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Letter from the Editor



Welcome to the Spring/Summer Issue of TEAL News

We here in BC are fortunate to receive many opportunities to enhance our professional growth. Conferences in the interior, on the island and in the mainland, access to conferences in Washington and Oregon and proximity to recognized bastions of higher education mean we are provided chances to not only enhance our effectiveness and knowledge base as educators, but to also share what we know with others.

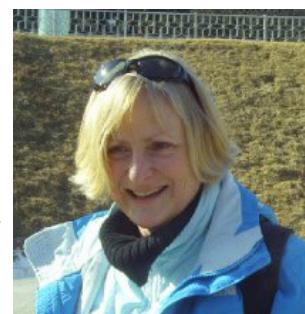
The commitment we as educators feel to mentoring those new to our profession and in continuing to grow as teachers no matter how long we have been in the field is one that is to be lauded. The many mentor teachers who provide guidance to TESL Trainees and the seasoned professionals who not only share their own experiences and tips but still seek to improve their own skills by being open to the experiences and ideas of others, epitomize the idea of professionalism and are models to be valued.

This idea of mentoring, or paying it forward, is one we are looking at in this newsletter. The theme begins with the news of the honour, The TESL Canada Life Membership Award, bestowed on our past president Michael Galli. When you read the article you will see that Michael is the definition for the word mentor in all spheres; his report Stepping Up evidences the importance of extending the idea of paying it forward outside of the classroom as well. As well, in this issue we once again have Dr. Li-Shih Huang sharing her knowledge about another of the Key Concepts in TEAL; in Classroom Corner different instructors share successful lesson ideas; in DOS Directions three director of studies share advice for those wishing to move into administration in an international school setting; In our new column Snippets: ELT Around the World, one of our members shares tips on creating a classroom community to enhance

learner participation and in Technology Tips we learn about an exciting listening resource called ESL Tube.

I hope you enjoy the articles and, if you feel inspired, please share what you know – pay it forward.

Chris-Anne Stumpf
Editor, TEAL News





TEAL Past President Michael Galli Awarded TESL Canada's Life Membership Award

by Shawna Williams

Supported by a unanimous nomination from the BC TEAL Board, past president Michael Galli was presented with the TESL Canada Life Membership at the TESL Canada Conference on Saturday, October 13th in Kamloops, BC.

The TEAL board received the nomination call earlier in the year. Eager to put forward Michael as our nominee, we first had to determine if he met the minimum requirement of 20 years active service in the ESL industry; We of course felt that he had packed in more than enough time in the seven years he'd been in BC and involved with BC TEAL. Luckily, with the help of his LinkedIn profile and connections in Ontario, we quickly determined that he did indeed met the 20 year requirement

Michael has been a tireless supporter of BC TEAL since arriving in the province in 2005. He quickly joined the BC TEAL board of directors, serving as Secretary for the 2006-2007 term; from there he stepped into an unprecedented five years as President, from 2007 to 2012. In fact, we had to change the bylaws to allow directors a fifth year in their role if no one came forward to run for the position. Alas, he wasn't allowed a sixth year, and so is currently holding the position of Past-President and is the BC TEAL representative on the national TESL Canada board. He also sits on the board of the BC TEAL Charitable Foundation (TCF), where he is a tireless advocate for the newly established Refugee Award.

Indeed, Michael's dedication and devotion to the work that BC TEAL does has practically made his name synonymous with BC TEAL itself. He has worked steadfastly to advance the organization and the profession of ESL. With Michael at the helm, BC TEAL saw its

membership grow from about 500 members to a steady 800. He was adamant about seeing TEAL's influence spread beyond the Lower Mainland. TEAL now has active participation from across the province, with regional conferences being held annually on Vancouver Island and in the Interior. As well, Michael advocated for board representation from across the province, and as a result for the past several years TEAL's board has had at least two directors from outside the Lower Mainland, ensuring that the unique perspectives of their regions is heard.

Michael has also worked hard to not only strengthen ties within BC, but outside the provincial borders as well. He initiated collaboration with our Washington and Oregon state affiliates, WAESOL and ORTESOL, to put on the first TriTESOL conference in over a decade, an event that drew more than 800 participants. As well, Michael was a strong proponent of BC TEAL's bid to host the 2012 TESL Canada conference in Kamloops. BC TEAL won the bid, and in the end put on one of the best ever TESL Canada conferences.

It is not just Michael's dedication to the profession that makes him stand out, but his special ability to rally the troops. Should anyone even breathe a passing interest in BC TEAL, Michael will have him or her heading a committee. In fact, a past secretary of the TCF once said that she went in for a job interview and left a TCF board member. He not only encourages people to accept committee roles, but mentors them as well, encouraging them and believing in them until they really hold their own. He is also incredibly encouraging and welcoming to those new to the profession or transplants from outside of BC. In his time in ESL he has forged not only strong alliances for BC TEAL, but has forged amazing friendships as well.

Michael's passion is intense and infectious. From his many amazing accomplishments, one in particular stands out. Since the TCF conceived of the Refugee Award at the 2010 Annual Conference, Michael has been a tenacious supporter. He was especially affected after interviewing one of the initial recipients, a young woman who was packing sea urchins at a seafood plant while dreaming of furthering her education. Since then, he has thrown himself fully into any fund raising activities the TCF has taken on. Last fall, he signed up for the first ever "Climb for the Cause" where TEAL members could be sponsored to hike up Grouse Grind, a 2.9 km vertical hike up Grouse Mountain. Michael vowed that if he raised \$2500 he would hike up, walk back down, hike up again, and walk back down. And he did it, even ending his day with an intensive Bikram hot yoga session. For all that he has done, is doing and will continue to do, Michael is truly deserving of this award



Report on BC TEAL Conference

by Janice Penner

Whew! The plenary speakers arrived safe and sound, provided interactive sessions and were heartily received. Over the 2 days, 445 people were well fed, none of the 63 sessions got cancelled, the 12 presentation room computers didn't crash, no one had anything stolen, the Staples Teacher Appreciation bags arrived in time, facilities found 36 banquet tables for the exhibitors, enough wine was available, income exceeded the expenses, and 25 TESOL students had the opportunity to attend for one day in lieu of their volunteer duties. You see, these are the details that were on the minds of the co-chairs and the planning team while the participants networked and learned.

Just think—being a co-chair or a committee member gives you the power to implement changes—albeit with BC TEAL board approval. Laura and I were able to facilitate the significantly different conference booklet format, aerobic haptic sessions, cool post-it notes, small gifts for the presenters, co-hosting with Modern Languages faculty, a learning reflection booklet, community support coupons, the gallery artist's attendance, and the AGM scheduled before the Wine & Cheese. You have a chance to get involved and make better changes for the 46th event, so don't hesitate to contact my co-chair, Laura Blumenthal from Douglas and Ann Talbot from Kwantlen, the co-chairs of next year's conference.

Working behind the scenes as co-chairs for the 45th annual conference was a challenging and tremendous experience. Having 28 committee members meant a lot of negotiation through email. We appreciate that everyone fulfilled their duties, miscommunication was sorted through and we were forgiven for our mistakes and shortcomings. We could not have done it all without the committee members, Sandra in the TEAL office and Sandra McGoldrick, the conference booklet designer who has received BC TEAL's first "Service Award." We hope everyone enjoyed the event as much as we, Douglas College LLPA –MODL & EASL faculty, enjoyed hosting the brain-compatible learning experience at our academic home.

BC TEAL 2013 Conference Photos



Dr. Ken Beatty, Invited Speaker



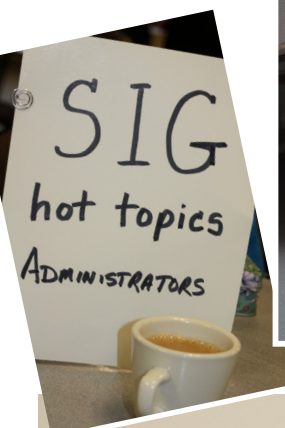
Dr. Janet Zadina, Plenary Speaker



Garfield Gini-Newman, Plenary Speaker



Networking



Laura B & Janice P, Co-chairs



Directions anyone?



TCF Award Winner



We come in peace



Happy and hospitable



We are all winners!



Brainfood



Presenters



A packed house



A good day to learn



It's all about the books!



A packed house



Done for the day!



Viva the volunteers!



The TEAL Charitable Foundation Stepped Up

by Michael Galli

The TEAL Charitable Foundation (TCF) held its latest fundraiser for the TCF Refugee Award on March 15th and it was a major success as well as an exciting and classy event. **Step Up & Step Out** was attended by nearly 250 guests whose generous contributions generated over \$5500.

Dance performances included: Nuvo Burlesque by GSG Productions, Argentine Tango by Clarry & Elizabeth, Belly Dance by Maki and flamenco by Lluvia Flamenca.

The importance of charitable causes is plain to see from the abundance of fundraising opportunities that are staged each year. However, while there are many events centred around health-related causes, educational charities have garnered less attention over the past few decades.

We hope BC TEAL Members will continue to support the TEAL Charitable Foundation fundraisers as we reach ever closer to our \$100,000 goal for the TCF Refugee Award. With this endowment, we will be able to provide an annual scholarship of \$3000 - \$4000 to worthy recipients like Tha Chin Hlawn and Kue Bway, our 2011 and 2012 Refugee Award recipients.

We thank all those who participated in our **Step Up & Step Out** event, and for those who were unable to join us, we encourage you will take part in future TCF fundraisers.

Sincerely,

Jennifer Pearson Terrell:	Chair TEAL Charitable Foundation
Michael Galli:	Co-Chair TCF Step Up & Step Out Committee Co-Chair TCF Fundraising Committee
Elmira Mafi:	TCF Treasurer Co-Chair TCF Step Up & Step Out Committee
Robin Steen:	Co-Chair TCF Fundraising Committee
Krystal Seko:	Co-Chair TCF Silent Auction Committee
Kelly Potter:	Co-Chair TCF Silent Auction Committee
Andrea Mackenzie:	Co-Chair TCF Climb for the Cause – 2012 Grouse Grind



Establishing a Classroom Community to Enhance Learner Participation

by Shahid Abrar-ul-Hassan

Instructed language learning is a bidirectional process between the learner and the instructor, and the development of linguistic proficiency is afforded by learner involvement in the teaching process, that is, by engaging in self-directed learning (Little, 2007) and co-constructing knowledge in classroom interactions. However, inadequate learner participation continually confronts instructors squarely in many EFL settings, from Oman to Taiwan and Sri Lanka to Turkey. Language practitioners can tackle this challenge by establishing a classroom community, which potentially augments learner participation.

Exploiting the framework of the ecological approach to language learning and teaching, learner participation can be enhanced in L2 teaching by situating learning “in the context of meaningful activity” (van Lier, 2004, p. 223). It is widely acknowledged that learner participation is a prerequisite to effective language instruction (e.g., Cooper & McIntyre, 1996; Mackey, 2007; van Lier, 2004). However, learners can take on a role of passive recipients in the classroom, which is further compounded by typically teacher-fronted classes. A host of factors contribute to learners’ passiveness, such as monocultural classroom settings where learners share their native language, linguistic dysfluency, learners’ previous educational experiences, and the like.

Classroom community practice develops a sense of relatedness and integration among learners. A community is established by making teaching a bidirectional process. A set of strategies at three levels, outlined below, sets the scene for the classroom community, which has yielded beneficial results in the author’s EFL teaching practice at a university in Oman. This strategy is particularly relevant to EFL practitioners who struggle to reverse learners’ passive

role in language courses. The following strategies entail delegating, to an extent, teachers’ management task.

Strategy Level I: Curricular decision-making

Learners work on setting course objectives and deadlines, voice their needs, and contribute to materials selection

Implementation: The teacher dedicates some time for learners to work on these tasks collaboratively (e.g., in small groups) throughout the term. These tasks, after some teacher-mediated adjustments, could be integrated into the curriculum.

Strategy Level II: The onus of classroom control

Learners assume the roles of time-keeper, word-master, and activity guide

Implementation: These are weekly student roles: *Time-keeper* announces the start and the finish of class, provides a five-minute remaining cue for the teacher. *Word-master* shares a few lesson-related vocabulary items in detail twice a week, especially the independent word discovery process and the context. *Activity guide* presents briefly (7-10 minutes) an intriguing educational piece (e.g., a video

presentation, quiz, or a word game). The key strategy is that the incumbents choose role-players for the following week.

Strategy Level III: Autonomy situated in the community

Learners negotiate a self-study plan, report progress and share insights/achievements with the classroom community

Implementation: The teacher ensures that a handful of activities or tasks are incorporated into the syllabus, which necessitate the learner to work autonomously outside the class, but sharing the outcome with the class in a meaningful way. These activities could comprise a study

“A community
is established by
making teaching
a bidirectional
process.”



plan involving periodic consultation with the teacher, miniature research-write-present tasks, and self-reflective journals. Learners weekly swap their finds in small groups.

These strategies are equally suitable to large-size classes, which seems to be an archetypical feature of many EFL contexts. Furthermore, these strategies are geared towards nurturing an academic community, but a culturally-appropriate social facet, such as a birthday bash, field trip, and mid-semester do, could be added in order to make it a more vibrant classroom community. In summary, it could enhance learner participation manifold.

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Cognitive Validity

by Li-Shih Huang

Assessment is perhaps one of the most essential learning and teaching tools. When properly developed and implemented, assessments can be an excellent source of information that inform administrators, instructors, and learners about teaching and learning processes and outcomes. At this year's International Association for Teachers of English as a Foreign Language (IATEFL) annual conference in Liverpool, a session on listening assessment by John Field – one of the leading figures in language assessment -- captured a great deal of attention in the Twitterverse, with an audience member stating that it was “by far the most interesting and useful talk so far at this conference.” This response, together with the requests I have been receiving from various English-language centres for assessment-related work and the amount of interest on this topic in my *Current Issues in Applied Linguistics* course, lead us to this installment of the series regarding key concepts in the area of language assessment in the context of classroom teaching and learning.



Laura Patsko @lauraahaha

10 Apr

Very important in lang testing: cognitive validity, or does a test test the cognitive faculties it's meant to test? John Field @ #iatefl

Expand

John Field's talk drew special attention to the concept of “cognitive validity” as a critical aspect of language testing. In this installment, I will briefly explain what “cognitive validity” entails in the “What does it mean?” section. In the “What does research say?” section that follows, I will describe how researchers check the cognitive validity of a test, an account that might be of interest to our members who are participating in our association's Teacher Inquiry Groups or who are contemplating doing action research (Huang, 2012). Then I will present the cognitive processes involved in each of the four language domains – reading, writing, listening, and speaking – that are generated from empirical evidence. Finally, in the “What can we do?” section, we will take a moment to consider how teachers can enhance the cognitive validity of their tests.

What does it mean?

Before explaining the term “cognitive validity,” it is important to identify the differences between “validity” and “reliability,” two commonly used terms in language testing. “Validity,” expressed simply, asks whether or not a test measures what it is designed or intended to measure (in other words, the extent to which the test provides an accurate representation of a learner's language ability). The term “reliability” refers to a test's consistency: It is “the actual level of agreement between the results of one test with itself or with another test” (Davies et al., 1998, p. 168). In other words, if a student/test-taker repeats the test or takes an alternative form of it, he/she would be expected to obtain the same score without measurement errors. The term “cognitive validity” is a less discussed type of validity in language assessment, as compared to other types of validity (e.g., content, construct, predictive, consequential, and face validityⁱ), but it has generated a great deal of attention recently since Weir's (2005) work. Cognitive validity, in Weir and O'Sullivan's (2011) model of conceptualizing test validity, centres on the processes that test-takers or learners use in responding to test items and tasks. As such, the key question concerns “whether the tasks proposed by a test designer elicit mental processes resembling those which a language user would actually employ when undertaking similar tasks in the world beyond the test (Field, 2011, p. 67) or how valid the test is as a predictor of real-life language performance. For

ⁱ Briefly defined, content validity refers to the extent to which the items or tasks in the test constitute a representative sample of items or tasks of the knowledge or ability to be tested. In a classroom-teaching context, they are related to a syllabus or course. Construct validity refers to the extent to which a language test is representative of an underlying theory of language learning. Predictive validity refers to the extent to which a test predicts performance in an external situation or future performance (e.g., performance in a job or academic setting). Consequential validity is an evaluation of the potential consequences of using test scores to ensure that test interpretation and use are in line with the intended testing purposes and other social values. Face validity refers to the extent to which a test appears to users to be an acceptable measure of their ability (refer to Davies et al., 1998).



example, the cognitive validity of a speaking task in a test is a measure of how closely it elicits the cognitive processing involved in other contexts, specifically, in real-life speaking tasks.

What does the research say?

In the area of cognitive validity research in second language testing, the approach to validation entails constructing an empirically substantiated model of the target skill, as demonstrated by expert users under non-testing conditions (Field, 2011). Researchers generally use two methods to investigate cognitive validity. First, cognitive validity can be checked through studying learners'/test-takers' behaviours, using various types of verbal reporting (e.g., introspective, immediate retrospective, and delayed retrospective) to elicit their comments on what they actually do in a speaking (e.g., Huang, 2013), listening (e.g., Field, 2009), reading (e.g., Khalifa & Weir, 2009), or writing test (e.g., Shaw & Weir, 2007). Second, a test's cognitive validity can be investigated by studying the way an expert reader/writer/listener/speaker behaves or the processes that he/she uses in performing the same reading/writing/listening/speaking task in a non-testing or real-world situation (Field, 2013a, 2013b).ⁱⁱ Of course, there will be individual variation in cognitive processing; nonetheless, from the researchers' and test developers' perspectives, it is important to consider whether they want to elicit any specific common processes

ⁱⁱ Another source of cognitive validity relates to the strategies used by language learners/test-takers. Of particular concern in the testing context is test-takers' use of so-called "test-wiseness" strategies (i.e., responding to test items "without going through the expected cognitive processes") (Cohen, 2012, p. 264).

in the tests that make the process of performing a task/test more like the process in real life.

Briefly, here below are the cognitive processes (sometimes called "cognitive models" or "cognitive frameworks") that prominent researchers in the field have identified as being those that individuals engage in, based on empirical research in recent years. For a column of this length, it is not possible to elaborate on each of the processes to the extent that it deserves. Readers thus are encouraged to refer to the references provided at the end of the cognitive process summarized in each language domain for a complete explanation of each process model. The processes in the four domains of language skills are provided here in an effort to help practitioners reflect on their own task/test design or use in relation to the cognitive processes that they aim to promote or elicit in the various tasks or tests they use in their teaching.

In **reading**, researchers have identified the central cognitive process after visual input as including *word recognition* (matching the form of a word with a mental representation of the orthographic form) → *lexical access* (retrieving a lexical item from the lexicon) → *syntactic parsing* (grouping words into larger units at the clause and sentence level in order to understand the message) → *establishing propositional meaning* (interpreting literally what is on the page at the clause and sentence levels) → *inferencing* (going beyond the explicitly stated ideas in a passage) → *building a mental model* (integrating new information and enriching the preposition) → *creating a text-level structure* (constructing an organized representation of the text) (refer to Khalifa & Weir, 2009; Weir & Khalifa, 2008).

For **writing**, the cognitive process involves *macro-*



planning (gathering ideas and identifying constraints related to genre, readership, goals, and so on) → *organization* (ordering ideas and identifying relationships between/among them) → *micro-planning* (focusing on the part of the text that is about to be produced) → *translation* (prepositional content held in an abstract form is converted to a linguistic form) → *monitoring* (checking the mechanical accuracy of spelling, punctuation, and syntax) → *revising* (returning to the aspects of the text considered unsatisfactory and making revisions) (refer to Shaw & Weir, 2007).

In **listening**, the cognitive process includes *input decoding* (translating input into sounds) → *lexical search* (searching for words that match the sounds) → *parsing* (integrating groups of words into larger units lexically, syntactically, or phonologically) → *meaning construction* (adding meaning to what has been decoded using personal or world knowledge) → *discourse construction* (integrating new information into a larger discourse representation) (refer to Field, 2008, 2009, 2013a).

For **speaking**, the cognitive process involves *conceptualization* (generating an idea or set of ideas for expression) → *grammatical encoding* (constructing a syntactic frame and locating the lexical items needed) (similar to *micro-planning* in writing) → *phonological encoding* (converting the abstract output of the previous stage into a string of words that are realized phonologically (similar to *translation* in writing) → *phonetic encoding* (adjusting the phonological sequence to make articulation easier) → *articulation* (producing utterance) (similar to *execution* in writing) → *self-monitoring* (focusing attention on the message immediately before and after it is verbalized to check for accuracy, clarity, fluency, and appropriateness) (similar to *editing* in the writing process) (refer to Field, 2011). Two distinctive features of speaking involve its online nature or tighter time constraints, as compared with the timing of writing or reading tasks/tests (e.g., the provision or lack of provision of pre-planning time in spontaneous spoken interactions vs. formal presentations) and the reciprocity of most speaking encounters (i.e., the consideration of the variety of speaker-listener relationships in real-life speech events) (Taylor, 2011). These key differences from writing or reading should be kept in mind in teaching/testing contexts.

From a cognitive perspective, a valid test in the reading, writing, listening, or speaking domain would involve learners'/test-takers' engagement in the components described above in the process of assessing proficiency. It is worth pointing out that much of the existing research has drawn mainly from first-language research. Although

much can be learned from first-language models of reading, writing, listening, and speaking, it should be noted that second-language processes may differ, and that there may also be variations across individuals and contexts that merit researchers' and practitioners' attention.

What can we do?

Demonstrating the validity of any test is never a straightforward matter. Field (2006, 2013a, 2013b) has highlighted one particular issue in several of his talks: "Clearly we cannot reproduce the circumstances of a real listening event in the artificial environment of a test." Still, few would argue against the idea that, in our teaching, we *can* design our language tasks or tests in ways that facilitate learners' engagement in cognitive processes that resemble the ways they would read, write, listen, or speak in real-world situations. In addition, the question about whether the tests we design and use and the mental processes they elicit actually tap into or match the mental processes that we intend our learners to engage in or that resemble the processes that learners would use in real-world situations still deserves our attention if teachers or test-developers are using test scores or task performance to indicate how



competently a learner/test-taker might be expected to perform in actual target language contexts.

Reflecting on the cognitive processes or models of the four skill domains presented in the previous section prompts us to think about the process of reading, writing, listening, or speaking in ways that are learner-centred and to question our usual way of approaching a language task. The models provide us with an empirically substantiated set of targets for teaching or testing purposes. These models also can help us identify where and why learners may have problems and develop tasks that enable learners to deal with challenges in individual reading, writing, listening, or speaking processes, to modify their performance, and to develop automaticity in important processes in both classroom and real-life contexts.

Some further insights can be gleaned from the literature that are specifically related to cognitive validity. Some of these pedagogically related reminders are:



1. Recognize that a test should not be all about assessing the linguistic knowledge (the product), but also about applying the skill (the process).

2. Keep the purpose of the test or task in terms of its relevant cognitive processes clearly in mind.

3. Determine what task type or task format would be most appropriate based on what you are teaching and what you intend to measure.

4. Consider whether the range of processes elicited by a task/test or a series of tasks/tests is comprehensive enough to be representative of behaviours in a real-world setting.

5. To the extent possible, match the test/task with the work covered in class.

6. When adapting existing tasks or tests, examine whether or not the cognitive processes can be identified and to what extent they match (or not) the processes/models put forward by researchers.

7. Use the task/test to identify where and why learners/test-takers have problems and to inform your teaching.

8. Be aware of tasks that require operations that are more demanding than normal listening, speaking, reading, or writing for learners/test-takers at various proficiency levels.

9. Experiment with different task types or test components (e.g., input, test formats) to elicit desired processes or behaviours, and recycle various task types or test components in different contexts to promote automaticity and appropriateness in processing.

10. Prepare learners for real-world language use as much as possible.



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 ls Huang@uvic.ca. You can also follow her on Twitter at [@AppLingProf](https://twitter.com/AppLingProf) or visit www.li-shihhuang.ca.

Validity has long been acknowledged as the most critical aspect of testing. The understanding and use of cognitive validity to measure and understand task demands, and actual cognitive processes, as well as the ways they differ across various learner groups are an essential, yet often overlooked and rarely understood or used component in the teacher's toolbox. I hope that this brief article serves to support our teaching practice, so that the next time we introduce a task or a test, we will reflect on whether or not the task/test is in line with cognitive processes that resemble those engaged in in non-testing situations and that we intend to develop or measure in our learners.

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Vancouver Island TEAL February, 16, 2013

Hosted by the University of Victoria's English Language Centre
by Rebecca Kullman

The idea of hosting a TEAL conference, even a small one, is terrifying. What runs through one's head is, "Can we do it?", "Can we get presenters?" and, perhaps most importantly, "If we do this, will anyone come?". At the University of Victoria's English Language Centre, we learned that the answer to all three questions is "Yes!"

At 7am on February 16, the UVic's Continuing Studies building was already a bustle of activity. Publishers were arriving to set up their display tables and volunteers, both teachers and students of the English Language Centre, were arriving to set up tables, put out signs and complete any last minute preparations. You could feel the excitement in the air! By 8am everything was in place and we were ready for the Vancouver Island TEAL Conference.

The plenary speaker for the conference was Dr. Li-Shih Huang, who was introduced to the audience by the Dean of Continuing Studies, Dr. Maureen McDonald. Dr. Huang spoke on action research as a professional development tool. Her presentation was lively, animated and fast-paced, as all good presentations should be. She involved the audience in an activity where we had to think of a problem we have faced as ESL instructors, and then turn it into a research question. This created quite a bit of discussion! Anyone interested in learning more on Dr. Huang's topic

can look in the Spring 2012 BC TEAL newsletter, as she published an article about it there.

As well as the plenary speaker, there were 12 presenters and about 65 guests at the conference.

Feedback on the presentations was overall very positive. I

am sure most people attend conferences with the hope of getting new ideas for the classroom, and I was not disappointed. It was also very pleasant to connect with peers not only from other language schools in Victoria, but from up-island and the mainland as well.

A conference like this cannot succeed without a lot of help, and we had a lot of people to be grateful to. Many thanks to BC TEAL and Global Village Victoria IELTS Centre for hosting the morning and afternoon coffee breaks. Many thanks as well to the University of Victoria's English Language Centre for hosting the welcoming coffee, an excellent lunch and, well, the conference itself. And

many, many thanks to Cathy Ebert, whose amazing organizational skills were invaluable, and to the teachers and students who volunteered on this day and made the conference run so smoothly.



A Hunka Hunka Rhythm & Rhyme

by Brian Grover

Most teachers use music for the literal content, to shine the light on vocabulary or to elucidate particular grammar targets, often overlooking what music does best: rhythm. Learning to recognize word boundaries from within a stream of sound is an important skill that can be challenging, daunting even, to any level of learner. What particularly gives students problems are those unstressed syllables that get rendered down into schwa in fast speech. Music is perfect for rehearsing this as most of the little words glom together, get distorted or disappear altogether in the performance.

Take a snippet like this from Elvis Presley's up tempo "Burning Love," for instance:

Girl! Girl! Girl! Girl!
You're going to set me on fire
My brain is flaming
I do not know which way to go

Remove some of the more malleable syllables:

Girl! Girl! Girl! Girl!
You're going set me on fire
My brain flaming
I don't know which way go

Students listen and mark where the missing word is as below. Skip the semantics: location is everything. There is no need to identify the word. Such an approach works even with the lowest post-literate levels.

Girl! Girl! Girl! Girl!
You're going ^ set me on fire
My brain ^ flaming
I don't know which way ^ go

For false beginner and up, follow up by directing students to write in WHAT THEY HEAR, not what they think the missing word is.

Girl! Girl! Girl! Girl!
You're go-/na/ set me on fire
My brain /niz/ flaming
I don't know which way /da/ go

Next have students identify the words that these odd syllables represent. This can be done cooperatively or solo

depending on time constraints. Group work can also lead naturally into a discussion of stress timing, contractions and linking at some point depending on the level. By incorporating this approach into a regular lesson plan, discussion becomes moot as music has the power to make the point at an unconscious level. Students pick up on the /roolz/ right away.

Another approach is to take the targets out of context and have students first predict then put them back by marking location as they listen.

Girl! Girl! Girl! Girl!
to | You're going set me on fire
is | My brain flaming
to | I don't know which way go

One further variation: First of all, mix up the word order in each line. Working with peers, cooperatively descramble then listen and check. Debrief with the full class in focus.

This kind of thing can be rolled out at the beginning of the lesson to transition audio focus from L1 to L2. That is, as a warm up. One other advantage is that the perennially tardy will suddenly start showing up on time. The real payoff, however, is that you get to hear the King proclaim over and over that he's a hunka hunka burnin' love. And who can argue with that?

Brian Grover divides his time between **Speekeezy Publication Workshop** in Vancouver and the English Education Department of **Andong National University**

in South Korea. Grover is designer of the ELTon-nominated classroom game *Truth or Dare for English Language Learners* and author of the first ever "multi-touch" iBook for ELT, *Catalyst: A Conversation Taskbook for English Language Learners*. Grover can be reached through <http://www.speekeezy.ca/> or you can tweet this twit @SpeekeezyDotCa.



Tips for Teaching Verbs

by Mary Meyers

Steven Pinker may look like a rock star but he is actually a linguistics explorer. In an interview (discovermagazine.com/2007/sep), Pinker said, “I spent 20 years doing research on verbs because it seemed to me that they tapped into fundamental human concepts and cognitive framing - in other words, the stuff of thought.” Indeed, verb knowledge, or the lack of it, can affect language acquisition at any age. In this article, I want to share with you some of the activities I’ve tried for different needs.

A) An SK teacher was eager to try out the many ideas and activities that we discussed for her Korean student who knew no English. At the end of the year, a brief assessment indicated that the little girl had learned basic English, but she was unable to point to or voice many simple pictures of verb actions, even with prompting. These suggestions work for all newcomers.

1. **Directed Teaching** - Make a big book of verbs. Students ought to work in groups of 3 or 4, and glue large, magazine pictures illustrating a verb onto regular construction paper. Bind the book and include at least one picture from each student. Read it to the whole class several times, and then have a language buddy read it with ELLs. If possible, have students say the verb in their own language. Use the Audio-Lingual approach (see, hear and say) plus patterned verb phrases.

2. **Focus on One** – a technique to build involvement and to elicit response from a particular student. Look directly at the child, say a command and try for a response. Example: Do you want to (pause) read a book, draw a picture, or build with the blocks?

3. **Teach it Twice** – well actually more than twice with reviews. Introduce ‘gym’ verbs, ‘library’ verbs or ‘trip’ verbs before the class goes to each place. Keep up the Directed-

Teaching on new verbs for any new topic such as seasons, outdoor activities/curriculum.

4. **Acquire Little Readers with Patterned, Repetitive Sentences** - I can ride a horse, I can ride in a car, a train, a bus, a motorcycle, etc.

B) When I worked as an in-class ESL co-teacher of grade five and six students, my classroom teacher-partner and I concentrated on the skill of irregular past tense verbs because it was a common error in his students’ written work. Student results on our simple pre-test (with prompts) were abysmal, so we started direct, explicit teaching and activities to address that specific skill. Lesson activities included:

1. **Whole class correction** of the pre-test using those past tenses in contexts

2. **Making a Big Book** from student artwork to show an action before and after

e.g., drink – drank, drive – drove, grow – grew, etc.

3. **Worksheet Activities Using Patterned Spelling** in irregular past tense forms

for example:

grew, blew, threw, drew, knew and flew

thought, bought, fought, caught

lost, cost, sold, forgot, drove, wrote, spoke, broke, woke, rode

4. **MadLib Style Worksheets** – short stories where students fill in the verb blanks

5. **Spelling Lists**

“Verb knowledge, or lack of it, can affect language acquisition at any age”

C) With greater maturation and accumulated skills, junior grade students naturally work with more cognitively challenging verbs used in content instruction, texts and tests. Cognitive Academic Language Learning/CALL includes instruction of 'concept' and 'cognition' verbs to prepare ELLs for success in 'Academic Literacy' as required in higher grades. Some ideas for teaching 'concept' verbs are as follows:

1. **Teach a specific concept verb** and elicit general responses so students can practise what they have to 'do', plus they'll hear lots of answers and explanations using longer discourse. i.e., classify, predict, provide proof, assess, infer, discuss

2. **Teach, and process an English Function verb** and its related vocabulary.

e.g., Function: Compare

Related vocabulary: both, however, on the other hand, but, although, etc.

Topics: track and field, a curriculum topic, a beach and a park, restaurants

3. **List verbs and their related nouns.** Mark the stressed syllables. This activity can also be used to review suffixes.

discuss – discussion	identify – identification
summarize – summary	

state – statement	decide – decision
explain – explanation	

argue – argument	compare – comparison
achieve – achievement	

create – creation	arrange – arrangement
evolve – evolution	

4. **List verbs and their same spelling nouns.**

e.g., list (verb) – list (noun)

a. List the reasons why . . . b. Make a list of . . .

survey – survey	support – support	plot – plot
record – record		

Mary is a Canadian TESL educator, researcher, writer and materials developer for her own company, Mainstreams Publications. Her 'verb' books include – *The Stickman Reader, Primary Verbs, In Our Classrooms;*

Past Tense Verbs, Curriculum Speak; Developing English for Academic Literacy and Talk and Learn.



TEAL NEWS

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Mini Lessons as a Teaching Strategy

by Suzanna Fawkes

A mini lesson can be used within a full lesson when teachers want to draw students' attention to a specific problem/issue, which is not related to the topic, or teach a specific skill. Usually it is an impromptu lesson on a grammar point or cultural note. However, it can be any topic. Although often being triggered by a certain situation, a mini lesson can also be planned. The two examples of a mini lesson illustrate how a variety of topics can be covered within 10-15 minutes.

Lesson Plan for a Mini-Lesson on Possessives

Group Profile: Level 1 or beginners as well as low intermediate ESL learners.

Lesson Length: 10-12 minutes.

Learning and Achievement Objectives: To draw SS's attention to possessives

Rationale: Students love bringing their family photos to class. When a student shows in the very beginning of the class his/her family picture, I begin asking WH-questions, such as: Who is this? Who are these people? Whose house is this? Who is this baby? The student has to answer the questions, using possessives. Students normally use "my" and "your" correctly, but usually have problems with possessive nouns with apostrophe and possessive adjectives *his, her, their, our*. This can be either introduced or reviewed in a mini-lesson on possessives.

PHASE	Minutes 10	DESCRIPTION	Grouping
INTRO	1	Draw SS's attention to the family photo. With a planned lesson, ask SS to bring to class their photos.	Whole class
MAIN	8	<p>Ask the S, using WH question, who are the people on the photo. After each answer, change the sentence, using third form pronoun and possessive nouns with apostrophe. For example:</p> <p>S: This is my husband T: This is her husband T: This is Mey's husband</p> <p>Put on the left board: <i>she – her</i>, and on the right board: <i>May – May's</i> (if there is only one board in the classroom, divide it into two parts). When the S makes an error, correct her/him, using recast and emphasizing the correct form:</p> <p>T: Whose baby is this? S: This is my son daughter T: This is your son's daughter T: This is his daughter T: This is Mey's granddaughter</p>	Ask one S, but draw attention of the whole class



PHASE	Minutes	DESCRIPTION	Grouping
	10	<p>Put on the left board: he – his, and on the right board: son – son’s.</p> <p>Ask question/s related to plural forms: T: Who are these people? S: They are our children. (if S cannot produce the form <i>our</i>, help her/him with this form) T: These are May and her husband, and these are their children - May’s and her husband’s children.</p> <p>Emphasize the possessives. Put on the left board: <i>we – our; they - their</i>, and on the right board: <i>husband – husband’s</i>.</p> <p>Thus, the picture on your left board/side will look as follows:</p> <p>she her he his we our they their</p> <p>Add I my you your on the top. So you will have all the possessive adjectives except for <i>it- its</i>. This one can be learned later.</p> <p>Pointing to persons, say I – my, you – your, etc. Then draw SS’s attention to the right board and to the use of apostrophe with nouns.</p> <p>May – May’s Son – son’s Husband – husband’s</p>	
CLOSE	1	<p>To close, point to a male S, and say first: He – his book</p> <p>Then use the S’s name: Eric – Eric’s book</p> <p>Then point to a female S. She – her pen Anna – Anna’s pen</p> <p>Then have SS practice a couple of times: you point to a male and female SS and have everybody use the possessive forms.</p>	Whole class
Materials I need		Board, Document Camera, or OHP	
Questions I want to ask		WH-questions such as: Who is this? Who are these people? Whose house is this? Who is this baby?	

Comments: This is a good quick way to introduce or review possessives. The teacher can pretend to be confused about the relationships and ask such questions as, Is this your husband?, pointing to the son, or Is this your baby?, pointing to the grandchild, holding the picture, so everybody can see it (or using a Document Camera). Usually the students laugh, and the student whose photo is being used tries to give the correct answer.

The teacher can ask everybody to bring their family photos to the next class, and have them work in pairs or in groups, practicing possessives.

If the mini-lesson is planned, the students have their family photos with them. If it is an impromptu lesson, the teacher asks the students if anybody has a family photo with him/her. If no one does, the teacher can use his/her photo. Of course it can be just a picture from a textbook or a magazine, but as a rule, the more personal the content of the lesson is the better students are engaged. Grammar forms taught in a context closely related to students' life make more sense to them, so are easier to acquire.



Susanna Fawkes is an ESL instructor at Thompson Rivers University. She has taught language for over 16 years overseas and in Canada. She also worked as an ELSA instructor and Program Coordinator.

Susanna earned her MA in Applied Linguistics (ESL Pedagogy) at UMASS Boston.



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Little is known about how English as an Additional Language instructors in British Columbia understand their experiences in their current teaching contexts.

If you are an EAL instructor currently teaching in BC, and can spare 10 minutes of your time, you are invited to participate in a study about this topic by completing a secure, anonymous, online survey at:

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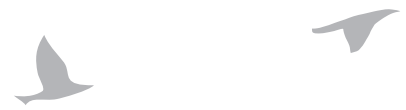
Or please contact Fiona Shaw with any questions at fshaw@sfu.ca

This research will help us to know more about EAL teaching in BC, how instructors make sense of these experiences in real teaching contexts, and how to support good practice in the future.

Thank you in advance for your interest in my research,

Fiona Shaw

This study has been reviewed by, and received ethics approval from, the Office of Research Ethics, Simon Fraser University. Please contact Fiona Shaw, Faculty of Education, at fshaw@sfu.ca with any questions or inquiries about this study.



ESLTUBE.ORG

A New Website for ESL Teachers and Learners

by J. Massalski

Using video in the classroom can greatly enrich students' learning experience and having access to online video services such as YouTube or Vimeo can be an invaluable teaching resource. However, the incredibly vast amount of available online video material can be overwhelming. After all, not all YouTube videos are useful, or suitable for ESL instruction, and finding just the right clip can take up a lot of valuable time we teachers simply do not have. It is for these precise reasons that I have recently developed a new website for ESL teachers and learners called ESL Tube.

In a nutshell, ESL Tube is a free, user-driven categorized collection of videos teachers can use either as an in-class resource, or as a tool for assigning homework. Videos are placed in categories such as Listening, Grammar, Test Preparation, For Teachers, or Humour, and are tagged with content-specific keywords making them easy to find.

In addition to viewing the videos, ESL Tube allows individual users to contribute to the existing database of materials by submitting links to their own video clips, or to any other videos found online. This can be accomplished by filling out a simple submission form.

Another convenient ESL Tube feature allows users to discuss each video by posting comments. This feature is particularly useful when assigning videos as homework. Being able to share their own opinions in this informal manner empowers learners to communicate with a much wider audience than just their teachers and peers. As a result of assigning weekly video journals to my lower level students this past semester, I was able to witness many of them become more confident about their learning. In many cases, my initially shy and reserved students started to quickly express interest in showing off their written comments on a big screen and in reading comments of their classmates. This simple activity has unintentionally turned the class into a community of writers.

One more notable ESL Tube feature is the ability to "like" individual videos. This does not only make voting for

popular videos possible, but more importantly, it also allows the user to compile an individual list of favourite videos which can then be easily accessed on the "My Likes" page for future viewing. This feature is particularly useful for teachers who may want to make a collection of videos they show in class often.

To sum up, if you already use short video clips in your classes or would like to start but at the same time find YouTube to be too vast and distracting to navigate with ease, ESL Tube is sure to assist you by providing you with suitable classroom video material right out of the box. Moreover, the website offers an excellent virtual stage upon which you can showcase videos of your own authorship, or share any other helpful video resources available online. Finally, by directing your students to ESL Tube, you will be able to engage them as learners and communicators more fully.

In order to improve the ESL Tube user experience, I welcome your comments and suggestions. Please feel free to contact me either by email at jmassalski@tru.ca or via the website's contact form.



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The Path to Becoming a Director of Studies

by Michelle Ronback, Alex Inglis, Dave Cunningham

International English language schools offer the bulk of employment for many in the ESL field. Language Instructor, Activity Director, and Home Stay Coordinator are just a few of the positions one can hold in this kind of setting. Making this setting attractive is the movement offered to those teachers who desire curriculum development or administrative experience. The international ESL school offers a chance for movement not often available in the traditional immigrant language service or post-secondary setting. Yet for those who wish to move into administration and become a Director of Studies (DOS) the path to do so is not always clear. Recently three local Directors of Studies gathered to compare notes: Alex Inglis of ILAC; Michelle Ronback of PLI/Kaplan and David Cunningham of VGC sat down to answer the questions they are often asked.

Qw: What should a DOS know to be able to do the job? What training should they have?

Alex I think to be a DOS you need some teaching experience, so you are aware of what goes on in class. You need to be aware of what teachers go through on a daily basis and be able to put yourself in their shoes.

Michelle: Yes, Experience as an ESL teacher and as a second language learner are both important to being an empathetic DOS. Also, experience living abroad can help you better relate to what your students are experiencing.

Dave: I agree, you need to know how to teach/be a good teacher, why other teachers teach differently (and often more effectively) than you do and then how to train others

Alex- A good DOS also needs good communication, social, and organizational skills. This means they should already have some administrative and management experience. You need this experience to manage people and scheduling. One way to get this experience is to get curriculum and teacher training experience in addition to

adding to your basic teacher training—consider TESOL, DELTA, or Master's level completion. Any administrative, management and leadership courses will also help.

Michelle: To me, communication is key. A DOS should know how to truly listen. Staff and students need to know that you are taking in what they are saying. Make yourself available at the front lines and not on an ivory pedestal. You are also going to have to deal with and follow up on all types of feedback (from reasonable, to unreasonable to ridiculous). It's important not to take things personally. Create an inclusive environment where the teachers feel both appreciated and respected. Do this by listening to their

suggestions, providing feedback and acting upon suggestions that you feel would benefit the school. Recognize their input and their strengths. Support them in their weak areas.

With respect to training—I'm a big fan of hands on training—you can't know a job until you do a job. TESL training, while necessary, only takes you to a certain point. Volunteering for non-profit ESL programs can give you a sense of how things are run and the organization and patience

required in an ESL school before you make a decision to move into this type of position. Having experience with curriculum development also proves very useful.

Dave: I too think how to listen is really important. You need to have the courage to communicate—if there is tension with a co-worker, you need to be brave and have confidence that you will be able to work things out—trust in your goodness. Regarding training . . . well, be prepared to have little or no training provided to you. If there is no training provided, make arrangements to talk to all the key people in the various departments and interview them—this shows great initiative, allows you to meet all the team members and also helps you build good relationships with your co-workers. (Everyone always likes to be the expert!)

**“Communication
is key. A DOS
should know how
to truly listen.”**



What are three things NOT to do?

Alex

Never:

1. Take the attitude that it's your way or the highway.
2. Micro-manage staff and not give them opportunity for independent growth. Not trust your staff.
3. Make unilateral decisions without consultation or feedback.

Michelle

1. Don't think you have an answer for everything—ask for support if you need it.
2. Never base judgment solely on student feedback. Talk to your teachers.
3. Don't think you can make everyone happy all the time and I think this is equally important so am giving four things—be careful not to fall into the pit of cultural assumptions and stereotypes—this is very easy to do in international education.

Dave

For me the main things not to do are to overpromise (set a timeline and then add a month or so as a buffer for change) and to fail to plan (do regular schedules).

What are the three hardest things about the job?

Alex

I'd say the hardest thing is giving feedback or criticism, as it may not come across correctly.

Dave

1. Initially, some people find it difficult to support the fact that this is a for profit education industry but you must accept this.
2. Dealing with staffing and layoffs in high and low enrolment seasons is challenging. It's tough letting go of great teachers and hard to find them in high season.
3. You must effectively deal with a wide variety of expectations of what a (school/teacher/class) should be. Supervisors, marketers, teachers, students, agents and parents may all have different perspectives on what is the right way to do things or what should be a priority. They might all want different things at the same time.

Dave

1. saying 'no' (often this happens in the beginning, because we don't have a clear idea of what we DO want and others can sense this and will try to 'help')
2. predicting student #s (this comes with time) and
3. letting people go. This is never easy, but it is better for all concerned when you have to do all you can to make things work

What are the three best things about the job?

Alex

Hands down, I'd say seeing new teachers grow and become better at their job is one of the best things; scheduling and problem solving; being the go to person, someone teachers can look up to...being a leader. Making decisions that will better outcomes for students and teachers...all of these are great things about this job.

Michelle

1. I love when I witness that shy student who arrived with poor English skills transform into a confident English speaker ready to take on the world. It's the best!
2. Having students come to tell me they got accepted to that university / got that job etc. I loved this as a teacher and it still makes me feel great to see their look of pride and achievement.
3. Experiencing an amazing variety of cultures and constantly learning new things from them. I love to learn from the teachers as well!

Dave

1. Realizing I can do a lot more than I thought I could.
2. Knowing that you can make a difference in how ESL education is delivered—we CAN innovate and empower our teachers to explore new avenues of teaching and we CAN help students discover more about themselves.
3. Feeling connected by bringing people together.

If you could say one thing to someone who wants to be a DOS, what would it be?

Alex

I'd say listen to your staff and teachers. Get their feedback. Our greatest resource and input comes from

them. Their wealth of knowledge needs to be tapped and there is a lot we can take from them. It is a team sport and we need everyone's input and hard work to win.

Michelle

This job is not for everyone. It is a massive shift to go from teacher to manager/director. Think carefully about why you want to take on this position and research the industry, and the company, very well.

Dave

I agree that this job is not for everyone. I think the thing I learned the fastest was that I had to plan for possible but unexpected circumstances. (You should create a list of all your teachers and ask yourself -- what would I do if he/she won the lottery and never came back to work?)

Michelle Ronback

With language and culture being two great passions in her life, International Education was the logical choice for Michelle Ronback. She has been fortunate enough to have experienced most facets of this industry, from teaching to curriculum development, to marketing and management, over the last 20+ years.



Michelle's career path first started in Montreal, where she developed a language program for a centre for immigrants and refugees. This gave her an opportunity to see first-hand the challenges and dreams of people coming to Canada. Work has taken her as far as India and China but she now makes Vancouver her home and she considers herself lucky to work in such a culturally rich environment.

Alex Inglis

Alex graduated from the University of British Columbia with a B.A. in History and International Relations.



He also holds a M.Sc. in International and Comparative Education from the University of Oxford. He has taught English in Vancouver, Uganda, and the United Kingdom. Alex is currently working on his Cambridge DELTA Diploma, which he plans to complete in the coming year. He has been working with ILAC Vancouver since 2008 as an administrator and teacher, but will be leaving this June to travel and teach in South America.

David Cunningham

David Cunningham graduated from Queen's University, majoring in Communications. Following a two year stint in Japan, where he served as an ESL instructor and trainer, he moved to Toronto, where he taught the TESL program at Hansa Language College. In 2005, David and his wife moved to Vancouver to establish the Vancouver branch of a major ESL school, helping it to grow from fifty students to well over one thousand over the next seven years. While working in various academic roles, he has also enjoyed setting up student-centered activities, ranging from conversation clubs to school musical productions. Currently, David is in the process of finishing his Cambridge Delta qualifications.



BC TEAL President's Report

Submitted by Shawna Williams

After Michael Galli's unprecedented five years as the BC TEAL President, I stepped into the role knowing that there were some big shoes to fill. We also started the year with a large board of directors with many chairing new committees. The past few years has seen TEAL undertake a number of new and ambitious initiatives, and it has been my intention for the past year to see that TEAL is able to sustain these initiatives.

Highlights for the past year include the following:

- Represented BC TEAL at the TESL Canada Annual Conference co-hosted by BC TEAL at Thompson Rivers University in Kamloops.
- Represented BC TEAL at the Vancouver Island Regional Conference hosted at the English Language Centre at the University of Victoria.
- Represented BC TEAL at the ORTESOL Conference in Portland, Oregon.
- Chaired the sponsorship committee for the 2013 Annual BC TEAL Conference, resulting in generous contributions from publishers and institutions (see the website and conference book for a list of sponsors).
- Liaised with Kwantlen Polytechnic University to host the 2014 Annual Professional Development Conference and the English Language Institute at the University of British Columbia to host the 2015 event.
- Connected with other institutions in British Columbia to potential hosts for future professional development events.
- Helped to organize the second annual Sponsor Teacher Appreciation Event, with co-hosting with Douglas College, Vancouver Community College, Trinity Western University, and Immigrant Services Society of British Columbia.
- Connected with sister organizations in Washington and Oregon state as well as TESL Canada affiliates to encourage cross-association involvement.

My sincere thanks are extended to the members of the BC TEAL board of directors, some of whom are stepping down and others who will continue in their posts, for their hard work and dedication. Through their work and our members engagement, we can ensure that BC TEAL offers ongoing professional development opportunities as well as strives to continually develop the professionalism of teaching English as an Additional Language.



1st Vice-President/Chair Policy & Action Advisory Report

Submitted by Joe Dobson

After a hiatus of several years, the PAAC committee began reconvened and began meeting and planning for future initiatives this past year.

The committee drafted and adopted guidelines in regard to member consultation and work to advocate on behalf of members and the profession in BC and Canada. It was decided that a first step in this reinvigoration of the committee would be to develop position statements that would be presented for adoption at the BC TEAL AGM each year. A copy of the process and overview of the purpose and process the committee will follow is provided at the bottom of this report.

Accomplishments:

Website presence

<http://www.bctéal.org/about/policy-and-action-advisory-committee/>

BC TEAL Group

<https://www.bctéal.org/groups/policy-and-action-advisory-committee/>

Position Statements

Based on feedback and discussions in the committee, position statements will be brought forward to the AGM. Position statements which are ratified at the AGM will be posted on the BC TEAL website.

Conference presentation

PAAC presentation/ panel discussion to inform the TEAL membership of the PAAC's mission, and for discussion and input on future issues of relevance to the profession.

Future plans:

- Expand and recruit members to reflect the diversity of the BC TEAL membership.
- Survey members to get further direction and feedback from the TEAL membership on issues of importance.
- Continue soliciting member comments and feedback on the PAAC group page and via email.
- Each year, to present a small number of position statements to the AGM for ratification

Copied from the BC TEAL PAAC webpage

Policy and Action Advisory Committee

The Policy and Action Advisory Committee plays a role in advancing our profession through advocacy. The [BC TEAL mission statement](#) reads in part:

“B.C. TEAL is an advocate on behalf of teachers and learners of English as an additional language in British Columbia.

B.C. TEAL represents the profession of teaching English as an additional language in the development of policy at all levels of government.”

The PAAC works on behalf of BC TEAL in achieving these goals. Issues of advocacy need to come from the roots of the association's membership. BC TEAL advocates on a wide range of issues related to the field of Teaching English as a Second or Additional Language in our province. Position statements passed at the annual general meetings of the membership are not official policy of the association.

This part of the website archives resolutions passed at the annual business meetings of the membership (beginning in 2013). The committee will follow this procedure.

Step 1: Get feedback from membership on key issues through emails, surveys and other ways.

Step 2: The Committee convenes to discuss the issues brought forward by the membership and each year develops position statements based on these to bring forward.

Step 3: The Committee reports on recommended position statements to the BC TEAL board.

Step 4: The position statements are presented and voted on at the TEAL AGM. All position statements which are passed will be archived on the Association's website.

Members:

Joe Dobson (Chair), Thompson Rivers University
Shawna Williams, ELSA-Net
Michael Galli, BCIT
Karen Rauser, University of British Columbia – Okanagan

2nd Vice-President/Co-chair Conference Cttee

Submitted by Laura Blumenthall & Janice G T Penner

BC TEAL's 45th Annual Conference at Douglas College's New Westminster Campus

Theme: Brain-Compatible Language Learning

Conference Co-Chairs: Janice GT Penner & Laura Blumenthal

New this year at the conference:

- All time slots are the same length - 45 minutes - and presenters could request to present in two of these back to back.
- Aerobic Haptics (pronunciation teaching-related physical exercise to break up the day)

- So? Now What? PD Reflection Options booklet given to participants
- DC faculty invited to plenaries as a way to thank the department for funding
- Publicity committee – getting coupons and Silent Auction items for TCF
- AGM before the Wine & Cheese event
- Layar augmented reality incorporated into the conference poster

Other new initiatives:

- Major changes in format of the Conference Booklet: Organized chronologically with all presenter data in one place so that participants do not have to keep flipping back and forth - more brain compatible!
- Website: Revamped the proposal submission and registration forms with several future years in mind
- Host institution paid for poster and conference booklet printing (in kind sponsorship)
- The conference planning team comes from 12 different affiliations, not just the host institution

Stats as of 5:00 on Friday April 12th:

- Friday: 258 Participants (120 Friday only + 138 Full Conference)
- Saturday: 189 Participants (51 Saturday only + 138 Full Conference)
- 309 total registrants
- 11 concurrent sessions on Friday in 3 time slots; 10 in each of 3 time slots on Saturday
- 76 Presenters, not counting the plenaries and invited speakers
- 56 Presentations, including 5 posters
- 21 Publishers/Exhibitors

BC TEAL Secretary & Membership

Submitted by Sheila Mattila

It has been my pleasure to serve in the position of Secretary and Membership Chair for the past year, a roll which has included handling the administrative responsibilities of a signing officer and working for the membership of BC TEAL.

During this time, individual membership has grown by nearly 20% from 700 to 830 members, and institutional membership has grown by over 25% from 20 to 27 members. This growth is due in part to this year's website, social media, marketing and professional development activities, and these increases have created additional revenue for BC TEAL.

The goals going forward are to continue to increase the number of members in all categories and to continue to expand the benefits that are available to BC TEAL members.

Past President/TESL Canada

Submitted by Michael Galli

1. Chair of BC TEAL Nominations Committee

I have concluded the Nominations Committee process, receiving final nominations for all

positions on the Board of Directors before the March 22, 2012 deadline.

Single nominations have been received for all Directors positions, so no competition will be

required at the AGM.

2. BC Provincial Representative to TESL Canada

I have fulfilled the liaison function of BC Provincial Representative to the national organization TESL Canada (via teleconferences and email correspondence) to:

receive any information pertinent to BC TEAL,

provide TESL Canada with reports of developments in BC TEAL;

participate in TESL Canada committees (e.g. TCEF, Settlement Language National Network Steering Committee).

I will attend the TESL Canada AGM, scheduled for May 3 – 4 in Calgary, Alberta.

Co-chairs PD Cttee Report

Submitted by Susan Peake & Rebecca Kullman

1. Thompson Rivers University in Kamloops hosted the TESL Canada Conference in October, 2012. Therefore, we did not hold a Fall Interior Regional conference or a Vancouver conference.

2. 2013 Spring Island Conference, Vancouver Island University, Nanaimo

- Date: Saturday, Feb. 16, 2013
- Theme: Bringing Theory to Life: Ideas in Practice
- Approximately 70 registered participants
- 30 student volunteers
- Plenary Speaker: Li-Shih Huang

Other events included:

- Co-hosting a Sponsor Teacher Appreciation Night on March 1st along with

- Representing BC TEAL at the UVic Applied Linguistics Fair, February 15, 2013.

Future events:

- Fall Interior Conference in October - we are currently communicating with Ki-low-na ELSA and hoping for a confirmation soon.
- Vancouver Regional Conference in November – we have EF confirmed pending a look at the venue.

Chair Special Interest Groups Website

Submitted by David Munro

Special Interest Groups

TEAL Special Interest Groups (SIGs) were originally established as a means for members to connect with other ESL professionals and discuss topics of mutual interest. They also provided a way for members to become more involved with the organization, and to keep momentum going between conferences. Members would agree on time and location of meetings, and would (ideally) move toward presenting a summary of their discussions at venues such as the Hot Topics Breakfast at the annual Conference.

Since the launch of the new BC TEAL website in 2011, many of the goals and objectives of the SIGs were subsumed by the online discussion groups on the site. The result was that while on one hand the existing, “formal” SIGs petered out, on the other, they also evolved into a vibrant and diverse range of online discussion communities.

There are currently 29 discussion groups on the BC TEAL website, 17 of which fit the description of a SIG (although only 3 actually use the term SIG in the name). Therefore it seems reasonable to conclude that the online groups, particularly the Teacher Inquiry Groups, will continue to evolve and take over the role previously fulfilled by the SIGs.

Website

Since the launch of the new BC TEAL website in October 2011, usage has steadily grown, and it has become a very important way for members to keep informed and connected. The Community area in particular, with its proliferation of discussion groups, has proved to be an invaluable tool for members to connect and discuss a wide range of topics and areas of interest.

As the website emerged in importance over the past year, so too have the demands placed upon it. Inevitably this means an increase in the number of updates and modifications that need to be made, ranging from fairly substantial work, such as upgrading the online registration forms on the Conference page, to much smaller items such as uploading new photos or

changing the wording on the page. It is expected that BC TEAL will be able to take on more of the smaller items and manage them on its own through the Website Committee in future, in order to make management of the website more cost-effective.

The budget for the website is \$10,000, with \$2412.50 having been spent as of March. Web hosting and security is budgeted at \$2590.00, with \$0.00 having been spent.

Once again, we would like to remind members that this is YOUR website, so you are welcome, and encouraged, to take full advantage of the Community and Group areas. If you have an idea for a new Group that you'd like to see on the website, please post it in the Website Group. Finally, I would like to thank the Board for the opportunity to be of service over the past five months, and I wish every success to the next Website Director.

Writing Contest Report

Submitted by Jennifer Walsh Marr

In all, we received 51 entries for the 5th annual Writing Contest: 47 EAL writers, 4 instructors. There were many individual entries and also multiple (en masse) submissions from the Delta School District and Douglas College, indicating some programs/teachers included the contest in their lessons.

Soliciting judges was a bit of a challenge, as everyone is busy. The timing of the contest near the conference further squeezed everyone's availability. Some board members and colleagues of mine (and their grad school classmates (all experienced teachers)) did the judging. Judges have been thanked by name on the TEAL website to recognize their efforts, and I've filed their contact information for next year's contest. I did send out requests to the Delta School District and Douglas College to provide judges, but received no response. Next year, this request might be made at the start of the contest.

The judging rubric was slightly modified this year, and a spreadsheet was created to code writer entries to keep them anonymous. Judges received a blank rubric and a batch (5-10) of entries identified only by number and CLB level (where available). Judges completed a judging rubric for each coded entry, and I compiled the scores on the spreadsheet. Several entries did not indicate their CLB level, and we later realized our winning entry in the CLB 7-8 category was in a level 4 class. The judge's comment on the runner up rubric indicated suspicion of instructor/NSE editing, so the initial winning entry stood.

For future contests, the topic or writing prompt in the

Instructor Category could be varied year to year, or tailored to reflect a particular discussion point in the profession. Although the contest is no longer tied to the conference, we might consider extending the theme of the conference to the writing contest (at least for the instructor category).

Winning entries have been forwarded to the newsletter editor, and Sandra confirmed contact information with the winners to send off the Chapters gift certificates.

The number of submissions indicates this is a popular contest. In future, I think we could solicit more volunteer support for judging from various institutions, as well as the winning instructor entry.

Chair Marketing Cttee Report

Submitted by Yalda Ahmadvand

It has been my pleasure to serve in the role of Marketing Chair for the past year. My role has included:

- Preparation of power point presentation to demonstrate benefits of joining BC TEAL
- Ongoing efforts to increase visibility of TEAL, and increase membership
- Ongoing effort to establish EAL Week with five days of EAL activities:
 1. Regional Conference / Vancouver
 2. Writing Contest Awards
 3. Volunteer Appreciation
 4. EAL Students Activities
 5. Welcome to the Profession Night
- Ongoing efforts to communicate with designers regarding TEAL Marketing materials
- Ongoing efforts to expand the benefits that are available to BC TEAL members

Editor TEAL Newsletter Report

Submitted by Chris-Anne Stumpf

Newsletter Editor, Carin Moolman stepped aside as newsletter editor for personal reasons at the end of 2012. Chris-Anne Stumpf stepped in to take over.

The 2012 Winter newsletter was published late to accommodate the October TESL Canada Conference held in October at TRU in Kamloops.

The 2013 Spring newsletter is expected to be published in May after the 2013 BC TEAL conference. The newsletter will include a conference report and the AGM reports. The theme

is mentoring.

At Shawna's suggestion, a TEAL news online group is being planned.

Co-chairs Teacher Inquiry Group

Submitted by Amea Wilbur & August Avram

We had the creation of two new Teacher Inquiry Groups this year.

In the fall of 2012 Jo-Ann Dykstra, Patty Castrillon, and Zorica Milovanovic were recipients of one of the annual awards to support their work into Portfolio Assessment in ELSA.

As well, a Teacher Inquiry Group has been created that focuses on social justice issues.

Future goals:

- To establish a stronger presence online through BC TEAL.
- To establish partnership with the Universities and Colleges in the province to support Teacher Inquiry.

Chair Social Media Report

Submitted by Amea Wilbur & August Avram

Facebook

This year a BCTEAL Facebook page was set up for members and other interested parties to share information on upcoming BCTEAL events. www.facebook.com/bctéal.org As of April 7, 2013 the page

has 102 likes. It is currently attached to a Board member's Facebook account. In the near future, the page will be set up on its own and members will be invited to 'like' the new page.

Twitter

A Twitter account has also been set up for BCTEAL this year. The Board is hoping that Twitter will be helpful during the TEAL conferences. As of April 9, the account has 175 followers.

Regional Representatives Coordinator Report

Submitted by Karen Densky

This has been a slow year for the Regional Rep initiative for a variety of reasons. Due to my time commitment as co-chair of the TESL Canada conference, I was unable to provide as much support/encouragement to the Regional Reps as I would

have liked. Also, the TESL Canada conference provided a huge professional development opportunity for regional members who didn't have to travel to the Lower Mainland.

Another challenge was the implementation of the new website. On one hand, the website provides an excellent platform to form regional groups and communicate with members. Unfortunately there seemed to be some technical issues regarding inviting members to join the groups. Hopefully this will be worked out in the near future. The main stumbling block seems to be communicating with the regional members.

On a positive note, every region has a rep, and funding from BC TEAL for regional activities is in place. Each rep was provided with a list of their members in order to invite them to join their group on the website.

Future action:

1. Recruit a rep from the Kootenays.
2. Plan a conference call with all reps to discuss possibilities.
3. Commit to one regional activity per region for the upcoming year.

I am excited to pass the reigns of this important initiative to Karen Rauser to coordinate, and I will fill the role of the Regional Rep for the Interior.

