



TEAL NEWS

ASSOCIATION OF BC TEACHERS OF ENGLISH AS AN ADDITIONAL LANGUAGE FALL 2008



traveling with TEAL

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Three faces of TEAL: Liet Hellwig, Pat Wakefield, and Ken Reeder listening attentively during the plenary panel at the BC TEAL Conference, April 2008.

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

Contributors

We welcome articles of general interest to associated members. All material is submitted to the editorial board before being approved for publication. Copy may be edited for length, style and/or clarity without prior notice to authors. Please be aware that submissions may be reprinted. Copy should be submitted directly to the editor as an email attachment. Advertising material and inserts must be submitted in JPEG or PDF formats. For information on advertising rates, contact the Advertising Manager or the BC TEAL office.



BC TEAL
ASSOCIATION OF BC TEACHERS OF ENGLISH AS AN
ADDITIONAL LANGUAGE

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The Teaching Teeter-Totter:

The Importance of Finding Balance and Harmony in the Workplace

Message from the President

Dear Colleagues,

I hope the fall term has started off well for everyone. The Board of BC TEAL is preparing for another year of professional development and advocacy, which will build on last year's energy and focus. It seems clear that there is, within our ranks, increasing interest in the sharing that is professional development. This demonstrates the overall health and vitality of the practitioners within our profession. We care about our work; we care about our students; we share our knowledge and challenge ourselves to become better at what we do. It is a powerful statement of commitment when we stay current, continuously update and develop our knowledge and skill base, and take the opportunities to present to colleagues. It clearly indicates that we are not stagnating or taking for granted our professional designation. This is an important aspect that establishes one as a professional in her/his field.

I hope you were able to make it out to one of our professional development events this fall; Thompson Rivers University (TRU), held on Oct. 4, and Capilano University (Cap U), on Oct. 25. Both were excellent in their own right. The TEAL Sessions were superbly organized by the dedicated people at TRU and Cap

U, as well as the BC TEAL Professional Development Chairs and their Committees. Our next Sessions will be in the winter/spring on Vancouver Island. This will be followed by the BC TEAL 41st Conference, to be held this year at UBC's English Language Institute. We are anticipating an exciting event to match last year's – look for details in upcoming messages from the TEAL office.

I wish you all the very best in rising to the many challenges you face in your daily work. There are so many tasks required to maintain our classes and schools, and work is generally busy. I do hope that you are able to find balance between this and your out-of-work lives. That is obviously just as important as achieving

harmony in the workplace. Doing so is a difficult task that is sometimes difficult to achieve, given the many stressors we face on a daily basis. These are inevitable in our line of work; they will always be there. What is important is how we face these problems. BC TEAL connects us in a professional network that should be fully utilized for its power to connect – this is the power of "Association". TEAL is your link to colleagues and peers, and provides a real, as well as a virtual meeting place. I hope that each of you truly feel a part of your professional association, whether you participate on the TEAL Executive, on a committee, or in the PD events we organize. Any connection you make to your peers is a step toward giving or receiving sup-



port. There is no such thing as independence in a profession. We are co-dependent because we learn from each other. Through research or practice, we discover better methodologies, which drive theories and approaches in new directions. This profession we have chosen is alive and well, and your part in it is as important as any other's. I hope you will come out and share that knowledge and perspective with your peers and come away more knowledgeable and proud to be a member of such a respectable profession.

Michael Galli



Michael Galli
President – BC TEAL



BC TEAL **41st Annual Conference** The Theory Practice Cycle

Perspectives on English Language Teaching



We are excited to announce that the 2009 BC TEAL conference will be held May 7th – 9th at the English Language Institute on the Point Grey campus of the University of British Columbia.

We hope you will make plans to join your colleagues from across the province to take in this stimulating professional development opportunity. Keep up to date on conference events and changes by visiting our website at www.bcteal.org.

The Call for Presentations will be available for download from the TEAL website in early November, and if you are interested in participating on the Conference Planning Committee, please contact the TEAL office, admin@bcteal.org.

Please note that the BC TEAL Annual General Meeting (AGM) will take place on May 8th from 12:30-1:00pm, at UBC.

Letter from the Editor

As I write this, the view outside my window is a brilliant display of fall colours, and the sky is blue and cloud-free. What an apt environment to be writing the editor's message for the fall issue. In many ways, fall marks the 'new year' for educators. In the spirit of newness, I am very pleased to share with you this fall issue of the B.C. TEAL Newsletter.

The student-winning entries from the 40th Anniversary Writing Competition are here for your reading pleasure. An ESL teacher-turned-volunteer writes of her challenges grappling with the local language in South Africa. From yet another continent, two brand new ESL teachers write of their experiences doing the CELTA in Argentina. Here at home, three esteemed professionals in the BC ESL field write of changes they've seen over the past twenty years in a new column, One Topic, Three Takes, which we hope to have as a recurring feature in the newsletter (with thanks to Jennifer Walsh Marr for suggesting the column). No doubt one of the changes over the past twenty years has been the advancement of technology, so it's fitting that the book review this issue is about technology in the classroom.

Compiling this latest issue of the TEAL newsletter has been characteristically hectic, stressful, and incredibly enjoyable all in equal measure. As editor, I am thrilled to have a great team to help put together every aspect of this issue. That said it would be fantastic to have more of our members join the newsletter committee! I know I speak for many of you that would love the return of the Teaching Tips column; unfortunately, we haven't had any submissions for some time.

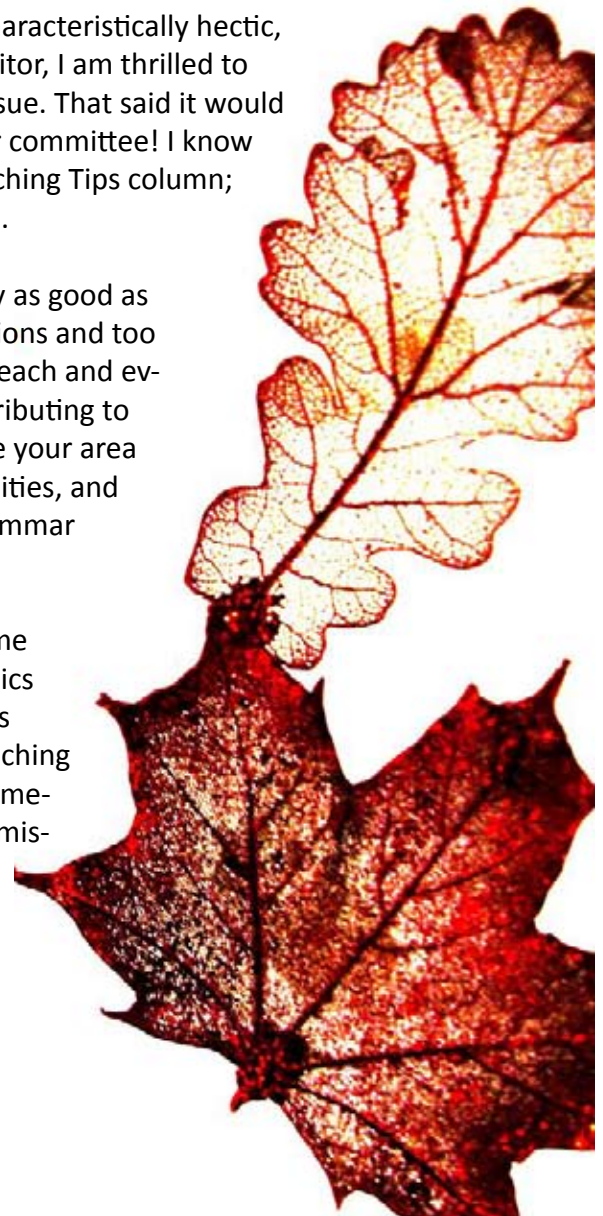
The bottom line is: what we send out to you each issue is only as good as what is submitted. We frequently solicit directly for contributions and too often meet with an "I'd love to, but I'm too busy." I challenge each and everyone of you to inspire yourself and your colleagues by contributing to the newsletter at least once in 2009. Wouldn't you love to see your area of ESL (private institutes, ELSA programs, colleges and universities, and public schools) or your area of expertise (lesson planning, grammar games, etc.) represented in the newsletter?

In the winter issue, that will mark the true New Year, the theme will be Employment in the TESL Industry and will focus on topics such as professional standards for employment: topics such as professional standards for employment, how to compile a teaching portfolio, or dos and don'ts in a job interview. Do you have something to share about this topic? If so, please send us your submission. We look forward to reading your contributions!

Sincerely yours,



Shawna Williams



Farewell from Gwen

We were saddened to learn this summer that our beloved Administrative Manager at the TEAL office, Gwen Attard, was to be leaving us. Naturally we were happy for her that life was taking her on a new adventure, but how were we ever going to be able to replace her? Luckily, we had the good fortune of having Glenda Smith take on the position for a few months. Unfortunately, however, Glenda is leaving too. We are now in the process of finding someone to take over where Gwen and Glenda left off, and we hope to introduce you to the new Administrative Manager in the next newsletter.



Here are a few words from Gwen:

“ After three full and exciting years running the TEAL office, I reluctantly resigned my position this summer to accompany my husband, John, to Prince George where he teaches in the English Language Studies program at the University of Northern British Columbia (UNBC). I am pursuing my own career in educational administration. John and I are both keen to explore northern climes, away from the hustle and bustle of big-city life. We intend to remain active within the profession and as members of TEAL, and contribute to the ESL community in our new home environment. If you are interested in SLA, professional issues, expanding the ESL community in northern BC, or simply want to say ‘hello’, please contact the TEAL office at admin@bctéal.org where your email can be forwarded. We miss you all and look forward to hearing from you! ”





Graduate Studies at Trinity Western University

Beyond the TESOL basics

For some, teaching ESL is a part-time or temporary job. For others, it's a profession.

The MA in TESOL at Trinity Western University will train you not only as a highly competent instructor but also with the skills to develop and administer innovative ESL curricula and programs.

A practicing teacher can complete the online format, which combines both face-to-face interaction and webcasted classes, in about 3 years. The 1-year on-campus track is ideal for students who live and work anywhere in the world and are available to come to campus for 1 calendar year.



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1 Topic, 3 Takes

Changes in the Profession



This article is the first installment in what will be an ongoing column. Each time we'll look at an issue—contentious or otherwise—and ask three professionals in the industry to contribute anonymously to a discussion.

What are the biggest changes to ESL in the span of your career so far?

a) Professionalism / Standards:

“Audrey Hepburn” Certainly a significant change has been an increase in the sense of professionalism in the field. This has arisen, I think, from a focus on appropriate training and recognition of standards for training. Twenty years ago a Master's Degree represented an advanced level of preparation in TESL; now, it is essential for access to work in the larger institutions.

“Nancy Drew” It is no longer the accidental career—under the umbrella of accountability stands credentials. A short TESL certificate after a BA in Medieval Literature or Critical Sociology could land us a job anywhere years ago; now a Masters in TESL is obligatory for most academic institutions. I don't know any colleagues my age who ever had a goal of becoming an ESL teacher—it just happened by way of stumbling into it: a backpacking trip in SE Asia; a summer job;

something to do until the real career came along. Now I meet students in their early twenties actually wanting to be an ESL teacher when they grow up. It is becoming a concrete goal as a career. Perhaps that is a strong indicator of ESL teaching becoming professional.

“Meredith Bell” Twenty years ago, the TEAL Professional Standards were in use, but there were no institutional or TESOL program standards. In 1985, the TEAL Institutional Standards Advisory Committee (ISAC) was formed to set voluntary standards for programs, as there had been cases of school owners absconding with students' tuition. By 1990, the standards were complete and the ISAC members formed the Private English Language Schools Association (PELSA). PELSA members upheld the TEAL standards. As time went on and more students arrived, more private schools were opened: the “language industry” was born. Many of these new schools did not adhere to the TEAL standards, so could not get into PELSA. These schools formed their own organization, the Canadian Association of Private Language Schools (CAPLS). In about 2004, PELSA joined the Canadian Council of Language Programs. This reinvigorated the organisation which then adopted the TESL Canada Standards and set

up a rigorous inspection process for members. Most CAPLS members, however, were admitted into a newly-named organization—Languages Canada, for which, fortunately, the TESL Canada standards have been maintained for all members. This is important for teachers, because with a national organisation of public and private institutions, they can be more assured of a measure of quality in their workplaces than they would otherwise have.

b) Schools / Programs:

MB There are many more schools and programs than in the early '80s, when there were just a handful: 2 public (UBC, VCC); 1 non-profit society (Columbia College); 1 NGO (the YMCA), 1 private (Canada Language Centre). There has been a huge increase in the number of ESL/TESL programs in all sectors. In fact, language learning has turned into a language industry, with endless programs being marketed to all kinds of student. Still, the institutions are fundamentally the same: groups of people trying to meet their missions and goals, the needs of students, teachers, staff, myriad stakeholders and not lose their shirts doing it.

c) Assessment:

AH The proliferation of assess-

ment has been a huge change. When I first started learning about the communicative approach to teaching, assessment was not a significant concern in the classroom. Rather, the classroom was a practice area where target language was introduced, and the assessment happened out in the real world when students tried to use what they had learned. Nowadays, language assessment has to be far more quantifiable and systematic because it can make a big difference to students' life opportunities; they get to stay in the country or they don't; they get into the program they want or they don't.

ND The development of testing, as well as curriculum and credentials, has contributed to accountability. As ESL instruction has moved into the academic setting and away from the church-basement-new-immigrant cliché, ESL teachers have been pushed to be more accountable. Twenty years ago, a culture of tests and homework was unheard of. A rough curriculum might have been set out, but we were not under pressure to push through quickly. If a particular activity worked well and we happened to milk it for 40 minutes, we would be thrilled. This meant less prep for next day. Now I am always aware of getting through

the objectives. I cannot devote as much time as I like to specific needs and interests of my students. I feel testing sometimes takes up more class time than actual teaching.

d) Technology / CALL:

ND I am now at a college with a learning platform called Moodle. Most of my documents are now on this class webpage. I do not need to come to class loaded down with reams of paper. I can show a page on the screen and then students can download it later. I remember reading newspapers and magazines with a pair of scissors in hand, ready to snip out an article I

What does it mean to be a “professional”?

AH I think being a professional means never resting on your laurels! Professionals are deeply engaged in their work throughout their profession; they never stop learning and being interested in going more deeply into their subjects.

ND ESL instructors still are perceived by many as on the fringes. Part of this is because they are so diverse. Until recently their undergrad and grad degrees were vastly different. This contributed to a group of instructors with widely divergent ideas and experiences. This diversity is changing with a new breed armed with Masters in TESL. Many are fluent in technology and demand detailed course outlines and curricula planned months ahead. They know how to construct valid and reliable tests—and know what these terms mean. And I think they are dressing better than the ones who have been around over 20 years. Suits and tailored clothes are actually appearing in the classroom, and I do not mean the students. Perhaps a snappy wardrobe and shared rigid academic discipline do contribute to professionalism.

MB Professionalism means: Having appropriate educational qualifications; increasing your qualifications through certificated, diplomas, degrees; regularly upgrading and staying current through PD opportunities; attending at least 1 conference per year; presenting at least once every 2 years; being an active member of your professional organisation, and preferably, an international organisation as well; continuing to grow by reading research; staying abreast of recent methodologies and techniques; and getting involved in research if possible (e.g., classroom research, however informal).

might find useful for class. Now, I simply log on to a news site or wherever and locate content, lesson plans, explanations, quizzes, and activities. The infinite choices of materials on-line seem to have added a lot of time to my preparation. I try now to simply restrict myself to those sites I know will be there tomorrow.

MB I guess I have to say the absolute greatest change has been technology and how it has made us faster but not necessarily more effective. Technology has allowed for distant delivery of materials and teachers' expertise so that students no longer have to be in the country to benefit. Despite this, because of the nature of language as an intrinsic element of a culture, students will continue to prefer face-to-face programs in order to immerse themselves in the culture and internalize the new language.

e) Students:

AH Another change has been in the needs and interests of the students. While short-term programs for cultural experience are still popular for international students, a far greater proportion of students have need for specialized programs: English for academic, technical or vocational purposes.

MB Students are much more sophisticated regarding their knowledge of world youth culture. In the 1980s, the teacher

in the classroom was the common denominator among students. There was no Internet and not much international communication of popular media, music, movies, clothing, etc. The students knew very little about each other and were very shy in the first few weeks of the term. Now, they all listen to the same music, watch the same movies, play the same computer games, and have the same hair styles. I am the outsider—the older person outside the international youth culture. At the same time, international students are more oriented toward economic pursuits. They want to enter the most prestigious university possible in order to pursue lucrative careers. At base, the students are still the same—they are people with needs and goals who are trying to improve their English proficiency to meet these goals, but often end up learning not just English, but a great deal about other cultures and themselves. Fundamentally, neither the players in the game, nor the essential ways in which the game is played have changed. The human-to-human student-teacher relationship is still the kernel of what we do and will remain so into the future. That is what keeps us here—in ESL teaching.

Contributors' Bios:

“Audrey Hepburn” has been in the profession for approximately 28 years. Her main activities include teaching, curriculum

and program development, and program administration. She has worked mostly with international students; she had a few significant years with immigrants and refugees; she also taught overseas in China. Currently she is working, leisurely, on a PhD.

“Nancy Drew” has approximately 24 years in the profession. Her main activities include teaching academic skills—primarily writing, and teacher training. She’s an instructor who loves the classroom. She teaches primarily international ESL students focusing on both academic and business writing. She taught in Japan, Korea and Eastern Europe. She has a M.Ed.

“Meredith Bell” has invested more than 30 years in the field of education. Her main activities include teaching, teacher training, tutoring, curriculum and program development, and program administration. She worked mainly with immigrants and international students. She’s also traveled abroad extensively marketing Vancouver ESL programs. She has an MA in language education.

To see the full transcript of this discussion, please visit [www. bcteaal.org](http://www.bcteaal.org). We hope you'll add to the discussion!

If you're interested in participating in future 1 Topic, 3 Takes, contact editor@bcteaal.org. Next issue's discussion: the job hunt.

English as a Second Language Week

April 20 - 27, 2008

ESL WEEK WRITING CONTEST

In recognition of both the teachers and learners of English as an additional language, the province of British Columbia designated April 20 - 27, 2008 as ESL Week. To celebrate, BC TEAL, Canadian Academic English Language (CAEL) Assessment, and Vancouver Community College (VCC) were pleased to sponsor a province-wide Writing Contest!

Students submitted poems and stories about their experiences as ESL students and/or newcomers living in Canada.

The first place prizes included a \$100 gift certificate to the VCC Bookstore.

The winners in each category were:

Avtar S. Brar, "My First Time Bowling"
Benchmark Level 3 Students (up to 200 words)

Kyung Ju Jung, "My Beloved Sons"
Benchmark Level 5 Students (up to 500 words)

Myeong Gya (Jane) Jung, "My Story"
Benchmark Level 8 Students (up to 500 words)



My First Time Bowling

by Avtar S. Brar, Delview Adult Centre, Delta, BC

My name is Avtar S. Brar. I'm 26 years old and come from India. I arrived in Canada October 13, 2005, I spent a few days at my home and after that I went bowling. I had not bowled before, that was my first day for bowling. I went to reception and it cost \$4 to play. I paid \$4 to play when I finished bowling I got out of the building and I sat down at the bus station. I wasn't sure that was a bus stop. I thought it was a nice chair to sit on. Then the bus came and stopped by me, but I didn't stand up. The bus driver looked up and said come on the bus. I didn't go in the bus and then saw the stop sign beside me. Then I understood why that bus driver stopped here. These days when I come across that place I always laugh. That was a day I will always remember.



My Beloved Sons

by Kyung Ju Jung, DiverseCity Community Resources Society, Surrey, BC

Can't change it, and then accept it. That is a proverb that has been lingering in my head these days. 10 months has passed since my family moved to Canada. I think I have been trying hard to speak English as well as native Canadians. But it is something like certain dirt or paint on my pants that will not clean away easily in spite of many times of washing. It's all about my accent.

In the beginning, it didn't matter at all. As long as I could communicate with others, accent wouldn't be a big problem. And people who are living in this country come from many other countries. English is not their first language. They all speak English in their accents. Chinese speak English in Chinese accent, Indians speak English in Indian accent, and I speak English in Korean accent. So what is the matter? That was what I believed until it became a stumbling block in a relationship between me and my children.

As for a father and householder, I have been responsible for teaching and admonishing my children. I have always been in a position that passes on my experience and knowledge to them. However, there had been several moments when they came to ask about their homework and meanings of some difficult words, I couldn't give them satisfactory answers right away. Since I didn't want to lose my face in front of them, I pretended to be busy and asked them to come back later. While they were away, I would be busy looking for the right answers in English dictionary. Yes, I always want to be a super daddy to them. I want them to believe that their daddy knows everything and there is nothing that he can not do.

But I knew the time would come sooner or later. And it came so soon. One night when we were reading a science text book together, one of my boys told me that I was wrong with the pronunciation. I insisted that I was right. But he said that his teacher taught him differently. I didn't want to admit that I mispronounced it. After several occasions like that, they started to distinguish the different accent. And they come and ask me less. I can read their facial expression saying 'Daddy that's not right' from time to time.

It is time to come clean. Yes, as for an ESL student myself, their English sounds a lot better than me. I don't like to confess that I had been following their accent and trying to mimic their pronunciation many times secretly. They seem to pick up language quickly. I have to face the reality. It is hard for me to change my accent. Probably I have to live with it. But then again I don't like giving up my super daddy image. That's why 'listen and read along' is my home page on my computer now.

My Story

by Myeong Gya (Jane) Jung, VanWest College, Kelowna

As I begin my story, I want to remind you of a phrase, "Rome was not built in a day". Although I have been in Canada for only 3 weeks, I can now understand this clearly!

Why I decided to learn English abroad:

Actually, up until a few months ago, I hadn't thought about studying English abroad. I had already planned to apply for a job after graduating from university. However, I had always heard about the importance of English in business and I thought that English could be my stumbling block when I entered a company. As a result, I changed my mind and hoped my parents would support my future plan. Finally, I came here to Canada.

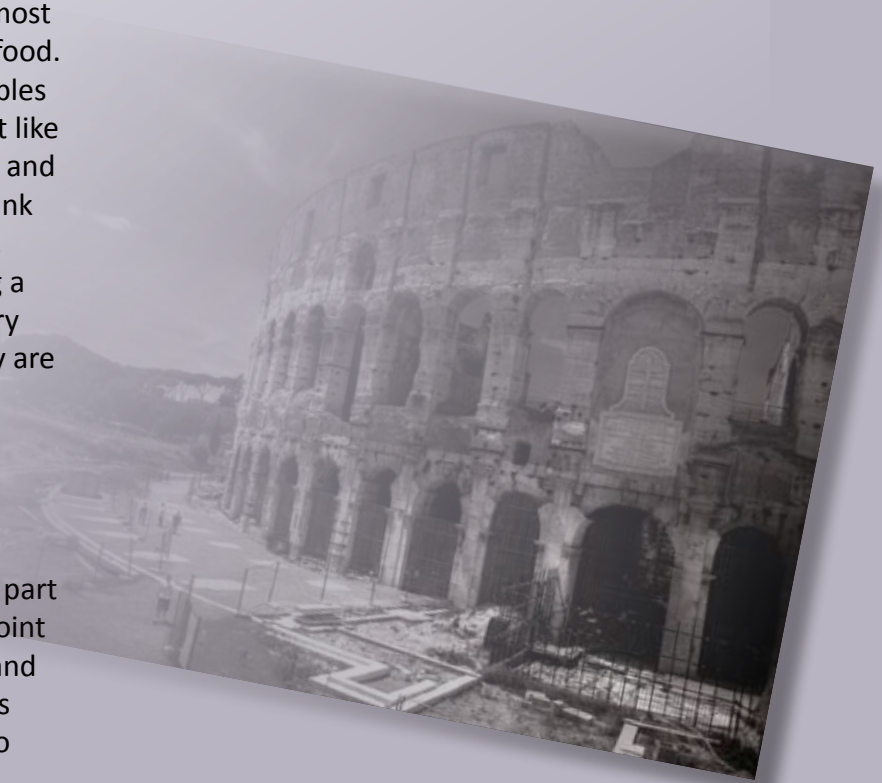
Canadian Culture & English:

Since I have arrived in Kelowna, I have tried to adjust to the Canadian lifestyle because there were several cultural differences between Canada and my country, as I had already expected. The most difficult thing was getting used to Canadian food. We usually eat spicy food and lots of vegetables in Korea. However, most Canadians don't eat like this. The second difficult thing was language and expressions in real life. It is reasonable to think that language is hard. However, expressions, which I didn't consider important in learning a language, are quite different from my country and I need to get used to them because they are also an important part of learning language.

Advice for being a good communicator:

I often hear people say that communication equals language. Of course, it could be a big part of communication but that's not all. In my point of view, even if I knew more than ten thousand English words, and had memorized hundreds of different grammar points, when I talked to

foreigners without knowledge of their culture, emotions and environments, it could never be two-way mutual communication. Nevertheless, if there's someone who has never studied English, but can make foreigners understand what they mean using some gestures, they can surely say that's communication. When we think that studying language is the same as studying history, mathematics and science, which we have got to memorize at our desks, it is going to be a completely dead language. Therefore, when we study language, the correct order is first becoming aware of something which is in common with the people who speak the language that you want to study, then memorizing vocabulary and grammar. The reason most ESL teachers can easily understand foreign students' English is because they have lots of information about the students' culture and habits. For that reason, studying in a foreign country has lots of merits, because we can learn their culture and behavior patterns easily and directly without using grammar books and glossaries. I'm going to stay in Canada for 1 year and I will probably meet many difficulties in learning English. Whenever I have a hard time, I will remind myself about this essay and will be strong. After all, I now understand that "Rome was not built in a day".



“Writing”

A Poem Duet for 2 voices

Beverly Binder

Beverly's poem was the 2nd runner up in the ESL Writing Week's instructors' competition. Unfortunately, the choice of layout resulted in the two voices being lost. We are reprinting the poem in its intended format. Beverly is an instructor at UCFV.

I am a writer

Writing for me
is my life

Words take me
to the heights

I hold a pen and words
pour down like rain
bubbling sweet like
expensive champagne
When I write

I relax

Words come

and I jot them down.

Oh my wisdom's imposing!
My poems bloom like gardens
a fragrant delight.

Writing's
a promise

a song

My work is melodic
you just can't stop reading

So this whole blessed process
of pondering, wandering
riddling, fiddling
drafting and grafting
and jotting and plotting
composing, disclosing
revealing and stealing
rewriting, all-nighting
creating, relating
is really
quite, mmm
grand

Am I a writer?
Writing for me

is my plight
Words take me
down to the depths

I clutch a pen
and I dig and I hack
scraping and clawing
for words that I lack

When I write
first I concentrate
hard with brow furrowed

Then I scribble some words
that I borrowed

Words flee from
my head with all speed.

Nothing comes that I need.
My monosyllabic
efforts at composing
lead me to despair

I wrestle my rhymes
to the ground with a fight
Writing's

a penance

a tight clique of friends
where I do not belong

a cliff where I'm hanging
with fingernails bleeding

So this whole blasted process
of pondering, wandering
riddling, fiddling
drafting and grafting
and jotting and plotting
composing, disclosing
revealing and stealing
rewriting, all-nighting
creating, relating
ugh, is really quite
mad

*One
scattered*



Heard

HELP WANTED

BC TEAL Newsletter ADVERTISING MANAGER

The BC TEAL Newsletter is looking for a new Advertising Manager, effective immediately.

This position is voluntary. Primary responsibilities include keeping the client contact list up-to-date; contacting past, present, and potential advertisers to see if they are interested in placing ads in the BC TEAL newsletter, which is published 3 times a year; checking over the newsletter to make sure the sizes and quality of the ads are appropriate; and sending invoices to the BC Teal Administrative Assistant.

In addition to contacting advertisers, the Advertising Manager keeps in contact with the BC Newsletter team.

The outgoing manager is stepping down because she has moved out of province, but she assures us that it is not an overly time consuming position and that it is rather stress-free. Not to mention, it's an excellent way of contributing to your professional organization.

If interested, please contact editor@bctea.org with relevant qualifications and experience.



Lydia and Daniela selling ads in Acornhoek.

Speaking to Service

Daniela Cohen

When I was sixteen, I was suddenly uprooted from my home country, South Africa. My mother couldn't live in a place plagued by violence anymore. She moved us to the furthest possible point on the globe: Canada. Although I have now lived in Vancouver for almost half of my life, my longing for my homeland has never subsided. Since I was a child, I've longed to do something to make things better in the world that I knew as home, to bring about justice and harmony in a segregated society full of tension. That feeling of wanting to somehow make a difference in my homeland has stayed with me, and I recently decided to act on the persistent inner voice that could no longer wait. After many months of searching, I finally came across a volunteer project that seemed to encompass everything I was looking for. Its name, meaning "voices" in Zulu, is Amazwi.

A non-profit media-arts organization, Amazwi aims to empower rural African women to develop their authentic written voice through journalism training. With the tools to use this voice in a powerful way, they speak to their community through their stories in the Amazwi Villager, a regional publication tied to the project, promoting awareness and positive change. The Villager provides a powerful medium through which their community's concerns can be both voiced and heard, locally in print and globally through the newly developed online edition. With my ESL teaching background, I am mentoring Amazwi's journalists through the editing process, as well as doing fundraising and marketing for the organization. I am tremendously excited that my skills can contribute towards such a worthwhile endeavour in women's empowerment, while also allowing me the opportunity to rediscover my home country from a different perspective, and

transcend racial barriers built up over many years of painful history. To me, service means giving of oneself without expecting anything in return. It's motivated by a strong desire, and comes from the heart. True service involves connecting authentically with those we serve from that place of inner peace, a place I find through yoga. Service includes the gift of self-fulfillment in knowing that you are investing your time, energy, heart and soul in something you truly believe in, while at the same time enhancing your own journey of personal growth. Yoga encourages me to be fully present in each moment, open to the many unique experiences that occur as I reexperience a familiar world in a new way.

Each week, the four Amazwi journalists, Bongekile, Thandi, Linky, and Constance, ages 23 to 35, go through the process of researching and writing one new story in areas as diverse as government, health, education, culture, and

journalists to maximize their potential is rewarding both personally and professionally, it is sitting together relaxing at lunchtime that is most fulfilling for me. Listening to the laughter bubbling as the conversation moves back and forth between their mother tongue of xiTsonga and our common language, English, I feel a profound lightness, a sensation so completely different to the racial tension I have known growing up in apartheid South Africa that it seems almost unreal. Just to sit and talk with these vibrant women with no particular agenda, to get to know them as people, is a real privilege for me, and I find a healing energy in these simple moments.

I recently left the newsroom and went with Lydia into the surrounding villages of Acornhoek and Thulamahashe to sell advertisements for the Amazwi Villager. I found myself listening to conversations in xiTsonga,

gap. After a few store visits, I asked Lydia how to introduce myself in xiTsonga. I practiced the "Good morning, how are you? I'm fine, thanks and you? I'm Daniela" dialogue with the people we met afterwards. My speaking xiTsonga never failed to provoke a smile. Even a small attempt to communicate in their language, no matter how amusing, seemed appreciated by the locals. Language can bring people together or keep them apart. At first, I found it hard to speak. But I knew I had to. In the same way, the voices of this community need to be heard, and Amazwi is doing its best to ensure they are.

Daniela Cohen was born and raised in Johannesburg, South Africa, and moved to Vancouver, Canada, at the age of sixteen. She holds a BA in Psychology & English Literature as well as a BEd from the University of British Columbia. For the last seven years, she's taught ESL to people from diverse cultural backgrounds. She loves discovering new places, learning different languages, and practicing yoga. During her volunteer year in South Africa, Daniela is documenting her journey for the Canadian Immigrant magazine in a monthly column. To read Daniela's column in the Canadian Immigrant, go to: <http://www.canadianimmigrant.ca/onlineexclusives/features/archive?catName=Online+Exclusives%2fFeatures&PageNumber=2> To learn more about Amazwi, go to <http://www.amazwi.org>.

"Even a small attempt to communicate. . . , no matter how amusing, seemed appreciated by the locals."



Amazwi journalists and volunteers. From left, back: Thandi, Daniela, Lydia, Cosi, Lou, Linky. Front: Briget and Bongki. Photo: Tracey Luszc

women's issues. Lydia, the fifth local woman in our project, is responsible for Amazwi's advertising sales. While working with the

the language of the Shangaan people. I could pick out a few basic words, but otherwise I was in the dark – a language

Textbooks, Teaching, and Tango: An Unforgettable CELTA Experience in Buenos Aires

by Christine Aberley &
Claude D'Souza

This past August we went to Buenos Aires, Argentina and completed the University of Cambridge's Certificate in English Language Teaching to Adults (CELTA) course. Although the same course is offered in our hometown, we decided to take a chance and go abroad. We were surprised to learn that the CELTA course can be taken at over 250 locations in 50 countries, ranging from Austria to Vietnam! Buenos Aires appealed to us because it was an opportunity to work with Spanish speakers and immerse ourselves in a completely different culture.

CELTA is an internationally recognized teaching qualification earned through an intensive month long course. Anyone proficient in English with an undergraduate degree can apply and no previous teaching experience is necessary. However, the application process is quite rigorous and includes an essay, a

language awareness task, and a phone interview. To successfully complete the course you must pass both a teaching practicum and four written assignments. Although it may seem like a lot of work, CELTA is a TESL Canada approved teacher-training program and gives you the basic experience, skills, and confidence necessary to begin an EFL teaching career anywhere in the world.

Once in Buenos Aires, we spent all day learning about everything from classroom management to effectively staging lessons. Our course was taught by two British CELTA tutors with decades of diverse EFL instruction between them. We were given many opportunities to observe them teach and they also provided us with invaluable insight into the profession by sharing their own experiences. Most of CELTA training is designed to be very interactive and requires a high level of participation. For example, we typically acted as "students" while our tutors demonstrated different teaching methodologies before we formally learned them. These "lessons" helped us to familiarize ourselves with the myriad of grammatical structures present in the English language and gain a better understanding of the challenges faced by EFL students in the classroom.

Our fellow trainees were from the United States and Australia. Together, we became like a small family - bound by the rig-

ors of the course and common goal of becoming certified EFL teachers. Our backgrounds and ages couldn't have been more diverse - a former police officer, a nurse-counselor, a summer camp recruiter, and two new elementary school teachers! We were all very lucky because our course was unusually small, with only five trainees between the two CELTA tutors. This meant that we each had more time with them for personalized help and easier access to the program's teaching resources.

The most difficult, but certainly the most rewarding component of CELTA was the nine hours of mandatory teaching practice. We each taught a variety of grammar, reading, speaking, and listening lessons to upper and pre-intermediate level Argentine students. As a result, we were able to practice the teaching methodologies



International House Belgrano, Buenos Aires.

learned from our tutors and experienced what it's like to command a room full of adults early in the morning. We got to know our students well and built a good rapport with both our classes. Each lesson was followed by a tutor/peer feedback session, where your teaching was thoroughly and immediately critiqued. We always ended the day with reams of suggestions for improving our lessons and a new respect for the EFL teaching profession.

Although we had to devote the majority of our time towards lesson preparation and assignments, we were able to do some sightseeing while in Buenos Aires. By day, we were explorers of the city's most famous barrios; by night, we were students retreating to our grammar books. Our rented apartment became a testament to student life - multiple dictionaries, matching laptops, scattered paper, and empty pizza boxes. We both feel that being away from home allowed us to better focus on the

course and the lure of tango shows, fresh empanadas, and local soccer games proved to be the best motivation to get our work done.

Overall, the course provided us with authentic EFL teaching practice and the chance to experience life in one of South America's most vibrant cities. We also met some great people in and outside of the classroom. If you're going to devote one month of your life to an intensive course, we contend that you may as well be somewhere new and exciting. We encourage anyone interested in taking a CELTA course pack their bags and go abroad - it's well worth it!

Christine Aberley & Claude D'Souza complete CELTA in August 2008. They are both graduates of the UBC Faculty of Education. Christine is currently teaching English in Lima, Peru. Claude is teaching Grade 6 in Ladner, BC.

more information on CELTA, please visit www.cambridgeesol.org/exams/teaching-awards/celta.html



Group photo with our pre-intermediate class on 80s Day.

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FOR NEOPHYTE NETHEADS AND BEYOND

Book Review by Marti Sevier

Dudeny, G. (2007). *The Internet and the language classroom* (2nd ed). Cambridge, England: Cambridge University Press.

Abstract

Providing suggested activities that use online information as a springboard to more task-based lessons, *The Internet and the Language Classroom* can be a valuable resource for instructors working with teenagers in high school or college settings. Although activities with more of an academic focus would make the text more valuable to instructors in higher education, on the whole, *The Internet and the Language Classroom* is easily adaptable and user-friendly.

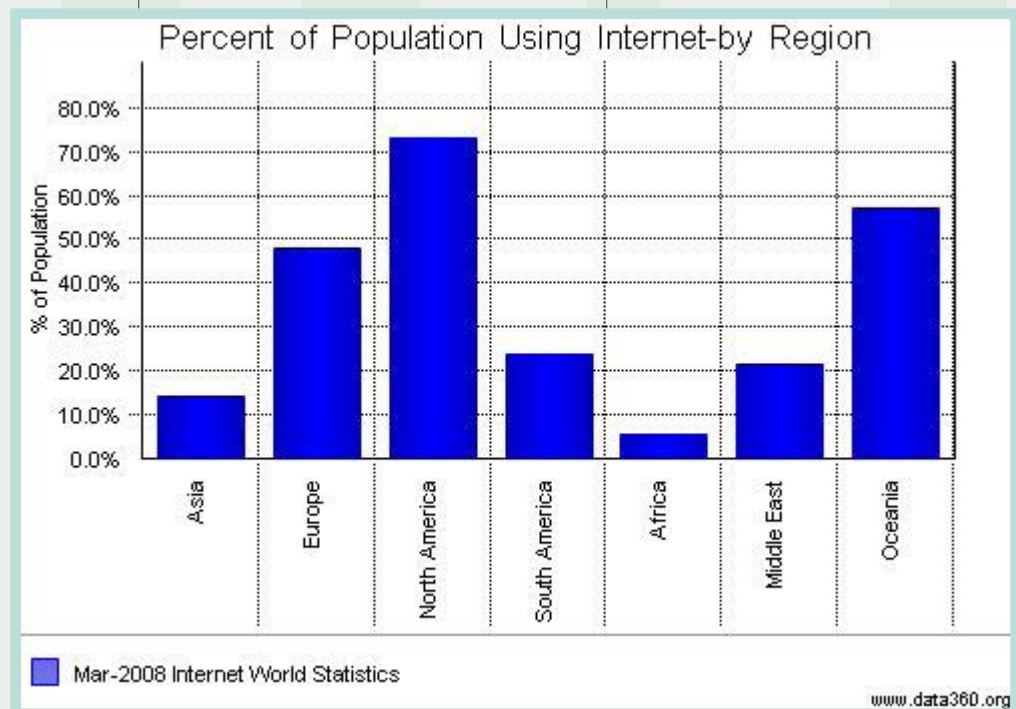
Full Text

The use of computers in

English language teaching is by now so well established that a book like *The Internet and the Language Classroom* hardly seems necessary. However, Gavin Dudeny, the author of this book, as well as a number of other CALL-related publications, observes that despite the burgeoning changes in Internet technology, “language schools and centres [still exist] around the world where the computers sit gathering dust and the teachers ignore their existence” (Dudeny, 2007, pp. 1-2). Hence, a second edition of this book, part of the Cambridge Handbooks for Language Teachers series, has been brought out to meet the training needs of neophyte

Internet, 2007), he worked in information technology for 17 years, teaching and training teachers in CALL around the world for International House Organization and the British Council, before setting up his own educational training company, The Consultants-E, which runs distance education programs. Dudeny is also active in a virtual world called Second Life, where he runs a training organization called EduNation.

The question of ghostly computer labs aside, a look at the chart below shows that Internet usage, while certainly digitally divided, is nonetheless a global phenomenon (*Percent of Population*, 2007). However,



netheads.

Dudeny is clearly up to the job. As his c.v. indicates (*The*

the focus of activities in this book is very heavily Western; in fact, some North American readers may have difficulties

with the Brit-centric approach to some of the activities. On the whole, though, *The Internet and the Language Classroom* is easily adaptable and user-friendly.

The text is divided into five sections. The first section is Guidelines; designed for the beginning Internet user, this section provides illustrations and basic information, definitions of Internet terms, clear illustrations, lots of frequently asked questions, and tips and suggestions for hands-on activities (including the brave suggestion of e-mailing the author). The next section, Activities, is the longest section, providing a wide range of Internet-based language-learning activities; the provided activities range from beginner to advanced levels, and elementary to young adult ages. The following section, Tools for Online Work, provides information about project work, such as webquests, blogs and wikis, chat, and other Web publishing ideas. The section on Teacher Development gives information on electronic discussion lists such as TESL-L and lots of URLs for online teaching materials such as Macmillan's OneStopEnglish. In the last section, Dudeney provides a brief list of useful Web sites for teachers. A glossary of Internet terminology and an appendix composed of Web site evaluation and student release forms complete the text.

The bulk of the text is section two, Activities, which provides language aims, focus, level, estimated timing, and URLs for 55 activities. Many of these activities are also accompanied by forms or handouts of some kind, so very little preparation is required. The majority use specific sites as a basis for reading activities which then act as springboards into tasks such as designing a house or planning a vacation.

Because my EAP students occasionally do primary research as part of their research papers, I found one Web site listed in an activity, "Mister Poll" (<http://www.misterpoll.com>), very intriguing as it posts dozens of surveys and enables users to create their own survey, with options for keeping it private or public and using their own or the Mister Poll Web site.

Though the activities look interesting and engaging, it was difficult to locate many that would appeal to learners in higher education; most seemed designed for general ESL rather than EAP. However, some, including one called "Disaster area" (Dudeney, 2007, p. 96) would work well in a course in which global issues are discussed. This one asks students to rank a set of problems and then research the most serious ones on a Yahoo site before reporting back to the class. As a follow-up, Dudeney provides useful information about the Hunger

Site (<http://www.thehungersite.com>), at which a donation is made to poor countries each time a visitor clicks on a button. In addition to the concern expressed above, another difficulty with the activities from an EAP perspective is that few would enable students to refine their search skills, as they must do when writing research reports. Despite information in the Guidelines section on searching, no practice activities are provided in this area; in fact, few of the tasks are truly open-ended, but rather use specific Web sites. However, a number of tasks did involve some kind of ranking or expression of preference as a means of narrowing the search on the prescribed site.

To summarize, most of the activities in *The Internet and the Language Classroom* use online information as a means to the end of more task-based activities, such as "Design Your Own Theme Park," or "Dream Home," another design activity. The Web site evaluation form in the appendix is used in activities like "Teen Spirit," which asks students to investigate and assess different sites written by teens.

I found Sections 3 and 4, Tools for Online Work and Teacher Development, respectively, to be the most useful and interesting sections of the text. In Tools for Online Work, practical advice is given on setting up more complex tasks such as e-pal projects

and webquests, which are extended projects on topics that require the use of the Internet. Dudeney provides links to good models of webquests and to further information on setting them up. (I found Bernie Dodge's page on webquests, http://webquest.sdsu.edu/about_webquests.html, especially clear.) Additional online collaborative work can be done through blogging and wikis, and again, though information is quite thin in the book itself, Dudeney offers links to sites on these topics. This section closes with information on how to set up class webpages, with suggestions for project topics and themes. Section 4, Teacher Development, aims to provide further sources of information on online learning and teaching. As with Section 3, these topics are not discussed in depth, but can be considered a sort of tasting menu for those interested in moving beyond the Internet-as-information-source into the Internet as a medium of communication.

In addition to these sections, the book comes with a Web site, <http://www.cambridge.org/elt/chlt/internet>, which invites the reader to report broken links or send updates. Additional resources and plugins are also available on this site.

In short, instructors will find a lot to look at and think

about in *The Internet and the Language Classroom*. Although activities with more of an academic focus would make the text more valuable to instructors in higher education, instructors working with teenagers in high school or college settings will find the text relevant and enjoyable.

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