

From Theory . . . to . . . Reality



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Letter from the President



I've always been the kind of person to view the fall as the real "new" year. It seems that so much changes when the calendar turns from August to September, not least of which is the weather. This year, as the calendar pages turned along with the switch from summer to fall, I also started to look forward to the many great events TEAL has planned for the coming months. The first event, which has already passed, was the TCF's Climb for the Cause. For the second year in a row a group of adventurous climbers sent out the call to raise funds for the TCF Refugee Award endowment fund. This year saw more climbers and far more monies raised. Kudos to them!

On October 19th, BC TEAL is hosting its first ever Northern BC conference in Prince George. We are really excited that we can work with the College of New Caledonia to bring a TEAL event to our members in the North. As I write this, the conference hasn't yet happened, but I anticipate it will be a memorable day. I myself look forward to reading about it in the pages of TEAL News.

Then during the week of November 17th to 23rd, BC TEAL is celebrating "English as an Additional Language (EAL) Week", which has been officially proclaimed by the City of Vancouver and the Province of BC. We will be launching EAL week with a BC TEAL Volunteer Appreciation brunch to acknowledge and celebrate the extra work that our members have done to help, such as organize our various conferences, contribute to and polish

up the newsletter, and plan fundraising events. Teachers are a busy bunch as it is, and so we truly appreciate the volunteer hours they contribute. (If you want to volunteer with BC TEAL, please contact our office manager at admin@bctéal.org.)

Later in the week, we are inviting teachers and students from across the province to participate in some learning activities in celebration of the theme of EAL week. Watch the website! We hope to share the students' contributions, and I'm really looking forward to seeing their work.

To end the week, we will be hosting our Lower Mainland Regional Conference on November 23rd at Columbia College's new home. We're thrilled to have Professor Bill Acton from TWU be our keynote speaker. Professor Acton and his TWU colleagues have always been fantastic supporters of BC TEAL, and we're honoured to have him deliver the key note address at this event.

We hope to make EAL Week an annual event and would encourage our members in other municipalities to join us by applying to their city halls for proclamations. TESL Ontario is hosting their own ESL Week at the end of October and had over 45 municipalities officially proclaim ESL Week. Let's show our colleagues out east that we can do the same!

I hope you enjoy reading this issue of TEAL News. I wish you all the best for the fall season.

Sincerely,

Shawna Williams
President, BC TEAL
president@bctéal.org

A handwritten signature of Shawna Williams in black ink.



Letter from the Editor

Welcome to the Fall Issue of the TEAL News.

First of all I want to say “Welcome” and “Thank You” to Vania Kasui. Vania volunteered to take over as the person responsible for the design and layout of this newsletter. Welcome aboard Vania!

The theme for this issue is *From Theory to Reality*. The choice of this theme arose from an overheard comment at the BC TEAL conference held at Douglas College. Two attendees were talking after a presentation. One mentioned that she enjoyed learning things in theory, but often found them difficult to apply in reality. Upon reflection, I realized this difficulty exists at all points in our career.

Whether we are TESL trainees about to embark upon our practicum, or experienced instructors implementing a new process, we often feel uncertainty about our ability to apply what we have learned to a real setting. Sometimes the success comes easily; other times we learn that the theories and concepts are not easily applicable or transferable. In *Snippets from Abroad*, an instructor talks about facing this problem in a classroom in China, and how she solved it.

This concept also applies to our quest to grow professionally. In *Reflections*, two different instructors share their thoughts about this process. As well, sometimes to grow as professionals we need a helping hand. BCTEAL offers this hand through its many awards. In this issue we have a number of reports from winners of the different

BC TEAL awards. Read their reports to find out what a ‘haptician’ is, what it is like to study abroad, and what was learned from the Dallas TESOL convention. Read and find out what is involved in teaching about HIV/Aids in Africa and about how to teach about pain.



Finally, a concrete example of our theme can be seen in moving from the idea of climbing the Grouse Grind, in theory, to doing it in reality. Read about the band of hardy volunteers who did this and conquered the Grind to raise money for the TEAL Charitable Foundation. Of course no TEAL News would be complete without a *Classroom Corner* or *Book Review*. In this issue we have both! There is a practical lesson on how to ask for permission and a review of a text about the theory and practice involved in teaching literacy.

I hope you enjoy the articles. If you feel inspired, submit an article for the next TEAL news and make your dream of sharing what you know with others, a reality.

Chris-Anne Stumpf

Editor, TEAL News

Correction

The BCTEAL Spring 2013 issue needs to make the following correction:

“Vancouver Island Teal February, 16, 2013”

was written by Pamela Westinghouse

Join us for EAL Week

Celebrating English as an Additional Language in BC

BC Teal is excited to announce that November 17th to 23rd, 2013 has officially been proclaimed “EAL Week” in the province of BC.

The week will kick off with our first ever Volunteer Appreciation Brunch and will end with the Regional Conference at Columbia College on November 23rd. Throughout the week, we’ll be celebrating with additional activities geared at members of BC TEAL and learners of English as an Additional Language.

We hope you’ll join us! For more information, please visit www.bctéal.org or call (604) 736-6330.



TEAL Charitable Foundation

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

TCF Awards, Scholarships and Bursaries

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

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Cultural Practices and the Spread of HIV/AIDS in Uganda: Student Perspectives and Curricula Implications



by *Elizabeth Namazzi*

As an educator in English language in Uganda. I work with increasingly diverse group of students from across East Africa whose primary languages are not English. I am particularly concerned that English learners are assisted adequately to learn both content and English simultaneously. In 2012 I applied for and was a recipient of the HIV/AIDS Education Fund Award from the BC TEAL Charitable Fund to train teachers and to develop English language materials for HIV/AIDS literacy in Uganda at the high school level. The following is an abstract of the paper that resulted from my chance of winning this Award and working with teachers and students. In case of any questions you can contact me at <enamazzi@umu.ac.ug>

How students perceive and understand the spread of HIV/AIDS has implications on their behaviour. Educating about the spread of HIV/AIDS necessarily requires understanding of cultural practices of communities within which the learning takes place. Underlying these practices are individual and collective beliefs, which are disreputably complex. Developing meaningful curricula models and appropriate pedagogies for HIV/AIDS literacy within the school context, requires a deeper understanding of students' perceptions of the impact of cultural practices on the spread of HIV/AIDS. Although students' perceptions can easily be unearthed through exploratory classroom discourses, it is important to pay special attention to the challenges that could manifest from the medium of instruction – in this case English. This is because cultural practices and the conceptions of the spread of HIV/AIDS are formed in the cultural language or vernacular. Thus exploring how English as a language of instruction affects students' expression of ideas, views and opinions on cultural practices and the spread of HIV/AIDS can be challenging as it involves implicit translation of understandings formed in vernacular to English. Sometimes there can be no equivalent matches.

With a grant received from BC TEAL to support HIV/AIDS education and English instruction in Uganda, English language materials were developed to facilitate classroom discourses on cultural practices and the spread of HIV/

AIDS, and to investigate the challenges English language learners encountered when they engaged in classroom discourses. Data were collected through the use of a knowledge questionnaire, classroom discourses, classroom observation and in-depth interviews. 198 Grade 12 students (17 to 19 year olds) and 4 teachers of moral education, in seven high schools in Central Uganda Region, represented 13 different Ugandan ethnic communities, each of which spoke a mother tongue and English as a second language.

Despite the findings being specific to this group of multi-ethnic students, they still can bear relevance to other similar contexts. With this in mind, it occurred that a monolingual education system is limiting to effective learning in a multi-cultural and multiethnic classroom. The study also revealed that the African mother tongues in the study group were highly metaphoric. This posed challenges when it came to finding equivalent translations from cultural practices in mother tongue to English language. The study further revealed that cultural restrictions to publicly discuss sex-related issues posed ethical dilemmas and often manifested in code-switching among students during classroom discourse resulting in learning break down. Although mother tongue is not ordinarily part of an English language classroom, it may be used to support the learning of academic content in the English language. It is speculated that allowing students to use their mother tongue within a monolingual education system provides a contextual basis for learning and allows students to keep pace with their peers while improving and becoming more proficient in English as a second language. Therefore, since the English language appears, for the majority of the students, to render understanding of cultural practices incomplete, it is critical that teachers help students to understand the ideas and concepts involved by preparing learning materials that make it easy for the students to transfer knowledge from their mother tongue to English language.

Elizabeth Namazzi, is a PhD Candidate in Curriculum Studies at the Department of Curriculum and Pedagogy at the University of British Columbia. Her research interests include HIV/AIDS education, culture, multilingual literacy, English language as a medium of instruction, and challenges English language learners encounter in classroom discourses.

Integrating Communicative Language Teaching into the EFL Classroom: The Theory, The Reality, and The Solution

by Bobbi Plante



Communicative language teaching (CLT) involves negotiation of meaning, authentic materials, task-based activities, small group work, underrealoperating

conditions. This is in contrast to non-communicative language teaching which focuses more on grammatical accuracy, drills, and error correction. Recently there has been a shift away from non-communicative language teaching to a more communicative approach in the EAL classroom. There is now a broad consensus that communicative activities are essential for language acquisition (Fotos & Ellis, 1991).

While CLT has gained a tremendous following by practitioners in English speaking countries, it has been difficult to incorporate it into the EFL classroom where non-communicative approaches such as grammar translation and audiolingualism remain the dominant, and even preferred, approach in teaching and learning a language. Rao (2002) conducted interviews, and administered questionnaires to 30 Chinese university students to investigate their perceptions on L2 learning. Of the 30 students, only 8 showed an interest in communicative activities, and the remaining 22 preferred the traditional approach to learning a language. One of the students interviewed commented:

We are Chinese students learning English in China. Though we do need, to a certain degree, communicative activities to help us improve our communicative competence in the classroom, we should not discontinue the use of our traditional classroom activities (as cited in Yoon, et.al, 2004).

This article aims to highlight some of the reasons why students feel that communicative competence is not an important method for them to use in learning a language, and how we as teachers can integrate it into the EFL classroom.

Learner Expectations

Learners studying English in a foreign context are accustomed to the traditional methods of classroom practices such as grammar translation and audiolingualism. Reliance on these methods has cultivated a perception by students that the acquisition of language is based solely on grammatical competence. While communicative activities may be fun and engaging, learners feel they are incompatible with their own perceptions of what constitutes best practices, and believe that their needs and expectations of how to learn a language are not met.

Course of Action

To help learners realize the value in CLT, teachers need to lift the veil of secrecy behind which we hide the rational for the pedagogical choices we make. Teachers should make explicit the value of communicative language tasks to their students. If students recognize its usefulness, they are more likely to shift their attitude in learning a language. Teachers can also create post-activity discussion groups by asking the students to examine the merits of their previous communicative language tasks.

Learner Needs

There are a variety of reasons why learners study EFL, but a large majority of students take English classes to improve linguistic performance, specifically grammatical language skills—a compulsory class for them to have in order to pass English exams. In this context, students do not need to use English for meaningful communicative purposes and therefore improving their speaking skills is not a primary concern.

Continuing on page 8

Course of Action

Applying a CLT approach in the classroom does not necessarily mean bypassing the linguistic skills that the students need. One way to blend the two is to use focus-on-form instruction. This approach attends to the linguistic form in the context of a communicative task (Ellis, et al. 2002). While the primary focus of the task is a particular meaning, attention to form arises out of the learners' performance. Should the students struggle with a particular linguistic item, the teacher would draw attention to it in order to help them complete the task. This instructional option benefits the students in that the attention to linguistic forms meets their needs and expectations while allowing the teacher to integrate CLT in the classroom.

Learner Roles

The role of the teacher in the communicative classroom is that of a facilitator and monitor (Richards & Rogers, 2001). Teachers assist in students' learning by managing classroom activities and creating opportunities for the learners to communicate and actively engage in negotiation of meaning. The teacher's role in this context deviates from what many EFL learners expect out of traditional classroom teaching, which is teacher-centered, authoritative, highly structured, and adheres to a transmission style of learning. Learners have been molded to be passive observers of their own learning and have difficulty participating in communicative activities where they have to rely less on the teacher and more on themselves.

Course of Action

One way of encouraging students to shift from passive recipients to active participants is to encourage learners to gradually move from dependence to autonomy. Nunan (2003) outlines nine steps on how this can be done:

- Make instruction goals clear
- Allow students to create their own goals
- Encourage L2 use outside of the classroom
- Raise awareness of the learning process
- Help students identify their own learning styles and strategies
- Encourage learner choice
- Allow students to generate their own tasks
- Encourage learners to become teachers
- Encourage learners to become researchers

There is a way to move the theory of CLT to reality in the EFL classroom. The solution is clear. By understanding where our EFL learners' reluctance is coming from, we can plan a gradual course of action where we incorporate our western views of 'best practices' while still meeting the needs and expectations of our students.

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Bobbi Plante has been teaching English for five years, primarily in Southern China and Korea. She is currently back in her hometown of Winnipeg, Manitoba where she is teaching English to international students at Winnipeg Technical College. Bobbi is also in her final year of her MA TESOL at Anaheim University.





G'day BC TEAL!

by Michael Burri



First of all, I would like to thank the TEAL Charitable Foundation (TCF) for awarding me the 2013 Pat Wakefield Scholarship. I am extremely grateful for receiving this award for it helped cover some of my moving expenses to Australia. As many of you know, last February, I left Canada after ten wonderful years and moved down

under to commence doctoral studies (in Education with a specialisation in TESOL) at the University of Wollongong (UOW). Wollongong (or the “Gong” as the locals call their city affectionately) is located an hour south of Sydney (NSW). The population of the Illwarra region – with Wollongong being the largest town – is approximately 400,000 and UOW is one of the most important employers and institutions in this beautiful coastal area.



Wollongong

As of August 2013, my wife, three children, and I have been in Wollongong for 6 months, and, overall, it has been relatively easy for us to settle here. The UOW campus is beautiful, the botanic garden is only 2 minutes away, and we have been given a cosy three bedroom apartment at the UOW Graduate House. It often feels like the entire world resides in that complex as our neighbours come from Sri Lanka, Vietnam, Indonesia, Papa New Guinea, Nigeria, Oman, Egypt, Iran, and India, to name just a few. Another reason we have been able to adjust quickly is the incredible support doctoral students receive at UOW. I have, for example, been given my own desk in a research office, free printing, access to various resources

Parrots on
UOW campus



at the UOW library, opportunities to attend a variety of seminars, opportunities for research and statistical consultations, and a research fund which I can tap into to cover some of the expenses related to my research project. Not surprisingly, the first few months at UOW have been a rewarding experience.



Contributing positively to this experience was the teaching of a couple of tutorial sessions for an undergraduate course on classroom management offered last semester. At UOW, up to 250 undergraduate students can sit in a lecture that is typically held once a week. After the lecture, students then attend smaller 1-hour tutorial sessions in which lecture material is reinforced in a hands-on and collaborative learning context. Working with these pre-service teachers was very interesting as it enabled me to gain insights into the mainstream schooling system, as well as into postsecondary education in Australia.

The majority of my time was, however, spent on developing my research proposal. Because the graduate course in which I am now collecting data is offered only once a year, I had to devote most of my energy to getting the proposal finalized by the end of June 2013. With the gracious help (and patience) of my co-supervisors, Dr Amanda Baker and Dr Honglin Chen, I was able to

complete the document in time and then successfully present and defend it on July 24th. Advancing to candidacy was an important step, but as many friends and colleagues have told me, this is only the beginning of the PhD journey!

With regard to my research, I draw on Borg's (2006) work focusing on language teacher cognition and on Baker's (e.g. 2011, 2013) research examining second language teacher cognition about pronunciation instruction. More specifically, I am exploring how the beliefs, attitudes, perceptions, and knowledge of student teachers develop during a graduate course on pronunciation pedagogy and prosody offered at UOW. The study should yield new insights into a variety of aspects related to language teacher training.

Time (and data) will tell, but I expect that some of the findings will have implications for L2 teacher training programs in that recommendations could be made for curricula to be reconfigured and reconceptualised so that L2 teachers – in particular inexperienced pre-service teachers whose first language is not English – can be trained more effectively.

Last but not least, I would like to encourage you to apply for the many different scholarships, awards, and bursaries available through the TCF. The TCF is an exceptional support system for it advances the reputation of our field and, at the same time, makes an enormously valuable contribution to the improvement of second language teaching and learning, teacher training, and research. I would also like to use this opportunity to thank BC TEAL and all of you, the association's dedicated members. I am extremely grateful for meeting and learning with and from many of you at the TEAL conferences and various spring and fall sessions. Being part of a vibrant community such as BC TEAL has been a privilege and the association will always hold a special place in my heart.



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Michael has been involved in language teaching and teacher training in a variety of contexts in Japan, Canada, and Australia. He has presented at regional, national and international conferences, has served on the BC TEAL board as the PD Chair (2008-10), and has chaired the TESOL Speech, Pronunciation Listening interest section (2012-13). Michael maintains a website, including a blog, where he posts occasional updates on his doctoral research at www.michaelburri.weebly.com. You can also follow him on Twitter @michaelburri.



TCF Grouse Grind Fundraiser a Huge Success

The TEAL Charitable Foundation held its second annual 'Climb for the Cause - Grouse Grind' on Saturday September 21st, 2013. Twenty six dedicated 'climbers' successfully completed the Grouse Grind and in the process raised over \$14,500 for the TCF Refugee Award. Combined with BC TEAL's matching funds, the endowment now stands at over \$85,000. This years 'Climb for the Cause - Grouse Grind' has been one of the most successful fundraisers in TCF history!

The TCF wishes to acknowledge the 26 Climbers, and 3 wonderful volunteers who coordinated the base and summit operations, and thanks these dedicated and compassionate individuals for their selfless efforts. It was a cold Saturday morning, and the Grind always seems more daunting on a misty September morning. Nevertheless, our fearless group persevered and made the ascent in good spirit.

The TCF also wishes to thank all those who pledged their financial support to this cause. As EAL professionals, we know the value of post-secondary education, and for those who seek it in a foreign language, we are always on the front line helping. The TCF Refugee Award takes this dedication to a higher level, helping those who are often unable to help themselves. Again, thank you for your support.

This was the 2nd Climb for the Cause – Grouse Grind, and the post-climb chatter indicates a very keen interest to make this an annual TCF tradition. We hope you will join us in 2014, if not to climb, then hopefully to pledge your support.

Sincerely,

Michael Galli, Andrea Mackenzie & Robin Steen
Co-Chairs: Climb for the Cause – Grouse Grind 2013

Jennifer Pearson Terell
Chair: The TEAL Charitable Foundation



Andrea, Alexa, Jennifer PT



Grouse Group at Finish



Yalda and Students at Finish

A Description of the Talking About Pain Lesson Package for ELSA Literacy to Level 5:

Recipient of the 2012 BC TEAL Charitable Foundation Aids and Health Education Fund Award

by Lisa Herrera

Just after Christmas 2011, my husband had chest pain strong enough to warrant going to the hospital. While the doctor was examining him, my husband was asked how much pain he was experiencing on a scale of 1 to 10, with 10 being the worst. My husband was able to indicate that his pain was around 6 on the scale.

Thanks to effective diagnosis and treatment, my husband was able to have angioplasty and avoid a full-blown heart attack (which would have been his second). After the procedure, during recovery and healing, my husband was again asked to assess his pain on a scale of 1 to 10 to decide what kind of pain medication he needed.

At the time, I was unaware that asking a patient to rate his or her pain on a scale of 1 to 10 is a common question asked by health care providers when confronted by a patient in pain. One of the reasons for using such a scale is that pain is personal. What is agonizing for one person may be tolerable for another. Only the sufferer knows how it feels. Rating the pain on a scale tells the medical professional how it feels to the patient, important information for diagnosis of problems as well as for treating the pain.

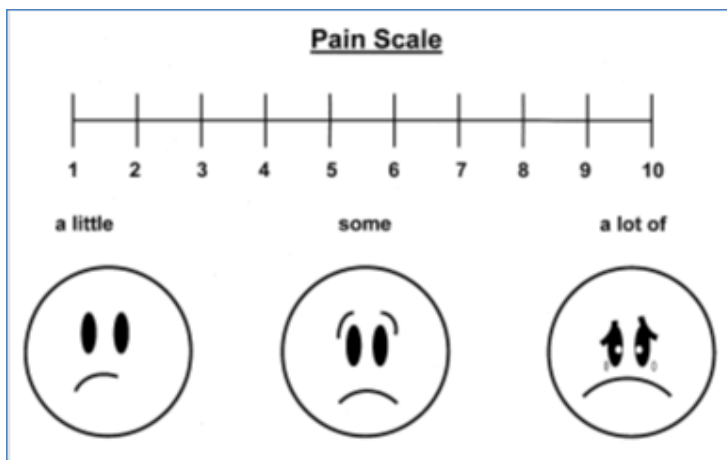
In spring 2012, the ISSofBC Vancouver ELSA program hosted its regular community placement for nursing students from the Langara College Department of Nursing. For the community placement, two nursing


students observe six different ELSA classes from literacy to level 5. The purpose of the observation is for the nursing students to learn about the different levels of English in ELSA classes; to see the communicative, interactive methodology by which ELSA teachers teach; and to ask the ELSA students about their needs for health information. Following the observation, the

*One of the reasons
for using such a scale is that
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tolerable for another.
Only the sufferer knows how it feels.*

Langara nursing students decide on a health topic that is relevant to the ELSA students and design a lesson to meet their needs. In spring 2012, that topic turned out to be talking about pain utilizing the pain scale.

After some consultation with me as the Instructional Coordinator for the ELSA program at ISSofBC Vancouver, Langara College nursing students Simran Sihota and Gurjit Dhaliwal created communicative, interactive lessons for our ELSA students to describe their pain to a medical practitioner using the pain scale. With the help of ISSofBC Vancouver ELSA instructor Erin Swayze, the lessons were delivered to students from literacy to level 3 in AM, PM, and evening classes. Students and teachers at ISSofBC found the lessons so useful, it was decided they should be formalized and shared. Fortunately, the BC TEAL Charitable Foundation granted ISSofBC the Aids Health and Education Fund Award in 2012 to enable the Talking About Pain ELSA Lesson Package to be developed and expanded to ELSA levels 4 and 5.





The lesson for literacy and level 1 students is simple: students learn to state the location of pain on their body and to use the pain scale to describe their level of pain. At level 2, the lesson adds language for students to state if their pain is constant or intermittent. At level 3, the lesson is similar, but students read various scenarios of people in pain and turn them into appropriate dialogues with medical professionals. Finally, at ELSA level 4 and 5, students additionally learn language to describe pain that is chronic or acute, as well as expanded vocabulary for describing pain such as burning, cramping, tingling, or throbbing. These lessons help ELSA students to describe their pain more clearly to medical practitioners which may speed diagnosis of medical issues and aid in the prescribing of pain medication.

Each lesson comes complete with all the materials needed for the lesson, including original illustrations and student handouts. Accompanying the lessons are short videos showing a person getting hurt and then describing her pain. The videos provide a visual introduction to the concept of talking about pain using the pain scale and make the lessons easier to understand, especially for the lower levels.

The entire *Talking About Pain ELSA Lesson Package for ELSA Literacy to Level 5* classes, including the videos, is available as a free

download on the ISSofBC website http://www.issbc.org/janis-esl/talking_about_pain.html. In addition, they will be available as a link from the ELSA Net website, and through Tutela. The Lesson Package is 152 pages long and includes approximately 10 minutes of video in nine separate video tracks (three for literacy and level 1, and two each for level 2, level 3, and levels 4 and 5).

*Rating the pain on a scale
tells the medical professional
how it feels to the patient,
important information for
diagnosis of problems as well as
for treating the pain.*

ISSofBC would like to thank the Langara College Department of Nursing students as well as all the ISSofBC staff who contributed their time and creativity to this ELSA lesson package. ISSofBC would also like to gratefully acknowledge the support of the BC TEAL Charitable Foundation Aids and Health Education Fund Award for making the ISSofBC Talking About Pain ELSA Lesson Package a reality.

Research on EAP for Undergraduate Degree Credit: The New Zealand Experience

By Dr. Wendy Royal

Introduction

Accrediting compatible Academic English courses at some universities but not at others is “discrimination,” according to Distinguished Professor of Applied Linguistics, Rod Ellis. Dr. Ellis was speaking to me at the University of Auckland, New Zealand during my recent trip to investigate the feasibility and implications of granting undergraduate degree credits for English for Academic Purposes (EAP) courses. Dr. Ellis explained further: “If universities are not prepared to give credit for learning that takes place in developing English proficiency, they shouldn’t accept the students.”

Thanks to BC TEAL’s Charitable Foundation, I was awarded the 2012 Pat Wakefield Scholarship, which supports research in English language education undertaken in a commonwealth country. I chose New Zealand as a case study because it has a reputation for excellence in education and, like Canada, it is overshadowed by a powerful neighbor in attracting immigrant and international students.

More pertinent to my research, however, is the fact that six of its top eight universities offer undergraduate (UG) degree credit for EAP courses. They are the University of Auckland (UA); Auckland University of Technology (AUT); Massey, Auckland; Massey, Palmerston North (PN); Victoria University, Wellington; & University of Waikato, Hamilton.

In the North American post-secondary education system, whether EAP courses should be regarded as remedial or undergraduate, has been the subject of

ongoing and intense debate. Consequently, while a growing number of universities have begun to award UG degree credit for English language courses, most still do not. This lack of consistency as well as the persistence of the remedial/developmental designation, undermines the ESL profession and is unfair to our students. The seemingly more unified and consistent approach to Academic English Language Studies in the New Zealand post-secondary education system made it a particularly rich and viable site for my research. My overall objective for the trip was, therefore, to further my understanding of the New Zealand system in order that it may inform our own.



My specific aims at the New Zealand universities that I visited were to gain a broad picture of the New Zealand English Language Departments that accredit their EAP courses, review a sample selection of their EAP course outlines and objectives, and observe a sample selection of classes in order to determine their comparability to Canadian EAP courses. In addition, I wanted to explore any challenges the

departments faced.

Rationale for UG-accredited EAP courses

There is a growing body of academic literature that provides a convincing rationale for obtaining graduation credit for EAP courses in terms of equity, motivation and student retention, internationalization, and student recruitment.

Equity

A number of North American universities grant degree credit for EAP courses, yet many more do not. As a result, students do not receive equal credit for equivalent work completed at other institutions. Moreover, EAP courses require a very high level of language proficiency, critical thinking skills and research requirements identified in learning outcomes at the exit level in comparison to other second languages, which receive full credit even at a basic first year level.

Motivation & student retention

Studies have shown that once students begin undergraduate courses, they become “distracted” by their “real” courses and lose interest in their ESL courses and in improving their language proficiency (Dobson & Kipnis, 2010). Students are often lured away from completing their ESL program to take standardized

tests which enable them to access university courses, but may not provide the broader set of language skills needed for academic success (BCCAT Report on ESL Assessment Practices, September, 2010). Accrediting EAP courses acknowledges second language studies as academically valuable and may motivate students to complete their ESL programs and thereby be better prepared for their degrees.

Internationalization and student recruitment

Accreditation acknowledges the skills that ESL students bring to the academy that will be critical in our increasingly globalized world. These skills include bilingualism, often multilingualism, a deep knowledge of another culture, other perspectives, traditions, often successful careers and academic qualifications. Awarding UG credits provides academic recognition and respect for demanding English language courses and is a powerful incentive in attracting new students.

Findings

Description

Across all the universities that I visited in New Zealand, English language courses are divided into “pre-university” and “with university admission.” The English language proficiency criteria for general university admission is IELTS 6.0 or the equivalent. Students who score below the general university admission are directed to English language courses offered by English Language Institutes, Academies or Centres that operate independently, but within the university. Those students who meet the language requirements for general university admission are encouraged to take English language courses offered by academic departments under academic Faculties which differ from university to university. (See Table below).

University	Faculty	Department/School	Course*	Points**
University of Auckland	Arts	Applied Language Studies & Linguistics	ACADENG 100, 101, 102, 103; 201,210, 211	15
Auckland University of Technology	Culture & Society	School of Language & Culture	UNWRAP 16 sections with different content focus	15
Massey, Auckland	Humanities	English & Media Studies	192.101 & 192.102	15
Massey, Palmerston North	Humanities	English & Media Studies	192.101 & 192.102	15
Waikato, Hamilton	Arts & Social Science	Linguistics & Languages (includes Applied Linguistics)	ESLA 101, 202, 302	15
Victoria, Wellington	Humanities & Social Sciences	School of linguistics & Applied Language Studies	WRIT 151 WRIT 251	20 200 hrs. per sem.

*Course names

ACADENG = Academic English

UNWRAP = Undergraduate Writing for Academic Purposes

192.101 & 102 = Academic English for Speakers of Other Languages

ESLA = English for Second Language Acquisition students

101 = Academic Writing & Research; 202 = Academic Oral Discourse

302 = English as an International Language

WRIT 151 = Writing in English as a second Language

**3 points = 1 North American undergraduate (UG) credit.



The course outlines I examined were consistent across the New Zealand universities I visited in terms of language skills and objectives. For example, writing courses focus primarily on the development of writing skills with the aim of fostering critical analysis and competent production of relevant academic genres. They are also consistent with EAP courses across British Columbia at an IELTS 6.0 or equivalent entry level (EAP IV).

In the classes I observed, like North American instructors, New Zealanders follow the communicative approach – learning is student-centred, cooperative, interactive, and in small groups. However, I also observed more lecture-style format in the classrooms, possibly to align EAP courses more closely to a traditional, academic teaching style.

Although textbooks reflected those used in North America, they are used primarily as supplementary materials. In most courses, instructors have developed course packages which focus specifically on the particular needs of the students and contain more relevant and flexible content.

While most universities offer general EAP courses, others have content-specific EAP courses. For example, the UNWRAP courses at AUT had the same language skill objectives, but different versions had been developed specifically for different Faculties, such as a Criminology/Social Science stream, an Art & Design stream and a Hospitality & Tourism stream. Senior lecturer Elizabeth Turner said that faculty across disciplines found it very useful to have writing intensive courses embedded within specific disciplines and faculty members collaborated with English language specialists in choosing suitable material. She added that the UNWRAP courses could be adapted for any degree program.

Challenges

The fact that accredited EAP courses are not compulsory was considered to be one of the most serious challenges facing English Language Departments in the New Zealand post-secondary system. Once students meet the general language proficiency requirement of IELTS 6.0 or equivalent, they are qualified to take any academic course. There were no compulsory English courses for either native speakers or non-native English speakers (NNES) at any of the universities I visited, although this requirement

could be imposed by individual faculties. For example, at the University of Waikato, EAP courses are required in order to get a degree in Business and EAP courses could be incorporated as electives in Social Science degrees.

Consequently, despite receiving UG credit for the EAP courses, many NNES students do not choose to take an EAP course, often due to their already heavy course loads and/or lack of elective options in their chosen degree program. According to senior lecturer at the University of Waikato, Dr. Ian Bruce, it has been well-documented that an IELTS 6.0 English language proficiency is not sufficient for successful academic study. As a result, instructors at some New Zealand universities support raising the entry level English proficiency while others are striving to have the accredited EAP courses accepted as compulsory core courses, or breadth electives. However, their advocacy has met with opposition from Deans, senior administration or other Faculties who have traditionally considered the EAP courses “not academic enough” for these designations.

Dr. Ellis pointed to the ongoing problem of EAP courses still being viewed as “remedial” in the academy. He emphasized that these courses contribute to “cognitive development that meets [the university’s] exit criteria, such as high level critical thinking skills and the ability to reason.” In addition, he noted that EAP is a “respectable research area, particularly in a polytechnic” and therefore a legitimate academic subject.

Dr. Ellis explained that in New Zealand, EAP courses are separated from general and lower-level English courses which have a more commercial orientation in order to underline EAP’s academic status. Nevertheless, he believed it was still advantageous to have a campus connection since these institutions provided a useful site where academic instructors and general ESL practitioners could collaborate on research and be informed by the findings.

Another difficulty outlined by Ms. Turner, who developed the UNWRAP course at AUT, was determining who “owned” the content-specific EAP courses. She explained that because the UNWRAP courses integrate content from other disciplines, they involve collaboration with instructors from other Faculties. However, the courses at AUT are offered by the School of Language & Culture, are taught by EAP faculty and students are registered in the Faculty of Culture & Society. Consequently, in order to retain the FTEs and

student fees within their own Faculty, some Faculties, prefer to run their own writing courses.

Conclusion

To sum up, six of New Zealand's top eight universities offer undergraduate credit for EAP courses. However, because there is no compulsory English course required by the universities, once students have met the general English proficiency admission requirement of IELTS 6.0 or equivalent, there is little incentive for students, already burdened with heavy course loads, to take these accredited EAP courses.

In contrast, Canada lacks consistency in accrediting EAP courses at the IELTS 6.0 or equivalent entry level. However, students are generally motivated to take academic English language courses in order to prepare for the first year compulsory English courses required to graduate from most Canadian universities.

While our colleagues down-under propose that EAP courses be designated compulsory core or elective requirements for degrees, we strive to have them accredited equally across the country.

In both cases, the resistance stems primarily from the continuing perspective of EAP as remedial or

developmental in the academy. Yet, in the words of Dr. Bruce, "EAP is a very academic discipline, should be informed by research and needs to be part of the mainstream, not marginalized in the university. We need to put up powerful academic arguments that EAP is a discipline in its own right."

Our advocacy continues...

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Lesson Plan for a Mini-Lesson

by Susanna Fawkes

Asking for Permission

Group Profile: ESL learners of all learners

Lesson Length: 10 minutes

Learning and Achievement Objectives:

To draw SS's attention to usage of modals for asking for permission

Rationale:

Often when ESL learners need to leave the classroom, they make gestures, or eye contact, trying to ask for permission. The teacher should let the student go, and later when he/she is back, do this mini-lesson. The teacher can begin by explaining to the students that in Canada they do not have to ask for permission in order to leave the classroom for going to the washroom, for instance. It is not easy for many of them to overcome this due to their cultural traditions. Thus, the teacher can use this situation to introduce Canadian classroom culture as well as to introduce or review the two modals – can and may – and practice their use for asking for permission.

Continuing on page 19

“May I have some ice-cream, please?”

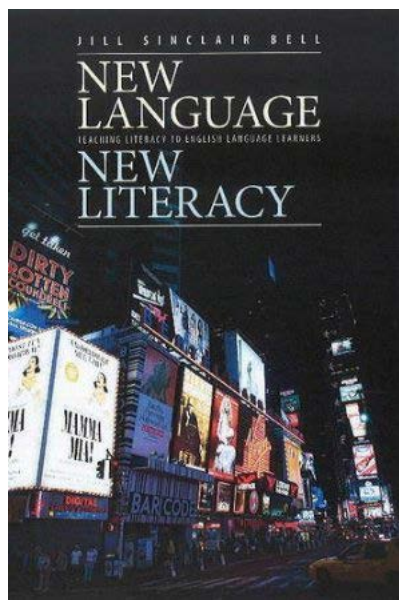


PHASE	Minutes 10	DESCRIPTION	Grouping
INTRO	2	Tell SS that in Canada they do not have to ask for permission in order to leave the classroom. Ask SS how it is in their countries of origin.	Whole class
MAIN	7	<p>Tell SS that if they need to ask for permission, they can use modals – <i>can</i> or <i>may</i> depending on the situation. Ask students to imagine a situation when a child is asking the parent and when a student is asking the teacher for permission. Put on the board:</p> <p>Child: Parent:</p> <p>Student: Teacher:</p> <p>Ask SS to give an example for each situation and put the best examples on the board. For example:</p> <p>Child: Can I have some ice-cream, please? Parent: No, but you can have a cookie.</p> <p>Student: Can I leave earlier today? Teacher: Yes, you can as soon as you finish your assignment.</p> <p>Tell SS that the modal verb may is used mainly in <u>formal or official</u> situations and is not very common in everyday conversations.</p> <p>Put one example on the board:</p> <p>Student: May I take this course again? Teacher: No you may not.</p>	Whole class
CLOSE	1	Draw SS's attention to the specific for modals usage of the following verb form: not infinitive, but a simple form without <i>to</i> .	Whole class
Materials I need		board	
Questions I want to ask		In your country of origin, do you have to ask for permission when you need to leave the classroom? What is the important grammar rule we have to remember about modals?	

Comments: This is a good quick way to review two modal verbs, can and may, and their usage and difference based on the social situation. This mini lesson can be used in various settings: ELSA as well as an academic classroom.

New Language, New Literacy: Teaching Literacy to English Language Learners

Reviewed by Corinne Hamel-Taylor



Jill Sinclair Bell
Pippin Publishing, 2013
ISBN 10: 0887511244

New Language, New Literacy: Teaching Literacy to English Language Learners by Jill Sinclair Bell reveals the challenges of a new language for both the teacher and the student. It is a well-rounded guide that offers theory, paired with authentic samples and explicit figures as reinforcement. Bell provides a backbone to her observations through her expertise and experience.

Bell has broken this work into three sections with chapters and subsections, making it easy to navigate. In section one, Bell addresses the importance of student assessment in that “any decisions about teaching them should take (their) needs into account” (p. 17). She offers case studies and profiles that bring this point to life and clarify different learner needs. Bell offers steps and strategies with accompanying authentic figures to demonstrate her theories.

This section is further broken down into two subsections: reading and writing. In the reading

section, Bell compares native readers to L2 learners. She goes into detail explaining the various types of readers and their strategies. In the writing section, she reveals the many different aspects of writing that teachers often take for granted and then illustrates how all 4 skills work together. In the process, Bell is able to relate learning to culture, to life needs, to learning styles and to abilities, both mental and physical. She identifies the teacher as facilitator and acknowledges that teachers play a huge part in the process, but that ultimately all learners need to take responsibility for their own learning.

Although the work as a whole can be considered a teacher’s guide, section two truly discloses this classification. *New Language, New Literacy* is indeed just that, a holistic guide for all teachers. It is not only for new teachers, but also useful for the more seasoned teacher. This section focuses on the relationship between learning and survival. She points out that useful language plus a variety of language combine to be the key to a literacy learner. Learners don’t need to know that “B is for Bob” because this has little meaning in their everyday lives. They need to see the ‘B’ anchored in something that is relevant to them as interest in the subject steers motivation in a literacy learner.

This work offers great value to a teacher just entering a pre-literacy class as Bell’s approach to teaching pre-literacy is clear and concise. She includes figures and samples that are relevant and logical. She addresses challenges and reveals multiple ways to teach the same outcome in order to give all students opportunity to achieve mastery of the skill. In the demonstration of this she emphasizes the importance of having a variety of tasks to include all learning styles. Most importantly Bell does not just focus on the challenges faced by learners but also by teachers. Indeed, the section about working with other teachers is of exceptional



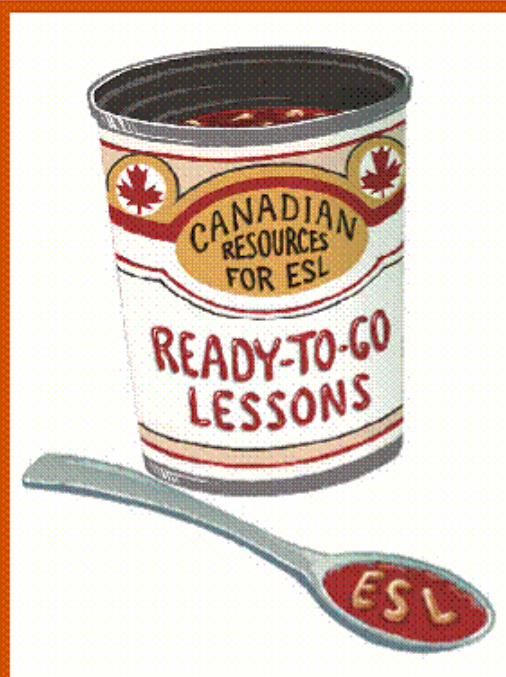
interest, as it deals with a common challenge faced by teachers in this profession: the feeling of isolation. Bell points out that there is power in collaboration! The author encourages teachers to “join their professional associations” to overcome frustrations and foster a strong learning environment, not only for students, but for their colleagues as well.

The last section addresses developing a personal teaching style with long term objectives for achieving goals. She notes that not only is it worthwhile to look at the learner when developing curriculum, strengths and learning styles, but that personal teaching styles should also be measured. Bell explains pre-unit planning, during unit planning and post-unit planning as a process with clear objectives, focusing on benchmarks. This guide offers micro to macro planning in simple language—from individual needs to the goals of the program as a whole. The author brings her work full circle at the end—back to assessment as

an essential key to both becoming a successful teacher and developing successful students.

The style of this work in its introductions to sections and sub sections lets the reader know the main idea of each section in advance. This allows for a cover to cover read as well as offers the option to search for relevant information as needed. Bell offers reasoning and clarification along the way. She clearly justifies all her theories in layman’s terms, inclusive of a comprehensive list of activities and resources. New Language, New Literacy is, indeed, refreshing in style and language.

Corinne Hamel-Taylor has been teaching ESL for 10 years and settlement English for 5. This last year she had the opportunity to teach a pre-literature class. It was challenging, but very rewarding.



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From Theory to Reality: A Quest for Perfection

by Saeed Nazari

While pursuing my first year of bachelor's degree in English Language and Literature at Tehran University years back, I was determined to acquire a native-like accent. As a perfectionist, I first focused closely on the fluency and flow of my English speaking skills as they mattered a lot to me. I started volunteering for classroom presentations, hoping to find some opportunities to improve my speaking which was considered an advantage over the other skills in my EFL context.



My first trial was hilarious. I still remember the way my classmates laughed at my broken English while I was talking about how to improve English skills by focusing on positive aspects of learning challenges. I drew a half-full glass of water on the board indicating abilities and inabilities of the learners. I explained to the students that the half-full part was indicative of the learners' abilities and the empty half as their inabilities and shortages. As I kept on explaining why being optimistic is important in learning a language, I started to feel a dry throat, maybe because I was very anxious and stressed. At that very moment, one of the students who was a close friend of mine asked me jokingly to drink the water in the drawing on the board to wet my throat and soften my coarse voice, and the class burst out laughing. I took a deep breath to relax and maintain my composure for the rest of my presentation.

I continued my talk using the word 'debilities' meaning

'inabilities' as I had looked it up in my pocket dictionary at home while getting prepared for the talk. Suddenly, my professor interrupted me to check the meaning of 'debilities' as it seemed to be new terminology to him. He asked me where I had looked it up and I explained that there was an entry in my pocket dictionary. Not being completely satisfied with my answer, he murmured and opened his own pocket dictionary to look up the word. He finally spot the entry, yet he was not sure that the term could be used in that context.

I considered my awkward yet optimistic presentation as a starting point towards future progress. From then on, I started speaking only English with all my friends at school. I faced the challenge up to the end of my bachelor's studies. At times, it seemed to be practically impossible to acquire a native-like accent as I did not have access to the Internet or satellite to listen to authentic English and absorb as much as I wanted to and feel the language before getting ready for the output. However, I always believed in being optimistic, so I continued to learn from the materials at hand and improve my bookish English first.

One day as a senior student, I was speaking English as usual to Deli next to the staircase to the second floor. Deli was a talented college friend who had surprisingly learned the Oxford Advanced Dictionary by heart in three months before starting to learn Japanese as his fourth language. He was also a source of inspiration towards planning for learning English more seriously and ambitiously. As we were busy talking, I did not notice one of my professors stepping up the stairs until he was so close that he could hear my words. Typically, to show our respect and courtesy, we lowered our tone when noticing a professor approaching us, yet it was too late. Surprisingly, he turned to me and said, 'beautiful accent!' That was a wow moment that left a lasting impression on me as it was not typical of him or any other professors in that context to express their encouraging comments so openly. After four years of practising English, I was very happy to hear that comment, and felt proud of my determination and constant endeavour.

After graduation, I decided to move to Canada to change my lifestyle and complete my education. As I was planning to continue teaching English in Canada, I started a self-planned schedule to improve my Canadian accent and knowledge of the culture. I had access to satellite programs such as Oprah, Dr. Phil, Dr. Oz, Doctors, and Friends, to name a few. I assumed that by sufficient exposure to such programs, I could be able to adopt a suitable accent, experience a smoother transition in my settlement, and quickly hunt a decent teaching position.

After an exhausting 24 hour flight, from the airplane's window I was watching the memorably beautiful pasture when landing. On my way to West Vancouver over the Lions Gate Bridge, I was watching the astonishing beauty of a modern cozy town, smelling the moisture of a pleasing breeze, and thinking about my right decision to move.

What really intrigued me every single day in my first encounters with the smiley people was their politeness and eagerness to help me. I did not feel I was in a foreign country since the people around me were so nice and friendly. I honeymooned for a month before starting to think about pursuing my career. My first swimming at Second Beach Pool in Stanley Park was really memorable with an ocean view on a pleasantly sunny day in July.

After three months, I registered in a TESOL program to get my teaching certificate. Interestingly enough, although I knew almost all the teaching methodology and pedagogy covered by my teachers, the adjustment experience seemed to be rather hard in understanding the mechanics of each class. Coming from a collective culture dominated mainly by a single ideology, I sometimes got lost in individuality and versatility in each and every interaction in the classroom, apart from the unfamiliar accents and eye contact that I was not well adept to interpret then. I could vividly sense that what I was experiencing in my classes was a totally different yet desired aspect of communicative learning based on cooperation and collaboration. As a solid team, my classmates called each other by their first names and got engaged in each activity as eagerly as possible. Interestingly enough in each individual class, there was more learning than teaching and the teachers were part of the learning team. They were looking for an occasion to engage the class in an interactive activity to help the students enjoy the learning process. The program left a remarkable

impression on me so I decided to completely modify my approach to teaching as a result.

I'll never forget my first observational experience in the TESOL program. As the requirements of the program, I needed to complete six hours of observed practicum. It was in my very first observation in an advanced class by an expert teacher that I was asked to jot down my feedback on the students' speaking in a group discussion on a clipboard. With a wide smile to hide my lack of confidence and a stealthy deep breath I stood up, took the clipboard, approached each group, and adjusted my ears to pick out some errors from the strange accents in the mixed nationalities. Fortunately, I could catch some errors and put them on the board after comparing them with the teacher to cross out the overlaps.

Now I assume that the hardship in giving some trivial feedback I experienced in my early settlement stage in Canada could possibly be due to some other factors than my language ability such as experiencing a new culture and going through socialisation process.

Back home in my EFL context, I was a tenured faculty member in a university with over six thousand students. Whenever my students called me 'ostad' meaning 'professor', I was quite uneasy with the title as I thought people should be addressed beyond the assigned titles. As an English teacher in a competitive market, now I feel extremely delightful when my colleagues and students address me by my first name as I feel closer to them in a more meaningful way. This intimacy paves the way to set up a close rapport which is essential for a communicative and student oriented classroom practice. When I think back, I understand what has urged me to take the journey from an EFL teacher to an ESL sponsor teacher in advanced levels at a flourishing private school has always been my enthusiasm for perfection from the very beginning.

***Saeed Nazari** is an MA holder and EFL/ESL educator with over twelve years of teaching and research experience with adult learners. He has presented in regional and international conferences and published a number of articles and an ESP textbook. His research interest includes sociocultural aspects of English language teaching/learning.*



From Theory to Reality and Beyond: ESL Summer 2013 Reflections

by Lisa Zimmermann

Teaching is not for the fainthearted. Since 1997, I have been on this journey of discovery and I remarkably still feel a little bit in fear and awe. On the first day of my SFU TESL practicum at SUCCESS I stood up in front of my students and realized that no amount of theory could prepare me for that moment. The reality of the situation set in - I was going to be their teacher! My students were from Bosnia, Serbia, China and Hong Kong. And in regards to myself, a half Filipino-Chinese-Newfie-Canadian, I knew it was not going to be easy. My voice quivered and I had what felt like vertigo. Hence, this constituted the starting point of my career. Now, twenty years on and many challenges later, I am still intrigued by this industry. Participating in the BC TEAL conference held on August 26th and 27th at Douglas College, New Westminster, was a way to challenge myself and see this industry in a new light. Two themes were prevalent, technology in the classroom and community involvement.

Teaching is to me as equally challenging today as it was back in the 90s, but with an added twist: the entrance of technology in the classroom. I realize this is an important step in the right direction, but

*“The TEAL
community has
much to offer new
and experienced
teachers.”*

my knowledge of grammar isn't going to help me now, and I'm faced with questions: Should I blog? Go on Facebook more? Or Make my own website? Try a voice thread? I am sure I have dated myself in these last few sentences.

At the conference, I learned the importance of volunteerism in the community. Subsequently, I decided to take on a teacher trainee and become a teacher sponsor for the Douglas College Summer TESL Program. The sponsorship was a great way to recalibrate my feelings towards teaching ESL. I discovered that I needed to do this, not just for myself professionally, but to see that ESL as a career path can span beyond my one classroom. I can volunteer my time and teach others about teaching ESL which is very fulfilling on a personal level.

All in all, I have learned that the TEAL community has much to offer to new and experienced teachers. There are conferences, networks, and a community that can greatly benefit everyone. Here in ends my ode to the summer of ESL, 2013.

Lisa Zimmermann is an instructor and one of the Head Teachers at InLingua Vancouver.

Insights from the Dallas TESOL Convention 2013: the Haptic-Integrated Clinical Pronunciation Teaching Pre-Conference Institute (PCI) and more. . .

by Angelina Van Dyke

Last fall I was invited by William Acton to participate as one of his trainers or “hapticians” in a pre-conference institute at the 2013 Dallas TESOL convention for haptic-integrated clinical pronunciation teaching (HICPT). After applying to the BC TEAL Charitable Foundation (TCF) and receiving the Nan Poliakoff Memorial Award, I was able to defray expenses and join the haptic team. Needless to say, I was elated, and so follows a description of the HICPT PCI and other workshops of note.

Haptic-integrated clinical pronunciation teaching (HICPT), or AH-EPS (Acton Haptic – English Pronunciation System), comes out of the best pronunciation research (HICPR – Haptic-Integrated Clinical Pronunciation Research: <http://hipoeces.blogspot.ca/>), and is a ground-breaking new approach to L2 intelligibility. It adds pedagogical movement patterns (PMPs) to the experience of speaking to anchor and integrate vocal resonance, stress, rhythm, intonation and expression. HICPT is not a replacement for good pronunciation teaching, but rather picks up where the current methodology leaves off. By providing a framework for ELLs and NNSs to learn, practice and remember new pronunciation patterns, they have a better chance of integrating these patterns into spontaneous speech. As Arthur Lessac (1910-2011) demonstrated throughout his life, if you train the body first, the mind will be better able to integrate new learning. Because haptic-integrated pronunciation comes out of general awareness, it will not hamper thinking. Through engaging ELLs’ attention by successfully combining auditory and visual channels, HICPT acts as a heuristic for embodying pronunciation. In addition, HICPT is strategically positioned for the construction of educational virtual reality

systems moderated by computer feedback, just as haptic technology has already created mechanical interfaces between computers and people in the medical (prosthetics) and engineering fields.

The phonetic parameters being corrected and anchored in HICPT come from standard phonological accounts based on NAE, but could be adapted to any language (B. Teaman, Personal Communication, 2013). Specifically covered in HICPT are phonological elements that most aid intelligibility, such as vowels in stressed positions, word and phrase stress up to seven syllables, conversational rhythm, intonation, selected consonants and various discourse features. Elements not directly covered, such as vowel reductions, word stress and spelling rules, formal phonetics, and linking, are implicit in the pedagogical movement patterns (PMPs) associated with conversational rhythm and intonation, and can easily be foregrounded if desired.

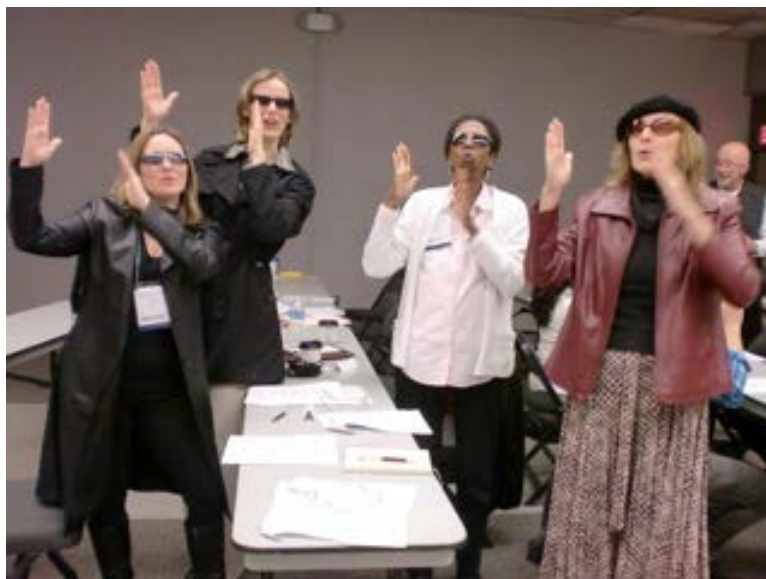


Figure 1 – “Hapticians” and instructors in training at the PCI



Being discourse-based, HICPT shapes discourse patterns through mirrored movements (PMPs). This is more difficult for instructors, since they have to remember to do a mirror image of everything they present to a class of students! While a days training for instructors is extremely helpful and necessary, a simple backup solution to this ambidextrous challenge is to use the complete video package that comes with AH-EPS. A free, experiential sampling of what the videos and accompanying student workbooks and teachers' manual offer can be found at: <http://www.eslenglish.ca/#!actonhaptic/csbz>.

Spending a week in the Dallas Convention Centre is not for the faint of heart. Inside, the men's and women's washrooms can be as far apart as two or three city blocks! However, with my schedule in hand I was able to hike over large distances and attend a variety of workshops where I could expand my current understanding in teaching, research and publishing. (Need I mention all the famous people I bumped into, like Judy Gilbert, Zoltan Dornyei, etc.?) Of note the day after the PCI, I attended a four-hour research mentoring workshop chaired by Maggie Hawkins, Suresh Canarajah, Sue Garton and Christina Higgins, where various research questions, models, data collection procedures and ethics were discussed. The following day, I squeezed into Lynn Goldstein's practical workshop on intercultural communicative competence. As program chair of the TESOL program at the Monterey Institute of International Studies (<http://www.miiis.edu/academics/faculty/lgoldstein>) she shared her whole inter-cultural communication course design from its transformational rationale, activities and samples to the assignments and evaluation procedures she used. Endlessly helpful was the extended workshop on how to get published in ESOL and applied linguistics serials, hosted by TESOL Quarterly co-editors Diane Belcher, of Georgia State, and Alan Hirvela, of Ohio State. The best part of this workshop was being able to match what I am currently working on with a potential journal.

To top off the conference, I attended Aram de Koven's plenary speech on subconsciously held bias and exposing the myths of racial colorblindness. He related how the power of subconscious bias can inadvertently affect our thinking and treatment of others. Neurological evidence for this is overwhelming, from having a tendency to fail after seeing red (Leslie and Frith 1988), to reminding students of their race

before a test, causing a stereotyped threat (Walton and Spencer, 2009). We may think as Canadians that this happens more in the United States, and perhaps polarizations there do foreground the issue. However, no matter how tolerant the environment, no student or teacher is immune. As gatekeepers of social and intellectual development, teachers need to remember that keeping a positive impression of students will help their L2 identity and intellect to thrive. As TESOL educators we are on the cutting edge of these realizations, and it was the speaker's expectation that we would lead the way. I see that we already are, from Zoltan Dornyei's research on motivation and L2 identity and current efforts to bridge the cognitive, social and the personal in research and instructional practices (Vitanova, 2013, Dallas TESOL Convention), to individual teacher initiatives in classrooms and communities (Anne Marie Foerstser Luu – Best Practices in ELT Excellence Award, 2013).

Once again, thank you BC TEAL TCF for being part of enabling me to realize this amazing professional development experience. Next year I hope to be in Portland!

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TEAL/TESOL Bursary Report

by Jacqueline Foster

My trip to the 2013 TESOL Convention in Dallas, Texas, in March, certainly matched the slogan “Everything is bigger in Texas”. The convention was no exception. The city skyline, made famous by the 80’s TV show Dallas, was immediately noticeable on the drive in from the airport as were the city’s spacious boulevards, wide sidewalks and oversized SUVs. The convention center continued this theme being spread out through four buildings and providing ample space (and exercise) for the sessions, keynote speakers and exhibits. I was, and am, very grateful to the TEAL Charitable Foundation committee for selecting me as the 2013 recipient of the TEAL/TESOL Bursary because it allowed me to experience the convention in true Texan style.

The theme for this convention Harmonizing Language, Heritage and Cultures, was reflected in the diversity of the participants, and the universality of the issues many second-language educators and program directors are grappling with. Although our respective homes were miles apart, many of the issues we encountered were the same or similar. How can we create language-rich environments as we move from classroom to classroom? How do we encourage students to edit their writing? How can we develop reading fluency in our classes? We all arrived seeking answers to, and resources for, our endless questions.

There were a variety of keynote speakers whose plenary sessions piqued the interest of attendees and presenters alike. One keynote speaker, Aram deKoven, presented a talk titled Subconsciously Held Bias: Exposing the Myth of Racial Colorblindness. In deKoven’s presentation, he challenged the audience to consider the notion that human beings hold biases that can be deeply engrained in the subconscious. His main premise was that although many instructors may consider themselves to be “color blind” seeing all races equally in the classroom, undetectable biases may undermine the beliefs and practices of even the most well-intentioned instructor. The plenary session was thought provoking and a reminder of some of the hidden challenges instructors face in classrooms.

There were a variety of sessions available all day, and the only disappointing factor was that you could not attend them all. Some of the sessions I attended included titles such as General EAP Writing Instruction and Transfer of Learning, Scholarship on L2 Writing in 2012: The Year in Review, Developing Self-Regulated L2 Writers, Reader’s Theater, and Curricularizing Reading Fluency. The TESOL Convention also provided an opportunity to attend sessions that were hosted by well-known names in the field, such as Tony Silva, Keith Folse and Eli Hinkel, just to name a few.

One of the most interesting sessions was titled First Comes Understanding: Diglossia and Arabic Literacy Development. This session explained how diglossic languages, languages where there is dissimilarity between the oral and written language, can pose unique learning challenges for students. Arabic is an example of a diglossic language, where there is very little similarity between the oral and the written language. For Arabic-speaking students, learning standard written Arabic is similar to learning a second language. This can create special challenges for Arabic learners when they are learning to read English. The presenter stressed that some of the reading difficulties Arabic-speaking students encounter may not be attributable to a lack of motivation or poor effort on their part, but rather to specific learning needs. She emphasized that such students require ongoing instructional support to develop their reading skills.

I also attended other events. I was fortunate enough to have my workshop proposal accepted for this conference, and, as a result, I presented a 45-minute workshop entitled The Speaking-Writing Connection: Forging New Relationships. The session was very well attended, so it was gratifying to meet other professionals who share a similar interest in this topic. It was evident, based on conversations with the participants, that educators were interested in strategies for igniting a connection between speaking and writing.



Instructors interested in attending a TESOL Convention may not be aware of an interesting new leadership program called the LMCP, the ELT Leadership Management Certificate Program. This is a ten-hour program for current or future leaders that must be completed at the convention. It is a ticketed event, so it has a cost that is not included in the conference fees, but it is a convenient way to merge the conference sessions with leadership training. The certificate program not only provides an intense focus on leadership skills, but it also offers opportunities to network with current or future ELT leaders.

In addition, I participated in a PCI (Pre or Post-Convention Institute) for the first time. PCIs are ticketed items, so they also have an additional cost, but they are well worth the money. I chose the PCI Incorporating Fun, Meaningful Games into ESL Classes: Why and How. This session had a very practical orientation that was directly applicable to the classroom and all ESL levels. The presenter focused on the benefits of games and how they can enhance learning. She also provided ways to energize regular daily activities by adding a little competition. I have already been able to use many of these activities in my classes.

Most conferences rely heavily on volunteers, and I decided to volunteer at a hospitality booth for a few hours. It was a worthwhile experience. The other volunteers were from Dallas, so I could also share a tourist's perspective on dining, sights and transportation. What was most enjoyable about this was that I met a lot of Dallas locals. I learned a lot about the city, and since Dallas is home to the JFK Memorial site commemorating his assassination, I learned a lot about a pivotal point in American history.

By attending this convention, I was able to expand the range of professional development opportunities available to me. Completing a leadership certificate program, presenting a workshop, volunteering at the hospitality booth and attending a PCI were all additional experiences beyond the many sessions, varied plenary speakers and endless exhibits. The financial support provided by the TEAL/TESOL Bursary enabled me to take full advantage of what the Dallas TESOL Convention offered, something I am very grateful for.

"I was, and am, very grateful for the TEAL charitable foundation committee."



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