and cultures





that I needed to learn. This resulted in the leveling of the classroom experience —it allowed the classroom to be less hierarchical. It was a way to convey the concept of all education being multi-faceted; sometimes the teacher is the learner and sometimes the learner is the teacher.

There were other positive spin-offs from this exploration of languages. Because of these activities, our youth workers were often able to engage with the students in a more informed cultural context. For our students who were low-level English language learners, this revealing of their language expertise in their own language seemed to increase their confidence as learners overall.

Beyond this, we felt that the engagement and curiosity about each other's languages moved our learning community to more complex engagement with each other. It allowed us to see each other as interesting and communicative people. Instead of the focus being on the learner deficit in terms of English language, we could all begin to appreciate that we had many different languages present in our classroom and this allowed us to draw upon a very rich array of cultures, traditions and worldviews. Our youth worker, who is also a skilled facilitator and someone with much expertise in digital media, was key in organizing and documenting sessions where significant sharing of first and heritage languages occurred.

We all did informal research around concepts of linguistic diversity. Our project manager led us to online talks by Canadian anthropologist and ethnobotanist Wade Davis. His quote, "Every language is an old growth forest of the mind, a watershed of thought, an ecosystem of spiritual possibilities." is one we shared and discussed amongst ourselves and with our learners. I think it helped us to situate our learning in a larger context and connect it to global concerns and realities.

To conclude, there are many English language-teaching practices to explore and much that is offered to us for professional development. I have found that keeping an open mind to what is happening in other realms of education and areas of study is one way to keep your teaching practice and learner engagement lively and fruitful.

Links:

1. Slideshow of students' self-portraits

<http://worldbeat4you.wordpress.com/2011/04/27/the-silhouette-by-ted-and-niaam/>

2. TESL Canada workshop handout - Shining Light on First and Heritage Languages

<http://worldbeat4you.wordpress.com/2012/10/01/tesl-canada-conference-2012/>



MA TESOL

Come Join Our
Community of Inquiry



Contact: William Acton, Director
(William.Acton@twu.ca)

<https://www.twu.ca/academics/graduate/>



TESL Canada approved:
Professional Standard 3
www.tesl.ca

TWU MA TESOL

*2012 -2013
10th Year Anniversary*



TEAL Charitable Foundation

"Promoting the teaching and learning of
English as an additional language."

TCF Awards, Scholarships and Bursaries

TCF Awards	Amounts	Application Deadline
AIDS & Health Education Fund	\$3000	November 1st
Nan Poliakoff Memorial Award	\$750	November 1st
Mary Ashworth Scholarship	\$1000	November 1st
Pat Wakefield Scholarship	\$3000	November 1st
Project Funding Award	\$3000	November 1st
David Lam ESL Scholarships [2]	\$2500	January 31st
BC TEAL/TESOL Bursary	\$1000	November 1st
TCF Refugee Award	\$1000	January 31st

#206-640 West Broadway • Vancouver, BC • V5Z 1G4 • Canada

Tel: +1 (604) 736-6330 • Fax: +1 (604) 736-6306

Email: admin@bctéal.org • Web: www.bctéal.org



Fundraising Initiatives

by Jennifer Pearson Terrell

Chair, TEAL Charitable Foundation

TCF Fundraises \$12,000 for the TCF Refugee Award

The TEAL Charitable Foundation raised over \$12,000 during September and October for the TCF Refugee Award. This success was due to the generosity and support for the following fundraising events; the Climb for the Cause—2012 Grouse Grind, the Silent Auction, the 50/50 Raffle and the donations from the TEAL Bus.

The ‘Climb for the Cause—2012 Grouse Grind

The TEAL Charitable Foundation hosted the first ever “Climb for the Cause—2012 Grouse Grind” on September 30, 2012. The fifteen “Climbers” raised over \$8,000 in pledges for the TCF Refugee Award. The \$8000 in the pledges raised by the fifteen climbers will soon become \$16000 when matched by BC TEAL thereby making it the most successful fundraising event ever hosted by the TCF.

The Silent Auction, 50/50 Raffle and Donations from the TEAL Bus

The TESL Canada Conference provided a wonderful opportunity to fundraise for the TCF Refugee Award. The TEAL Charitable Foundation hosted a Silent Auction on the first night of the conference as well as a 50/50 raffle during the conference. In addition to these two fundraising events, the passengers traveling on the free TEAL Bus to the TESL Canada Conference also made generous donations to the TCF Refugee Award.



Future Fundraising Plans for the TCF Refugee Award

The support for the TCF Refugee Award during September and October has been incredible and yet there is still a long way to go until the TCF fundraising goal of \$100,000 is realized. The TCF goal of \$100000 will generate \$3500 to \$4000 in annual interest. This annual interest will enable the TCF to award the TCF Refugee Award to an outstanding refugee for study at a college or university each and every year. This is important because for many children from refugee families, there is little or no opportunity to

study at college or university because there is simply not enough money. Often gifted refugee students must forsake any hope of studying at a the postsecondary level and instead enter the workforce after completing high school in order to help support their families.

Please take time to read the stories of the two young refugees, Kue Bway—2012 Refugee Award Winner, and Tha Chin Hlawn who have won TCF Refugee Awards in the past.

Their stories describe their lives before coming to Canada, tell about their hopes and their aspirations and best of all explain why winning the TCF Refugee Award has made it possible to fulfill their dreams of studying at college or university in Canada. Kue Bway, the 2012 TCF Refugee Award winner expressed her dream when she wrote, “My top goal is to become a teacher and help those less fortunate than me...”

The TEAL Charitable Foundation appreciates and welcomes donations for the TCF Refugee Award. Pledges can easily be made on the website at <http://www.bctéal.org/tcf/make-a-donation/> The TEAL Charitable Foundation is a registered charity and as a result all donations receive income tax receipts. Please consider supporting the TCF Refugee Award—your donation can make a very real difference in the life of a young Canadian refugee.

**TCF Fund raises
\$12,000 for the TCF
Refugee Award!**

So you think YOUR daily life is a GRIND?

by Andrea Mackenzie, Michael Galli, & Robin Steen

On Sunday, September 30, sixteen of BC TEAL's sturdy souls joined together to raise over \$8,000, making the first annual "TCF Climb for the Cause—2012 Grouse Grind" an outstanding success.

By leaps and bounds, this has been the most effective event so far in our drive towards the establishment of the TCF Refugee Award Endowment Fund. In this single initiative, and with BC TEAL's pledge to match all TCF funds raised for this endowment fund (thank you, BC TEAL), we have managed to generate over \$16,000—nearly 20% of our target amount of \$100,000!

The TCF gratefully acknowledges the many sponsors who pledged their support. Thank you so much for your generosity and for making it all so worthwhile. We also extend our sincere appreciation to Mike Bozek, Fitness Manager of the Burnaby Steve Nash Fitness World, for the three prizes they donated to our climbers. Amea Wilbur, Sara Yuen and Tina Labarca were the lucky recipients, winning 3 month memberships and personal trainer sessions.

And what can we do but applaud and congratulate our 16 intrepid "Grinders" for raising funds and continuing to put one foot after the other the whole long, grueling way up (and, for some, down) the Grouse Grind. The "Grinders" were:

It was a great day and thanks to our wonderful volunteer "boots on the ground", Jennifer Pearson Terrell, Ann Talbot, Susan Cardinal and Mark Simpson we were looked after and well hydrated at the bottom and top of Grouse Mountain.

The TCF is continually striving to raise the bar in our efforts to give a little more back to our community, and we have taken a significant leap forward to establishing our Refugee Award Endowment Fund. Donations can still be made to our Climb for the Cause Campaign by visiting the TCF page on the BC TEAL website. The individual campaigns will remain until October 31, 2012.

We hope our Members will join us in this great cause by making a donation.

Yalda Ahmadvand
Sandra Boehm
Joann Chernen
Michael Galli
Chris Gradin
Novi Hamdali
Christina Labarca
Jennifer Walsh Marr

David Munro
Patricia Nicoli
Susan Peake
Krystal Seko
Robin Steen
Melissa Swanink
Amea Wilbur
Sara Yuen

Sincerely,

Andrea Mackenzie
Co-Chair, Climb for the Cause 2012

Michael Galli
Co-Chair, Climb for the Cause 2012

Robin Steen
Co-Chair, TCF Fundraising Committee



TEAL Charitable Foundation
Climb for the Cause
2012 Grouse Grind

The Use of Conditionals for Hypothetical Situations Without an “If”-Clause

by Laura Blumenthal

The topic of this article is something I have run across many times during my career, but which became especially salient for me while I was teaching a group of university instructors from China this summer, in a course designed to upgrade their teaching skills and knowledge of the English language. One of the assignments was to evaluate several websites, and the last question they had to answer was “Would you use this webpage? Explain.”

I was quite surprised when I saw that almost all of the instructors had answered this question beginning with “I will use ...”, “I can use ...” or even “I use”. I was curious about this, and I asked them about it in class the next day, pointing out that the question had clearly asked whether they **would** use it. I asked them how one would answer a question of this type. They looked totally confused. I then asked if they had been taught to begin an answer with the same grammar as the question. They said they had, but that as they did not see an if-clause, they felt that they could not use “would”. This set off alarm bells in my head, as it meant that there might be a big hole in what we are teaching in higher level grammar classes, i.e. that conditionals do not have to have an if-clause. In fact, they very often do not have one, as the if-clause is implied. In this case, the implied if-clause is “if you were in the classroom”, or even “if you had access to this website”—it’s not there because it does not matter—the question is not asking about plans or even a prediction—basically it is saying, “If the stars were all lined up correctly, would you use this?”

I had a feeling that this use of “would” is very frequent in the English language, but I was curious as to exactly how frequent, so I thought it was time to consult a concordancer. I went to Lextutor, which I had learned about through a

wonderful presentation given by Marti Sevier¹ at BC TEAL in the spring of 2011. The website has a new feature called “Quick Look-up”, which makes it easy for people to do a quick search for a particular word or phrase. I put the word “would” into this window, and the search returned 50 instances of the word. A quick glance at the list gave me the information I wanted. With only one exception, the meaning of the word was a hypothetical conditional without the presence of an if-clause. Here are a few examples [brackets enclose my explanations of the missing if-clauses]:

How Would You Teach This?

1. “The **bill** **would** increase from \$5,000,000 to \$15,000,000 the maximum loan ...” [implied if-clause: If it were implemented]
2. “he may break with China (**which** **would** be infernally difficult and perhaps disastrous)” [implied if-clause: If he did]
3. “retailers would sign a certificate of correctness, violation of **which** **would** carry a penalty of one to five years in prison” [implied if-clause: If a violation took place]
4. “The new **complex** **would** complement the surrounding context” [implied if-clause: If it were built]
5. “further study of individual registers and **dialects** **would** be fruitful” [implied if-clause: If it were undertaken]

Note: These examples are not cherry-picked— I chose them randomly from the list of 50 instances. I did find a few other uses of the word “would”, such as “would like” and “would prefer” and reported speech (will -> would).

¹ A quick survey of higher level grammar textbooks, including *Advanced Grammar in Use*, *Grammar and Beyond 4*, *Using and Understanding English Grammar*, and *Focus on Grammar 5*, revealed that this topic is not touched upon at all in the first one, and is introduced only briefly, in passing, in each of the others.

This now brings up an important question—how can we address this “hole” in the classroom? Well, obviously we can teach the material whenever it comes up in a text the students are reading, especially if it seems to be confusing the students. We can also address it in parts of courses which deal with the skill of answering test questions, as these are often hypothetical, particularly in courses where students are asked to apply their knowledge to new (and hypothetical) situations, as in the high-frequency question, “What would you do in this situation?” I would imagine that this is encountered quite frequently in many disciplines, such as health-care related professions, psychology, business management or other areas in which case studies are a large part of how students learn to incorporate newly learned concepts.

Having determined when and where this subject could be addressed, we now need to figure out how it could be done. It seems to me that the hardest part of deciphering these types of sentences is developing the ability to recognize implied hypotheses, i.e. the missing if-clauses. This could be addressed by providing an exercise in which the implied hypothetical is of ever-increasing complexity or becomes more and more cryptic, to the point where we have an example such as the one in the website evaluation task mentioned in the first part of this article. Students would then be asked to work together to determine what is being implied.

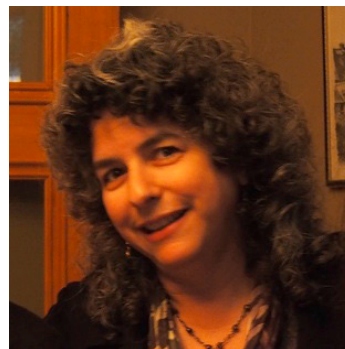
Furthermore, the concept would need to be recycled often, as we know that it is difficult to get students to “un-learn” something which has been deeply ingrained in their minds, such as the rule that “conditionals must have an if-clause”. This observation was borne out by the results of a later assignment in the same course for Chinese instructors mentioned above. In this assignment the students were asked to observe an ESL class and complete an observation task based on those observations that was included with

the 2nd edition of Jim Scrivener’s TESL textbook, *Learning Teaching*². The task consisted of several parts, the last of which asked the observers to guess what the students would have preferred about a lesson that had just taken place. Here are a few of the answers I received: “He preferred speaking.” “She preferred the song in the video.” Although there were a few answers that indicated that the trainees had understood the question, answers such as these examples indicated that many of the trainees had grasped the past-tense aspect of the question, but not the hypothetical aspect. With more time, I might have been able to recycle this point and had a greater success rate.

What have I hoped to gain by writing this article? I hope to have raised awareness in our profession of this challenging grammar point. Hopefully the result will be that hypotheticals without an if-clause will be taught at the same time as those with an if-clause so that the “rule” will not have to be un-learned when students reach a higher level.

2 Scrivener, J. (2005) *Learning Teaching*, 2nd Edition. Oxford: Macmillan Education. Note: Unfortunately, these wonderful observation tasks are not included in the newer edition of this textbook.

Laura Blumenthal has been teaching ESL for over twenty years, and TESL for about ten; since 2008, she has been at Douglas College. Her specializations are grammar and pronunciation, and she loves thinking about language and languages.



ESL Writing Contest Winners 2012

submitted by the ESL Writing Committee

Winner

Instructor Level

Carol Shelton

Things to Wish For

Enough sorrow to know joy,
Enough hardship to appreciate and share wealth,
Enough distance to know closeness,
Enough excess to find your balance,
Enough love to fill your heart,
Enough time to discover your destiny,
Enough sense to be careful what you wish for, and
Enough awareness to choose your battles.

An ESL instructor at Vancouver Community College. Carol grew up in Alberta and received her B.A. from the University of Lethbridge in 1989. After she returned from a year of teaching ESL at Dongguk University in Korea, she attended the University of Alberta to obtain a TESL diploma. She worked in the English Language Program at the U of A for several years, but finds teaching in the ELSA program at VCC much more rewarding.

Winner

ESL Student

CLB 3-4

Iryna Dolynna

Why is English So Difficult?

You feel shy when trying to speak English. You make a lot of grammar mistakes when speaking. You worry that other people cannot understand your English when you speak. Have you ever asked “Why is this so difficult?” Have you ever thought “Maybe I will never speak excellent English”. Maybe I will never feel strong, confident and relaxed while speaking English”.

English is now the global language. To succeed in global business, global friendship, global study, and global citizenship – you must speak excellent English.

Until now, you have studied the normal way. You studied grammar rules, textbooks, vocabulary lists. You studied the normal way, and you probably get the normal results. That’s the problem. To get different results, you must use a different method. You have to study how to turn fear into confidence and nervousness into calm. You should learn a language as you learnt your own one, when you were a child. First you hear the word, after that you pronounce it, then you read it and finally you write it. You must write after you have begun to think in English.

Speaking a language is a mechanical action. When a person speaks, he does not think about how he is speaking, only about what he is saying.

I made such conclusion after beginning to study English in Canada.

I am Iryna Dolynna. I was born on March 31, 1976 in Ivano-Frankivsk, in the west of Ukraine. It is a beautiful city with the famous Carpathian Mountains. Also Ivano-



Frankivsk region has fresh airs. But in 1999 my newly formed family moved to Kiev – capital city of Ukraine. We were looking for new capability for us. Fortunately, we started our development in Kiev. I became accountant. I was very successful accountant. My husband founded own business. His work was depended on Ukrainian government. As a result, his business suffered defaulted due to frequent changes of government. Our children were growing up. For future our children we needed more sustainable place for living with cleaner climate. And we made decision to immigrate to Canada. To our surprise our boys are very happy in Canada. My husband and I have difficult process for adaptation. Our main problem is English. But we think, we on right way...

Winner
ESL Student
CLB 5-6
Bindu Nair

Learning English

English is a global language. Once upon a time all most all the countries in the world were the colonies of Europe. India my mother country was also a colony of the British. So we are lucky to learn English from childhood. I am from the state of Kerala, India. There the Government has implemented three language system for schools. There we have to study our mother tongue(Malayalam), the national language (Hindi), and the global language (English).

In Kerala now most of the schools are in English mediums. Those schools are very strict in teaching English. There the students are studying all subjects in English. The students have to speak English in school compounds. It is funny to say that the student may get some punishments for communicating in their mother tongue. There we can read many interesting stories of punishments in news papers. Some times the kids may loose his hair, some times they have to run around the school compound or something like that. But when I was in India, I thought it was cruel. Now I think it is good. Now my

kids are able to communicate in schools, as we are new here. We had landed here only 3 months ago.

I feel the English here is not good for me. From the airport itself I had to face a lot of troubles to communicate. Now I am just writing about an interesting thing that happened in the air port immigration office. One officer asked me “Do you have any criminal back ground”. I couldn’t follow what he said, and my husband helped me in that occasion. Then I afraid that what should be his next question. I heard the man beside my counter is answering about the money he have. But the next question for me is not about money. “Where are your daughters”? I heard it like “Where is your dollars”? Suddenly I answered “It is in my bag.” Everybody including my husband laughed at me.

I think the pronunciation is very complicated. I cannot follow the accent of Canadian people. Also they speak in a speedy way. Actually I am afraid to speak with others here. Without understanding others how can I communicate?

So now I have taken a decision to learn English. In my opinion to learn English is to learn to listen to others. Actually I am ashamed to say that I had studied English from the 4th standard. I had written all my exams up to my B Tech in English. The medium of learning was English the official language in my office in India was also English. All the correspondence there was in English. Despite all my English studies here I am very poor in English.

I am a student at Delview Adult Learning Centre. I was born in a village in Kerala, India in an orthodox Hindu agricultural family.

My family landed in Canada on 17th June, 2012. I am a permanent resident. My husband is a qualified teacher, and I am a chemical engineer. We have two daughters who are studying in 7th and 8th grade. I am looking for work in polymer based or analytical laboratories.

Before coming here, I thought that my country was the most beautiful place in the world, but now I can say BC means “the beautiful British Columbia”.

In the summer I enjoy the “chilled” sunshine and smiling flowers very much.

Winner
ESL Student
CLB 7
Safaa Tayeh

Follow Your Life Goals

Never stop working for your goals doesn't mean you must be successful; it doesn't even mean that you must achieve your goals, but it's very important to keep it in your mind. But what is important for us is to make efforts towards our goals or our dreams. If you have given your best for your goals or your dreams; whether you succeed or not; at least you won't leave any regret in your life. Speaking English as a fluent person is one of my goals in life.

While I was growing up, my favorite classes were always English ones. My teachers always encouraged me about my high score on English tests. After I finished high school, I had a high aptitude for English studies, so I joined the English department at the University.

Four years later I graduated with a high education as an honor student. After graduation, I decided to pursue higher studies. Therefore, I immigrated to Canada. After I landed in Canada, I found that my English language was not enough to communicate to others, so I have decided to join the English Language Services for Adults (ELSA) for the Workplace program offered at Douglas College to improve my English and gain new knowledge and skills.

At Douglas College I have been receiving benefit for my new life in Canada; I have learned how to use workplace vocabulary and learned to speak comfortably in front of a group. I am learning how to use the computer with an introduction to Microsoft Word and PowerPoint. In every class I have been learning different things about English use. Moreover I have been learning about reading, writing, grammar and phonetics. Actually what we have been doing in our class is amazing for practice our English language.

We all hope to become the person who masters every skill and can complete every kind work by ourselves. However I think the most important reason to study language is to gain more knowledge and learn more skill and increase one's self-confidence.

Safaa Rajeh Tayeh was born and raised in Palestine. After she graduated from high school, she studied to be a Pharmacy

Assistant in the College of Science and Technology.

While attending her academic program, she proved herself as an honor student and the college offered her a scholarship. After graduation, she was offered a job as a teacher's assistant in the medical department.

As all studies in the medical field in Palestine are taught in English, Safaa realized that she had a passion for the English language, so she decided to pursue a Bachelors' degree in Teaching English. She completed her degree with a very good average, even though she was a new mother and raising three children at the time.

Safaa arrived as an immigrant to Canada in July 2012, with ambitions to continue her studies in English. She is now studying ELSA for the Workplace at Douglas College, and it is her dream to become an interpreter so she will be able to help other newcomers to Canada.



Dr. Bill McMichael Awarded Queen Elizabeth II Diamond Jubilee Medal

by Jennifer Pearson Terrell

Congratulations from BC TEAL to Dr. Bill McMichael, on being awarded the prestigious Queen Elizabeth II Diamond Jubilee Medal.

The Queen Elizabeth II Diamond Jubilee Medal provides an opportunity to honour exceptional Canadians for their contributions to their fellow citizens, to our communities and to our country. The medal marks the 60th anniversary of Queen Elizabeth II's accession to the Throne as Queen of Canada.

Congratulations from BC TEAL to Dr. Bill McMichael, on being nominated and awarded the prestigious Queen Elizabeth II Diamond Jubilee Medal.

Bill McMichael has played an important role in the field of English language education in British Columbia for over 40 years. As a volunteer, he has served on the BC TEAL Board as well as on the TESL Canada Board. In recognition of his contributions to the ESL profession, TESL Canada awarded a Lifetime Membership to Bill McMichael in 2008. He is also highly respected for his long educational service and commitment to marginalized communities in the Metro Vancouver area.

In 2012, Dr. McMichael retired after 21 years of service as Coordinator of Language and Literacy Education courses in the UBC Ritsumeikan Academic Exchange Program, UBC's largest and longest-standing

international exchange. During this period, he also served as a member of the UBC Senate.

Bill McMichael was awarded the Queen Elizabeth II Diamond Jubilee Medal on November 18 in East Vancouver.



**MASTER OF
EDUCATIONAL
TECHNOLOGY
LEARNING
INNOVATION
ONLINE**

You know where
you're going.

The online MET
graduate program
meets you there.

Master's & Certificate
program options

Discover more:

met.ubc.ca

 @UBCMET

a place of mind



Faculty of
Education





My Top Nine Reasons for Teaching ESL

by Anne Scoones

1. Gain Knowledge

As an ESL instructor you will be researching many universal topics – you will gain an immense amount of worldly knowledge – you will become a Renaissance man or woman with a mind full of good information which will be a joy to share with your students! For example, did you know that the first etiquette instructions were written in ancient Egypt 2400 B.C. and taught people how to get along with each other, or, that Denmark is the oldest monarchy in the world (over one thousand years old!).

You'll also brush up on your grammar – do you know what a non-count noun is? How about the difference between a participle phrase and a past perfect continuous? You will understand it all when you teach ESL.

2. Exercise Your Creativity

And what can you do with all this information that you learn through research? You can be as creative as you have always dreamed of being! You can use your imagination to create strong informative English lessons which are engaging, intrinsically rewarding and useful for the students in today's world. You could combine a waffle making lesson with a lesson plan on health, a photography field trip with a lesson on technology, or a lesson on Alberta with a traditional square dance – the sky's the limit for your creativity when you teach ESL!

3. An Exciting Industry

Teaching ESL will never become dull or mundane; this is because the need to teach ESL is continually growing and changing both within the local community and globally. There are many spin-offs from the base career of teaching ESL such as tutoring, substitute teaching, private coaching toward specific goals, working with refugees and immigrants, creating courses and curriculums for specific needs, teaching business courses, public speaking, writing articles – ESL teaching is a growing and changing career and if you see a need which might be met through ESL, chances are that you can make it happen. As you face these pleasant challenges, you grow as well with the career of ESL instruction.

4. Relax!

Need a career which is casual and relaxed without the heavy formal, social pressures and stresses of the mainstream workforce but that still carries a high degree of pride and discipline? Then ESL instruction is for you. There is an innate camaraderie within the ESL world, a common intuition and relaxed atmosphere for the love of teaching and the caring of people. You don't have to worry about neck ties, high heels or business suits in the ESL world; it's all about teaching, not about ego.

5. Build Friendships

I know this is a cliché, but you really do make friends teaching ESL! Who knows, you might even meet your life partner! Your classes will attract the most dedicated, intelligent and motivated students of all ages from all over the globe. Your lessons are intimate due to the small class sizes, and mutual information is constantly exchanged through English practice and conversation, dialogue and instruction. Empathetic views (“your biggest fear” for example) and respectful debate is continuously shared so it is impossible not to make new friends with your students and with the other instructors when you exchange ideas and experiences – you become bonded.

When students move forward and leave your class, they will often stay in contact and will sometimes even invite you visit them in their home country!

6. Explore the World

It goes without saying that teaching ESL can lead to world travel and global networking if one chooses.

Most countries in the world are acknowledging that English must be studied to enhance their economies and provide positive futures for their citizens. As an ESL instructor, your travel experiences could be fantastically rewarding – you could teach at a little country school in the Republic of Georgia, or a modern sophisticated college in Tokyo or a business setting in Arabia!

Of course you could also stay home and enhance the lives

of new Canadian immigrants, refugees or visiting students by not only teaching them English and our local customs, but also by showing them our country – multiculturalism is the foundation of Canada and ESL instructors share in the pride of what makes Canada such a great compassionate country which is admired all over the world.

7. An Equal Playing Field

ESL instructors can be any age – there is no age discrimination! In fact, life experience can be an advantage (as well as a sense of humour) when articulating a difficult concept in your lesson. Fresh young teachers bring their new perspectives, global knowledge, energy and enthusiasm. Youth as well as the experienced, are highly welcomed in the field of ESL instruction.

8. Be Yourself

An ESL instructor is free to use their talents and interests to their advantage when communicating with students and when creating lesson plans and themed units of instruction. Imagine a career where you can actually practice your hobbies and talents. For example, cooking? Have your students follow recipes. Do you like collecting used books? Take your students to a second hand bookshop. Do you like visiting art galleries? Look at art and discuss its meaning.

9. Have FUN

Last but not least, teaching ESL is fun, and having fun is important! Who wants a career that is not fun? Why do we assume that if something is fun, then it is not an important career? For a fun and worthwhile career, be an ESL teacher!



Anny Scoones teaches ESL at Victoria International Academy. She has a BEd in history from the University of Victoria and a Diploma in the Humanities. She is the author of three books: *True Home:*

Life on a Heritage Farm (2010),

Home and Away: More Tails of a Heritage Farm (2006) *Home: Tales of a Heritage Farm* (2005).



TEAL NEWS

Do you love reading? Is writing something you have a flair for? Are you a stickler for correctness in language? Do you have an eye for detail? Is creativity something you need to practice regularly? Do you feel motivated to become more of a contributor and more involved in your professional association?

Yes?

Then the Newsletter Committee needs YOU!!

Volunteers are needed for writing articles, proofreading, soliciting contributions or offering ideas and suggestions for future articles and columns. The newsletter is published 3 times a year. Contact us at newsletter@bctéal.org and let us know how you can volunteer!

My First Year with BC TEAL

by Sandra Boehm, Administrative Manager

I write this article days after my first year anniversary at BC TEAL. It has been a good year! I work out of a small office on Broadway near Cambie Street. It is a great location and I enjoy the time I spend at the office focussing on the task at hand. Life at home is often very busy and requires a lot of multi-tasking. I'm sure many of you can relate!

From the beginning of my employment at BC TEAL, I knew it was going to be a great place to work. Michael Galli was the president when I was hired. I greatly appreciated his patience and help as I learned what was required of me. The entire board was very supportive, patient and helpful those first few months. They continue to be so as the demands at the office can, at times, be many.

Thankfully, I had some time to adjust to my duties before much was required of me for the annual conference. The months leading up to the conference were very busy. And the fact that we had a new website meant that we were all learning as we went along.

Thank you, BC TEAL members, for your patience with the new way of doing things. During this time, I especially enjoyed working more closely with Shawna Williams, who is the new BC TEAL president.



In recent months, I have also enjoyed working more closely with the directors of the TEAL Charitable Foundation, especially Jennifer Pearson Terell. There is much excitement about all the fundraising the TCF has been able to do for the TCF Refugee Award Endowment Fund. I, along with fifteen BC TEAL members, enjoyed taking part in "Climb for the Cause". We had great fun hiking the Grouse Grind on a beautiful day at the end of

September. As with BC TEAL, the individuals on the TCF Board of Directors are passionate about their involvement in the TCF and their desire to help EAL students reach their goals.

With one year of experience under my belt, I am much more comfortable in my position. Nevertheless, I am still learning about the various ways that BC TEAL, as an association, seeks to meet the needs of the membership. It is clear that the BC TEAL Board of Directors is a committed group of people, volunteering their valuable time to make this association the best it can be. Their task grows as BC TEAL's membership grows. My job

is to help the board fulfill their task and to assist you, the members, with your various needs.

It has been a pleasure working for BC TEAL this past year. I look forward to the year ahead!

Sincerely,

Sandra Boehm

On the Process of Teaching for Change

by Lihua Zong

I used to believe that teachers and the act of teaching were not really relevant to politics and power. The education that I received in China never required students to speak and think critically. That is why when reading bell hooks' book *Teaching to transgress: Education as the practice of freedom*, I was inspired by her idea that "education (...) is never politically neutral" (1994, p. 30). This idea is different from what I learnt in China. Indeed, if language is a site of political activity, and education relies on the use of language, how can we then say education is not political?

Based on this idea of language as a site of political struggle, an education system in a society, to a large degree, reflects the idea of authoritative discourse. According to Bakhtin (1981), authoritative discourse refers to "a privileged language that approaches us from without; it is distanced, taboo, and permits no play with its framing context". As Bakhtin writes, "It (authoritative discourse) is indissolubly fused with its authority – with political power, an institution, a person..." (ibid, p. 343). Schools are institutions with authority. In this way, schools promote the dominant culture and perpetuate the existing power relationships in the society.

Nevertheless, although Bakhtin acknowledges the connection between authoritative discourse and authority, he also highlights the importance of internally persuasive discourse, which refers to "retelling a text in one's own words, with one's own accents, gestures, modifications" (1981, p. 424). Unlike authoritative discourse which 'permits no play', internally persuasive discourse is "affirmed through assimilation, tightly interwoven with 'one's own words'" (ibid, p. 345). According to Beynon et. al. (2001), "the development of internally persuasive discourses 'are part of a constant struggle [to insert one's own intentions] and free one's own discourse from the authoritative word" (p. 137). From my perspective, internal persuasive discourse provides us with the theoretical

ground for making change happen; liberatory pedagogy, as one of the teachers' pedagogies, shows us a tangible way to liberate students from the authoritative discourse.

As an advocate for liberatory pedagogy, hooks (1994) argues that education is the practice of freedom, and learning can be liberatory. Instead of promoting the dominant culture and power, liberatory pedagogy advocates for the opposed group in the society by engaging each student and valuing their voices. According to hooks, "Education can only be liberatory when everyone claims knowledge as a field in which we all *labor*" (1994, p. 14). In the field of knowledge, everyone has the responsibility to respond, signify and share. "*Labor*" implies that this work will not be an easy job. Furthermore, *labor* is "a sense of what is possible, through the necessary and useful application of human energy" (Casey, 1993, p. 90); therefore, *labor* indicates the effort it will take to make things possible.

To illustrate the value liberatory pedagogy places upon labor, we can look at the life histories shared in Casey's *I answer with my life: life histories of women teachers working for social change*. Casey's study reflects the results of her survey of 33 anonymous female teachers who identify themselves as teachers working for social change. Their view of the *labor*, the effort, required of them, can be seen through the lens of the Jewish women teachers working in the inner-city schools. They construct teaching as "a socially and politically useful and necessary application of human energy" (ibid); they, like the other teachers in the study, feel it is through their efforts in empowering students that they make changing the world possible.

The term labor, however, does not just refer to what is required of the educator but also the student. *Labor* also implies that a student should be "an active participant, not

“It is in making meaning of education that teachers become agents of change, and this is how change becomes possible.”

a passive consumer” (Hooks, 1994, p. 14). Noticeably, this requires students’ engagement. In order to achieve this, we need to build an inclusive community for engaging and fostering an equitable relationship between teachers and students. This point also echoes with hooks, in her words, “making the classroom a democratic setting where everyone feels a responsibility to contribute is a central goal of transformative pedagogy” (ibid, p. 39). Indeed, education is not about one person; rather, it’s about the individual as well as the community. It is about co-construction; it is about us.

Education is not static; it is changing. It is an ongoing process as well as an interactive dialogue in our social and political discourses. As Casey (1993) writes, the women teachers identified in her book “are meaning-makers, they are authors of whole new volumes of social text. It is in all these senses that the women in this study have become ‘authors’—in the creation and recreation of social meaning through their education, political, and narrative practices” (1993, p. 165). It is in making meaning of education that teachers become agents of change, and this is how change becomes possible.

Teachers are part of the change, and our classroom is the place where this change can take place. It is important for us to understand that change is not huge, and it is not going to happen overnight; instead, change is a gradual process that takes time to accumulate its power. I believe that every effort we make will bring us change; meanwhile, our effort must include, as laid out in liberatory pedagogy, engaging each student and valuing their voices. Even though “education is never politically neutral” (Hooks: 1994, p. 30), by encouraging critical thinking in the classroom, we can still move from authoritative discourse to internal persuasive discourse. I think that critical thinking serves as a crucial tool in liberatory pedagogy, not only because it engages students, but also because it facilitates a democratic classroom and ensures that every participant’s voice is valued. It is through this process that students can make meaning of their own education. Our role as teachers, who are also meaning-makers, is to be persistent, passionate, and patient, to ensure this movement begins.

References

- Bakhtin, M.M. (1981). Discourse in the novel. In M. Holquist (Ed), *The dialogic imagination: four essays by M. M. Bakhtin*. Austin: University of Texas Press.
- Beynon, J., Ilieva, R., and Dichupa, M. (2001). Teachers of Chinese ancestry: Interactions of identities and professional roles. *Teaching Education* 12 (2): 131-149.
- Casey, K. (1993). *I answer with my life: life histories of women teachers working for social change*. New York: Routledge.
- Hooks, B. (1994). *Teaching to transgress: Education as the practice of freedom*. New York: Routledge.
- Ladson-Billings, G. (2009). *The dream-keepers: successful teachers of African American children*. San Francisco: Jossey Bass.



Lihua Zong is a TESOL Canada certified English teacher. She is also a Master’s student at Simon Fraser University. Coming from a socio-cultural perspective, she is interested in identity construction and second language acquisition, as well as language assessments. She is a believer that education is the practice of freedom, and

teachers can be agents of change. She is especially thankful to Professor. Alissa Ehrenkranz, Dr. Han Huamei and Dr. Roumi Ilieva for their support and encouragement.

Sex Education in ESL?

by Catherine Evashuk

There are hundreds of reasons why Sexual Health Education should be taught in ESL classes. Here I present the top ten.

Reasons:

- #10: Everyone has the right to know about how their body works.
 - #9: Sexual Health teaches health, science and safety.
 - #8: Sex education can potentially save a life.
 - #7: Many students studying ESL in Canada did not get any sex education in their home countries.
 - #6: People who speak English as an Additional Language are especially vulnerable to sexual harassment and sexual abuse.
 - #5: Talking about taboo topics can be easier in a second language.
 - #4: Sex education is full of confusing euphemisms.
 - #3: Teaching sexual health can inspire you to expand your horizons and develop professionally in a much needed area of education.
 - #2: Believe it or not, teaching sexual health can be fun.
- And the #1 reason why sexual health should be taught in ESL classes is because the lesson plans and materials (with answer keys!) are readily available for you to use on Monday morning!

Also available are materials for student self-learning. The teacher only needs to contact me to get access to the material and make enough copies for students.

Recommendations:

One recommendation I can make is that it is important to practice how and what to teach regarding sexual health education before teaching it in class. Saying a word related to sex that makes you uncomfortable 50 times in private before saying it in front of a class is something that you can do to become more comfortable.

Another thing to consider before teaching is body language. As in any ESL lesson, hand actions are useful, but when teaching sexual health content teachers must make sure not to point to their body parts while teaching. Some students might find it embarrassing or rude. Teachers need to use pictures, handouts or drawings on the board.

Another suggestion is to expect many giggles and minimal eye contact. Laughter is needed to ease the tension and minimal eye contact is common because of the lack of comfort around sexual health.

Steps:

Here are the steps once a teacher is ready to teach sexual health.

Step #1. Get comfortable with the topic. One does not need to be 100% comfortable in order to teach sexual health. Remember how nervous you were the first time you taught ESL, or drove a car?

Step #2. Make sure you go over the lesson plan and materials in detail. Sexual health is not something that can easily be found in ESL books so it is important that you get comfortable with the material before walking into the classroom. The material that I created gives detailed lesson plans, handouts, illustrations and answer keys to make it easier to use in class and to encourage teachers to use it, but one should review it beforehand and also review the Frequently Asked Questions and Overview provided with the lesson plans. Each lesson plan has a warm up, lesson, wrap up, exercise (such as comprehension checking questions or vocabulary teaching) and an answer key.

Step #3. Before the actual lesson it is important to establish ground rules. Doing this makes the students feel more relaxed and creates a better space for learning by briefly explaining the concept of confidentiality. Examples of ground rules are sentences such as “I will listen respectfully” and “I can say ‘pass’ if I don’t want to answer”. There are more details on this step in the overview section and in each lesson plan.



Step #4. Teach the lesson. There is a wide range of topics, materials, skills and levels, including basic levels. For example, there is a lesson plan (with illustrations and answer keys) on female and male anatomy. Another lesson is about different methods of birth control. Another lesson involves Pap tests, Mammograms and other sexual health screening tests. Other lessons are about making an appointment for a Pap test and what to keep in mind before going for a Mammogram or a prostate check.

Step #5. After teaching a sexual health lesson it is important to debrief. The step of debriefing should not be skipped. During the wrap up it is important to acknowledge that this lesson might have been difficult for students (and the teacher!) because sexual health is not usually talked about, especially in an ESL class. It is also a good time to remind everyone that in sexual health lessons one is teaching health, science and safety.

Step #6 Teachers should give themselves a pat on the back for trying something non-conventional in class and expanding their horizons and probably their students' horizons too. Students will always remember this lesson.

One last tip. When answering students' questions about sexual health it is very important to validate their concern. By simply saying 'that's a good question' or 'many people wonder about that too' before answering it or finding the answer together, it gives students the confidence to ask more and learn more.

In keeping with the theme of this newsletter, I hope this article and the lesson plans and materials that I have created inspires you expand your horizons and develop professionally

in a much needed area of education.

I am grateful to have been awarded TCF's AIDS and Health Education Grant because it allowed me to develop a much needed project of sexual health education materials to be used in various ESL communities. This project includes a variety of lesson plans and self-learning materials for student access and instructions on how to use them in class.



Catherine Evashuk is the winner of the TCF's 2011 "AIDS and Health Education Grant" which allowed her to write lesson plans, materials and a guide for incorporating sexual health education in

ESL classes. She has more than 20 years ESL/EFL classroom experience, has an MA in TESL and a BA in TEFL. In 2010, she became a Certified Sexual Health Educator. <http://www.abcofsexeducation.com/>

Please email her directly to get access to the material and lesson plans at: evashuk@gmail.com

Teaching in Japan

***Experience the culture, history and hospitality of Japan.
Do so while teaching a schedule of your design.
Opportunities in Tokyo, Osaka, and more.***

- ✓ Choose your own schedule
- ✓ Fit gaba around other work or study commitments
- ✓ 36 central locations in Japan's major cities



gaba One-to-One English

<http://teaching-in-japan.gaba.co.jp>



SIGs and Professional Development

by David Munro

No doubt many of us have come away from last week's TESL Canada Conference in Kamloops brimming with new ideas, new contacts, and a renewed sense of vigour and purpose. But how can we maintain that momentum once we close the classroom door and settle back into our routines? Getting involved in a TEAL Special Interest Group (SIG) may be just the answer.

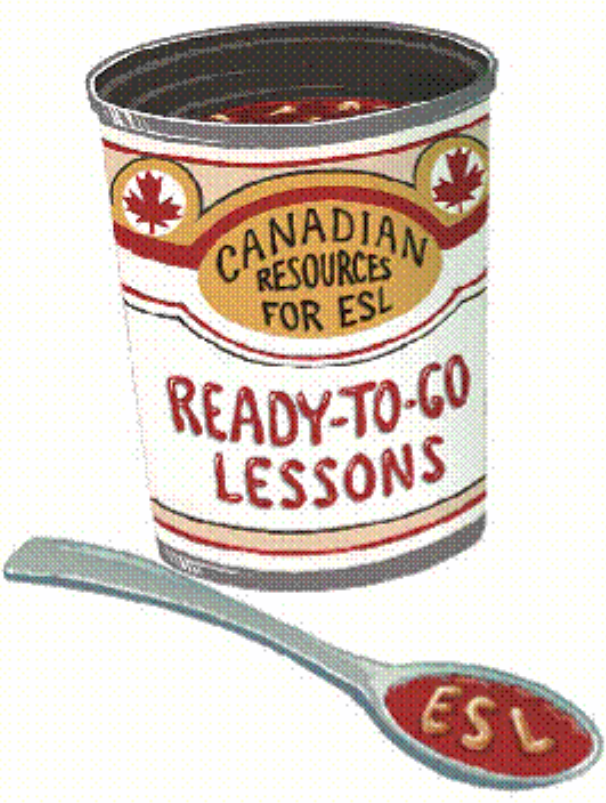
SIGs have been a part of BC TEAL for quite some time, and provide a forum for ESL professionals who have mutual professional interests to meet, share ideas and expertise, and organize events. Currently, BC TEAL has two SIGs: one in the area of Administration, and the other in Assessment. However, there is no limit on the scope of possible topics, as each SIG is wholly directed by its members.

Recent changes to the new BC TEAL website have made

it even easier for members of existing SIGs to keep in touch, or even to establish new SIGs. Members can take advantage of the 'Groups' function to follow discussion threads or conduct meetings virtually, or they can use it to coordinate face-to-face meetings as well.

SIGs are an excellent way of communicating with like-minded colleagues to further one's professional development. If there is a particular avenue of interest you would like to pursue, or if you would simply like more information about SIGs, please do not hesitate to contact me at bowlerhat64@shaw.ca, or you may contact admin@bctea.org.

David Munro
SIGs Director



**QUICK
&
EASY
TO PREPARE
AND TASTY TOO!**

**Since 1993
BUY AND PHOTOCOPY
www.eslresources.com**

**Email me for a catalogue
Thane@eslresources.com**