



# TEAL NEWS

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

January 2005

## Self-Access Centres of Singapore

by John Redmond

When most Canadians think of Singapore, if they think of it at all, they imagine gum and drug-free streets set in a tropical, gastronomic paradise. In this generalization, they are mostly correct. Singapore is, indeed, a well-governed, well-organized, well-developed city-state, with spicy foods to meet the challenge of hot, humid weather. What Canadians don't think of is the fact that Singapore, our Commonwealth cousin, is a major supplier of ELT to South-East (and increasingly, North-East) Asia.



How is this so? To begin with, since independence in the 1960s, the government of Singapore have striven to enrich the nation through education. Within a country housing potential divisive threats (historically divided ethnic and economic groups), education was seen as a nation-building tool, and English as an important lingua franca to weld together these disparate elements. The visionaries of the 1960s may not even have thought of the emergence of English as the international language, but have benefited from that fact.



Singapore now hosts several important tertiary institutions, ranging from the well-established National University of Singapore to the new Singapore Management University. The medium of instruction at all these schools is English, and that language is used by all students, who often interestingly code-switch from English to Singlish then to their parents' languages (such as Tamil, Hokkienese, or Bhasa Malay). Instruction is provided by Singaporean academics, supplemented by expatriates from around the region and the globe.

Given this English-medium setting, and given the rise of English elsewhere in Asia, it is only natural that the city-state (the size of the

## January

### CONTENTS

#### Special Features

Self-Access Centres of Singapore	
<i>John Redmond</i>	1
Ever Considered a Management Option?	
<i>John Coomber</i>	4
Teachers and Tutors Unite	
<i>Karen Rauser</i>	5
Radical Vocabulary	
<i>Marcela Jones</i>	6
Teacher Profile: Al Stusiak	
<i>Catherine Evashuk</i>	7

#### Regular Columns

BC TEAL News and People	3
-------------------------	---

# A Message from the Newsletter Committee

---

---

Hello, fellow BC TEAL members!

At the start of the new year, it is with great pleasure that the newsletter committee is able to get out this very special issue of the BC TEAL Newsletter. No doubt you were very surprised to receive this issue, as our regular issue is due out in February.

Our February issue is going to be devoted to the BC TEAL organization: who we are, what are aims are, what our plans for the future are, and how we've evolved and grown as an organization. In order for you to not miss any of the great articles in the newsletter, we have prepared in this special issue for you.

On that note, the newsletter committee is planning a few changes in the near future, but we'd like to hear your thoughts. We realize that it is a busy time of the year for many of you, but we'd love to hear your opinions ( too!), suggestions for articles or columns and layout, as well as what kind of things you'd like to see in the newsletter.

In addition, we are looking for more people to help out with the newsletter. If you have an idea for an article, or you are interested in joining our committee, please let us know at [editor@bctéal.org](mailto:editor@bctéal.org).

We sincerely hope you have a wonderful 2005.

## **Conference 2005**

*Our Future: Exploring Pathways — the next 25 years  
for the CLC*

Mark your calendars for the CLC Conference 2005 to be held on January 26-28, 2005 in Halifax, Nova Scotia. Details on the conference and early-bird registration are now available on the CLC web.

Please register today. <http://www.c-l-c/conference/conference.html>

## TEAL NEWS INFORMATION



# B.C. TEAL

Association of BC Teachers of  
English as an Additional Language

**T**eal 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 or .pdf. For information on advertising rates, contact the Advertising Manager or the BC TEAL office.

### Newsletter Staff

**Editor:**  
*Ellen Park*  
[editor@bctéal.org](mailto:editor@bctéal.org)

**Co-editors:**  
*Tanya Hays*  
[tanyahays@shaw.ca](mailto:tanyahays@shaw.ca)  
*Marie Morgan*  
[seabrightspirit@shaw.ca](mailto:seabrightspirit@shaw.ca)

**Contributing Editors:**  
*Marti Sevier*  
[mahvier@shaw.ca](mailto:mahvier@shaw.ca)

**Newsletter Layout:**  
*Gary Towne*  
[gary.towne@ef.com](mailto:gary.towne@ef.com)

**Advertising Manager:**  
*Karen Brooke*  
[karen\\_brooke@hotmail.com](mailto:karen_brooke@hotmail.com)

### BOARD OF DIRECTORS

### TEAL COMMITTEES

**President:**  
*Sarah ter Keurs*

**1st Vice-President:**  
*Suzanne Saatchi*

**2nd Vice-President:**  
*Karen Brooke*

**2nd Vice-President:**  
*Alma Krilic*

**Secretary:**  
*Marie Morgan*

**Treasurer:**  
*Kirsten Bunton*

**Past President:**  
*Jennifer Pearson Terell*

**Executive Members at Large:**  
*Catherine Evashuk*  
*Brian Wilson*  
*Liet Hellwig*  
*Brad Bentz*  
*Nina Kozakiewicz*  
*Ellen Park*  
*Paul Hilderbrandt*  
*Vivian Chu*

**Internal Audit Committee Chair:**  
*Kirsten Bunton*

**Newsletter Editor:**  
*Ellen Park*

**Policy & Action Advisory Committee Chair:**  
*Nina Kozakiewicz*

**Professional Development Committee (PDC) Chair:**

**SIGs:**  
*Liet Hellwig*

**Teal Website Chair:**  
*Brian Wilson*

**Director of Administration:**  
*TBA*

*To volunteer to work on a TEAL committee, contact the TEAL office.*

### BC Teal's Address

#201 - 640 West Broadway  
Vancouver, BC V5Z 1G4  
Phone: 604.736.6330 Fax: 604.736.6306  
Email: [admin@bctéal.org](mailto:admin@bctéal.org)  
Web: <http://www.bctéal.org>

# Ever Considered a Management Option?

by John Coomber

---

I am happy to read that TEAL News is doing a series on the experiences of distance degree students. It seems timely for a number of reasons. One is the fact that the old idea of higher education being limited to a chunk of your life between school and work is breaking down, and people are now demanding greater flexibility from education providers. That means providers arranging delivery to suit *your* lifestyle, rather than the other way round. Another reason seems to be that there are simply so many people wanting to learn, but not enough teachers to go round. My own experience was rather different to Karen's, so by relating it I hope to complement her own article with some additional information and observations.

First, I should mention that I have little in the way of research to report because I hardly did any. I know that seems contrary to what one should do when intending to shell out thousands of dollars, but having established that the course may well be the only one of its kind, there did not seem much else to research. I am talking about the M.Sc in ELT Management by DL offered through the Applied Linguistics Research Group at Surrey University in England. Quite simply, if you are interested in the management side of ELT and you are looking for a post-graduate degree delivered by DL, I do not believe you have another option. However, it is not cheap at £7560.

The degree is offered over 27 months. In total the course consists of eight core modules (assignments of 2,500-4,000 words), two options (assignments of 2,500-3,000 words) and a research topic (8,000-10,000 words). However, students have a choice of two exit points other than a full degree. They may choose to hang up their gloves after completing four or eight modules. In the first case they will be awarded a Certificate in ELT Management., in the second case a Diploma in ELT Management.

The support is comprehensive. Of course you can e-mail the staff any time, but there is also a very good library service (called DILIS) that offers literature search and document delivery services. As a student you will also get on-line access to many useful journals, and there is also a discussion list. Two chat rooms were opened up years back, but after a flurry of activity their popularity waned and I do not know if they are still going. Finally, students receive a newsletter (*Distance News*) several times a year. Then when you are all done, you can have your dissertation published on the ALRG website.

As for my personal experience of this course, let us start with Jon Lithgow:

*"Time creeps up on you like a windshield on a bug."*

And so do deadlines if you are not careful. I was extremely busy when I started the course and almost bit off more than I could chew. I managed to obtain several extensions, but even then I found myself sending my dissertation by courier to make the final deadline. So first you really need to make sure that either you have the free time to commit to the course, or you are willing to make the necessary changes to your lifestyle. Second, it would be a good idea to see what arrangements are available for those who get behind with their work. DL courses are aimed at those who are working, so there is some flexibility as far as finish dates are concerned – just do not abuse it!

I was a little disappointed with some of the course material. In my opinion there were way too many typographical errors which, in one or two cases, rendered the text almost incomprehensible. A friend later told me that minor problems like this often occur with new courses but with time these rucks get ironed out. Not a big deal, but something you might prepare yourself for if embarking on a degree that has only re-

## Teachers and Tutors Unite -- Seeing ESL Tutors as Co-Educators

By Karen Rauser

*Karen Rauser is both a teacher and tutor. She has a vision for creating community in the ESL profession and classroom.*

In ESL education today, teachers and tutors are often felt to be working at odds with one another. This problem is due in part to a lack of communication between the two parties and happens largely by default rather than on purpose. The vision presented here is that tutors and teachers could be co-educators working together for the benefit of the student. Just imagine the results in the student when he/she realizes that his personal educator and his teachers are in cahoots! This article will briefly explain the different qualifications of tutors and their standard fees, then discuss the challenges facing teachers and tutors and conclude with suggestions for bringing teachers and tutors into a closer educational connection.

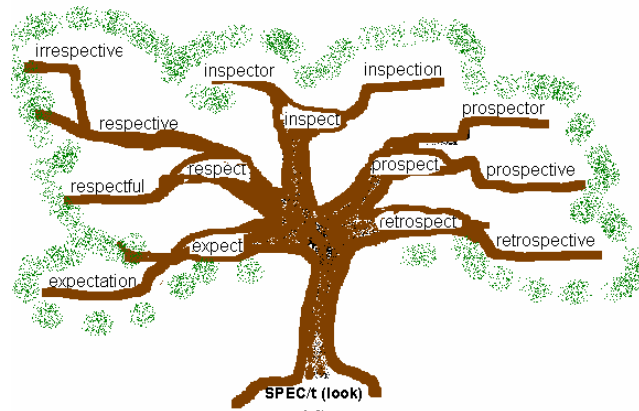
Not all tutors are created equally. In the tutoring profession, there are tutors who operate with varying degrees of qualifications and/or certification. In the following chart, the different types of tutors and their qualifications and fees are listed.

Type of Tutor	Price Range
A. Certified TEAL Teacher and Certified Teachers	\$20-\$45/hr
B. Professional and/or Certified Tutor	\$20-35/hr
C. Teachers in Training/ College Students	\$10-\$20/hr
D. Learning Centres (Sylvan Learning Centre), ESL Tutoring Centres, Tutoring Agencies	<b>Fees vary</b> - some centres charge per month - some charge per hour
E. Peer Tutor	<b>\$8-\$10/hr</b>

The wide range in price in the first group can be attributed to the years of experience and or additional certifications and degrees of teachers who also tutor. A teacher who has her master's degree and 25 years of teaching experience is more than entitled to charge \$45 per hour for her services. Likewise, a tutor who has achieved a tutoring license through a college or agency and who has accumulated many years of experience will or can charge more than an unlicensed private tutor with limited years of experience. As well, there are many college students and teachers in training who tutor students as a part-time job. They may charge very little for conversation practice and more for help in academic writing. Learning centres and tutoring centres tend to charge more per hour as the payment must cover overhead, administrative and materials costs. Some tutoring agencies will charge less if the students will come in groups; however, this means less individual time for the student and therefore less personal instruction. Other tutoring agencies are designed to be supplementary enrichment programs only and as such, have mastery programs and curriculum that remain the same for any student. The presence of the teacher is more supervisory than instructional. While the benefits to an ESL student in these situations is questionable, some agencies still purport that they have a high rate of registration in their programs by ESL students. In these agencies, the fee is minimal and is paid monthly. Unlike the first four groups of tutors, the peer tutor is one that is set up by the institution or by the teacher to provide students with affordable assistance. The peer tutoring option offers the most control to the teacher as far as skills and materials are concerned. The tutoring agencies, on the other hand, offer the least potential for co-education, as the curriculum is set by the agencies and not in coordination with the student's present learning environment. Private tutors are the ideal avenue for giving the

# 'Radical Vocabulary': Using Word Roots in Vocabulary Teaching"

by Marcela Jones



How can we help students learn new vocabulary? On May 8<sup>th</sup>, a large number of *B.C. TEAL Annual Conference* participants attended the *Radical Vocabulary* workshop to explore ways in which the teaching and practicing of vocabulary can be made more effective. The workshop focused on interactive activities that can be used to teach and review vocabulary items organized around commonly occurring word roots.

Although the numbers of words needed for different communicative purposes varies, one thing is clear: a student of ESL needs to learn new vocabulary as fast and as efficiently as possible. Learning new words is a great burden on the learner's memory. To ease this load, teachers try to make the process of vocabulary acquisition easier, e.g., by grouping vocabulary items into word families, by making explicit the connections among related words, or by taking advantage of recurring elements, such as affixes (prefixes and suffixes) or word roots.

ESL students are familiar with the most common derivational affixes: even beginning learners know that they can attach the prefix *un-* to many adjectives to create the meaning 'not-adjective'; similarly, they know that the suffix *-er* attached to verbs may denote a person doing the activity described by the verb. Teaching the meanings and the productive power of affixes enhances not only students' vocabulary skills; it also reinforces their analytical skills –crucial for all aspects of language learning. In order to fully exploit the potential of recurring elements in language, explicit teaching of the meanings of common word roots can be used to further accelerate vocabulary learning.

The English lexicon contains word roots of different origins, e.g., Anglo-Saxon (MAN), Latin (VIR), Greek (ANTHROP-), etc. Roots carry the main component of word meaning. By adding word-formation and inflectional affixes, related words are derived and grammatical relationships are expressed. Some roots are very productive – they appear again and again in the English lexicon. Root meanings often remain opaque to the student of English, because, for the most part, words are introduced as individual, unrelated items. For this reason, students who know the word *mystery* will claim that they have no idea what *to mystify* might possibly mean.

By revealing to our students the meanings hidden behind at least the most frequently used roots in English, we give them a powerful tool: the ability to see the relationships among formerly disjoint vocabulary items. If students know the basic meaning of the root, they can often guess the meanings of related words. For example, if we know that the basic meaning of the root VIS is 'to see', we have a key to a whole family of words: *visit – visitor, visitation, revisit; vision – television, revision, provision, supervision, envision, visionary; visible – invisible, visibility; visual – visualize; visa; vis-à-vis; visage; visor; vista*. To stu-

# Teacher Profile: Al Stusiak

*by Catherine Evashuk*

---

Al Stusiak was considered by many as the first ESL teacher in Vancouver. His wife Marilyn likes to make the distinction that he was the first *paid* ESL teacher because in the 1950s there were many who volunteered to teach ESL. Al started teaching high school in the 1960s and on February 13<sup>th</sup>, 1967 became the first paid ESL teacher at the Vancouver Vocational Institute program which provided full-time ESL training programs for adult landed immigrants and refugees. In 1968/69 he became one of the founders of BC TEAL as well as the Electors Action Movement (TEAM) civic political party, which worked to make Vancouver a more liveable city. From 1972 to 1984 he was a Board member of what became the VCC Faculty Association which was involved in the 1974 Manpower and ESL teachers strike giving members a salary increase and PD days. From 1978 - 85 Al Stusiak served as Head of the VCC/King Ed campus Manpower English program. As if he weren't busy enough, he served three 2-year terms on the Family Services of Greater Vancouver board.

His sharp wit and delightful smile surfaced during good as well as difficult times throughout the many changes in the ESL world of Vancouver. In 1979 the government wanted to cut ESL programs from 10 to six classes, but an influx of Vietnamese refugees saved the Manpower Adult ESL programs and classes increased from 10 to 15 instead, with 20 students per class. By 1980 there were more than 300 students in the adult ESL Manpower program and the number increased to more than 500 during the early 1980s.

In 1985 Al Stusiak decided to open Canada Language Centre (CLC) and was Vancouver's first private ESL school with an on-going Manpower ESL contract with 75 students. The following year CLC had more than 100 students in six classes and in 1988 CLC started enrolling international students. In 1988/89 CLC had 600 mainland Chinese students registered and inquiries from thousands more but the Tianamin Square revolt occurred and the following year the largest number of mainland China students allowed to study at CLC was 28. They studied along with CLC's many other international students.

Kindly manner, generous spirit and doer of good deeds were attributes he considered important and he put them into practice throughout his career. In spite of his busy schedule, Al found time to begin work on the TEAL Institutional Standards Advisory Committee, which formed the basis of PELSA (Private English Language Schools Association) which he was active with until 2001. Al strongly believed citizens have a duty to be involved in their community. He exemplified this by, among other things, serving as president of the Kid Safe Project Society which formed to provide innovative programs and food for at-risk inner-city students living in poverty. In April 2001 the University of Melbourne came shopping for a Vancouver ESL school, liked CLC and Al agreed to sell. He then became director of Hawthorn-Vancouver (CLC). Al's son, Craig Stusiak, is now president of Hawthorn -Vancouver.

Sadly, Alexander T. Stusiak passed away on September 28, 2004. Throughout his career he touched the lives of many both in Vancouver and internationally. He will be greatly missed by his family, friends, students, colleagues, employees, and all who came in contact with Al.

Lower Mainland) should take on the role traditionally held by Australia, New Zealand, Canada and the U.K., countries traditionally recognized as “English-speaking nations”. More and more students from elsewhere in Asia are looking to Singapore as a place in which one can obtain an excellent tertiary education that is recognized in the developed world, and that gives learners a life-long key to international success: proficiency in English.



To this end, the universities and polytechnics of the Lion City have been recruiting international students in much the same way our schools have. In fact, Singapore is now providing competition for us and for the other “old school” nations. However, as Canadian schools have found, international students need more help in language and other areas of study and life than do domestic or immigrant students. This, in part, is a reason for the development of self-access centres at Singaporean schools.

I was honoured and privileged to have been awarded the Pat Wakefield British Council Scholarship this year. This allowed me to visit Singapore and see first-hand how these centres operate. I was assisted in this by STETS, the Singapore Tertiary English Teachers Society, who helped open doors at the afore-mentioned National University of Singapore, at the National Institute of Education at Nanyang Technological University, Singapore Polytechnic and Temasek Polytechnic, Kwantlen University College’s “twin”.

My foray into Singapore began in late April of this year with the three-day SEAMEO RELC (South-East Asian Ministers of Education Organisation, Regional Language Centre) Seminar, an annual conference attracting academics and practitioners from all over the region and from distant parts. This year’s theme was the teaching and learning of writing, and attracted plenary speakers of the calibre of Steve Krashen and Paul Nation. All in all, this was one of the best conferences I have attended.

As our colleagues at the UBC ELI have found out over the years of their connection with RELC, that institute provides good accommodation within its conveniently located premises. I took advantage of this fact and made RELC my home for two weeks of pedagogic adventure. Braving breakfasts of congee, steamed bread, pickled veggies and chilli paste (but occasionally chickening out and having a croissant and latte at Starbucks), I then set out on the Lion City’s impressive transit system to visit the tertiary institutes mentioned above.

Each school I visited had a very different self-access centre, and each school had slightly different reasons for having such centres, as well as differing successes in having students use them. I was struck as much by the similarities between these centres and my own at Richmond Campus of KUC as by the differences. It is a case of parallel evolution within similar environments.

What the centres had in common was that they all catered either fully or partially to international students, with one institution serving only those clients. That same institution was the only one not serving the whole campus, limiting its use to scholarship students from the Peoples’ Republic of China, the source of many of the international students at all schools. All centres were faculty-designed and led, with staffing being a mix, some using graduate students to supplement the staffing, while others used clerical staff. No centre did anything other than address the English needs of the students, and all were, mercifully, air-conditioned to the maximum. Additionally, even the smallest centre had carpeted floors, comfortable furniture, partitions to ensure privacy and quiet, and spaces configured differently for different tasks (silent reading, discussion, etc.). As for technological bells and whistles, most had





LCD monitors for their PCs, which themselves were state-of-the-art. Every centre had the full range of VCRs, VCD players, some DVD players, tape and/or digital voice recorders and high-speed internet access.

Some of the centres made extensive use of on-line resources, whilst others relied on tried and tested self-access print materials. All mentioned that they had noticed students showed an increasing reluctance to use print, while exhibiting a marked preference for anything resembling on-line or multi-media work. As a result, one centre observed that the vast majority of students came in to watch English-language VCDs and DVDs. However, at another institute, many users also availed themselves of graded readers, which, if we believe Krashen's statements at the RELC Seminar, are all they really need to work with, the teaching of explicit language skills being unnecessary!

Half of the centres had multi-media language labs as part of their facility. However, with the line between computer labs and language labs rapidly blurring, it would be safe to say that all centres had some form of access to autonomous learning of pronunciation and listening skills. That said, most centres remarked that there was a push to deliver more and more of their services on-line. This push generally came from university administration, for reasons best left to the imagination. In fact, one institution, which had previously had a very large, impressive self-access centre for all the campus, had seen that shut down, dismantled, and its mandate parcelled out amongst the various schools (faculties), with the results that there was no coordinated effort to enhance learner autonomy, and that some schools has simply not picked up their piece of the broken facility. All of this was the result of a change at the top, and had more to do with fiscal philosophy than pedagogical philosophy.

Overall, what impressed me most about all the centres in Singapore was the highly professional attitude to the task at hand of the faculty and staff. All were very conversant with current research into learner autonomy, and all were strong advocates of such. The existence of self-access centres in each of the schools showed that there was recognition that it takes time to learn a language, and that this learning must come from within the learner. As here, instructors have limited time and cannot devote themselves to addressing each and every learner's distinctive needs. Self-access centres, learning centres, student study centres, call them what you will, provide a helping hand that would not otherwise be there. Canadian ESL professionals have much to learn from our Singaporean colleagues.

As a post-script to my being awarded the Pat Wakefield scholarship, I'd like to end this brief article with a story. In October of 1974, a young man returned to Canada from four years of teaching "English conversation" (eikaiwa) in Japan. He had only a B.A. in Asian Studies, no teacher training, limited useful experience, long hair and a beard. In spite of these obvious shortcomings, Pat Wakefield, then an administrator at VCC, saw beyond them and took the risk of hiring him to teach ESL. Thirty years later, that now middle-aged man, me, hopes he has proven her right. Thanks Pat.



cently been established.

Contacting staff was generally very easy – but not always. Towards the end of the course I became increasingly frustrated trying to get feedback on a section of my project. I got no reply to the original message, so I wrote again. They replied telling me that my original had not been received. I sent it again ... still no reply, and no reply to the follow up. This went on for months. At last, I decided to paste together all the e-mails and send them to the director. I had a reply within 30 minutes. So do not be afraid of going to the top with any problems.

Now, to a more general theme. DL programmes are baggage – literally. You can haul ‘em wherever you are going. If that is what you plan to do, or you decide to start a degree while outside Canada, here are a few related points. First, be prepared to spend more money and plan a long way ahead. I was living in Taiwan and considered myself quite lucky in that I was a few minutes away from a departmental library at the local university that had just about all the journals I needed. They had some books too, although I was not allowed to borrow them. Even if you find yourself in this relatively fortunate position, there is only so much you can do by working in the library. Sooner or later you will just have to buy the books you need, and that means a lot of forward planning because they may not be available at local book stores. I found myself checking the reading list for the assignment after next, so I could order the materials in time.

Another problem could be that if there is an examination component to your degree, you may have a problem arranging a venue. Furthermore, you will probably have to fork out more cash. In fact Surrey’s degree is completely by course work, so that is one problem you would avoid.

Lastly, you might like to consider how useful your degree will be to you after you finish. I am sure that most people benefit from completing a higher degree, certainly in the sense that it makes them better teachers. But let’s face it, after such an investment in time and money, some kind of financial recognition for your skills would be nice. Regrettably, this may not always be the case. The sensible position would surely be that if a university is a recognized institution, then its qualifications are also recognized, regardless of the mode of delivery. However, in some corners of the ELT world there exists a view that DL degrees are either worthless, or somehow inferior to their on-campus counterparts. Several positions are apparent. First, all DL qualifications are products of ‘diploma mills’, and therefore worthless. Second, even though a university is recognized, its DL degrees are not worth so much because there is no way to ensure quality. Third, the ‘MA Lite’ viewpoint: DL degrees are inferior because they do not include a dissertation / project component.

I will not bother to counter these arguments here, but would like to point out that if this ignorance pervades the upper echelons of the industry where decisions about hiring and firing are made, holders of DL qualifications could be disappointed. For example, the Ministry of Education in Taiwan refuses to recognize DL qualifications, and I have heard that some Gulf States follow a similar line. Of course that does not mean you might not be able to work in the private sector, but even then you cannot be sure your qualification will be recognized. I heard of one teacher in Taiwan whose DL qualification was refused by a private school. The teacher was still employed, but was paid at a lower rate, thus conveniently minimizing the school’s costs. (Such is the robustly laissez-faire climate of the country.) So, although it seems limited to a very few locations, be aware that not everybody will be willing to give you credit for your hard work and sacrifice.

Generally, I found the experience to be hard work, and very rewarding. My DL degree was certainly not an easy option, but it has helped me become a better teacher and administrator, (but then I am biased.)

For anybody interested, here are a couple of relevant web sites:

1. [www.surrey.ac.uk/ALRG](http://www.surrey.ac.uk/ALRG) - for degree information
2. [www.eslcafe.com/discussion/dz1/](http://www.eslcafe.com/discussion/dz1/) - a search for "distance" in the archives will bring up lots of comments and opinions (many wrong in my view)

Finally, an article outlining the challenges of operating one particular DL course, (which also refutes some of the common criticisms of DL education in general):

3. Mann C. "Quality assurance in distance education: The Surrey MA (TESOL) experience." *Distance Education* 19, 1, 7 – 22

*Bio: John Coomber began his career in 1981 as a study skills tutor at the University of Khartoum, Sudan. After a short spell in England, he spent 20 years in Taiwan initially as an EFL teacher, but later also as an examiner and trainer for IELTS. He moved to Canada this year.*



## Master of Arts in TESOL

[www.twu.ca/gradstudies](http://www.twu.ca/gradstudies)

Trinity Western University is pleased to offer a Master of Arts in Teaching English to Speakers of Other Languages! The MA TESOL program prepares English language instructors for excellence, both as classroom practitioners and program developers.

**Live overseas? Working full-time?** This unique, flexible program offers part-time study over the course of two years and an additional summer. Through a combination of resident and online courses, four general areas of study are covered:

- Teaching methods, materials and curriculum
- Special topics to prepare for specific teaching situations (e.g. English in the workplace, English for academic purposes, Teaching English to young children)
- Research in the Foundations of teaching and learning, and research methodology
- Experimental learning in observations, internships, and action research projects

To request more information, contact Vic Cornish, Director of Admissions for the School of Graduate Studies: [vic.cornish@twu.ca](mailto:vic.cornish@twu.ca)



dents who attempt to learn the VIS word family as individual lexical items, it is just a collection of 21 separate vocabulary items; the relationships among the words are not necessarily transparent.

Seeing the relationships and forming word associations enhances vocabulary acquisition. If we cannot help our memory by associating individual words, or their parts, with something known, acquiring new vocabulary is a long, painful process. Once we have learned the meanings of the most frequent roots, learning new words containing them becomes much faster. Acquiring new vocabulary becomes progressively easier and turns into a fascinating game.

In order to successfully guess the approximate meaning, students need to be trained in the process of analyzing words into their parts. The *Radical Vocabulary* workshop focused on the teaching and practicing of word families built around frequently occurring Latin roots. Many traditional ESL activities and games can be adapted for root vocabulary practice:

- Finding related words in a text corpus raises students' awareness of word components and relationships among words.
- Creating root dictionaries and adding new words to word families allows students to take charge of their own vocabulary learning.
- Arranging related words into a variety of word maps or flowcharts demonstrates the generative power of roots and provides a systematic overview of root word families. Students become aware of the relationships among words and are able to combine word elements into new words.
- Focusing on roots in reading, students create their own associations among words they know and new vocabulary items. Roots found in a reading sample can serve as a departing point for additional vocabulary items to be learned.
- *Find Someone Who* bingo games recycle target vocabulary during communicative practice.
- *Review Mixer* games link answers containing root vocabulary with question cues.
- *Memory* games can be used for small group practice. Students link root vocabulary with word definitions and create their own sentences.
- *Root Team Game* activities can be used for vocabulary review. The clues to the missing words in this gap activity are the words' roots.
- *Root Quartet* games focus on groups of words containing the same root; students keep reading, hearing, and using the target vocabulary.

Systematic and extensive exposure to the common elements in derivationally related words assists retention and helps students associate word forms with their meanings. When students understand the basic meanings of word roots, the initially opaque new vocabulary often becomes at least partially transparent. To fully exploit the potential of the generative power of the English root system, and to encourage understanding rather than memorization of disjoint vocabulary items, teachers can integrate root games and activities into their lesson plans.

*(The accompanying graphics are on the next page)*

Review mixer

Find someone who ...				
CRED	CYCL	FORM	SCRIB	VD

My <b>vision</b> is poor.	Why do you need glasses?	VIS (see)
He committed <b>suicide</b> .	How did Hitler die?	CID (kill)
He's protecting his <b>territory</b> .	Why is your dog barking?	TERR (earth)

Memory game

<i>verdict</i>	<i>pedestrian</i>
decision (dic/t)	walker (ped)

Root team game

	<b>100</b>	<b>200</b>	<b>300</b>
<b>VIS (see)</b>	Next year, I want to _ Japan.	I watch _ every night.	To visit China, you need a _.
	<b>visit</b>	<b>television</b>	<b>visa</b>

Root quartet

**1A VIS (see)**

*Josh likes to watch television.*



**A - TELEVISION**  
 B - VISITOR  
 C - VISIBILITY  
 D - VISION

---

HAVE ANY IDEAS, ARTICLES, OR THOUGHTS TO SHARE?  
 PLEASE E-MAIL ELLEN PARK AT  
 NEWSLETTER@BCTEAL.ORG  
 OR  
 TEALNEWSLETTER\_ED@YAHOO.CA

---

student the qualified support he needs that will be in conjunction with the goals of the teacher. Herein lies the problem. Most tutors do not communicate with the teacher and therefore the valuable potential of this partnership is lost.

In fact, lack of communication is probably the biggest challenge facing teachers and tutors. Alongside the mistrust or even blatant disregard that some teachers have toward tutors, it seems a formidable wall. The mistrust is not always unsubstantiated as more than one teacher has been frustrated at receiving homework that they know has been done by a tutor. Some teachers also fear that tutors are not qualified instructors and charge too much money for their services. Another problem occurs when a tutor assigns homework that takes priority over classroom homework.

Tutors, on the other hand, have their own pet peeves about teachers. Sometimes, despite a tutor's best efforts, the teacher does not have the time or inclination to communicate with them about a student. Tutors are also frustrated when a teacher gives unclear instructions and then has unreasonable expectations for the students. On both sides, the tension is magnified by different teaching styles and often conflicting information. We must remember that in *both* fields, the quality of instruction ranges from incompetent to excellent. While no tutor is created equally, neither is every teacher created equally.

And these are just the challenges within the teacher and tutor relationship. Add to that the current climate for education in general and the situation seems even less optimistic. Governments have consistently reduced spending for special education programs, be they ESL or extracurricular tutoring programs. Growing class sizes mean less time for teachers to spend with individual students and even less to spend on the students who are struggling. Public school boards and administration are reluctant to have tutors use school facilities for instruction; understandably, this is due to concerns about liability, qualifications and conflict of interest.

These challenges, however, also open the door for qualified tutors to be of assistance to teachers. Supplementary education is a growing trend in B.C. and in most other countries has been an accepted part of the educational system for many years. Most parents of ESL students are prepared to invest in their child's education above and beyond the hours that they spend at school. Many students, in fact, are used to much longer school days where after school tutoring is a routine part of every day.

In order for tutors to be co-educators, however, they need to be connected to teachers. One solution to this problem is for teachers to have a personal database of tutors with whom they have a trusting relationship. On this database could be a number of tutors in the area who range in qualifications, specialties and fees. Then the teacher will have an answer for the student who is seeking extra help. For students new to the country, it is at least a place to start.

But how does one go about developing such a database? Many teachers already have a few teacher friends who tutor on the side, but a good list should include more than just a teacher's personal friends. One suggestion is for teachers to contact their current students' tutors with a letter at the beginning of the year in which the teacher opens the door for communication and cooperation. Those tutors who respond and stay in contact with the teacher will be prime candidates for the database. Another idea is to log on to the local tutoring websites. For example, [www.findatutor.ca](http://www.findatutor.ca) and [www.localtutorlink.com](http://www.localtutorlink.com) offer forums and boards where teachers and students can advertise their needs. By placing an ad (it's free) which states the teacher's region, the teacher's vision and the students' ability and age level, teachers will find tutors who will want to partner with them in enhancing their students' educational experience.

For students who may not be able to afford professional private tutoring, it may be necessary to have peer tutors on the database. These peer tutors could be students from a local high school, other Canadian students in the school or higher level students in the program. In the case of peer tutors, the teacher may need to do some extra training with them, in the form of a short tip sheet or maybe more frequent communication. The benefit of peer tutors is that the teacher will often have more control over their instruction and may even be able to have them tutor in the school.

The teacher can also assist the students in selecting a good tutor by providing them with a questionnaire or a checklist for interviewing a tutor. This could be incorporated into a lesson at the beginning of the course in which students can practice appropriate questions through a role play activity. Further on in the

course, the teacher may want to do a tutor evaluation which could give the teacher a good idea of the quality of the students' tutoring experience. This feedback can help the teacher refine the personal tutor database.

The teacher is a respected advisor in the ESL classroom and as such, needs to be prepared to perform many different roles. There are however, limits to the roles that a teacher can do. It is important to make use of the help that is available in the field of tutoring. Through communication and shared vision, teachers and tutors can work together as co-educators, providing students with a coherent and enriching educational experience.

*Karen Rauser is both a teacher and a tutor  
and has a vision for creating community  
in the ESL profession and classroom.*

## **BC TEAL Medical Benefits :**

---

BC TEAL is now happy to offer Health & Dental benefits through Maritime Life, to our members. The individual health and dental base plan starts at only \$39.90 a month. Please visit our website to find out more. You need to be a current member of BC TEAL to receive these benefits.

The UBC Bookstore is also offering TEAL members 10% discount off any regular priced merchandise all year long. Simply show your TEAL membership card at the cash desk.

Don't forget that the Y offers BC TEAL members a discount to their gym. Visit our website for more details and look under "Member Benefits".



## 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: admin@bctéal.org  
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: \_\_\_\_\_

<u>Membership categories (check appropriate type)</u>	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 (Public School K-12 teachers only)	
Institution/Association	\$155.00	

I would like to volunteer for a TEAL Committee or Conference

How did you hear about BC TEAL: \_\_\_\_\_  
\_\_\_\_\_

Please pay by **cheque** (made payable to BC TEAL), **Visa** or **MasterCard**

Credit Card No: \_\_\_\_\_ MC Visa Expiry Date: \_\_\_\_\_

NAME ON CARD: \_\_\_\_\_ SIGNATURE: \_\_\_\_\_

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