



# TESL NS Newsletter

## December 2013

TEACHERS OF ENGLISH AS A SECOND LANGUAGE IN NOVA SCOTIA

IN THIS ISSUE

## New Voice on the Block

by Sam Worthington

During renovations of New Voice Language Academy's recently opened Lunenburg location, owner Nicola Sattler unexpectedly reconnected with an old childhood friend from her native Germany. He was a carpenter looking for a 7 on IELTS in order to immigrate to Australia; she was a teacher looking to install fresh floors in her language school's new digs. Their resulting exchange of skilled labour for test prep was an auspicious bit of grassroots networking that speaks to Sattler's community-minded ambitions for New Voice.

### A growing enterprise

The school, which opened in 2010 in the neighbouring town of Bridgewater, got its start with language tutoring for the local school board. This led to contracts with Michelin to provide English instruction for trainees from China and Brazil. Now, Sattler and her New Voice team (which includes husband and co-owner Alden Darville) have expanded into historic Lunenburg, anticipating that the postcard-candy scenery will be more enticing for their move into the international student market. New Voice is actively recruiting students for a variety of English programs in its Lunenburg location,

ranging from the standard EAP and IELTS Prep, to more personalized elective courses.

"It's like the entire town is a campus," Sattler says. Housed in the Olde Post Centre on King Street, New Voice is centrally located in the town of around 2300 residents. With local homestays and a downtown dormitory whose meal plan is run through a nearby restaurant, New Voice is hoping to distinguish itself in the market by offering a smaller, more intimate experience.

### New partnerships

The school has recently partnered with Mount Saint Vincent University for a pathway program, and Sattler expects more university partners for their burgeoning EAP program will soon be in the works. NSCAD University currently offers a Community Residency Program in its Lunenburg studios, so the town is no stranger to student visitors. Sattler hopes that volunteer internships with local businesses through New Voice will be another incentive to attract those looking for an "authentic and practical language exchange", in addition to classroom studies.

*Continued on page 2*



### The Heart of the ESL Teacher

David MacLeod muses on the meaning of heart in the teaching profession.

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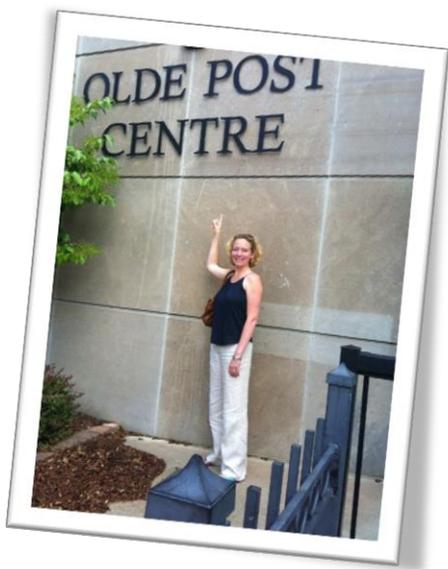


### Resource Review

Tech-savvy teachers Tony Rusinak and Priya Andrade give us their take on a web-based teaching resource.

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New Voice on the Block - Continued from pg 1



New Voice owner Nicola Sattler stands at the school's Lunenburg location.

Language classes (New Voice offers Spanish, German, French, and Chinese, in addition to its core of ESL) have been going on at the Lunenburg building since late August, with the first cohort of students recruited for the English programs expected to begin in the new year.

“It’s like the entire town is a campus.”

Year-round student intakes are a necessity for the school in its early stages, but Sattler also sees this as a mutual benefit for Lunenburg in the tourist off-season. An injection of students during the town’s sleepy winter months could serve as both a benefit to local businesses and to help create a sense of community exchange between town and school—like the trading of floorboards for IELTS scores, writ large.



Students in class at New Voice.

**Sam Worthington** is a self-described Mahonebayvian with an MA in writing and a penchant for inventing demonyms. He lives in Halifax where he teaches EAP at Dalhousie’s College of Continuing Education.

## Editor’s Message

by Jennifer MacDonald

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QUESTIONS, COMMENTS, CONTRIBUTIONS?  
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I’m thrilled to take over as TESL Nova Scotia newsletter editor for 2013-2014. The TESL NS Newsletter, published 4 times a year, is a place for members of this organization to share knowledge, musings, classroom ideas, resources and current events in our respective institutions and communities.

The TESL NS on-line space at <http://www.teslns.com> is another source of information, with job ads, news and bulletins from TESOL International and TESL Canada, as well as upcoming TESL NS events.

The newsletter is always looking for contributors, be it for writing, photography, or design. If you have an idea for an article you’d like to contribute, or simply know that you like writing but are looking for article ideas, send an email to [editor@teslns.com](mailto:editor@teslns.com).

### UPCOMING EVENTS

#### Writing in the Margins: A Creative Writing Workshop for the Second Language Writer

The focus of this workshop will be on readings, discussions, and writing exercises that will help ELLs integrate the rhythm, texture and patterns of their first language with those of English. The instructor’s role will be to provide guidance and support so they can produce writing that they will be confident to present in a public setting. Facilitator: Jacqueline Dumas

Halifax Public Libraries, Alderney Gate Branch  
Jan. 8 to Feb. 26 // 7:00 to 8:30 pm // 490-4745

#### REALIZE Conference

Participate in the National Online Conference for EAL / ESL Professionals in Canada on January 24, 2014. The conference may be the first of its kind in Canada, bringing together EAL/ESL educators from across the country for a unique Professional Development experience.

To register or for more information, please [click here to visit the conference website](#).

TESL NS FALL CONFERENCE



Mike Landry delivers a presentation on Wikis.



Simon Moll discusses ethnocentric humour in ESL.



The book draw was one of the most highly anticipated events of the conference.

# President's Message

by Fe Leonor Baculi



A hearty welcome to the new members of our association and a warm 'welcome back' to members who have been away from the association for a while.

We are excited to announce that we have an increased number of membership and conference participants this year. Last year we had about 90 members and only about half of them attended our Spring conference at Mount Saint Vincent University with the help of Ms Hong Wang. Now, we have some 135 registered members and about 97 of them registered for the Fall Conference.

We have also contacted other language schools hoping to get them involved in the activities of TESL NS and hoping, in fact, that they might become members. Sandra Powell and I have been invited to give talks to teacher trainees at Saint Mary's University. We are hoping to attract more membership from them.

While TESL Nova Scotia is under the umbrella of TESL Canada, it is also an affiliate member of TESOL International. Last April I was sent by TESL NS to the TESOL Spring conference in Dallas. After some affiliate leadership training and certain workshops I became an affiliate leader. Later, I presented the highlights of the Dallas/ TESOL Convention at the Spring Conference held at Mount Saint Vincent University on April 24. Please check our website to read some of the news and activities at both conferences.

The Fall conference was held at Dalhousie University, thanks to the resourcefulness of Ms. Jennifer MacDonald. Hopefully, other institutions will generously offer to sponsor future conferences.

A big thank you to all the institutions that have offered TESL NS their space, free of charge; to employers and/or administrators for encouraging and supporting their teachers' professional development; to previous TESL Nova Scotia board members (Ms. Ellen Pilon and Ms. Maureen Sargent, both former TESL Canada Presidents) for continued guidance; to all the members of this association for their continued support; to our gracious donor of books for the fall

conference book draw (Cambridge University Press, Grassroots Press and Longman); and to our plenary speaker, Dr. Ken Beatty of Anaheim University.

Last but not least, a word of deep appreciation and sincere gratitude to my fellow board members (Nov. 2012 – Oct. 2013) who worked very hard behind the scenes for the success of the Fall Conference. Thank you, everyone and here is hoping that we'll see you again at the next conference, scheduled for Spring 2014. Please don't forget to check our website for updates.

Time seems to be running in overdrive. In no time at all, we will break for Christmas and winter will be fully upon us. I'd like to wish everybody a happy Christmas and a merciful winter. May we all come back for the new year fully "recharged."

[www.teslns.com](http://www.teslns.com)

## FAST FACTS

135

Number of members of TESL NS for 2013-2014

17

TESL NS Member institutions

97

Attendees at the TESL NS Fall conference on Nov 2

## TESL NS EXECUTIVE COMMITTEE

- President:** Fe Leonor Baculi
- Vice President:** Mary Lou Harnish
- Recording and Corresponding Secretary:** Olga Sarycheva
- Treasurer:** Mike Landry
- Membership Secretary:** Anna Maier
- Newsletter Editor:** Jennifer MacDonald
- TESL Canada Rep:** Hong Wang
- Members at Large:** Khaleda Alkhoraibet, Carol Derby, Jayne Geldart, David MacLeod, Sandra Powell

NEXT TESL NS BOARD MEETING: JANUARY 16, 2014  
Any member is welcome to attend. Contact [info@teslns.com](mailto:info@teslns.com) for more information.

# The Heart of an ESL/EAP Teacher

by David MacLeod

Many of us can remember a teacher in our lives who truly made a difference. I remember Mr. Chen, my grade 12 chemistry teacher; he was able to take a young man going through hard times and show him what he could accomplish. Although some of the results weren't immediate, as I struggled with my life, I continued to think about everything he taught me and now I know I want to be that kind of teacher. The students in our classrooms are not only there to learn English, but are also making dramatic changes in their lives. This is a game changer when we try to be the kind of teacher that makes a difference. I believe that we need to have a special kind of heart to be an ESL/EAP teacher that makes a difference.

**H is for Honesty.** We need to treat each student with honesty. You make sure

that each and every student is treated the same in the classroom. You make sure that your teaching and testing are at the same level. Also, whenever possible, you teach the students the skills to make sure they are treated honestly in all aspects of their life in Canada.

**E is for Enthusiasm and Effort.**

Many of us end up in a situation we might not have expected when we started to study and prepare for a career. This should not change the effort or enthusiasm that we bring into the classroom. Enthusiasm and effort will be rewarded when students are determined and motivated to work hard for you

**A is for an Attitude of Caring.**

This is maybe the most important aspect. When the students sense you care, it will also motivate them to learn and work hard. Many students come to Canada because they are looking for something different from what they experience in their own educational system; many have told me that it is a teacher who truly cares for them.

**R is for Respect.** When we treat students with respect we will fully understand them. These students have travelled to Canada to learn and live in a

totally different culture. I know that I would struggle with the courage to do this.

**T is for Trust.** . Students need to trust you to do what is right. You can build this trust by sharing about how to live and cope with our educational system and culture. Once the students trust you, they will share and work for you.

I am a father of 6 children and I tell my students that for the time they are in my class they are like my children. With my children I always give everything I have so that they can succeed. They also frustrate the heck out of me. This doesn't change the effort I make or what I think of them. Therefore, every time you walk into that classroom, check out your heart and be the kind of teacher that makes a difference in your students' lives.

*David MacLeod is a father of 6 children and has 6 grandchildren. He has a Bachelor's degree in Environmental Studies and a Master's degree in Theological Studies. He has taught in many settings. Most recently, he received TESL certification from Acadia. With his background, he brings a unique perspective to his teaching.*

# Fall Conference

by Jennifer MacDonald

More than 100 ESL professionals from across the province braved a grey and blustery Saturday morning for some professional development at Dalhousie University on November 2.

In the conference plenary session, invited speaker Dr Ken Beatty illustrated, by way of a short skit, several aspects of listening comprehension that challenge learners and teachers in turn. The presentation turned to a discussion of teaching and assessment practices that best help us to address the "Cinderella Skill" in the classroom. The coffee break saw networking in all shapes and forms: handshakes, business cards, hugs between former colleagues and

casual catch-ups on news and gossip. Dr. Beatty then whisked us back into the auditorium for a very interactive workshop on assessment, which included a primer on best practices in creating multiple-choice tests.

A networking lunch followed, and a full house for the TESL Nova Scotia AGM. A slate of candidates was presented and voted on for the 2013-2014 executive committee. The concurrent afternoon session provided an intimate counterpoint to the larger sessions in the morning. TESL Nova Scotia members from a variety of settings shared their expertise on topics ranging from EAP to educational technology, to classroom management, ethnocentrism in TESL and learner autonomy. The smaller-format session meant lots of interaction and exchange of ideas and best practices.

The day was capped off with a book draw, with prizes donated by Cambridge University Press, Grassroots Press, and Longman. Teachers scurried from table to table, examining the range of titles when their



names were called; I didn't see anyone leave without at least two books under their arm.

See you at the Spring Conference!

Presentation slides and a photo slideshow from the conference are available at [www.teslns.com](http://www.teslns.com).

# Review: EFL Classroom 2.0

by Tony Rusinak and Priya Andrade



Initially, this review was aimed at evaluating a resource book for ELTs. However, during our search for new material, a website stole the spotlight. After a minute of darting around the main menu of EFL Classroom 2.0, we were hooked.

EFL Classroom 2.0 is an up-to-the minute center for all things ELT. With a multitude of contributors from various social media, it covers a wide range of topics and resources. E-learning PD tutorials, smart board apps, teach abroad forums, printable ESL resources, EAP lessons, and young learner video games are just a few of the well-stocked sections. It seems the site was set up to cater to any idea or need an ELT might be after.

## Fresh Content

At first glance, it was the video section that lured us in. Fresh content, such as current popular music listening lessons and a street slang phone call role play, jumps out on the homepage. The Top 10 section provides the tired teacher with minutes (or hours!) of much needed educational fun to inject into the end-of-term lesson or for that dragged-out Monday morning. Our discovery of 'Name the Accent Game' was a hit with our students! Also, the 'Learning Games' section has concept focused, problem-solving, poignant grammar activities to shake up classroom routines.

## Surf with Care

All websites have upsides and downsides though. Technical and organizational annoyances are the main criticism with EFL

Classroom 2.0. The general layout and search engine are not as user-friendly as similar sites like [Onestopenglish](#) or [Breakingnewsenglish](#). Furthermore, the interface easily distracts the unsuspecting with odd links. While the tab sections are well organized, they tend to be jumbled when they could be grouped into

skills categories. Above that, the most annoying part of the site is the flashing ads and hokey marketing tricks. These may derail or de-motivate a busy teacher during those critical ten-minute planning sessions.

## A Valuable Supplement

Overall, the site is certainly worth a visit—especially if you need to break out of your coursebook for half an hour. Check out the video section for some PD time and fresh lesson ideas. Sign-up through Facebook and join in daily debates about how to teach the future perfect to EAP learners. Explore the links for quality leads to other ELT sites. Get into the tech section and try out the latest language learning media apps. However, don't count on the site to be your go-to—keep it as a supplement.

*Priya Andrade, CELTA, has taught ESL to young learners and adults in Toronto, Japan, and South Korea. She has been freelancing with art education to preschoolers with the AGNS in Halifax and is currently in her fifth year of adult ESL instruction at East Coast School of Languages.*

*Tony Rusinak, DELTA I & II, Immigration Consultant Candidate (ICCR), IELTS examiner, has taught ESL in Japan, Taiwan, Shenzhen (CHN), Ireland, Spain, and Ethiopia. He is currently in his fourth year of instructing at East Coast School of Languages, in his hometown, Halifax.*

[community.eflclassroom.com](http://community.eflclassroom.com)

## TECH CORNER



## Just The Word

A user-friendly, corpus-based tool to help upper-intermediate and advanced students with collocations when writing. [Click here for link.](#)



## Academic Writing in English

This is an app for iPhone, iPad and Android produced out of University College London. It is corpus-based and contains real-life example of Academic English, interactive exercises, a glossary, and checklists to improve critical thinking. [Click here for link.](#)



## Voice of America Learning English

A source of graded audio, video and print content based on current events and world issues, from an American point of view. [Click here for link.](#)

# Plagiarism

by Fe Leonor Baculi

Is there a need to worry about plagiarism? Yes, because it is threatening academic integrity on a global level (Germek, 2009, p.342). Saint Mary's University website on Academic Integrity defines plagiarism as "when you use someone else's words or ideas as your own, either in a research paper or a presentation." Is it lack of morality or lack of understanding? Could it also be a "cry for help"? Definitely. What can we do about it?

Who are the common victims or targets of plagiarism? It could be new or inexperienced teachers, older teachers who don't use modern anti-plagiarism technology, lenient or "tolerant" teachers, unconcerned teachers, graduate instructors or graduate students.

On plagiarism, Peterson and Henry (2011) add that "it may be accidental or intentional. It comes in a variety of guises— honest confusions and errors, unintentional carelessness, generic/custom paper mill papers, free papers, piece-by-piece papers, patchwork or patch writing, piece-by-piece papers with commentary, too-new papers, blogged or web-blogged papers, friends' papers, outsourced papers, fraternity/sorority papers, co-authored papers, fabricated/falsified papers, translations, undocumented source papers, other professors' papers, self-plagiarism, miscellaneous plagiarized papers, over-edited papers, etc."

## Why do students plagiarize?

The most common reasons students give me for plagiarizing are lack of time and ignorance of the rules and the penalties of "cheating." I have heard them argue: "My teachers did not teach me how to write properly." Very few students would honestly admit that they plagiarize because they want to "beat the system", that they are lazy and don't want to write, that they are not ready for university, that they think the teacher is not smart enough to catch them, that they do it to get high marks or just to pass without working hard or that they don't really care about writing.

Who among our students is most likely to plagiarize? Oshima and Hogue (1999) claim that some foreign students plagiarize because of language limitations (p. 83). Peterson and Henry (2011) gave other factors for cheating: gender and subject areas. "Boys seem to cheat more than girls, and students

in business, arts, and engineering cheat more than those in other majors". In their opinion, class/social status, nationality, and age are not known factors for cheating.

There are some things teachers can do to stop students from plagiarizing. They should learn to use modern software for online checking. They should explain departmental rules and penalties and explain the anti-plagiarism code of ethics. They should punish, reprimand and threaten offenders and reward students who do things right. They should change teaching-learning-testing strategies, ask oral questions on some parts of their papers, or give on-the-spot paraphrasing tests. They should insist that photocopies of sources be submitted. They should teach the correct way to cite, reference, summarize, and paraphrase.

## How do we stop plagiarism?

Peterson and Henry (2011) suggest teachers use software for online checking. There are, however, some concerns regarding its use, such as technical restrictions, user error, lack of product stability, presumption of guilt, and false-positive results. A major concern is students' privacy rights, which are violated when the work is introduced into the system without the students' permission.

As a seasoned writing teacher, I believe the most effective way of stopping plagiarism at the university level would be to teach the ins and outs of writing while students are still at lower levels: grammar, sentence structure, summary, analysis, paraphrasing and citations. I personally insist that my students submit photocopies of their sources and I compare the highlighted parts of the original with their paraphrases. I find this the surest way of knowing whether they have plagiarized or not.

Here are some strategies that help the students to paraphrase properly:

- Change direct speech to indirect speech.
- Change the passive voice to active voice.
- Use one-word adjectives in place of group-of-word modifiers or vice versa.
- Change the word form if there is no appropriate synonym.
- Divide a very long sentence into two or three shorter ones or vice versa when you can't find appropriate synonyms for some words.



A paraphrase which is still very similar to the original text is still plagiarism. A combination of at least 2 or 3 of the above strategies therefore works better.

For lower classes, present them with a compound-complex sentence and give at least three choices and ask them to identify which one is the correct paraphrase. For instance, use one with some ideas missing; another one with some ideas added; and the correct paraphrase.

Defining plagiarism is not easy. However, as teachers, our first goal is to meet the needs of our students and that we should not kill ourselves looking for proof that our students plagiarize. Plagiarism is a crime. A student caught plagiarizing is a criminal and unfortunately, the unintentional plagiarizer is also a "criminal". It is no fun to be labelled criminal. Here is where we have to tread lightly. It could backfire on us too.

## References:

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- Fe Leonor Baculi is a multilingual educator, teacher-trainer and part-time administrator. She enjoys traveling, teaching and attending conferences in different parts of the world. She has been an ESL/EAP/ESP Instructor at the TESL Center SMU since 2000 and has been on the TESL NS board since 1999. She is currently TESL NS president and always looking forward to working with different volunteers and serving the ESL community.*

# Lesson Plan: Paperman

by Jennifer MacDonald

This is an adaptable speaking activity focusing on accuracy in recounting a narrative, based on the Disney animated short *Paperman* ([click here for video](#)). (This link is accurate as of Dec 2013, but should it stop working, a YouTube search for "Paperman" should lead you toward this short film.)

## Skills Focus

Spoken accuracy (+ optional writing activity)

## Level

This activity can be adjusted to put the focus on different grammar points, depending on level:

- Pre-Intermediate: use of regular and irregular verbs in the simple past
- Intermediate: simple past and past continuous
- Advanced: use of all narrative tenses; phrasal verbs

## Lesson

1. Write the following expressions on the board:

*It's love at first sight.*  
*He who hesitates is lost.*  
*Nothing ventured, nothing gained.*

Elicit students' understandings and paraphrases of these expressions, explaining challenging vocabulary ("hesitates", "ventured") if need be, according to your group's level. Ask students if there are similar expressions in their L1s. Explain that they are going to do an activity based on a video, and they will be asked to make the connection between the storyline and these expressions afterward.

2. Students form pairs. Before playing the video, tell students that after watching the video, they will have to re-tell the plot to

their partner in as much detail as possible, so they should prepare to take notes on what they see if needed. Ask them also to take note of anything they see happen on screen that they lack the vocabulary to describe.

3. Play the video and stop at 4:06 (when the paper airplane lands in the alleyway).

4. Take students' vocabulary questions, explaining and writing words/phrases on the board.

5. When students are ready, have them recount the story of *Paperman* to their partner, asking them to pay close

making predictions.) Ask them to discuss in pairs how they think the story ends. What will happen to the man? What will happen to the woman? What will happen to the paper airplanes? Elicit their predictions as a group.

8. Watch the end of the film.

9. Discuss whose predictions were right.

10. Ask students to describe how the three expressions from the beginning of the activity connect to the film they just saw.

## Optional extension:

Have students produce a written text retelling the story of *Paperman* using the



attention to the grammar point in question and/or the new vocabulary.

6. Monitor groups and take note of errors. Go over these errors as a group on the board.

7. Tell students there are two more minutes of the film they haven't yet seen. (This is the perfect moment for an optional grammar point review of the language of

grammar and vocabulary items that have been a focus of the spoken portion of this lesson.

*Jennifer MacDonald is Acting Head Teacher, ESL Programs, at Dalhousie University. She has taught English in Quebec, Argentina, Slovakia and Spain and holds an MA in TESOL from the Institute of Education, University of London. Her interests include materials development and educational technology.*