



# TEAL NEWS

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

October 2002

## Exploring Global Issues

Mini-conference, November 16, 2002

*This mini-conference will feature five different approaches for exploring global issues with EFL/ESL students. All five approaches are valid paths that lead students to become responsible citizens in a world fraught with social injustice, poverty, hunger and homelessness.*

*In the following article, Lucia Wolf, a presenter at the mini-conference, explores how the global issue of peace education became an integral part of the curricula that she has developed.*

While I was teaching English and Journalism in the 1980s at Richmond Senior Secondary School, Dr. Helen Caldicot, then the president of physicians against nuclear war, spoke at UBC. She inspired me to start thinking about global issues and integrating them into my teaching.

As an English teacher during this decade, I included in my curriculum, articles that focused on peace education. I also involved my students in helping to organize BCTF's first Youth for Global Awareness Conference, and presented a panel discussion at a national conference of the CCTE that highlighted teaching peace education using the prescribed curriculum.

Soon after my retirement in January 1990, I answered an advertisement in the *Globe and Mail* capped "Teach Democracy n Poland". It was the beginning of my teaching global awareness and peace education to ESL/EFL teachers and students. From 1991

to 1993, I was part of a five-nation project that set up teacher training colleges in Poland. From 1995 to 1997, I taught in a Bulgarian high school. These two experiences were totally different. In Poland, my students explored concepts that would lead to a free nation. In Bulgaria, the law forbade freedom of thought. During my first week in the country, I discovered that Bulgaria, technically a "democracy", was still Communist ruled.

It was a natural transition from my previous peace education workshop to introduce in this Bulgarian high school, the peace education wheel. The wheel's flexible format led to brainstorming and mind maps, which enabled the students to openly discuss the lack of freedom in their country.

Upon my return, I continued to use the format of these peace education workshops under the title "Introducing Peace Education and Global Awareness to Your ESL/EFL Curriculum." Each workshop is a learning experience and always

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gives me new ideas for future workshops. I look forward to sharing and exploring global issues with participants at the mini-conference in November.

*Lucia Wolfe is an oral language specialist in EFL/ESL and facilitator of peace education workshops for teachers and students.*

# Reflective Teaching, Reflective Deliveries

## TEAL 2003, February 27 to March 1, 2003

**P**ull out your calendars and block off the dates, everyone. Our annual community event is on the horizon. Come join your colleagues for the upcoming three-day extravaganza of institutional visits, workshop presentations, publisher displays, keynote speakers and, of course, those massive mouth-watering muffins with lots of steamy coffee.

The theme this time round is “Reflective Teaching, Reflective Deliveries.” This concept has been around for some time in education and has gained some currency in ESL research and practice over the past few years. John Dewey defined reflection as a proactive, on-going examination of beliefs and practices, their origins, and their impacts. In reflective practice, practitioners engage in a continuous cycle of self-observation and self-evaluation in order to understand their own actions and the reactions they prompt in themselves and in learners.

### Keynote Speakers

We have three keynote speakers who should rouse your interest in this concept: David Mendelsohn of York University, Kathleen Bailey of Monterey Institute of International Studies, and Maggie Beers of BC Institute of Technology. Professor Mendelsohn has given over two hundred conference presentations around the world. These presentations include two plenary addresses at TESOL International Conferences in Vancouver in 1992 and in Chicago in 1996. His plenary talk is called “Reflections on Being

a Reflective Teacher and a Reflective Educator.”

Maggie Beers is the recipient of several teaching awards and has published and presented extensively on intercultural education and the use of emerging technologies in the design and development of interactive digital learning environments. She has fifteen years’ international experience as a university-level instructor, teacher educator, curriculum designer and textbook developer in Canada, France, Spain and the United States. Her plenary speech is entitled “Designing Selves, Interpreting Others: Reflecting on Cultures through Media Texts.”

Dr. Bailey is a professor of Applied Linguistics at the Monterey Institute of International Studies in Monterey, California. Her research interests include teacher education and development, second language acquisition, language testing, classroom research, research methodology, and sociolinguistics. She has co-edited several books, including *Second Language Acquisition Studies: Series in Second Language Research, New Ways in Teaching Speaking*, and *Voices from the Language Classroom*. She is the co-author (with Dick Allwright) of *Focus on the Language Classroom: An Introduction to Classroom Research for Language Teachers* (Cambridge University Press). Her two most recent books are *Learning About Language Assessment: Dilemmas, Decisions and Directions* and *Pursuing Professional Development: The Self as Source*. A speaker in high

demand, we are fortunate to have her at this conference. Her keynote title is “Reflective Teaching, Reflective Deliveries: The Role(s) of Teachers’ Journals.”

### Call for Presentations

The location for this year’s conference will again be held in downtown Vancouver, at Global Village English Center on Cambie Street, along with the Central Library off Robson. Last year’s conference drew over 500 participants and exhibited over 80 workshops. With all the wonderful and constructive feedback we received from last year’s participants, we hope to make this conference even better, with even bigger muffins. Be sure to get involved and practice your presentation and reflective practice skills! We need lots of presenters on a wide range of topics, so fill out the Call for Presentations and submit it by the prescribed deadline. Alternatively, please let us know if you can help with the conference by volunteering on a committee. It’s a great way to network and meet new people in the ESL community!

Paul Maher  
2<sup>nd</sup> Vice President



## 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

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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.

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# Beware of Road Surprises #3

## Stepping Around Reverence

A series of articles about teaching and living in the United Arab Emirates

By Beth Coleman

Adapting to another culture always requires a redefining of concepts taken for granted in the culture of origin. As a university teacher in the UAE, I have tried to be respectful of student beliefs. During my first year here, I arrived at a classroom early to set up my computer. Since I am female, I entered without the usual knock requested for male colleagues in case any female student wishes to don her veil. I burst into what I thought was an empty classroom, plunked down my laptop and on seeing a student I knew working on her computer in the back of the class, I spoke in my well-projected voice as I bustled about with cords and cables. In the midst of this conversation, I advanced toward the printer on a side table and stopped abruptly. There was a student kneeling on the floor, a bundle of black in her abaya and sheyla (head scarf) with her forehead on a white sheet of paper. She was praying.

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*I have learned to step around reverence, although never between a praying student and Mecca.*

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Being an inexperienced “newbie” at the time, I backed

away horrified at what I perceived to be my callous rudeness or irreverence.

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*...for while one can adapt to a new culture, one seldom loses every vestige of the culture of origin.*

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I inched backwards wondering how best to cover my blunder when the other student strolled up the side of the classroom toward the printer and casually skirted the praying student to get her print out. So close was she I thought she was stepping on the devotee’s abaya (her black light coat covering her clothes). Then the working student turned to me and, in a voice as loud as mine had been, asked a question. The praying student went right on as if we were both nonexistent and by the time I had recovered sufficiently from my surprise, the door opened, students wandered in and the praying student finished, rose, collected her books and began chatting to the others.

This was my first lesson on reaction to prayer. Obviously in my culture, prayer is a private moment or, if in a public place or in a church or

hall specifically designed for the purpose, at least requires respectful quietness from those who might enter. One would never think of talking loudly during prayer for fear of distracting the worshipper or facing the reproofing looks of an irate priest or minister. However, this certainly isn’t my culture so I have taken my cue from the other students and have learned to step around reverence, although never between a praying student and Mecca. Just because prayer in the UAE doesn’t require silence from those nearby, doesn’t mean it isn’t a sacred moment. In fact, prayer here is so much a part of daily life - 5 times a day in point of fact - that it blends into the fabric of life. I have learned that silence, distance or withdrawal doesn’t seem at all necessary and that although separate rooms for prayer exist in most airports, and even shopping malls, prayer can occur anywhere at all. I still lower my voice, however, for while one can adapt to a new culture, one seldom loses every vestige of the culture of origin.

*Beth Coleman who has a Masters in Language Education from UBC, taught university in Japan for four years and is presently in her second year of teaching university for national women in the United Arab Emirates.*

# Teaching in Northern Thailand

by Leah Schubert

**B**efore the sun rises in Tung-goo-dai, Thailand, the village awakens to the crowing of roosters, the occasional roar of a motorbike, and the soft song of tropical birds. By 7 a.m., fires are burning in the open concrete stoves and the market is open for business. The orange-robed monks are starting their alms rounds, the rhythmic clanging of their silver pots echoing down the narrow lane, calling devout Buddhists to give food for merit. When my husband and I first arrived here, that clanging got me out of bed. Now, eleven months later, I can sleep right through it. It has joined the myriad of things that have become normal to me, as this place has become my home.

Tung-goo-dai is a very small village near Lampang, the second largest city in northern Thailand. Especially in these rural areas, the people are proud of their traditions and culture. They have generous and fun-loving natures, our neighbors bring us home-made meals, my students dance traditional “Lam Thai” during breaks, and karaoke and whisky are in abundance on every possible occasion. In this country, which has never been colonized, ancient traditions run strong but also merge with modernity. It’s not unusual to sit next to a monk in an Internet shop, where he’s most likely playing Counterstrike.

## Mai Pen Rai

Thailand is a Buddhist country. Ninety-four percent of the population is Buddhist, and the constitution requires the king to be Buddhist and an upholder of the Buddhist faith. The primary goal of Buddhism is the cessation of suffering via the elimination of desires. Perhaps this is the basis for the very important Thai concept of “mai pen rai,” which means “it doesn’t matter.” Thais say this in reply to thanks and for every problematic situation, whether it be a flat tire or a death in a friend’s family. I see acceptance of circumstances with a smile every day here. Thais love to have fun, smile, laugh, and let problems slide off their backs. If they don’t, they will lose face. When Thais say that their country is “The Land of the Smile,” it truly is. While “mai pen rai” is a comfort most of the time, it has its downside. For example, Thai teachers often suffer under strenuous working conditions because if they protest they will lose face and most likely their jobs.

## Respect

Another important aspect of Thai culture is social hierarchy and respect for one’s superiors, which is reflected in the rote learning of the traditional educational system. It is acceptable, and actually

expected, for students to copy reports virtually verbatim. However, the country is currently undergoing educational reform based on the “Western” framework of critical thinking and student-centered learning, and changes are difficult, not to mention controversial, as the reform goes against the traditional cultural tide.

I will miss my teenage students deeply when I leave. There is a beautiful openness about them. Although most of my students aren’t very studious, they certainly have lifted up my teaching style and my life. I have discovered that enjoyment and personal human interest are the keys to loosening their English tongues. As for my Thai colleagues, I have been humbled by their endurance and generosity. If you want to teach in Thailand, you probably won’t make much money, but as I have learned here, some things are more important, like relationships, shared smiles, and laughing whenever possible.

*Leah Schubert is a graduate of the University of Washington IATESL program in Seattle, Washington. She has most recently taught EFL in Thailand. She has also taught in Mexico and in Washington State (international students, immigrants, and refugees). In the past year, she has travelled to most of Thailand's provinces and to Cambodia, Laos, and China.*

# Teaching English in Thailand: A Guide for Teachers

By Bruce Avasadanond

In Thailand, the demand for English language teachers has increased as more and more students are signing up for English courses. As a result, native speakers who are Caucasians can easily secure a teaching post at one of the numerous language schools throughout the Kingdom.

## Teachers' Working Conditions and Pay

English language teachers in Thailand will encounter a large disparity in working conditions, pay rate and benefits. There are schools that offer a full-time teaching position for one year or longer, fixed monthly pay, visa assistance and benefits. Others will hire only on a part-time basis, with hourly wages, no visa assistance or benefits. Some schools, like the King's College, provide teachers with their own private individual classrooms and an excellent working environment. Other schools, such as a language school in the Banglampoo area, places teachers in Thai schools with a one-year contract and provides remuneration at a rate of 200-250 baht per hour. Although the school deducts 2000 baht from teacher's monthly pay cheques, these deductions will be paid in full provided the teacher completes the contract. A director at one language school commented that contracts are hard to enforce in Thailand, and that if the conditions are too strict, teachers would simply leave and find employment at another school.

Those without proper

academic background, e.g. a bachelor's degree, no teaching experience and no teaching certificate of any kind will still be able to find work, but the pay will be towards the very low end of the scale and the working conditions can be very poor. On the other hand, those with a bachelor's degree, a CELTA certificate and a year or two of teaching experience would have no problem finding employment with an average to high pay rate and good to excellent working conditions. Training is better than no training, and many schools will rather employ a teacher with experience and/or training over someone who lacks both.

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Teachers should clearly investigate the school and enquire about benefits, visa assistance, pay rate and any deductions from their pay cheques, which can be made for arriving late for class or not being properly attired, etc. Generally speaking, the average hourly pay rate in Bangkok is around 300-350 baht per hour, and ranges from 30,000 to 50,000 baht per month. Universities tend to pay more. Mahidol University's Mahidol Language Service (MeLS) pays a very high salary of 600 baht per hour, but the screening process is tough and Assistant Professor

Diane Urairat, the director of MELS, admits that she "rejects more than she accepts."

## What Employers Want

Different schools have different requirements for their teachers. Ninety percent of the teachers of English at King's College are from the UK and all have CELTA certificates and some with a TEYL add-on. Matthew Hogan, the academic director of the school says that "there is a difference between what we think we say and what we really say," commenting on the necessity of training for teachers so that they have the proper background to

*Those who have an English degree have an "edge," while others "...have to learn tenses and aspects, because it is not automatic."*

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excel in a classroom setting.

Those who have an English degree have an "edge," while others "...have to learn tenses and aspects, because it is not automatic." Mr. Hogan also mentions that his school "only accepts native speakers because only they can teach the language most effectively." Mr. Hogan does conclude that "some training is better than none."

Victor Hammett of Pro-Language at the Times Square Building says that he has "no

*(Continued on page 7)*

(Continued from page 6)

absolute requirement, but at least a bachelor's degree and one to two years' teaching experience. "Having the theory but not the chance to apply it is not practical." He also stresses the importance of hiring native speakers.

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*Before packing their bags and buying a ticket to Bangkok, teachers should do some research into the different aspects of living and working in Thailand.*

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Many native speakers of English speak the language but are unable to thoroughly explain the different parts of speech and the different usage of tenses. Some teacher training programs will also

provide a review of fundamental English grammar and methods to teach grammar to students. The TEFL Institute provides a "Grammar Review" because as the director of the program, Milton D. Jones, puts it "Native speakers are not formally taught grammar."

## How to Prepare to Teach in Thailand

Before packing your bags and buying a ticket to Bangkok, teachers should do some research into the different aspects of living and working in Thailand: visas, living accommodations, credentials required to work, etc. Contacting the Thai embassy or consulate and enquiring about the legalities of working in the Kingdom and obtaining all of the necessary visas

and permits from abroad can help save time and money. If possible, try to contact schools and secure a teaching position prior to arriving in Thailand. Ask for the exact pay rate, if there is a contract and what type of penalties are imposed if the contract is not abided by.

Good websites to check out are [www.ajarn.com](http://www.ajarn.com) and [www.teach-in-thailand.com](http://www.teach-in-thailand.com).

*Bruce Avasadanond is currently a lecturer and coordinator of the Intensive Academic English Program at the International College, Rangsit University in Thailand. He is interested in the field of adult education, second language acquisition, teacher education and TESOL. He may be contacted via email at [avas\\_bruce@yahoo.com](mailto:avas_bruce@yahoo.com)*

## English Language Teaching

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

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- A concurrent practicum which is supervised by course trainers

Successful participants receive the Cambridge/RSA CELTA and are eligible for BC TEAL level 1 accreditation. Course dates for 2002 & 2003 are Sept.10 - Nov. 28, Jan.13 - Apr. 8 and June 2 - 27.

To learn more, call: **604-599-2521**



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# How Reading a Book Changed My Whole Life

*Recently, teachers in SFU's English Bridge Program have been using Literacy Autobiographies as a first diagnostic writing task. The purpose of the Literacy Autobiography is to encourage the students' reflective learning and also to give the instructor some insight into the students' feelings about literacy. This assignment has produced some touching stories. Here is one of them..*

I remember the first time I read a book. The book was named *Pink Shoes*. The book had a hard cover with pink ballet shoes printed on the front page. It was about a dancer who had hard time to become a professional but she finally succeeded at the end of the story. The feeling remained in my mind for long.

I still have the special memories and I think most people have those kinds of memories when they first read a book. I think the first memories of reading a book affect people's life a lot because the first feeling they get from a book helps develop people's character and it also helps them to have many experiences.

As I read the book, I felt that I could do something like the main character. I was so into the story, I felt that I was on the stage dancing with her. I started to go to the Ballet Academy at the age of 11.

When I was in middle school, I kept dancing. I did all kinds of dances including ballet, modern dance, Korean traditional dance and jazz dance. After I graduated from middle school, I decided to go abroad to have better education in dance. So I decided to come to Langley Fine Arts school in BC and I had many good experiences at the school. Now, I plan to attend SFU, majoring in modern dance.

As I mentioned above, reading a book changed my whole life. Dancing and coming to Canada were affected by the book which I read when I was very young. And I think I am very lucky that I found out what my talent was. Therefore, reading is very important because it can affect your whole life a lot.

*(Student's name withheld on request)*

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## 9/11 Makes U.S. Study Difficult for Many International Students

According to *TESOL Connections*, the new monthly e-newsletter for TESOL members <[www.tesol.org/global/tesolconnections/index.html](http://www.tesol.org/global/tesolconnections/index.html)>, international student enrollments at a number of US universities have fallen sharply this semester.

*US Today* reports that colleges and universities throughout the US are finding that unexpected numbers of admitted students mostly from Asia and the Middle East have not been successful in getting their visas processed in time for the Fall semester.

*The Tucson Citizen* claims that from between 40 to 50 students from Persian Gulf states admitted to the University of Arizona for September 2002, only two or three have registered. It seems that students from Indonesia, Malaysia, India and China, as well as those from the Middle East, are having the worst problems.

In fact, *The Chronicle of Higher Education* has reported that there have been protests at the US Embassy in Beijing by Chinese students who have been turned down for visas. As many as 50 Chinese students expected at The University of Iowa have been denied visas.

"People feel offended," says Stephen Durnett of the University at Buffalo, where as many as 88 international students have missed the start of the fall semester. "Some have said, 'If your government feels this way, I don't think I'm coming.'" Inevitably this has a positive impact for other English medium countries including Canada and SFU International says there is a significant increase in numbers of International students at SFU this Fall.

# BC TEAL Teacher Profile: Milana Matic



By Catherine Evashuk

For this issue of the TEAL newsletter, Catherine Evashuk interviewed Milana Matic.

Milana was introduced to English when she was 7 years old in Belgrade. She was fascinated by her first English teacher, a British woman who was "smart, worldly and very elegant." When she was 15 years old, her parents sent her to Eastbourne, England, to study English for the summer. She remembers not speaking English very well but being able to communicate with other international students. Milana has visited most countries in Europe, Turkey, Egypt, Mongolia, China, the Canary Islands, the West Coast of the U.S. and Mexico. Someday she'd like to travel to South America and Africa.

## Her First Teaching Job

After finishing high school, Milana started tutoring junior high school students in English. She felt she was simply repeating what her first teacher taught her. She enjoyed tutoring but there was little money in it, so she also worked as a translator (English-Serbian) while she was in university studying literature and English. She graduated from the University of Belgrade in 1983 and continued working as a translator and tutoring the same student for 2 hours a week for 8 years.

## Her First Full-time Job

Her first full-time job was as a medical library researcher in Belgrade. The team had a medical doctor, a computer specialist and Milana. Together they were indexing information from all the medical documents on to a computer database. She also taught the medical students how to access the information. This was in 1985 when the computer took 15 minutes to warm up every morning. Thanks to her medical background, she also worked in the Institute of Gerontology, which looked at the phenomenon of aging from the medical, sociological and psychological perspectives. She enjoyed her work there because it involved research, teaching, translating and technical writing.

In 1990 she started teaching EFL in a specialized high school for students who wanted to become technical engineers. The school had a good reputation and a very

strict curriculum. There were exams 4 times a year and each class was 45 minutes long. She taught less than 20 contact hours a week and enjoyed her work because teaching was fun and "as long as the students had fun in the classroom, they would learn". Milana added that even though the curriculum was strict, she found English to be very accommodating for students to learn in a fun environment.

## Canada Beckons

In 1991 the Civil War in Yugoslavia broke out. Milana and her husband decided to come to Canada because it was an English speaking country and she admired four famous Canadians: Margaret Atwood, Joni Mitchell, Neil Young and film director, David Cronenberg. Milana remembers that the Canadian officer interviewed her and her husband by asking questions in English and French about their references, work experience, medical history and university degrees. She was nervous because her French was not so good, but she was quickly put at ease when she realized that the officer's French was worse than hers.

After arriving in Vancouver she worked as a receptionist and a secretary for a few years. Later on, she decided to take the VCC teacher training course part time in the evenings, which took two years to complete. She has worked at various language schools in Vancouver. In 1999 she realized she would like to have more doors opened in colleges, so she applied for the UBC Master of Education in Adult Education and graduated in Summer 2002. She has just started working for Kwantlen University College and remembers her first English classes so vividly that she still uses some of the same classroom techniques used by her first English teacher.

*Catherine Evashuk will be profiling different teachers each issue. If you know of a teacher who has had an interesting career, please contact Catherine at [catherine\\_evashuk@yahoo.com](mailto:catherine_evashuk@yahoo.com)*

# CANADIAN LANGUAGE BENCHMARKS UPDATE

In May I attended my last Board meeting of the Centre for Canadian Language Benchmarks as your field representative from BC and the Yukon. After six years on the Board, and as one of its founding members, I have had a rich and rewarding experience.

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*Canadian Language Benchmarks are now well known and becoming the standard for measuring learner progress.*

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There has been tremendous growth in the activities of the Centre, and the Canadian Language Benchmarks are now well known and becoming the standard for measuring learner progress in many parts of Canada. The Centre has had its growing pains, but is now in extremely capable hands with Pauline McNaughton at its head. My replacement on the Board, Brenda Storr of Camosun College, will have wonderful opportunities to network with ESL professionals across the country, guide new initiatives, and give feedback on projects. Brenda has lots of experience developing curricula using the Benchmarks; she is in the BC ESL Articulation group, and she is well known in BC and Ontario, where she used to work.

At the Regina Board meeting and at the TESL Canada Conference held immediately afterwards, the CCLB launched the Streamlined Placement Test (CLBPT) and Learner Outreach

Materials. The CLBPT has been designed as an alternative assessment instrument for use in placing students in remote areas and locations where CLBA trained assessors are unavailable or in situations where high volumes of new learners create backlogs in the assessment procedure. The CLBPT consists of a \$500 Test Kit, which includes a Guide Book, Reading and Writing Tests, a Listening/Speaking Assessment Log, and accompanying photo-story and audio tape, cover sheets for the CLBPT and administration guidelines. CLBPT assessors must attend a one-day training session (\$100) Check the CCLB website for detailed information on the test and the regional training available. Wes Schroeder of Western ESL Services is the BC Regional Trainer. The Learner Outreach Materials consist of brochures in several languages and sample lesson plans at Benchmarks 3-4, 5-6, and 9-10 which explain what the Benchmarks are, and their relevance and importance to learners. The materials can be downloaded from the website.

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*Several other interesting projects are being undertaken by the CCLB.*

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Several other interesting projects are being undertaken by the CCLB. The Nursing project is well underway. Red River College has completed an occupational analysis of the nursing profession (RNs, LPNs and RCAs) to

determine the language benchmark levels required to communicate adequately on the job. Now a request for proposals has gone out for phase two which involves the development of an assessment instrument that accurately measures the communicative ability of foreign trained nursing professionals within a nursing setting using the Benchmarks scale.

The Heads of Language (HOL), the Ontario provincial organization responsible for English/communications instruction in the colleges, is partnering with the CCLB on "Aligning the Ontario College Writing Exemplars (OCWE) to the Canadian Language Benchmarks." At present each college has its own methods of identifying the writing skill levels of their students. The project will provide common standards of writing skill levels for all applicants to Ontario college programs, as well as current college students. The BC ESL Articulation Group will be interested in the results, which are expected by the end of 2002.

Please visit the CCLB website at [www.language.ca](http://www.language.ca), which is very well laid out and user friendly.



# The English Bridge Program at Simon Fraser University

By Sarah Fleming


As students walk down the corridor here on the top floor of the Academic Quadrangle, I often hear them pause as they try to read the sign on my office door: “English Bride Program—what is that?” Maybe it’s that literacy standards on the campus are lower than they should be, or that the sign is hard to read. Nonetheless, their question is a useful starting point—what is a bridge program? (and yes, my door sign does say “Bridge”!)

Language bridge programs exist at a number of different universities, but formats tend to differ. What these programs do have in common is that they are provided for students to whom the university has offered admission. Here at SFU, most of the students in

our program have applied for admission at the undergraduate level, but a few are heading to graduate studies. Typically their academic qualifications are acceptable, but they have not yet met the university’s English language requirement. (Applicants who have had less than four years of schooling in an English-speaking setting are required to demonstrate competence in English: a suitable score from either an IELTS, TOEFL, MELAB, APIEL, or some other recognized English test.) So, the university offers them conditional admission and a place in the English Bridge Program (EBP). They must complete the program successfully before they can undertake credit coursework.

The differences between SFU’s English Bridge Program and some other models lie in both structure and content. Some bridging programs allow students to take certain credit courses while in the bridge program. For example Old Dominion University in Norfolk, Virginia offers conditional admission to students with a 520 TOEFL, allows them to select from 2 credit courses designed especially for them, and enrolls them in a sheltered course which supports the work of the credit courses. Other programs, such as that offered at the Monterrey Institute for International Studies in California, are pre-entry (that is, the students take the bridge program before starting credit study), but the curriculum of the

*(Continued on page 12)*



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*(EBP...Continued from page 11)*

program is geared toward students heading into a Business major. Still other universities, such as Michigan, offer a range of credit-bearing ESL courses that students take concomitant with other coursework.

The EBP at SFU is open to all students, provided they demonstrate a level of English competence equivalent to a 5.5 IELTS, 540 TOEFL (207 CBT), or 3 APIEL. Our students complete either one or two semesters in the EBP before entering their academic programs. We serve a variety of students, so the syllabus must be flexible enough to provide effective learning for a range of disciplinary interests. The ten-week session, with twenty-three in-class hours per week, is divided into three courses, which focus on reading, writing, and speaking and listening, respectively. While skill focus is central to the program, the instructors work hard to integrate content and activities so that students can see the relationships among what they learn in the different courses.

Assessment is the bug-bear of any bridging program, I imagine. Bridge programs serve the students' interests insofar as they offer preparation that will enhance the students' later academic

success. They also serve the university in that they aim to assess language proficiency in a more comprehensive manner than a single test score can. So, these programs have the challenging job of judging whose language is ready for academic coursework, and whose is not. This mandate is a very serious one, in a way far heavier than university courses typically carry. One result of this concern is that assessment practices and tools are of major concern in bridge programs.

Bridge programs respond to assessment requirements in different ways: some rely heavily on standard tests such as IELTS or TOEFL. Some do not use standard tests at all, and instead rely on teacher judgement, and/or a combination of internally-developed tools. As always, the debate in assessment lies between the reliability of any given tool (Is it consistent? Does it assess all students fairly at all times?) and its validity (Is this assessment meaningful? Does it bear any relationship to the student's subsequent performance?) Any of the above approaches is problematic. At SFU we have tried to achieve the best of both worlds by using a combination of a standard test (IELTS) and internally-developed performance measures.

The EBP at SFU started its fifth year this summer. It has been an exciting adventure to be part of a program that started from nothing and is now an increasingly recognized part of the university community. It is even more satisfying to meet students from our program who are now graduating from their degree programs. One of them told us recently that our EBP was more difficult than any of her subsequent courses! Many of them mention that the program helped them to think differently and gave them confidence. It is also encouraging to hear them talk about the friendships they made in the program and have maintained since. We have yet to undertake research that might tell us more about what effect the EBP actually has on our students' later experience at SFU. In the meantime, it appears that our students have worked very hard and achieved a great deal, and maybe we helped them along their path.

*Sarah Fleming has been involved in English language teaching and program delivery over the past twenty years, and has been coordinating the English Bridge Program at SFU since it began in the summer of 1998.*

Have an interesting idea for a TEAL news article?  
Please email it to Mary Giovannetti at

[mgiovann@capcollege.bc.ca](mailto:mgiovann@capcollege.bc.ca)

# BC TEAL is still looking for SIG volunteers!

## What is a SIG?

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

## IATEFL and TESOL SIGs

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

## What kinds of SIGs are available?

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

## What do SIGs do?

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

## Who runs the SIGs?

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

coordinator, informing members of meetings and discussion forums, etc. SIGs may also wish to bring issues to the BC TEAL committee for discussion and this can be organised through the SIG coordinator.

## Who can become a member?

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

## Web site chat forum

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

## How do I get involved?

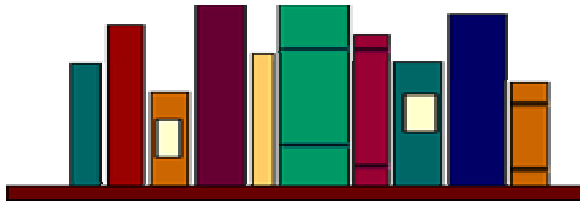
You should send your name to the BC TEAL office stating your area of interest. All the names will be sent on to the SIG coordinator who will compile groups of people interested in similar topics and introduce them to each other via email.

## Keeping everyone informed

The groups will need some time to discuss how they want to organise their group. When they have decided the format of their meetings and the issues they wish to discuss the coordinator of the group should make a summary, keeping the SIG coordinator informed. Summaries or minutes of meetings should also be sent to the coordinator so that BC TEAL is able to keep records of what is going on and make suggestions to new members who are interested in joining a SIG.

A summary of SIG activity will be written up in the BC TEAL newsletter, compiled from reports from SIG coordinators. SIG members are also encouraged to submit articles and letters to the newsletter initiating debate and raising awareness.

*Sarah Burwood is the Director of Studies at the YMCA International College.*



# Book Reviews

Series Title: *Applied Linguistics in Action*  
 Series Editors: Christopher N. Candlin and David R. Hall  
 Publisher: Longman 2002  
 ISBN: various  
 Price: \$38 (from Amazon.ca)  
 Book Reviewer: Ishbel Galloway

New from Longman is the *Applied Linguistics in Action Series* edited by Chris Candlin and David Hall.

The series is designed to provide a state of the art summary of the key research issues in different areas including unsolved questions about specific aspects of language learning. To keep the books current, each one has a section that is updated online at [www.booksites.net/alia](http://www.booksites.net/alia). Clearly, the series aims to stimulate interest in classroom research among practicing teachers and, as well as providing a theoretical context and research overview, each title also suggests researchable topics that teachers might investigate. “The structure,” the editors explain, “is to move from practice to theory and research, and back to practice in a cycle of development of understanding of the field in question.”

Currently seven titles are available:

- *Teaching and Researching Motivation*  
Zoltan Dornyer
- *Teaching and Researching Lexicography*  
R.R.K. Hartmann
- *Teaching and Researching Autonomy in Language Learning*  
Phil Benson
- *Teaching and Researching Translation*  
Basil Hatim
- *Teaching and Researching Writing*  
Ken Hyland
- *Teaching and Researching Listening*  
Michael Rost
- *Teaching and Researching Reading*  
William Grabe & Fredericka L. Stoller

Michael Rost’s book begins by trying to define the extremely complex process of “**listening**”. Any definition, he suggests, has to consider four different orientations: the receptive, the constructive, the collaborative and the transformative. His goal in the book is to “motivate informed teaching and research in listening”. To this end, after a review of the conceptual background of listening, he considers approaches to methodology and the importance of input and instructional design and assessment issues. The book ends by suggesting 16 research projects that teachers can do, each one accompanied by a clearly outlined “project plan”.

Ken Hyland in his book on **Writing** also provides a conceptual overview of the field and considers eight key issues ranging from the distinctions between speech and writing to the impact of new technologies. He goes on to discuss a number of empirical studies, sometimes identifying methodological problems, and then outlines opportunities for further research. The book ends with a very useful listing of sources both print and online, as well as professional associations and conferences relevant to writing teachers.

Grabe & Stoller divide their **Reading** action research projects into three groups: first, projects that examine vocabulary, fluency and rate development; next, those that look at strategic reading and discourse organization and finally those that consider the relationship between reading instruction and learner affect.

This is an exciting new series and it covers such a wide range of topics that no matter what your particular focus, you will find a title that will help you put into clearer perspective the key issues of the day as well as stimulate your interest in action research. Encourage your school to add some of these titles to your resource room and keep an eye out for forthcoming titles.

*Ishbel Galloway has been teaching in Vancouver since 1998. She teaches Academic Writing in Simon Fraser University’s English Bridge Program, an intensive preparatory EAP program for L2 students. She also does curriculum development for BCIT and SFU.*

## Positions Vacant at TEAL News

### Book Review Contributor

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

### C.A.L.L. Corner Contributor

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

Please note: These are *volunteer* positions.

Please contact our editor, Mary Giovannetti for more information:

[mgiovann@capcollege.bc.ca](mailto:mgiovann@capcollege.bc.ca)

## Volunteers Needed!

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

Please contact Jennifer Waymark at:

[Jen bctéal@shaw.ca](mailto:Jen_bctéal@shaw.ca)

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

### Positions available:

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

## BC TEAL 2003

“Reflective Teaching and Reflective Deliveries”

February 27 - March 1

Global Village English Centres  
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Call for Presentations

Deadline submissions:  
November 22, 2002

Contact: Ali McBride at  
[bctéal@telus.net](mailto:bctéal@telus.net)

AGM  
Friday, February 28, 2002



B.C. TEAL  
CALL FOR NOMINATIONS FOR 2003

Please note: Nominations must be in the TEAL office by November 29<sup>th</sup>, 2002. The results will be announced at the February 2003 TEAL Conference.

Name: \_\_\_\_\_

Address: \_\_\_\_\_

Home Phone: \_\_\_\_\_ Work Phone: \_\_\_\_\_

Fax: \_\_\_\_\_ E-mail: \_\_\_\_\_

Occupation: \_\_\_\_\_

Place of Employment: \_\_\_\_\_

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

I agree to my nomination for election to the TEAL Board 2003.

Position Nominated For: \_\_\_\_\_  
(For a member-at-large position, please indicate whether it's a one-year term or a two-year term).

Signature: \_\_\_\_\_

Nominated By: \_\_\_\_\_

Nomination forms, biographical sketches and photos can be mailed to:

B.C. TEAL - Alison McBride  
#201 – 640 West Broadway  
Vancouver, B.C.  
V5Z 1G4  
Phone: (604) 736-6330  
Fax: (604) 736-6306

**TEAL VACANT BOARD POSITIONS  
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<b>Position:</b>	<b>Current Term/ Length of Term:</b>
President	2001 - 2003 2 years
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2nd Vice-President (Finance) Will be Conference co-chair	2001 - 2003 2 years
2nd Vice-President (Administration) Will be Conference co-chair	2001 - 2003 2 years
Member-at-Large	2002 - 2003 1 year
Member-at-Large	2002 - 2003 1 year
Member-at-Large	2002 - 2003 1 year
Member-at-Large	2001 - 2003 2 years
Member-at-Large	2001 - 2003 2 years
Member-at-Large	2001 - 2003 2 years
Member-at-Large	2001 - 2003 2 years

### **UBC Robson Square ELT Speaker Series - Fall 2002**

The UBC English Language Institute is pleased to host an exciting series of evening seminars on a variety of contemporary topics in English Language Teaching. These talks by international and local ELT professionals will take place at the new UBC Robson Square campus. You will have an opportunity to network with your colleagues at a wine and cheese reception preceding the talk.

**Thursday, October 24 – Merrill Swain,**  
*OISE, University of Toronto "Collaborative dialogue  
and second language learning"*

**Wednesday, November 13 – Norbert Schmitt,**  
*University of Nottingham "Words: They run in packs"*

**Wednesday, December 11 – Barbara Siennicki,**  
*ELI, University of British Columbia  
"The computer and the  
carpenter's tale"*

Location: UBC Robson Square,  
800 Robson St, Vancouver

Time: Reception 5:30-6:15 pm,  
Seminar 6:15-7:00 pm

Price: Gratis for October 24; \$5 for  
subsequent sessions (pay at the door)

For more information contact Sarah King  
at (604) 822-4764, sarah.king@ubc.ca



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# NAN POLIAKOFF MEMORIAL AWARD RECIPIENT'S REPORT

By Patricia Fahrni

Thanks to a TEAL Charitable Foundation grant from the Nan Poliakoff Memorial Fund, I attended the May 2002 TESL Canada Conference "Catching the Dream." With Virginia Christopher and Bill McMichael, I gave a presentation on the TESL Canada National Professional Standards.

Since BC TEAL encouraged TESL Canada to begin development of national standards in 1995, the TESL Canada Standards Committee has wrestled with the shape of the standards. My involvement with the standards began in 1995. In my opinion, the key to the standard's development has been the participation of ESOL educators from all sectors and all areas of Canada. ESOL educators were motivated to participate for various reasons: professional recognition and self-esteem, serving students effectively, protecting students from incompetent practitioners, professional accountability, consistent evaluation of practitioners, promoting good practice, portability, and teacher salaries and advancement.

Before my presentation, I was handed a letter from a Nova Scotia ESOL educator with questions regarding the standards and tutors. In addition, I also had a chance to discuss teacher issues with a teacher from Cranbrook and the role of the standards in smaller centres. A teacher from Manitoba argued for expanding the definition of required 'experience' to include not just ESOL/EFL classroom

teaching or administration, but also teacher training and research – and has now joined the TESL Canada Standards Committee to research and develop this area. A discussion of ethics in ESOL teaching (a current front issue in Alberta) triggered the idea of the collaboration of TESL Canada standards project in developing this work. A teacher described the challenges of the Yukon professional context. There is no doubt that the ESOL educators at the conference were engaged with the standards.

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*It is good to see the standards beginning to have wide effect.*

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It is good to see the standards beginning to have wide effect. ESOL educators demonstrate a greater awareness of the expectations (and possibilities!) of the field and are beginning to use TESL Canada as a central source of information. TESOL training programs use the basic TESL Canada criteria as a measure. ESOL schools refer to the national standards when hiring, some requiring teaching staff to hold the TESL Canada Professional Certificate. Effects of these standards for ESOL teachers of adults can be unpredictable - in the most recent TESL Canada Journal editorial, Sandra Kouritzin writes that the standards development "has had a small but significant spillover effect on K-12 in Manitoba. ESL teachers draw strength from the national

recognition of their education and expertise even though ESL is not considered a 'teachable' in the province" (*TESL Canada Journal*, Vol.19, No.2, 2002).

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*ESL teachers draw strength from the national recognition of their education and expertise.*

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If the TESL Canada National Professional Standards function as a basic measure of professional practice, if they catalyze discussion of and action on professional issues, if they promote interaction and awareness between ESOL educators separated by sector, experience or geography – then their development has been a success.

Implementation is now under way. Teachers are applying for TESL Canada certification as first-time applicants or using Professional Certificates from their provincial TESL organization. As BC TEAL members, TESL Canada acts as your national professional organization. Like ESOL educators across Canada, please continue to provide critical and developmental input to the standards, and continue to ask TESL Canada to play this important role.

For information regarding the TESL Canada National Professional Standards, see [www.tesl.ca](http://www.tesl.ca).

# Conference Calendar

## November 2002

Exploring Global Issues  
Douglas College, New Westminster, BC  
November 16 [www.bcteal.org](http://www.bcteal.org)

TESOL *Bridges to the Future*  
Toronto, ON  
November 21-23 [www.teslontario.org/conference](http://www.teslontario.org/conference)

## December 2002

24th International Language Testing Research  
Colloquium, *Language Testing in Global Contexts*  
Hong Kong  
December 12-15 [www.polyu.edu.hk/aclar.ltrc.htm](http://www.polyu.edu.hk/aclar.ltrc.htm)

13th World Annual Congress of Applied Linguistics  
Singapore  
December 16-21 [www.aila2002.org](http://www.aila2002.org)

## February 2003

BC TEAL 2003  
*Reflective Teaching, Reflective Deliveries*  
Shane Global Village English Centers, Vancouver  
February 27-March 1 [www.bcteal.org](http://www.bcteal.org)

## March 2003

TESOL 2003  
Voices, Choices  
Baltimore, Maryland  
March 25 - 29 [www.tesol.org](http://www.tesol.org)

## November 2003

TESL Canada 2003 *Connecting Communities:  
Inspirations and Aspirations*, Burnaby, BC  
November 13-15, 2003 [www.tesl.ca](http://www.tesl.ca)

## TEAL Charitable Foundation Awards

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www.tealcharitablefoundation.  
homestead.com](http://www.tealcharitablefoundation.homestead.com)**

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*Tom Thomson*

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# NATIONAL NETWORK FOR LINC/ELSA/ALT PROVIDERS

## PROJECT ANNOUNCEMENT, FALL 2002

TESL Canada in conjunction with the National Settlement Conference's "Maximizing Settlement Working Group" is pleased to announce a one-year project funded through the federal Voluntary Sector Initiative. The new National Network for LINC/ELSA/ALT Providers will promote information access and sharing among immigrant English language providers with programs administered both federally (LINC = Language Instruction for Newcomers to Canada) and provincially (BC's ELSA Program = English Language Services for Adults, and Manitoba's ALT Program = Adult Language Training).

Project objectives were informed by a 2002 Regina TESL Canada Conference session that was held to ascertain interest in and gather feedback for this proposal. The National Network for LINC/ELSA/ALT Providers will provide:

- Increased opportunities for LINC/ELSA/ALT providers across Canada to share information relating to resources, research, and best practices.
- Identification of priority items for settlement language providers nationally to better inform policy and decision-makers and to provide an informed focus at national gatherings (such as the National Settlement and TESL Canada Conferences).
- A centralized location to go to for information on LINC/ELSA/ALT initiatives and resources – the National Network website will be public and easily accessible by the larger settlement community and other interested parties.

## How To Get Involved

The National Network project team is now inviting individuals interested in participating on our volunteer National Network Advisory Committee to contact us.

The goal is to have cross-Canada representation on the committee to assist with communications and the establishment of a network. Virtual meetings will be held to initiate a dialogue on priorities and set up a database of provincial contacts with access to current LINC/ELSA/ALT provider information. Potential face-to-face opportunities include the National Settlement Conference being held in Calgary and the TESL Canada Conference being held in Burnaby, BC, both scheduled for the fall of 2003.

To get involved in this project or for more information, please contact one of the members on our project team:

Brenda Lohrenz  
Project Manager  
604-876-5758  
[elsanet@telus.net](mailto:elsanet@telus.net)

Teresa Gray  
Project Researcher  
604-876-4348  
[elsanet2@telus.net](mailto:elsanet2@telus.net)

Angela Schinas  
TESL Canada Board  
416-420-3091  
[aschinas@oise.utoronto.ca](mailto:aschinas@oise.utoronto.ca)

## You are invited to a special seminar on Digital Learning Lab Systems



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You are invited to attend a special one-day seminar on October 22<sup>nd</sup>, 2002 to learn more about Learning Lab technology. The seminars include expert speakers on classroom technology, content creation, distance learning, and multimedia presentation. Come see interactive demonstrations plus an opportunity to meet with the experts and have all your questions answered.

### Your invitation

Space is limited. To receive your invitation and more details please contact Precision Camera Inc. at 604-875-6500. Location of this event is 315 West 5<sup>th</sup> Avenue, Vancouver, B.C.



**SONY**





## TEAL MEMBERSHIP APPLICATION

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

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

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

E-mail: [bctéal@telus.net](mailto:bctéal@telus.net)

Website: [www.bctéal.org](http://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.*

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Membership categories (check appropriate type)

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I would like to volunteer for a TEAL Committee or Conference

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