



TEAL NEWS

Association of B.C. Teachers of English as a Second Language

February 2003

A Special Teacher: Donna Bowler

By Ruizhen Feng



Many teachers have come into my life. Donna Bowler is one that will never be forgotten. She was my first English teacher in Canada, and also the first Canadian in my life. She made a strong impression during the period when she was teaching my class. Donna has a sense of humor, is a helpful friend, and a capable teacher.

First, Donna has a sense of humor. She always made us laugh in the class. For example, when she found a group of us chatting in Chinese, she would carry her big red umbrella, rush to us, and pretend to beat us. That made us laugh and stop our chatting. For another example, almost every day she gave us very interesting stories that made us laugh and memorize the words and grammar easily. One day she wanted to teach us some vocabulary about hospitals. To

begin with, she told us a very funny story about a man with bad luck. He always did everything wrong, and of course, he had many problems with himself. After reading that story, every student remembered the man and his problems.

Secondly, Donna not only let us feel happy in the class, she also made us feel free to ask for help from her. Many of her students had trouble with English-speaking people because the students could not speak English well. So, every day Donna was busy helping the students deal with their problems during the breaks or after classes. For instance, if there was a student who received a letter from the government and did not understand it, Donna would explain it sentence by sentence and help him or her discuss the

(Continued on page 6)

FEBRUARY CONTENTS

Special Features

A Special Teacher <i>R. Feng</i>	1
President's Last Message <i>J. Pearson-Terell</i>	2
A New Focus on Idioms <i>B. Bentz</i>	4
Exploring World Issues Through Journal Writing <i>T. Hays</i>	10
Global Culture Through Proverbs, Metaphors and Story Telling <i>V. Chu</i>	13
Notes From Inner Mongolia <i>M. Murphy</i>	15
Becoming A Certified Translator <i>N. Yaraii</i>	17
The Teaching of Legal English <i>B. Beveridge</i>	19

Regular Columns

BC TEAL Teacher Profile <i>Catherine Evashuk</i>	8
Using the Internet to Teach Vocabulary <i>M. Sevier</i>	21
News from the TCF	25
Conference Calendar	31
Membership Application	33

President's Last Message

by Jennifer Pearson Terell



It's raining. It's Vancouver. It's New Year's Day. Today is the Teal News deadline for February's edition. As always, firmly set and enforced by our wonderful, effervescent Teal Newsletter Liaison, Jennifer Waymark ... So, I'm here at my desk on New Year's Day, cobbling together not only a message of personal gratitude but also a few words in celebration of TEAL's ongoing commitment to professional development ...

First and foremost I am writing to thank you, the members of TEAL, for your intelligent advice, personal commitment, and wonderful support over these past four years. I can honestly say unabashedly that I have enjoyed every minute of my time as President of TEAL. It's been a privilege to work with four incredible Boards; all of which have committed hundreds of hours of their personal time to the advancement of our profession. During the four years, there's been lots of laughter and much achievement as we have moved to fulfill TEAL's Mission Statement:

The Association of B.C. Teachers of English as an Additional Language advances the profession of teaching English as an additional language in B.C. through professional development, promotion of standards, advocacy and representation.

Second I want to celebrate what I think is TEAL's greatest gift to its membership and that is its ongoing commitment to professional development ... I joined TEAL in the 1970s because I wanted and needed to be part of a teachers' organization that believed in professional development. In those early years, TEAL provided

me with a family of teaching friends, an annual conference, workshops, a library, and the TEAL newsletter and for these I will always be grateful ...

As we begin a new year, meeting the professional needs of our teaching community still remains at the very heart of our association. TEAL has long been recognized nationally and internationally for its commitment to professional development. No other province in Canada has hosted as many international TESOL Conventions, TESL Canada Conferences, Annual Conferences and Mini-Conferences as TEAL has in the past decade. All of which would not have been possible without the vitality and resolve of the TEAL members. Indeed one might say this support is the stuff of which "volunteer-driven legends" are made. The quality of English language instruction in British Columbia whether it be in the international, public or NGO sector is both recognized and respected worldwide. One likes to speculate that this quality is linked to our teaching community's commitment to professional development.

I hope as a member of TEAL that you take a moment to celebrate past achievements, and then take a look at 2003. It promises to be an incredible year for professional development. The annual TEAL Conference is scheduled for late February and looks to be one of the best ever. This conference will be followed in late November by the national TESL Canada Conference in Burnaby. So consider this message an invitation to attend, volunteer, or present at both the upcoming conferences, and to keep our TEAL tradition of providing professional development alive and well in 2003.

My joy in learning is that it enables me to teach - Seneca

TEAL NEWS INFORMATION



B.C. TEAL

Association of BC Teachers of
English as an Additional Language

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

Deadlines

December 31 for February
April 30 for June
August 31 for October

Contributors

We welcome copy 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 notification 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 as a .jpg (preferred) or .pdf. For information on advertising rates, contact the Advertising Manager or the BC TEAL office.

Newsletter Staff

Editor:

Mary Giovannetti
mgiovann@capcollege.bc.ca

Contributing Editor

Marti Sevier
msevier@sfu.ca

Newsletter Layout:

Jennifer Waymark
jen_bctéal@shaw.ca

Advertising Manager:

Catherine Evashuk
catherine_evashuk@yahoo.com

BOARD OF DIRECTORS

President:

Jennifer Pearson Terell
(2003)

1st Vice-President:

Sarah King (2003)

2nd Vice-President:

Lisa Lindal (2003)

2nd Vice-President:

Paul Maher (2003)

Secretary:

Marie Morgan (2004)

Treasurer:

Ruth Guo (2004)

Past President:

Virginia Christopher (2003)

**Executive Members at
Large:**

Sarah Burwood (2003)
Jayeson Van Bryce (2003)
Jennifer Waymark (2003)
Liet Hellwig (2003)
Kirsten Bunton (2003)
Anne Sandor (2003)
Erin Elliott (2003)
Kathy Wong (2004)
Catherine Evashuk (2004)

TEAL COMMITTEES

Internal Audit Committee

Chair:

Ruth Guo

Policy & Action Advisory

Committee Chair:

Sarah King

Professional Development

Committee (PDC) Chair:

Reema Faris

Professional Standards

Advisory Committee

(PSAC) Chair:

Kirsten Bunton

Newsletter Liaison:

Jennifer Waymark

TEAL Website Chair:

Brian Wilson

Executive Assistant:

Alison McBride

NEW ADDRESS

BC TEAL

#201 - 640 West Broadway
Vancouver, BC V5Z 1G4

Phone: 604.736.6330 Fax: 604.736.6306

Email: bctéal@telus.net

Web: <http://www.bctéal.org>

A New Focus on Idioms: Part 2

By Brad Bentz



In a previous article in Teal News, I reported that previous attitudes to vocabulary acquisition are being radically rethought as new Cobuild research highlights what most language learners already know: An expanded lexicon is key to reaching any level of proficiency in language learning.

...a knowledge of a great variety of idioms will increase comprehension and fluency.

These new ideas regarding vocabulary acquisition have refocused attention on idioms as a key component in any spoken lexicon. Thus students will always be motivated by a lesson dedicated to idioms as they know instinctively what research backs up: a knowledge of a great variety of idioms will increase comprehension and fluency.

However, a language teacher must be careful not only to expose students to a large amount of idiomatic language but also to allow students to process this language for meaning while providing the chance for students to experiment with its use. Idioms can never be removed from their context or “chopped up” for grammatical analysis. Idiomatic language only makes sense within the context that it is actually used and to remove it from that context will only serve to confuse and de-motivate the students.

The activities discussed below are only a sample of idiom-based activities that allow students to explore and experiment with this language in context while greatly expanding their overall lexicon.

Idiom-Based Activities

1. Many researchers recommend straightforward matching exercises for teaching idiomatic lexical chunks. These lessons have certainly proved popular in my particular case. Here students are required to match either semi-fixed or fixed idiomatic expressions to definitions or defining situations. The idioms may be derived from a text or supplied as a list by the teacher. These exercises will not be as successful unless they are organized around a particular context or kinds of key words (for example idioms that all involve a body part or idioms that all refer to the idea of compromise). This contextualisation will allow students to successfully deduce the non-literal meaning of such expressions. Also, I always include some freer practice employing the target language using discussion questions that require the use of the previously matched idioms. This practice allows the students to experiment with and hypothesize about how such difficult expressions are used and formed by native speakers.

These lessons have been very successful with multi-lingual students from pre-intermediate to advanced levels. Although it may be more difficult to use these activities with beginner students, I believe it is possible if careful attention is paid to the construction of the activity.

2. In *Implementing the Lexical Approach*, Michael Lewis gives the students a list of fixed idioms organized around a key word or theme. The theme could involve idioms to do with advice or idioms that include the key word “something.” After reading the list, the

(Continued from page 4)

students discuss a number of inference questions in groups - who said it, where was it said, or when was it said? This lesson is brilliant in that students must figure out the meaning of the expressions without ever having to refer them to another similar expression or remove it from context. Also, "the activity is a serious contribution to sensitizing learners to the appropriacy of language to people of different ages or backgrounds" (Lewis, p. 126). This activity could be extended by having students create dialogues using some of the expressions, thus allowing them to hypothesize about and experiment with use of the idioms.

3. Another possible activity mentioned in Michael Lewis' *Implementing the Lexical Approach* involves students being given a fairly large list of idiomatic expressions that will have to be organized into two different categories, for example, city and country. This activity is useful as students are required to deduce meaning for themselves and will be exposed to appropriate situations for the idioms. This lesson could be extended by incorrectly forming the expressions and having the students correct those errors before moving on to the categorization stage in order to focus on accuracy. Also, the expressions could be chosen around two different key words that could later be explored to highlight that there is much more to knowing a language than just knowing the words.
4. Advanced Panorama includes what I consider to be an extremely interesting activity. It begins with students having to match idioms organized around the theme of sports to their definition. Later, students must match each idiom to a picture of the sport from which it derived. Finally, students must complete a gap exercise with these idioms. This lesson is unique in that it demands the students grammaticalize these semi-fixed expressions by placing them within pre-existing sentences. Thus the lesson deals with meaning and form within context. Although this particular lesson

was designed for advanced levels, there is no reason why it couldn't be adapted for use with lower levels.

5. In Graham Workman's *Phrasal Verbs and Idioms Upper-Intermediate*, the meanings of semi-fixed idioms must be deduced from an authentic text as well as matched to equivalent expressions. This lesson is important in that students receive a model for how this language would be used in real life through the use of the authentic text. Also, the students must attempt to understand meaning from an accurate context. Again, these expressions are treated as a whole and not divided into word parts so students will have a chance to notice the non-literal nature of these idiomatic expressions. This lesson is a little limited as no freer practice is included but some could easily be added.

Although these are just a small sample of the wide variety of lessons that involve idioms, hopefully they will help give new ideas for lessons that will become standard in your own classroom.

References

Lewis, M. (1997). *Implementing the Lexical Approach*. Language Teachers Publication.

O'Dell, F. (1998). *Advanced Panorama*. Cambridge University Press.

Thornbury, S. (1998). *The Lexical Approach: a journey without maps?* In *Modern English Teacher Journal* Vol.7 Number 4.

Workman, G. (1993). *Phrasal Verbs and Idioms*. Oxford University Press.

Brad Bentz is a graduate of the DELTA program at International House, and has been teaching at Shane Global Village Vancouver for the past seven years. He has also taught in Korea.

(Continued from page 1)

problems with the person who wrote the letter. She always told us "Do not forget my phone number. If anyone has trouble, call me." She insisted on writing letters to every student once a week and requested an answer, so she could know more about our situation and problems at that time. In addition, she would give us advice in her letter.


Furthermore, Donna is a capable instructor who had all the qualities of an ideal teacher. First, she expressed herself clearly. Her lectures were easily understood so that students learned more. She used different ways to explain questions according to our English levels. Second, she was patient. If someone could not understand what she said, she would use her break time to explain to the student again and again until he or she understood. Thirdly, she organized her class well. She gave students time to get familiar with the material, encouraged them to do more practice, and corrected their mistakes each time. She is such a good teacher that all the students in our class regarded her as their favourite teacher.

This is Donna, a humorist, a kind friend and a successful teacher. She will be my best memory in my life in Canada.



Ruizhen Feng came from China several months ago and now is a permanent resident in Canada. She is currently taking classes at Kwantlen University College and lives with her four-year-old son.

Donna is centred and the author of this article, Ruizhen, is in white to the right, behind Donna.



SFU
BOOKSTORE
AT HARBOUR CENTRE

ESL BOOKS
beginner / intermediate / advanced
vocabulary . grammar . english dictionaries
test preparation . teaching resource books

Teaching English? Learning English? **Education is what we're about!**

HARBOUR CENTRE MALL
555 WEST HASTINGS ST. (AT SEYMOUR)
P 604.291.5048 E hcbooks@sfu.ca
www.sfu.ca/bookstore

OPEN:
MONDAY TO FRIDAY 10AM - 6PM
SATURDAY 10AM - 5PM



College has an international reputation for excellence in English language instruction and is the largest English language teacher training institution in Western Canada. Our goal is to continue to build on our commitment to excellence in the provision of teacher education in the field of English language instruction.

VANCOUVER COMMUNITY COLLEGE

TESOL

P R O G R A M S

TESOL Diploma Program

An internationally recognized program for teaching English to speakers of other languages (TESOL). There are two formats - the Fast Track Program and the Self Paced Program. This comprehensive program prepares graduates to teach from literacy ESOL to university level ESOL. A university degree is required for admission to this program.

Graduates are awarded the TESOL Diploma and is recognized by TESL Canada for national certification.



International TESOL Diploma Program

A ten-month program for international students for instructing English to Speakers of Other Languages (TESOL).

A university degree and a TOEFL score of 550 (or 213/300) is required for admission to this program.

Graduates are awarded the International TESOL Diploma from Vancouver Community College.

TESOL Inservice Diploma Program

A distance education teacher training program for experienced ESOL instructors who do not have a recognized TESOL teaching credential. This excellent program offers courses in teaching Grammar, Pronunciation, Reading and Writing, Speaking and Listening and Practicum.

A university degree and ESOL teaching experience are required for admission to this program.

Graduates are awarded the TESOL Inservice. Recognised by TESL Canada for national certification.



Tutoring ESOL Certificate Program

A tutor training program for tutoring English to speakers of other languages in Canada and internationally.

A university degree **or** completion of a Grade 12 academic program is required for admission to this program.

Graduates are awarded the Tutoring ESOL Certificate from Vancouver Community College.

TEFL Certificate Program

A 100 hour teacher training program for prospective EFL instructors who wish to teach English internationally. A minimum of grade 12 academic English completion or equivalent is required for entry into this program. Graduates are awarded the TEFL Certificate from Vancouver Community College.

VANCOUVER
COMMUNITY
COLLEGE



Vancouver Community College
TESOL Programs

250 West Pender Street
Vancouver, BC V6B 1S9
Phone: 604-443-8484
Fax: 604-443-8393

Website: www.tesol.vcc.ca

M.S.C./B0012/Dec-02B5z

BC TEAL Teacher Profile: Joan Robertson

By Catherine Evashuk



Joan Robertson, a BC TEAL member, is an ELSA teacher at Kwantlen University College. After graduating with a science degree at McGill, she applied to CUSO (Canadian University Services Overseas) where she worked for two years in a Malaysian high school teaching math, science, and English. She mentioned that the only class she had taught before going to Malaysia was Red Cross swimming.

After her two years overseas, she went to Toronto and was trained to be a volunteer teacher by COSTI, a centre for immigrants. At that time she also led a conversation class for Master of Arts students at the University of Toronto. Joan then decided to study music at Vancouver Community College when it was still at the Oak Street Campus in the 1970s. One day she inquired if there were any ESL positions available there and was hired on the spot. She taught ESL evening classes for a couple

In the late 1970s, there were only two popular corner grocery stores in White Rock, and both were run by Chinese women who were Joan's students.

of years while still going to music school. She then went back to Toronto and worked at Humber College in the Manpower Programme, which was later named LINC and is now called ELSA. She specifically remembers her first semester there as "interesting and difficult" because half her students were Lebanese who were shell shocked and the other half were older men from Russia.

In the late 1970s she came to Surrey, BC, and taught a few night classes with Delta and Surrey Continuing Education. She fondly remembers Dolma, a Tibetan student who would give her a ride home every night and who got so excited talking with Joan that she would drive through red

The topic of jobs is often depressing because highly qualified professionals end up doing low-level jobs because their credentials aren't recognized in Canada and their English level is low.

lights! Around that time Joan started ESL night school classes at White Rock's Community School.

Joan has fond memories of teaching in this time period because she worked in her own community. In the late 1970s, there were only two popular corner grocery stores in White Rock, and both were run by Chinese women who were Joan's students. Joan explained that it was nice to see her students when she went shopping.

In the early 1980s Joan switched to ABE (Adult Basic Education) teaching at night which became increasingly difficult when she became a mother. Therefore, she decided to focus on her other career, which is being an Orff music teacher. But in the late 1980s she went back to ESL teaching and started substituting at Kwantlen University College, where she now works full time. Meanwhile, she also went to UBC to get her BA in Education. However, she hasn't forgotten her love of children and music so every Friday she teaches music to seven-year-olds at the Langley Community Music School.

(Continued from page 8)

At the end of our interview, Joan talked about teaching ELSA. The first point she mentioned is that ELSA has continuous entry so on Monday mornings she nervously looks around to see if she has any new students. The maximum number of students is usually 18 per group, but since most classes are multi-level in both language and literacy skills, teaching this class can be quite challenging. For example, in the same class one student might be a dentist sitting next to someone who has literacy problems. The weekly topics range from the environment, banking, and crime to general knowledge about Canada. Joan lets her students choose which topics they want to do first, and the topic of education is usually very popular with students who have children in school. The topic of jobs is often depressing because highly qualified professionals end up doing low-level jobs because

their credentials aren't recognized in Canada and their English level is low.

Joan explained that in her ELSA classes, students practice grammar related to the weekly themes and functional language, which makes the teaching fun. Students have 25 contact hours a week and can have anywhere between 350 to just over 1,000 hours of English instruction depending on their level. The last point Joan mentioned was that her students complain that Canadians speak too quickly and find small talk challenging, so she always includes lots of speaking practice in her classes.

Catherine Evashuk will be profiling different teachers each issue. If you know of a teacher who has had an interesting career, please contact Catherine at catherine_evashuk@yahoo.com.



ENGLISH LANGUAGE INSTITUTE
THE UNIVERSITY OF BRITISH COLUMBIA

Teacher Development Program

A comprehensive teacher training program for in-service teachers. The main focus is on practical English language teaching skills with current trends and methods.

On-site component – 3-weeks, full-time
August 11-29, 2003

- includes observations and seminars by ESL/EFL specialists

Online component – 24 weeks, part-time
September 29, 2003 – March 26, 2004

- teach and learn simultaneously
- receive guidance from your ELI mentor

Both on-site and online components must be completed to obtain a certificate of completion.

For more information, email esl@eli.ubc.ca or view www.eli.ubc.ca

UBC English Language Institute
2121 West Mall, Vancouver, BC V6T 1Z4
Tel: 604-822-1555 Fax: 604-822-1579

EXPLORING WORLD ISSUES THROUGH JOURNAL WRITING

By Tanya Haye



From 1994 to 2001, I taught at the University of the West Indies in Jamaica where I used to teach a two-semester course in academic preparation. This course was called Fundamentals of English and it was designed to meet the needs of ESL and unskilled writers whose reading and writing skills were below the required standard for those seeking post-secondary education. Therefore, I tried to assist them with reading and writing by insisting they not only read the required text for the course, but that they also read about world/global affairs, explore these issues and write essays using topics from these world issues.

I felt it was necessary for students to read about world issues because of my concern over their ignorance of world or even local news. I felt that, as world citizens, knowledge of world issues should be a priority to them especially since these issues directly and indirectly affected their lives. I, therefore, found a way to incorporate the exploration of world issues through journal writing in my classes. This was done while meeting the requirements of the curriculum, which focused on the different genres of expository writing. For this course, students

were expected to develop their essay writing skills using the Writing Process approach, where their essays were developed from the pre-writing to revising stage. By the end of the course they were expected to complete ten expository essays, in multiple drafts, over a two-semester period as well as do reading and comprehension exercises.

Expressive Writing

I decided to include expressive writing in the curriculum because of my belief that expressive writing should precede expository writing (Britton, 1970) and can assist writers in their linguistic development. Expressive writing, like journal writing, can be encouraged because of the recent emphasis on the process approach to writing rather than the traditional product approach. Advocates of this expressive process approach tend to favor activities like journal writing which aim at fluency and gaining personal power over the act of writing (Elbow, 1991). Researchers recommend that in addition to being taught expository writing, students should have more opportunity for expressive writing in their writing courses. (Spack and Sadow, 1983)

Introduction to Journal Writing

In order to assist these students to improve their writing, my job was to encourage them to value themselves as writers and I started with what they brought to the classroom - their oral fluency. Knowing that they were not proficient in reading and writing, I started with their personal histories. This was a good place to start because students were comfortable with their own personal histories.

At the first class, the students were asked to introduce themselves and share something about themselves and their histories. As they listened to each other, they became aware of their differences and similarities. I used this introductory section as the point for them to be introduced to journal writing so that they could begin to understand how texts are created on the basis of personal significance.

At the end of this first class, students were instructed to return to class the following week with at least one journal entry, which represented their reflection of something that was heard or said in the first class, which they

(Continued on page 11)

(Continued from page 10)

considered “significant.” They were encouraged to record their views without worrying about their work being graded or corrected. They were told that the work did not have to be perfect as long as it expressed their opinions in their own voices since journals are “safe havens where writers are free to record observations and experiences.....”(Sommer, 1989). The aim of this introduction to journal writing was to help students to understand that events of personal significance were important in the writing process. They had to realize that their reflections caused them to consider something significant or insignificant. This activity helped them to realize that they, based on their own reflections, could begin to see themselves as writers. This inspired confidence in themselves, as writers.

Learning Journal

By the end of the second class when the students were comfortable with this introductory type of journal writing, I introduced them to exploring world issues through journal writing. They were instructed to read newspapers, magazines, and on-line articles to source news/information on world issues. They were informed of the routine for each class. Even though it was a writing class, the first fifteen minutes of each class started with a section entitled “What’s in the News?” and each class

member was expected to contribute to this section by presenting his/her journal entry - world issues of personal significance.

In the same manner that they chose to write about whatever they found significant in the first class, they began to see that they had to reflect and decide which world issue was significant to their lives. This activity allowed the readers to “enter the literature in their own voice, placing themselves in relation to the text and discovering what they think about it.”(Perham, 1992) In this learning journal, their written response to/impression of the article was done at home and this was how they began to explore a global issue.

When they returned to the next class, an oral report was done since they came prepared to share with the class about an issue they considered significant. Each student who did an oral report would interpret and present the news according to his/her perspective and inevitably, a classmate would disagree, ask a question or simply add a comment. These oral reports normally stimulated comments, discussions and sometimes, heated debates. As the student who was presenting did the oral report and initiated discussion, this encouraged peers to also begin to explore that particular global issue with him/her by exploring ideas, sharing alternative viewpoints and developing critical thinking skills.

Response Journal

After two or three students did their oral reports and the class discussed some of the issues, the class was given a few minutes to reflect on any world issue that was presented and discussed, which they found significant. Then they would write another journal entry. In this response journal, classmates documented insights learnt in class and generated from the discussions. Students explored world issues by recording their feelings about any area of concern or interest from the class discussions. Having explored the world issue in their journal, they were provided with topics from which they could choose and this type of journal entry served as the pre-writing stage for an essay.

Dialogue Journal

They also explored world issues using a dialogue journal. This type of journal is a conversation in print. Students exchanged their journals with each other for the purpose of initiating a discussion of world issues in the journal. A peer would read an entry then write a comment in response to the entry. A discussion, in print, then ensued between the two peers. Later, when other students read the dialogue, some chose to write additional journal entries in response to the preceding journal entry. At some stage, I added my comments. Students wrote as much as they chose, but were

(Continued on page 12)

(Continued from page 11)

warned that, despite their differing opinions, they must respect each other's beliefs. Because of the numerous comments, students repeatedly collected material and these

entries helped them to fully define their topic and identify points for the outline and content for the essay. This type of interactive writing was particularly useful as it opened the door for communication and provided another context for language and literacy development within a non-threatening atmosphere.

Fortunately, this course encouraged use of the Writing Process and allowed the students to choose their essay topics, using any of the genres they were taught. A student who was interested in, for example, AIDS, could choose to write about the cause and effects of AIDS or write a process essay explaining the process by which one becomes affected with the virus until the final stages or maybe a classification essay, classifying the different ways that AIDS may affect an individual. The first stages of the essay would be when AIDS was explored in journal entries and would have been based on information from the newspapers and magazines which are good sources of obtaining up-to-date detailed information on current issues. Writing journal entries, therefore, served as an ideal pre-writing activity for many students. Because I eventually collected the journals, I was able to see to what extent the issues

were explored. And when they were not, I wrote a question to which the students' responses were required and that helped them to reconsider the issue and explore it further. For example, I would write, "You seem to be sympathetic towards...but have you ever considered another perspective ... Please respond."

Through journal writing, some students began to believe in their writing abilities and they started to see themselves as writers. They also began to see themselves as world citizens who had world responsibilities; others just became more informed about global issues. As they became more informed about the world around them, they used their journals to experiment and learn more about themselves as writers and some even began to write for the pleasure it gave them. I encouraged students not to use the journal as a detailed, chronological accounting of world events but as a tool for reflecting on what they learnt about world issues.

Eventually, the journal became a place to write regularly as students thought, organized, asked questions and engaged in problem solving. I considered journal writing ideal for marking growth since it is normal to focus on one's self when one keeps a journal, and growth becomes evident as the writer moves away from egocentricity and moves toward a growing awareness of audience, the inclusion of personal responses to world happenings, and also self-reflection.

Teachers of composition can adopt this approach for encouraging writing and reflecting on world issues but there would need to be formal guidelines for its use so that its worth can be determined as our students evolve as writers.

References

Bartholomae, D., & Petrowsky, A. (1986). (Eds.). *Facts, artifacts and counter facts: Theory and Method for a reading and writing course*. Upper Montclair, NJ: Boynton/Cook.

Britton, J., Burgess, T., McLeod, A. & Rosen, M. (1975). *The Development of Writing Abilities* (11 - 18). London: Macmillan.

Elbow, P. (1991). *Some thoughts on expressive discourse: A review essay*. *Journal of Advanced Composition*, 11(1), 83-93.

Flower, L. (1979). *Writer-Based Prose: A Cognitive Basis for Problems in Writing*. *College English*, 41(1): 19-40.

Perham, A. J. (1992). *Collaborative Journals*. ED 355 850

Sommer, R. F. (1989). *Teaching Writing to Adults*. San Francisco: Jossey-Bass.

Spack, R., Sadow, C. L. (1983). *Student-Teacher Working Journals in ESL Freshman Composition*. *TESOL Quarterly*. 17 (4), 575-593.

Tanya Hays has been teaching English since 1989. She, along with her family, recently immigrated to Vancouver where she currently teaches ESL at an international school.

Global Culture Through Proverbs, Metaphors, and Story Telling



A workshop presented at BC TEAL Mini-Conference,
November 16, 2002

By Vivian Chu

ESL teachers working with learners from the international community have tremendous opportunities to foster understanding and harmony between people of different cultures, while simultaneously facilitating language acquisition. When teachers envision language learners from abroad as ambassadors of their countries, a greater goal of helping people communicate in a common language can be to work towards global peace.

Three paths that may be explored to move towards this vision draw on international proverbs, collective metaphors, and story telling in lesson design. Along these paths, it is possible to increase consciousness of the sacred unity in humanity, as well as foster understanding, acceptance and appreciation of differences between cultures.

Proverbs from around the world contain universal themes and often convey similar values; they offer common ground for people from different cultures to express their shared humanity. In the language of metaphors, words can create connections between entities and ideas that are totally unlike. There are numerous possibilities for guided discovery of the similar ways in which people from different cultural backgrounds perceive and understand their world metaphorically. Story telling is a powerful multi-dimensional communication tool that enables individuals to speak from the heart, share values, explore depth and meaning, and access creativity. All three paths are workable for learners with various levels of English language ability, and can be used to focus on supporting peace, unity, and harmony in the world.

My purpose for this workshop is to present a vision and offer tools, hands-on materials, and adaptable resources for teachers to facilitate inter-cultural awareness with the ultimate goal of contributing towards global peace. It remains a work in progress, as there is an infinite variety of learning objectives, interactive language activities and discussions that can be produced from proverbs, metaphors, and story telling. I would welcome any suggestions you have to offer for future editions of the booklet, *Global Culture through Proverbs, Metaphors, and Story Telling*, which is available at VCC Bookstore and at the Annual TEAL Conference 2003.

Introductory Activities

- Give a brief introduction of the function of proverbs, by discussing a few *proverbs about proverbs*:

The proverbs of a nation furnish the index to its spirit, and the results of its civilization.
(Josiah G. Holland)

Proverbs are powerhouses of language: they contain threads of meaning that weave the fabric of humanity. (Vivian Chu)

A proverb is the horse of conversation: when the conversation lags, a proverb will revive it.
(Yoruba)

A proverb is to speech what salt is to food.
(Ethiopia)

(Continued on page 14)

(Continued from page 13)

- Elicit additional proverbs from learners. Encourage exchange of proverbs that express similar meaning across cultures.
- Give out pairs of international proverbs that contain similar meaning, one proverb per learner. They will interpret the meaning of their proverb, and find the person who has a proverb with similar meaning to their own.

In multitude there is strength. (Nigeria)
United we stand, divided we fall. (U.S.A.)

He who is starving hates him who is eating. (Gabon)
When one eats and the other looks on, there is likely to be a fight. (Turkey)

Unless you fill up the crack, you will have to build a new wall. (Ewe, W. Africa)
A stitch in time saves nine. (Holland)

Where there is a will, there is a way. (Swahili)
If at first you don't succeed, try and try again. (England)

Drops that gather one by one finally become a sea. (Persian)
It is well to be united in thought, that all men have peace. (Hawaiian)

Theme-based Tasks

Choose proverbs that reflect the theme of your lesson. For example, on the theme of Global Issues, the following proverbs may be used to introduce discussion topics followed by Extension Tasks.

Peace – *Tell not all you know, nor judge all you see, if you would live in peace.* (Spain)

War – *He that preaches war is the devil's chaplain.* (England)

Racism – *Woe to him who gives a preference to one neighbor over another.* (Ireland)

Poverty – *It is the poor who give alms to the poor.* (Japan)

Injustice – *An ox with long horns, even if he does not butt, will be accused of butting.* (Malaysia)

- For low-intermediate learners: Put the topics and proverbs on separate cards, have learners work in pairs to match the topic with the proverb, and offer proverbs on the topics from their own country.
- For upper-intermediate learners: Halve the proverbs and put them on separate cards, and have learners join the proverbs, identify the topics, collaborate on interpreting the meaning of each proverb and write them on a chart. They will then cut up the chart, separating the meaning and the proverb, and offer them to another group for matching and discussing similarities and differences in their interpretations.
- For advanced learners: Separate the words of each proverb into sets of words, and have learners make the proverb, paraphrase them and express agreement or disagreement with them by backing up their opinions with examples of world news events. They may also share similar proverbs from their own culture.

Extension Tasks

Moral of the Story:

Give learners a jigsaw story that illustrates a proverb that they've worked with, have them put the sentences in order, and identify the proverb. More advanced learners can also discuss the moral of the story, offer solutions to the conflict within the story, and retell it with a twist.

Team Story Telling:

Divide learners into two teams. Within each team, learners work in pairs to create a story that illustrates a proverb they've chosen out of four, and tell it collaboratively to the other team that is shown the four proverbs. Encourage learners to create stories based on their own experiences. The story cannot contain any of the nouns or verbs in the proverb. A team scores 4 points if it correctly guesses the proverb on the first try, 3 points on the second try, and 2 points on the third try.

Collective Metaphors: Discover Shared Meaning

Form small "intercultural groups" and have learners brainstorm ideas (using nouns and adjectives) related to some of these metaphorical words: *earth, sun, moon, star, comet, mountain,*

(Continued on page 15)

(Continued from page 14)

labyrinth, heart, rainbow, hourglass, rose, tree, dove, unicorn, dragon, butterfly, door, window. Make a chart of the words you've used on the board, and have each group write out what they associate with each metaphor. Discuss the similarities and differences in perspective from various cultures. Intermediate and advanced learners may weave poems from the words on the board. For lower level learners, pre-teach the vocabulary by offering a matching exercise with pictures of the metaphors.

Theme-based Debates:

Offer two or three topics for debate, and have learners suggest additional topics they're interested in debating.

- **War or Peace** – *Is it necessary for the U.S. to declare war on countries that are suspected of having “weapons of mass destruction”?*

- **Racism** – *Can the government eradicate racism through legislation?*
- **Social Responsibility** – *Who has greater power to alleviate environmental problems: individuals or the government?*

Take a vote on which topic to debate. Elicit ground rules for the debate from the learners. Before the actual debate, have learners work out an outline of issues that the topic evokes and create a “mind map” that has a defense and attack for each point.

Vivian Chu completed her B.A. in English from the University of Hawaii, and has traveled to 27 countries. She has taught in Japan and China, and is currently an ELSA Instructor at S.U.C.C.E.S.S. and a free-lance workshop facilitator. She may be contacted at (604) 602-9041 or via email at vchucanada@hotmail.com.

Notes from Inner Mongolia

By Monica Murphy



Hello from Inner Mongolia! I have been here for two months now, and it's quite an experience. I'm not new to overseas teaching, since I was in China from 1996-1997 and I spent last year in Korea, but this experience is different again. For one thing, a lot of people here have never seen a foreigner before. The first time that I had lunch in a local restaurant, I was treated to a free meal and a beer!

Inner Mongolia

In case you're wondering, Inner Mongolia is part of China, and the area is called Inner Mongolia Autonomous Region, which is six or seven hours north of Beijing. The city is Chifeng

(pronounced Chifung), and it's not a tourist place. I hunted and hunted for postcards and there were none. When I did get some in Beijing, the woman at the post office wanted to put them all in one envelope!

Chifeng is a small city - a farming community really - with small Mongolian horses and carts a regular sight. The streets are dusty and a lot of them don't have sidewalks. You won't find MacDonald's here either! And things are very, very cheap by Canadian standards. A taxi from our school, about ten minutes from town, costs about \$1.25.

(Continued on page 16)

(Continued from page 15)

My Celebrity Status

I'm the only foreign teacher at a large boarding school of 3000 students, so I'm quite a celebrity. In fact, the school did a show for the local television station about the school and filmed my class. It's good advertising for the school to have a foreign face and a native speaker of English. The classes are large, and I have one class of 51 students who are 12 and 13 year olds! Games for large classes, anyone?

My Journey

How did I get here? Well, my summer job in Vancouver was about to come to an end, and there was an ad in *The Vancouver Sun* - so here I am. It's only a four-month contract, so I may even be back in Vancouver before this newsletter comes out. I don't know what the future holds after that. Do I like it here? You bet. People are very kind, and I have some lovely new Chinese friends.

Are there challenges? Of course. Let me tell you about just a few.

Challenges

Lack of teaching resources, classes of mostly over 50 students, one photocopier in a school of 3000 students, lack of telephone service as well as lack of heat, power, and water - to name just a few. In addition, because my classes are beginner level, I have a Chinese translator; however, she really doesn't know a lot of English. Following the school's rule that I have a Chinese person with me when I leave the school grounds so that I am safe, being the last one to know important information such as my teaching schedule, and trying to understand what the students mean since they are learning British English are a few more. A student told me about a teacher who was taking another "post"; I had to think twice about what the student meant.

Would I do it again? In a minute. People are kind and this teaching assignment has been a

very enriching experience and has helped me understand the Chinese culture better. Do I miss Vancouver? Of course, but it never rains here! The sky is usually bright blue and there's brilliant sunshine overhead. Is it cold? Well, I'm glad I have my woolies on. The food? Delicious. The first time I was in China I craved toast so much - now I have a very tasty rice pancake every day, warm soy milk and a tasty rice porridge.

Yes, you can buy coffee, but no Starbucks. The kids? Delightful. The 12 and 13 year olds haven't quite got my name right, so some of them call me "Murphy". That's Okay. I'll answer to anything. Today I was coughing a little and they kept asking me what was wrong. Do I get lonely? Sometimes but not often, because I'm quite busy and I'm surrounded by smiling faces.

Monica Murphy has been an ESL teacher for six years now, starting at the age of 50. If you're thinking about an overseas experience, Monica recommends giving it a try! If you would like to ask her any questions you can e-mail her at monicateacher2003@yahoo.com.

ENGLISH THROUGH ART

Teacher Orientation

E.J. Hughes

Thursday, March 6, 4:00 pm

RSVP 604-662-4717

**Vancouver
Artgallery**
www.vanartgallery.bc.ca

Becoming a Certified Translator

By Naria Yaraii



Number 5125 of The National Occupations' Codes of Canada identifies a job category that includes translation, interpretation, terminologists, and linguistics. This article aims to tell you how to enter into this occupational field with or without previous experience through admission exams or an educational process.

A translator adapts written material from one language to another whereas an "interpreter" translates oral communications from one language to another during speeches, meetings, conferences, debates and conversation, or in court or before administrative tribunals." In Canada, translation between the two official languages, French and English, has the highest market demand; nevertheless, the demand for translating from Asian and Spanish languages into English has increased in British Columbia's labour market since 1999. Similarly "terminologists conduct research to itemize terms connected with a certain field, define them, and find equivalents in another language." For these occupations you can expect an hourly wage close to the national average rate of \$16.90.

Translation is not just about knowing two or three languages, nor a skill you learn quickly to find employment. Translating is time-consuming work that needs practice, patience, and includes days and nights of constant mental work.

The answers to the following questions show the process of becoming eligible to work as a translator, an interpreter, or a terminologist. Remember the field offers a variety of occupations such as Conference Interpreter, Court Interpreter, Simultaneous Interpreter, Broadcast Translator, Technical Translator, Literary Translator, and Medical Terminologist. Translating as a Court Interpreter is the most active field of employment in translation with a 47 percent provincial employment rate.

How To Become A Translator?

With No Experience

With no previous experience, the following three options, which include educational programs and a test, are available.

1. Vancouver Community College Certificate
2. University of British Columbia Master's Degree
3. Accreditation Test from the Immigration & Refugee Board

With Experience

Those with experience translating (or interpreting), for example 110,000 words from French into English or 80,000 words from English into Chinese, can follow these steps to become certified.

Associate Membership (at least one year's experience)

- a. Download a Registration form for Admission Examination from the website of the Society of Translators and Interpreters of British Columbia ([www. STIBC.org](http://www.STIBC.org)).
- b. Choose your language combination noting source language and target language.
- c. Submit an application form, résumé, documents, and initial membership fee of \$133.75 to the office in Vancouver.
- d. Wait to receive the letter notifying you of the Admission Examination's date and location (usually Langara College).
- e. Send your Disclaimer Form 30 days prior to your exam date as a candidate for Admission Examination.
- f. Attend the admission exam, which is held twice a year; a grade of 70 must be achieved to pass.

(Continued on page 18)

(Continued from page 17)

- g. Write the Code of Ethics exam for STIBC, which is held three times per year; a grade of 70 percent must be achieved.
- h. Wait to receive the CTIC Certification Examination (Council of Translators and Interpreters of Canada) application form, which will be sent to you by STIBC once a year.
- i. Try to take the National Certification Exam within three years after becoming a member. To do so, you need to renew your membership card.

Certification: Dossier

Associate members who have experience also may apply for Certification on Dossier by meeting the basic following criteria:

- a. Provide a curriculum vitae containing three guarantors/sponsors who are members of the associations affiliated with CTIC (Council of Translators and Interpreters of Canada).
- b. Fill out the appropriate application for Certification on Dossier.
- c. Provide proof of proficiency on the relevant language combination.

How Often Is the Admission Exam Offered?

The Admission Exam for the Society of Translators and Interpreters of British Columbia is held twice a year in April and September.

How Often Is the CTIC Certification Exam Offered?

The CTIC (Council of Translators and Interpreters of Canada) Annual Certification Examination in Translation is held once a year in February.

Who Might Have Exemption From STIBC Admission Exam?

The following persons can be exempt from STIBC (Society of Translators and Interpreters of British Columbia) Admission Exam but must pay the admission exam fee.

- a. Graduates of Translation Programs of Government accredited Canadian Post Secondary Institutions
- b. Graduates of Translation Programs of Government accredited non-Canadian universities approved by the International Credential Evaluation Service
- c. Members in good standing of the International Federation of Translators
- d. Members in good standing of the Council of Translations and Interpreters of Canada
- e. Instructors with three years' experience teaching translation courses

How to Prepare for the Examination

Do:

- Practice, prepare, and practice.
- Relax on the day of the exam!
- Read the original text through completely before attempting to translate.
- Write neatly.

Don't:

- Omit anything.
- Offer a choice of words in parentheses.
- Add footnotes to explain your translation.
- Leave before the end of the exam session.

Briefly, translation does not mean knowing two or three languages; it is skill that at least requires aptitude, attention to detail, and a vast in-depth vocabulary. Certainly the benefits are enormously rewarding when you act as a bridge linking two different languages, persons, and sometimes cultures.

Naria Yaraii, who has been translating since 1991, immigrated to Canada under the title of Technical Translator and became an Associate Member of the Society of Translators and Interpreters of BC in 2000. Her language combination is from Farsi into English.

The Teaching of Legal English

By Barbara Beveridge



The English that I teach is a strange variation of our language. It is known in the vernacular as “legalese.”

At the time they were being taught by an American whose only knowledge of the law was gleaned from watching Perry Mason on television.

I began teaching legal English in Turkey in 1993. I was living in Istanbul at the time and had completed my CTEFLA from Cambridge University through the British Council in Istanbul. Through a series of coincidences (which would take too long to explain), I was hired through the Istanbul Bar Association to teach legal English to lawyers who were at an advanced level of English. At the time they were being taught by an American whose only knowledge of the law was gleaned from watching Perry Mason on television. Needless to say, he did not know what he was talking about, which was evident to all; so the students, though testing me at first, were delighted to have someone who was actually a practising lawyer.

Creating a Course

The only problem was that there was no text to work

with, so I had to create one. I ultimately created an eight-month (200 hour) course entitled Legal English for International Commercial Transactions. In the course I use actual international contracts (in such areas as the sale of goods, franchising, joint ventures, licensing, and agency and distribution agreements) for which I have created exercises to help the students work their way through these often impenetrable documents. The reason for this focus is that this is the area in which lawyers need legal English. English is the language of international business and legal English is the language of international contracts. With the globalization of the economy, lawyers from non-English speaking countries are at an immediate disadvantage. The numerous international law firms emanating from Canada, the United States, Great Britain, and Australia are able to capitalize on this situation; however, they clearly do not handle all the work available.

A legal language is directly tied to the legal system of the country in which it developed.

Thesis

In 1996 I returned to Vancouver in order to complete my Master of Laws Degree at the University of British

Columbia. My master's thesis is entitled How Culture, Law and Language are all Barriers to Effective Cross-Cultural Legal Communication, specifically International Commercial Contracts. The main argument in my thesis and in subsequent papers I have presented at international conferences is that the legal English we common law lawyers (i.e. those from English speaking countries) use in our domestic contracts is inappropriate in the international setting. The reason I argue this premise is that a legal language is directly tied to the legal system of the country in which it developed.

A legal language is directly tied to the legal system of the country in which it developed.

This situation is complicated even more by the fact that the English speaking countries (with the exception of Scotland and the American state of Louisiana) have what is known as a common law system in which the law was developed by judges and exists in the case law, whereas most other countries in the world, following on and borrowing from various continental European countries, have a civil law system in which the law

(Continued on page 20)

(Continued from page 19)

was initially developed in the universities and is in the form of written codes. Because judges in common law countries have created the law with each case that was brought before them, many words and combinations of words have come to have very specific meanings. As I have noted above, these meanings are in most instances specific to the legal system of the country in question. Now the laws of the various common law countries are often similar and in many instances are the same; however, there are also a number of differences. This situation is also the case with civil law countries, including those civil law countries that share a common language.

Problem

A problem that then arises with international contracts is that many non-native English speaking civil law lawyers will work with precedent common law contracts drafted in legal English and they will fiddle with the language and change it to what they think it should say for their purposes. The problem is that often they do not understand what many parts of the contract are saying or they will often attribute to certain words a particular meaning which will coincide with their legal system but which does not coincide with what is actually being said in the document they are using. The results from this can vary: you can have a document that ultimately makes no sense, or

you can have a document that is understood differently by the various parties to it.

This problem is further complicated by the fact that if there is a dispute among the parties to the contract, the document will need to be translated into the language of the court where the dispute is heard. Legal translators are often not lawyers and must try to figure out what the contract is saying in one language/legal system and then translate it into the legal language of another legal system. Often the legal concepts in one system do not exist in the other.

Because of the problems of different legal systems and different legal terminology, there is a move being made by a number of international organizations such as the United Nations, UNIDROIT (the International Institute for the Unification of Private Law), and the International Chamber of

The "plain English" movement has garnered enough support

Commerce to unify international private law. It is a slow process with many stumbling blocks and ultimately, I believe, will have only limited success.

Answer

So what is the answer? In the common law world the "plain English" movement has garnered enough support that

many legal documents drafted today are not as convoluted and difficult as they have been in the past. "Plain English" makes it easier for non-native speakers of English to understand some of the language in these documents, but it clearly does not eliminate the problem of that terminology which is specific to our legal system. Another answer is the use of "neutral language" which is not specific to one legal system but which actually explains the legal concept by using plain terminology. This solution clearly involves a lot of detailed legal drafting, the time for which is often not available.

Another answer is what I am trying to do with my Legal English course: By teaching non-common law lawyers what these words in these documents mean to common law lawyers, those non-common law lawyers can then decide if they want to stay with these words or if they need to clarify them or if they need to change them altogether.

Besides teaching my course in Turkey, I have taught portions of it to international law students in Finland and lawyers who have come to Vancouver from Italy, Venezuela, Switzerland, and Colombia. I am also in the process of putting a three-month version online so that lawyers and legal translators around the world can learn this very strange language in the convenience of their own homes or offices.

Barbara J. Beveridge B.A., LL.B., CTEFLA, LL.M. is currently working on a consulting basis with a Vancouver law firm and is teaching her legal English course to visiting lawyers.

Using the Internet to Teach Vocabulary

by Marti Sevier



For many ESL students, learning the language is all about learning new words, the more, the better. This objective is certainly true of our English Bridge Program (EBP) students at Simon Fraser, whose course goals almost always make reference to “improving my vocabulary”. However, a teacher’s decision to help students do this is often difficult, because their needs often vary considerably. My own tendency in teaching academic skills has been to work on vocabulary on an ad hoc basis, focusing on difficult words in the readings, encouraging dictionary use and exhorting students to use the words in their writing.

Unfortunately, such an approach, if it can be called that at all, is not even effective at salving the harried teacher’s conscience, much less helping students to learn and recycle new words! Having an active conscience, I worked out a series of tasks based on activities we already had in place, which attempt to solve the problems of selection, storage and retention of new vocabulary items. While none of the ideas are particularly revolutionary, they do require the use of the Internet, which may give a new twist to old techniques.

Finding Words to Learn

Over a ten-week term, our students are required to give summaries of four news articles, at least 500 words in length. Specific topics are not assigned, but sports and entertainment are usually proscribed. General topic areas related to the IELTS examination may be recommended; these would include business, technology, education, the arts, etc. Students are then directed to a series of websites for online newspapers and magazines such as the Vancouver Sun (www.vancouver.sun.com), The Globe and Mail (www.globeandmail.com), CNN (www.cnn.com), Maclean’s (<http://www.macleans.ca>), and others, which are posted on the course website. Their task is to make notes on the article, using as few words as possible, in a concept map format. They must also select 3-5 new words from their articles to teach the class.

Storage of New Words

Based on their concept maps, they give a short oral summary to their classmates in small groups, then teach the new words. They must prepare their words using the following format, which we give them early in the term:

Word	Part of Speech	Definition (<i>it should be appropriate to the way the word is used in the article</i>)	Context (<i>from the sentence in which it appears in the article</i>)	Other members of the word’s family and their parts of speech
strategy	noun	a detailed plan for achieving success in situations such as war, politics, business, industry or sport, or the skill of planning for such situations (Cambridge Dictionary Online)	Students who use this reading strategy often find that they save a great deal of time.	strategic (adj.) strategies (n. plural) strategically (adv.) strategist (n. person.) strategists (n. person. plural)

(Continued from page 21)

The advantage of using this format is that students can organize the words they learn around different topics; the incorporation of notes on members of the word's families helps them to see that in order to use a word effectively, it is necessary to use the correct form.

These are sent to me in rtf format, which I can then combine in a large document and post on the course website for them to download. By retyping the words, the students are exposed to them again and are able to store them in an easily readable form.

Retaining New Words

The following week, students are given a short quiz based on a selection of the words they have taught. Though quizzes can be seen as draconian, they DO force students to review vocabulary, which again gives them a fighting chance of remembering it.

Usually the full list of vocabulary is around 45 words, but the quiz contains only about 12. I introduce them to two websites, which help them to determine which words will actually be on the quiz.

Early in the term we introduce the Academic Word List (AWL), developed by Averil Coxhead and colleagues at the

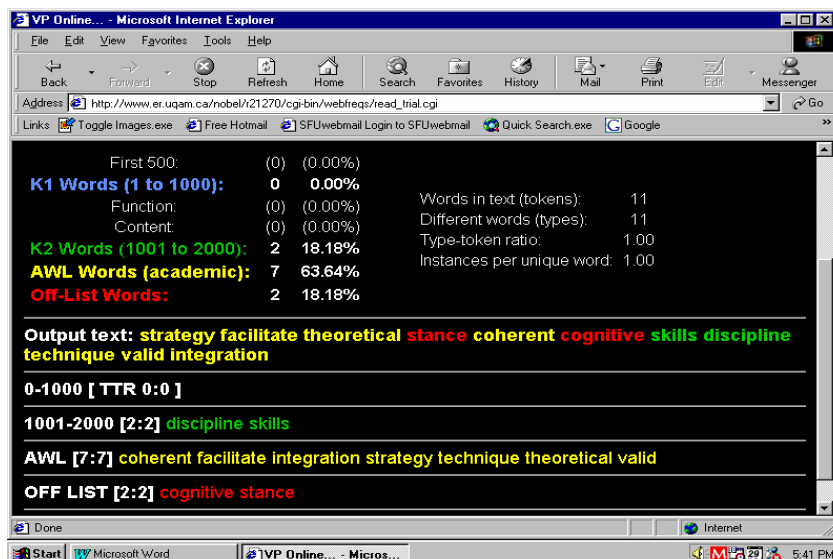
University of Wellington in New Zealand. (See <http://www.vuw.ac.nz/lals/div1/awl/awlinfo.html> for an introduction to the list and how it can be used.) The AWL is an extremely useful tool for our students because it is based on high frequency words found in a wide range of academic disciplines and is intended to help students prepare for tertiary education.

There are several websites listing the AWL in different ways, some according to frequency, others alphabetically. However, the Web Vocabulary Profiler, (http://www.er.uqam.ca/nobel/r21270/textools/web_vp.html), developed by Paul Nation, also at the University of Wellington, gives students a quick and easy way of checking whether words on their vocabulary lists appear on the AWL. For example, here is a list of 11 vocabulary items, which comes from an article on study skills.

strategy	skills
facilitate	discipline
theoretical	technique
stance	valid
coherent	integration
cognitive	

Copied and pasted into the Web Vocabulary Profiler... only 7 of the 11 are found to be on the AWL.

(Continued on page 23)



(Continued from page 22)

However, once students know which words to study, they can organize their time more effectively. It should be noted that the Vocabulary Profiler works only with the headwords on the AWL.

The format of the quizzes varies each time one is given. A common one is the gapfill, in which students complete gapped sentences with the correct form of the word. When composing this type of quiz, I often find inspiration in the Cobuild Concordance and Collocations Sampler (<http://titania.cobuild.collins.co.uk/form.html>). Typing a word into the concordancer yields 40 lines of concordance—authentic examples of the word in use, which are usually enough to give me ideas for good quiz sentences. Students can also use the concordancer, for example, in remedial work when they use incorrect vocabulary in writing: they can type in the word *adjacent* to the misused word in order to locate correct collocates.

In another quiz I might ask students to define five words, based on frequency in the AWL, and then list as many members of the word's family as they can. Or I might give them a

crossword puzzle to do in pairs, with one student having the words across and the other student the words down. For this exercise, which my colleague Ishbel Galloway passed on to me, I use a program called Crossword Weaver, which I downloaded from the Internet. Unlike the other programs mentioned, this one cost \$29.95, with my educator's discount! (See <http://www.crosswordweaver.com/>) Although the company offers a free demonstration copy, the download does not allow printing or saving the puzzles generated on it.

As mentioned earlier, these activities do not represent groundbreaking work. But the use of the Internet provides novelty and more importantly speed in helping students come to grips with the challenge of vocabulary learning. By using the websites given above, they gain useful practice, which will, it is hoped, assist their language learning even after they leave our course.

Marti Sevier is a lecturer in the English Bridge Program at Simon Fraser University. She has trained teachers and taught in Singapore, China, Japan and the United States. Her professional interests include EAP, CALL and learner autonomy.

Nominations for the TEAL Board 2003

Voting will take place at the TEAL AGM on Saturday, March 1 at 3:00 in Room 307

Sarah King	President	2003-2005
Paul Maher	1st Vice-President	2003-2005
Jennifer Waymark	2nd Vice-President	2003-2005
Tanya Haye	Member at Large	2003-2005
Brad Bentz	Member at Large	2003-2005
Bill Bronstyn	Member at Large	2003-2005
Brenda Lohrenz	Member at Large	2003-2005
Liet Hellwig	Member at Large	2003-2005
Kirsten Bunton	Member at Large	2003-2004
Anne Sandor	Member at Large	2003-2004

Positions Vacant at TEAL News

Book Review Contributor

- Recommend new books for review, write reviews and recruit reviewers.

C.A.L.L. Corner Contributor

- Recommend new web-sites for teachers, provide lesson plans and/or teaching tips.

Please note: These are *volunteer* positions.

Please contact our editor, Mary Giovannetti for more information:

mgiovann@capcollege.bc.ca

Volunteers Needed!

Interested in volunteering at the BC TEAL conference in February, 2003?

Please contact Jennifer Waymark at:

jen_bctéal@shaw.ca

Please note that volunteers do not enter the conference for free!

Positions available:

Set-up, clean up
Registration desk
Poster session set-up

BC TEAL 2003

“Reflective Teaching, Reflective Deliveries”

February 27 - March 1

Global Village English Centres
888 Cambie Street
Vancouver, BC

Contact: Ali McBride at
bctéal@telus.net

Annual General Meeting
Saturday March 1, 2003
Room 307

TEAL Charitable Foundation: 2:00
BC TEAL: 3:00

News from the TEAL Charitable Foundation

The Board of Directors would like to wish a very happy 2003 to all members of the TEAL community. This past year has been a busy one for the Foundation. In addition to disbursing thousands of dollars in award money to some impressive people and worthy projects in the ESL community, we have developed a new website, established a wider reaching promotional campaign, and initiated some exciting fundraising projects. This report will update you on our current board of directors as well as announce the most recent recipients of some of our awards. We are looking forward to continuing serving the ESL community in the upcoming year and encourage you to contact us if you are interested in becoming a Board Member.

The Board of Directors

Though we were sorry that Suzanne Rashed left the Board of Directors in 2002, we are pleased to welcome Tracey Bell to the Foundation. Tracey comes to us from Shane Global Village and brings 12 years of ESL teaching expertise. We would also like to thank Lesley Hemsworth for staying on as a Member-at-Large for an additional year of service in 2002. Lesley's contribution to the TCF was greatly appreciated and the Board will miss her guidance and leadership. We would also like to thank Alison McBride for her continued enthusiastic and professional administrative support.

Projects and Awards

We are very pleased to make the following announcements:

We have recently awarded the Refugee Claimant ESL Program at Collingwood Neighbourhood House funds from the Projects and Awards Fund to assist with the funding of transportation assistance for students and teacher training opportunities for the volunteer teachers.

The Domestic Workers Curriculum Project in collaboration with Frontier College has received funds from the Projects and Awards Fund to assist with the funding of its ESL curriculum program.

An AIDS and Health Education Fund has recently been approved for Oficina de Gerencia de Investigacion, Tecnologia y desarrollo del Instituto Superior de Ciencias Medicas de las Habana in Cuba.

Through the Projects and Awards Fund, we will be hosting three plenary speakers for the TEAL 2003 annual conference. We hope that all participants can also visit our TEAL Charitable Foundation booth at this time.

Watch for reports on how these funds were put to use in upcoming issues of this newsletter.

For More Information

Please take a look at our announcements on the dates and deadlines for some of our awards. Also please visit our website for more information on our awards, board members and deadlines. Also, please note our new address:

TEAL Charitable Foundation
#201-640 West Broadway
Vancouver, British Columbia V5Z 1G4
www.tealcharitablefoundation.homestead.com

Americans for Democracy in Ukraine

Report from Recent Recipient of AIDS and Health Education Fund

Project: Ukraine Radio Workshop
Dates: July 2 to 7, 2002
Place: Myrhorrod, Ukraine
Teacher: Keith Watt

Assignment:

The project was to work with 30 teachers of English in Ukraine on the topic of radio production, so that they could acquire skills in radio production which they could teach to their students. Teachers used the materials of the AIDS workshop to create practice radio programs. They were encouraged to train their students to produce radio programs on health (HIV) issues for their schools. For this purpose, each teacher group received a professional microphone and tape recorder.

Objectives:

At the end of the course, participants should be able to:

1. Operate basic audio recording equipment.
2. Understand basic characteristics of the radio medium.
3. Prepare for and perform radio interviews and other types of radio stories.
4. Know how to assemble radio stories into a program.
5. Understand the role of the radio in a free society.

Methodology:

The basic structure of the workshop is to break the 30 participants into 6 program units, each of which will produce a program on a defined topic. Each day the participants will be introduced to a new radio skill (writing, interviews, preparing radio drama, etc.) At the end of the workshop, all groups will listen to all 6 programs, and provide feedback on the program.

Assessment:

Objective 1: Participants worked with both small dictaphone-type cassette recorders, and with larger “boom-box” cassette recorders. All participants taped interviews.

Objective 2: Participants took part in lecture sessions which identified the basic characteristics of the radio. They produced programs which showed an awareness of these basic characteristics. As well, they participated in listening sessions with the specific assignment of identifying the basic characteristics of the medium.

Objective 3: All participants scripted and taped at least one radio interview. All participants participated in program units which produced programs using several different types of radio stories (interviews, dramas, phone-ins, etc.)

Objective 4: All participants participated in program units which produced programs in which several different stories or segments were put together in a longer program. All participants also participated in listening sessions with programs that other program units had assembled.

Objective 5: In learning how to make programs, participants came to understand better the important role that radio can play in disseminating information important to the society. In addition, in learning how to produce radio programs, and how to teach their students to make radio programs, participants experienced being media producers, as opposed to media consumers.

Submitted by Keith Watt, Instructor, Capilano College, North Vancouver, B.C.

AIDS/Health Education Workshop in Myrhorod, Ukraine

By Elizabeth Mattfeld

The goal of this project was to provide professional development to educators in the Ukraine. Over the course of the project, two areas of professional development in regard to HIV/AIDS education were highlighted: theory related to effective skills-based health education strategies and a current HIV/AIDS functional knowledge base. Participants were to become familiar with the current research in regard to effective health education and integrate the current research around brain development. They would then use this knowledge to develop a skills matrix uniquely suited to the young people in Ukraine.

Upon completion of the skills matrix, participants would then spend a day reviewing the information about HIV/AIDS and working to delineate the functional knowledge

required for young people to practice health enhancing behaviours. The fourth day was set aside to practice integrating functional knowledge and skill development into comprehensive and effective teaching strategies. Participants would be given an opportunity to work together, practice and present specific techniques. Finally, on the last day the participants would have an opportunity to design an action plan to coordinate teaching methods across the regions and to ensure a consistent message is received by the youth of Ukraine.

As the presenter, I was very impressed with the language skills and eagerness to work that the

educators brought to this project. Participants were always ready and willing to focus on the task at hand. The agenda was overzealous in the work that was required of the participants and was slowly modified as the week progressed. The modifications did not alter the opportunities for learning but did allow for increased participant questions and specific feedback.

Due to the interactive nature of the material, the time frame did not allow for development of a skills matrix specific to young people in Ukraine. Instead, we focused on the four skills of

communication, decision-making, planning and goal setting and stress management. Participants took a more universal approach to the development of positive health enhancing skills. Due to the depth of knowledge necessary to cover regarding HIV/



30 teacher participants in the AIDS/Health workshop

AIDS, nearly two days were spent learning and reviewing the functional knowledge. Much of this time was spent “busting” myths that were currently believed and reiterating the nature of the disease, the methods of transmission and the means of prevention available to the citizens of Ukraine. The last day and a half was dedicated to the practice of integrating skills-based health education strategies and functional HIV/AIDS information. Each educator was able to select an effective strategy, practice delivery and then present the lesson to their peers as a means of role modeling and review of the information. The participants worked together as teams, often from the same region and this helped them.

IMPORTANT INFORMATION FROM THE TEAL CHARITABLE FOUNDATION

Attention ESL Professionals!!!

Did you know that the **TEAL Charitable Foundation (TCF)** offers awards, scholarships and bursaries supporting ESL teachers, students, and programs? Here is some brief information about TCF's awards & scholarships:

Projects Funding	
Description	<ul style="list-style-type: none"> Grants for research projects, special projects, conferences, seminars, matching funds, seed money, teacher and learner projects
Amount of Award	<ul style="list-style-type: none"> Grants range from \$50 to \$3000. Larger grants may be considered.
Application Deadlines	<ul style="list-style-type: none"> April 15th 2003 and October 15th 2003
Criteria	<ul style="list-style-type: none"> Preference given to applicants who are members of or have a connection to B.C. TEAL
Nan Poliakoff Memorial Fund Award	
Description	<ul style="list-style-type: none"> Scholarships and bursaries to enable ESL teachers in B.C. to further their education and knowledge of ESL
Amount of Award	<ul style="list-style-type: none"> up to \$700.00
Application Deadlines	<ul style="list-style-type: none"> April 15th 2003 and December 15th 2003
Criteria	<ul style="list-style-type: none"> ESL/EFL teaching experience, service to TEAL community as a volunteer
TEAL / TESOL Bursary	
Description	<ul style="list-style-type: none"> Funding for the travel for TESL Canada or TESOL affiliate members to annual conferences
Amount of Award	<ul style="list-style-type: none"> up to \$2500.00
Application Deadline	<ul style="list-style-type: none"> December 15th 2003
Criteria	<ul style="list-style-type: none"> Be members of TESL Canada or TESOL affiliates Indicate evidence of service to local affiliates
Mary Ashworth Scholarships	
Description	<ul style="list-style-type: none"> Funding for a student to travel to a TESOL or TESL Canada Conference.
Amount of Award	<ul style="list-style-type: none"> Up to \$1500.00
Application Deadline	<ul style="list-style-type: none"> December 15th 2003
Criteria	<ul style="list-style-type: none"> Be a graduate students of ESL/EFL Methodology, Applied Linguistics, or a related discipline, a teacher in training, or recent graduate at a B.C. institution Be a BC TEAL member
Pat Wakefield / British Council; Scholarship	
Description	<ul style="list-style-type: none"> Funding to travel to a commonwealth country for further studies or research in the field of ESL
Amount of Award	<ul style="list-style-type: none"> up to \$2000.00
Application Deadline	<ul style="list-style-type: none"> March 15th 2003
Criteria	<ul style="list-style-type: none"> Be a member of BC TEAL ESL / EFL experience Indicate evidence of service to ESL / EFL community

David C. Lam	
Description	<ul style="list-style-type: none"> • Funding for ESL students graduating from BC secondary schools to attend BC post-secondary institutions
Amount of Award	<ul style="list-style-type: none"> • Two students awarded \$2500.00 each
Application Deadline	<ul style="list-style-type: none"> • January 31st 2004
Criteria	<ul style="list-style-type: none"> • academic excellence and strong community involvement
AIDS / Health Education Fund	
Description	<ul style="list-style-type: none"> • Awards for teachers, writers or organizations promoting health and AIDS education through content-based ESOL instruction
Amount of Award	<ul style="list-style-type: none"> • up to \$3000.00
Application Deadline(s)	<ul style="list-style-type: none"> • April 15th 2003 and October 15th 2003

Visit our web site for additional information about these awards at:

www.tealcharitablefoundation.homestead.com

Or, contact the TCF office by:

Phone: (604) 736-6330
 Fax: (604) 736-6306
 E-mail: tcf@interchange.ubc.ca
 Regular mail: TEAL Charitable Foundation
 #201-640 West Broadway
 Vancouver, British Columbia V5Z 1G4

BC TEAL is looking for SIG volunteers!

What is a SIG?

SIG stands for Special Interest Group. SIGs will give members of BC TEAL a chance to meet (literally or virtually by email or discussion forum), discuss and share ideas on a mutual interest connected to the field of ESL.

What kinds of SIGs are available?

That's really up to BC TEAL members. In the past people have expressed an interest in Adult Education, Teacher Training, CALL, K-12, Multicultural Issues, Refugees and Immigrants. We will put people with similar interests in touch with each other and then it's up to the group to evolve and develop the SIG depending on the interests reflected by the members.

IATEFL and TESOL SIGs

IATEFL and TESOL also have Special Interest Groups. The areas of interest in these SIGs are very diverse ranging from Literature, Young Learners, and CALL to Literacy and Multiculturalism. These SIGs are big groups, producing newsletters, running mini-conferences and organising SIG track talks at international conferences. We cannot be so ambitious given our smaller membership but we can use SIGs as a chance for members interested in the same themes to discuss, debate and raise awareness of pertinent issues.

What do SIGs do?

SIGs can work in a variety of ways. Some members may choose to use their group as a forum for discussion and sharing of ideas between the group. Others may wish to be more ambitious and organise mini-conferences on their chosen theme. Some may want to submit articles for the TEAL newsletter or to bring out a publication connected to their area of interest.

Who runs the SIGs?

SIGs are run by the members of the group, reporting back to the BC TEAL SIG coordinator on their various meetings and activities. Each SIG should have one main coordinator who takes responsibility for organising the group, reporting back to the SIG coordinator, informing members of meetings and discussion forums, etc. SIGs

may also wish to bring issues to the BC TEAL committee for discussion and this can be organised through the SIG coordinator.

Who can become a member?

Any member of BC TEAL can become a member of a SIG and have access to the discussion groups, meetings, email exchanges, etc.

Web site chat forum

We may be able to set up a chat forum on the BC TEAL web site, open to BC TEAL members where discussions and the exchange of information can take place.

How do I get involved?

You should send your name to the BC TEAL office stating your area of interest. All the names will be sent on to the SIG coordinator who will compile groups of people interested in similar topics and introduce them to each other via email.

Keeping everyone informed

The groups will need some time to discuss how they want to organise their group. When they have decided the format of their meetings and the issues they wish to discuss the coordinator of the group should make a summary, keeping the SIG coordinator informed. Summaries or minutes of meetings should also be sent to the coordinator so that BC TEAL is able to keep records of what is going on and make suggestions to new members who are interested in joining a SIG. A summary of SIG activity will be written up in the BC TEAL newsletter, compiled from reports from SIG coordinators. SIG members are also encouraged to submit articles and letters to the newsletter initiating debate and raising awareness.

Kathy Wong
SIGS coordinator
bctéal@telus.net

Conference Calendar

February 2003

TESL Manitoba
Taking the Next Step
February 10, 2003 www.teslmanitoba.ca

BC TEAL
Reflective Teaching, Reflective Deliveries
Global Village English Centers, Vancouver
February 27-March 1 www.bctéal.org

March 2003

TESOL 2003
Hearing Every Voice
Baltimore, Maryland
March 25 - 29 www.tesol.org

April 2003

IATEFL
37th Annual Conference
Brighton, UK www.iatefl.org

November 2003

TESL Canada 2003
Connecting Communities: Inspirations and Aspirations, Burnaby, BC
November 13-15, 2003 www.tesl.ca

TESL Ontario
31st Annual Conference
November 20-22, 2003
www.teslontario.org

English Language Teaching

A Cambridge Certificate in English Language Teaching to Adults (CELTA)

Kwantlen University College is offering the Cambridge CELTA, the most widely recognized certification in the world for English language teaching. CELTA provides training for both those who intend to teach English abroad (EFL) and those who intend to teach in Canada (ESL). Features of the course include:

- 150 hours of instruction in either full-time (4 weeks) or part-time (12 weeks) format
- Small classes with low trainee/trainer ratio (6:1)
- Cambridge-approved trainers with both local and overseas teaching experience
- A concurrent practicum which is supervised by course trainers

Successful participants receive the Cambridge CELTA and are eligible for TESL Canada Professional Certification Level 1. Course dates for 2003 are June 2 - 27 and September 9 - November 27.

To learn more, call: **604-599-2521**
e-mail: celta@kwantlen.ca
or visit: www.kwantlen.ca/esl/CELTA.htm

SUCCESS THROUGH EDUCATIONAL EXCELLENCE



Kwantlen
UNIVERSITY COLLEGE



Precision Camera Inc.

315 West 5th Avenue
Vancouver, BC V5Y 1J6
Tel: (604) 875-6500 Fax: (604) 875-6555
Find us on the web at: www.pci-canada.com

Visual technologies for Education.

At PCI our products range from consumer electronics to high definition broadcast. We serve the corporate, industrial, educational and manufacturing markets. Call us if you have requirement for:

- * Learning Lab Systems: Language Labs and control systems for PC based classrooms
- * Presentation: Projectors and Screens, Plasma displays & Document cameras
- * Camcorders, cameras, monitors, tripods, lighting, microphones, amps, speakers, etc.
- * Desktop Video editors: PC/Mac based non-linear editing
- * Network (IP based) Cameras, Security CCTV, Machine Vision (custom video solutions)
- * Video Conference systems: Distance Learning, meetings, interviewing, multi-location
- * Furniture / Fixtures: cabinets, A/V carts, equipment stands, mounts, podiums
- * Bulk sales of video tape, all formats, and video printer paper

SONY SANYO ROBOTEL CANON LG ELECTRONICS ELMO DRAPER KRAMER DA-LITE



TEAL MEMBERSHIP APPLICATION

The Association of B.C. Teachers of English as An Additional Language

#201 - 640 West Broadway, Vancouver, B.C., Canada, V5Z 1G4

Phone: (604) 736-6330 / Fax: (604) 736-6306

E-mail: bctéal@telus.net

Website: www.bctéal.org

What does TEAL do for you?

This professional organization encourages professional development, promotes professional standards for TESL, advocates on behalf of the ESL teaching profession and represents the profession at all levels of government.

We also provide our members with: *Three TEAL newsletters per year, TESL Canada journals twice a year, reduced conference fees, networking opportunities, access to professional certification, voting rights in a professional organization dedicated to the ESL profession, membership in TESL Canada, the TESL Canada Bulletin and access to information and resources concerning your profession.*

Name: _____

Address: _____ City: _____

Prov.: _____ Postal Code: _____ Email: _____

Home Phone: _____ Work Phone: _____ Work Fax: _____

Membership categories (check appropriate type)

New

Renewal

Regular	\$ 65.00
Full-time Student	\$ 40.00
Overseas	\$ 15.00 (Add to membership for postage)
Unemployed retired	\$ 40.00
ESL PSA Member	\$ 40.00
Adult Ed. PSA	\$ 40.00
Institution/Association	\$155.00

I would like to volunteer for a TEAL Committee or Conference

Please pay by **cheque** (made payable to B.C. TEAL), **Visa** or **MasterCard**
(an additional 2% surcharge will be added for use of Visa/MasterCard)

Credit Card No: _____ MC Visa

Expiry Date: _____

NAME ON CARD: _____

SIGNATURE: _____

For TEAL office use only: Rct #: _____ Status: _____ Exp. Date: _____