



TEAL NEWS

ASSOCIATION OF BC TEACHERS OF ENGLISH AS AN ADDITIONAL LANGUAGE

SUMMER 2007

ESL in a Global



BC TEAL 39th Annual Conference
May 3 - 5, 2007

With the 39th BC TEAL Conference now successfully behind us, it seems like over a year of planning just flew by as we made our way through the various events. Many people from the Lower Mainland attended the conference, but there were also participants from the Interior of BC, Vancouver Island, several other provinces, the United States, and from far off countries.

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Summer Edition

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BC TEAL

ASSOCIATION OF BC TEACHERS OF ENGLISH AS AN ADDITIONAL LANGUAGE

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MESSAGE FROM THE PRESIDENT

As many past presidents have likely said, it is a great honour to be offered the position of President of BC TEAL, and I will do my best to serve the membership by providing leadership to our professional association for the next two years.

I am very passionate about the field of English language training, which I have worked in for 17 years, in three provinces, and with a great variety of students and organizations. The designation of ‘professional’ is one that I place great value on, and do my best to promote. Having experienced such diversity of education-related contexts, it has become clear to me that we are something of a fragmented field with many questions that relate to the validity and credibility of our work. Are we professionals? If so, then what makes us so? If you are of like mind, you know that what makes us so is, in large part, our actions and our voice. First we must act the part, but then we must also speak out and participate in promoting our professional status. We must stand for what we are and what we wish to be taken for. If we do not, then who can we expect to do so?

There are many areas of concern relating to ELT in BC and the rest of the country, but we can only take on so many causes at one time. As a volunteer association, we have limited people-power, so it is my hope that our incoming board will be as committed and effective as past boards. Beyond this, I encourage all TEAL members to participate in our association in whatever way possible. There are often vacancies on the Executive that could be filled if there were candidates. There are committees that require members to move agendas forward. There is the website with a message board that is just BEGGING to be scribbled on. There are conferences and TEAL sessions to organize, attend and participate in. There is also the need to spread the word about TEAL.

Returning to a previous point, it is clear to me that if we wish to be treated as professionals, we need to join and support TEAL. The more members we attract, the stronger the voice we have. Advocacy will have only relative success to the size of the group that is represented. Please, encourage your colleagues and administrators to join and support TEAL. We are stronger as a united group, and we might do better things if we had the backing of more ELT professionals in BC. The main point again is that professionals must act the part and be members of associations that bring peers together to move their profession forward. It is not acceptable for professionals to operate in isolation. We need to challenge one another with new ideas, questioning our practices and sharing our concerns, working together to improve our craft. In my mind, this is one of the obligations that earn us the status of professionals.

It appears to me that there is an increased enthusiasm building. With the expertise of our many esteemed and experienced colleagues, and the energy of those newer to the field, we seem to be at a particularly opportune point in time to raise BC TEAL and the profession of English language training to such a level that commands respect. There are always matters to object to, but I believe the onus is on us to steer the association in directions that deal with these issues.

I sincerely hope you will join me in pushing forward our professional association and the field in general. We do great work in teaching English to those who need it, and this is something to be very proud of. We can be even more effective and respected if we bring forward a more united voice. Please feel free to contact me or the TEAL office, if you have any suggestions or would like to lend assistance.

Michael Galli
President – BC TEAL 2007 – 2009



Registration table at the BC TEAL 2007 conference

BC TEAL 2007 Conference Highlights

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It was great to meet and interact with participants, representatives and presenters from so many different places!

Our Friday plenary speaker this year was Dr. Bonny Norton from UBC. She spoke on identity and language learners, and how, depending on circumstances, learners can take on different identities or use different identities when learning or using English as a way to adapt to the change of languages and sometimes the environment.

Dr. MaryAnn Christison was our Saturday plenary speaker, and she came to us from the University of Utah. Dr. Christison offered insights from her brain-based research on second language acquisition, and we learned how the fMRI is a new technology that provides information on how the brain processes and works. It is important to make sure that during class students are stimulated and active in order for the brain to continue working to its potential accessing and using language.

We had Tavengwa Runyowa join us and entertain us on Saturday before the plenary. A second language learner himself who mastered English, he is now an established storyteller.

There were also many valuable workshops and presentations to match with the theme this year of “ESL in a Global and Changing World.” Some topics included giving effective feedback, the new TOEIC test, fostering skills through interaction, digital literacy and AIDS in Uganda, cross-cultural communication and miscommunication, Pakistan and English language teaching, using Blogs and software for the ESL classroom, using and creating assessments, and theory on task-based lessons and learning, to name only a few.

There were many publishers who joined us, which allowed our conference-goers an opportunity to peruse and purchase new and existing classroom materials at discounted conference prices. We also had several additional events to improve the conference this year. As with last year, we had an employment fair, where participants could meet with some

schools that are hiring in the lower mainland. And this year some of the top ESL schools were represented. Our socializing and networking time on Friday was a big success, and had not only a cash bar, but also some appetizers to allow for a more professional socializing feel. We added a silent auction for fun and to help raise funds for the association. As well, thanks to a generous donation by Reena Taviss, there was a book sale on Friday and Saturday.

I can't thank everyone enough for all their volunteer work! The board members put in a lot of time before and during the conference to make it a success. On behalf of the board, I would also like to thank our Administrative Manager, Gwen Attard, for all her hard work and long hours put into arranging the many details of the conference. There were also many volunteers who gave their time in various ways such as collecting pre-conference information, helping with information and registration packages, offering their time for the institutional visits, and helping out with registration and other general tasks. The TEAL Board is especially grateful to the many presenters for volunteering their time and providing such stimulating and professional workshops. We also had generous donations for the silent auction from TESL Canada, Louise Aerts, Jennifer Pearson-Terrell, and Catherine Evashuk. Thank you everyone for making the TEAL 2007 Conference a success and see you next year!

Rozsika den Haan

TEAL 2007 Conference Chair



Vancouver Community College



Catherine Ebert—Presenter



Xueying Pan—Winner of David C Lam award

'Creating Brain Compatible Classrooms for English Language Learners'

by Dr. MaryAnn Christison,
Reviewed by Brad Bentz

I often skipped science class in high school as my teenage brain found science boring and difficult. Besides, when would I ever need Chemistry in my day-to-day life? Clearly, these ideas were beyond foolish.

As I get older I find I have a growing interest in science of all kinds. Whether it's a little something from the Discovery channel on television or buying an Omni magazine for a ferry ride, I more and more have a thirst to catch up on all that I skipped. My new love of science is

a result of its tendency to give me evidence for things that I feel I already know.

This is the reason why I so thoroughly enjoyed Dr MaryAnn Christison's plenary at the BCTEAL 39th annual conference. Dr. MaryAnn Christison reminded us that an open, active, varied yet focused classroom will be a successful classroom because this is what the brain actually wants. Now this is not breaking news to any busy ESL teacher so why is it news in the field of linguistics?

It is news because linguists and neuroscientists have only recently had access to the technology (PET and fMRI) that would allow them to create images of a brain so as to learn more about cognitive functioning and language acquisition. These images have provided a clear evidentiary link between educational theories about learning in general and language learning in particular and how neuroscientists know the brain naturally learns and acquires knowledge. This link has led to the reiteration of classroom principles that are compatible, and not antagonistic, to meaningful learning.



Dr. Mary Ann Christison—Keynote Speaker

Again, we as teachers were reminded of the importance of a positive effective environment in our classrooms, using movement to assist learning, varying classroom activities and focusing on different ways students learn. I can imagine a number of teachers still scoffing at such ideas but the main reason to abide by such strategies is simple; it's what our brains want. By creating open environments and working movement into our lessons we increase blood and oxygen flow to the brain allowing our students to learn and acquire new language more effectively and instinctively. By varying activities and focusing on different learning styles, teachers can focus learners on the process of learning, allowing them to become more independent and competent in achieving their goals. Students may not know why their brains are working better but now we certainly do.

Dr. Maryann Christison does, however, caution us that a brain based learning environment is more than a good time. Teachers must make sure to also make connections and create patterns in learning, focus on meaning and information that is meaningful as well as provide appropriate feedback. The brain organizes and comprehends input in categories, so by providing our learners with new language in ways that adhere to such a principle, we make it easier for them to process new material. But the brain also needs input to be presented in a meaningful context to make sure it can be added to and used in conjunction with already acquired language. Finally the brain needs feedback on its own development,

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Along with Michael Wicks of The Education and Training Employees' Association

and Barb Brown of the Federation of Post-Secondary Educators, I presented a workshop entitled "Professional Standards and Unions" at the recent TEAL conference. In March I was part of several TESOL presentations in Seattle, which were sponsored by the TESOL membership caucus, which seeks equity in the ESL workplace no matter what one's job status is.

TEAL is a great profession. The intangible rewards are wonderful and constant. However, when teaching to adults in North America, it seems that no matter what the work venue, from a great university, to a great church basement, to a great college, how professional one's working conditions are depends a great deal on chance. But, having a decent career should not require having a decent boss. From what I have heard at international North American conferences, where most of the attendees worked at universities, one's level of professional credentials does not itself improve one's chances either.

However, one constant I have learned is that a unionized



workplace does not lower standards. That does not mean that every unionized situation is as good as it can or should be, but teachers at least have a vehicle for improvement, and standards do not go down just because a place is unionized.

The good news for adult English language teachers here is that the chances of having fair working conditions through unionization is in all likelihood better in BC than in any other North American jurisdiction.

Our unionized college system of faculty union contracts provides the best examples of equitable working conditions of any public post-secondary system in North America. Specific conditions vary but the best have job security systems based on seniority that ensure that one is hired into a career rather than for a series of short temporary contracts; in short, a career with good working conditions and benefits, and a dignified pension. These unions have spent a lot of energy setting up secure professional standards as well.

Examples of professional standards include paid education leaves, one's own guaranteed professional development time and funds, fair and transparent evaluation systems, a real measure of academic freedom, and very importantly, a real say in consultative administrative environ-

ments without fear of reprisal.

And all of these rights are backed up by professional unions with the legal and financial resources to initiate what-

ever protective processes are called for when a right has been denied.

What is really great news in BC is that there are now corresponding examples of thriving, strong education-specific unions in the private ESL sector as well. The ETEA that Michael Wicks belongs to at International Language Schools of Canada is one of them. As the purpose clause of their collective agreement says, "The parties share a desire to improve the quality of the services provided by the parties." Michael reports that that is what has happened; the teachers are better off, the school is better off and the silent partners, the students, are also better off.

Feel free to contact any of the participants for more information:

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Using Blogs for Formative Assessment

by Brian Wilson
Webmaster and Teacher

Introduction

Finding new ways to inspire our students to write more is always a challenge. Blogs and many social networking sites offer an excellent opportunity not only to give learners a chance to write more, but also to increase learner participation and a sense of community. In addition, the reflective nature of blogs makes them a valuable addition to any well-developed assessment scheme. Despite the common misconception that blogs are nothing but personal diaries, the combination of ease of publishing, high degrees of personal interest and wide public distribution makes them a powerful vehicle for language students to develop and refine essential skills such as reading and writing.

Background

One of the major challenges of Computer Based Assessment (CBA) is moving beyond the standard 'point and click', 'drag and drop' and 'text entry' models of assessment. However, by providing innovative simulations and scenarios, some of these obstacles can be overcome. Blogs can be part of this solution by developing higher order cognitive skills and creating positive effects for the instructor and students alike. Through a well-defined writing task schedule, a blog project enables

an instructor to leverage three advantages of online learning: a) anytime, anywhere access, b) flexibility in content delivery, and c) encouragement of self-directed learning.

Further, formative assessment through blogs enables the instructor to deliver assessment that may not appear to be assessment at all, helping to increase learner motivation without an increase in assessment anxiety.

Before launching a blog project, consideration should be given to the overall structure of the project and how it will integrate with the core course design. Specifically, the instructor needs to decide how the students will move through the weekly task cycle and whether the assessment will follow a design which is linear (traditional, perceived logical sequence), accretive (like building a brick wall), zig-zag (like climbing a mountain using unevenly spaced footholds), spiral (central column of core knowledge around which skills, revision, and testing revolve) or free-form (move around based on the feedback of the learners). While the overall pattern may change over time, it is important to select an initial design upon which to build in order to manage the writing task rotation.

A project such as this is best suited to intermediate and higher students enrolled in a minimum 8-week course. Lower level classes can adapt this framework by simplifying the writing tasks and placing greater emphasis on items such as photographs.

The Framework

This blog project is structured around a central blog hosted by the instructor (the host blog), which provides access to quizzes, sample materials (perhaps modeled by the instructor) and other course content. In addition, links to the student cohort and relevant resources should be included on the host blog. Each student should be able to access any relevant links or resources directly from the host blog. Each student also sets up a blog, on which weekly writing task assignments are posted. Optionally, the use of an 'aggregating' blog or newsreader application will enable the instructor to efficiently track student progress through the use of RSS (Really Simple Syndication - a format for delivering regularly changing web content), thus eliminating the need to access each blog to check for new posts.

Free blogging applications such as Blogger (blogger.com), Live Journal (livejournal.com), Word Press (wordpress.org), or social networking sites such as MySpace (myspace.com) or Facebook (facebook.com) provide free, user friendly and stable platforms upon which to build. There is no reason why students cannot mix and match between these applications to create an even more diverse community.

In order to host quizzes or supplementary materials, separate

web space needs to be available. If your institution does not provide such space, it can be easily obtained at little or no cost from a local web host. Unless you foresee the need for hosting a more elaborate website, a basic or even free hosting plan will suffice.

The Task Cycle

In order to achieve the course objectives and keep the students focused, a task rubric needs to be established. Each student should be assigned three tasks per week: 1) a guided writing 2) to comment on their peers' work and 3) a quiz or supplemental reading. By using Bloom's revised taxonomy (Anderson, L.W., & Krathwohl, 2001) as a foundation, a variety of writing tasks can be devised which will cover a sufficiently broad range of cognitive processes. Approaching the writing tasks from this perspective not only ensures a suitable range of tasks, but also helps the instructor to plan the weekly schedule.

The writing task should be divided into two parts: *Prepare* and *Post*. The *Prepare* element establishes the basic parameters to be considered and provides background information to the student. It should be general enough to generate ideas without limiting the students' ability to think creatively or critically. The second part, *Post*, should outline a specific writing task in accordance with the course objectives. For those wishing to get up and running quickly, *Think First, Then Write: 101 Writing Topics* by Janice Penner and Heather Barnes (ACE Publishing) is an excellent CD-Rom resource for generating writing ideas for this project.

For the peer comment component of the task, students should read a selection of their peers' blogs and comment directly on the posts. A minimum number of posts or words could be assigned, but this is often unnecessary. The weekly quiz should test vocabulary, comprehension and/or grammar covered that week. Software such as Hot Potatoes or Jerry's Vocabulary Teacher provides a quick and relatively easy means of developing such quizzes.

Assessment from the instructor can come in two forms: comments on the blog sent via email or posted directly on the student blog. Comments sent via email enable the instructor to give more critical feedback, while posting directly on the blog gives the teacher the opportunity to become part of the community. If time permits, a combination of the two is probably ideal.

Considerations

Not all forms of formative assessment may be considered acceptable by students. While good feedback for the students might mean identifying and correcting all language and content errors, for the teacher, good feedback might start with positive and encouraging comments, pointing out errors but not correcting them, and using leading questions to help students to reflect on their work and make improvements. This discrepancy in what constitutes effective feedback may affect learner motivation, as students may not see the need to do the tasks if the link between feedback and overall improvement is not clearly made. It is important that the instructor establish clear

benchmarks for what defines good feedback and how the feedback is to be interpreted. Consideration should be given to factors such as type and length of comments and number of corrections provided. If students are to be assessed summatively, they will also need to know (and will probably appreciate) how their weekly writing tasks compare with the assessment norms of that assessment.

In addition, as blogs operate in the public domain, care must be taken when assigning tasks. Although some blogs offer the ability to delist the URL, the material will remain accessible to the public. Students need to be confident that their efforts will not result in embarrassment, alienation or other negative consequences that may arise from posting ideas online. Otherwise, instructors may find students reluctant to post work that is imperfect or controversial. Further, care should be taken when publishing any personally identifiable information such as photographs, addresses or personal profiles. The instructor needs to evaluate the risks on a case-by-case basis depending on the course and the student cohort.

Conclusion

Blogs do not differ fundamentally from traditional writing journals, but they do offer instructors the opportunity to incorporate ever-changing technology into their language courses. When combined with an innovative, stimulating task rotation, blogs provide a convenient, cost-effective solution for delivering meaningful formative assessment.

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REFLECTING ON THE 2007 TESOL CONVENTION

By Michael Burri

First of all I would like to thank the TEAL Charitable Foundation for awarding me the Mary Ashworth Scholarship to attend the 2007 TESOL Convention held in Seattle from March 20-24, 2007.

MY EXPERIENCE AT THE CONVENTION

Prior to the convention I spent several hours looking through the online TESOL program, putting together a list of potential sessions I was going to attend. I was determined to make the most out of this conference, and therefore, to attend at least five sessions a day (later I was told that only TESOL newbies jammed in as many sessions as possible, and that more experienced TESOLers took a more relaxed approach in order to actually last through the four day event!).

Once at the conference, despite my carefully prepared list, I found the size of the convention quite overwhelming. The event was held at three different venues located within walking distance from each other, yet it took me some time until I was more or less familiar with the vicinity. Getting lost, however, was virtually impossible since the area around the convention was one big ocean of blue TESOL bags being carried around by convention goers. In spite of this incredible mass of people, it was amazing how frequently I bumped into the same people. I soon began to realize that besides attending sessions, meeting and networking with people was also a very interesting and valuable part of the conference. So many different people from different

parts of the world came to attend this conference, and hearing their stories and exchanging with them a few thoughts or ideas was a truly enriching experience.

In addition to socializing with people I met at the convention, hearing my classmates' and faculty's (our Trinity Western University MATESOL vests certainly stood out at the conference) perceptions and impressions of the convention over a cup of coffee or a meal was also a fascinating part of the conference. However, once in a while I needed to withdraw from all the buzz and simply sit down somewhere on my own in order to take a breather, get some rest, regain my focus, and check the 300-page program book to make sure I knew where to go for the next session. On Thursday evening I knew—and literally felt—what the term “conference savvy” actually meant.

The conference was also an excellent opportunity for me to realize how much I had learned in the MATESOL program. I was finally able to put faces to some of the names I had learned and read about during my graduate courses. Completing name checks (writing brief summaries of professionals in our field is an essential component in our program) made much more sense now, and I was

pleasantly surprised at how many names of scholars, writers, and presenters at the TESOL convention I actually recognized.

THE CONVENTION IN RELATION TO MY MA THESIS

With my thesis topic (effective training of Japanese elementary school teachers of English) in mind, I mostly attended conference sessions focusing on English at the elementary school level in Japan, and also sessions dealing with non-native English-speaker teachers (NNESTs) issues. In the months leading up to the conference I had read extensively about these two areas while working on the background and literature review of my paper. The 2007 TESOL Convention proved, therefore, to be a timely event in light of my thesis.

Throughout the four days at TESOL, I attended several sessions on English education at the elementary school level in Japan. English education at elementary schools has been a hotly debated issue in Japan in recent years, and the general opinion seems to be split on whether English should become a mandatory subject. Consequently, being able to meet several teacher trainers and discuss with them some of the recent developments in Japan was extremely

helpful to me, and I believe it allowed me to get a better picture of the current situation, and also to better understand the struggles—and possible reasons for these struggles—teacher trainers and elementary school teachers presently face in Japan.

More than half of the sessions I attended, however, focused on NNEST issues. Partially due to the ever-growing number of English speakers whose first language is not English, NNEST issues have received increasing attention in the field of English language teaching (ELT) in the past 10-15 years. Having grown up in Switzerland speaking Swiss-German, I am somewhat biased when it comes to NNEST issues, and therefore attending the convention was an excellent opportunity for me to meet members of the NNEST Caucus and hear their personal experiences of being NNESTs in the field, working with NNESTs, training NNESTs, or researching NNEST issues.

Some of the NNEST sessions provided me with excellent insights. In my readings prior to the conference I discovered that NNESTs in an EFL context often face anxiety because they tend to lack confidence in their English proficiency, and that NNESTs often face discrimination in terms of hiring practices. However, in a study (Newman, 2007, March) conducted in the US, NNESTs did not necessarily perceive anxiety as problematic, and also program coordinators were willing to hire NNESTs because of several advantages they apparently possessed over their native-speaker colleagues (e.g. sensitivity to language learning, empathy with students). These were interesting insights because I had not

taken into consideration the possibility of ESL and EFL contexts being different in terms of NNESTs issues. Other sessions—in particular Jun Liu's (an NNEST and previous TESOL president) inspiring plenary talk (Liu, 2007, March)—contained interesting and encouraging aspects too, for many of them provided me with new insights into recent NNEST developments in relation to the direction the ELT field is heading, the professional development of NNESTs, and the identity formation of NNESTs.

In summary, attending the 2007 TESOL Convention has been an extremely valuable and memorable experience. Looking back, I think the only thing I could have done to get more out of the conference was to sleep less in Seattle (no pun intended!). I believe the contacts I made and the information I was able to gather at the conference will definitely make a valuable contribution to my thesis, and therefore I would like to thank the TEAL Charitable Foundation for this generous award once again.

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- Liu, Jun. (2007, March). *From shanghai to seattle: tides of change*. Presidential plenary talk given at the TESOL 41st Annual Conference, Seattle, WA.
- Michael Burri is a graduate student and research assistant in the MATESOL program at Trinity Western University. His master thesis focuses on methodologies used in training Japanese elementary school teachers of English. He taught English, German, and Physical Education in Japan from 2000 to 2003.*

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a kind of trial and error process if you will, so that the brain, and the learner, can be confident in and sure of growth.

Certainly, what would be worth exploring are the real classroom challenges in employing these principles.

But in the end the professor did remind me of what I already knew and inspired me to go even further in developing a brain friendly classroom. After all, what every person craves is just a chance to keep active and keep learning, which we now know we can all enjoy well into our seventies.

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Taken in conjunction with the increasing usage of e-portfolios, blogs are well suited not only to challenge the limits of traditional journals, but also to provide an exciting, interactive platform on which students can exchange ideas while developing greater communicative competence.

Go to <http://cpevancouver.blogspot.com> to see a working model of this framework.

Teaching Tip: **Classroom Management**

My teacher training, unfortunately, did not include classroom management techniques. Thankfully, however, I had had some valuable training in behaviour modification long ago when I was a counselor for developmentally delayed individuals in a residential setting. In this environment we had to deal with a range of behavioural problems. Although the ESL classroom is a radically different context, and for the most part far less behaviourally challenging, we as teachers do have to handle a variety of situations ranging from disruptive behaviour to mixed motivation levels to learning disabilities to, on occasion, mental health issues. How do we handle all this in addition to the daily demands of teaching language?

Although I'm nowhere near being a psychologist, I have relied on some of my past experience when handling some common problems that emerge in the ESL classroom. I have chosen to discuss three persistent problems that teachers often complain about, accompanied by suggestions for dealing with them that have worked for me.

First of all, "prevention is as good as a cure". On the very first day I meet my students, I establish some fundamental rules of conduct accompanied with the rationale for doing so. I time this to follow fun "get-to-know-you" activities, so that students don't get the impression that I am nothing but a boot camp sergeant. Without sounding

redundant, I will refer to some of these rules when dealing with the following problems on an individual basis.

Chronic lateness: Lateness should never get to the point of being chronic. One of the rules that should be established on day 1 is the issue of lateness. Students need to be aware that coming into class late is disruptive to teacher and students alike. Tell them that if they're more than five minutes late that they will have to wait until the first break before they can come in. In this way, no one is disturbed. For students whose buses break down, let them in only after they've convinced you that their story is true. Remember, be consistent or else it won't be effective. The result for me has been that students are rarely late, since missing 1 1/2 hours is costly in more ways than one.

Disruptive attention-seeking behaviour: When a student regularly speaks out of turn, monopolizes class discussions, or makes inappropriate comments or gestures, deal with it immediately. Of course the approach you take depends greatly on the gravity of the situation. Once again, on the first day I meet them, I tell them that their learning experience in the classroom will be a shared experience, where everyone is expected to participate in a respectful manner and that if a student does not do this, they'll be asked to leave. Give them a warning first, though. If this should

have to occur, give a time limit-say till the first break, and then have a word with the student in private. I let them know how their behaviour affected the class and me, and ask that they don't do it again. In some cases, consciousness-raising about certain issues may be needed, but I avoid being "preachy". It's also very important for the teacher to "let go of it", and not hold a grudge against the student. I try to look for an opportunity in the same class to chat or joke with that student.

This sequence of actions has resulted in very few repeats of offensive behaviour, and I have rarely had a student hold resentments towards me for correcting their behaviour.

Boredom due to lack of interest or challenge: As teachers, we've all experienced the complainer, the loud yawner, and the audibly malcontented student, to name a few. Once again, on the first day I explain to students that there are rules of conduct to follow, and showing respect is one of them. Hopefully, the students will keep this in mind when they want to express dissatisfaction. However, when the above situations occur, there are often underlying reasons for their dissatisfaction. Perhaps, they can't relate to the material being used in a lesson, or they learn differently than the way you teach, or they feel they aren't being pushed hard enough.

To prevent these situations, start by finding out about your students.

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Little Bytes

By Ellen Park

I have a confession. I scrounge around the teacher's prep room and through discarded photocopies by the photocopier for ideas that other teachers have used. (I am known for looking through the recycling bin!)

During my rummaging, I kept coming across very useful worksheets that had activities for simple discussions, such as deciding which of the items was “the odd one out.” Finally, another teacher gave me the scoop—it was a website called Boggle’s World, <http://bogglesworldesl.com>.

This website contains lesson plans, word games, flash cards, worksheets and so much more for ESL learners ranging from young children to adults. It even includes a section for business English. As I usually teach adults, that is the section I mostly used. If you click on the ESL for Adults tab, it will take you to a section chock full of ready-to-be-photocopied worksheets that

you can use to supplement your lesson. Here are a few examples:

The Passive Voice Quiz Game

This is a no-prep game to review the passive voice. The worksheet is for the teacher to print out and read. All the teacher has to do is draw a Jeopardy-type grid on the board and divide the class into two teams. The questions and answers are all done for you.

Survey on Annoying Habits

This is one of many on the list of surveys in this website (and happens to be the one I found during my recycle bin scavenger hunts, by the way). I really like the way it uses questions and opens up a host of topics for discussion. In addition, this survey uses a different collocation to express annoyance for each question. This little sheet of paper is a lesson in itself!

A New Drug

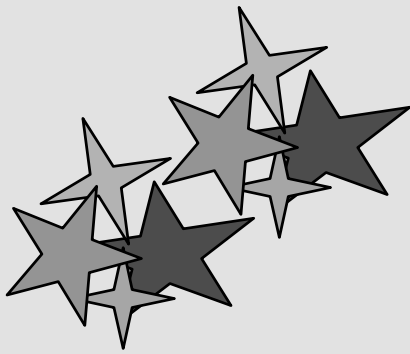
Students are given a worksheet about a drug that is now illegal. After reading about the effects of this drug, they must decide whether or not the drug should be made illegal. The drug is alcohol, but you won’t tell them that until they’ve made their decision. Then, you can re-open the

discussion about how harmful they think alcohol really is.

This is just a mere sampling of the gems inside this treasure trove of a website. There are also very interesting links on it. However, it is hard to find your way back, as the links are not in a separate window. Personally, I prefer to have a separate window open up for any link so that it is easy to navigate my way back to the original website. In Boggle’s World, you will have to just do it the old fashioned way – use the back arrow.

Another area that I found a little exasperating was the wait as the printable material opened up. After you select the worksheet or quiz you’d like to see, you have the annoying little window asking you whether or not you’d like to: OPEN, SAVE or CANCEL. After you click open, there is about a 15–20 second wait while the material downloads and shows up on your screen. In our world of nanoseconds, that translates to a millennium of impatience.

However, the nuggets of useful and user-friendly material on Boggle’s World are definitely worth that wait! And, for my part, it was sure worth digging through the bin!



STARS AND CRUTCHES

When I immigrated to Canada from China, I felt like a tree being pulled out from my old land and planted in unfamiliar soil. To immigrate is more than just a move from here to there. It is a challenge to begin one's new life and to experience how one's old culture collides with the new. For me, school is the main place where those changes happened. The differences between Chinese and Canadian high schools are as huge as the differences between fire and ice. But one can't know all the differences by just watching them—one has to touch and feel them with one's own hands.

Chinese high schools are notorious for their examination evaluation system, while Canadian high schools value their students for various aspects of their skills. During my years in China, I often heard a saying from my friends: "Our future depends on a piece of paper" - meaning exams. This was an exaggeration, but it somehow describes the Chinese way of studying; one's marks represent one's ability. If a student wanted to be a school idol, bringing up his marks would do that. I learned how to achieve higher marks by finishing piles of tests. Examinations were battles, and I was trapped in a paper castle and stifled by the training sheets all around me.

So when I came to Canada, I was glad the battles had finally ended. "Marks are everything to a Chinese student", I once told my Canadian peers. However, they didn't understand what I said because they were educated in a totally different system. Instead of only working for marks, my Canadian peers liked to join all kinds of activities: sports, clubs, and competitions. Their marks were not determined by only one examination, so even if they didn't do well on their tests, they could still bring up their marks by completing their homework assignments. They got extra credits if they were the leader of a club or if they had outstanding sport skills. They also had busy lives, but in a completely different way. Their education system seemed to free them, not cage them.

The way of releasing marks is also different in Canada. When I was in China, the atmosphere in the classroom was tense and competitive, like everyone was holding a time bomb and didn't know when it would explode. We never knew when our marks would be announced publicly. All we knew was that there was nowhere to hide our marks. All we could do was hope that we got decent marks so that we wouldn't feel inferior or embarrassed after the announcement. The peer pressure in China made me feel anxious and stifled. Getting

a poor mark was painful, and it was horrible to show that mark to everyone. I remember I was once teased and taunted by my classmates after my low mark was released.

The situation is different in Canada. Now, after studying in Canada for a year, I do not even know the mark of the guy who sits beside me. Here, every student has a student number, like a code. When the marks are released, students check their code instead of their names. This way, everyone's marks are protected and private.

In China, a student lives for tests; however, in Canadian high schools, students are expected to earn their own life. It is legal for a student to have a part time job during their school year. Canadian students actually go out of the schools and make their own money. A lot of students save tuition for college or university. In this regard, Canadian students are more independent than Chinese students, because they do not have to totally rely on their parents. What's more, part-time jobs give them more than money: they gain work experience and learn how to communicate with others. On the other hand, Chinese students are under such heavy pressure from the examinations that they seldom have time to work. They focus only on their homework and schoolwork,

continued on page 16

David C. Lam Award Winning Essays

Congratulations to **Kasun Somaratne & Xueying Pan**, the two students who were chosen to receive the **2007 David C. Lam /TEAL Foundation Scholarship** awarded by the TEAL Charitable Foundation.

Two awards of \$2500 are given out each year to high school students who have done ESL coursework and are applying to a BC post-secondary institution. Applicants for the David C. Lam award are required to submit an application which consists of their high school transcript, 3 letters of reference, and an essay which describes how a post-secondary education will help them to contribute to Canadian society. We are pleased to be able to print the two award winning essays in this newsletter.

Dreaming to the Stars

Essay by **Kasun Somaratne**

Since I was very little I was amazed by the stars and all the wonders of the universe, and had the thought that I will fly among the stars one day to find and explore more of its wonders. At that time I had no idea how I am going to achieve my dream since there is no place to study Astronomy in my country, Sri Lanka. So you can imagine how excited I felt when I heard that we are moving to Canada, to start a new life. Since it is a country that contributes a lot towards space exploration I knew that I have a chance, a very good chance of making my dream come true.

After I came to Canada I found out that becoming an Astronaut is not that easy. To become an Astronaut I have to be the best of the best. Even though my parents want me to be a doctor I am not ready to change my mind because I know what I really want to do. So I decided to accept the challenge and work hard towards my goal. Driven by this thought it was not that hard for me to get good grades in all my subjects. I know that when I put my mind into something I can do almost anything.

Now I am getting closer to the end of my days at high school. After graduation I hope to attend the University of British Columbia and study Astronomy as a subject. Since it is my field of interest I have no doubt that I'll do better than ever. Through my post-secondary education I hope to gather all the necessary qualifications (or even more) to be an Astronaut. Finally when I achieved my goal I will put everything I have to improve the ever increasing space exploration. Who knows I might even be the first person to set foot on Mars! I can't imagine how wonderful that would be.

I believe that the future of the Earth depends on how much we know about this universe that we live in. Through the knowledge we achieve we can find solutions to many of our current problems. Inevitably the Earth will enter a new "space age" in the near future, and I am glad that I would be one of the first to make the way for that new generation. I have no doubt whatsoever that one day I will achieve my dream and do my best to make this world a better place.

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Have them write you letters on the first day explaining who they are, why they're here to learn English, about past work and study experience, hobbies and interests, how much homework they want, and how hard they are willing to work in the class. This information will help you understand some of the needs of your students. To gain further information about my students' needs, I put them in groups of three and have them find out from each other the kind of things they're interested in learning. I ask them to think of all the skill areas—speaking, listening, reading, writing, and grammar; if that is an option I have flexibility with. After, I put the above categories on the board, and record what students have requested. I take notes and promise the students that I will honour at least one request per student. Meanwhile, I encourage them to be mindful of the needs of others when a particular topic or request is being covered in a given lesson.

For the student who feels unchallenged in terms of workload, I offer many opportunities for them to hand work in to me, and I always provide meaningful feedback. By finding out as much as I can about my students' needs at the beginning, I rarely have students complain about their needs not being met. I also encourage them to ask for what they want, and I try my best to accommodate where possible.

In the end, I have found that students have responded best when I have been both firm and caring. I also make sure that I don't take student negativity personally, and I take every opportunity to find humorous moments to share in the classroom.

Marina Crawford

Teacher at Global Village English Centre

Post-Secondary Education —An Asset of Our Society

By Xueying Pan

An American Journalist and Author Sydney Harris, once said, “Most people are mirrors, reflecting the moods and emotions of the times; few are windows, bringing light to bear on the dark corners where troubles fester. The whole purpose of education is to turn mirrors into windows.” Post-secondary schools are the places where higher education is pursued and I believe that a post-secondary education will enable me to achieve my goal of entering the field of medical research and to make a positive contribution to Canadian society in the future.

As a secondary student, with my passion for science, I have developed my future goal of entering the field of medical research. Besides being interested in science, I believe that it is more important to put my knowledge into practical practice and make positive contributions to our society. I have learnt that, from the past to the present, a lot of new technology has been developed to solve problems relating to people’s health and wellness. However, there are still many diseases, such as cancer, which have yet to be cured. This triggered my thought of entering the field of medical research, particularly the research for cancer treatment. I believe that by entering the field of medical research, I will be able to use the power of science to seek possible treatments to cure cancer and many other diseases.

To achieve my goal, I believe that studying in a post-secondary level is vital. Primary education in elementary school and secondary school helps me accumulate basic knowl-

edge and skills, and help me build up perspective and goal for the future. However, most study in my secondary level is very basic and theoretical. For example, in Physics, I learnt that radioactivity and radiation can be used to diagnose and treat human diseases, but my knowledge most stays in the theoretical level without knowing how the treatment can actually be carried out. Therefore, it is necessary for me to pursue a post-secondary education where many opportunities for experiments and practice are available. By practising and actually carrying out experiments, my confidence in scientific practices will be flourished and this will be helpful and important as well if I enter the field of medical research.

A post-secondary school is also the place where I can explore my knowledge and develop the necessary skills to make contributions to our society. Before I can fulfil my goal of entering the field of medical research, it is important for me to continue my study and to build up my knowledge in science in a post-secondary level to enable me to accurately apply my knowledge into practice. Furthermore, in a post-secondary school, I will be able to focus on a particular field of study so that I can have a better and deeper understanding of my interested area of study such as human biology, and learn more skills relating to my goal. These will all enable me contribute to our society in a more effective manner.

Post-secondary Education is an asset of our society. With a post-secondary education I can explore my

knowledge, develop my skills and obtain practical experience. A post-secondary education will prepare me for my future goal of entering the field of medical research and I hope that I can play an active role in solving people’s health problems in the near future.



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and lose the chance to go out into the world. They are like birds kept inside cages. I wonder if they can ever fly freely when they finally leave their cages.

School is like a mini society.

What I experienced in the schools of China and Canada represents two entirely different ideas about studying and communication. My former Chinese school taught me knowledge and rivalry; my Canadian high school showed me the world outside of books and competition. My Chinese school was a crutch, which can help one to stand; but my Canadian school was like the stars in the sky, which help me find my way when I am lost. Without a crutch, one still can walk by oneself. But one can’t reach one’s destination without the guide of the stars.

Rainn Cao

Rainn attends Prince of Wales Secondary School in grade 11—but is currently taking English 10. She emigrated from Shanghai about one year ago. She has been studying English since grade 3.

BC TEAL AGM 2007

President's Report

- BC TEAL helped to send two students from Vancouver to the TESL Canada Learners' Conference, held last October in Winnipeg. We hope to do this again for the May 2008 TESL Canada Conference in Moncton, New Brunswick.
- BC TEAL was busy this last year forming a closer relationship with TESL Canada and other Canadian affiliates, as well as with the other two former Tri-TESOL members (i.e. ORTESOL in Oregon and WAESOL in Washington State). There is more work to be done with regards to creating more dialogue and sharing expertise and ideas between affiliates in Canada and abroad.
- At the TESOL Convention in Seattle (WA) in March 2007, we had an Affiliate Booth, which was quite successful.
- We'd like to thank all Board members for their hard work and particularly Gwen Attard for volunteering many hours last year.
- Liet Hellwig and Catherine Evashuk held the position of Co-Presidents on the BC TEAL Board from March 2006 to May 2007. Although this was a first in the history of TEAL, they highly recommend the sharing of this Board position, since it has proved extremely useful to discuss ideas, reflect together or solve problems jointly. They are grateful to the entire Board for all the contributions that it has made, and for the commitment that it has shown to the profession.

Liet Hellwig and Catherine Evashuk

Co-Presidents

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First Vice-President's Report

We have just convened our first PAAC Committee meeting. As such, we are in the preliminary stages of formulating our vision and operational goals.

We have resolved that in order to effectively advocate for our profession, we will need to increase our profile. To this end, it is our plan to:

- Build up the TEAL brand with our existing base of institutional members by asking that they enter into a pledge of good conduct, the terms of which are still under consideration. For this we will refer to New Zealand's Code of Practice for the Pastoral Care of International Students, which might be a comparable working model for the Ministry's plan for re-regulation of the industry.
- Continue our working relationship with the Minister of Advanced Education by providing him with a summary of the TEAL Board's recommendations.
- Spearhead an "ESL Week" during the summer of 2007, building on similar models in Ontario and the state of Oregon.

Marc Blunden

First Vice-President

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TEAL Conference Report

It has been a great honour to be responsible for arranging and organizing the TEAL 2007 Conference! It has been a busy year, from finding a location, choosing a name and theme, designing the poster, arranging the conference books, having the honour of inviting our plenary speakers, to reading and organizing all the excellent presentation proposals. There are too many individuals that I would like to thank, but in this report I can only mention our plenary speakers who gave great talks, our presenters who volunteered their time to help peers learn about great topics, the publishers who set up their displays and provided resources for us, the institutions who were available for pre-conference visits, and finally the institutions who hosted the job fair. This conference would not have been possible without you! Thank you for making TEAL 2007 a success!

Rozsika den Haan

2nd Vice President

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Membership Committee Report

Reflecting membership through April 2007, we presently have 514 active members, in addition to 15 Institutional Members, with several set to re-new. This year, the Membership Committee was involved in a number of initiatives, resolving several matters, and developing relationships that may result in increased membership in the future.

1. Resolved issue of Membership Designations in conflict with TESL Canada.
2. Advocating on behalf of the EAL industry, a letter was sent to the Chinese Consulate in response to the warning on their website, which cautioned Chinese citizens about visiting and studying in Canada, particularly Vancouver.
3. Developed policy for the use of the BC TEAL Logo which is posted on the website. This resolved the matter of unauthorized use of the BC TEAL logo.
4. Cooperated with the TESL Canada Executive Director, Louise Aerts, to meet with the Minister of Advanced Education, Murray Coell, in Victoria to discuss the Ministry's plans to re-regulate the ESL industry. Together with TESL Canada, a dialogue was initiated to explore possible cooperation between existing organizations, and the use of existing regulatory / accreditation processes and products. While not directly involved in the TESL Canada accreditation process, BC TEAL is the appropriate provincial association to offer the required Professional Development requirements for TESL Canada accredited teachers.
5. A membership table was arranged and staffed at the TESOL convention in Seattle. A number of useful contacts were established both across Canada and internationally.

Michael Galli

Secretary

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Newsletter Committee Report

The newsletter committee is hard at work on the Spring issue under the guest editorship of Marina Crawford and Beth Fawcett. At this time, the rest of the committee consists of regular columnists and editors Marina Crawford and Marti Sevier, advertising manager Deirdre Wilson, layout manager Morgan McGuigan and myself, Therese Neufeld (on a temporary leave of absence from the editor position).

During the past year, the newsletter has published a variety of material, from articles on teaching writing to conference reports to stories about teaching abroad to reports on the latest ELSA initiatives. Several new sections have been added. Vivian Chu's Resource Corner has offered teaching tips. Ellen Park graduated from editor to writer of the "Little Bytes" column, which has highlighted her favourite on-line resources and provided us with many useful websites. Marti Sevier has faithfully produced her detailed yet succinct book reviews. Last, but not least, John Attard has persevered in his mission to provide a place for criticism, finally initiating our first Letter to the Editor section (Winter issue).

In this year of "learning the ropes", I have discovered that it takes a concerted effort to produce a newsletter and I would like to thank both the committee and all our columnists for their contributions and assistance. I owe special thanks to Ellen Park for her generous help at the outset and to my colleagues Brenda Lorenz and Barbara Wrobel for their many impromptu editing consultations.

Since many of us are evolving ESL professionals with shifting time commitments, we always need and welcome new members to our committee. At present, we are looking for a new chief editor (job-sharing is a possibility), copy editors and contributors. We would especially like to develop the visual content of the newsletter by means of some original art (cartoons, anyone?). If you are interested in any of these positions, please contact our Administration Manager, Gwen Attard, at admin@bctéal.org.

Therese Neufeld

Editor, TEAL Newsletter

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THE ASSOCIATION OF BRITISH COLUMBIA
TEACHERS OF ENGLISH AS AN ADDITIONAL LANGUAGE

STATEMENT OF FINANCIAL POSITION - DECEMBER 31, 2006
(with comparative figures at December 31, 2005)
(unaudited)

ASSETS

CURRENT ASSETS	2006	2005
Cash and term deposits	\$ 59,114	\$ 47,315
Refundable sales taxes	-	310
Prepaid conference expense	-	300
Prepaid expense	-	2,450
	<hr/>	<hr/>
	59,114	50,375
	<hr/>	<hr/>

LIABILITIES

CURRENT LIABILITIES	2006	2005
Employee payroll deductions payable	\$ 936	\$ 704
Sales taxes payable	67	-
	<hr/>	<hr/>
	1,003	704
	<hr/>	<hr/>

NET ASSETS

Unrestricted funds	58,111	49,671
	<hr/>	<hr/>
	\$ 59,114	\$ 50,375
	<hr/>	<hr/>

LONG-TERM LEASES (note 4)

Approved by the Board

The accompanying notes are an integral
part of these financial statements

THE ASSOCIATION OF BRITISH COLUMBIA
TEACHERS OF ENGLISH AS AN ADDITIONAL LANGUAGE

STATEMENT OF OPERATIONS

YEAR ENDED DECEMBER 31, 2006
(with comparable figures for the year ended December 31, 2005)

Revenue	2006	2005
Conference 2006 (schedule)	\$ 17,903	\$ 21,826
Interest and other income	1,003	348
Fundraising	53	82
Newsletter	644	935
Provincial Memberships	30,374	30,602
Rent	2,400	2,400
Session 06	1,916	4,389
Photocopy recovery	473	-
Miscellaneous income	94	-
	<hr/>	<hr/>
	55,860	60,582
	<hr/>	<hr/>
Expenses	2006	2005
Accounting	1,350	1,300
Bank charges	87	146
Credit card charges	1,380	1,416
Insurance	588	588
Miscellaneous	320	74
Newsletter	268	841
Office equipment and lease (note 2)	4,864	4,929
Postage and stationary	916	29
Rent	9,615	10,808
Salary and benefits	16,600	14,689
Telephone	2,533	2,532
TESL Canada Federation	8,140	7,576
TESOL Membership	289	317
Website	470	-
	<hr/>	<hr/>
	47,420	45,245
	<hr/>	<hr/>
EXCESS OF REVENUE OVER EXPENSE	\$ 8,440	\$ 15,337

The accompanying notes are an integral
part of these financial statements

BC TEAL AGM 2007

TEAL Website

May 4th 2007

Overview The focus of 2006-2007 was to continue introducing minor improvements and upgrades. The site was stable throughout the year with no major problems reported.

Features added or expanded on this year:

- **Conference management** was expanded to allow multiple conferences to run concurrently in order for TEAL to host the TEAL Sessions and the main conference together. Other features were also added to make it easier for the conference organizers to activate/deactivate features such as pricing and conference options directly online.
- **Communication** features have been refined to allow better email management with TEAL members.

- **Site Search** was added so members can search all public content stored on the site. This will help to keep the site navigable as it continues to grow.
- **Upgrades** included making the site I.E. 7 compatible, expanding publishing rights management, introducing an error tracking system, expanding institutional membership features and introducing a “top 5 newest posts” feature.

The upcoming year will focus on refining existing features further and streamlining membership services to allow better reporting of our membership profile.

TEAL continues to strive to be a leader in ESL associations. New features will be considered as technologies and membership needs change.

Brian Wilson

Member-at-Large,
Webmaster

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Summary					
First visit	Summary				Last visit
NA	Month May 2007				NA
Unique visitors	Number of visits	Pages	Hits	Bandwidth	
Month	Unique visitors	Number of visits	Pages	Hits	Bandwidth
Jan 2006	1475	2507	12184	54707	673.89 MB
Feb 2006	1521	3017	17424	82133	937.60 MB
Mar 2006	1540	2958	14717	70624	803.67 MB
Apr 2006	1085	2034	7040	34049	394.06 MB
May 2006	1081	2021	7544	38971	434.74 MB
Jun 2006	1102	2031	7110	35301	413.77 MB
Jul 2006	1082	2060	6879	34705	433.24 MB
Aug 2006	946	1858	6002	26271	345.82 MB
Sep 2006	1024	2096	8775	42625	499.58 MB
Oct 2006	1132	2162	8340	39900	473.37 MB
Nov 2006	1264	2359	8439	39060	522.18 MB
Dec 2006	940	1854	5305	23330	345.01 MB
Total	14192	26957	109759	521676	6.13 GB
Month	Unique visitors	Number of visits	Pages	Hits	Bandwidth
Jan 2007	1211	2525	8744	37050	486.03 MB
Feb 2007	1118	2412	9512	46490	552.29 MB
Mar 2007	1250	2643	11732	59291	651.01 MB
Apr 2007	1170	2287	10413	50255	586.19 MB
Total	4749	9867	40401	193086	2.22 GB

BC TEAL Website statistics, May 2007

BC TEAL AGM 2007

NEWLY ACCLAIMED BC TEAL BOARD

(2007 - 2009)

President (2007 - 2009)

Michael Galli

First Vice-President (2007 - 2009)

Marc Blunden

Second Vice-President Admin

(2007 - 2009, TEAL 2008 Conference)

Robin Russell

Second Vice-President Finance

(2007 - 2009, TEAL 2008 Conference)

Jola Garus

Treasurer (2007 - 2008)

Jennifer Pearson Terell

Secretary (2007 - 2009)

Susan Dobie

Past Presidents (2007 - 2008)

Liet Hellwig

Catherine Evashuk

Editor TEAL Newsletter (2007 - 2008)

Therese Neufeld

Members-at-Large (2007 - 2009)

Shawna Delgaty

Jennifer Walsh-Marr

Richard Hoogendoorn

Professional Development (2007 - 2008)

Noreen Cross

Webmaster (2007 - 2008)

Brian Wilson

Professional Development Committee Report

1. Presenters

Both the Fall and Winter TEAL Sessions were a success thanks to all the practical workshops offered by the presenters, **Brian Wilson, Marina Crawford, Brad Bentz, Branca Mirnic, John Attard, Wendy Jones, Bruce Thomson, Barbara Wakal, Mark Brodie and Noreen Cross.**

2. Venues

A big thanks goes to **Global Village** for hosting the Fall Sessions and **Pacific Gateway International College** for hosting the Winter Sessions.

3. Attendance/Revenue

The Sessions were well-attended with 51 attendees at the Fall Sessions and approximately 56 attendees at the Winter Sessions. Both Sessions brought in just under \$4000.00 for the BC TEAL organization.

4. Future Sessions

The next Sessions will be held in October with the venue still to be announced. There was a lot of positive feedback from attendees at both sessions this year especially in regards to the workshops presented. We hope to attract some new presenters in addition to welcoming back anyone who has already presented great workshops for next year's Fall and Winter Sessions. We are also hoping to find a school to provide a venue for both the 2007 Fall Sessions and 2008 Winter Sessions.

Noreen Cross

Member-At-Large

Professional Development Committee

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ELSA Net Report

Finally, there is some welcome news for communities in the Lower Mainland. A Labour Market Focused ELSA 4/5 program was introduced this winter through new provincial government funding. A number of Lower Mainland communities including Surrey and Abbotsford are now offering this service to ELSA 3 graduates who are employment destined.

2006/07 has also proved to be a year of anticipation for ELSA providers, with Citizenship and Immigration Canada introducing a substantial increase to our federal transfer funding. Although all has not yet been finalized at the various levels of government, we are definitely looking at more ELSA programming levels to be introduced this fall. In mid-April, a combined ELSA level 4/5 and Labour Market Focused ELSA 5 Service RFP draft (request for proposal) was posted on BC Bid targeting British Columbia's smaller communities. It is expected that a general ELSA level 4/5 RFP draft will be posted in the near future, covering the Lower Mainland area extending out to the Fraser Valley.

All of this is good news in an era of economic growth—particularly in light of the May 1, 2007 article in the Vancouver Sun titled 'Immigrants to B.C. face biggest language barrier, study finds' with a subheading that read 'Finding a good job is biggest challenge, with income linked to skills in English'. We are hopeful that with new language programming being introduced at the higher levels, ELSA program providers will be in a better position than ever to support newcomers to our province.

On a more personal note, I am announcing my resignation from the BC TEAL Board. I have held a member-at-large position on the board as an ELSA representative for the past 5 years, and have appreciated working with a group of people that are so dedicated to moving this profession forward. Through my work with ELSA Net, I plan to continue supporting our BC TEAL professional organization in a spirit of collaboration and partnership.

Brenda Lohrenz

Member-at-Large
ELSA Net Provincial Coordinator

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TEAL Charitable Foundation Report

About the Foundation

The TEAL Charitable Foundation (TCF) provides awards, scholarships and bursaries to support ESL teachers, students and programs. Awards range from \$1,400 to \$4,000. The application process is a relatively simple one. There are application forms available online for each of our awards. Simply print one and answer the questions on the form. We ask for basic information about the project/con-

ference/travel etc. as well as two letters of reference and a resume. The Board reviews each application and selects the applicant who most closely matches the criteria for the award. The winners of these awards are teachers, students and program staff just like you. Please take the time to review the details and criteria for each award on our website at www.bcteal.org/. Look for the TEAL Charitable Foundation tab on the left hand side of the home page.

The Board of Directors

I'd like to introduce myself, **Simon Turner**, as the new Co-Chairperson of the TCF. I've been with the Board of Directors since 2004, adjudicating the David C. Lam and AHEF awards. I'm looking forward to an exciting six months as Chair. I currently work for Global Village Vancouver as the Events Coordinator of the Yaletown Campus. I have worked in the ESL community for 15 years.

Cheryl McNicol stepped down as Chair in April 2007. I would like to thank her for her leadership, energy and support throughout the past year. She is continuing on with the Board in the Past President position, so I am fortunate to be able to draw upon her expertise when needed.

Anita Irani has accepted the position of Co-Chair. She will be taking over Chair duties in November.

I would like to thank all of the current Board members for their dedication and commitment to the ESL community. **Steeve Bryden** is our treasurer and has been a member of the Board since 2006. **Lenard Langlois, and Yasmin Jamal** joined the Board in 2005. **Lisa Vernon** joined in January 2006.

The New Tradition

Come one, come all to the new summer tradition: **The TCF Golf Tournament**.

Although the venue has yet to be decided, we're planning to hold the **third annual tournament** on Saturday August 11th. Golfers of all abilities are welcome and this year we'll include a brief tutorial for those who have never (or rarely) been on the links. Registration is set to open June 15th. For more information, contact me at sturner4@telus.net or Kevin Reinitz, the tournament's founder and chief organizer, at krein32@shaw.ca.

Simon Turner

Co-Chair
TEAL Charitable Foundation

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