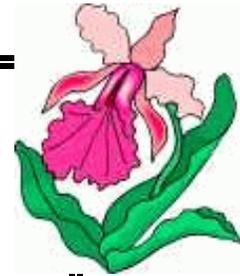


TESL NS Newsletter

Spring 2002

1. This newsletter is being mailed to all TESL NS members, and some past or prospective members.
2. Why not give a workshop at the TESL Conference 2002? See the last page of this newsletter.
3. Come to the TESL NS Conference 2002, November 15th to 16th, and renew your membership!
4. For information on TESL NS events, membership, and the conference, check out our website: www.teslins.ca.
5. The next newsletter will be available on our website only.



From your editor:

Be through my lips to unawakened earth
The trumpet of a prophecy! O, Wind,
If Winter comes, can Spring be far
Ode to the West Wind

Spring comes later to the East Coast of Canada than to the rest of the country. It's because of the giant icebergs that drift down from Labrador. Till they have melted off, the East Coast stays cold. Some years, the melting off of those icebergs takes so long that, by the time they are gone, spring is almost gone too. You wake one morning and you know that it is summer.

This seems to be one of those years. Though it is the beginning of May, there have been few signs of spring. True, the lakes are no longer ice-bound, a few spring flowers have ventured out of the garden soil, and every once in a while the sun pushes the clouds aside as if to reassure us that he is still there. But people still wear their winter coats. Only three days ago, we had to wipe snow off the wind-shields of our cars. There is no epidemic of spring fever.

Most ESL institutes have just welcomed new crews of students from all over the world for a new term. For a good many of them, spring is just a word, not something they have ever experienced. With a little bit of luck they may catch a whiff of spring before the long and dreary Nova Scotia winter turns into a glorious summer...

This is the last time our newsletter will appear on paper. From now on, it will be available on our webpage, www.teslns.ca Paper copies will be available by special request.

On the pages of this issue you will find a report of TESL Nova Scotia's activities; you'll find some thoughts on the name TESL itself, in particular the "S" component thereof, since for a good many of our students English is not a

second language; and you will find a few delightful pieces of language humor.

And now I send this missive on its way with the best of wishes to all you people in the vast TESL community. May you continue to reap joy from your work with ESL and give joy to those who learn ESL.

Fe Leonor

This Newsletter edited by:
Fe Leonor
Sandee Thompson
Ellen Pilon



From Your
President

Hi everyone! It is hard to believe that our 2001-2002 year is quickly coming to a close and that the snow has finally left us (I hope!).

We are busy making preparations for our annual TESL Nova Scotia Conference, which will be held on November 15th and 16th. Because of the positive comments we received at last year's conference, we will hold the conference once again at the Sobey Building at Saint Mary's University, which will be celebrating its 200th anniversary this year.

Feedback from members, both past and present, has indicated an interest in the whole

area of teaching and developing vocabulary. As a result, we have invited Dr Marlise Horst and Dr Tom Cobb to be our guest speakers. Both are experienced ESL teachers and have done extensive research in the area of vocabulary development. The conference is called "A Matter of Words." To add to this theme, there will be a publisher's workshop given by our local ERPI-Pearson representative on using dictionaries in the ESL classroom.

This conference is for you! It offers an opportunity to both develop professionally and network with other professionals and volunteers in the ESL field in Nova Scotia. I urge you to mark the conference dates on your calendar and plan to attend. I would also invite you to consider giving a presentation or workshop at the conference. All of us can benefit from the combined years of experience and expertise we have in this province! At the end of this newsletter is the Call to Presentations Form.

I look forward to seeing you in November.

- Norma MacSween
TESL NS President



Report to TESL Canada

by Sandee Thompson
TESL NS Representative to TESL Canada

TESL Nova Scotia has had a rather quiet but productive year. At our annual conference, Shifting Tides, this past fall, we had a wonderful plenary speaker from Concordia University. Patsy Lighbown kept us enthralled during both her introductory session and her workshop. We had many presenters and tried to have a variety of practical and theoretical sessions running concurrently so that there would be something of interest for everyone. Our numbers were a little lower than we had expected but the people who participated seemed to come away with new knowledge and inspiration.

At our annual general meeting during the conference, we voted in new board members and said good bye to those who were leaving. Over 90% of our members remained on the board, although there was some shifting of responsibilities. We also formed a committee of interested folks who offered to poll the membership regarding how best to spend the money from the TESL Canada conference held here in the fall of 2000. We had our first meeting in April and the list of worthy causes seemed to be never-ending! We plan on sharing our ideas with our membership through our online newsletter and then presenting the short list at our next annual general meeting for the

Exciting News!

Our TESL NS Executive Member, ***Maureen Sargent***, has been nominated for TESL Canada President! Elections are at the TESL Canada conference May 16-18. Check www.tesl.ca after the Conference.

members' votes.

In order to keep in touch with our members, reach more potential members and save on paper, we began a TESL Nova Scotia Website. Ellen Pilon and her son Nick have been keeping the site current and we are quite proud of it. You can check it out at www.teslns.ca.

We have decided to send our next newsletter via the mail but from then on, unless someone stipulates otherwise, we will be sending them via e-mail. One of the things TESL Nova Scotia has always done is to hold workshops throughout the year. This year, we decided to limit the number we held with the idea in mind that we might be able to attract more members with fewer events, the idea being "less is more." We have spent many hours discussing why our social events and professional development workshops have such low attendance: people are too tired after working all day; people are too busy with their families and other commitments; people are not interested in the topics we think they will be interested in; and the weather in Halifax does not cooperate!

All of the reasons mentioned above were terribly negative! Therefore, we explored a little bit further and discovered that many of us work for schools where professional development opportunities are available. As well, those of us who wish to socialize with like-minded people, do! Our discovery brought sighs of relief all around the table, but alas, this epiphany had come too late! We had already decided to hold a couple of workshops. On a cold and windy Halifax night, I conducted a workshop on "Learning styles in the classroom" and then we had a one-hour workshop with a local salsa dancer followed by -- you guessed it -- Salsa, guacamole, corn chips and lemonade. This month, we are having a second workshop, this one is lead by member Daphne Tallon, on "Multiple Intelligence in the Classroom." This

will be followed by a belly dancing demonstration and more theme-based food -- hummus, pita bread and juice. We tried to provide something for everyone.

We are considering changing our workshop schedule and format next year and having a one-day event in the winter rather than spreading it out over a few evenings. People seem to be telling us that they are either not interested in coming out in the evenings or not able to come out in the evenings so we need to listen to our membership. Discussion is out on the issue and we are hoping to get some solid feedback from people.

Discussion continues regarding the TESL Canada Standards for teachers and how they may or may not affect us here in the Maritimes. Some people feel that their thoughts have not been heard in the past and do not feel like voicing them again while others feel that the whole thing is a waste of time.

Still others have been worried about the whole process and have been hoping that it would simply go away. For these reasons, and others, it has been difficult to engage folks in dialogue about the standards. Some members have said "Why bother? I have read what is required of the levels and there is no way I am going to be able to get proof that I taught in Japan for three years." Other questions that have come up regarding the standards are: "How can I prove my supervisor in the Czech Republic was a level 2?" ; "I took a course 4.5 years ago that did not have a supervised practical component. I have been successful in the classroom all that time. Does this mean I will not even be a level 1?" "The school I took my course at has no intention of applying for standardization. Does that mean that I will not be able to be certified? How is their decision my responsibility?" and "Why should I pay a \$75 fee when it looks like I will not even make level 1?"



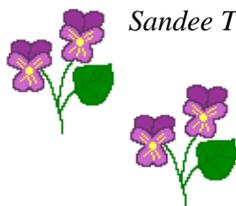
These are all very good questions. I try to remain positive with folks because I have seen how dialogue can create change and open the doors to further discussion. I know that all the exceptions to the rules need be identified in order to bring more dialogue forward. I would like to strongly encourage all members to apply when the call for general applications goes out so that we can keep the ball rolling on this issue. Standardization is here to stay. Let's make it work for us and legitimize it by making it work for us.

Two of our members, Maureen Sargent and Sandee Thompson, have been asked to serve on the Teacher Training Recognition committee. Before a final evaluation can be written up for a school's application, it is reviewed individually by the 3 members. A set of standards needs to be followed and checked off. This process has raised some very interesting 'chicken and the egg' questions that will need to be discussed further at the Regina conference.

Other than that, it has been a year of connecting. A couple of our members went to the TESL New Brunswick conference in St. John last weekend and thoroughly enjoyed themselves. Ellen Pilon said that Carolyn Lennox's writing workshop really inspired her and she has been sharing all that she learned all week long! Hopefully more of our members will go out to the next one.

Other than the snow that fell today, April 30th, I have nothing else new to report! I look forward to seeing you all soon.

Respectfully submitted,

 Sandee Thompson
TESL NS Representative

From Carol May,
TESL Canada

TESL Canada: Name Change

For years now the acronym TESL, meaning Teachers of English as a SECOND Language, has been in use. It is really a misnomer; for English is not a second language for many of our learners but a third or even a fourth language. I believe we are also becoming increasingly sensitive to the fact that, for many, "second" connotes "lesser than" or "not as good as," in this case, one's first language.

TESL Canada has been asked repeatedly by individuals from around the world why we continue to keep the archaic misnomer *Second* in our title.

Maybe it's time for a change, or an updating. If this is true, what should the name and the acronym be? What are the implications for TESL Canada? Provincial/Territorial organizations? Have the Provincial/ Territorial organizations considered changing the word "Second" in their title? If so, what were the pros and cons identified?

This item will be on the Agenda for the meeting in May. Please come to the meeting prepared to discuss the pros and cons, and to bring

appropriate information from your province/territory. If you are not able to attend the meeting, please email your views to: <teslcanada@home.com> by May 18th. Suggestions offered for preliminary consideration:

1. TEAL Canada (Teachers of English as an Additional Language) in Canada

This would be an accurate title but would require changes to all print materials as well as the website and email address.

2. TESL Canada (Teachers of English as a Supplementary Language) in Canada. In Webster's Dictionary "supplementary" is described as "additional." No change to business cards, envelopes, website or email address – only to letterhead.

3. TESOL Canada (Teachers of English to Speakers of Other Languages) in Canada. Again, change to all print materials, etc.

*Carol May, Executive Director
TESL Canada, P.O. Box 44105
Burnaby, B.C. Canada V5B 4Y2
www.tesl.ca Tel/Fax: (604) 298-0312
TESL Canada 2002 "Catch the Dream" May
16-18.*

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TESOL Training Programmes: meeting teachers' needs

*Jenny Pugsley,
TESOL Trinity College*

Who are we? Trinity is an international

examinations board offering validation for its teacher training programs at over one hundred training institutions in the UK and worldwide, and awards based on assessed course work and examinations. We combine a searching approach to course validation and assessment methods, together with care for the needs of would-be and experienced teachers, and their employers. We are scrutinized by all the appropriate statutory and professional accrediting bodies in the UK and have recently been informed that our qualifications are accepted by the TESL Canada Standards Committee.

How can we help you? As an examinations board and validating body, we regularly evaluate the needs of the people we serve, teachers and employers, and those topic areas that impinge on the politics and pragmatics of English language teaching. For example, there are now a number of varieties of English pronunciation that serve teachers well as models. Trinity strives to promote a wide-ranging but structured notion of "English as she should be taught," stressing issues of intelligibility, acceptability, appropriateness.

Trinity validates suitable training institutions to run CerTESOL programs for the new ESOL teacher, and the LTCL (Licentiate) Diploma TESOL for those with at least two years' full-time ESOL teaching experience.

The new LTCL Diploma TESOL The new Diploma syllabus, assessment system and course validation scheme were introduced this year (2001.) The new syllabus covers all key areas of English language teaching familiar to the serious teacher seeking an advanced qualification and possibly, on the strength of it, a post as senior teacher, Director of



Studies, or Academic Director.

In addition, Trinity offers the following:

- * a comprehensive one-week programme of teaching English one-to-one developed by the British Association of Recognized English Language Services (ARELS) and validated by Trinity;
- * a 140-hour Certificate in teaching English to young learners;
- * a Joint Certificate programme whereby a major training institution outside the UK can form a partnership with Trinity to develop a training course with locally recognized certification for the local community of teachers.

For further details on Trinity TESOL, please contact:

Jenny Pugsley,
Trinity College London,
89 Albert Embankment
London, UK SE1 7TP
E-mail : jenny.pugsley@trinitycollege.co.uk
Tel : 020 7820 6100. Fax : 020 7820 6161

Author: Jenny Pugsley has worked for five years with Trinity where she manages their TESOL programs. Previously she worked with the British Council heading their Accreditation Scheme for some five years and then managing the UK support to Council ELT projects in eastern and central Europe.



"Out-nativng" the native speakers
- *Fe Leonor*



When the foreign learner of English, having completed the first hard climb, reaches the plateau where he can talk with relative ease about most things of everyday life, he may yield to the temptation of

livening his discourse with certain forceful expressions, which he has heard native speakers use, without as yet having the linguistic feel for the proper context. The result may range from hilarious to mortifying.

Here are two illustrations from a skit the students of my Speaking Class put on a few weeks ago. It was their own adaptation of "Cinderella."

When the clock struck twelve, the Korean boy, who played Cinderella, shouted "S...t! I have to go home." When, a little later, Cinderella reappeared, the Chinese girl, who played the prince, cooed "O Baby, I love you." Some of the students felt the incongruity of the language and burst out laughing. I was behind the camera filming the play. Otherwise, I would have died laughing myself.

Linguistics Trivia:

Nice to know that....

You should be able to be creative with the following:

1. The longest one-syllable word in the English language is "screched."
2. "Dreamt" is the only English word that ends in the letters "mt".
3. There are only four words in the English language which end in "-dous" – tremendous, horrendous, stupendous, and hazardous.
4. The longest word in the English language, according to the Oxford English Dictionary, is - - pneumonoultramicroscopicsilicovolcanoconiosis.
5. The only other word with the same amount of letters is its plural: pneumonoultramicro-scopicsilicovolcar
6. The combination "ough" can be pronounced in nine different ways. The

following sentence contains them all:

"A rough-coated, dough-faced, thoughtful ploughman strode through the streets of Scarborough; after falling into a slough, he coughed and hiccupped."

7. Facetious and abstemious contain all the vowels in the correct order, as does arsenious, meaning "containing arsenic."

8. The word "Checkmate" in chess comes from the Persian phrase "Shah Mat," which means "the king is dead."

Why indeed? Mind teasers.

- Why does the sun "lighten" our hair, but "darken" our skin?
- Why is "abbreviated" such a long word?
- Why is a boxing ring square?
- Why is it that doctors call what they do "practice?"
- Why is it that rain "drops" but snow "falls?"
- Why is the man who invests all your money called a "broker?"
- Why is the third hand on the watch called "second" hand?
- Why is the time of day with the slowest traffic called "rush" hour?
- Why isn't there a special name for the "tops" of your feet?



The Difference a Couple of Commas can make!

A panda walks into a restaurant. The waiter takes his order. When the order is ready, the waiter takes it to the panda. The panda eats the meal pulls out a gun, shoots the waiter and runs out of the restaurant. The owner of the restaurant goes running after the panda. When the owner finally catches up with the panda, he asks why he shot the waiter?

The panda tells the owner to look up panda in the dictionary. The owner goes back to

the restaurant and looks up panda in the dictionary. Under panda he reads: **Eats shoots and leaves.**

[**Eats shoots and leaves** vs **Eats, shoots, and leaves.**]

Students' Corner

"Does our personality determine what field we enter?"

In my opinion, a lot of things depend on our personality, whether it is our job, our circle of friends, our partner choice or even our style of living (e.g. clothes, decoration of our apartment etc.). An introverted person may appear to be shy or apathetic but is most probably only quiet and sensitive, whereas an extroverted person often enjoys gathering a lot of people around him/herself and being the focus of interest.

I am sure that in some jobs, it is better to be extroverted (e.g. teachers, politicians, show masters etc.). But an artist will most likely be introverted. For extroverted people, it is easier to make friends since they like to talk and are more easy-going. Introverted people tend to have a smaller number of friends because they do not feel very comfortable with a whole bunch of people.

As for me, I think being successful has nothing to do with our personality. Everybody can be successful in one way or another. Not only can we be successful in our jobs but also in our private matters. We can be good parents who raise our children successfully and we can be successful in making other people happy if, for example, we give them advice and it turns out

well.

I feel successful if I can live a peaceful life, have a caring family around me, make enough money in order to be independent and be able to travel, and, most importantly, if I am happy.

Caroline Grauls, Germany.
ILI Fall 2001.

From Our Schools

SAINT MARY'S UNIVERSITY Requires An ASSISTANT DIRECTOR TESL CENTRE

Under the direction of the Instructional Services Manager of the TESL Centre, the Assistant Director assists in the planning and administration of all programs with particular focus on the Intensive English Program and Practicum Program. The Assistant Director also participates in all hiring and staffing decisions and all administrative activities of the Centre.

The successful candidate will have:

- an undergraduate degree from a university plus certification in Teaching English as a Second Language.
- Two years experience in teaching ESL or EFL (one of these years should be in an Intensive English Program).
- Two years experience in an administrative and supervisory capacity, preferably in an educational institution.
- Interpersonal and cross-cultural communication skills.

One year contract position from June 3, 2002 to May 30, 2003.

Submit resumes with names and contact information of three (3) referees to:

Director, Human Resources
Saint Mary's University
923 Robie Street
Halifax, Nova Scotia B3H 3C3
e-mail: debi.boutilier@stmarys.ca
fax: 902-496-8116

