



TEAL NEWS

A Discovery Journey to Colombia: Internal Resonance and External Connections

By **Vivian Chu**

Two weeks is not a long time to grow attached to a country, but when I returned from Colombia I experienced something that is unusual for me after being away from the comforts of home. It took some time to find words to describe the internal shifts in my awareness that have further illuminated my vision of language learners and educators...

During a two-week visit to Bogotá, Colombia early this summer, I experienced Colombia as a nation of passionate citizens who strive for solutions and professionalism, as a land where luscious tropical fruits proliferate in the lush countryside and international cuisine sizzle in bustling urban neighborhoods, and where dignified, humorous, and witty men and women go about their lives with an undeniable charm in their affectionate mannerisms with one another. Although Colombia is often portrayed by the media as a country fraught with drug cartels and guerilla warfare, Bogotá is in fact a welcoming and functional city with dazzling flower markets, fashionable shops and shopping centers, vibrant salsa nightclubs, well-curated museums and art galleries, as well as quality local arts and crafts to delight any seasoned traveler. My own

perceptions and process of relating to Colombia and its people have left a cherished and lasting imprint in my heart. It is an imprint that moves me to dispel stereotyped views of Colombia and its people, and to continue planting seeds to actualize a vision of fostering global understanding and unity through foreign language education and cross-cultural relations.

Upon arrival in Bogotá, some time between the first cultural experience of receiving friendly greeting kisses on the cheeks to standing atop Monserrate a week later at 3,130 meters high after a superb lunch in a gazebo-like restaurant with affable company and panoramic views, I knew that all I had been sharing, learning, and experiencing in and outside of the Fourth Latin American Regional School organized by the British Council and supported by the A.S. Hornby Educational Trust would have profound effects on my identity as an educator, as a human being, and as a global citizen. The British Council leads initiatives around the world to foster cultural relations, internationalism, and professionalism in the fields of education, arts & culture, science, and governance. How I got invited

(Continued on page 5)

October

CONTENTS

Special Features

A Discovery Journey to Colombia <i>Vivian Chu</i>	1
TCF Report <i>Melissa Swanink</i>	6
TESOL Convention	9
Speaking for TESL and for Life <i>Randall Gess and Phillip Markley</i>	12
Six in the City (registration form)	25
Six in the City (workshop outlines)	23

Regular Columns

Letter from the President	2
BC Teal News and people	3

Letter from the President

President's Report

Sarah ter Keurs



Fall has not yet officially arrived, but the temperature has dropped, school is back in, and I have seen the first few leaves beginning to turn colour. Even though I am not really affected by back-to-school, other than having to battle the increased traffic here at UBC, I always feel that this time of year is a new beginning.

TEAL has a lot planned for the coming year and we look forward to seeing you at a number of events and activities. The first of the events is the fall mini-conference, "Six in the City" which is being held on October 23rd at Shane Global Village. Six exciting workshops will provide you with new ideas to start off the fall session. Registration information is available online at the BC TEAL website.

Plans are also underway for the annual spring conference which is planned for April 28 - 30, 2005 at Columbia College. The website will be updated as more information becomes available.

We are also working on putting together a more casual social gathering this fall, so stay tuned to the website for details!

I would like to repeat my message about Special Interest Groups from the last newsletter because people still aren't aware of this valuable benefit. With a TEAL membership comes a community of people involved in English language teaching. One of our goals has been to offer a more fulfilling TEAL experience by encouraging the development of Special Interest Groups (SIGs). A SIG is a group of people who connect with each other either online or face-to-face to discuss issues surrounding a common topic of interest. What area of teaching are you most interested in? Is CALL your passion? What about teacher training? Or teaching pronunciation? Or.....

Whatever your specific interest, there are other professionals who want to meet to discuss these and other hot topics. Contact the TEAL office for more information!

I hope that all of you will have a wonderful autumn, and I look forward to seeing many of you at our mini-conference.

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

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

Newsletter Staff

Editor:

Ellen Park
eunying_p@yahoo.ca

Co-editors:

Tanya Hays
tanyahays@shaw.ca
Marie Morgan
seabrightspirit@shaw.ca

Contributing Editors:

Marti Sevier
mahvier@shaw.ca

Newsletter Layout:

Paul Hildebrandt and Gary Towne

Advertising Manager:

Karen Brooke
karen_brooke@hotmail.com

BOARD OF DIRECTORS

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
Anne Sandor
Brad Bentz
Nina Kozakiewicz
Ellen Park
Paul Hilderbrandt
Vivian Chu
Franca Zumpano

TEAL COMMITTEES

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:

Alison McBride

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

BC TEAL Address

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

Phone: 604.736.6330
Fax: 604.736.6306
Email: admin@bctéal.org
Web: <http://www.bctéal.org>

Vancouver Community College

TESOL

P R O G R A M S

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

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 to university level English language. A university degree is required for admission. Graduates are awarded the TESOL Diploma and qualify for national professional certification from TESL Canada.

International TESOL Diploma Program

A ten-month program for international students for teaching 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 and qualify for national professional certification from TESL Canada.

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. Graduates are awarded the TESOL Inservice Diploma and qualify for national professional certification from TESL Canada.

Intensive TEFL Certificate Programs

These 100-hour TEFL Certificates for prospective EFL instructors who wish to teach English internationally. A minimum of Grade 12 academic English completion (B grade) or equivalent is required for admission. The three Intensive TEFL Certificates are: Intensive TEFL Certificate for Canadians, Intensive TEFL for International Students, Intensive TEFL for Teaching Young Learners. The TEFL Certificate is also offered in a part-time format.

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 English (B grade) is required for admission. Graduates are awarded the Tutoring ESOL Certificate from Vancouver Community College.



TESOL Programs
250 West Pender Street, Vancouver, BC, Canada V6B 1S9
Phone 604.443.8484 Email tesol@vcc.ca

visit our website: www.tesol.vcc.ca

www.VCC.ca

(Continued from page 1)

by the British Council in Colombia to be one of the tutors/presenters at their two-week seminar on “English Language Teaching and Citizenship” in Bogotá was inspiring in itself, and a testament to the power of personal commitment. Goethe’s poem sings to my soul - “...that the moment one definitely commits oneself, then Providence moves too...”

Supportive colleagues asked me, “How did you manage to get invited on a trip to Colombia?” Others who were less curious and more susceptible to the dictates of the media asked, “Aren’t you afraid of going there? Do you have to go? You’d better get a hidden money belt, and don’t wear any jewelry...never go anywhere alone... it’s the 40th anniversary of the FARC...” I found these mixed reactions challenging and perhaps indicative of a decline in autonomous thinking in this age of instantaneous mass communication via high speed technologies; yet, nothing could dampen my feeling that it was a blessing to be given the opportunity to share my work in Latin America. What happened was that I had presented my workshop and book, “Teaching Global Unity through Proverbs, Metaphors, and Storytelling” at the 38th IATEFL Annual Conference in Liverpool, on April 17, and Ricardo Romero from the British Council Colombia had attended my presentation. After I finished the presentation, he invited me to submit my CV and professional biography so that I could be selected for the post. I never imagined that exactly two months later, June 17, I would be flown to Bogotá for a very stimulating and rewarding professional experience, to work with and learn from a group of

teachers, teacher trainers, directors of studies, university professors, school principals, government administrators, and education consultants from five countries in Latin America. Plus, the opportunity to work on a team with very well-respected professionals in the field: Dr. Stefan Colibaba, Course Director at the seminar, and Ruxandra Popovici, a well-known author and educator in the area of human rights education, both from Romania, who were co-authors of “Rights in Deed,” a textbook for human rights and language development, available from the British Council in Romania (www.britishcouncil.ro). And, of course, Ricardo Romero, ELT Consultant at the British Council in Colombia, who had several roles that included being a tutor/presenter at the seminar as well.

A diverse group we were, and all of us synergized naturally to create a very open and respectful environment for intercultural exchange, learning more about citizenship education and all that it entails, and sharing our professional experiences and case studies. It was truly fascinating to learn about the diversity of work environments from the participants, their focus and concerns, accomplishments, challenges, as well as future goals and directions. The spread of ELT is indeed global and multi-faceted, a fact that is commonly known, yet the scale of its impact on the world and how people orientate themselves around acquiring skills in the English language is not realized until one experiences and relates to it directly through live international exchanges. It is then that the reality of the power we can have as language teachers becomes vivid: the enormously restorative power we

can manifest in the world, from the rippling effects of teachers working together on their belief in facilitating language lessons that foster global understanding, equality, and unity while engaging learners in acquiring skills in English.

Backtracking in time, in the six weeks before going to Bogotá in June, in addition to email communications with the Director and other tutors, I talked with some local colleagues about the subject area of “ELT and Citizenship,” and initiated an online discussion on IATEFL’s Global Issues SIG. It wasn’t surprising to hear that many teachers had not encountered this subject area in their language teaching experience. Some asked, “What do you mean by English Language Teaching and Citizenship? What is citizenship? Why would we get involved in teaching citizenship in English language classes?” Some poignant questions and points that came up were, “Isn’t teaching the values and ideals of democracy another form of imperialism?” “Maybe teachers don’t want curriculum handed top-down by ‘policy makers’ and ‘those in power.’”

After reflecting on my language teaching experience and reasons for being in the field of ELT, I gathered my thoughts and responded: Even though initially some teachers have a tendency to comment that ‘citizenship’ should be a subject covered in Social Studies classes in the K-12 school system, I’ve seen ‘citizenship education’ touched upon in various ways under different labels in foreign language classes. In the private language schools I have taught at in Canada, aspects of “citizenship”

(Continued on page 8)

TCF Report

By Melissa Swanink

I hope everybody has had a wonderful summer! Did you get a chance to relax, read some good books, or attend a conference? At TCF, our spring and summer were spent welcoming new board members and saying farewell to others. We also disbursed thousands of dollars in awards to some wonderful recipients.

The Board of Directors

First of all, I would like to introduce myself. My name is **Melissa Swanink**, and I am the new TCF chair. I have been a member of the board for over two years, and I am an instructor at Kwantlen University College. I look forward to continuing the good work that TCF does supporting the TESOL community.

Kevin Reinitz stepped down as chair in May. We thank

him for his time, energy, and leadership. He hasn't gone far though. Kevin is still on the board. A special thank you also to **Leanne Bourassa**, who finished her term as board member. Good luck Leanne with other volunteer pursuits.

I'd like to introduce four new board members. We even have a brother and sister team!

Simon Turner has been working in the ESL industry for 12 years. He was a teacher for many of those years and is currently the Events Coordinator at Shane Global Village.

His sister, **Hilary**, has been teaching university-level English in British Columbia since 1990. She is currently employed at the University College of the Fraser Valley, where she teaches courses in Children's Literature, the English Romantics, and Rhetoric.

Cheryl McNicol has worked in a variety of business sectors in Canada and the U.S. for over 25 years. She is now developing and teaching Business English courses at Shane Global Village and continues to teach Business English courses at VCC. She holds a Bachelor of Commerce degree and a TESOL Diploma

Parvis Nathoo is our new treasurer. She currently works at the Financial Institutions Commission of B.C. She has a B.Sc in Mathematics and has worked in investments and pensions for over 30 years. In addition, she is completing a TESOL Diploma.

Welcome new members. We value the energy and knowledge you bring.

We will be looking for two new board members in the winter, so if you are interested in

M
MACQUARIE
UNIVERSITY SYDNEY

Macquarie University ~ Sydney
Postgraduate degrees in Applied Linguistics by distance or on campus

The Department of Linguistics is home to four research centres, including the National Centre for English Language Teaching and Research, and has more than 850 current postgraduate students in over 30 countries.

- >> Rigorous and challenging programs
- >> Applied Linguistics, TESOL, Literacy and Language Program Management strands
- >> Certificate, Diploma, Masters and Doctoral levels
- >> Combination of on campus and distance available
- >> Working at your own speed, taking from one to five units each semester
- >> Payment only for the units you take each semester
- >> No residence requirements for distance students
- >> Admissions twice-yearly
- >> Credit transfer available

Linguistics Postgraduate Office Macquarie University NSW 2109 AUSTRALIA
Tel: (61 2) 9850 9243 Fax: (61 2) 9850 9352 Email: lingdl@ling.mq.edu.au Web: www.ling.mq.edu.au

www.ling.mq.edu.au

(Continued from page 6)

doing some rewarding volunteer work, please keep us in mind and send us an e-mail.

Projects and Awards

I am pleased to announce the latest recipients of TCF funds.

John Redmond, who works in the Learning Centre at Kwantlen University College, won the Pat Wakefield/British Council Scholarship. John used the funds to support the costs of travelling to Singapore to research self-access learning centres. Congratulations John!

Congratulations also to **Vivian Chu**, who was the re-

ipient of the Nan Poliakoff Memorial Fund. The funds helped Vivian travel to the IATEFL conference in the U.K., where she presented a workshop based on her booklet "Global Culture Through Proverbs, Metaphors, and Storytelling."

Summer is slipping away. It's time to start thinking of fall and winter projects. Don't forget to apply for one of TCF's awards, scholarships, or bursaries to help offset some of the costs. If you are interested in pursuing a professional developing activity, developing materials, or attending a conference, consider applying for the Nan Poliakoff Memorial Fund. If you work in health education for ESL learners, consider applying for the AIDS

and Health Education Fund. The deadline for both these awards is **October 15**. We are always looking to receive applications. You just never know. Fall could be rewarding for you.

For more information

If you are interested in applying for an award, please visit our website or contact the TCF office.

TEAL Charitable Foundation

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

E-mail: tcf@bctea.org
Phone: (604) 736-6330
www.bctea.org



TESL Certificate

at University College of the Fraser Valley

Whether you wish to travel and teach for just a few months or to begin a lifetime career in teaching, the UCFV TESL certificate program is a good first step towards expanding opportunities in Canada and overseas for trained teachers of English as a Second Language.

Unique features of the UCFV TESL certificate program include:

- The certificate can be taken while you are completing your bachelor's degree.
- You can count credits from the certificate program towards the BA, BGS, and other degree programs at UCFV.
- You are eligible, upon completion, for level I certification by TESL Canada, the national organization for English as a Second Language professionals.
- You will receive up-to-date, professional instruction by qualified, experienced ESL instructors and valuable classroom experience in a supervised practicum.

*For more information, call Mandy Watts in UCFV Continuing Studies at **604-864-4638** or visit our website at **www.ucfv.ca/cs***

(Continued from page 5)

have been explored through upper intermediate lesson material on social justice, human rights issues, environmental sustainability, politics, and current events, etc. However, in the environment of Canadian government funded immigrant settlement services organizations that offer subsidized English language classes, "ELT and Citizenship" has a direct focus on citizenship rights & responsibilities and political literacy. These classes have an objective of preparing immigrant language learners to pass their Canadian citizenship tests in English, which entails having knowledge of Canadian history, geography, the 3 levels of government and its processes, Canadian values, rights and responsibilities of being a citizen, etc.

In the broader spectrum of 'citizenship education' and 'civics education' (the terms appear interchangeable), it includes development of civic knowledge, understanding of issues, concepts and values in democracies, development of participatory skills for active democratic self-government, and 'civic virtues.' Issues, concepts and values include peace, truth, justice, human rights, equality, individual dignity and freedom, environmental preservation, and sustainable development. Participatory skills include critical thinking, non-violent conflict resolution strategies, ability to use various communication channels to exercise self-government, democratic decision-making, and of course, political literacy and participation in voting. And, civic virtues include respect for diversity, civility, tolerance, empathy for others, abiding by the rule of law, and so forth.

From my somewhat limited research on the progression of interest in integrating citizenship and human rights education in language teaching, it appears interest in civics education / education for democracy grew after the collapse of communist/ authoritarian regimes, and various international networks of civic educators have been active and on the increase since the 1990's. For those interested in more details relating to Civic Education and Democratic Citizenship, visit: "The Centre for Intercultural Education and International Understanding" (<http://www.csdm.qc.ca/CEE/ceici/pdf/cadrce.pdf>) and the "Center for Civic Education" site (<http://www.civiced.org/articles.php>) And, of course, the British Council (<http://www.britishcouncil.org>) works actively in partnership with countries around the world to strengthen good government and human rights that are based on universally agreed standards.

As I read more on the topic, it was enlightening to know there have been several projects that aimed at developing an international and cross-cultural framework for teaching democratic citizenship - in Europe and Asia - and they are not all connected to or directed by the U.S. government. So, the critical view that teaching the values and ideals of democracy may be another form of imperialism could well be founded on generalizations and needs re-examining. The truth, from a bottom-up point of view, is that teachers have the most power in guiding learners in their development of values and ethics in the light of good citizenship. Curriculum aside,

both sides can begin with themselves, develop deeper awareness of who they are and what they value, and then reflect critically on their own values and explore others' identities and values. Curriculum may be passed down by the 'policy makers' and 'those in power,' but ultimately it is the teacher who has the 'power' to adapt and teach a curriculum to make it relevant to the students' needs, interests, and environment, and to the world at large. This reality turned out to be a central focus of our seminar – to make the process of citizenship education personally relevant for individual learners. In addition, some of the other objectives of the "ELT and Citizenship" seminar were:

- to provide training in citizenship education to teachers of English;
- to provide initial training in citizenship and human rights syllabus design to teachers of English;
- to design an innovative framework for citizenship and human rights education and English language development relevant to specific regions in Latin America;
- to provide language development opportunities for the participants;
- to raise teachers' intercultural awareness as the basis for teaching English for international communication;
- to encourage further networking and co-operation among participants over the finalizing of the syllabus and its implementation in class;
- to create opportunities for future projects at the national or regional level.

(Continued on page 11)

The 39th Annual TESOL Convention and Exhibit



TESOL 2005: Teaching Learning, Learning Teaching



Photo by: Morris Goen

A Nexus in Texas
 March 30–April 2, 2005
 San Antonio, Texas USA
 Sessions will be in the
 Henry B. González Convention Center.

For an overview of the convention facility and San Antonio go to <http://www.sanantonio.gov/>.

Registration begins in early December

The advance program, which is mailed to all TESOL members in early December, contains a registration form, membership form, hotel reservation form, and tour form, as well as a general overview of the convention. If you are not a member and would like to receive an advance program, please e-mail info@tesol.org.

Places to stay

Reservations for housing for the convention will become available in early December 2004. For a list of convention hotels, prices, and the hotel reservation form, please consult the advance program.



Photo by: Al Rendon

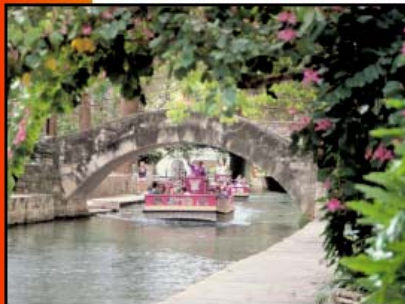


Photo by: Steve Moore

For more information

TESOL Conference Services Department
 700 South Washington Street, Suite 200
 Alexandria, Virginia 22314 USA
 Tel 703-836-0774 Fax 703-836-7864
 email: conventions@tesol.org



Photo by: Craig Stafford

By joining TESOL, you receive a discount on convention registration and continuing benefits throughout the year. To learn more about membership opportunities go to <http://www.tesol.org/>

All photos courtesy of San Antonio Convention and Visitors Bureau

Online registration will begin in early December 2004.

Teachers of English to Speakers of Other Languages, Inc. (TESOL)

Tel. 703-836-0774 • Toll free 888-547-3369

For details, go to TESOL's Web site at <http://www.tesol.org/> or e-mail conventions@tesol.org

Winfield College

Vancouver, Canada



Fulltime
Evening

TEFL

Online
Program in Europe

- * 120 Hour Certificate
- * Authentic Practicum
- * Job Search Advice

- * Work in Canada or Overseas
- * Downtown Location
- * Ask about our Early Bird Price!

Main floor - 788 Beatty St. Vancouver, B.C. V6B 2M1

E: Info@WinfieldCollege.com www.WinfieldCollege.com

(604) 608-0538



ENGLISH LANGUAGE INSTITUTE

THE UNIVERSITY OF BRITISH COLUMBIA

Certificate in Advanced English Language Teaching

A TESL Canada recognized 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 9-27, 2004

- includes observations and seminars by ESL/EFL specialists

Online component – 24 weeks, part-time

September 27, 2004 – March 24, 2005

- 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/caelt

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

In summary, there was a good balance between theoretical input, practical applications, and the cultural program. We also made visits to NGOs to have direct communication with people actively involved in advocating citizenship values and human rights in the community. Other highlights of the seminar were face-to-face dialogues with university students in Colombia, who were invited to our seminar to voice their views on a variety of issues, as well as an “International Night” where all the participants shared their talents in music, dance, and poetry, and of course, the weekend cultural tours. Towards the end of the seminar, substantial time was spent on curriculum and task design, and on supporting the participants to produce a project plan that implements the content of the seminar.

With so much openness, sensitivity, goodwill, and mutual respect for what each person had to contribute to the seminar, everyone interrelated very well, regardless of professional status and academic credentials. Friendships blossomed naturally, especially during the cultural program and the generous coffee breaks when it appeared we were served supplemental gourmet meals. The cultural tours organized by the British Council included a variety of local places of interest. Most memorable were the square with the Catedral Primada de Colombia, the Museo del Oro (gold museum), Museo Botero, courtyard markets with great varieties of locally made crafts, clothing, and musical instruments, the Catedral de Sel (a cathedral built inside a 2 km long salt mine), a nightclub where our Colombian friends

taught us Salsa, and superb lunches at ranch-styled restaurants in the countryside, and of course, Monserrate with its spiritual presence and breathtaking views. Pictures of some of these places may be viewed at www.globalunityed.com/colombia.htm. For more information on the work of the British Council, visit www.britishcouncil.org If you are interested in receiving more information on the four workshops I facilitated, please contact me at globalun@telus.net

*Contributing editors:
Nury Lara Niebles and Maria Paula González Baquero,
Universidad de La Sabana, Chia,
Colombia*



Welcome.

First Impressions
MEET & GREET

when YOU welcome the world...
the world will welcome you.

Our mission is to deliver a service
that is safe and reliable.

To be the primary nexus
between newcomers to
Vancouver and their
hosts.

We will provide
secure and
dependable airport
rendezvous
services for
travellers who are
unfamiliar with
Vancouver.

<http://www.vancouverairportshuttle.com/index.htm>

e: first.impressions@shaw.ca | t: 604.435.9214 | f: 604.677.2494

Design by Dangerous Digital
www.dangerousdigital.com

Speaking for TOEFL and for life

Randall Gess, University of Utah

Phillip Markley, University of Washington

Most of us in the ESL profession pride ourselves in teaching the four skills; reading, writing, listening and speaking. However, most of us will also admit that since speaking has not been tested on the TOEFL, while planning to teach it, we would constantly put it aside for other priorities and then find that by the end of the course it had received little or no attention. This will soon have to change because beginning September 2005, speaking will be tested on the TOEFL. We as teachers must therefore begin rethinking our lesson plans and how we will structure our curriculum in the very near future. Speaking on the 2005 TOEFL (based on Netten 2004; Kantor & Mollaun 2004)

There will be a speaking section on the TOEFL which contains six tasks. Each of the six tasks in this section will be rated by a different rater. There will be two independent tasks about familiar topics. The students' responses will be based on personal experience. These two tasks appear to be similar to the Free Response section of the SPEAK, Section 6 where the students must respond to questions but there is not a right answer. The primary goal is to grade the students on their speaking ability, i.e, their pronunciation ability and whether or not they are comprehensible.

The next four tasks are

integrated tasks; two Reading/Listening/Speaking tasks and two Listening/Speaking tasks. We will focus on the Reading/Listening/Speaking tasks since this category appears to be a newly developed one. Students will be expected to read a brief article and then listen to a recording of a person commenting about the article. Then the students must be able to comment about the similarities and/or differences between the reading and listening texts. Finally, trained raters will evaluate the students' ability in:

- topic development – demonstrate understanding, make clear connections, and convey relevant information
- delivery – clear, fluid, sustained delivery for overall intelligibility
- language use – control of grammar and word choice

What intelligibility, comprehensibility and /or demonstrating understanding really means here is what everyone is trying to figure out. As a point of comparison, at her AAAL presentation in April, Joan Morley stated that she thought a passing cut-off for the TOEFL speaking section would probably equate to a 4 on her Speech Intelligibility/Communicability Index. (Morley, 1994b; 2004) For more

information on these speaking tasks, see the ETS website: www.ets.org/toefl.

On the Why of teaching speaking skills

There are important reasons, besides passing the TOEFL, for teaching speaking. Speaking ability is the most noticeable aspect of language ability generally, and it's the ability on which people gauge a speaker's capacity for participating in normal, everyday interactions (for example, social interactions and transactional interactions). In a very real sense, then, strong speaking skills can be seen as a vehicle for propelling a learner through linguistic exchanges that are very beneficial to further development. Specifically, strong speaking skills allow a learner to participate in interactions that can be rich sources of comprehensible input – a key ingredient for the advancement of their interlanguage system according to Krashen's (1981) famous 'input hypothesis'. Moreover, these same interactions provide opportunities for the learner to produce output. This allows them to test out hypotheses regarding specific language structures, moves them from semantic processing to syntactic processing, and pushes them beyond their current level. All of

(Continued on page 14)



YWCA Health & Wellness Centre

FOR MEN & WOMEN



The modern and spacious YWCA Health & Wellness Centre, at 535 Hornby Street offers something for everyone. Full of natural light and open spaces, it features:

- Six lane, 25 meter ozone filtered pool, whirlpool & co-ed steam room
- Co-ed & women's only weight areas
- Cardio room
- 80+ drop-in fitness classes each week including Step, Power Pacing, mPowerbox, Aquafit, YogaStretch, Pilates and Meditation



The Workplace Wellness Program is the most cost effective way to join. With our preferred rate, BC TEAL association members can become YWCA Health & Wellness Centre annual members at a rate of \$510*. Partners & spouses are also eligible.

Additional Member Benefits:

- 2 Free Fitness Coaching Sessions for new annual members
- Free monthly member clinics
- Friendly Fridays (bring a friend for FREE the last Friday of each month)
- Discounts with our retail partners
- Discounts on registered courses
- Preferred rates at the YWCA Hotel



Visit www.ywcahealthandwellness.com for more details.

For information on our YWCA Workplace Wellness Program, contact:

BC TEAL office 604-736-6330



Our YWCA contact is:

Kathy Lilyholm 604-895-5765 klilyholm@ywcavan.org

Interested but want to check it out first? Simply stop by the YWCA, mention the Workplace Wellness Membership and show your association card in exchange for a FREE day pass. One FREE drop-in per person.

*Please add a \$60.00 joiner fee for all new memberships and memberships that have lapsed 60 days.

(Continued from page 12)

these benefit the developing system, according to Swain's (1985; 1995; 2000; In press) almost equally famous 'output hypothesis'.

Strong speaking skills also provide a level of confidence that can provide an invaluable motivational benefit. Morley (1994b, p. 67) sums it nicely as follows:

unless nonnative speakers (NNSs) are comfortably intelligible, they often avoid speaking interactions as much as possible, thus depriving themselves of the learning and practice effects of interaction. It is well documented that speakers with poor intelligibility have long-range difficulties in developing into confident and effective oral communicators; some never do.

On the How of teaching speaking skills

First of all, we as teachers should get students motivated by

getting them involved (learner empowerment through learner strategies of speech awareness, self-awareness, and self-monitoring (Morley 1994b); we should foster learner autonomy by giving them predictive power (for a good example of this, see Dickerson (1994)); and we should get students invested by making them aware of what the assessment criteria are, in the case of TOEFL preparation even letting them know exactly what the raters will be looking for. We must also create activities to address speaking skills.

There are lots of activities out there for teaching those aspects of pronunciation that have been found to contribute most to perceived comprehensibility: stress, intonation, rate of speech, pausing, hesitations, etc... Our two favorites, because of their attention to all of these factors at once, are Quarterman & Boatwright's (2003) shadowing technique (based on Grant

(2000); and Monk, Lindgren, and Meyers' (2003) adapted mirroring activity (both of these activities are discussed in Dauer (2004)). The shadowing technique involves a word-for-word repetition of what a speaker says (from a TV or radio program), following the speaker by only a word or two, with an attempt to imitate as closely as possible the intonation contours, stress patterns, and rhythm. The mirroring activity involves choosing a speaker model (again from TV or radio) and obtaining a 30 to 60 second recording of the person's speech, then trying to mirror it exactly, to the extent possible. The activity involves making a careful transcription of the speech, making note of intonation contours, stresses and pauses. Finally, after sufficient practice, the mirroring is recorded and evaluated, both by the student herself and by peers. Besides addressing aspects of

(Continued on page 17)

DELTA CAMBRIDGE TESL Program
DIPLOMA FOR ENGLISH LANGUAGE TEACHING TO ADULTS



Are you an experienced ESL teacher looking for further development and training?

The Cambridge DELTA:

- Is an in-service, advanced level qualification only available in Canada at SGV Vancouver
- Is recognized worldwide
- Is transferable as credit towards a number of international MA TESOL programs
- Offers a unique opportunity for professional development
- Combines an in-depth theoretical component with a supervised practicum

Offered: October 16th, 2004 to May 28th, 2005 (Two Saturdays a month)

Location: SGV English Centre Vancouver, Yaletown Campus, 888 Cambie Street

Information session: October 4 at 4 pm - Global Village Yaletown campus

Visit www.sgvenglish.com **Call** 604 684-2112 **Email** cambridge@sgvenglish.com

Drop by SGV English Centre, Yaletown Campus, 888 Cambie Street



TEAL Charitable Foundation Call For Applicants

The TEAL Charitable Foundation (**TCF**) offers awards, scholarships and bursaries to support ESL teachers, students and programs. You are eligible if you meet one or more of the following criteria:

- ** Membership in BC TEAL
- ** ESL / EFL teaching experience
- ** TEAL community volunteer experience

Funding is available for:

- * * teacher education and professional development in ESL
- ** conference travel expenses
- ** travel expenses to a commonwealth country for further studies or research in the field of ESL
- ** ESL students graduating from BC secondary schools to attend BC post-secondary institutions
- ** promotion of AIDS and/or health education through ESOL instruction
- ** research projects, special projects, conferences, seminars, matching funds, seed money and teacher/learner projects

Awards range from \$600 to \$3000

Please apply for the following awards by the deadlines so we can support you and your ESL community.

Award	Deadline
Projects Funding	April 15 th 2005 and October 15 th 2004
TEAL/TESOL Bursary	December 15 th 2004
Mary Ashworth Scholarships	December 15 th 2004
David C. Lam	January 31 st 2005
AIDS/Health Education Fund	April 15 th 2005 and October 15 th 2004
Pat Wakefield/British Council	March 15 th 2005
Nan Poliakoff Memorial Fund Award	October 15 th 2004

Visit our website for additional information and application forms at:

www.bctéal.org

You can also contact the TCF office at:

E-mail: tcf@bctéal.org

Phone: (604) 736-6330



TESL CANADA FEDERATION

Here's an exciting opportunity to sit on a TESL Canada Committee and contribute to your profession.

TESL Canada Certification Committee

TESL Canada is looking for volunteers to sit on this very important committee.

The committee will perform such duties as:

- assisting the Professional Certification Adjudicator in evaluating criteria for certification;
- recommending policy;
- receiving and replying to feedback from the membership;
- collaborating with the Teacher Training Program Advisory Committee.

The criteria for membership on the Professional Certification Committee is:

- Undergraduate or advanced degree in TESL or related field and TESL Canada Level 3 (Level 4 preferred) certification
- Five years teaching or supervisory experience in an adult ESL program
- TESL credential from a TESL Canada recognized teacher training program or equivalent
- An interest in TESL professional standards
- An active member of a professional community with a proven ability to interact with a diverse range of ESL educators
- Two letters of support.
- Member in good standing of TESL Canada

If you are interested in being on this committee please contact the TESL Canada office at admin@tesl.ca or 1-800-393-9199 for further details or send us a letter including your resume to TESL Canada Certification Committee, P.O. Box 44105, Burnaby, B.C. V5B 4Y2

pronunciation, we find that these activities reinvigorate learners' interest in English, which is an obvious motivational benefit.

In conclusion, we need to rethink our present ESL speaking curriculum. We must think about the how and why of speaking and begin to create exercises that will improve students speaking abilities which will in turn help them pass the new TOEFL in September 2005.

References

Dauer, R. M. (2004). Ways of using video: A report from TESOL's 2003 convention. *SPLIS Newsletter: As We Speak, 1, 1*, 9-10.

Dickerson, W. B. (1994). Empowering students with predictive skills. In Morley (1994a), pp. 17-35.

Grant, Linda (2000). *Well Said: Pronunciation for Clear Communication*. Boston, MA: Heinle & Heinle.

Kantor, R. & P. Mollaun.

(2004). TOEFL productive skills via integrated tasks. *TESOL Convention*,

Krashen, S. (1981). *Second Language Acquisition and Second Language Learning*. Oxford: Oxford University Press.

Monk, J., Lindgren, C. & Meyers, M. (2003). The mirroring technique in prosodic acquisition. *TESOL Convention*, Session 828.

Morley, J. (Ed.). (1994a). *Pronunciation Pedagogy and Theory. New Views, New Directions*. Alexandria, VA: TESOL, Inc.

Morley, J. (1994b). A multidimensional curriculum design for speech-pronunciation instruction. In Morley (1994a), pp. 64-91.

Morley, J. (2004). Curriculum design and materials development. *AAAL Convention, Colloquium: State of the Art Research in L2 Phonology*.

Netten, G. (2004). New TOEFL Academic Speaking Test from ETS. *TESOL Convention*,

Quarterman, C. & Boatwright, C. (2003). Helping pronunciation students become independent learners. *TESOL Convention*, Session 3425.

Swain, M. (1985). Communicative competence: Some rules of comprehensible input and

comprehensible output in its development. In S. Gess & C. Madden (Eds.), *Input in second language acquisition* (pp. 235-253). Rowley, MA: Newbury House.

Swain, M. (1995). Three functions of output in second language learning. In G. Cook & B. Seidlhofer (Eds.), *Principle and practice in applied linguistics: Studies in Honour of H. G. Widdowson* (pp. 125-144). Oxford: Oxford University Press.

Swain, M. (2000). The output hypothesis and beyond: Mediating acquisition through collaborative dialogue. In J. P. Lantolf (Ed.), *Sociocultural Theory and Second Language Learning* (pp. 97-114). Oxford: Oxford University Press.

Swain, M. (In press). The output hypothesis: Theory and research. In E. Hinkel (Ed.), *Handbook on Research in Second Language Teaching and Learning*. Mahwah, NJ: Erlbaum.

PROJECT ANNOUNCEMENT

National Network for LINC/ELSA/MIIP-ESL Providers

The National Network (NN) is a national initiative undertaken by TESL Canada with funding support from Citizenship and Immigration Canada (CIC).

The national importance of this initiative is identified with its goal to provide opportunities for LINC/ELSA/MIIP-ESL providers, program administrators, instructors, assessors, child-minding staff and learners to share information relating to nationally comparable services, resources, research and best practices.

Undoubtedly, to really make a long term difference in supporting the varying needs of newcomers who attend our programs, we need to have cross-Canada representation on our Advisory. We hope to hold email and face-to-face meetings with Members of the Advisory Committee to:

Discuss the needs of our learners and how they can best be met.

Learn more about the provision of LINC/ELSA/MIIP-ESL provider services across Canada in order to identify priorities for our national initiative.

Inform content for the National Network newsletter and for the website accessible through the TESL Canada website www.tesl.ca.

Plan for facilitation of National Network sessions at conferences such as TESL Ontario 2004 and TESL Canada 2005.

Currently, funding is available to bring in presenter participants and/or members of the Advisory Committee from across the country to participate in a two-hour workshop as well as a one-day, face-to-face meeting at the TESL Ontario 2004 Conference.

Please contact the Project Manager if you are interested in being a part of this process, or, if you wish to join the Advisory Committee as a provincial representative.

Angela Schinas
Project Manager/National Network
Learner Advocate/Member-at-Large
Email: tesleducation@yahoo.ca
Telephone: (416)670-7924

Carol May
Project Support and Information Provision
TESL Canada Executive Director
Email: admin@tesl.ca
Telephone: 1-800-393-9199

BC TEAL Benefits Update:

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.

We are also able to offer discounts at the UBC Bookstore. Simply show your membership card (which you have to print from our website) when you make your personal purchases. The UBC Bookstore is having a “Teacher Feature” in the month of July. The sale includes 20% off Children’s books, Education, ESL, Special Education, as well as items in the Art Supply area, such as paints, brushes, photo albums, etc.

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”.

Special Interest Group: Global Issues in Language Education

Global Issues include world problems such as war, oppression, poverty, environmental destruction, racism, sexism, and concepts such as peace, justice, human rights, social responsibility, world citizenship, intercultural communication, and international understanding.

In the process of language education, teachers can empower students with the knowledge and skills necessary for becoming concerned global citizens who will seek solutions to world problems.

The GILE SIG will aim to:

- Support sharing of resources to integrate global issues in language teaching.
- Provide opportunities for discussion and networking with educators interested in raising awareness of global issues and concepts.
- Follow developments in the fields of peace education, human rights education, environmental education, and development education.



TESL CANADA FEDERATION

P.O. Box 44105, Burnaby, B.C. V5B 4Y2 www.tesl.ca

30th August 2004

Dear TESL Canadians,

Reference: TESL Canada Honourary Life Member Award

The TESL Canada Federation is now preparing for the next **Honourary Life Member Awards** to be presented at the TESL Canada 2005 Conference in May, 2005. The purpose of the award is to honour our “living national treasures”, those among us who have made exemplary contributions to TESL in Canada.

We are looking for those outstanding individuals on whom we count for wise counsel and unfailing support, those who have shown leadership in both the workplace and the community in such areas of our involvement as academic, vocational, sociocultural and linguistic instruction, cross cultural counseling, labour market access training, citizenship training and multicultural liaison.

Nominees must have provided outstanding service over a period of not less than 20 years. Recipients will receive a life membership in TESL Canada at an installation ceremony to be held at our national conference. All nominees must be put forward by a provincial or territorial member organization of TESL Canada. No more than one nominee per organization will be considered at one time.

Please take advantage of this opportunity to honour an individual in your region who has made a difference. Nominations will be accepted at the TESL Canada office until **November 30th, 2004** for next year's award. For more information, please contact us at (604) 298-0312 or 1-800-393-9199 or by email admin@tesl.ca.

Sincerely,

TESL CANADA FEDERATION

Virginia Christopher
President

TESL CANADA HONOURARY LIFE MEMBERSHIP

NOMINATION FORM

TESL Canada Member Organizations should complete the following form in order to nominate a person for **Honourary Life Membership** in **TESL Canada**. Nominations must be submitted at least 6 months before a **TESL Canada** Conference.

Date: _____

TESL Canada Member Organization _____

Name of Nominee _____

Address of Nominee _____

Tel. No. (Home) _____ **(Business)** _____

Email Address _____

On a separate sheet of paper,

1. Describe your nominee's service to **TESL Canada** or your provincial member organization over a period of 20 years.
2. Describe your nominee's service to like-minded organizations such as schools, colleges, immigrant serving Agencies, ESL service providers, cooperative or community groups with social goals such as learner advocacy, human rights, etc.
3. Summarize in 50 words or less why your organization considers your nominee worthy of a **TESL Canada Honourary Life Membership**.

Please submit to: TESL Canada Honourary Life Membership Nomination
P.O. Box 44105,
Burnaby, B.C. V5B 4Y2

For further information, please contact the TESL Canada Office at 1-800-393-9199 or email admin@tesl.ca.



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: _____

BC TEAL Presents: “Six in the City”

Date: Saturday, October 23rd, 2004

Time: 9:00 a.m. to 2:15 p.m.

8:00 a.m. registration opens; first workshop starts at 9:00 a.m.

Place: Global Village English Center (Yaletown Campus)
888 Cambie Street, Vancouver

- A. **“Turning Around a Negative Class”**, with **Mike Cavers**. *Summary: Participants in this workshop will recognize specific social dynamics and scenarios that start their terms at a disadvantage. These specific morale problems impede progress, concentration, and, most importantly, trust in the instructor. This workshop will concentrate on theory, technique and activities that will eliminate a critical negative atmosphere in the first two days of the term. Next, we will go through a clear three-step process to transform negative students into successful communicators.* Mike received a fine arts degree in acting from UBC in 1989. He began teaching drama in 1987 to teenagers. It was this initial experience with students’ inhibitions that caused him to focus his teaching techniques on first replacing, then removing “the mask”. He began teaching ESL in 1991 as an “English through drama” instructor. He has worked all levels of the General English Program, became Head Teacher, took on the position of Program Coordinator for Shane Global Village and has recently returned to teaching.
- B. **“Drama Techniques in the Classroom”**, with **Catherine Evashuk**. *Summary: The main goal of this workshop is for attendees to actively participate in different activities based on theatre techniques such as improvising, voice projection, rehearsing, writing and presenting skits, using imaginary props and building confidence when performing in front of a group. Some activities are 5 minutes long, while others can be modified to become one hour long lessons. Most require little or no preparation time and cover different skill areas in the language classroom. In this workshop the presenter will act as a guide and the attendees will act as students experiencing the drama techniques. Handouts will be provided for future reference so attendees can concentrate and fully participate in the workshop.* Catherine has taught English to speakers of other languages since 1987. She has taught in Mexico where she also worked as a teacher trainer. After receiving her MA in TESL she worked at the University of Washington as an instructor for several years. Catherine moved to Vancouver in June 2001 and is currently teaching Academic English at Kwantlen University College.
- C. **“Global Education and Citizenship in ELT”**, with **Vivian Chu**. *Summary: This interactive and reflective workshop will present a variety of methods, resources, and activities to explore facets of global education, identity, values, and citizenship in the ESL classroom. Participants will review theoretical principles and be engaged in language tasks and discussions - as language learners and as teachers - to consider the commitment and implications of integrating global education with language education.* Vivian has taught all levels of ESL/EFL since 1999, in Japan, China and Canada, and worked with immigrants in the ELSA program at S.U.C.C.E.S.S. Her areas of interest are materials writing, global education, and intercultural communication. Vivian works at Shane Global Village and is also a TESOL instructor at Vancouver Community College, where she teaches “Understanding Global Culture through Proverbs, Metaphors, and Storytelling”, an elective course based on her books.

- D. **“It’s Getting Hot In Here - Warming Things Up”**, with **Cristina Peralejo** and **Noreen Cross**. *Summary: Add excitement and pizzazz to your classes! Warmers are an integral part of the classroom routine. By setting the mood, and encouraging students to interact positively, warmers instil confidence and motivation in a class.* Cristina has taught in Japan and the Philippines. She has finished her TESL Diploma at UBC and is currently teaching at Global Village English in Vancouver. Noreen holds a B.Ed. from UBC and has TESL Diploma from the University of Saskatchewan and has taught EFL in Japan and Taiwan. She is currently working on her M.Ed. in TESL at UBC. Noreen presently teaches ESL at Global Village English in Vancouver.
- E. **“Task-Based Learning: Putting It All Together”**, with **Brad Bentz**. *Summary: The purpose of this workshop will be to introduce participants to some of the main ideas surrounding task-based learning, to some of the research surrounding these ideas, and to explore how some of these ideas could be implemented in any EFL classroom. Participants will first be introduced to the basic model for task-based learning, as proposed by Jane Willis, and to some of the research supporting this model. Next the group will have a chance to run-through a task-based learning lesson so as to see how the task-based approach is easily adaptable to any EFL classroom, is highly motivating while at the same time producing accurate language, and is meant to supplement, not replace, any material or methods currently part of the teachers’ repertoire. Finally, a brief review of new materials currently employing the task-based model will be given. Handouts and supplementary reading will be provided.* Brad has been teaching ESL/EFL since 1997 in Korea, England and Canada and has completed both the CELTA and DELTA. He is currently an instructor at Shane Global Village and also Immigration Services Society. He takes special interest in academic preparation courses.
- F. **“How To Get Regular Employment in the ESL Industry”**, with a three person panel of directors and coordinators representing private ESL schools non-profit organizations and colleges. *Summary: This panel type workshop will allow participants to get employment tips and strategies from the very people who do hiring. The three person panel, representing the private schools, non-profit sector and colleges, will cover areas such as basic qualifications, cover letters, resumes, application timing, the interview, and career building strategies. The workshop will end with a Q & A session.*

Call for articles

Interested in sharing a teaching tip or reviewing a book for the newsletter?

Please send your ideas and suggestions to the Editor.

BC TEAL Presents: “Six in the City”

Date: Saturday, October 23rd, 2004

Time: 9:00 a.m. to 2:15 p.m.

8:00 a.m. registration opens; first workshop starts at 9:00 a.m.

Place: Global Village English Center (Yaletown Campus)

888 Cambie Street, Vancouver

To register by fax: VISA or MasterCard only; To register by mail – cheque, VISA or MasterCard (please make cheque out to BC TEAL). BC TEAL, #201 – 640 West Broadway, Vancouver, B.C., V5Z 1G4; Phone: (604) 736-6330; Fax: (604) 736-6306; E-mail: admin@bctéal.org; Website: www.bctéal.org.

Pre-registration deadline is October 21st at 5:00 p.m. After that, only on-site registration will be available at an additional cost of \$5.00 per registration. *Please note all registration fees are non-refundable.*

PLEASE PRINT

Name: _____

Address: _____

Postal Code: _____ E-mail: _____

Phone: _____ Fax: _____

Choose 3 of 6 workshops - please indicate which sessions you wish to attend by writing down #1 for your first choice, #2 for your second choice, etc. Please mark down secondary choices (ie. #4, #5 etc.) in case your first choices are full.

A _____ B _____ C _____ D _____ E _____ F _____

TEAL Member - \$35.00

Non-TEAL Member - \$45.00

Payment by: Cheque (no post-dated cheques accepted) VISA MCard

Credit Card Number: _____ Expiry Date: _____

Name on the card: _____