



TEAL NEWS

ASSOCIATION OF BC TEACHERS OF ENGLISH AS AN ADDITIONAL LANGUAGE

FALL 2007



Capilano ESL instructor honoured for life's work

Capilano ESL instructor and *Westcoast Reader* editor, Joan Acosta, received British Columbia's third annual Council of the Federation Literacy Award this August.

"Writing and producing materials for literacy-level learners has been my life's work, and I am honoured to have my efforts recognized by this prestigious award," said Acosta.

The Council of the Federation, comprised of all 13 provincial and territorial premiers, created this award on the initiative of Premier Campbell. Each province and territory chooses a recipient to receive the award medallion and certificate signed by the premier of their province or territory.

Over the past 25 years, Joan has helped raise awareness about issues related to adult literacy and has championed plain language to help make public information accessible to adults with low reading skills or who speak English as an additional language.

...continued on page 11

Fall Edition Contents

Joan Acosta Honoured.....	1
Message from the New Editor	3
IELTS and EAP	4
TESL Canada Conference 2006	6
Discrimination of Nonnative Speakers of English in the Field of TESOL	8
TESOL Position Statement	9
Message from the President	12
TEAL 2008 40th Annual Conference call for presentations	13

Notice of BCTEAL Annual General Meeting

Please be advised that the annual general meeting of British Columbia Teachers of English as an Additional Language will be held on Friday, April 25, 2008 from 12:30 to 1:00 in the Conference Centre of Kwantlen University College.
See page 13 for details.



BC TEAL NEWS is available through membership in BC TEAL and

by special arrangement. It is published three times a year: in February, May and October. Contact the editor for deadlines.

Contributors

We welcome articles 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 notice 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 in JPEG or PDF formats. For information on advertising rates, contact the Advertising Manager or the BC TEAL office.

Newsletter Staff

Editor:

Doug Brown
editor@bctea.org

Newsletter Layout:

Morgan McGuigan

Advertising Manager

Deirdre Wilson
deewilson@shaw.ca

Regular contributors/columnists

Marti Sevier
Marina Crawford



BC TEAL
ASSOCIATION OF BC TEACHERS OF ENGLISH AS AN
ADDITIONAL LANGUAGE

BC TEAL Board (2006 - 2008)

President (2007 - 2009)

Michael Galli

2nd Vice-President Admin

(2007 - 2009)
Robin Russell

2nd Vice-President Finance

(2007 - 2009)
Jola Garus Lekich

Treasurer (2007 - 2008)

Jennifer Pearson Terell

Secretary (2006 - 2008)

Susan Dobie

Editor, TEAL Newsletter

(2007 - 2009)
Doug Brown

Past President (2007 - 2008)

Catherine Evashuk
Liet Hellwig

Member-at-Large (2007 - 2008)

Noreen Cross
Brian Wilson

Member-at-Large (2007 - 2009)

Richard Hoogendoorn
Nasrin Nazemi
Jennifer Walsh Marr

ELSA Net Representative (2007 - 2009)

Colleen Rogan

Administrative Assistant

Gwen Attard

LIZ'S READERS Beginning Readers for Adults

ENJOYABLE – The stories are interesting
and based on true events

Set A "Wives are Funny" Set B "Training Parents"
"Husbands Do Strange Things" "The Explosion"

READABLE – Three vocabulary levels
+ 220 word / * 420 word / **720 word

PORTABLE – 50 titles fit in a freezer bag

AFFORDABLE – Set of 25 stories: \$50

SET A - \$50 + shipping	SET B - \$50 + shipping	Shipping
12 half star +	5 half star +	1-2 sets \$12
13 one star *	11 one star *	2-4 sets \$24
	9 two stars **	

TO BUY: Send order and cheque to:
LIZ WANZEL, 2421 SARAH PLACE,
VICTORIA, BC V9B 4L8, CAN

TO CONTACT: wanzbates@shaw.ca

GREETINGS FROM NEW EDITOR DOUG BROWN



Welcome members to the Fall edition of the BCTEAL Newsletter. I have recently stepped into the role as editor following the departure of Therese Neufeld. Therese has moved over to the Island and we expect her continued contribution to our newsletter, especially as we try to make TEAL more BC-centric.

I hope my team and I can at least meet the exacting standards of Therese and the Newsletter Committee team members and invite you to participate in any manner that suits you.

For your information I am quite opinionated, so I hope that my opinions on various topics will get you motivated to participate in helping meet our Vision and Mission. I am quite a practical sort, so I hope that you will share with me the idea for making BCTEAL meaningful and practical for its members.

Like many teachers, I also like to think that I have a good sense of humour, but also know that not everyone shares my sense of humour. As a Canadian, I hope that this sense of humour will not offend anyone, so please don't get offended, eh?

Standards

On a serious note, standards in education is always an issue and BCTEAL has been at the forefront of this discussion, with our President, Michael Galli, voicing his opinion about the need for tightening our standards in response to a Vancouver Sun article.

One of our members and webmaster, Brian Wilson, recently raised some discussion considerations that as standard-bearers for ESL in BC, BCTEAL members should be discussing and making decisions on—maybe these could be discussions carried on initially through the Forums(Fora) on the website but at least at the next BC TEAL Conference, in my humble opinion (IMHO).

- 1) Teacher certification - TESL Canada minimum standards: standards equate with better instruction. Professional teachers join their professional association:)
- 2) Institutional standards - CLC/CAPLS: Institutional standards will help to weed out scam/visa mill schools. CLC provides a mechanism for regular auditing of institutions
- 3) National standards, timeline and/or enforcement: Should we be moving towards national standards more quickly? How should the government ensure institutional quality?

Themes

One of our newsletter contributors mentioned how BCTEAL needs to look at being a bit more thematic, and I invite your suggestions as to how we might change our look.

BC TEAL Website

I like to also consider myself a bit of a 'propellor-head' (a person who likes electronic devices), having grown up with Sci-Fi and all that, so I am pretty impressed with the potential for using the BCTEAL website for the benefit of its members. I also invite you to avail yourselves of the

processing power of the site and hope that it can start to work for you as well, again, in practical terms.

I have an idea for the site which might eventually fly—to have feeds from BC TEAL member blogs that could appear on the website. It need not necessarily be ESL-related, but do we ever really stray that far from comprehensible input?

If you are interested, do let me and/or any of the BC TEAL Directors know as I feel there needs to be some sort of critical mass of interest to make it happen.

Interview about the BCTEAL Foundation

Over the next few issues, I hope to start to learn with you about this organization, which like all Foundations, is here to do the work of providing for the public good. I hope to myself get involved in helping to better the lives of ESL Teachers.

Did you know that the TEAL Charitable Foundation is the world's largest foundation operated by an ESL Association?

Anyway, I look forward to hearing from you by email at info@dbandassociates.ca if you have any comments, hints or suggestions about the BC TEAL Newsletter.

October BC TEAL Sessions

By the time you receive this, there will have been some great opportunities for Professional Development and Networking, at an event being held at various locations in Vancouver. We hope to have an overview of those sessions in our Winter edition, so watch for it!

IELTS and EAP: Is there common ground? The case of reading

The instructor of academic reading who must also help students to prepare for the IELTS Reading examination, (see <http://www.ielts.org/aboutus/default.aspx> for a full description of this English proficiency exam) may sometimes find it difficult to navigate between the reefs of what students *want* (exam preparation) and they will *need* for reading in their future studies: Grabe (2004, 46) in reviewing recent research on academic reading, lists the following objectives for instructors (and by extension, for learners):

1. Ensure word recognition fluency
2. Emphasize vocabulary learning
3. Activate background knowledge in appropriate ways
4. Ensure effective language knowledge and general comprehension skills
5. Teach text structures and discourse organization
6. Promote the strategic reader rather than teach individual strategies
7. Build reading fluency and rate
8. Promote extensive reading
9. Develop intrinsic motivation for reading
10. Plan a coherent curriculum for student learning

To develop this list I would add that among the most important skills required of the EAP reader are identifying main and supporting ideas and identifying author's purpose (in the

context of learning different text structures and patterns of discourse). At the same time, it is essential that the learner be able to achieve certain cultural goals so as to be able to cope in a North American academic setting, i.e. to relate information and ideas across texts to compare, contrast and synthesize, as well as to read critically, determining the author's social and ideological context, learning not merely to accept but to challenge what is read.

All of these require a firm grounding in language and vocabulary, as Grabe notes. For both instructor and learner, the task of developing academic reading skills may be a long and winding road.

An additional challenge facing the reading instructor and is that reading is a hidden (but certainly not passive) process: without some kind of written or spoken output, it is impossible to determine what, if any, of the above goals have been achieved. For this reason, reading tasks often more closely resemble writing or speaking tasks, e.g. worksheets, summaries, notes, discussions, debates, quizzes, critiques, responses, and so on.

Before looking at the relationship between EAP reading and IELTS it is first necessary to describe the IELTS Academic Reading module.

The IELTS Academic Reading Module is one of four parts of the IELTS examination. It consists of three passages, with a combined length of be-

tween 2000 and 2750 words, and has 40 questions. At least one of the passages is an argumentative text. They are taken from a variety of sources, including magazines, books, newspapers, and journals and are intended to represent the kind of reading that a university student might have to do. The wide variety and in many cases unfamiliarity of task types on the IELTS examination is why learners ask for so much practice on it: these include the standard gap-fill and multiple choice, but may also include some of the following:

- Notes, Summary or Table/Flow-chart Completion
- Labeling a Diagram
- Choosing Headings for Paragraphs or Sections of a Text
- Locating Information
- Identification of Writer's Views/Claims or of Information in a Text
- Classification
- Matching

(Cambridge ESOL, IELTS Teaching Resources)

While learners find the IELTS Reading Module quite daunting, the value of this kind of variety is that a wide range of skills can be tested. These include skimming, scanning, identifying writer's purpose and target audience, identifying main ideas, opinions and attitudes, reading for detailed information, distinguishing the main idea from supporting detail, categorizing information in a text based

on given criteria, and making inferences. Throughout the Reading Module, candidates must also use correct spelling and grammar (Cambridge ESOL, IELTS Teaching Resources).

In addition, as can be seen from the list in Paragraph 2, IELTS Reading task types reflect many of the reading activities that take place in an academic reading classroom. It is for this reason that it can be claimed with some confidence that there is indeed common ground between IELTS and EAP.

However, a one hour examination cannot possibly anticipate the entire reading experience of a university student. No opportunity is given for text comparison; nor are candidates required to read and respond to texts. It can certainly be argued that being able to identify a writer's claim (see Paragraph 5) is the beginning of critical reading, but the use of a candidate's opinions and background knowledge would work against exam success. In this respect, the IELTS reader's role is accommodationist rather than resistant (Johns, 2002) to what is read.

Despite these concerns, I would argue that IELTS preparation is in itself a valuable resource for teaching EAP. Because exam passages (and by extension practice activities) are drawn from many sources, students can quickly become at least superficially acquainted with many different academic topics, from architecture to biology to business to education and well beyond. In addition, working with short, complete texts allows students the opportunity to read very intensively, something they do with great alacrity when searching the text for answers to the questions they missed or when explaining to a partner how they completed an answer successfully. They expand vocabulary in their search for synonyms and substitute phrases; they examine more closely gram-



Do you love the English language?

If you have a logical, well-organized mind, a knack for problem solving, and the ability to express yourself, consider technical writing. It's an interesting, rewarding, and rapidly evolving field, with growing demand, flexible hours, and good compensation.

Check out the **Technical Writing Certificate Program** at BCIT, the most extensive in the province, the only one whose courses are for credit, and the only one to offer an industry training placement to help you develop your skills, your portfolio, and your industry contacts.

For more information, visit bcit.ca/cas/techwriting or contact Samantha Patridge at samantha_patridge@bcit.ca or 604-451-7065.

Join us at an information session to find out more. Visit bcit.ca/infosessions for the next date and location.



A POLYTECHNIC INSTITUTION

matical structures that cause confusion, such as "not only....but..." and learn to skirt the pitfalls of pronoun reference.

In my academic reading class, then, the work that students do as part of their daily course assignments can be applied to IELTS since many of the tasks are similar. At the same time the knowledge that students gain while doing practice exercises and examinations is then applied to the longer texts that they must read for

class assignments and research purposes. For my students, the link between EAP reading and IELTS is strong: there is indeed common ground between them.

References

Grabe, W. (2004). Research on teaching reading. *Annual Review of Applied Linguistics*, 24, 44-69.

...continued on page 11



Listening. Learning. Leading.



From ETS — creator of the TOEFL® iBT

Put your students — and your program — on the fast track to success with the TOEFL Accelerator™ learning solution.

The TOEFL® test is key to academic success. And there's no better way for your students to prepare for the TOEFL test than with the TOEFL Accelerator™ product, an exciting new Internet-based English language learning solution developed by ETS, creator of the TOEFL test.

Offered online in an instructor-led environment, the TOEFL Accelerator learning solution:

- Enables teachers to understand a student's capabilities and target instruction
- Helps students learn how to improve their TOEFL scores and prepare for success

A combination of test preparation and targeted skills practice, the TOEFL Accelerator product:

- Encourages a dynamic, instructor-led learning environment
- Is convenient and flexible — access and implementation are online
- Provides feedback, including right/wrong responses, correct answers and performance descriptors
- Features automated scoring of the Listening, Reading and Writing items; human scoring of the Speaking items within five days
- Enables you to incorporate a global standard into your curriculum
- Is available now — buy today, start today

Help students do their best on test day by preparing with the TOEFL Accelerator learning solution.

For additional information, contact us at info@etscanada.ca
or 1 800 615-8666

TOEFL
Accelerator™

Driving English Language Success



Copyright © 2007 by Educational Testing Service. All rights reserved. ETS, the ETS logo and TOEFL are registered trademarks of Educational Testing Service (ETS) in the United States of America and other countries throughout the world. LISTENING, LEARNING, LEADING, and TOEFL ACCELERATOR are trademarks of ETS. 6196



Cristina Peralejo at the TESL CANADA CONFERENCE 2006

LOOKING BACK AT THE TESL CANADA CONFERENCE 2006

By: Cristina Peralejo

The TESL Canada conference which my colleague Noreen Cross and I attended at Winnipeg was a wonderful opportunity to share our ideas, meet new colleagues and friends, and gain more insight into our diverse and ever changing field of second language acquisition.

Our workshop, "It's Getting Hot in Here: Warming Things Up!", was well-received with over seventy participants who were eager to participate and gain more insight in how to use warmers in the classroom. There was a wonderful spirit of sharing as participants offered their own warm up ideas as well as possible variations on the warmers we demonstrated; it was exactly the kind of reaction we had hoped for!

I also had the occasion to visit several other workshops while I was in Winnipeg. Stephanie Olson's workshop on facilitating group work in the classroom provided practical advice based on solid theoretical research on how to properly

implement group work in the classroom by establishing good working relationships among the students.

I also attended a workshop on new software products available for schools and students, showcasing some wonderful products and how to use them in the classroom. Knowing the growing importance of Computer Assisted Language Learning and the need to keep up with current products, I did not miss the presentation entitled "Software for Your ESL Classroom."

Because of my strong interest in teaching pronunciation, I attended a workshop given by Tracey Derwing and Murray Munroe on how pronunciation research can inform teaching practices. This workshop reviewed the implications of their pronunciation research on the importance of teaching supra-segmentals in pronunciation classes and also echoed the work of researchers such as Jennifer Jenkins for a goal of intelligibility in the classroom rather than native-like accuracy.

The next day, I attended a workshop presented by Elfrieda Lepp-Kaethler on utilizing the Task-based approach to teaching in the classroom. Having studied the history and theory behind Task-Based Instruction in graduate

school, I now looked for how it could be practically and effectively applied in the classroom. The workshop provided plenty of examples and hands-on demonstrations of how to successfully incorporate it in any second language classroom.

Finally, I had the pleasure of attending a workshop on using pre-context drama scenes to explore verbal and non-verbal cues. Although I currently implement very little drama techniques in my teaching, it is something that I have been wanting to explore for some time. This workshop opened my eyes to the use of theatre in ESL classes in order to teach pronunciation and pragmatics in the classroom.

All in all, TESL Canada was a resounding success in that I felt that I was able to make a contribution to an important and growing field; more importantly, I came home with much more knowledge and insight than I had left with.

MY EXPERIENCE AT TESL CANADA 2006 IN WINNIPEG

by Noreen Cross

I would like to thank the TEAL Charitable Foundation for giving me, along with my colleague Cristina, the opportunity to attend the 2006 TESL Canada conference in Winnipeg. It was a very illuminating and a worthwhile experience for me. Meeting teachers from all across Canada and sharing ideas was really inspiring.

Our “Warm Up” workshop was quite well attended. Cristina and I had planned for about 40 people thinking that would probably be the highest number of people that would attend. However, to our delight, we had over 60 people attend. Teachers had many positive comments and a few suggestions for us which we really appreciated. During the workshop, it was great to overhear teachers not only doing activities with enthusiasm, but also sharing their own ideas with each other.

The workshops I attended were interesting and diverse. The most memorable one was “Quick Cartooning for Teachers Who Can’t Draw” by Vivienne Jones from Edmonton. She imparted her secret of drawing faces on us - it is all in the eyebrows. I was quite amazed when I could draw a face, and it actually looked like an emotion. Even though I still have a long way to go in my drawing abilities, I know that this visual aspect of learning is

so key for many students. This workshop has further inspired me to keep plucking away at drawing my terrible giraffes and dogs, and eventually they will look representative of what they are supposed to be!

Another interesting workshop was “Collaborative Professional Development and Teacher Change in Adult ESL” by Joanne Pettis and Dr. Clea Schmidt of Winnipeg. It revolves around the idea of reading circles where teachers are given articles related to the topic of reading for example and they take a particular aspect of what they have read and develop it into a workshop for the annual Manitoba TEAL conference. It is a great way to prepare teachers for giving a workshop and sharing their knowledge of the research and apply it to the classroom.

I have a strong interest in learning how students learning another language acquire spoken proficiency. In addition, I have taken a couple courses on discourse analysis and incorporating it into the classroom. Therefore, I was really looking forward to Anne Burns’ plenary on “Exploring Spoken English: New Perspectives on Teaching Speaking”. She touched on the different kinds of natural discourse and how textbooks many teachers use do not use authentic discourse. The only

drawback of her talk was the limited time she had to present actual teaching tasks to incorporate this authentic discourse into classroom teaching.

Dr. Hetty Roessigh’s plenary address focused around SLA (Second Language Acquisition) and how language learning is a dynamic process weighting heavily on the level of first language proficiency. This very relevant research will hopefully produce research on how to scaffold these children who are deficient in their first language and trying to learn a second language at the same time.

Overall, the conference was quite enlightening and enjoyable. I feel very fortunate to have had the opportunity to both attend and present with my colleague Cristina Peralejo. Meeting teachers from the different sectors of the EAL industry, and sharing ideas and opinions on teaching with them was also an invaluable experience. Thank you very much Teal Charitable Foundation for providing me with this learning experience.

DISCRIMINATION OF NONNATIVE SPEAKERS OF ENGLISH IN THE FIELD OF TESOL

by John Attard

The position statement from TESOL Inc. on page... is a welcome one. As someone who has worked in various parts of the world in EFL/ESL destinations I can vouch for the native-speaker bias one finds in most of them. Native speakers of English who are not career teachers are given work ahead of local English language teachers who teach as a career. These native speaker teachers of English openly admit that their careers lie elsewhere and that they are in the foreign country for adventure and a cultural experience. My experience also testifies to the inability of some native speakers to *describe* language. I have come across native speakers who are unable to teach the language system to their students. They also lack the pedagogical skills, not having been trained how to manage a classroom.

The statement says, "in general, students don't buy into the native speaker fallacy". This comment might not reflect an accurate reading of the true situation as native speakers get work because there is a demand for them. The approach we should be taking should be independent of demand. As in other aspects of ELT professionalism, what matters is that teachers are trained, professional and are good models of the language. It is worth

remembering that some of the worst users of English are native speakers. We must not forget either that some native speakers use a regional variety of native English which may not be appropriate for their teaching context.

Lest we get complacent in our ESL location, we should remind ourselves that although the teacher population here is of mixed race and origin, accent discrimination is still present. How many ESL teachers do you know who have a non-native English accent?

Again, the students might expect a native-speaker to teach them but this is no reason to discriminate against qualified, dedicated teachers who are competent users of English. All parties in the ESL industry (and the profession) should be disabused of the notion that only a native speaker can teach a language.

I welcome the statement's exhortation for *all* English language educators to be proficient in English; our students deserve no less. Such proficiency should be both in using and explaining the language and should be complemented by pedagogical skills and a professional approach. I might also add that proficiency should not be based on a native speaker paradigm but on a model of standard English that will serve

the student in communicating in what has effectively become the *lingua franca* of the world.

John Attard is an experienced ESL/EFL teacher and teacher-trainer. He is Cambridge ESOL trained up to diploma level and is currently doing his Masters in Applied Linguistics and TESOL. He is coordinator of BC TEAL's Teacher Training and Education SIG.

TESOL's Official Statement entitled **Position Statement Against Discrimination of Nonnative Speakers of English in the Field of TESOL** can be found at: http://www.tesol.org/s_tesol/bin.asp?CID=241&DID=5889&DOC=FILE.PDF

40th Annual
Conference
TEAL 2008

April 25-26

Call for Presentations

Deadline for
Submissions
January 15, 2008

Position Statement Against Discrimination of Nonnative Speakers of English in the Field of TESOL

For decades there has been a long-standing fallacy in the field of English language teaching that native English speakers are the preferred teachers because they are perceived to speak “unaccented” English, understand and use idiomatic expressions fluently, and completely navigate the culture of at least one English-dominant society, and thus they will make better English as a second language (ESL) or English as a foreign language (EFL) teachers than nonnative English speakers. As a result, nonnative English-speaking educators have found themselves often implicitly, and sometimes explicitly, discriminated against in hiring practices or in receiving working assignments in the field of teaching ESL or EFL.

However, as English language learners, nonnative English-speaking educators bring a uniquely valuable perspective to the ESL/EFL classroom, and so can closely identify with the cross-cultural and language learning experience that their students are experiencing. Research has shown that students do not have a clear preference for either native English-speaking educators or nonnative English-speaking educators, demonstrating that, in general, students do not buy into the “native speaker fallacy.”

In many cases the nonnative English-speaking educator may also be an immigrant to an English-language-dominant country, and thus had to master both a second language and a second culture. These personal experiences may be similar to those of their students, and thus the nonnative English-speaking educator can serve as a powerful role model for students.

The distinction between native and nonnative speakers of English presents an oversimplified, either/or classification system that does not actually describe the range of possibilities in a world where English has become a global language. More important, however, the use of the labels “native speaker” and “nonnative speaker” in hiring criteria is misleading, as this labeling minimizes the formal education, linguistic expertise, teaching experience, and professional preparation of teachers. All educators should be evaluated within the same criteria. Nonnative English-speaking educators should not be singled out because of their native language.

TESOL strongly opposes discrimination against nonnative English speakers in the field of English language teaching. Rather, English language proficiency, teaching experience, and professionalism should be assessed along on a continuum of professional preparation. All English language educators should be proficient in English regardless of their native languages, but English language proficiency should be viewed as only one criterion in evaluating a teacher’s professionalism. Teaching skills, teaching experience, and professional preparation should be given as much weight as language proficiency.

*Approved by Board of Directors
March 2006*

**700 South Washington Street, Suite 200, Alexandria, Virginia 22314 USA
Tel +1-703-836-0774 • 888-547-3369 USA • Fax +1-703-836-7864 •
E-mail info@tesol.org • Web <http://www.tesol.org>**

...continued from page 1

In 1982, she became the driving force behind the *Westcoast Reader*, a newspaper for adult literacy and ESL learners in British Columbia.

Assuming the roles of researcher, writer, editor and desktop publisher, she later helped others establish similar publications in Seattle and Nova Scotia. Today, Joan continues to share her expertise in adult literacy through workshops, conferences and visits to classrooms throughout the Lower Mainland.

“Writing and producing materials for literacy-level learners has been my life’s work, and I am honoured to have my efforts recognized by this prestigious award,” Joan said.

In 1987, the Westcoast Reader received a Leaders of Reader’s Literacy Award from Family Circle magazine and the Council for Periodical Distributors. It was the only Canadian project to win one of four \$5,000 US awards for fighting literacy.

Joan herself has received numerous individual awards, including the Order of British Columbia, which she received in 1994.

“Literacy helps open doors in people’s lives – whether they’re learning English as a second language or learning to read for the first time as an adult,” said B.C.’s premier Gordon Campbell. “Joan has made a lifelong commitment to improving literacy skills in B.C. and beyond.”

..continued from page 5

Johns, A. (2002). Introduction: Genre in the classroom. In A. Johns, *Genre in the classroom: Multiple perspectives* (pp. 3-13). Mahwah, NJ: Lawrence Erlbaum Associates.

Electronic References

IELTS – English for International Opportunity. <http://www.ielts.org/> [gives general information about the IELTS examination for teachers and candidates]

IELTS Teaching Resources. http://www.cambridgeesol.org/teach/ielts/academic_reading/aboutthepaper/overview.htm [excellent site for IELTS preparation, with teachers’ materials that include answer keys]

MA in TESOL

with Online/Resident Flexibility

<http://www.twu.ca/MATESOL/Main.asp>



- Don’t interrupt your life or your career
- Reputable, experienced, dedicated and caring professors
- Accredited and recognized university
- Designed with your needs in mind
- Education on the cutting edge

CONTACT: Dr. William Acton, Dir. MA TESOL williamacton@twu.ca
Vic Cornish, Dir. of Grad. Admiss. gradadmissions@twu.ca

<http://www.twu.ca>
604-513-2155

Message from the President

I hope the fall months thus far have been good to everyone. After a brief break in August, the TEAL Board and Committees were right back into it in September. Much has been going on.

The Teal Newsletter Committee, headed by our new editor, Douglas Brown, has been hard at work pulling this edition together. This is no simple matter and requires many hours of volunteer work. I am sure I speak for all the members when I thank the Committee for their many efforts, and quality results.

The Conference Committee is also working away at the 2008, 40th Anniversary TEAL Conference, while the **PD Committee** has just wrapped up a very successful October TEAL Session. Professional Development is the cornerstone upon which BC TEAL is built. I do hope that most of you are able to make it out to these events; either to share your knowledge and experience as presenters, or to engage in workshops that challenge your present practices with new ideas, methodologies, philosophies, activities, etc. What we know in our field only remains true until research or experience shows us otherwise. As professionals, we must continually challenge the status quo and ensure that we do not become stagnant. What it means to be “professional” is not easy to define, but I believe part of it requires us to be engaged in a network with others who are involved and have similar goals and assignments.

The Membership Committee is keeping on top of their task as well. Maintaining a steady membership is no easy job. It is an arduous task that requires hundreds of hours of phone calls and reminders to those whose memberships have expired. Unfortunately, this is a required task. Without membership, we would not have an association—no network, no organization that holds us together, no one to organize professional development, etc. The work of this committee is crucial to our association; I hope their correspondence is received with due respect.

The other committees are also working hard to keep their agendas moving forward. The TEAL Board is keen to continue engaging in advocacy on behalf of the membership, and we hope to see some fresh and positive changes in the future. I hope we can be a significant part of what drives that change. If you have any concerns or suggestions, or would like to join in helping to make a difference, please let us know.

There is always so much to write, and so little space. Let me close by wishing everyone a very wonderful academic year. I hope to see and hear from you, and I would encourage all TEAL members to participate in some way in their professional association. We are strictly volunteers, but the rewards of being a part of this important network are many. Whether you join one of our committees, present or attend the TEAL Conference or Sessions, or communicate with us on any matter relating to our mandate, I am sure you will get more out of the effort and experience than you first imagined. I know I have.

Sincerely,

Michael Galli

President – Association of BC Teachers of English as an Additional Language

BCTEAL 2008:

OUR 40TH ANNIVERSARY CELEBRATION — HONOURING THE PAST; EMBRACING THE FUTURE

The BCTEAL 2008 Call for Presentations is now ready. The conference will be held April 25-26, 2008 at Kwantlen University College, Richmond Campus. Jola Garus Lekich and Robin Russell, conference co-chairs, have assembled a conference committee dedicated to making the 2008 conference a tribute to the forty years of service that BCTEAL has offered to the teachers and learners of British Columbia.

Our theme this year is, “Honouring the Past; Embracing the Future.” We plan to make this a celebratory conference that does indeed honour the past. We will be offering a Champagne Toast on Friday evening and are planning a great and very merry evening for BCTEAL members past and present. Of course we also want to peek into the future a bit. For this we are putting together a plenary panel that will discuss the topic of challenges to ESL professionalism. We think that this plenary panel, which will be composed of well-

known local ESL scholars and practitioners, will stir up some controversy and kick-start our activities for the next forty years.

Finally, when you take a look at the **Target Audience** section of the form, you will see we have expanded the categories. This year, in keeping with our theme, we want to attract presentations that reflect on the maturation of our field as well as presentations that promote instructional practice. So, if you are an experienced professional with an interest in the history, standards, practice changes, program development, or teacher training issues in the field of English Language Education, consider putting together a presentation that will appeal to the interests of other experienced professionals.

We plan to usher in the next decade with style, so do plan to be part of this 40th anniversary conference.



TEAL 2008

40th Annual Conference

*Honouring the Past;
Embracing the Future*

*Celebrating 40 Years of Service to
British Columbia Teachers and Learners*

April 25-26, 2008

**Kwantlen University College - Richmond Campus
8771 Lansdowne Road Richmond, B.C.**

CALL FOR PRESENTATIONS

The 2008 conference committee, in keeping with the 40th anniversary theme, invites presentations that will interest the experienced ESL professional as well as presentations that will be of service to the novice ESL professional.

**Deadline for Submissions
January 15, 2008**

Types of Presentations

WORKSHOPS feature one or more leaders working with a group, helping them either to solve a problem or to develop a specific teaching or research technique. There is an emphasis on *interactive activities* with the participants, and there is very little lecturing by the leader(s). The abstract should include a statement of the workshop's goal, a summary of the theoretical framework, and a precise description of the tasks to be performed during the workshop. (60 or 90 minutes)

PRESENTATIONS have more of an *instructional focus*. They allow participants to learn from the knowledge, background or experience of the presenter. While some presentations may involve the participants and have some interaction, they provide an opportunity for knowledge to be passed on with a more academic feel. The abstract should include a brief summary or outline of the topics or issues that will be covered in the presentation. (60 or 90 minutes)

REPORTS provide an opportunity for individuals to *report on research, programs, curricula, textbooks, etc. and some that are "in progress"*. Some presentations lend themselves well to a visual format, using graphs, charts, photographs and/or diagrams with captions. Graduate students are encouraged to share their research as a work-in-progress. The abstract should include main ideas to be presented. Two related 45-minute presentations may be scheduled within a 90 minute

timeslot, providing opportunities for presenters to meet and discuss a topic with others who are similarly involved. (60 or 90 minutes)

PANELS allow several presenters to *contribute a variety of views on one topic*. Panels generally include three or four members who are allowed 10-15 minutes to present their points under the guidance of a chairperson who keeps track of time, moderates a question period at the end of the presentations and summarizes the session at its conclusion. The chairperson is responsible for organizing the panel and submitting an abstract outlining the topic and objectives of the session. (60 or 90 minutes)

PAPERS describe and discuss *work the presenter is doing or has done in relation to either theory or practice*. The presenter often has handouts and may also use audio-visual aids. A paper is most effectively presented as a lecture (addressing the audience with occasional reference to notes or a text) rather than as a rapid reading of a prepared text. The abstract should include a summarized version of the paper, central idea, supporting evidence, and conclusion. (60 or 90 minutes)

POSTER SESSIONS allow for informal discussion with participants during the time that *a self-explanatory exhibit is on display*. The exhibit is presented on a large display board (dimensions will be sent with the acceptance letter). It includes a title, the name and insti-

tutional affiliation of the presenter(s), and a brief text with clearly labeled photos, drawings, graphs or charts. Handouts are usually provided. The abstract should include the main ideas to be presented and a description of the visual display. The poster session will be displayed for **two hours**, and presenters must be available for discussion at that time. (2 hours)

GENERAL GUIDELINES

PRESENTERS ATTENDING THE CONFERENCE MUST PAY THE APPLICABLE REGISTRATION FEE. PLEASE TAKE ADVANTAGE OF THE EARLY BIRD RATE. PAYMENT MAY BE MADE BY CASH, CHEQUE, VISA OR MASTERCARD.

1. Proposals may be submitted by any individual or association interested in the goals and purposes of the Association of B.C. Teachers of English as an Additional Language.
2. As a professional non-profit organization, TEAL is unable to reimburse presenters for expenses associated the conference, including travel, living expenses and the cost of producing visual aids and handouts (**please bring enough handouts for your session**).
3. Proposals must be postmarked no later than **January 15, 2008**. Submitters will be notified of acceptance shortly after the deadline. The registration form is available at <www.bctea.org> to facilitate your early application for release time.

continued on page 16

...continued from page 15

4. If a proposal involves more than one presenter, please include a biographical statement for each presenter on the **Application for Presentation**. The presenter designated in the correspondence section of this form is responsible for notifying the other presenters of the proposal's status (e.g. receipt, acceptance or rejection, and, if accepted, scheduled time of presentation).
5. As we try to ensure professionalism in our workshops and presentations, if applying to present a workshop, **please keep in mind that this should not be seen as an opportunity focused on promoting and selling personal ESL materials**. We gladly encourage you to use your materials, however keep in mind that workshops are a chance for others to learn from your knowledge and experience in teaching and education.

**Deadline for
Submissions:
January 15,
2008**

For more information
call the TEAL Office at:
(604) 736-6330.

admin@bctéal.org
Fax: (604) 736-6306
www.bctéal.org

TEAL 2008: Application for Presentation

Information on this page will appear in the program. Please enter the information online at www.bctéal.org. The preference for applications is submissions online. Please contact us if you would like a printed version to fax or mail to our office.

You will be asked to fill out the following information ONLINE:

Correspondence

- Name
- Home Address of Presenter to whom all correspondence should be sent
- Work and Home Phone
- E-mail
- Institution (if applicable)

Proposal

- TITLE OF PRESENTATION (maximum 9 words)
- TYPE OF PRESENTATION (you may choose only 1) Workshop, Presentation, Report or In-Progress Work, Panel, Paper or Poster Session.
- SUMMARY (maximum 50 words). Please describe your session for the program booklet so that it will be clear to participants what they will view/hear/do if they choose to attend your session. Using the information from the types of presentations on the previous page, please match the description and instructions for the type of presentation you have selected.
- ABSTRACT (maximum 200 words)
- SHORT BIOGRAPHY (maximum 30 words per presenter). Please write in the third person. Give pertinent background information and/or experience about yourself that is related to the presentation.

Presentation Details

- AUDIENCE LIMITS: All sessions are open on a "first come first serve" basis, the size of which is limited by room capacity and type of session. Some rooms can take a max of 20 people, and a few rooms can take 35 people. If you are presenting a session that forces you to limit the number of participants, please state how many people you can accommodate.
- EQUIPMENT REQUIREMENTS: TEAL has limited equipment it can supply free of charge. Please indicate all equipment needed for the presentation, but equipment will be supplied only as specified and available. **To ensure use, please submit your call for presentations early. Equipment will be assigned in order of submissions received.**
- TARGET AUDIENCE: Who will your presentation be for?
- ROOM SET-UP: Each room is furnished with tables and chairs that can be rearranged.
- SCHEDULING: When would you like to present, on Friday or Saturday; only once or more than once?

TEAL 2008: Application for Presentation

Information on this page will appear in the program. Please enter the information online at www.bcteal.org. The preference for applications is submissions online. Please contact us if you would like a printed version to fax or mail to our office.

CORRESPONDENCE:

Name (Surname first): _____ Circle one: Ms. Miss Mrs. Mr. Dr.

Home Address of Presenter to whom all correspondence should be sent:

Postal Code: _____ Telephone: Work _____ Home _____

Fax: _____ E-mail: _____

Institution: _____

Names of multiple presenters in the order to be listed, with the preferred affiliation of each:

Surname

First Name

Affiliation

PROPOSAL

Title of Presentation (maximum 9 words) _____

Type of Presentation: (check ONE)

Workshop (circle: 60 or 90 minutes)

Panel (circle: 60 or 90 minutes)

Presentation (circle: 60 or 90 minutes)

Paper (circle: 60 or 90 minutes)

Report or In-Progress work (circle: 60 or 90 minutes)

Poster Session (2 hours)

Summary (maximum 50 words). Please describe your session for the program booklet so that it will be clear to participants what they will view/hear/do if they choose to attend your session. Using the information from the types of presentations on the previous page, please match the description and instructions for the type of presentation you selected.

Abstract (maximum 200 words). On a separate page please provide an abstract with your name & session title on the top.

Short Biography (maximum 30 words per presenter). Please write in the third person. Please give pertinent background information and/or experience related to presentation. If necessary, you may use an additional sheet of paper.

TITLE OF PRESENTATION: _____

AUDIENCE LIMITS: All sessions are open on a “first come first serve” basis, the size of which is limited by room capacity and type of session. Some rooms can take a max of 20 people, and a few rooms can take 30 people. If you are presenting a session that forces you to limit the number of participants, please state how many people you can accommodate: _____

EQUIPMENT REQUIRED: TEAL has limited equipment it can supply free of charge. Please indicate all equipment needed for the presentation., **EQUIPMENT WILL BE SUPPLIED ONLY AS SPECIFIED BELOW, AND AS AVAILABLE. SOME EQUIPMENT IS LIMITED - to ensure use, please submit your call for presentations early. Equipment will be assigned in order of submissions received.**

___ OHP - Overhead Projector and Screen ___ Chalkboard / Whiteboard ___ Flip Chart
___ Data Projector (i.e. for PowerPoint) (number of projectors available is limited) ___ Cassette Tape/CD Player
___ Computer on Wheels ___ Opaque Projector ___ TV/VCR/DVD

TARGET AUDIENCE:

A. PEOPLE WORKING WITH/IN: (Choose all that apply)

___ Adults ___ Elementary ___ Teacher Training/Methodology
___ Research ___ Secondary ___ Curriculum/Materials/Program
___ ELSA ___ EFL ___ Other (Specify) _____

B. THIS SESSION WILL BE OF PARTICULAR INTEREST TO : (Choose all that apply)

Novice instructors ___ Novice teacher trainers ___ Managers/Administrators ___
Experienced instructors ___ Experienced teacher trainers ___

ROOMSET-UP: All rooms at Kwantlen are set up with tables and chairs that can be rearranged to suit most configurations.

SCHEDULING: Please indicate your preferred presentation day. We will do our best to accommodate your preference, but cannot guarantee this in advance.

On Friday? ___ yes/no (please circle); More than once? ___ yes/no

On Saturday? ___ yes/no (please circle); More than once? ___ yes/no

**Return completed application form to:
TEAL 2008 CALL FOR PRESENTATIONS
B.C. TEAL
#206 - 640 West Broadway
VANCOUVER, B.C.
Canada V5Z 1G4**

DEADLINE FOR SUBMISSIONS: January 15, 2008

For more information call the TEAL Office at: (604) 736-6330.
admin@bctéal.org Fax: (604) 736-6306 www.bctéal.org