

A Hero Among Us



By Wendy Royal

Story begins on Page 6

Left to Right: Harpreet Sandhu (staff member), John Redmond, Moe Izumisawa (student)

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Letter from the President

Dear Members,

In this first Newsletter of 2012, I wish our members a happy and fulfilling year, both professionally and personally. We give so much of ourselves in our professional lives, and although this is our job, we are not always recognized for how much we give in our daily work. Routine as it may seem, the sum of your efforts counts for a great deal to those we serve. We do work that is of vast importance to many, and we serve a noble role that adds value to so many lives beyond those we welcome to our classrooms. It is important we remind ourselves of this once in a while, and remember just how essential we are.



2012 is going to be yet another busy year for BC TEAL, and on February 11th we kick things off with the BC TEAL Regional Island Conference hosted by Vancouver Island University (VIU) in Nanaimo. This annual event has grown so much over the past 5 years and it is always a positive and engaging experience. With a conference theme, “In Balance”, a keynote speaker like Dr. Ken Beatty, multiple workshops and publishers displays, this will be a highly valued conference and one well worth attending.

Hot on the heels of this, on February 17th, we will be hosting a reception in honour of the many ESL teachers who, recalling the challenges of their own initial practicum experience, have chosen to give back to our profession by sponsoring student ESL teachers in need of mentors. This event is by invitation only to those teachers who have offered their time, experience and expertise to newcomers to our profession. BC TEAL, along with VCC, Douglas College and TWU, will be hosting a catered reception to honour these professionals for their dedication to our field. I hope this will become an annual event and that more TESL Training Programs will support us in recognizing the vital role that sponsor teachers play. If you are interested in becoming a sponsor teacher, please contact the TEAL office to inquire. TESL Programs can always use more sponsor teachers, especially since it is often the same ones who oblige time after time.

After this event we will be gearing up for the Annual BC TEAL Conference. Hosted by Capilano University, “ESL – English as a Sustainable Language” will be a hugely attractive event. We are very honoured to have two internationally renowned speakers, Dr. Andy Hargreaves, the Thomas More Brennan Chair in Education at Boston College, and Dr. Luisa Maffi, director and co-founder of Terralingua, as well as a special guest speaker, Dr. Gilberto Díaz Santos, the Dean of Foreign Languages at the Universidad de la Habana, Cuba. If you attended the last 4 or 5 BC TEAL Conferences, you know what huge successes they have been; this will be another not-to-be-missed event. The Co-Chairs, Nick Collins and Shawna Williams, are doing a tremendous job preparing for this conference and with talent like this, we are in for one well-organized, engaging and entertaining event. This is one conference you should definitely plan to attend.

IMPORTANT NOTICE: Changes to BC TEAL By-Laws

The TEAL Board of Directors determined several years ago that the By-Laws of the Association were becoming dated. We undertook to re-draft them this year and are now in the final stages. Members will be receiving notice of the proposed changes to the By-Laws and at the AGM we will be presenting a motion to replace the old By-Laws with these. Please do read through this document, which is just over 10 pages long, so you can see how our

Association is structured and functions. Then, most importantly, I strongly encourage you to attend the AGM to cast your vote for or against these changes. It is important that TEAL members engage in this aspect of decision-making because we are all equal members and TEAL only exists because we agree that it is important to maintain an association with our peers. Please do your part and vote at the AGM.

As always, our thanks go to the Newsletter Editor, Patricia Nicoli, the Newsletter Committee, and all those who contributed submissions to this edition. This publication will be Patricia's last, seeing as she has completed her term, and we will be welcoming a new editor at the AGM. Patricia has done such a wonderful job pulling the newsletter together these last two years and I'm sure that the Membership is as pleased as I am with the professional quality of these publications. Thank you very much, Patricia!

This newsletter will also be the last to which I submit a President's message because I have come to the end of a long term in this role. Half a decade and it has been one of the best professional experiences of my 20 year career. I am extremely honoured and proud to have served our members, our association and our profession in this capacity and I encourage you to consider getting involved as well. We all grow into roles we accept or strive for and you never really know what you can do until you try. I will be moving into the Past President's role as of the May AGM, and I look forward to welcoming a new president who will lead us in her/his own unique way. There is no real standard for leadership, and we all have it within us. You know this is true otherwise you couldn't stand up in front of your class every day and lead your students to a better understanding and use of our fine language. I hope you'll heed this call, step forward and add something of yourself to this great association we have been nurturing for over 43 years. In the last five years I've seen a number of TEAL directors come and go, and all have left something positive in their wake. I thank each of these dedicated professionals for their many efforts, and I look forward to welcoming new Members to the TEAL Board. Will you be one of them?

Sincerely,

A handwritten signature in dark ink, appearing to read 'Michael Galli', written in a cursive style.

Michael Galli
President, BC TEAL

Letter from the Editor

Welcome to the winter issue of TEAL news.

I am delighted to present this issue as it is brimming with an array of articles that will surely pique your interest as well as pull at your heart strings. A list of important announcements is available as well so please continue reading.

This edition brings us an informative set of practical activities in our Teaching Tips column, by Marcia Kim. There are ample strategies by Sarah ter Keurs about how to navigate and select specific workshops at conferences, as well as an insightful book review by Agnes Nagy of Oxford's O'Canada text. Li-Shih Huang's regular column "Key Concepts", regarding Language Transfer, will surely ignite some thoughts on this complex issue.



Our feature article by Wendy Royal will stir emotions of compassion as you read her interview of John Redmond which relates the story of his courageous efforts when he encountered a plane crash in Richmond, BC, last October. You will find honest reflections in Barry Parker's cleverly articulated account of his experience at the Fall Interior conference, which coincides with Maie Choi's poem in response to his article. And finally, Victor Li describes his feelings toward his magnificent ESL teachers in a poem.

As always, my appreciation is extended to our colleagues who take the time to write these articles and to share their experiences and knowledge. Since this is my final issue as editor for TEAL news, I would like to thank the dedicated newsletter committee who generously volunteered their time and skills. I truly enjoyed the collaborative spirit which resulted in a fine newsletter three times per year.

I would also like to express my gratitude for the opportunity to work as editor and to those who offered support. In addition to learning a great deal about this role, I now also have a broader understanding of how BC TEAL works and of all it has to offer. I will be involved with BC TEAL in some capacity in the future and hope to work with many of you again.

My best wishes go to the future editor with their new role. She/he will have some challenges I am sure; however, the experiences and rewards of this position and of meeting and working with so many incredible individuals in our BC TEAL family are tremendous.

I encourage you to get in touch with the new editor and give suggestions about what you think would make an interesting and informative newsletter. Take the time to write an article from a selection of the regular column topics or even put your own creative spin on something original if you wish. There is nothing more exciting than seeing your name in print.

Happy reading!

A handwritten signature in blue ink that reads "Patricia Nicoli".

Patricia Nicoli
Editor, TEAL News

A Hero Among Us

By Wendy Royal

Black smoke poured from the cabin, flames licked the fuselage, heat buckled the windows, engine fuel ran down the aisles. Knowing that the plane could explode at any moment, who would risk their lives to save a stranger? We have all imagined such a dilemma, but few have been put to the test.

My long-time friend and ESL colleague, John Redmond was on his way home from work when he saw Northern Thunderbird Air Flight 204 banking steeply over Russ Baker Way in Richmond, BC and knew it would crash. "I turned my car around, ran the intersection and parked close, too close I see now from the photos, to the plane as it skidded onto the highway, but I knew that every second counted. I grabbed my steering wheel club and raced to the plane."

Two months after the plane crash on Oct 27 2011, John recalled the ordeal and his role in it with typical self-deprecation. "A number of people were already at the scene, tending to those who had managed to escape on their own. My only thought was to get the passengers out and I knew we had seconds before the toxic fumes would overcome them. A man with blood pouring from his face stood dazed at the exit. That's when it dawned on me that there might still be more passengers inside."

"I looked into the plane and saw a man who refused to leave without his wife, who was trapped in her seat, unable to walk. She was moaning, so she obviously wasn't dead. I understood the danger, but at that moment my one conscious thought was that people were going to die if we didn't get in there and

help them," John said.

Inside the plane the windows were bright with flames, there was a crackling roar, a wave of heat and the smell of toxic fumes. Nevertheless, aided by another rescuer and the trapped woman's husband, John grabbed the woman under her arms and dragged her from the plane. "She was a dead weight and I was afraid we might pull her arms off, but it didn't matter, we just had to get her out. The fumes were getting worse very quickly and the flames in the cockpit fiercer and fiercer. I knew I had to keep my head down to avoid the heat and smoke."



<http://www.forumvancouver.com/threads/small-plane-crash-near-yvr-airport.1791/>

They dragged her out of the plane to safety and other people took care of her while John staggered away to clear his lungs and then turned to go back inside for the flight crew whom John had seen slumped in the cockpit. "We couldn't even poke our heads inside, there was just black, black smoke everywhere and we knew then that if we tried to go in again we would die," recalled John.

At that very moment they heard the sirens from the Richmond fire engines and John realized he would have to move his car which was blocking the way and would impede the rescue. He described how neither the fire department nor the truck drivers and cabbies who were using their own portable fire extinguishers, had the capability to put out the flames, which were finally doused by airport emergency vehicles.

Realizing there was nothing more he could do, John quietly left the chaos for his mother's house, anxious to allay her fears. He had phoned his 92-year-old mother to tell her he would be late as a



plane had crashed on the highway, but had lost the connection before he was able to reassure her. Asked if his mother might have been concerned for his safety, John sheepishly replied, “I think she assumed I had somehow caused the crash.”

What distinguishes heroes from bystanders who step over a bleeding two-year-old, watch a classmate beaten up, or a department store looted? John said there had been bystanders. A car did a sharp u-turn and drove away; some kids were chatting and laughing on their phones while the pilots were burning to death; people running towards the plane turned back when they saw the flames, one man feeling the need to explain that his clothes were made of flammable poly-fiber that could melt his skin. (John couldn’t resist telling me, with some pride, that he had been wearing a hemp jacket, UBC tie and flannels!) However, John said far more people, men and women, rushed forward to help.

But what motivates one person to risk his life and another to turn his back, I persisted. John said he thought the actions of the rescuers were “normal and ordinary” while it was “extraordinary” to flee or ignore the situation. “It springs normally from one’s instinct to help others because we are all part of humanity. It was a humanitarian thing to do because these were not strangers, but my fellow human beings. It’s that instant of connection, of seeing that we are united by our humanness that motivates people to help each other. It’s when you lose that connection, when you see another person as Other, not human, that people turn away, that atrocities happen,” he explained.

Some university professors and one of the rescuers have recommended critical counseling and debriefing, but John said he had not felt any post-traumatic stress. Although he immediately turned on his beloved Cape Breton music in his car to calm himself, his hands were steady as he drove to his mother’s home, and he slept well that night. He has spoken to one of the rescuers and emailed two others, but doesn’t feel the need to take any further measures. John added that one of the rescuers, who had seen firefighters pull the two severely burned pilots from the wreckage, was understandably traumatized

by the experience. Both pilots have since died. “There is a sense amongst us of wishing we could have done more to save them, but I know it was impossible,” John reflected sadly.

He attributes his calmness, his ability to know exactly what to do during the emergency and his lack of post-traumatic stress, to his military background and his own training in the reserves. “I grew up surrounded by professional soldiers. My father fought in WW II and the Korean War and several cousins have seen action in Afghanistan. They all have done day after day what I did, so for me it was just a natural thing to do.”

Although one of the survivors, Carolyn Cross, publicly thanked her rescuers for saving her life, none has attempted to make direct contact. “It would be nice to connect with them, but perhaps they need time to heal, to be with their families. It’s enough just to know

they’re alive,” John said. While praise has poured in from friends, family and colleagues, the rescuers have yet to receive any public recognition although the Premier has promised a reception and Lions International, a Medal of Merit. John did receive the Lovat Cross, a medal for meritorious behaviour, awarded to anyone associated with the clan Fraser. John was eligible since he is a member of the Fraser Highlanders, a Scottish cultural organization with a military structure. He admits his new ‘celebrity’ status is a little embarrassing although he acknowledges it as the proudest achievement of his life. “This and the several thousand students I’ve taught,” he added.

Before the plane crash, John was most well-known for his long and devoted service to the ESL community, his occasional quirkiness, and mischievous, irreverent sense-of-humour.

Like many of us ‘older generation’ of ESL instructors, John did not grow up dreaming of becoming an ESL teacher. He fell into it after graduating from UBC in Asian Studies and working at an ESL school in Japan, an experience which realized his hitherto unidentified passions for teaching, travel and cross-cultural understanding. On his return to Vancouver, John joined the English Language Institute (ELI) at UBC in 1975, teaching ESL, teacher education and coordinating professional programs. In 1999, John moved on to Kwantlen



John Redmond, rescuer

Polytechnic University, where he taught English for Academic Purposes and currently works as Senior tutor in the Learning Centre. More pertinent, as it now turns out, he sits on Kwantlen's Health & Safety Committee. Who better to entrust with our well-being!

Reflecting on the highlights of his long career, John points to his three favourite programs at UBC: the Libyan Program, the Canada-China Language & Culture Program and the Police Program. John enjoyed the "goofiness" of the Libyan students, who were sent by Gaddafi in the '70s to upgrade their English so they could further their professional education in Canada. He relates the notorious tale of how, deprived of female company in their homeland, the students wreaked havoc in Vancouver's nightclubs. Two of them became embroiled in 'a crime of passion' which tragically left one dead and the other deported back to Libya after his family paid blood money to the victim's family.

He cites the Canada-China Program, which brought Chinese professionals to Canada for one-year of cultural training, as being the "most valuable to the world."

However, with his penchant for uniforms and anything military, the Police Program was perhaps the most dear to John's heart. For 10 consecutive summers, Japanese police received English training in the mornings and were matched with Vancouver police to learn about Canadian policing methods in the afternoons. It was a common sight to see the normally stoic and inscrutable young Japanese policemen weeping unashamedly at the farewell ceremonies, reluctant to leave after their often life-changing experience. John continued to volunteer in the Police Program long after he had left UBC for Kwantlen.

His ESL colleagues and students emphasize John's ability to connect with people as one of his strongest and most admirable qualities. "Whomever he meets, he always has his own anecdote about that person's country, hometown, religion, hobby, likes and dislikes," writes Ayah Ouziel.

Sometimes his ways are puzzling. As a new ELI

He admits his new "celebrity status" is a little embarrassing although he acknowledges it as the proudest achievement of his life. "This and the several thousand students I've taught" he added.

instructor in the '80s, having recently emigrated from South Africa because of its oppressive government, I was mystified by the xeroxed pages from a military magazine on Anglo-Boer War uniforms that regularly appeared in my campus mailbox. Similarly, a colleague, whose ex-husband was a Hong Kong policeman, often received updates on HK police dress code.

At other times, his actions are sweet and touching. Jas Gill recalls John sending her a photo of her home and neighbourhood when she was feeling homesick while teaching in Qatar. Martyn Williams, whose daughter, like John himself, was a Dr. Who fan, has been supplied with numerous Dr. Who magazines and annuals over the years. Eilidh Singh remembers John presenting her with maps, brochures, all sorts of

handy tips and suggestions on learning that she was presenting at the RELC conference in Singapore. A student, Jin Sha You, emphasizes "his special ways to make students like English" and notes that many former students, already graduated from the ESL program, continue to make appointments to see him, "not only looking for English learning, but also for his good advice for their lives."

And then there's his mischievous side. Mark Styles, who currently works with John in the Learning Centre, describes how John put wasabi on one of his sandwiches, telling Mark he should "expand his horizons."

Whether quirky, kind or playful, the anecdotes, information, and trivia are always an expression of John's warmth and generosity, his ability to engage with people and make a connection with another human being. "He has an uncanny interest in the Other," says Ouziel - an impulse which John himself identifies as his motivation in risking his life during the plane rescue.

John's sense-of-humour is legendary. There was an outpouring of responses from colleagues to my call for stories, most with the caveat that they were "unprintable."

A famous incident from the pre-9/11 days of the Libyan Program was when John threw a plastic hand grenade into one of their classrooms. With instant



recognition, the horrified Libyans dived under their desks, only to crawl out, awkwardly bashful, but laughing, when they did not hear the accompanying hiss of a live grenade.

Old friend and colleague, Terry Loughrey, describes his time with John at the ELI, dating back to the early history of ESL in BC, when you couldn't count on basic terminology being understood in all quarters. "On one occasion, when a missive was sent out to other ESL programs in Vancouver to see if teachers had native speakers visit their classes, one coordinator replied that no, they were an ESL program, patiently explaining that this meant their clientele was from other countries, not First Nations." Always able to see the humour in everything, "Quick-Response John" dashed off a cartoon, with a quintessential Terry teaching a caricature of an Indian chief, feather and all, which drew chuckles for years on the Institute's bulletin board.

Karl Petersen, a Kwantlen colleague, describes how he had recently sent out a lengthy email to his colleagues "detailing my grave concern, and reasons for that concern, about the problem of plagiarism among our students. Right, yawn. John responded back with an equally lengthy email expressing the same grave concern, a message that was basically a rip off of my email and all my thoughts. Yes, I was played and done in."

As our interview drew to a close, I asked John to describe the qualities of a hero. He unhesitatingly replied "Bravery and compassion, personified in Georges Vanier, a great soldier, and a great humanitarian, who gave his wealth to those who needed it."

In years to come, when people young and old are asked the same question, they may well reply "Bravery and compassion, like John Redmond, an ordinary ESL instructor, dedicated to his students and humanity, who risked his life to save a woman from a burning plane wreck."

An inspiration to all of us who are searching for real heroes. Thank you, dear friend.

Wendy Royal has taught ESL in South Africa, Germany, Spain and at the University of Toronto, Queen's University and the University of British Columbia. She is currently Co-Chair of the English Language Studies Department at Kwantlen Polytechnic University and sits on numerous University committees, including Senate and the International Education Advisory Committee.



Wendy received her PhD from the Faculty of Education, UBC in March, 2010. Her areas of research and academic expertise are critical language pedagogy, multicultural education, social justice, and curriculum design. Her publications include co-authoring the textbook *The World Around Us: Canadian Social Issues for ESL Students*, and contributing a chapter to the TESOL book series on curriculum development. As a former journalist in South Africa and Canada, she has also written many articles for professional publications and newspapers.

Her publications include co-authoring the textbook *The World Around Us: Canadian Social Issues for ESL Students*, and contributing a chapter to the TESOL book series on curriculum development. As a former journalist in South Africa and Canada, she has also written many articles for professional publications and newspapers.

Wendy has presented extensively at national and international conferences. She has received a number of scholarships and awards including a PhD Graduate Entrance Scholarship, six Kwantlen Research Grants, a Coca Cola Funding Award, and the Nan Poliakoff Memorial Award & the Mary Ashworth Scholarship from BCTEAL.

Reflections on TRI-TESOL 2011

ESL Without Borders

By Michael Galli

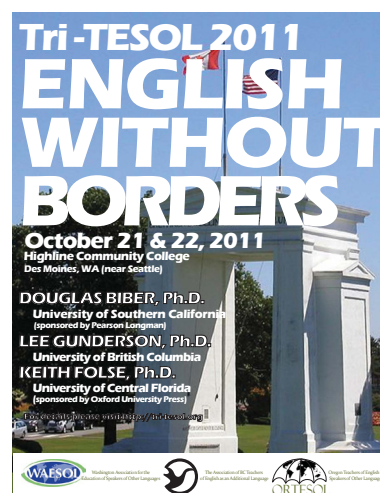
The Tri-TESOL 2011 Conference was a remarkable success. Judging by the post-conference feedback, as well the hundreds of smiling, happily engaged professionals milling about the event, this was a conference that was appreciated by all. Calls are already being made for our next Tri-TESOL and it will certainly not be another 15 years before we join our colleagues to the south.

This event achieved far more than anticipated. Of course, with 873 registrants, 3 brilliant keynote speakers, 215 workshops, dozens of publishers, and the collective energy of 3 professional associations, we had a lot in our favour. However, as our Conference Chair, Ron Belisle, pointed out,

"one of the huge unseen benefits of this conference was the 3 associations developing a deeper relationship of trust and cooperation. This will definitely benefit our profession in the future."

The Tri-TESOL 2011 brought BC TEAL members in touch with many peers they don't usually have the opportunity to meet. The result was a great deal of sharing and learning that only comes from reaching beyond our usual boundaries. Interestingly enough, we selected a conference theme to imitate this. ESL Without Borders was meant to encourage the sharing of knowledge past the usual limits of a local conference. The "trust and cooperation" we initiated will continue to echo positive tones for those who attended the Tri-TESOL, and the resounding effects will reach beyond those individuals to further nurture all members of the three professional associations, as well as the learners they serve.

I want to express a special thanks to all who helped plan and prepare for the Tri-TESOL. I am also grateful for the effort made by our BC TEAL Members who traveled to attend and present at the conference. With the collective energy of over 80 BC TEAL mem-



bers, it was inspiring to be a part of the atmosphere of professionalism and integrity

Looking forward, BC TEAL will continue to promote our profession and our members' interests. As we carry out special projects, such as the creation of our fantastic new website, and Regional and Annual Professional Development Conferences, as well as the 2012 TESL Canada Conference, we need more members to engage and do their part to assist. I hope you will consider taking up a role on a TEAL Committee, presenting at a local or regional conference, submitting an article to our Newsletter, etc. There are so many ways to make your mark and I encourage you to do so. There is a leader in every one of us, and as professionals, we each have a voice and something to offer our peers. Why not take that first step and see what you can do? You may surprise yourself.

Sincerely,

A handwritten signature in black ink, appearing to read "Michael Galli".

Michael Galli
President
BC TEAL



TRI-TESOL 2011 in the Spotlight



Language Transfer

By Li-Shih Huang

A recent report in *University Affairs* (August 2011) pointed out that an increasing number of academic institutions are devoting efforts and resources to encourage and attract top-quality international students. Another recent major announcement by the BC government in fall 2011 released its plan to increase the number of international students studying in BC by 50 percent over the next four years. As demographic trends change, fewer Canadian-born students and a growing number of international English-as-an-additional-language (EAL) students will be attending post-secondary institutions in English-speaking countries. *Of note*, BC has become one of the world's most popular destinations for international students. As a result of the increase in both the number of international students and the variety of places where they originate, now, more than ever, a "one-size-fits-all" language-teaching approach that does not take learners' previous language-learning experiences into consideration will not suffice. Instead, we need to consider taking an approach that starts from what learners already know and acknowledges their linguistic choices.

As an example to introduce this edition's concept, a second-language (L2) learner who speaks Chinese as her first language (L1) wrote the following message when she was a fifth-year Ph.D. student.

Thank you very much for helping me improve my thesis writings. After revising my paper based on your suggestions and feedbacks, it looks much more professional.

Here is the 2nd part of my thesis chapter. Because the section finishes at the 20th page, I include five more pages. Sorry for exceed the page limit.

When I'm writing, sometimes I'm not sure whether I should use "the" or not. Sometimes I'm confused about the structure of the sentence. Should it be "The question is what should we do" or "The question is what we

should do"? What's the right position of "should"? Could you please recommend a good and easy-to-read grammar book to me?

Those who are teaching speaking or writing to English-language learners whose L1 is Chinese probably have encountered some, if not all, of the commonly seen linguistic deviations in this student's message. One may ask: What might be the sources of those deviations?

In this edition, I'd like to touch on one of the major issues in the field of second-language (L2) acquisition – the role that a language learner's first language (L1) plays in the acquisition of a second/target language (L2/TL), or what is commonly known as "language transfer." What does "language transfer" encompass? What can insights from empirical research teach us about the importance of language transfer? What are the implications of these insights for English language teaching and learning?

What does it mean?

As with all key concepts in this field, researchers often use different terms and phrases interchangeably to refer to phenomena related to language transfer: *language mixing*, *linguistic transfer*, *cross-linguistic influence*, *cross-linguistic transfer*, *cross-linguistic interaction*, and so on (e.g., Gass & Selinker, 1992; Lado, 1957; Odlin, 1989; Torrijus, 2009). In general, transfer describes "the carryover of previous performance or knowledge to subsequent learning" (Brown, 2007, p. 102). According to Odlin (1989), language transfer is the influence resulting from similarities and differences between the target language and any other language that has been previously (and perhaps imperfectly) acquired" (p. 27). *Cross-linguistic transfer* refers to the use of linguistic structures from another language without an active switch to that



language (Marian & Kaushanskaya, 2007). It is considered a covert behaviour in which the speaker uses the TL in a way that is semantically or syntactically appropriate for the other language (but not for the TL), which the speaker does without an overt switch of languages (Odlin, 1989).

The varied effects of cross-linguistic similarities and differences have led to a distinction between positive and negative transfer, which, in turn, may contribute to an acceleration or a delay in the rates of acquisition, as well as to the varied routes of acquisition. As the term suggests, *positive transfer* occurs when the influences of the L1 can promote or facilitate TL acquisition (e.g., similarities in vocabulary, writing systems, syntactic structures). In other words, positive transfer can lead to an acceleration in the rate of acquisition. *Negative transfer*, in contrast, tends to be linked to interference that may be bidirectional ($L1 \rightarrow L2$ or $L2 \rightarrow L1$) (Pavlenko & Jarvis, 2002) or to overgeneralization ($L1 \rightarrow L1$ or $L2 \rightarrow L2$; i.e., overgeneralizing a particular rule in the L1 or TL). Errors arising from negative transfer may include the following (Odlin, 1989):

- *Underproduction*: the infrequent use or avoidance of a certain TL structure, such as relative clauses in Chinese or Japanese learners' production;
- *Overproduction*: the overuse of certain TL structures, which may be proficiency-related (e.g., the use of too many simple sentences) or culture-related (e.g., the overuse of apologies);
- *Production errors*: substitutions (using L1 forms in the TL), calques (word-order errors), or hypercorrection;
- *Misinterpretation*: L1 influences on the interpretation of TL that arise from, for example, misperceptions of the TL sounds or from differences in word-order patterns or cultural assumptions; the listener/speaker may then make incorrect inferences.

It is important to note that transfer can occur consciously, as a communication strategy that compensates for a gap in the learner's knowledge, or unconsciously, because the use of the correct form has not yet acquired or reached automaticity.

What does the research say?

Since the 1940s, much research has been devoted to investigating how language learners' L2 acquisition or production is affected by their first L1. Language transfer has been a vibrant area of research and has evolved through several phases of development over

the past few decades. In the following sections, I will first provide a brief historical overview of language transfer, before moving on to discuss research on language transfer and its teaching implications.

Over the past few decades, the importance of language transfer in language learning and teaching has been re-evaluated. First, there was the structural-behaviourist view of contrastive analysis. During this period,

the L1 effect was called "interference" or "negative transfer," and researchers believed that the effect could be predicted by contrasting learners' L1 and L2. This was reflected in pedagogy that focused mainly on identifying similarities and differences between learners' L1 and L2.

Then came the creative construction phase. This notion of creative construction operated under the key assumption that L2 and L1 acquisition proceeded similarly as a result of the innate mental mechanisms learners universally employed. During this period, the role of L1 was minimized, and pedagogy included an overemphasis on grammar (i.e., focus on forms) without considering the relationship between linguistic competence and communicative competence (i.e., function). In addition to the overemphasis on forms,



external factors (i.e., learners' internal mechanisms and the external input of their linguistic environment) were ignored, and the focus was mainly on observable errors.

During the phase of the pragmatic-cognitivist view of contrastive analysis, the emphasis was expanded from a linguistic focus to the level of discourse and pragmatics. Researchers also recognized that L1 could facilitate L2 learning/use. This development, which was followed by contrastive rhetoric, led to a focus on textual analyses in paragraph organization. This involved examining how writing conventions in one language might influence how a writer organizes written discourse in another. In 1966, Kaplan proposed that culture shapes rhetoric, in the sense of how ideas are arranged in writing, and that each culture has some preferred rhetorical patterns (see Kaplan, 2005). Pedagogically, this approach emphasized the explicit teaching of rhetorical structure, styles, and strategies.

At the discourse level, over the past four decades, numerous studies undertaken within the area of contrastive rhetoric have served to both support and refute the idea that there are culturally specific, preferred organization patterns within texts (see Ramsay 2000). Recent research findings have also suggested that language interaction is bidirectional; i.e., the L2 can also influence the L1 (e.g., Marian & Kaushanskaya, 2007; Pavlenko & Jarvis, 2002).

Schachter (1988) stated that there is so much evidence that anyone who looks at the empirical findings cannot be skeptical about the significance of transfer. Decades later, her statement still holds true. A look at the literature on language transfer in the field of L2 acquisition shows that transfer has been found to occur on the phonological, lexical, morphological, syntactic, discourse, and pragmatic levels (Montrul, 2010; Pika, Nicoladis, & Marentette, 2006; Odlin, 2005). To provide a few examples, English prepositions present one of the most challenging aspects of grammar for learners whose L1 expresses similar concepts in different ways conceptually, temporally, or spatially (e.g., Chinese, German, and Arabic). L1 speakers of Chinese, Japanese, and Korean, for example, have particular difficulty with English articles, as reference is realized differently. Lexical errors, such as false cognates, may occur when similar sound-

ing words convey different meanings in a learner's L1 and the TL. Chinese is characterized by non-inflection. The gender-neutrality and the lack of third-person singular and equivalence to the counterpart English syntax in indicating tenses presents challenges even for highly advanced learners. Finally, when a native Chinese or Japanese speaker makes a request, the indirectness (e.g., the use of "because-initial" information sequencing by delaying the request/main statement until after the provision of reasons or background information) may result in the speaker taking too long to get to a point or cause a communication breakdown (Huang, 2010).

A large number of studies that compare, for example, the phonology, morphology, grammar, and discourse of learners within different languages indicate that some acquisition differences are attributable to cross-linguistic influence (Torrijos, 2009). In terms of levels of proficiency, transfer might be more easily observable in the early stages of learning, but transfers are not always tied to proficiency (Marian & Kaushanskaya, 2007). Advanced learners' language production also can manifest the effects of transfer (Navarro & Nicoladis, 2004).

In recent years, researchers have broadened their investigation to look into how transfer interacts with linguistic, cultural, social, and individual variables in language learning and language use (e.g., Murphy, 2003; Wei, 2003). The dimensions of investigation have also expanded to consider bidirectional transfer and transfer in trilingual and multilingual situations (refer to Odlin, 2005). Studies of transfer in how individuals use gestures that go beyond speech have also entered the field (e.g., Pika, Nicoladis, & Marentette, 2006; Sherman & Nicoladis, 2004). Finally, recent studies using neuroimaging have supported that the cross-linguistic differences between the L1 and the L2 are important in explaining the patterns of brain activation during L2 processing (e.g., Jeong, Sugiura, & Sassa, 2007). These findings have revealed that (a) the L1 and the L2 are likely processed in the same brain network, but the level of activity may be higher during the L2 processing than during the L1 processing; (b) semantic processing of L1 and L2 show similar brain-activation patterns, but the syntactic process of L1 and L2 may activate the various neural networks to different degrees. Researchers utilizing neuroimaging technology (e.g., fMRI) (e.g., Jeong et



al., 2007) and measuring event-related potential (ERP) (e.g., Sabourin, 2003) have postulated that the acquisition and processing of an L2 may be related to the linguistic similarities and differences between the L1 and the L2.

What can we do?

Whether researchers are for or against the notion that there are culturally specific ways of communicating, few would deny that any informed instructor can benefit from understanding the variations that exist within discourse types across culturo-linguistic groups. Research evidence over the past decades has provided ample insights about the similarities and differences across languages that may potentially facilitate or present challenges in the learning process. Swan and Smith's (2001) *Learner Language: A Teacher's Guide to Interference and Other Problems*, for example, provides an excellent starting point and may serve as a reference that helps instructors understand the problems that learners of various L2s face. As Steven Covey (1989) once said: "Seek first to understand, then to be understood" (p. 11). One other recent *ELT Journal* article on the potential influence of the L1 (Chinese) on the L2 (English) also offers specific examples at the lexical, phrase, and discourse levels, as well as practical teaching points that address the deviations that appear in the message presented at the beginning of this article (Huang, 2010). The examples and points are likely to help any EAL instructors who are facing an increasing number of Chinese-speaking learners in their classrooms.

In addition to taking advantage of the similarities between learners' L1 and the TL in our teaching, we need to raise our own and our students' awareness of differences between learners' L1 and English. Both instructors and learners need to engage in research-like activities by recognizing that learners' previous language-learning experiences can affect their TL acquisition. The process of eliciting learners' awareness of differences between the L1 and the TL may also enable them to understand and anticipate some of the linguistic variations that may arise in communicating, even for very advanced learners. As Swan (n.d.) once pointed out, the more aware language learners are of the similarities and differences between their L1 and the TL, the easier they will find it to develop effective

strategies for language learning and language use. Thus instructors' awareness of the similarities and differences between students' L1 and the TL can better equip instructors to help students formulate hypotheses about cross-linguistic correspondences and to become more attentive to important features in the TL that have no L1 equivalents and vice versa. Understanding factors associated with language transfer or cross-linguistic influence may help instructors connect with their students. Such an understanding may also facilitate learners' acquisition and development of effective learning and communication strategies that can be used to deal with potential negative transfers during L2 communication.

Finally, it is important to keep in mind that not all difficulties in language learning are the result of differences between the TL and the learner's L1. Nor can differences always be unequivocally identified as interferences from the learner's L1, and thus their effects cannot always be predicted. In the process of teaching a second language, we must acknowledge the interplay of individual, instructor-related, and contextual variables that may have roles in learners' production of the target language.

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Dr. Li-Shih Huang is Associate Professor of Applied Linguistics and Learning and Teaching Scholar-in-Residence at the University of Victoria. She welcomes readers' comments or further questions about the content of this column, as well as suggestions about theories that they would like to have



featured in upcoming columns. She can be contacted at lishuang@uvic.ca. You can also follow her on Twitter at @AppLingProf or visit www.li-shihhuang.ca.

Important Notice

Changes to the BC TEAL By-Laws

The BC TEAL By-Laws have been re-drafted. The documents are posted on the BC TEAL website. A motion to replace the By-Laws will be proposed at the AGM at the Conference at Capilano University on May 4th 2012. Please read the By-Laws and come to the meeting to cast your vote.

ESL WRITING CONTEST 2011

A Heroine in our Sights

Some heroes are super power and smart.
Some heroes lived long time ago and very far.
Our heroine is lively, truly and heartily.
She is in our sights by our side.
She sounds gentle nearby.
She is an ESL teacher of specialized type.
She is an expert teacher full of vigor and smile.
She can never be misunderstood as she is truly kind.
Her topics are well considered in selection we all like.
Her classes are well calculated in organization we can find.
Her teaching plans are the miracles in careful design.
Her focus is a spark of inspiration in our mind.
Her champagne brings into the room our Festival Cheer!
Her chocolates are English in different shapes.
Some are spiral, circle and triangle.
Some are square, diamond and rectangle.
We pick our favorite shapes and size.
They reflect our personality we are defined.
Some are honest, extravert or introvert.
Some are sensitive, positive and aggressive.
Some are grateful, reliable and responsible.
We taste the fragrant sweetness.
We learn English and know ourselves.
She is an emotional composer.
She composes the amazing stories into a symphony.
They are Dr. Bethune, marathon Terry Fox and prodigy Kyle...
So intoxicated it is that we are all moved into tears.
So concentrated it is that we're lost deep in silence.
She is a magic painter of language.
She blends our diversified cultures and values.
She paints colorful Canadian multi-cultural pictures with us.
She is a dramatic director and her class is exciting.
There is a prologue for to us warm up.
There is a climax for us to be keyed up.
There are continuous reviews for us to replay.
We are the actors in the game. We feel easy in the play.
We share her respect and we share her expectation.
Thank you --- Marianne, our respectable teacher.
You are one of the most excellent ESL teachers.
You are the realistic heroine we most appreciate.

Honorable Mention
Student Category 1
By: Victor Li
South Hill Education
Centre

Marianne is our teacher in ESL 4. She devotes herself in teaching. Her teaching method and painstaking efforts are appreciated by all immigrant students. She is the realistic heroine I met in Canada. I wish her healthy and wish her family happy forever. (Revised: Jun.23, 2011)

Biography: I am Victor Li (Yin Bing Li). I was a sales engineer in an American company. I had my own company as an agent to sell electronic products in China. I immigrated with my family in Vancouver on October 6, 2007. After landing, I learned ESL English at the Richmond Excel Educational Centre and FLA English in Continuing Education with the Richmond School Board. I am now learning English 11-12 at South Hill education Center in Vancouver. I have made significant progress in English writing owing to the kindly encouragement and assistance of all the teachers. I would like to express my gratitude to all of them by presenting my poem.

IATEFL Conference 2011, Brighton, England

By Sarah ter Keurs

In March of last year, I travelled to Brighton, England to attend the 45th Annual International IATEFL Conference and Exhibition. At the time I wasn't aware that I was the successful applicant of the Pat Wakefield Award, but was delighted to hear the good news upon my return.

I've been to numerous conferences over the years including BC TEAL, TESL Canada, TESOL, NAFSA and WAESOL and each one has taught me more about how to get the most out of these intensive blasts of professional development. At my first BC TEAL conference in Victoria, 1997, as an ESL teacher fresh out of a BEd program, I was star-struck at being at the same event as Stephen Krashen and David Nunan, the same people whose work I'd read in my TESL courses. I can't remember a single workshop that I attended that year, but I do remember wandering around the publishers' display in awe of all the resources and new ideas.

A few years later, I attended the TESOL Conference in Salt Lake City with a group of co-presenters from UBC English Language Institute. I was astounded by the sheer enormity of the conference program and recall sitting in my hotel room overwhelmed about how to choose among literally thousands of sessions. It took hours of planning and I remember running from one side of the convention centre to the other over three days, squeezing in as many sessions as physically possible. I returned home limping, with no voice, and with a folder filled with session notes on topics across the spectrum from teaching lexically to CALL to pronunciation and even interviewing strategies. It was difficult to summarize my experience there because I had chosen such a wide range of workshop topics. Upon reflection, I realized what I didn't come away with was a deeper understanding of one topic in particular.

Finally, at this IATEFL conference, after 14 years of



From left to right: Sarah ter Keurs, Melissa Swanink, Jennifer Pearson Terrell, Ann Talbot, Robin Russell, Lesley Hemsworth, Virginia Christopher

conference-going, I have figured out the formula for an optimal conference experience. To start with, for anyone who hasn't yet attended an IATEFL conference, I would highly recommend doing so. It is on a smaller scale than TESOL (about 2000 participants compared to TESOL's 10,000) and offers many relevant sessions to our Canadian TESL/TEAL context. In addition, it is not commercialized at all which provides a much different atmosphere than at some of the larger conferences. Another aspect of IATEFL that I appreciated was the shorter length (30 minute talks) which really forces the presenter to stay on topic and get to the point. I also scheduled time between sessions to reflect on what I'd heard.

I started out with a goal for the conference similar to a course objective that you would set out for a new class. What did I want to come away with? For me, the topic was Professional Development. Having co-chaired two BC TEAL conferences and as the current chair of the TESL Canada PD Committee and coordinator of the BC TEAL Administrators' Special Interest Group, I have a keen interest in what motivates teachers to develop professionally. I wanted to return home with a reading list of articles and books all related to motivation and ideas for professional development. As a result, I attended seven sessions that were all related to this theme. For the first time at a conference, I actually came away with a deeper understanding of the topic, and as a bonus, because many people attend the same sessions, I had more opportunity to network and develop contacts with a similar professional interest.

The sessions that I attended were:

- Ringside view of teacher motivation for PD – Krishna Kalyan Dixit
- Accompanying teachers on their career journeys – Tim Phillips (British Council)
<http://iatefl.britishcouncil.org/2011/sessions/2011-04-17/accompanying-teachers-their-career-journeys/>
- Teachers and teams – Lorraine Kennedy
- DIY Development – Melissa Lamb (International House London)

<http://ihlteachers.co.uk/>

- Reflective practice for language teachers (plenary) – Thomas Farrell
<http://iatefl.britishcouncil.org/2011/sessions/2011-04-18/plenary-tom-farrell>
- Teacher peer coaching in an EFL context: challenges and accomplishments – Mona Khabiri & Nargess Navidi Estalkhi
- Freinet movement and best practices for professional development – John Sivell (Brock University)

What I learned from my focus on what motivates teachers to participate in activities related to professional development was that the most successful professional development opportunities are those that are ongoing and self-directed. I'll briefly describe two of the sessions below that reflect this.

The British Council has developed a framework to describe the path of continued professional development throughout one's career (<http://www.teachingenglish.org.uk/continuing-professional-development>). After reading the descriptions online and self-identifying, you are led to an area with specific examples of what activities you can do to develop yourself. I chose Advanced for myself and followed it through to a suggestion that I've long held to be significant, "To maintain and refresh yourself as a teacher of English in the face of challenges and change, it is important to share experience, understanding and challenges with colleagues." You can view the PowerPoint of Tim Phillip's IATEFL presentation at the link above on the Brighton Online website.

In the session DIY Development, Melissa Lamb described a project at International House London where teachers have created a site that is aimed at allowing teachers to share ideas, thoughts and questions about teaching. It cleverly includes videos on YouTube from their IH Teacher Development sessions (including one with Jeremy Harmer!) and a variety of other methods of teacher sharing. Anyone can access it at the link above, but you have to be a member to add comments. It is completely run by teachers, for teachers and offers a wealth of PD opportunity.

As chair of the TESL Canada PD committee, I am working with several of our colleagues on a few projects that reflect both of these requirements of successful professional development: ongoing and self-directed. At the Brighton conference I saw first-hand what the possibilities are of expanding our reach to teachers who cannot attend a conference. Brighton Online had over 50,000 participants from around the world. The videos of sessions are still available online, in addition to presenter handouts and PowerPoint presentations. It allows many more people to benefit from the conference than just those who attended. My aim is to try to do supply similar access, albeit on a smaller scale, at the TESL Canada conference in 2012.

Thank you to the TEAL Charitable Foundation for providing me with funding to attend the IATEFL conference. It allowed me to gain a better understanding of professional development and inspired me to find ways of expanding professional development oppor-

tunities to teachers across Canada. I will use my position on the TESL Canada board to do just that.



Sarah is the Program Manager at the University of British Columbia, and has been involved with language teaching for over 17 years as both an ESL teacher and administrator in public and private sectors. She has held various positions on the BC TEAL board, including Conference Chair and President. She is currently the chair of the Professional Development Committee on the board of directors of TESL Canada and coordinator of the BC TEAL Administrators' Special Interest Group.



Communicative Activities for the EAP Classroom

By Marcia Kim

Communicative activities are an effective way for students to get immediate feedback on how their English skills are progressing. English for Academic Purposes students can especially benefit from the peer-based feedback and opportunities for reflection that communicative activities afford. This article describes three communicative activities that can be adapted for the EAP classroom.

The first activity is called Rod City. Cuisenaire rods are wooden or plastic blocks that are one centimeter wide. They are of varying lengths. Each length has its own color. You may have seen them used to teach elementary school mathematics. You can purchase a set online.

I first experienced this activity at the School for International Training in Brattleboro, Vermont.

Activity 1: Rod City

Materials: Cuisenaire rods

Preparation: Divide the rods for pairs of students so that each student in the pair has the same rods.

Procedure:

1. Students sit face to face at their table with a book or binder in between them. The book or binder will act as a screen.
2. Give each pair their rods.
3. Tell the students that they are called “rods” and that they are going to use them to build a small structure. Show an example of a structure.
4. Clarify useful language. “Put the red rod next to the green rod.” “Can you repeat that?” “Are you following me?” “Do you mean the right side or the left?” and elicit prepositions of place.
5. Student A builds a small structure and describes it to Student B, who tries to reproduce it. While Stu-

dent A is describing his structure, he shouldn’t watch Student B reproduce it. If Student B can’t understand, he or she should ask questions. After students finish, they check their accuracy by comparing their structures. If there is a difference, students should discuss why and note down what language they used.

As the students carry out the task, the teacher walks around and notes down examples of language use. After students have completed a few rounds, the teacher can clarify language at the board using the notes she took.

How is this activity useful for EAP students?

What starts to happen after a few rounds of building, describing, questioning, and checking is that the students start getting more competitive. Their structures become more complex. Students go beyond their available language to complete the task. Their language starts to get more creative. The language that emerges from the students is authentic and meaningful to them.

Rod City is an example of an information gap activity. In daily communication, one person needs a piece of information to achieve a certain task. Sometimes they don’t know what that information is, so they have to work to find out by asking questions, or verbalizing what they already have to find out what they still need.

Rod City works on the same principles as another activity called “Describe and Draw” but instead of building structures and describing and reproducing them, the students describe a diagram. Depending on your students’ needs, you can have them describe graphs, processes, maps, and charts to provide practice in verbalizing data such as numbers, fractions, measures, time or money. Students can read, write or

listen to this type of data, but verbalizing it accurately is difficult (Jordan, 1997).

Students who are majoring in the social sciences would find this activity extremely useful because it gives students practice in giving accurate descriptions, clear instructions and exact questioning. (Jordan, 1997)

One of the reasons why this activity unfolds the way it does is because Cuisenaire rods are such a versatile and effective learning tool.

For more about using Cuisenaire rods, *Teaching and Learning Languages and Images and Options in the Language Classroom* both by Earl Stevick, are good resources.

The second activity is adapted from Literature by Alan Maley and Alan Duff.

Activity 2: Word Portraits (Duff, A. & Maley, A. (1997) Literature Oxford: OUP.)

Materials:

Copies of the text students are going to use

A list of adjectives that describe people

Preparation:

Read the text.

Brainstorm a list of good adjectives that describe people to use for characters in the text. The adjectives might or might not describe the characters in the text.

Procedure:

1. First, the students read the text. It can be any text that describes a person such as a biography or a character sketch in a story or novel. Pearson Longman has a wonderful series of books called Penguin readers. Three Penguin readers I have used with this activity are: *Women in Business*, *Dr. Jekyll and Mr. Hyde*, and *Cry Freedom*.

2. Give your students the list of adjectives such as bossy, sophisticated, shy, or intelligent. It's a good idea to use adjectives your students are familiar with and have already worked with, but it's not necessary.

3. Then students in small groups use the adjectives to describe the characters in the text. Some of the adjectives will obviously apply to the characters, some will not apply, and some might apply. The students decide which ones are most, least, or partly appropriate to the characters. What the students decide, will depend on their ability to make inferences and make connections between the adjectives and what is implied in the text. Students must offer support. It could be from the text or from their impressions. This is a great opportunity for students to practice giving support for their opinions.

4. Next is the class discussion. Go through the adjectives with the students and ask them to give their views. One of the great things about this activity is that there are no conclusive answers. The students are free to defend their own interpretation of the text.

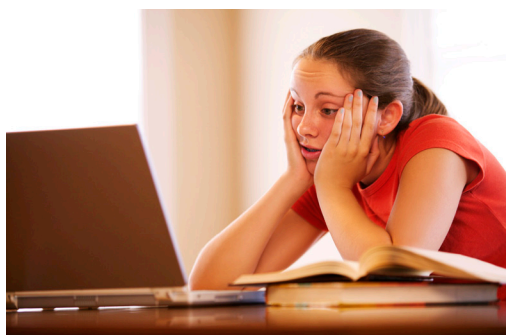
A common task asked of students is to "describe a character in their own words". When students do this, they become frustrated because they can't think of anything to add to what the author has already said. Rather than start with the text and work out to write a description, in this activity, the students start with adjectives and work back into the text. Instead of reducing the

character, the students expand on the character often discovering features that are implied (Duff & Maley, 1997).

How is this activity useful for EAP students?

This activity lends itself very effectively to authentic communication, especially the discussion skills or agreeing, disagreeing and giving of explanations. Students practice making inferences and supporting their views by looking for parts in the text. Both of these skills are useful in university and promote critical thinking.

Several EAP textbooks for reading, writing, listening and speaking contain descriptions or stories about people. Word Portraits is extremely adaptable.





It can be used with a variety of texts, both written and aural. I've used this activity with Penguin readers, poems, and academic recordings.

The third activity is an example of a technique called Test-Teach-Test. I first experienced Test-Teach-Test in Bromley, UK on a Cambridge CELTA course.

Activity 3: Test-Teach-Test

In this example, we'll look at the communicative function of giving advice.

Test-Teach-Test gets its name from the stages that make up the technique. There are three stages:

Stage 1 is the first "test" where the students perform a controlled activity.

Stage 2 is the "teach" stage where the teacher teaches the target language.

Stage 3 is the second "test" where the students perform a second controlled activity similar to the first.

Test-Teach-Test can be used with any materials. For this example, we are going to use the materials listed below.

Materials:

Copies of an advice column like 'Dear Abby'

Activity #37 Sound Advice from *Advanced Communication Games* by Jill Hadfield cut up

A piece of overhead transparency
Overhead projector

Preparation:

Prepare two controlled activities for the "test" stages. These activities can be from activities books or developed by you to include target language for specific situations useful to your students.

Procedure:

1. In the first test stage, set up a controlled activity which will promote the use of the language that you want to test or practice. For this activity, give the students the 'Dear Abby' column from the newspaper. Instruct students to read the advice columns and to

orally give advice. Provide a model with a student. Use some advice giving phrases in your example, but don't provide any language input.

While the students are carrying out this task, the teacher listens in and jots down examples of mistakes in the use of the target language the students are making while they are carrying out the task. The teacher doesn't say anything to the students at this stage. The teacher just listens and writes.

2. The second stage is called the teach stage. The teacher puts up the mistakes in the use of the target language that she jotted down. The teacher can also put up examples of correct phrases the students used or phrases in the course textbook that should be covered as part of the curriculum. The aim of this stage is to correct the mistakes, highlight important aspects such as formal and informal expressions, grammar,

use of contractions, and to drill pronunciation. The students should get involved in the error correction.

The teacher can also play a recording of speakers engaged in the communicative function.

3. In stage 3, the second test stage, the students perform a similar activity to the first activity to check the effectiveness

of the teach stage. A suggestion for this activity is activity number 37 Sound Advice from Jill Hadfield's *Advanced Communication Games*. Students in small groups get a set of cards that are placed face down on the table. Student one picks a card and describes the situation displayed on the card, and asks for advice. The group members give advice. Student one should give the card to the player whose advice he or she likes the most. Student two picks a card and the game continues. The object of the game is to get as many cards as possible. The team member with the most cards is the winner (Hadfield, 1996).

How is this useful for EAP students?

Students become very creative in their advice when they realize what it takes to win. They start to use all of their available English.



This is a great model for practicing language functions. It's immediately active, the language is not imposed on the students, the activities have a purpose and an end goal, it provides a nice balance of accuracy and fluency practice, and real information is exchanged. Social interactional activities such as this one require the students to be aware of the situation, the roles of the people involved, and to pay attention to formal and informal uses of the language (Richards, 2006). All important things for students to know and practice.

In EAP textbooks, communicative functions often come with lists of polite and impolite expressions and situations to show how the expressions should or shouldn't be used. In general, communicative practice follows this sequence: listen to a recording of people using the target language, answer questions or fill in blanks, listen again, practice the language function by reading a dialogue. This is fine, but by adding the textbook phrases and recordings to a Test-Teach-Test lesson structure, you'll find that your students will get more effective practice.

Just a quick note on the controlled activities: it's important to use ones that naturally promote the language. You can't twist the language to fit an activity. In addition to the Hadfield Communication Games series there are many activities books that contain an array of good activities that you can use in the 'test' stages. As a matter of fact, for all of the activities mentioned in this article, you shouldn't feel dependent on a particular resource. Use what you have or find alternative resources.

We often think that because students are in EAP, they can apply appropriate language for different functions, but this is often not the case. EAP students benefit from this type of activity because they use specific language within a real context. Real information is exchanged. The language is not imposed on the students who already know it. The level can be adjusted by the complexity of the controlled activities you give to your students.

Conclusion

I've used these activities with my EAP students with a great deal of success. Feedback from students has always been positive. Students often comment

that because they have been given opportunities to practice in class, they feel more confident in their language use and communicative abilities.

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Marcia Kim is an instructor in the English for Academic Purposes program at the University of Calgary. She has been involved in ESL and teacher training since 1990.

BC TEAL
Annual General Meeting
to be held
May 4th 2012
at
Capilano University

Centre for Intercultural Language Studies (CILS)

8th Annual Research Symposium

“Multilingual Minds, Multilingual Hearts”

Friday, April 20, 2012

8:00 a.m.-4:00 p.m.

The University of British Columbia

CALL FOR PROPOSALS

We are accepting submissions for presentations (20-25 minutes) followed by discussion (10-15 minutes) on topics related to oral language education and culture. The theme for this year, **“Multilingual Minds, Multilingual Hearts”**, which reflects the topic of our plenary speaker, Professor **Aneta Pavlenko**, is intentionally broadly-stated so as to provide a forum where multiple perspectives from across a spectrum of issues can be shared and discussed.

However, please note that submissions on *any* aspects of second/foreign language research, teaching, and learning are also warmly welcome. We also encourage presentations in languages other than English (the presenter needs to submit an abstract in both English and the presenting language).

Reports on small/large-scale research projects, research proposals, preliminary results of ongoing work, teaching workshops, as well as personal reflections are all acceptable.

Your submission should include:

- Your name(s)
- Your affiliation(s) (e.g. UBC, Department of Asian Studies)
- Format of presentation (paper or workshop)
- A title (max. 10 words)
- Short description of your proposed presentation (max. 250 words)
- Short abstract (max. 100 words) for inclusion in the program
- Keywords (up to five)
- A/V needs (all presenters will be asked to supply their own laptops). All rooms are equipped with digital projectors.

Please send your submission (or any questions you may have) **by February 29th, 2012** to Rachel Wang at rachel.wang@ubc.ca.

REGISTRATION

Registration for the symposium can be completed by going to the following link and providing your name and contact information: <http://tinyurl.com/cils2012>. Registrations received by **April 8th, 2012** will be entered in a draw to win a \$50 UBC Bookstore gift card.

TFC Refugee Endowment Fund

by Michael Galli

Since 1988, the TEAL Charitable Foundation (TCF) has offered bursaries and awards to TEAL Members as well as ESL students who demonstrate noteworthy qualities and initiative. Thousands of endowment dollars are awarded every year to candidates who put the funds to good use, attending conferences, broadening their education or launching special projects and research.

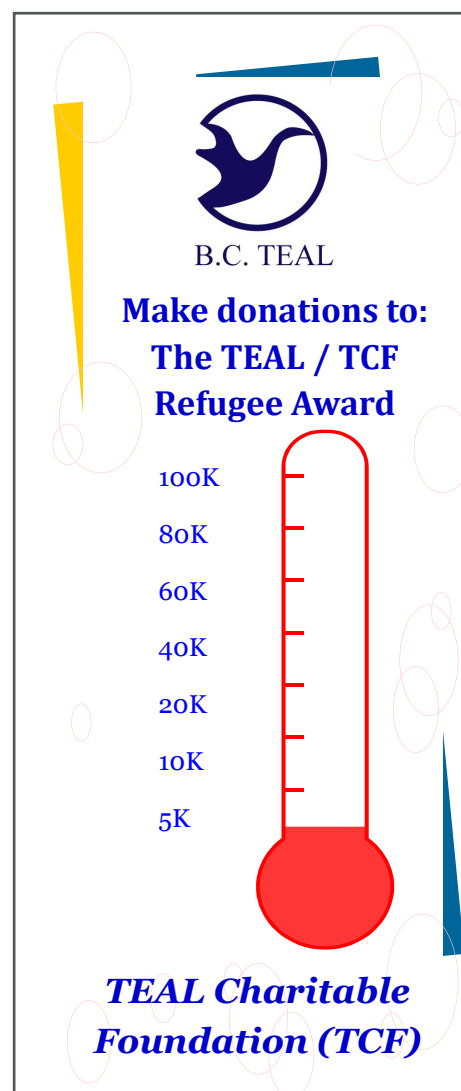
In 2009 the TCF started out on a mission to raise an endowment fund for another award that is long overdue - a scholarship for refugees. As instructors of English as an additional language, we encounter learners of different backgrounds and needs. Those who came to Canada seeking refuge from persecution or personal peril are probably the most in need of our support.

In the coming months, the TCF will be ramping up efforts to raise a substantial endowment fund that will provide an annual award to an adult or secondary student who came to Canada as a refugee. For details please visit the BC TEAL website - www.bctéal.org/tcf/. You will read about the first recipient of the initial funds raised at the 2009 TEAL Conference and awarded to Tha Chin Hlawn, a young woman from Myanmar who could not be more deserving and appreciative of this financial assistance we have offered her.

Upcoming conferences will include fund-raising events and I entreat our members to support these by giving generously. Whether it is a raffle, a silent auction, or a 50 / 50 draw, please help us to reach our goal. To establish an annual award of two thousand dollars, we must raise approximately \$100,000. Through the fundraising efforts at last year's TEAL Conference and BC TEAL's donation of the recent Tri-TESOL revenues, the seed of this Refugee Award has been planted. We have just under \$5,000. It may take us a few years, but we are committed to growing this and will do our best to reach our goal.

Once again, please participate in our fundrais-

ing events. Our Association is comprised of over 650 members. If we all take part in some small way, we can surely achieve our aim to establish a legacy that every year will serve an individual who truly needs and deserves our support.



Your Conference Fees at Work

by Shawna Williams

Though there are numerous ways to become active BC TEAL members, many of us associate the organization with the annual conference. This is similar for TESOL. Indeed, annual conferences are the biggest draw for memberships as it is usually cheaper to become a member and attend than to attend as a non-member. In a perfect world, conferences would be free, but alas, conferences cost money – indeed quite a lot of money – and attendees have to pay in order to partake in the conference events.

So, what do you get for your dollars, and where do the dollars go? For BC TEAL, and likewise for other ESOL organizations, conferences are an important source of revenue generation to ensure that there is money to employ the administrative manager, pay the office rent, and keep on top of other expenses of the organization. In that respect, the conference is not purely a non-profit venture. TEAL has to make some money to cover costs and support the financial stability of the organization in the long run.

There are also many expenses associated with putting on a conference, and every conference is slightly different. For example, we have to cover the printing costs for over 500 booklets for every BC TEAL Conference. Luckily, TEAL has saved some money in recent years by posting the pre-conference book on the website, rather than printing and mailing it to all members. Conference facilities rarely come for free. Institutions are increasingly less likely to give TEAL space for free, though we can usually negotiate a discount. That said, facilities costs can run up to \$10,000 or more. In addition to the room costs, AV costs have to be paid, as does the salary for the technicians who work on the days of the conference. Catering fees come into play, and coffee and muffins do not come cheap. In fact, most universities and colleges have exclusive catering contracts which are not always the most competitively priced. Getting well-known speakers to serve as plenaries can incur some additional expenses, as we want to draw

from international and national speakers. TEAL covers airfare, hotel, and provides a modest honorarium for all invited speakers. In fact, the plenary speakers are the only conference attendees who do not have to pay to attend. Even conference organizers, who are usually too busy to attend any sessions, pay conference registration fees. All other presenters are expected to pay full conference fees, which is common practice in our profession as well as many others.

Indeed, expenses quickly add up, and conference committee organizers are cognizant of the budget and try to keep costs down. This is why we are always very thankful of the generous support of our sponsors who contribute various levels to help fund plenary speakers, cover the costs of a coffee break, or sponsor some component of the conference.

Most of all, of course, we are thankful to the members and non-members who pay out of pocket or use their institutional PD funds to attend these conferences.

Shawna Williams is the Instructional Coordinator at Simon Fraser University's English Language and Culture Program. She is the Second Vice President on the BC TEAL Board of Directors, where she has co-chaired the annual Professional Development conference for the past two years.





What do you get for your conference dollars? Every conference is somewhat different, but you may be interested to see how your conference dollars work

for you through the following comparison of three conferences from 2011 that TEAL members may have attended.

YOUR CONFERENCE FEES AT WORK

	BC TEAL	TESL Canada	TESOL*
Duration	2 days (Friday - Saturday)	2 days (Friday - Saturday)	3 days (Thursday - Saturday)
Venue	SFU Harbour Centre, Vancouver, BC	Halifax Convention Centre, Halifax, NS	New Orleans Conventions Centre, New Orleans, LA
Pre- and Post- events	None Thursday Institution visits have been cancelled since 2009 due to low registration	1 day of Preconvention Workshop and Tours These are PAID events	2 days of Preconvention Institutes & 1 day of Postconvention Institutes These are PAID events
Regular Membership Fees	\$70 / year	free with BC TEAL membership	\$95 / year
Conference Fees Members, all days	\$140.00 Early Bird \$165.00	\$250.00 Early Bird \$275.00	\$320 -Early Bird \$375.00
Members, one day	\$80.00 Early Bird \$96.00	\$175.00	n/a
Non-Members, full fees	\$215.00 Early Bird \$240.00	\$300.00	\$535.00 Early Bird \$605.00
Non-Members, one day	\$122.00 Early Bird \$142.00	\$175.00	n/a
Presenters	Same as attendees	Same as attendees	Same as attendees
Presentors Discount	none	none	none
Presenter AV charges	None; asked to bring own laptop	None; asked to bring own laptop	all AV is at a cost to presenter (e.g., projector hookup is \$50)
Coffee Breaks	2 each day; coffee & pastries	2 each day; coffee & pastries	none
Wine & Cheese	complimentary glass of wine and appetizer selection	cash bar, complimentary appetizer selection	none (some invitation only functions by publishers)
Presenter Gift	none	coffee mug from Immigration Museum in Halifax	none

* TESL costs are USD

Bridge Under Construction: Reflections of an ESL Educator in Training

by Barry Parker

The BC TEAL Conference beckons me back to the Fipke Centre at UBC Okanagan. I'm probably the only one in attendance with flashbacks of ravenous creatures, clawing and scraping their way towards rolling video cameras in a desperate search for fame, fortune, and delicious brains. Movie auditions, zombies, and the life of a starving actor is far behind me now as I continue my newfound journey into the world of teaching... but am I truly ready for what lies ahead?

"We each have a path," Michael Galli explains, his plenary speech receiving nods throughout the audience, "a unique path that we are walking in our work."

Our work, the words resonate within me. I suddenly find myself beginning to perspire; my fingers tingle as I finish scribbling down the quote. I put down the pen louder than I would have liked and flex my hand. Our work. My lips twitch into a brief frown as my brain kicks into analytical overdrive. There's something greater going on here than me being a post-baccalaureate student taking in a TESL conference. There's more to just getting assignments handed in on time, memorizing student names in my practicum classes, being prepared for the lessons I will teach in the coming days. There's a responsibility; a responsibility not only to myself and my students to do well, but to this community, this conglomeration of smiling, enthusiastic people.

"It's important that we follow our unique directions." Galli's words echo throughout the room, but echo deeper in my mind. It took years, decades for me to finally decide on my path... and yet I still feel overwhelmed and lost at times. I look about the room; see my fellow classmates from TRU. Do they feel overwhelmed by the responsibility they now have?

Do they feel lost sometimes, too? I glance at my instructors in attendance. Do they ever feel daunted by the road ahead? It's natural to feel nervous, right? It's part of human nature to want the best, isn't it? Am I being selfish, or logical?

Before I can answer these questions I find myself in Munassir Alhamami's "Digital Storytelling as a Bridging Tool" seminar; the room is full of past, present, and future educators. We watch Alhamami's ease of incorporating reading, writing, listening, and speaking into one single activity using his laptop. The audience shows genuine enthusiasm for his presentation, understanding the power and effectiveness video creation can have in developing the creativity and critical thinking skills of their students. Am I this genuine, this enthusiastic in my teaching? Will I be one of the dreaded monotoned, social studies teachers from my youth? More questions added to the pile as I make my way into Drs. Pérez, Raagoonaden, and Campbell's workshop on "Intercultural Awareness and Language Learning."

"Social investment," Dr. Pérez notes, "... the investment of learning about each other's culture is crucial." I nod. We nod. How understanding of other cultures am I? I hope I'm not one of those people in the "Polarizing" or "Denial" category. I make a mental note to do my own Intercultural Development Inventory at some point in the near future –

– and suddenly I find myself in a group of my peers discussing how important intercultural awareness is to second language learning. We come to the consensus that, yes, it is important, but have difficulties determining how to actually go about implementing cultural awareness in our classes.



“Growing up,” a voice in my group announces, “English was artificial. It was just something I had to memorize... But once I came to North America that all changed. It wasn’t artificial anymore. It was something that was real.” I look at Miae Choi, a new respect growing for my peers, my students, myself. Here was a woman who had learned English as a second language able to express herself intelligently, deeply, with meaning and sincerity in her voice. I realised, then and there, she was able to express herself because of people like us; ordinary individuals from many different backgrounds and beliefs that saw the need for change in this world, saw the need for open and honest communication through a common language. We are the conduit, the means for cultural and global understanding.

“There is a gap between knowledge and lack of knowledge,” Galli explained to us that morning at UBC-O. “We bridge that gap.”

My name is Barry... and I am a bridge.

A former actor/voice actor, Barry Parker is a student in the TESL post-baccalaureate program at Thompson Rivers University. He plans on enrolling in a Master's in Education program following the completion of his TESL training.



The Voice of the Bridge by Miae Choi

Learning English was a most painful experience,

When I was little,

Memorizing, memorizing, memorizing those INCOMPREHENSIBLE FOREIGN WORDS!

But why teacher? Why?

They wouldn't answer or maybe they couldn't.

Do you want to be a great success?

Then, just forget your native tongue, erase your identity,

And revamp yourself in the universal tongue of English and become a global citizen!

Oh, really?

“Why don't you make a bridge between all the differences and gaps

Instead of creating walls and divisions among us? Yes, we English teachers are the bridge!”

Whose voice is this?

All of a sudden, I was in the middle of great whirlwind

To remind me of all the questions and doubts

Which I kept secretly within myself.

Here is the voice which is deeply grateful to the First Nations

Since they are gracious enough to share their land and cultural heritage with others.

Here is the voice which passionately speaks for non-native speakers

Since they open their heart to learn the other's language

So that we all can communicate better with each other.

And this voice is the voice of an English Teacher as a Bridge

Which recognizes and embraces these OTHERS

To become a bigger US!

Miae Choi is a TESL student at Okanagan College. She received her first master's degree for Cinema Studies at Dongguk University in Seoul, South Korea in 1995, and worked as a film critic to write film reviews for film magazines and newspaper in Korea until she went to Los Angeles in 1998 in order to attend the graduate school there. She received her master's degree (2000) and Ph D. candidate (2003) for Cultural Studies at the School of Cinematic Arts of University of Southern California in Los Angeles.





Above: **Leah Sanford**, Interior Conference Co-chair talking to the CHBC News, aired on the evening news.



Below: **Rebecca Kullman** (BCIT) and **Brian Rhodes** (Chair of ESL department Okanagan College) showing her his website using P3 Paraphrasing

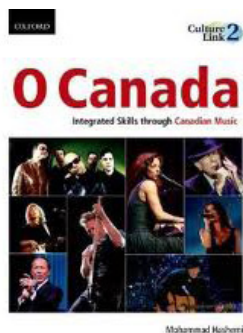


Heather Sandison, dancing the Flamenco



O Canada: Integrated Skills through Canadian Music

Reviewed by Agnes Nagy



Mohammad Hashemi
Oxford UP, 2011
ISBN 978-0-19-543820-8
\$28.95

Learning a language is more than learning structures and forms – it is learning a culture as well. Most current textbooks expose students to different accents and cultures, but students studying English in an English-speaking environment desire more local-culture exposure and understanding. We all know that a fascination about the culture is a huge motivational factor

in learning a foreign language.

O Canada (for upper-intermediate students) is the second book in the Culture Link Series. As the title suggests, it is a course in which skills are integrated through Canadian music by internationally-recognized singers such as Alanis Morissette and Bryan Adams.

The book is divided into ten chapters, each using a song to introduce “a variety of current, interesting, and sometimes controversial topics in several academic disciplines such as law, ecology, psychology, economy, sports, sociology and neurobiology.” Each chapter works well independently, so it can be used as a supplement as well as a main course book. The lessons are organized into skills and systems (writing, listening, reading, speaking, academic skills, grammar and cultural notes) and integrated.

The chapters all follow the same hour-glass structure. Starting with an introduction engaging students in the theme of the unit, followed by the singer-songwriter profile, students then have the opportu-

nity to listen to the songs and do follow-up activities covering the theme and vocabulary. The vocabulary section presents some literary devices (simile, irony, symbolism) which are hardly ever dealt with in the ESL context, but which could be useful for some students at this level. The mid-section looks at some grammar points and provides practice for the receptive skills. The grammar section addresses the typical problems of this level (such as gerund, conditionals, adjectives clauses, etc.), using a rather traditional way of starting with language presentation followed by controlled fill-in-the-gap and less controlled practice. There is a creative writing section in which students are encouraged to produce language through exploring various topics of Canadian culture. Although tasks such as writing a eulogy or an acrostic poem may not be suitable for all students, they are definitely innovative. Every unit ends with “Cultural Notes”. This is my favourite part because it provides information that help students understand the Canadian mind better: the love of hockey, how to apologize like a Canadian, weddings and religion. These notes could be extended into further discussions, presentations, and other various projects.

As a non-Canadian ESL instructor, I definitely find the book educational and informative about Canadian culture. It is a great course about Canadian music history with various artists from the 60s, such as Leonard Cohen, Joni Mitchell and Paul Anka (although this might not attract the younger audiences who are interested in modern Canadian hit-makers) to more recent ones, such as Alanis Morissette. I am not familiar with all the musicians in this book, so how truly these artists represent Canadian culture – I will leave this to a Canadian to decide.

For the copy-right conscious teacher, Oxford University Press has outdone itself by supplying the songs in the form of an iMix available in the online

iTunes store. I think this is a brilliant idea to get around the copy-rights in the classroom.

Overall, this culturally-focused book is a valuable resource for teachers who want to provide a Canadian-themed integrated language course, and I am sure it will be favoured particularly by those who use music as a tool in the classroom.



Being an absolute language lover from her early childhood, Agnes has dedicated her studies to mastering her language and educational skills. Her experience in people skills, training, and working within the international arena has given her the exposure and experience to understand cross-cultural education.

Agnes has experience in various ESL environments, including Business English, IELTS, Online Teaching, and Teacher Training. Her teaching experience extends to 3 continents including Asia, Europe and North America. Her educational background in linguistics, literature, history and civilization has supported her love for world culture, and languages. She possesses an MA in Teaching English Language and Literature and holds further certificates from TESOL Canada, Cambridge, LCCI International Qualifications and Berlitz.

Besides teaching and learning, Agnes is also interested in developing programs & curriculum, translations, exhibition coordination and workshop preparation. She is an avid reader, traveler, and dance lover. Agnes can be reached at aginagy@live.com

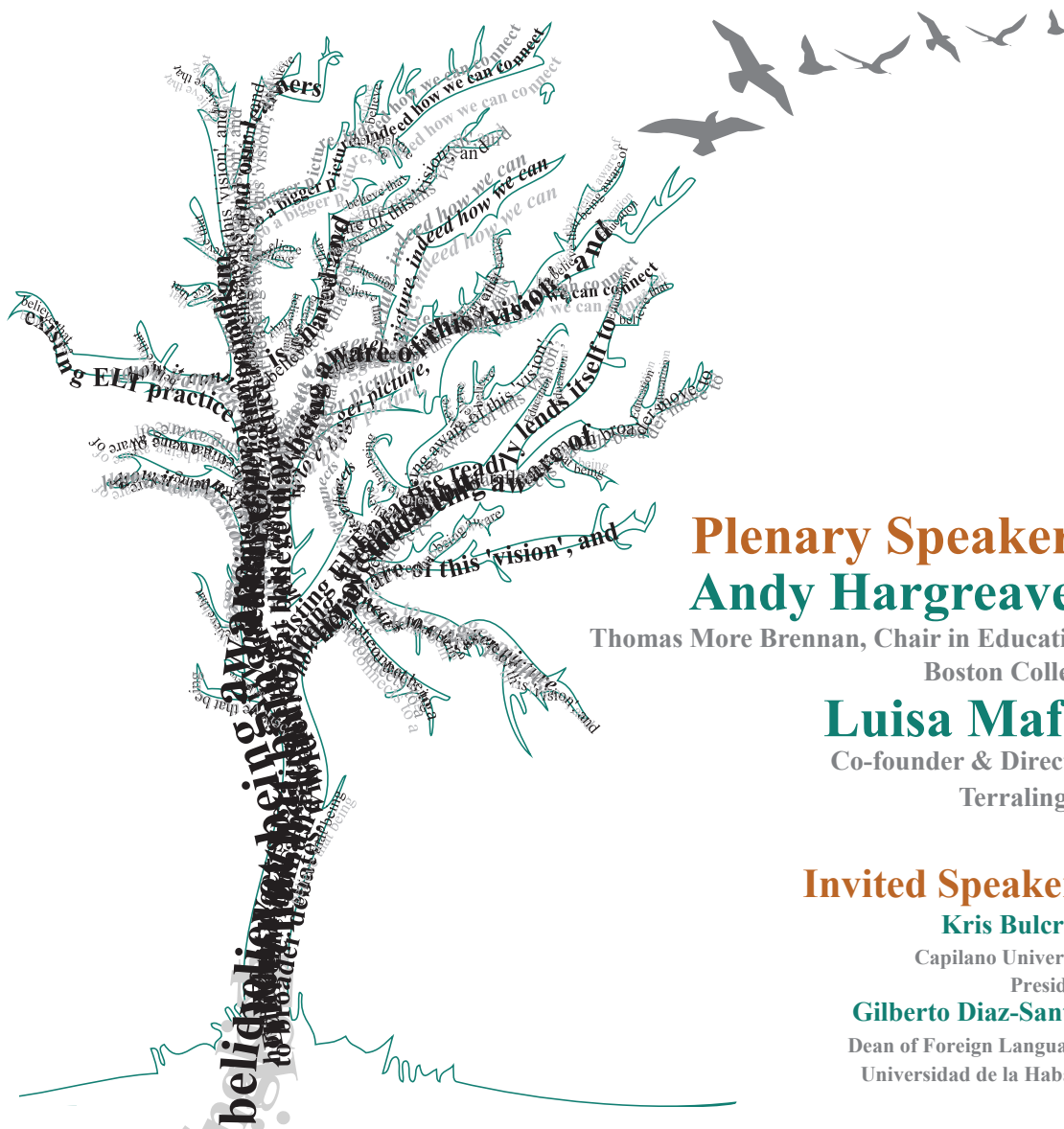


TEAL NEWS

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@bcteal.org** and let us know how you can volunteer!



Plenary Speakers

Andy Hargreaves

Thomas More Brennan, Chair in Education
Boston College

Luisa Maffi

Co-founder & Director
Terralingua

Invited Speakers

Kris Bulcroft

Capilano University
President

Gilberto Diaz-Santos

Dean of Foreign Languages
Universidad de la Habana

BC TEAL 44th Annual Conference

ESL: English as a *Sustainable Language*

May 4-5, 2012

Capilano University

2055 Purcell Way, North Vancouver



Registration & Event Details
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Phone: 604.736.6330
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Contact: William Acton, Director

(William.Acton@twu.ca)

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September 4th – 7th
- Fall Session – starts
September 11th

- Summer Orientation
July 2nd – 8th On Campus
- Summer Session Classes –
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TEAL Charitable Foundation

Awards, Scholarships and Bursaries

The TEAL Charitable Foundation (TCF) offers awards, scholarships and bursaries to support ESL teachers, students and programs. You are eligible if you meet one or more of the following criteria:

Membership in BC TEAL

ESL/EFL teaching experience in Canada

BC TEAL volunteer experience

Funding is available for

- teacher education and professional development in the field of ESL instruction
- international travel to research or study in the field of ESL instruction
- the promotion of AIDS awareness and/or health education through ESL instruction
- research projects, special projects, conferences, seminars, matching
- funds, seed money and teacher/learner project.

TCF AWARDS	AMOUNTS	APPLICATION DEADLINES
Nan Poliakoff Memorial Award	Up to \$1,000	November 1
BC TEAL/ TESOL Bursary	Up to \$1,500	November 1
Mary Ashworth Scholarship	Up to \$1,500	November 1
AIDS & Health Education Fund	Up to \$3000	March 1
David C. Lam ESL Scholarships (2)	Up to \$2,500 each	January 31
Pat Wakefield Scholarship	Up to \$3,000	March 1
Project Funding Award	Up to \$3,000	November 1
Refugee Award	Up to \$1,000	March 1

Please note that in accordance with BC TEAL Bylaws, applications received from TCF or BC TEAL Board members or by project teams staffed by TCF or BC TEAL Board members cannot be considered for TEAL Charitable Foundation Awards, Scholarships or Bursaries.

Visit our website for additional information and application forms.

www.bctéal.org

Presenting for Professional Development

by Karrie Zylstra

It was so long ago that I struggle to remember, but I believe my first TESOL conference was in 1992 in Vancouver, B.C. Over that vast span of time, I've seen innumerable presentations but never made a presentation. This past year I decided to stretch myself and present at the 2011 TRI-TESOL conference in Des Moines, WA.

On October 22, 2011, I gave a 20 minute session on a conversation activity I discovered while working on my degree and then refined to fit my students. In the process of putting together "The Buzz of Conversation," I experienced a few things about preparing and giving a presentation that I thought others might find helpful.

Ideas

After thinking carefully about what I might share with others, I chose the conversation exercise because my students and a substitute instructor seemed to all enjoy it whenever we did it in class. It fit the time frame for the 20 minute session that I felt able to accomplish and seemed useful – something other instructors could try in their own classes right away.

In the future I might find other ideas about presenting by using my own classroom, asking my colleagues for suggestions or asking my students. I have seen presentations with a panel of students talking to the conference attendees and may consider doing this as well.

Check My Facts

Before organizing my information and putting together my presentation, I checked the instructions from WAESOL and asked my colleague what she knew about presenting at conferences. The instructions let me know what kinds of equipment I would have available and other important details about where I could get what I needed on the day of the conference.

My colleague told me she had never presented before but that it always frustrated her when the presenters didn't have enough handouts. I also thought of my own years attending conferences and the types of presentations I enjoyed, remembering that I liked best the dynamic presenters with useful information.

Finally, I searched through the handouts I'd received in previous conferences, looking for

examples that were similar to what I wanted to do. Finding an example helped me to craft a document that worked well.

Prepare and Organize

I put together my presentation much like I put together my lessons for class. I thought through what I wanted my audience to learn, created a handout to





go with my lesson and planned the time and activities I would need to do. It was a 20 minute 'lesson' so it wasn't too complicated.

Backups

The instructions from WAESOL recommended having a backup for my information. I had a thumb drive and also emailed myself my handout so that, presuming the technology worked, I could find a way to display it on a PowerPoint screen in the front of the room as well as having it on a handout. I chose to make enough copies for the maximum capacity of the room because of the warning from my colleague. I am aware that this is not a green practice but, after attending several presentations that day without enough handouts, I felt relieved that I had enough copies to keep my audience from scowling at me.

Visualize

Over the years, I've found that mentally practicing before I do difficult things helps me tremendously. It is especially helpful if I supply myself with as many details as possible so that I can feel fully prepared when the actual moment arrives. I had been at a WAESOL conference before at Highline so I knew the location well. I began to imagine the place a week before I got there. I pictured myself feeling confident and satisfied that I had done a good job after the presentation.

I arrived early on the day of the conference and looked at my room as soon as I knew where it was. I even went to a presentation given by someone else in the same room just before giving my own presentation. All of that helped me to feel more at ease.

I avoided dwelling on my thoughts about teachers as a scary audience or about my lack of experience presenting at a conference. Those were not images that I thought would help me.

Overall my experience lived up to my best expectations. My audience was warm and receptive. I learned more about what I do and about how to become a better instructor by extending myself into presenting. Even the process of getting an idea got me to analyze my instruction, looking for things that others might find helpful. I now feel better able to take the next step and move into a full presentation in the

future. Maybe soon I'll be presenting for longer time slots or at a larger conference like TESOL without too many butterflies crowding up into my throat.

Karrie Zylstra has taught various levels of ESL at Bates Technical College in Tacoma, Washington for 15 years. Before that she worked at several different Washington colleges and for brief periods in Germany and China. She earned a TESOL certificate from Western Washington University and a Med-TESOL from Seattle University.



BC TEAL GOES GREEN



Apply for a TEAL Travel Grant

- BC TEAL is offering five \$100 Travel Grants for carpooling to the TEAL Conference from out of town.
- Any location which is a 100 or more kilometers outside Greater Vancouver qualifies as 'out-of-town'
- A car with two or more people qualifies as a 'carpool'
- Two people in the car pool must be registered for the TEAL Conference.
- Applications are available by emailing admin@bctéal.org
- The deadline for applying for TEAL Travel Grants is April 1, 2012

Tribute to Margaret Pidlaski

by Joanne Pettis

On December 23, 2011, Margaret Pidlaski, Director of the Adult Language Training (ALT) Branch of Manitoba Labour and Immigration died in a bus crash in Peru while on vacation. She died enjoying some of her greatest passions: travelling and learning about new lands, people and cultures. She was 57.

To those that knew her professionally, Margaret was a principled, knowledgeable, and supportive leader. She came to her role as Director of ALT Branch from the field of adult EAL, having taught in a variety of programs before joining the province, including community based and workplace language training. She understood the challenges faced by students and knew first hand the demands on teachers. As a result, Margaret brought an ongoing commitment to EAL students and their teachers to her work. She embraced flexibility, collaboration and innovation to build, with her team, a co-ordinated system of language training that was envied across Canada.

Margaret was also deeply committed to the implementation of the CLB in Canada from its earliest days. She co-authored the Canadian Language Benchmarks 2000: Guide to Implementation, along with Tara Holmes, Gail Kingwell and Joanne Pettis and was active on the Board of Directors of the Centre for Canadian Language Benchmarks (CCLB) for 11 years. For two of those years, she was Chair of the Board. Margaret especially championed appropriate use of language assessment to facilitate newcomers' access to services, training and employment. She fearlessly took on institutions, agencies and licensing bodies that wanted to use assessment to create barriers. Margaret was highly regarded by colleagues across Canada as a voice

of wisdom and common sense; however, she did not seek the limelight. She was generous in giving credit to her colleagues and much preferred to see her accomplishments recognized as part of a team effort.

But, Margaret was much more than her work. She was purposeful in maintaining a balanced and rich life full of friends, family and fun. Margaret lived her life exuberantly and fearlessly. She loved the theatre and live music, and the Winnipeg Folk Festival was an annual 'must' on her list. However, her greatest passion was travel. Margaret was a courageous traveller.

In spite of a devastating bus accident in Mexico in the mid 80s that killed 13 people and left her with multiple fractures, she was not deterred. After a long recovery, she went to China to teach EFL and travel. She hitch-hiked around China, slept in the Gobi Desert and tried to sneak into Tibet on the back of a 3-ton truck. She travelled through Russia and other eastern-bloc countries on the Trans-Siberian Railway, and sought out distant relatives in Poland armed only with the name of

a village and an old baptismal certificate. In recent years she spent a month in India, visited a nature preserve and went on a safari in Kenya and walked Hadrian's Wall across England. She frequently travelled alone, loving the independence and flexibility.

Margaret modeled how one should live life: Make lifelong friends and keep them close. Love your family and spoil your nieces and nephews. Work hard, do your best, but don't live to work. Instead work to live. Embrace life, listen to good music, bring the party with you, be fearless and laugh whenever you can.



Call for Proposals for TESL Interiors 2012

Dear Colleagues,

You are invited to submit a proposal to present at the TESL Canada 2012 conference, Oct. 11-13, 2012 to be held at Thompson Rivers University, Kamloops, British Columbia, Canada. The theme for the 2012 conference, TESL Interiors: Landscapes of Literacies and Language, is one reflective of the multiple dimensions of communication and language education.

Presentations can cover any of the diverse areas of inquiry related to language teaching and Teacher Education. The Call for Papers and online submission form are available at: <http://www.tru.ca/tc2012/call>.

html. In addition to numerous concurrent sessions, confirmed keynote speakers at this time include: Dr. Steven Pinker (<http://www.stevenpinker.com>), and for the Graduate Students Symposium, Penny Ur. A range of conference information can be found at <http://www.tru.ca/tc2012>.

There will also be numerous conference activities including excursions, a gala dinner and dance, and a wine and ale tasting event. We look forward to seeing you in Kamloops in October 2012.

Joe Dobson, Co-Chair, TESL Canada 2012

The poster features a scenic background of a green grassy hillside with a few evergreen trees in the foreground, leading up to a range of blue mountains under a clear sky. The text is overlaid on this image. In the top left corner is the B.C. TEAL logo, which consists of a stylized bird or 'S' shape inside a circle. In the top right corner is the TESL Canada logo, which is a red stylized 'S' shape with a small red maple leaf at the top right. The main text is centered and reads: 'The TESL Canada 2012 Conference' in a dark blue serif font, followed by 'TESL Interiors' in a larger, bold, dark blue serif font, and 'Landscapes of Language and Literacies' in a dark blue serif font. Below this, the Thompson Rivers University logo is centered, which includes a shield with a mountain and a sun, flanked by the words 'THOMPSON RIVERS' and 'UNIVERSITY'. Underneath the university logo is the text 'Kamloops, British Columbia' in a dark blue serif font. At the bottom, the dates 'October 11th to 13th, 2012' are written in a large, white, sans-serif font, and the website 'www.tru.ca/tc2012' is written in a smaller, white, sans-serif font below the dates.

 **The TESL Canada 2012 Conference** 

TESL Interiors

Landscapes of Language and Literacies

THOMPSON RIVERS UNIVERSITY

Kamloops, British Columbia

October 11th to 13th, 2012

www.tru.ca/tc2012

Call for Papers

Second Language Research Forum 2012

“Building Bridges Between Disciplines: SLA in Many Contexts”

October 18-21, 2012

Hosted by:

The University of Pittsburgh and Carnegie Mellon University
in Pittsburgh, Pennsylvania

Colloquium Proposal Submission Deadline: March 15, 2012

Colloquium Notification of Acceptance: April 15, 2012

Paper and Poster Abstract Submission Deadline: April 30, 2012

Paper and Poster Notification of Acceptance: July 15, 2012

The organizers of the 2012 Second Language Research Forum (SLRF) invite proposals for papers, posters, and thematic colloquia for the conference.

To embody the conference theme, “Building Bridges Between Disciplines: SLA in Many Contexts,” we are soliciting proposals from various disciplines, including those that have traditionally been associated with SLA research, as well as those that are new to SLA research or that have been underrepresented at previous SLA conferences.

We welcome proposals from all areas of second language research, including (but not limited to) the following:

- Formal Approaches to SLA
- Functional Approaches to SLA
- Cognitive Approaches to SLA
- Technology and SLA
- Classroom Research
- L2 Assessment
- Psycholinguistic Approaches to SLA
- Neurocognitive Approaches to SLA
- Bilingualism
- Corpus Approaches to SLA
- Socio-Cultural Approaches to SLA / Pragmatics
- Context of Learning / Study Abroad
- Heritage Language Learning / Language Maintenance

Comprehensive research syntheses, preferably in the form of a meta-analysis, are also welcomed.

Guidelines for Paper and Poster Submissions

Proposals for paper and poster presentations should consist of a title, an abstract, and a short summary. Titles should be no longer than 15 words. Abstracts are limited to 350 words in length, and summaries are limited to 50 words.

Individual paper sessions will be 30 minutes: 20 minutes for the presentation and 10 minutes for questions and answers. Posters should measure no more than 3ft by 4ft (90cm x 120cm). Poster presenters should plan to present and discuss their work for at least one hour during their assigned poster session.

Guidelines for Refereed Colloquium Submissions

In addition to four invited colloquia, we are also soliciting proposals for two refereed colloquia. These colloquia will be collections of paper presentations that focus on a specific topic of interest, and which are organized by one or more individuals. Colloquia will be scheduled for 2½-hour blocks (roughly 4-6 papers). Proposals for refereed colloquia should consist of a 200-word (maximum) description of the colloquium topic, along with 150-word descriptions of each paper to be included. Each title should be no longer than 15 words. Colloquium acceptances will be announced April 15. This will allow researchers to submit a proposal for an individual paper or poster (by April 30) if their paper is not accepted as part of a colloquium.

Submission Policy

An author may submit a maximum of one proposal as first author, but may also be a colloquium organizer, discussant, or co-author/co-presenter of a maximum of two additional papers or posters.

Submission Instructions

Proposals will be accepted online only. To make a submission, please visit the conference web site at <http://www.cmu.edu/slrf2012>. Click on “Submissions”, and you will be taken to our submission web site. Proposals will be selected based on the results of double-blind peer review. All submissions must be completely anonymous.

Questions

Please direct any questions to the SLRF 2012 organizing committee at slrf-2012@andrew.cmu.edu. We also invite you to view our website (<http://www.cmu.edu/slrf2012>) and to visit us on Facebook (<http://www.facebook.com/slrf2012>) and Twitter (<http://www.twitter.com/slrf2012>).