



TEAL NEWS

ASSOCIATION OF B.C. TEACHERS OF ENGLISH AS AN ADDITIONAL LANGUAGE

Fall 2006

Dilemmas and Challenges Facing New Teachers and the Implications for Teacher Education Programs

By Wendy Royal

Thanks to support from the Nan Poliakoff Memorial Award, I participated in an international colloquium at TESOL 2006 in Tampa, Florida, last March. The colloquium, commissioned by the Executive Board of TESOL and moderated by Dr H. Douglas Brown from San Francisco State University, discussed the critical importance of teaching social responsibility and global awareness in language classrooms. With panelists from Japan, Israel, the United States and Canada, we addressed the 'hot' issues of politics, gender, religion and race with applications to teaching, teacher training, curriculum and materials. Below is an overview of my speech.

Introduction

A Japanese student burst into tears on hearing, for the first time, a Korean classmate recount Japanese treatment towards Koreans during World War II. A student asked a guest speaker from the gays & lesbians club how she could prevent her son from becoming like him. A student asked her teacher if she could postpone her mid term exam because her brother was celebrating her arranged engagement-by-proxy on that day.

These are just some of the complex issues ESL teachers face in teaching and dealing with 'hot' topics in the language classroom. While these examples are difficult for even experienced teachers, they are intimidating and overwhelming for student teachers. Yet do Teacher Education Programs adequately prepare student teachers to handle these issues? According to Tara Goldstein (2004) "Teacher training programs tend to focus on teaching skills, methodology and curriculum planning, classroom management and evaluation strategies. However, what is often over-

looked is preparing teachers to deal with the linguistic, cultural and racial tensions that arise in multicultural classrooms."

In my talk I have focused on six particular challenges that new teachers face. I will briefly acknowledge what the literature says, and then discuss how I have dealt with them in my own class.

Conservatism

Research (Apple, 2002, Banks, 2004, et al) currently shows we are in the middle of a conservative backlash in teaching critical multicultural pedagogy, social justice, or social responsibility. What impact will this have on our Teacher Education programs? Will new teachers be reluctant to teach social responsibility without the support of educational administration and government policies?

In my own practice as a teacher trainer, a student teacher recently said she had been told to avoid discussing controversial issues in the ESL

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Teaching Tips Ideas?

We have a new section – Teaching Tips! Check them out in this issue starting on page 12. These tried-and-proven tips will come from you, the teachers of BC TEAL. If you'd like to share ideas with others, please contact Vivian Chu at globalun@telus.net.

BC TEAL News

BC TEAL News is available through membership in BC TEAL and by special arrangement. It is published three times a year: in February, May and October. 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.

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The Layout Editor should have some experience using Microsoft Publisher or other desktop publishing software and some newsletter layout experience.

If you are interested or know of anyone who may be interested, please contact Therese Neufeld at editor@bctéal.org for more information.

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The TEAL Sessions: A Day of Sharing, Learning and Evolving

Would you like to gain some new insights into your teaching, share your ideas, and converse and connect with other colleagues in the profession? Then you should check out the TEAL Sessions which are held twice a year in October and February.

The 2006 Fall TEAL Sessions were on October 14th at Global Village, Vancouver this year. The next TEAL Sessions will be on February 17th, 2007 with the venue TBA in the near future. The TEAL Sessions are meant to be a day of professional development where

BCTEAL 2007 Coming Soon!

It's time to start thinking about BC TEAL 2007! The conference is going to be held from May 3-5, 2007 at Vancouver Community College's downtown campus, and the theme for the conference this year is /ESL in a Global and Changing World/. We are opening up a call for presentations for those of you who would like to participate during the conference by sharing your experience, background, knowledge, expertise or research in the ESL field. Part of BC TEAL's success lies with the many members who give excellent workshops, presentations, reports, panel discussions, paper presentations or poster sessions. The deadline for proposals is December 15th, 2006. Please go to our website to submit your proposal at www.bcteal.org - I look forward to seeing you at BC TEAL 2007!

Rozsika den Haan
Conference Chair

teachers can attend workshops centered on such topics as teaching techniques, cultural exchange, and employment issues. Generally, there are between 6 to 8 different workshops offered throughout the day. Participants can select three workshops they wish to attend in the three sessions offered: two in the morning and one in the afternoon. These workshops, often very practical and informative, can provide inspiration for your Monday class!

Not only do the TEAL Sessions bring inspiration through the workshops, but they also give teachers the chance to meet other language teachers from different schools and teaching situations. Making connections and sharing our own classroom experiences while learning through others' experiences can bring a whole new energy to our teaching. In addition to the annual BC TEAL conference, the TEAL Sessions are a great way to keep in touch with people in our profession, share our own ideas on teaching and, most significantly, evolve as more informed and effective teachers.

AGM Notice

An important part of BC TEAL is its members, as well as its volunteers who are part of the executive board. We will be having BC TEAL's Annual General Meeting (AGM) during the BC TEAL 2007 Conference at Vancouver Community College, Downtown Campus on May 4, 2007. This meeting gives members an opportunity to learn what's going on in BC TEAL, listen to reports from board members on the progress of their positions and finance of BC TEAL, learn about events that have been organized or will happen, and meet the current and future board members. We welcome all BC TEAL participants to our AGM! If you come, as a TEAL Member you are able to participate in voting for some decisions that are made during the meeting, as well as find out who the new board members will be for the following year. Maybe you'll be inspired to help out with BC TEAL and be a board member too! Hope to see you there!

Rozsika den Haan
2nd Vice President

Letter from the Editors

Dear Fellow Members,

Do you have an article or story you'd like to see in print? We are looking for material that is of general interest to ESL practitioners and that carries the profession forward in some way. Examples include: articles on teaching or administrative techniques, reviews of books you've found useful and/or exciting, stories about teaching abroad, original cartoons, etc. We are also interested in starting a student writing column, featuring articles and stories about teaching, learning and cultural challenges from the student perspective. Critical articles or controversial topics are welcome as well, but we encourage submitters to "do their homework" by including some researched background

information and by providing constructive suggestions.

Deadlines for submissions are: September 15 for the fall issue, January 15 for the winter issue and April 15 for the spring issue. Material must be sent to editor@bcteal.org in text format. Please note that all material may be edited for length, style and/or clarity without prior notification to authors.

If you would like to comment on something you have read in the newsletter or on any issues you feel are of importance to the profession, share your views on the TEAL Website Message Board. This site not only gives you the opportunity to speak up but also provides a venue for others to respond.

Dilemmas and Challenges

... From page 1

classroom. My response was to “blame me” if she got into trouble since I believe students have the right to discuss these critical issues and teachers have the responsibility to deal with them. As experienced teacher educators who teach from a critical pedagogical standpoint, we need to assume a leadership role and stand up for new, more vulnerable teachers, if need be. In other words, we need to take this year’s conference theme to heart and “**Dare to Lead**”.

Some researchers, however, remain optimistic, despite the conservative trend. “Some gains are never lost. Re-

So how have I questioned my own problematic ethnocentrism? As a South African teaching in Canada in the 80s, when apartheid was still firmly entrenched, I often used my country to discuss issues of racism. Although it is always extremely painful to criticize one’s homeland, it opened up a space for wider discussion of racism; my students could not only discuss their experience of racism in North America, but also reflect on issues of social justice in their own countries.

I also discuss historic and systemic racism within Canadian societies, such as the residential schools and Japanese internment. My students are surprised because they see Canada as the embodiment of human rights. I point out that

Nevertheless, despite my well-intentioned attempts at “counter-ethnocentrism”, I recently used a comprehension test from a popular reading text, which makes an effort to explore alternative histories. It described former Canadian Prime Minister, Lester Pearson, who “won the Nobel Peace Prize for his peacekeeping efforts in the Middle East ... which led to the establishment of Israel from the partition of Palestine into separate Jewish and Arab states...” I was horrified that I hadn’t noticed this biased perspective. Perhaps I was sensitive because I had an Israeli and Palestinian student in my class. It made me realize that we constantly need to scrutinize ourselves and the materials we use. Moreover, Teacher Education programs should include activities where new teachers can critically examine materials, “correct faulty lessons of the past” (Willinsky, 1998) and design alternatives.

Teacher Neutrality and Balance

Brandes and Kelly (2001) studied student teachers who were integrating social justice into their practicum in a Teacher Education program in the public high school system in order to determine the feasibility of teacher neutrality. They concluded that “teacher neutrality is not only undesirable, but impossible. Teachers who claim ‘no politics’ are actually perpetuating the status quo. (There is an) assumption that multiple perspectives would compete on

I believe students have the right to discuss these critical issues and teachers have the responsibility to deal with them appropriately.

searchers say backlash has its advantages – it offers a chance to reassess policies and practices, and strategize for the future. Setbacks are a necessary part of the spiral of change.” (Selby & Goldstein, 2000)

Ethnocentrism

Research (McLaren, 1995, Willinsky, 1998, Norton & Toohy, 2004) has emphasized the responsibility ESL teachers have since English language education has been linked historically to furthering the colonial project. It is therefore imperative for Teacher Education programs to challenge traditional knowledge, to be vigilant about what knowledge is taught, by whom and for what purpose.

“ESL teachers need to go into the global language trade with awareness of its imperialistic connection – but with the possibility of transformation. This should be introduced into the Teacher Education curriculum. We cannot uninstall the mammoth program of westernization that the world has absorbed, nor is this the best course of action. We have a responsibility to revise faulty lessons of the past. The west is accountable for how it has divided the world.” (Willinsky, 1998)

societies change and evolve although the legacy can have a long lasting impact, such as on the lives of First Nations people. Because challenging western ethnocentrism usually involves revealing the less-spoken aspects of our history, I have sometimes been charged with being ‘unpatriotic’ or ‘negative’, but as Neil Postman says “I write as a devoted patriot who wishes to celebrate the best by noticing the worst.” (Postman, 1988)

Continued next page...



Panel participants, TESOL 2006 with Wendy Royal (second from the right)

Dilemmas and Challenges

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neutral grounds in classrooms.”

While I agree with Brandes and Kelly’s conclusions in mainstream classrooms, I am not convinced it applies in the same way to ESL classrooms. Because of the cultural differences, educational backgrounds and power differentials between minority students and their teachers, there is more possibility that students may simply adopt the teacher’s perspective to please their teacher, to pass the exam or to meet perceived expectations. Admittedly, these are still assumptions which need further research, but until they are verified or rejected, I prefer to construct my class in such a way that discussions revolve around the students’ opinions rather than mine. However, in truth I am not neutral because my position comes through my choice of materials,

orah Britzman refers to as “difficult knowledge” (in Bramble, 2000) such as patriarchy and homophobia in some cultures? Aneta Pavlenko (2004) explains that “[there are] tensions that teachers face when they try to search for a middle ground between ethnocentrism and cultural relativism.” Kogila Moodley (1995) best reflects my own opinion and praxis: “Cultural heritage can be an obstacle to survival – some aspects of a culture can and should be discarded as being culture-specific to another time & place. There is a tendency to ignore the dynamic aspect of culture - an immigrant can take up a ‘third’ culture that is made up of aspects of the traditional and host cultures.”

When I discuss social issues – Canadian residential schools, treatment of minorities, sexism etc., — I also ask students to reflect on similarities in their own culture, either orally through group discussions or written journals. This

as the content whenever I can – I look for opportunities to naturally integrate these themes into the regular curriculum. For example, when I invite guest speakers into the classroom to talk about their experiences with racism or homophobia, I use this as an opportunity to teach note-taking skills, interview techniques, roles in group discussions, even grammar.

Should issues of Social Responsibility be included in all teacher education programs?

According to Jones & Street-Porter (1989) “Teaching critical multicultural pedagogy is a professional responsibility, not moralistic.” I support their position since this not only empowers minority students with knowledge of their rights in the host country, but it also provides them with socio-cultural capital – students can knowledgeably discuss issues that are important to Canadians.

While many general education programs do include such a course (for example, the Faculty of Education at UBC has a compulsory course *Social Issues in Education* with 30 sections), TESL programs have not tended to put as much emphasis on critical multicultural pedagogy. Yet, as one student teacher in my teacher training workshop, *Teaching Social Issues in the Language Classroom*, wrote in her evaluation, “[Teaching] Social Issues is a MUST for teachers who believe that education is about awareness and social change.”

Wendy Royal is an instructor and co-developer of the Diploma Program in the Department of English Language Studies at Kwantlen University College, Vancouver, where she has worked since 1999. Prior to this she taught at the English Language Institute at the University of British Columbia, Vancouver, for 13 years. She is co-author of The World Around Us: Social Issues for ESL Students and gives workshops on Teaching Social Issues in the Language Class in the TESOL Diploma Program at Vancouver Community College. She

Biography and bibliography
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When I discuss social issues, I also ask students to reflect on similarities in their own culture, either orally through group discussions or written journals.

themes and activities.

Which brings us to the question of ‘balance’. Do we need to present both sides of every issue in order to give a ‘balanced’ perspective? As Brandes and Kelly (2001) have concluded, this is a fallacious argument since students are immersed in a particular environment that promotes a certain viewpoint. As teachers of social responsibility, we are trying to introduce alternative perspectives and knowledge.

Brandes and Kelly (2001) describe their “preferred teacher role as being inclusive, situated and engaged”. They explain that “inclusive” means including minority perspectives, “situated” refers to teachers’ awareness that they are located within a particular identity from which they view the world and “engaged” relates to encouragement of inquiry and critique of the issues and of teachers’ own viewpoints.

Difficult knowledge — extreme polarization

How do teachers deal with what Deb-

can result in some unpredictable and uncomfortable outcomes, such as those described in the anecdotes previously mentioned. Teacher education programs need to train new teachers to deal with these situations sensitively, respectfully and appropriately. Teachers need to determine if a topic can be discussed orally or is too ‘hot’ and should rather be left to a written teacher/student dialogue. They need to find ways of depersonalizing and distancing the topic through strategies such as role plays.

Practical Ways of Integrating Social Issues into the Language Classroom

I am very concerned about teaching **language skills and critical social issues**. We have an obligation to prepare the students effectively with language skills, so they can participate successfully in mainstream society. Moreover, I believe students are more likely to resist if they feel teachers are on a ‘moral soap box’. But I use social issues



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A Reality Far Different **Teaching English in Xinjiang**

By Jennifer Taynen

Back in the late summer of 2002, a friend and I stepped off a Xinjiang Air flight and entered into the glass and sound-absorbing carpeting of Urumqi's domestic terminal. It was a relief to have finally arrived, but the sudden realization of how far we had

if it has a name on the map, it will have a school that will be looking for an English teacher. With so many listings to peruse it can be difficult to know what to look for. Those who wish to find a position that allows them to live in the same way they

has long been China's link to Central Asia, and functioned as the main artery connecting East and West during the era of the Silk Road. Today, mass state sponsored Chinese migration into the region is changing the ethnic makeup of the province, but there are still many corners where you can come face to face with a culture and people as they may have existed in an earlier time. The largest minority group in Xinjiang are the Uighur people. They are ethnically Turkic, speak an Altaic-Turkic dialect and are practicing Muslims. They have a culture quite independent of the Chinese and relations between these old residents of the province and their new Chinese neighbours are not always friendly. Many things I saw and experienced in China came as surprises, but the ethnic dynamics were a completely unanticipated phenomenon which impacted many elements of daily life as well as the routine in the classroom.

Though Xinjiang is not a place that many westerners are aware of, it is a region where English teachers are in very high demand. So much so, that even though I did not always want to be working (the second time I lived in Urumqi I was a full time student at Xinjiang University), someone always managed to persuade me to squeeze in just a few hours' teaching here and there. This pressure to take on classes is in no way a reflection of my teaching skills or experience, but rather an indication of the dearth of foreign nationals in Urumqi and in the

The sudden realization of how far we had come and how foreign our new surroundings were did cause a small amount of panic.

come and how foreign our new surroundings were did cause a small amount of panic. It was my first time in Xinjiang and my first time teaching English, and I was feeling anything but confident about my ability to pull off the year that I had planned. We had been hired to teach English to students age 16 to early 20's at the Xinjiang Commercial Polytechnic School in Urumqi, the capital of China's Xinjiang Uighur Autonomous Region. I have since returned to live in Urumqi on two additional occasions and the city feels as familiar to me as Toronto or Vancouver. Still, as with all things when encountered for the first time, Urumqi and our new jobs there in 2002 initially seemed overwhelming.

It only takes a quick web search to reveal the number of job openings there are for teaching English abroad. China alone has postings in every conceivable city and town. In China,

would in the West will not have much difficulty finding a suitable fit. Beijing, Shanghai, Shenzhen and Guangzhou to name just a few, are places where one can live very easily speaking only English, eating only western food, and remaining oblivious to the fact that the city is deep in a foreign country. These days in China, the jobs that may prove trickiest to land are the ones where surroundings do not remind you of a newly sprouted (and much more polluted) Western city, and instead offer something truly unique. Going to Urumqi in 2002 was in many ways an accident; however, it did offer both my friend and me a perspective of a relatively forgotten corner of China and the chance to look back at Western cultural influences from a distance.

Xinjiang is China's most northwestern province. Historically, it has only been included in the Chinese empire on a few short occasions; however, it

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Teaching in Xinjiang

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province as a whole. In fact, the teacher shortages can get so desperate in the summertime that language schools will often assign some poor soul in their office to “train station duty”. This individual is responsible for sitting patiently at the arrivals area, waylaying any backpacker who look as though they might speak English and begging them to come teach “for just a few hours” at their school. One such backpacker who arrived in Urumqi to get a Kazak visa back in 1998 never quite got around to leaving. He is now the director of Urumqi’s English First schools, has married a local girl, bought a home, and is settled in for the long haul. While this is obviously a rare case, and most foreigners in these parts do not put down roots to the extent of starting families and buying real-estate, my point is that if you are willing to teach English there is more than enough work available in Urumqi to keep you very busy.



Jennifer Taynen (far right) with some of her students in Xinjiang, China

People move to the provincial capital from many rural corners of the province and they tend to gather in insular communities once in the city. Language divisions keep the Chinese and Uighur economies relatively separate. Teachers have a unique opportunity to interact with students coming from all the different pieces of this mosaic.

The school where I taught the first

tors, turning a blind eye to students falling asleep in class during the month of Ramadan, and private talks with female students about their embarrassment at having to go out in public without headscarves. In the final weeks of the school term, I had the students write and perform short plays in the class. This was one of the highlights of the year both for the students and myself. The plays themselves ranged from comedies to tragedies, and covered topics such as dating and marriage, family hierarchy in village communities, and the difficulties of learning English. I had not anticipated the extent to which these performances would lead to discussion in the classroom. Nor had I realized the insight into the students’ values, dreams and fears. To this day I remain in touch with many of the young men and women I taught in those first classes. Economic opportunities for many Uighurs (especially those who are not fluent in Mandarin Chinese) are often very limited. In the four years since I first began teaching this group of students, it is a great pleasure to see that many of them are now able to use their English skills to gain employment either in Urumqi or in their hometowns.

During my most recent sojourn in Xinjiang, I spent several months teaching at a private language school that catered mostly to the Chinese community. I was assigned to three classes of recent high school graduates who were all preparing to enter

My friend and I found ourselves involved in the dual lives of our students, including accepting students’ requests to come to our apartment to pray the “namaz” away from their ever watchful class monitors and turning a blind eye to students falling asleep in class during the month of Ramadan.

Over the course of my three extended stays in Xinjiang, I have had the pleasure of teaching at a number of schools and in classes of all ages, all English levels, and various ethnic backgrounds. In thinking about writing this piece, I found I was hard pressed to come up with commonalities found throughout my teaching experience there. Instead, it was Xinjiang’s diversity that came out in the classroom and that made Urumqi such an interesting place to be interacting with students on a daily basis. In Urumqi society, Uighurs and Han Chinese generally live in parallel communities. Rich and poor do not send their children to the same school.

year I was in Urumqi was a government institution and, as such, students were not allowed to take part in religious activities of any kind. However, as all my students were Uighur, and as many of them had come from the countryside where religion plays a central role in daily life, this sudden break with religious practice was not well received by the student body. Without initially being aware of the political nature of the religion question, my friend and I found ourselves involved in the dual lives of our students. This included our accepting students requests to come to our apartment to pray the *namaz* away from their ever watchful class moni-

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Teaching in Xinjiang

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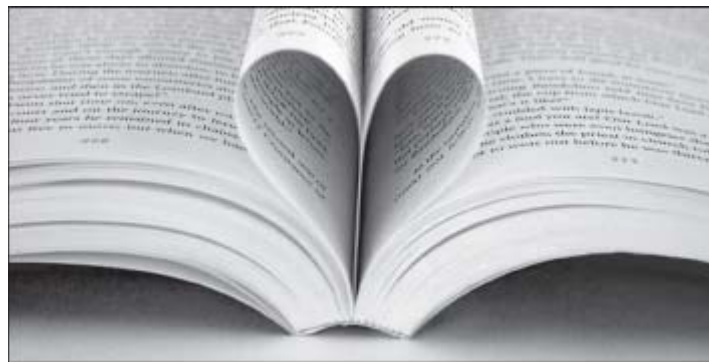
university in the fall. While one might expect to be confronted with a stressed and solemn group of individuals, I was delighted to find that these students were not only lively and eager to take part in activities, but also seemingly free of the exhaustion and strain that is found in so many other classrooms of students their age. As with every class I have ever taught in Urumqi, music was introduced into the curriculum within the first few days. Many schools encourage text recitation as a good language learning strategy, but I prefer singing and find that the students retain the vocabulary learned in songs better than words memorized from a text or vocabulary list. The first song I taught them was the Beatles' "Yesterday". I had not anticipated the enthusiasm with which this particular group grasped onto singing. Within a week or so they had begun arranging times and spaces to meet up outside of class to practice songs. They were performing fully rehearsed pieces for me in our lessons.

Back in 2002, teaching in Urumqi was originally meant to be a means to an end. I wished to go abroad and I saw teaching as a way of financing a trip. However, the opportunities and people that I met in Urumqi have sent my life in directions quite different from that original plan. It is a cliché to say that to teach is to learn, and yet such maxims are generally repeated because they hold truth. The classrooms of Urumqi have had a huge impact on my view of the world and Canada's place in it. As a direct result of the time spent in Urumqi, my graduate studies have migrated into a new discipline, and my long-term plans have taken a dramatic shift. Xinjiang is a place where the opportunity to study English is valued and where education can and does make for concrete improvements and opportunities in the lives of the students. Most importantly, it has privileged me with a glimpse into the lives of people who have known a reality far different from that which I grew up with, and has given me the opportunity to create bonds of friendship with individuals living on the other

side of the globe. Xinjiang has changed dramatically in the four years since I first went there. You can now buy cheese in three different stores, older neighbourhoods are giving way to new apartment blocks, coffee shops have sprouted all over the city, traffic and environment have been steadily deteriorating, and there are now enough foreigners to support an expat bar in the downtown area. But despite outward change, Urumqi still holds the patterns and unexpected quirks that first engaged my interest in the place. Though I am unsure where exactly my future will lead, I do know that it will involve many returns to this corner of China.

Jennifer Taynen grew up in the Co-mox Valley on Vancouver Island. Her

parents are both teachers and when she was 15 she accompanied her family to China's Guangxi province for a year where her parents were teaching English at Guangxi University. Jennifer completed her BA at the University of Toronto after which she spent ten months in China's Xinjiang Uighur Autonomous Region teaching English. In 2003 she returned to U of T to complete an MA in East Asian Studies. Following a year of study in Xinjiang University, and another eight months working in Urumqi, she is now pursuing graduate studies in Political Science at the University of British Columbia. Her future plans remain as yet unknown, but it is certain that there will be many more trips to Asia and Xinjiang.



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Helping Intermediate Students Read Newspaper Articles

Analysis and Learner Problems

By Marina Crawford

Newspapers or magazines in the target language are a good source for learner reading since they are authentic, often readily available, contain both visual and textual cues, and are in a format that most students are familiar with (Schmitt and Carter p 4). They also expand the learner's knowledge of the world by exposing them to cultural information, a variety of English, and in general, are interesting to read (Sanderson p2-3). However, reading newspapers is a daunting task for the ESL learner, and many are often reluctant to read them because they feel the material is beyond their reach. My intermediate students acknowledge the need to read newspapers in English, yet they avoid doing so because they feel they do not have the skills or confidence to take on the challenge. One reason for this is that reading is an extremely complicated activity.

Beyond simple decoding, reading involves a complex series of processes requiring the learner to perform the following skills: activating internal schema about the topic, making predictions based on both visual and textual cues, drawing inferences based on an overall understanding of the text, skimming for general idea, scanning for specific information, interpreting meaning from literal and figurative text, and finally evaluating the information. For most confident readers, this process is automatic in their native language. However it understandably breaks down in second language reading mostly because

the learner has fewer vocabulary resources to tap into. Moreover, reading newspapers presents other linguistic challenges, involving bottom-up and top-down processing.

Analysis and Learner Problems

When queried, many of my students have stated that even in their own language, they feel they are "poor readers", and broadly speaking many of their problems are similar to those of native English speakers. These include not being able to read fast enough (because they tend to read every word), and not being able to retain what they have read. I have also noticed that when I've given students skimming tasks that most scan automatically instead. Beyond this, students express concern about not understanding vocabulary, including idiomatic and metaphorical language. For students whose first languages are not Romance or Germanic based, Graeco-Latin vocabulary is particularly problematic. Furthermore, students have said that they have difficulty identifying the relationships of information within and between sentences. Figurative and literal language poses problems as well. They also complain that the sentence structure is too complex. Also, many news items are topic-specific, which adds another layer of difficulty. Lessons I have taught focusing on reading newspapers have sometimes failed because students had little or no awareness of the issue or be-

cause it had no relevance to their own lives.

In terms of understanding what we read, we rely on both top-down and bottom-up processing. Top-down processing involves global comprehension of the reading material, whereas bottom-up processing requires analyzing text for grammatical and linguistic details. Both skills are drawn upon when reading; thus we as teachers need to help our learners develop these skills so that they can feel more confident reading newspapers. The following is a more comprehensive explanation of top-down and bottom up skills, and how they need to be addressed when teaching reading.

Top-down processing enables the reader to guess about what is read and makes use of a reader's schema, assumptions made about the world. These assumptions are informed by knowledge and experience. Background knowledge and beliefs greatly influence the way we approach reading. Teachers should be sensitive to educational, experiential and cultural information disparity when choosing an article. Keeping this in mind is paramount, since it is our responsibility to create a non-threatening and enjoyable information-sharing environment which taps into all cultural references.

Top-down processing includes making inferences and predictions, both of which are related to the guessing process referred to above. It can be challeng-

Continued on next page

Reading Newspaper Articles

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ing for L2 readers to follow a writer's train of thought, which can often move quickly from one sentence to the next, making the relationship between these sentences difficult to follow. Sometimes the writer assumes prior knowledge on the part of the reader, expecting them to guess unstated presuppositions (Nuttall, p112-114). This requires the reader to make inferences, which for many students can be difficult due to limited knowledge about a topic, a lack of vocabulary needed to discuss the topic, or simply by coming from a culture that doesn't deal with the topic in the same way. Concerning prediction, many students I've taught are reluctant or unable to make use of this skill when reading newspaper articles mostly because they are intimidated by the medium and by the complexity of the topic. Unlike their North American counterparts, many don't seem to wish to express their opinion about a particular topic until they have extensive knowledge about it. However honing both skills will enable the student to better understand the sequenced development of a native English writer's thought processes.

Other top-down processing includes skimming and scanning, which students have said they don't feel comfortable with. As a result, they wrestle with understanding lexical versus grammatical vocabulary (referents, substitution, ellipsis), making sense of the relationship within and between clauses, punctuation, tense and aspect, and register. Understanding the above all requires bottom-up processing.

Practical Suggestions for the Classroom

Before dealing with the linguistic needs of the learner, teachers need to ensure that all students are equipped with a basic understanding of the topic to be dealt with, and select an article that is interesting and relevant to their lives.

To assist students with understanding newspaper articles, both top-down and bottom-up processing need to be activated. The top-down approach activates schema, prediction, inference, and skimming and scanning skills. Accessing

bottom-up processes presents the learner with a deeper linguistic challenge, whereby they need to analyze language from the **specific** versus the **general**; this would require them to work through understanding individual words or chunks of words within a context. In reading they need the opportunity to access both approaches at different times, so their uses should be encouraged within the same lesson.

To activate schema, **using visuals** such as photos accompanied by questions, which bring out the student's knowledge of the topic, can be effective. Tasks could range from simple description, to making comparisons, to stating their personal experience with the topic. Students can also say what they don't know and write a question to which they want an answer.

As a scanning task addressing a detailed understanding of a newspaper article, students rather than the teacher could prepare **comprehension check questions**. They could do this by working in small groups, generating a designated number of "WH" questions about an assigned section of a newspaper article. Meanwhile, the teacher would circulate from group to group collecting their questions to be put on an OHP. These would later be projected so students could answer the questions.

To encourage motivation and to help develop skimming skills with lower intermediate levels, doing a **newspaper scramble** can be helpful. It can focus either on content or on a grammar point. First an answer sheet is prepared with numbered blanks where students would write questions and then their corresponding answers. There would be the same number of blank spaces as there are students. The teacher reproduces the answer sheet on the board. Each student would be given a newspaper and an answer sheet. They would write a question in an assigned category, like People. Students would skim through the paper for information that they could write a question about. They would write it on the board and the same question type could not be asked again, so question formation becomes increasingly more challenging as more questions go up on the board. Then they copy all the questions down on their answer sheets, and quickly try to answer them. This activity

also helps students develop skimming and scanning skills (Wright, p30,31).

To develop a greater understanding of clausal relationships and cohesive elements in newspaper articles, **jigsaw reading** activities can be helpful. In these, students would need to look at the details of vocabulary, such as discourse markers, rhetorical structures as in fronting, the use of negatives and redundancies for emphasis, before being able to reconstruct an article. Essentially bottom-up processing would be encouraged. Several examples of jigsaw readings with newspaper articles are available in First Certificate in English texts, such as *Masterclass*.

For vocabulary development, **narrow reading**—reading on the same topic over the course of a number of texts—can be used to learn high frequency words used in connection with certain news stories. Generally speaking, students would follow a major event covered in the newspaper over an extended period of time. From each article students would record words or word clusters and tally how often they recur. They would also follow one other story that appeared in each day's paper. These stories would be unrelated. Over a period of days, students would notice which words occurred repeatedly in the main story and which words appeared in the subsequent story. In the end, students could learn about chunks of vocabulary associated with certain topics, and how they may or may not cross over into other topics. (Schmitt and Carter, p 4-7)

Conclusion

For the intermediate learner, reading newspapers can be less daunting providing motivation and interest levels are met, schema are accessed and sub-skills such as skimming, scanning, and inferring are used. Also, reading objectives have to be achievable. Furthermore, encouraging the use of both top-down and bottom-up processing will increase the chances of a more complete understanding of the text.

For the bibliography and a downloadable sample lesson plan which draws upon the above-mentioned skills, visit the BC TEAL website at: www.bcteal.org After login, go to Document Groups > Teaching Materials > Lesson Plans.

What I Learned From My Students

By Ellen Park

In order to practice modals, I recently got my students to write about what a good teacher is. I don't know if they learned the modals, but I learned a lot from them! Here are some comments that were particularly interesting.

"If somebody would like to be a good English teacher, s/he should be enthusiastic about English...I think the most important thing is enjoying teaching. S/He should enjoy teaching students." – K.L.

"The teachers shouldn't say, 'I'm tired,' because if I hear it, I can't be comfortable...It makes me hesitate to ask some questions after the class." – K. C.

"S/He must be an active person, always happy and kind." – R.V.

This was interesting to me because students are aware of the contagious

nature of enthusiasm and interest. If we are lethargic and listless, teaching by rote, or because it is our job, that is most certainly conveyed to our students. Although we don't have to be entertainers, it is important that we feel learning English matters. If students can sense this, they will be more inclined to listen intently and try to understand.

"A good English teacher should correct the students' mistake. But s/he should be careful not to hurt the student's pride." – J. L.

"Teachers should consider student's personality because each student has different personality. Students who are very shy want to answer in the class, but they can't do it easily. So teachers must help them." – Y.E.

Mutual respect is so important in the classroom. The other point that I

gleaned from these comments is the importance of taking into consideration different learning styles. Some students might be from a learning background where mistakes are punished or their personality is not outgoing. In that case, in our communicative classrooms we might be penalizing them for something over which they have no control.

My favorite quote is: "Teachers should talk to each other."

How true that is! Only through supporting each other can we grow and develop. That atmosphere, again, of mutual support is conducive to growth and progress. As in the theme of TEAL's last conference, there is a cycle of learning. That cycle surely includes learning from our students.

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“My Teacher’s Class Is So Boring!”

Three Simple Rules To Avoid Hearing This Ever Again

By Brad Bentz

In my experience as a teacher and as a CELTA trainer, I have experienced and witnessed a great deal of effort put into lesson planning only to see the lesson itself fall flat. This is a shame considering the amount of work put into the creation of the lesson. In my experience, three simple rules should be attended to in order that good lessons be experienced and appreciated as they should be.

1. Be Mindful of Pace

A good, fresh pace can be crucial in creating a class that is useful and enjoyable for learners. However, teachers too often equate pace with speed and create lessons that move either quickly or slowly depending on aim. But pace means much more than speed. More than speed, pace is dictated by variety. Developing lessons that have a good pace means creating lessons that involve a variety of interaction patterns, activity types, feedback methods and correction techniques. If our classes take on a predictable pattern so that students begin to see one lesson as totally interchangeable with another, they may define their class as boring and may disengage. Thus, any one class should see students working alone, in pairs, small groups and/or as a whole class. Learners should have a chance to work on a number of different activities that focus on the same language or skill area. Thus a student may ‘warm-up’ for a lesson by playing a game reviewing language from the previous lesson, do some individual work after input, and consolidate taught language by doing some freer practice activities. A teacher should also develop a grab-bag of meth-

ods for doing feedback. A teacher may choose to give feedback by nominating individual students to answer or have the whole class call out answers. A teacher may choose to employ an overhead to supplement a feedback session or use a tape to supply answers for a dialogue gap fill. And skilled teachers I have worked with have made very good use of peer correction. Again the main point is to make your lesson useful without being predictable. Finally, to improve pace, develop a few correction techniques. Without a doubt, correction is a difficult and controversial area in ESL teaching. Nevertheless, if a teacher can develop five or so appropriate correction techniques, students should be appreciative and responsive.

2. Control Teacher Talking Time

When new teachers take a teacher training course, most struggle with reducing talking time so as to maximize student participation within a lesson. But this issue need not be overstated. It is equally true that an experienced teacher can use their speech as part of language input within the classroom. Obviously, a teacher is an important language model and can not only provide students with correct lexical and grammatical language models but also model proper intonation and register. In my opinion, the main rule when working on teacher talking time is that it must be natural without being above the learners’ language level. Teacher talk that is above the level of the learners serves only to confuse and intimidate students and is, as such, useless. Also, a teacher must remember to tightly con-

trol meta-language when teaching grammar lessons. As ESL/EFL language teachers, we should aim to teach learners to use new language as naturally and appropriately as possible. For the most part, we are not teaching students the linguistics of the language and need to use only the minimum of grammatical meta-language to get our point across. In general, it is always better to ‘show’ how target language works rather than ‘tell’ learners how target language works.

New teachers often show a tendency to ‘over-participate’ or interrupt when monitoring freer practice activities. This is also a habit that many experienced teachers have a hard time ridding themselves of. It is easy to forget that a teacher does best to prompt, encourage, model and/or correct and must make every effort not to become the focus of attention during authentic tasks.

It is not that a teacher should not be heard in a class, it is just that a teacher must make every effort to make sure that their talking time is carefully considered, is useful input and does not take away from needed time for students to consolidate taught language.

3. Develop rapport consistently

Every teacher I know uses the first day of a new class as important ‘getting to know you’ time. Not only do students get a chance to learn about each other but also teachers get a chance to get to know the learners and do some

Continued on next page

"My Teacher's Class Is So Boring!"
... From page 14

diagnostic work. I myself use a wide range of discussion, gap-fill, and/or lexical activities to make use of our first day of class to help develop a close sense of rapport, learn the exact level of the class, and try to learn of any peculiarities with this particular class. Of course, this time is much more important than my learners ever realize and can make or break a class in any given session. That being said, rapport is not something that can or should be given attention on the first day of class, assumed, and then forgotten. Rapport is of such importance that it must be given attention on a daily basis. As Krashen states in his affective filter hypothesis, learners who are motivated, self-confident, and not anxious will have a 'low affective filter' and will thus be better able to receive more input, interact with confidence, and will be more receptive to the input they receive. (p. 133) This means that if we take a short time everyday to create an upbeat, open and positive atmosphere in the classroom, our students will be better able to understand and interact with the language or skill area being taught. Without aiming to entertain or 'baby-sit', teachers must take some responsibility for the daily motivation, confidence and anxiety level of our students so that each individual learner may achieve as much as possible on any given day.

These skills may be obvious and natural to some while difficult and unnatural to others. Nevertheless, developing skills such as these should never be considered optional. Accepting that there is no one way to manage any classroom, creating and implementing classes that are meaningful and understandable as well as useful and usable for our particular learners should always be considered solid teaching practice and never 'edutainment'.

References:

1) Richards, Jack C. and Rodgers, Theodore S. (1999) Approaches and Methods in Language teaching. Cambridge University Press.

Coping With Multi-Motivation Levels in General English Classes

By Marina Crawford

Normally, I teach Cambridge test preparation courses--First Certificate in English (FCE) and the Certificate in Advanced English (CAE)—for about 9 months of the year. For the remaining three months, usually in summer, I teach in the General English Programme (GEP). In the Cambridge programme, the motivation level for studying is relatively high since most students are under pressure academically and professionally to obtain one of these levels of certification. Thus, my challenge as a teacher rests mostly on preparing them to pass the exam.

However, what greets me when I walk into most intermediate or advanced GEP classes is often an entirely different class composition than the one I'm used to. There is Lara, from Spain, who has taken a leave of absence from her job in order to improve her English language skills, and Stefan, from Switzerland, who has two months to kill before having to go back to school in September, and Juan, a 17 year old from Mexico, whose parents think that going to Canada to learn English will benefit him culturally and academically, and what about Mi Kyoung, whose primary reason for being in Canada is to take a break from the rigors of student life in Korea, and who desperately wants to learn functional English.

Clearly, each of these students has valid yet vastly different reasons for studying English. This, in addition to tending to individual linguistic needs, can be difficult to handle. What can result are students complaining that

they have too much homework or not enough, or that there are too many games, or that there's too much grammar or not enough grammar. In the worst of scenarios, students will go to the Director of Studies complaining that their teacher is not delivering the kind of instruction they want and need.

What I have found to be effective to stave off these problems is to give students an opportunity to discover what kind of student they are and to share this information with their classmates. However, this needs to be carried out in a validating atmosphere. Of course, what has to already be in place is a set of general guidelines for social and academic conduct which all students have to follow, and a curriculum which offers both structural and functional components, and which allows for some student-centeredness.

At the beginning of each session, I incorporate the following task as part of a "get to know your classmate" activity. I write on the board silly, simplistic generalizations about the kinds of students we can be. I chose to identify 3 types.

STUDENT # 1: I am here to learn English because I need it to improve my career opportunities. I want lots of homework and I appreciate a serious, academic atmosphere in the class.

STUDENT # 2: I am here to learn English and learn about Canadian culture. I understand that homework is necessary, but I don't want too much.

STUDENT # 3: I came to Canada

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Multi-motivational Levels

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mostly because I want a break from school/work/parents and I also want to experience living in another country. I know I need to learn English, and I want just a bit of homework.

After they have looked at the three categories, they discuss in groups of 3 which kind of student they are and give reasons why. I also explain to them that they can be student 1 on one day but student 3 on another, or that they can be student 1.5 or student 4, which I haven't defined. After a ten minute discussion, they tell the class what kind of student they are and why. It is paramount to make sure that students 1, 2 and 3 are all validated.

What results in the end is that everyone has a better idea of the reasons why their classmates have come to Vancouver to learn English, and they realize that their needs are not necessarily other students' needs.

As the teacher, I offer homework opportunities to suit each type of student. For all students, I will assign the requisite amount from the syllabus, but I always offer additional homework opportunities for those who want it. Beyond that, I welcome journal entries or any form of writing any student would like to do. Furthermore, I provide reading materials and useful websites for students who are extra keen. For the "not so academically keen", I provide opportunities to do projects, learn songs, and to do independent study.

In the end, I have found that most students feel that their needs have been met and that they have felt validated for the kind of student they are. Furthermore, I have noticed that students are more tolerant of other students' language learning needs.

Marina Crawford has taught EFL and ESL in Greece, Ontario and B.C. Last year, she earned her DELTA at Vancouver's Global Village English Language Centre, where she has been teaching for the past six years.

Little Bytes

By Ellen Park

It's known for its world-class broadcasting but the BBC has an excellent section for learning English in **bbc.co.uk**. If you go to *bbc.co.uk*, on the left-hand menu there is a link to the *Learning English* section. The *News English* section is excellent for reviewing vocabulary related to a major news article. You can download the audio version if you have real player. Below the article, there is a list of words and their definitions. You could have the students match the new vocabulary words to its definition as a follow-up activity.

My favorite is the *Grammar and Vocabulary* section. It has an array of activities that can be done on the website. There is also an interesting section from David Crystal about the changing nature of English words. This might be interesting for advanced students as well as for the teacher.

My personal favorite is the *Funky Phrasal Verbs*. They are organized into different topics. There are loads of examples and even a listening portion. At the end, there is a quiz where students have to complete the sentence. There are other examples in .pdf form that you can download as well.

On the downside, I had quite a bit of trouble downloading the listening section. If your school computers do not allow students to download from the internet, this may be a problem.

On the whole, I highly recommend going to this website to see if there are any sections you can use in your classroom. In fact, there are so many links on this website that I haven't had a chance to navigate through all of them. If you have a great idea related to this website, please share it with us at newsletter@bctea.org.

Second Annual TCF Fundraising Golf Tournament and Barbecue

For the second year in a row, the TCF fundraising golf event went off without a hitch — and more importantly without any rain — on Saturday August 12th. This year's event was extra special as it was also celebrating the TCF's 20th anniversary. Thanks to all 36 participants and we look forward to next year's event!



*TESL Canada Team:
TESL Canada team
members Bill
McMichael, Carol
May, Louise Aerts,
Nick May.*

ELSA / English Language Services for Adults Update

*By Brenda Lohrenz
ELSA Net Provincial Coordinator
www.elsanet.org*

A busy fall for ELSA providers has been made busier by a posting for an RFP on BC Bid for Labour Market Focused ELSA 4/5 in the Lower Mainland Fraser Valley. What does this mean in clear English? – An RFP

is a request for proposal, or formal way to apply for a government contract that is ‘transparent’ or open to external bidders. Organizations that have a contract to provide ELSA programming were first introduced to

this rigorous bidding process in 2004.

ELSA providers were happy to see that the province has taken the initiative to fund the entire proposed 4/5 program. The expected budget, approved through the provincial Treasury Board, is \$5M over 3 years. The long championed need to increase ELSA levels has finally been acted on – but there were obvious gaps in this request for proposals. One concern is that the program is being limited to the Lower Mainland extending to Abbotsford in the Fraser Valley. Regional areas outside of the Lower Mainland that have long demonstrated a need for higher levels of ELSA / ESL training in their communities, were left out of this announcement. Also, restricted eligibility criteria for students will leave many unable to participate in the program.

While there are still major gaps to fill in the language programming that is available at no cost to new immigrants and refugees to BC – the introduction of a Labour Market Focused ELSA 4/5 is certainly a welcome step in the right direction.

Meanwhile at the Assessment Centre...

By Therese Neufeld

“Winston” is a qualified radiologist from Beijing with fifteen years’ experience. He’s working on a construction site. “Alicia” managed an accounting firm in Peru. She is washing dishes in a restaurant. “Ying,” formerly a teacher, has been at home with her small children; now that they’re in school, she would like to resume her English studies so she can find a job. All three have been working away on their English at home and they can communicate relatively well, at least when they’re talking about where they’re from, what they did there, how many children they have and so on. Their communication skills fall apart somewhat when they have to talk about something unfamiliar; nevertheless, they all score a solid Benchmark 4 in listening, speaking, reading and writing skills. “ELSA ineligible” is the final word on their client profiles.

These people have now joined the category of immigrants too high for ELSA/not high enough for meaningful employment. Lately, every time I’ve written those “ELSA ineligible” words on the profile of someone from this group, the rumours of levels 4 and 5 being incorporated into the ELSA program have provided a margin of hope. So I was delighted to hear that the

successful 2004-2005 pilot project for Labour Market ELSA 4/5 had finally born fruit and that as early as January 2007 we could expect to see these classes begin.

What’s that I hear? Levels 4 and 5 are not available to the general immigrant public, just to people who are already attending ELSA level 3 classes? A kind of post pilot project pilot project? There’s not enough money to make it available to anyone else?

I guess we should quit whining about the rest of the provinces (even Newfoundland!) offering so much more of an incentive to immigrants than does B.C. and be grateful for any crumbs thrown our way. Too bad for Winston, Alicia, Ying and all those other Benchmark 4’s and 5’s who are not already in the program. Hopefully, the B.C. government will one day fully recognize the importance of providing that “one more step” many immigrants need to access work related to their qualifications.

When not rounding up and editing articles for this newsletter and scribbling editorial marks in student essay margins, Therese Neufeld works as a CLB assessor at Western ESL Services.

VOLUNTEERS NEEDED!

TEAL is always looking for volunteers. If you’d like to give some of your time to serving your profession, please contact admin@bctéal.org.

Join a SIG

Interested in coordinating or joining a SIG? Contact admin@bctéal.org for more information.

Why become a part of the BC TEAL board?

By Sarah ter Keurs

As a recent TESL graduate, in my first real teaching position, I was fortunate enough to be sent to a BC TEAL/ TESL Canada conference in Victoria. My first conference experience began that Thursday evening with the Publisher's Wine and Cheese reception where we mingled and perused all the exciting new resources on display. Shortly after arriving, one of my colleagues was approached by a former colleague to become a TEAL board member. My colleague then pointed at me and said, "Ask her, she's organized!" Before I knew it a Call for Nominations form was under my nose and I was asked if I wanted to be a board member.

At that point, I didn't even know what TEAL was. I was at a conference and thought that I had heard something about TEAL or TESL or TESOL, but had no idea what a board was or why I would want to be on it. She explained briefly that it meant attending a monthly meeting and participating on a committee or two, but that was about it. Sounded easy enough. "Sure, sign me up!"

That was the beginning of my experience with BC TEAL. Since then I have held several positions on the board including my most recent post as President. I had no idea what I was getting into, but have not regretted it for a moment.

There are a number of reasons why one might choose to participate on the board, but usually people ask themselves

what they will get out of it. I hadn't really considered it when I signed up, but it turns out to be one of the most important, career-changing decisions that I have ever made. Firstly, I gained valuable administrative experience and skills such as running business meetings, dealing with people who have differing opinions, desktop publishing and managing an office. Secondly, the contacts that I made throughout my involvement on the board have contributed to a variety of personal employment opportunities. Finally, the people that I have met through TEAL span the globe and remind me that I am part of a community of professionals all committed to the same goal.

It turns out that the time I spent at meetings and on committee work was well worth it, and while some board positions require more than a couple of hours a month, I gained much more than the time that I put in.

It is now fall, and we are starting to recruit members who will come onto the new TEAL board in spring 2007. There are several board positions coming open and we invite you to get involved. Is there someone you work with whom you think would make a good candidate? Nominate them using the Call for Nominations form provided in this newsletter!

If you want more information about any of the positions, please feel free to contact me at sarah.terkeurs@ubc.ca.

TEAL VACANT BOARD POSITIONS EFFECTIVE APRIL 2007

| | |
|--|-----------|
| President | 2007-2009 |
| 1 st Vice President | 2007-2009 |
| 2 nd Vice President (Conference chair- finance) | 2007-2009 |
| 2 nd Vice President (Conference chair – admin) | 2007-2009 |
| Member at Large | 2007-2008 |
| Member at Large | 2007-2009 |
| Member at Large | 2007-2009 |

Members-at-Large attend board meetings and either chair committees or do committee work (or both!) The TEAL committees include: Newsletter, Website, Conference, Membership, Policy and Action Advisory, Professional Development, Special Interests Group. Please see the BC TEAL website for more detailed information about each of the committees (www.bcteal.org)

The two second Vice President positions are designated as the conference chairs which means that they work

together to plan and organize the annual spring conference.

The First Vice President position traditionally chairs the Policy and Action Advisory Committee which is involved in advocacy.

If you or someone you know is a potential candidate, please complete and send in the Call for Nominations on the next page.

B.C. TEAL - CALL FOR NOMINATIONS FOR 2007

Please note: Nominations must be in the TEAL office by November 24, 2006. The results will be announced at the May 2007 TEAL Conference.

Name: _____
Address: _____
Home phone: _____
Work phone: _____
Fax: _____
Email: _____
Occupation: _____
Place of
Employment: _____

Please attach a biographical sketch of yourself (100 words or less) and a passport size photo to the TEAL office.

I agree to my nomination for election to the TEAL Board 2007.

Signature: _____ Nominated By: _____

News from the TEAL Charitable Foundation

By Cheryl McNicol

I hope you all had a great summer. We celebrated our 20th Anniversary in August 2006 by participating in the second Annual BC TEAL Foundation Golf Tournament. It was a glorious, sunny day at the Mylora Golf Course in Richmond where we raised over \$350 and made many new friends. I would like to thank everyone that attended and I hope you had as much fun as I did. I look forward to the next tournament already!

About the Foundation

The TEAL Charitable Foundation (TCF) provides awards, scholarships and bursaries to support ESL teachers, students and programs. Awards range from \$1,400 to \$4,000.

Attention ESL Professionals:

The application process is a relatively simple one. There are application forms available online for each of our awards. Simply print one and answer the questions on the form. We ask for basic information about the project/conference/travel etc. as well as two letters of reference and a resume. The Board reviews each appli-

cation and selects the applicant that most closely matches the criteria for the award. The winners of these awards are regular teachers, students and program staff just like you. Please take the time to review the details and criteria for each award on our website at www.bcteal.org. Look for the TEAL Charitable Foundation tab on the left hand side of the home page.

Please consider applying for:

THE NAN POLIAKOFF MEMORIAL FUND

Deadline: October 15, 2006

Value: up to Cdn. \$1400

This award commemorates Nan Poliakoff's commitment to excellence in the ESL teaching profession. It provides funding to support the professional development of British Columbia's ESL teachers. This may include teacher training workshops or a course, registration fees or travel costs to attend or present at conferences, materials development, publications, etc.

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TCF News

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THE TEAL/TESOL BURSARY

Deadline: October 15, 2006

Value: up to Cdn. \$2500

The TEAL / TESOL Bursary supports the travel of affiliate TEAL / TESOL members to annual TESOL Conventions or TESL Canada Conferences. To apply, you must be a member in good standing of TESL Canada or a TESOL affiliate.

THE AIDS AND HEALTH EDUCATION FUND

Deadlines: October 15th, 2006 and February 28th, 2007

Value: up to \$3,000 (CDN)

The AIDS and Health Education Fund (AHEF) was established in 1992 to promote health and/or AIDS education through content-based ESOL instruction.

The following are invited to apply for the AHEF scholarship:

- Teachers promoting health education and AIDS prevention aimed at ESL/EFL students, their family members and their communities.
- Materials writers developing culturally sensitive health and AIDS education materials available to a wide range of people.
- Organizations willing to sponsor or co-sponsor activities dedicated to health education or AIDS awareness.

THE MARY ASHWORTH SCHOLARSHIP

Deadline: October 15, 2006

Value: up to Cdn. \$1500 to cover costs for travel to and /or accommodation at a TESOL Conference or at TESL Canada Conference.

This scholarship was established in 1988 to honour Mary Ashworth on the occasion of her retirement. It supports travel to a TESOL International Convention or a TESL Canada Conference by a British Columbia graduate student in ESL. To be eligible, candidates must be studying ESL/EFL Methodology, Applied Linguistics, or a related discipline at a BC university.

Dilemmas and Challenges

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holds an MA from the University of British Columbia, where she is currently a PhD student, specializing in Critical Applied Linguistics.

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TESOL 2007

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