



TESL NS Newsletter

Table of Contents

page

1.....	Editorial
1.....	President's Message
2.....	TESL Canada Report
3.....	News from HILC
4.....	Family Violence Video
4.....	How to Promote your Language Program in a Tough Market
6.....	Quotable Quotes
7.....	Poetry
8.....	Teacher's Corner

Editorial

Summer has come and gone. It did not put its best foot forward when it entered but more than made up for that when leaving. It gave us weeks of glorious late-summer days that extended into what was already fall. But now autumn has come into its own, painting the woods crimson for us. Mornings are so cool as to make us want to look for our mittens.

We have had our share of problems. There was the SARS scare to begin with. Luckily for us, it did not come to Nova Scotia.

I got stranded in Toronto during the big brownout that engulfed much of the New England States and Central Canada on August 14. I was on my way to Europe, in the departure lounge when, of a sudden, the lights went out. A sense of panic swept through the dark building, fear that this might be the beginning of more terrorist activity, the anniversary of Sept. 11 being less than a month away. Eventually the lights came back, but I was six hours late leaving Toronto and six hours late arriving at Frankfurt.

The beginning of fall brought us Hurricane Juan, an event we will not soon forget. Here, at St. Mary's, many were trapped powerless in their cubicles for a week. Some few got away

to ride the crisis out with friends or relatives. The brown-out brought home to us how much we depend on electricity. Life all but came to a standstill. Closed were all public offices, and all schools. Even the TESL Center was closed for a week. Closed were banks, supermarkets and department stores.

But we survived, and we are ready to carry on. We are getting ready for the next annual

TESL NS Conference in November. Please read our flyers or glance at our website for more information.

Like the changing of the seasons, some members of the executive are staying and some are leaving. Come what may, life goes on and we go on with it, eh? See you all Nov. 21-22. In the meantime, have a Happy and Ghostly Hallowe'en.

Fe Leonor,
Editor

President's Message

Dear Membership and Interested Parties:

I hope everyone had a safe and memorable summer. As summer fades and we look toward the changing leaves, we prepare ourselves for a busy fall and winter. TESL Nova Scotia's first meeting, after a bit of a break, was energized with talk about the next TESL NS Conference in November 2003 - Paths to Plurality: Multiculturalism in ESL. Ideas and plans were solidified for another great gathering of ESL professionals, volunteers and students. We are very excited to have Dr. Robert Courchène with us this year. Also, the workshop line-up looks to be varied and informative. Please see our website for full details soon.

In the spring of 2003, TESL NS invited



applicants to apply for \$1000 to fund a project opportunity that would benefit the ESL community as a whole. I'm proud to announce that we had a successful applicant and the project opportunity will be seen at the conference in November. We will be awarding two more such projects in the spring of 2004. Please look in your registration package for further details. I'm also very excited to announce that TESL NS will be drawing 3 names for paid registration and partial funding to the TESL NB Conference in 2004. I hope these incentives will encourage you to register for our conference.

TESL NS was pleased to provide entertainment, a host walk and dinner, to a few TESL Canada members while they were attending the Congress of Social Science and Humanities Conference in Halifax in the spring of 2003. They expressed their gratitude and felt warmly welcomed in the Maritimes.

I would like to sincerely thank all our members and non-members who joined us at the first mini-conference in June 2003 at the International Language Institute. It was a success due to a great turn-out and to our wonderful speakers: Caroline Higgins, Anne Kelly and Ruth Furber. We look forward to doing this on an annual basis.

TESL NS is also proud to be sending Lucien Kabongo to the TESL Canada Learners' Conference in Burnaby, BC in November 2003. We would like to thank all the applicants for applying, but unfortunately we are only able to fund one learner to attend the conference. Lucien is a part-time student at Metro Region Immigrant Learning Services in Dartmouth. We believe Lucien will be a wonderful ambassador for Nova Scotia and will represent all learners well. Lucien will be required to write a report for the TESL NS newsletter upon his return. We look forward to his report on the conference. The executive is also funding Sandee Thompson, our TESL Canada representative, to attend the conference.

Please remember to support your professional organization by submitting to your newsletter posted on our website

<http://www.teslins.ca>

This is a place for your voice to be heard. Please see the website for details. In closing, I look forward to seeing you all at the TESL NS Conference on November 21&22 at Saint Mary's University. Until then, have a brilliant fall!

Yours Sincerely,
Jayne Geldart

TESL CANADA REPORT

TESL NOVA SCOTIA - September 23, 2003

Submitted by: *Sandee Thompson*

TESL Canada Representative; TESL Nova Scotia

This has been another busy year for TESL Nova Scotia. We had our annual conference last November and are in the midst of planning this year's as we speak! We held a professional development Saturday mini-conference, organized project opportunities for our membership and have continued to pass on information through our website and email, which has really cut down on paper and people-hours!

In June, we held our first mini-conference. We decided that rather than having members come out in the winter and risk potential weather problems, we would wait until the spring and hold it on a day when we thought more people would be able and willing to participate. We opened the workshops to volunteers and nonmembers as well as to members, with the hope that we would be able to support others in the field that may not have workshop opportunities. We also hoped to inspire the masses with our enthusiasm so that new faces might become familiar ones. Three new members grace the books of TESL Nova Scotia so we



considered that a success! The three presenters at the mini-conference were: Ruth Furber, Anne Kelly and Caroline Higgins. Forty people participated in the mini-conference and professed to have been quite pleased with the sessions. As a result, we are hoping to hold a similar conference in the spring of 2004.

The board also wanted to provide project opportunities from money earned at the TESL Canada conference in 2000. We decided to offer 2 x \$1000 to organizations which sent in written proposals that fit the criteria, one being that it needed to serve the ESL/EFL community as a whole. Two proposals were sent in, but in the end, only one project fit the criteria. This proposal, sent in by the Employment Services Unit of MISA (the Metro Immigrant Settlement Association, which serves the immigrant population in Halifax and the surrounding area) is to create a video, which will be made available to interested parties involved in the EFL/ESL community. Darlene MacInnis will present the video, Voices of Employers Advice to Newcomers, at the TESL Nova Scotia conference November 21/22.

We are in the process of selecting a learner for the conference in Burnaby this November. Whoever is chosen will be expected to write a report on their experiences. This report will be included in the next TESL Nova Scotia newsletter so that all might benefit from his/her experience.

Our annual conference, *Paths to Plurality*, is the week after the TESL Canada conference. Some of us accordingly have to rush home from one set of meetings and jump into another set! Our plenary speaker is Robert J. Courchêne, PhD, from the University of Ottawa and we are delighted to have him! The majority of our presenters are from Nova Scotia this year (although Marlene Pionteck will be joining us from Ontario again this fall) and we will have a wonderful mix of theory and practical sessions. If you are going to be in this direction, we would like to extend an invitation to you to join us! It will be held at Saint Mary' s

University in the Sobeys Building and there is plenty of room for all. Please check our website for more information -

www.teslins.ca/conference.html

The new executive will be voted in at the AGM, to be held at noon during the conference. The results will be posted on our website after the conference.

This will be my last meeting as a TESL Canada board member, for my time is up as TESL Nova Scotia' s TESL Canada representative. I have learned a lot, enjoyed the committees I have worked on and have appreciated all the support folks have given me along the way. I hope to work with you all in some capacity again at some point in the future. Until then, continue the solid work this board does with the same spirit! Another Nova Scotian will be joining you soon!

News from Halifax Immigrant Learning Centre

We are delighted to report that after many months of negotiation, preparation and packing, HILC moved into new space with MISA at Chebucto Place, 7105 Chebucto Road, above Sears Clearance Centre at the end of July.

This is an exciting time for both organizations and for the settlement sector itself. Results from the census, together with the skills shortage in Nova Scotia have highlighted immigration as a priority issue for the provincial government. The Provincial Immigration Partnership Conference in May identified some of the partnerships and opportunities that are possible right now and by sharing space and resources, we hope to be reflecting the kind of collaboration that is needed to build a community to attract, integrate and retain newcomers in Nova Scotia. We hope that together, MISA and HILC can provide a more comprehensive and integrative settlement service to newcomers.



We are having an Open House on Thursday, October 23rd, 3:00 - 6:00 and would be delighted to welcome any TESL Nova Scotia members. Please call Elena at 423-3607 if you would like to come. In terms of available language training, HILC is still offering LINC (Language Instruction for Newcomers to Canada) classes but has also recently received additional funding from the provincial government to provide Evening Classes for Employed Newcomers, English in the Workplace and Sector Specific Pre-employment language training. In addition HILC is also offering Canadian Citizenship Preparation Classes. Information on any of the above from Gerry Mills, 443-2937.

A Free Video: Newcomer' s Guide to Parenting Issues in Canada

The TESL NS executive has received information regarding a video with a teacher' s manual to be used with your ESL students. This video, titled "A Newcomer' s Guide to Parenting Issues in Canada" can be obtained free of charge from Vancouver.

To learn more about this free curriculum package you can check out the general website for the organization, and the media link that tells about the video (both below).

BC INSTITUTE AGAINST FAMILY VIOLENCE

Suite 551, 409 Granville Street, Vancouver, BC, Canada V6C 1T2

Telephone: 604/669-7055

e-mail: reception@bcifv.org

<http://www.bcifv.org/hottopics/media/feb18.html> /
<http://www.bcifv.org/>

How to Promote Your Language Program in a Tough Market

by *Sarah Elaine Eaton*

In 1998 "Asian flu" hit the markets, causing thousands of Korean, Japanese and other Asian students to stay home. When the World Trade Center in New York was destroyed in 2001, North America was no longer considered a "safe" destination for international students and enrollments in overseas programs dropped again. In 2003, the war in Iraq had a similar effect on educational programs relying on foreign student registration.

The situation worsened in Canada when Severe Acute Respiratory Syndrome (SARS) caused the World Health Organization to recommend that anyone with travel plans to Toronto "consider postponing all but essential travel". Language programs in and around Toronto were hit hard. In fact, registration in language programs across the country dropped significantly at that time. Let' s face it, international students and their parents may not know that Calgary or Vancouver are thousands of kilometers away from Toronto and hardly affected by SARS. The reality is that for a few months Canada was branded, quite informally, as an "unsafe" country for foreigners.

As an educational consultant who specializes in helping language programs market their courses better, I heard more managers than ever concerned about plummeting enrollments this year.. Program managers from across North America have asked me, "What do we do now?" The answer is not a "quick fix", but one focused on long-term vision and strategy.

Understand the effect of global events on your business. Firstly, recognize that what has been happening recently is by no means isolated. If we take a look at history, we can see that every few



years, some event occurs in the world that has a direct impact on our enrollment. What happens on the international economic front and in the markets will affect us. One mistake language program managers make is to think that education is not business. But when enrollments drop and you have to answer to senior administrators who want answers and more importantly, want a healthy bottom line, we recognize that we are indeed in the "business" of educating students.

We need to learn to think like business people. Our programs are the services that we offer to clients. Our market is international. Therefore, what affects the global market for all goods, services, stocks and commodities affects us.

If you have historical program statistics, review them. More than likely, all other factors being equal, you will be able to correlate significant drops in student enrollment with economic disruptions or political events across the globe. We must look at the "big picture" and recognize that whatever it may be this time, it will be temporary.

Say to yourself, "This too, will pass." Developing a long-term perspective will help you and your staff avoid the panic that so many program managers have felt this year. It will also help you answer to superiors who may be quick to blame lower enrollments on managers or coordinators (namely, you.) If you have a clear idea of the big picture, you will be calmer and more confident, and you will think more clearly about the decisions you have to make and why you have to make them. Your staff and superiors may not like the fact that enrollments drop, but they will respect you more if you show strength, vision and a conservatively positive attitude in tough times.

Apart from keeping things in perspective and developing a long-term vision, there are things you can do to continue promoting your program in tough markets:

Take the time to strategize. Instead of flailing

around to develop new courses that you hope may bring a few more students through the door, I recommend recognizing the situation for what it is: a slow market. This is the time to be proactive, not reactive. If you complained before that you never had time to figure out a marketing strategy for your program, now you have that time. Use it wisely. Figure out where you want your program to go over the next 5 years. Realistically, you may want to factor in at least one more global event that will affect your enrollment during that time. Assess your current marketing strategy and determine what, if anything, needs to change. Instead of letting panic rule how you run things in tough times, stay calm and develop a vision that will carry you through the difficulties and into the market recovery.

Keep your prices stable. Now is not the time to increase your prices because you are feeling a financial pinch. Instead, maintain the current price structure and keep your long-term vision. Conversely, now is also not the time to lower prices or offer "special discounts due to SARS". Even if you don't say it directly, prospective students and their parents will recognize a certain level of financial concern on your part. They may be intuitively turned off your program if it looks like it's in financial trouble.

Focus on the students you do have. If you have fewer students, you can focus on giving them top-notch service. Remember that word of mouth is still the best promotion. Make sure that the students currently enrolled get the best quality program you can deliver. Each and every student is a prospective referral for you. No-cost or low-cost ways to focus on students include things like having every person who works in the program learn the names of each and every student. This includes correct pronunciation of their names, too! Personalized letters of congratulation to each student from the director at the end of the program is another idea.

Remind your staff that they each play a part in



the success of your school, so remind them to stay positive. This may not be easy, especially if there have been layoffs due to lack of work. That's all the more reason for those who still have work to stay focused on the students and show a positive attitude around them. This will serve a double purpose. Not only will your students feel important and special, but by focusing on the students as much as possible, staff are less likely to dwell solely on the safety of their jobs or the dismal state of enrollment.

Take time to regroup, re-organize and even have some fun! Remind everyone that while these may not be the best of times, things will get better again. There is nothing more detrimental to staff morale or to a program in general than to allow panic or a sense of hopelessness to infect the school like a virus. We need to combat fear by maintaining a long term vision and most importantly, by staying productive in the meantime.

This means hands-on work for teachers and staff to keep everyone busy while preparing for better times ahead. Now is the time to clean out your teachers' offices, resource rooms, filing cabinets, cupboards and bookshelves. Organize a second-hand book sale of any old textbooks or resources you really don't need. Use the money to take the students on a field trip or buy pizza for the staff on a Friday afternoon. There is still room for fun and in fact, small ways of boosting staff morale that don't cost your program significant dollars can be a huge emotional investment in the mental health of your staff.

I tell language program managers to listen to their financial planners when it comes to having their language programs make it through tough times. Sound strange? Not really. Investment planners tell us not to make rash decisions when markets fluctuate unexpectedly. We need to think long term, plan for the future and stay calm. Your program is similar to your personal investments.

Stay steady in your belief that all your hard work and investment in your program will not be lost and that the market will recover. The next time a market fluctuation causes a drop in enrollment, you will be all the wiser.

(Copyright ©© 2003 by Sarah Elaine Eaton)
Sarah Elaine Eaton is a writer, language teacher and educational consultant. Her book, 101 Ways to Market Your Language Program, sells in Canada, the U.S. and New Zealand. Contact the author at saraheaton@eatonintl.com



QUOTABLE QUOTES

It's a strange world of language in which skating on thin ice can get you into hot water. (Franklin P. Jones)

The mind is a like a TV set – when it goes blank, it's a good idea to turn off the sound.

(Communication Briefings)

POETRY -- Appreciating ESL Students
 Written by some class members of Sandra Powell' **EDU 656: Curriculum and Instruction in Teaching English as a Second Language.**

Villanelle for ESL Student

by Andy de Champlain

His world was havoc and devastation.
 He studies all night and asks me for more:
 As students go, he' s an inspiration.

Life' s savings in hand to quit the nation,



But his young brother stopped him at the door.
His world was havoc and devastation.

"Take me with you," was his inclination,
"I can't stay without you - I'll die on the floor.
As brothers go, you're an inspiration."

So the two boys left in desperation
The homeland ravaged by centuries of war,
His world was havoc and devastation.

Two weeks aboard (and gaunt of starvation)
A container ship, but hidden in store!
As students go, he's an inspiration.

Although there's still struggle with Immigration
He does all his grammar and asks me for more,
And yet his world was havoc and devastation
So I say, as students go, he's my inspiration.

Seasons of Learning

by *Tianyi*

"Summer brings fall
Winter then spring"
The girl carefully
Listened to my whispering
and smiled
As early jasmine in the late winter
Then she in turn
Whispered to the next girl
"Summer brings fall
Winter then spring"
All the other pupils
Were trying eavesdropping
Only hearing
The mumble of Angels.

And again
A line of girls
Sharing this seasonal song
"Summer brings fall
Winter then spring"
In such a low voice
As a secret between maidens

Finally came the last girl
In front of the whole class
Her voice from heaven
"Summer brings fall
Winter then spring"
Applause followed and
All the class in chorus
"Summer brings fall
Winter then spring"
And which would be remembered
Through their lives' eternity!

You're a Dream 'Cause You Dream: *A song.*
Words and Music by *David Juteau.*

You stand up and dig in; you take part of the task
at hand
You don't wait or hesitate; you don't stick your
head into the sand
Because you know what you want, you know
how to get it
Since you only live once, you're not going to miss it.

You go out of your way to speak English almost
everyday
Even though it's not easy, you try to say the
things that you want to say
Because you know what you want, you know
how to get it
Since you only live once, you're not going to miss it.

You're a dream 'cause you dream as you soar
across the sky
Alone, partnered or teamed there's nothing you
won't, nothing you won't try.

You're confused but enthused and your questions
often keep me bemused
Two steps forward one step back nothing's going
to take you off of your track
Because you know what you want, you know
how to get it
Since you only live once, you're not going to
miss it.



You' re a dream ' cause you dream as you soar
 across the sky
 Alone, partnered or teamed there' s nothing you
 won' t try.
 On and on and on and on your journey to the sky
 On and on and on and on sometime you
 wonder why
 On and on and on and on seems life is passing by
 On and on and on and on but then you realize

You' re a dream ' cause you dream as you soar
 across the sky
 Alone, partnered or teamed there' s nothing you
 won' t try.
 You' re a dream ' cause you dream as you soar
 across the sky
 Alone, partnered or teamed there' s nothing you
 won' t, nothing you won' t try.

and they tended to speak it more or less
 hesitantly, afraid that they' d commit errors again.
 In fact, most speakers of any language I have thus
 questioned tend to think of theirs as probably the
 most difficult language of all: Italians are as sure
 that theirs is the most difficult language as are
 Germans, Arabs or Koreans.

It seems the teaching of the first language
 may saddle the students with a perfectionist
 complex, which they may not be able to shake for
 the rest of their lives? Put it to a test yourself.
 Ask the pre-schoolers whether they think their
 language difficult and they will tell you "No...
 it's easy." Ask them a few years later and you'll
 be told, "Hard, very hard."

Fe Leonor

Teachers' Corner: How difficult a language is your L1?

If a non-native speaker of English asked you whether you thought English a difficult language to learn, what would your answer be? Would you, hearkening back to your school days – to spelling tests, grammar drills and composition writing – tell the questioner, "Yes, a difficult language to learn"?

I have put the question to native speakers of all sorts of languages – asked them whether they thought their language was difficult. Interestingly, whatever the language – English, Spanish, German, Hausa, Tagalog, Japanese or Arabic – if they acquired it naturally, interacting with the people in their linguistic setting, they tend to think of it as easy and to speak it without being self-conscious about it. However, if they went through language classes in school, where they were often told -- directly or by implication -- that their speech was riddled with faults and punished one way or other for producing these faults, they thought of their language as difficult,

