ISANS Executive Director
Gerry Mills Retires

by Darlene MacInnis (ISANS)

Gerry Mills has retired after leading ISANS for 30 years. With her deep experience and expertise, Gerry made a vital contribution to immigrant settlement in Nova Scotia and Canada.

Gerry started her career as an EAL teacher with Halifax Immigrant Learning Centre (HILC) and then became Executive Director. Gerry was at the helm when HILC and Metropolitan Immigrant Settlement Association (MISA) joined forces to become ISANS. She has served on numerous boards in numerous capacities, including Centre for Canadian Language Benchmarks (CCLB), Canadian Council for Refugees (CCR), President of Atlantic Regional Association Immigrant Serving Agencies (ARAISA), and the TESL Canada and TESL NS Executives. Gerry was TESL NS President from 1992 to 1993.

We thank Gerry for her genuine caring, dedication, and collaborative spirit.

The Missing Voice
Shazia Nawaz Awan reflects on the Fall 2017 TESL NS Conference.

Gerry Russo explores English prepositions in his quarterly column.
TESL Nova Scotia is dedicated to creating opportunities to invigorate our collective teaching and learning practices. Here are some ways you can get involved:

**Attend TESL NS Conferences**

**Contribute to the TESL NS Newsletter**
What better way to exchange your knowledge and expertise with others? You will gain valuable PD and others will gain your insight. It's win-win! Send your inquiries and submissions to editor@teslns.com

**Stay Informed**
You can find the latest updates and happenings in our community through the TESL NS website ([https://teslns.com](https://teslns.com)) and our Facebook group page ([https://www.facebook.com/groups/TESLNS](https://www.facebook.com/groups/TESLNS)).

**Share Your Ideas**
Do you have ideas, concerns, or suggestions? Contact TESL NS. We look forward to hearing from you! ([https://teslns.com/contact](https://teslns.com/contact))
It seems to be expected that presidential messages report on “State of the Union” kinds of themes. Not one to disappoint, I will stay true to form. First, though, I will introduce myself a little. My name is David Packer. I am a language teacher. My professional career has taken me to five continents, to live and work, to see how people understand the world, and, best of all, to let my children experience the gift of global citizenship. After many years spent overseas, we returned to Canada and Halifax in 2010. I was fortunate to be able to find exciting, satisfying work developing the English Language Programs with my colleagues at Dalhousie.

One of the things I have seen since coming back to Halifax is how our professional organization – TESL Nova Scotia – is an example for like organizations across Canada. We provide a venue for exchange of professional knowledge and opportunities for all of us to take centre stage, if we want, and to participate actively in the organization’s conferences and other events and with the Board of Directors. For brevity’s sake, I am going to limit my comments to three areas: professional activities, member involvement, and the future.

**Professional Growth and Rejuvenation**

There is nothing quite so motivating as to put yourself out there by giving a workshop or doing a conference presentation. For TESL Nova Scotia, that usually occurs through our twice annual conferences. However, we know that, around the province, you are also giving or participating in professional development at your workplace or within your specialty area. These opportunities are worth sharing. We all benefit from your experience and knowledge and, I think, it is even more important for us to cross over into specialty areas outside our own, to learn and reflect. For me—and for others, I believe—participating is especially rejuvenating. What we would like you to do is to let us know what you are doing and when you are having PD in your workplace or area. If you could send in something for our Facebook, or better still, write about it for the newsletter, that would be great. One final plug on this topic: Don’t forget about the Spring Conference at Acadia on May 12. The conference lineup will be out shortly and it is awe-inspiring to see the depth of interests and expertise in our community.

**TESL Nova Scotia Members**

The Board Membership Committee is making plans to reach out to you. The purpose is to look at ways to have all who want to be members of TESL Nova Scotia feel that the Association is their association. In November last year, we had 170 members. It seems that every year, by the time we get to the November conference and the AGM, we have reached our maximum numbers for the year. What we really want to know is what we can do to have people renew their membership at our AGM. Maybe the trick is to think about the AGM as being the beginning of the year and not the end. Regardless, we want TESL Nova Scotia to be as responsive as possible not only to all our regular members, but also to those professionals working in our field but who may not yet feel that we have much to offer them. This is what our membership committee is planning to investigate. Their recommendations will have an influence on future programming.

**The Future**

If I could rely on my crystal ball, I would say that, if anything, our scope of practice will continue to reach into areas of our community where, traditionally, we have not thought we would be. One such area is the acknowledgement of and recognition of the importance to individuals, families, and communities of indigenous culture and language. In the upcoming conference, we have two, if not three, presentations related to this topic. Another piece of the future is a clarification of a na-
tional accreditation scheme for teachers and for training programs. As you are aware, TESL Canada has been restructuring with the objective being to continue to be the national accrediting body. We are working with the current TESL Canada Board and with the Interprovincial Group (a consultative group of TESL Associations) in order to be “at the table.” Finally, we are looking ahead to 2019, with TESL New Brunswick, with whom we are planning a joint conference in November.

Thank you for the opportunity to write to you.

David

David Packer, TESL NS President

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TESL NS 2018 Spring Conference

Saturday, May 12
Acadia University

Theme:
“From Theory to Practice”

For details and registration, go to http://teslns.com
TESL NS’s annual Fall Conference was held on a weekend on November 3 and 4. There was a great lineup of two plenary sessions and multiple other presentations, including focus-group round table discussions. In this article, I present my reflections on the parts of the conference I was able to attend. The purpose behind writing this reflection is two-fold: professional associations can be a platform for critical reflection, and there is always room for improvement.

Friday Evening Session
The first keynote on Friday evening, November 3rd, was presented by Dr. Jennifer Foote, from the University of Alberta, who seemed to be almost as joyous on wetting her feet in the Atlantic waters and singing to Irish melodies as the attendees were. Dr. Foote shared her work and concrete examples of pronunciation in classroom and on cyber spaces. ELTs have been well-known to be happy with “take-aways,” and there was no dearth of ideas to take away in Dr. Foote’s interesting presentation. I cannot finish talking about the night without mentioning the good quality wine (personally, a non-alcoholic), drinks, and cheese after the key-note.

The attendance at the evening session has historically been a bit less enthusiastic, and there could be multiple reasons for low attendance at this session, including work commitments, travelling distance, or simply wanting to have the Friday evening to relax, etc. Enhanced advertisements, collaboration and negotiations with managers and directors of the programs to relax a couple of hours off the ELTs’ teaching schedule for that day, and probably adding a musical performance (by an ELT, an international student, or by an immigrant) in the program might draw more participants.

Saturday Sessions
The day of Saturday, November 4 was filled with really good presentations and focus group discussions. The choice of topics ranged from intercultural communication, to professional development, to classroom pedagogy, to learner support. Keeping in mind that I am interested in discourse analysis, students’ rights and
intercultural differences, I chose to go to the following sessions: (1) a talk on conflict management in intercultural situation in our ever-diversifying classrooms; (2) a focus group on the best approach for ELTs to deal with prejudice (ageism, sexism, homophobia, racism, etc.) in the classroom, (3) the keynote by Dr. Shelley Taylor on “Plurilingualism and Expanding Learning Spaces,” (4) a pedagogical experience sharing on how “Universal Design for Learning” is being applied in a classroom and if participating ELTs can take something away for their classrooms, and finally, (5) a session on policy change, especially focussed on “English language policy in linguistically diverse Canadian universities.” (Can you tell what I was trying to explore in these sessions?)

There was not one session that disappointed me, and I learned a lot on how I can deal with certain situations in my classrooms; however, I still felt as if something was missing from the whole roster, a gap that I have identified as “the voice”—the voice of students, student teachers, and pre-service teachers.

The Missing Voice
I am using the term “voice” in this article as “ideas, opinions, and perceptions of English language learners and student teachers about classroom practice, pedagogy and policies that may directly affect them and can help shape future practice.” According to Mitra (2004), Professor of Education in the Department of Education Policy Studies at the Pennsylvania State University, student voice primarily is the practice of enabling students to “share their opinions of problems and potential solutions” (p. 651). Dr. Mitra’s focus is youth at schools; however, the philosophy behind the idea of student voice can be made applicable to professional gatherings, such as conferences.

Student voice has been reported to result in several tangible benefits, for example “helping to improve teaching, curriculum, and teacher-student relationships and leading to changes in student assessment and teacher training” (Fielding, 2001; Mitra, 2003; Rudduck & Flutter, 2000 cited in Mitra, 2004. p. 652). If we look at these aforementioned five elements, it will become clear that our professional association, TESL NS, gathers and offers a platform to share expert opinions and practices from across Nova Scotia, the Maritimes, and—sometimes—across Canada. We have an opportunity to explore the possibilities of improving teaching, curriculum, and student-teacher relationships—and also to re-evaluate assessment and pre-service or continuous professional development.

There are a number of ways these voices can be included in TESL NS. Here are a few suggestions that I am making based on my observations and personal experience across continents as a student, student teacher, and now as a practicing ELT and researcher. (Keep in mind that an ELT should be present to help potential participation of students.)

- A diverse student panel discussion (from different institutions and disciplines)
- Poster presentation session
- Student presenters (individual presentations and pair or team presentations)
- 3-5-minute speed-round presentations

On the part of participating students, an added benefit of this activity could result in enhanced confidence, increased motivation, a sense of being acknowledged, and a meaningful experience of believing in themselves.

Reference

Dr. Shazia Nawaz Awan is an EAP instructor at Dalhousie University. Her doctoral research focused on English Language Teachers’ perceptions of academic integrity and classroom behavior of culturally diverse adult English Language Learners (ELLs). Her research interests are in student advocacy, intercultural understanding and Continuous Professional Development (CPD). She can be contacted at shazia.awan@dal.ca
2018 marks my 10-year anniversary of being an ESL instructor and the purpose of this narrative is to share what has been my journey into finding not only happiness in my career, but also meaning in my life.

Being an accountant may be a lot of people’s ideal career goals. It certainly wasn’t mine, but back in 2000, I couldn’t figure out what I wanted to do with my life. As in many situations in my late teens, when I was in doubt, I followed others. I accepted my parent’s advice and friends’ preferences and started a five-year university degree in accounting and finance. I wanted to quit every day. This was not fulfilling at all for me. I felt trapped in an unknown “language” that held no real interest for me—no matter how hard I tried, I couldn’t truly understand.

Parallel to my studies, and what I now interpret as a self-preservation mechanism, I found comfort in being an ESL student. During my second year at university, I travelled to Halifax to study in an ESL summer program at East Coast School of Languages, with the only purpose to improve my English skills. However, beyond the knowledge and skills I acquired, something else was gained: self-reflection of my professional journey. Was I even on the right path? I didn’t think so.

Upon my return to Mexico, I decided to work toward completion of my degree, which was my comfort zone, and to continue with my language learning process, to the point of taking my first TESL diploma. As the months went by, I started experiencing joy and a “this is home” sort of feeling. Every single hour in class was an eye-opening experience. There was just excitement, no struggle. My personality was immediately aligned with teaching. I finally figured out that this is what I wanted to do. It was as if I were back in my happy place—the classroom—but this time, I was training to become an ESL instructor. After completing my diploma, I worked twice a week and Saturdays as an ESL instructor for kids and teenagers, but I still wasn’t ready to fully transition into this field. I still needed to let go of old personal paradigms and parental expectations. I needed to find my own timing to do this.

While still working in the accounting and business fields, the Universidad Autonoma de Yucatan (Autonomous University of Yucatan) was searching for ESL instructors for their new ESL/EAP program. I took a chance, and even though I had less than a couple of years teaching under my belt, I wasn’t going to let this opportunity pass, and so I submitted my resume. A couple of months later, I had an interview with the
coordinator of the ESL program, and a few days later, she offered me a full-time contract.

Words couldn’t express how excited I was. I immediately quit my “survival” job and embarked into what became one of the best experiences in my life. Working at the university—and several other colleges after that—allowed me to finally pursue my true calling. I had so much growth, both personal and professional: I took a second diploma in TESL, acquired several language certifications, and completed a master’s degree in education. I also had the opportunity to work with wonderful instructors from different backgrounds and nationalities. I finally found where I belonged: a place where my personality traits and training were in alignment with ESL adult instruction—and happiness was just the “collateral damage” I had been searching for a long time.

I became a Canadian Permanent Resident in April 2016 and—thanks to ISANS job counselling services and my spouse’s encouragement—I was able to continue exploring my TESL options in Halifax. The opportunity was given to me by Dalhousie’s ESL programs where I currently work as an EAP instructor, continue to grow, and explore with joy and competence the many facets of this field.

This ten-year recount of being an ESL instructor made me realize that I needed travel and inspiration. I needed courage in my decision making. And—above all—motivation coupled with hard work is essential when pursuing a meaningful career and happier life. This language, I do understand.

Laura Herrera Gonzalez holds an M.Ed., an Accounting and Finance Degree, two TESL Diplomas and a Certificate in E-tutoring. Having previously taught ESL and EAP for over 8 years at Universities in Mexico, she currently works as an EAP instructor at Dalhousie University’s College of Continuing Education. Her current research interest is in the development of empathy in ESL instruction. (laura.herreragonzalez@dal.ca)
World Student Day 2017: Faces in the Crowd
by Sarah Barnes (ECLC) and Tony Rusinak (ESL Programs, Dalhousie)

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<td>Name</td>
<td>Sira</td>
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<td>Hometown</td>
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<td>Munich, Germany</td>
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<td>Tehran, Iran</td>
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<td>School</td>
<td>St. Mary's University - The Language Centre</td>
<td>International Language Institute</td>
<td>East Coast Language College</td>
<td>Halifax Language Institute of Canada</td>
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<td>What's the best part about World Student Day in Halifax?</td>
<td>Seeing all the cultures and all the nationalities together. It is nice.</td>
<td>Macarena dancing and Bubble Soccer.</td>
<td>The sunshine. Good weather. We are lucky.</td>
<td>Watching Bubble Soccer.</td>
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<td>What advice do you have for new students arriving here?</td>
<td>When you are new, never stay with your nationality. I was always speaking my first language. I did this for 8 months. My English was not good. Don't be shy, try. You have come here to learn.</td>
<td>Talk. Don't be shy. Meet people from other countries. Just talk.</td>
<td>Enjoy life here! Work hard on your study. When you experience new things, enjoy them.</td>
<td>You need to learn English and speak it. It's an easy language</td>
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ELT Profile: Anne Kelly

by Darlene MacInnis (ISANS) and Melissa Taylor (ESL Programs, Dalhousie)

What is your current job?
I am currently working part-time as coordinator for the English Language Learning (ELL) for Adults program at the Bedford Library. I also do language assessments with LASNS as needed (especially the Literacy assessment and the CELBAN). In addition, I write test items for the CELPIP assessment through Paragon Testing.

What is something you would like others to know about you?
I have been working in the EAL field since 1994. I have worked as an EAL instructor, assessor, project coordinator, and program manager. I was involved in setting up the TIE program (now YReach) throughout Nova Scotia as well as creating access to province-wide language assessments. Providing services to all newcomers (including those outside of Metro Halifax) is important, and I’m proud to see how those services have grown and developed over the past 14 years or so.

What do you love about your job?
I love working with people, both newcomers to Canada and all those who work with them. I have learned so much, and I love the opportunities I’ve had to share my knowledge and experience with others.

If you could change one thing about your job, what would it be?
I would like more hands-on teaching time with learners and tutors.

Describe a wonderful teaching moment you have had.
The first year I taught EAL, I was doing Outreach with an elderly couple from China who spoke no English at all. I was feeling rather frustrated, going over and over basic greetings with very little response from them. I took a break over the Christmas holidays, and when I returned in January, they met me at the door with a cheerful, “Good morning! How are you?” I felt like I had won the lottery!

In your experience, how has the teaching profession changed?
I worked primarily within LINC programs. The classes now are much more structured, with recognized and accepted learning outcomes (the CLBs). At first, I felt that was a loss for the learners, since the focus seemed to shift from the learners’ needs to meeting outcomes. This improved greatly with the introduction of Portfolio-Based Language Assessment (PBLA). I feel PBLA—done consistently with needs assessments and learners’ reflections—is an extremely valuable tool for both the learners and the instructors.

(Continued on page 14 . . . )
Roundtable Roundup

by Tony Rusinak (ESL Programs, Dalhousie)

As we approach the 2018 TESL NS Spring Conference at Acadia, the board and contributing members are brainstorming ideas for the upcoming roundtable discussions. The objectives of a roundtable are to produce a collaborative and democratic response to challenging issues, dilemmas, and hot topics facing our profession, using the collective experiences and expertise of our membership.

The fall conference took a results-oriented approach to the round-table sessions, with facilitators introducing the topic, setting up discussion groups, and then recording the responses on posters. With almost all participants of the conference attending the sessions, there were more than a few innovative, thoughtful, and stimulating answers. The posters, which can be found on the TESL NS website, illustrated many of these great ideas. Here are a few highlights:

- **For refugee students:** Consider the wealth of past experience and community support here in Nova Scotia as a means of motivation.
- **Teaching literacy:** A critical part of literacy teaching and learning is digital literacy.
- **Hiring ELTs:** When hiring an ESL Instructor, don’t underestimate the value in hiring someone who will motivate their fellow co-teachers.
- **Student motivation:** Some trends in keeping students motivated are gamification, ASAP feedback, and connecting the cultural dots.
- **EAP skills:** A great way to teach effective note taking is to show a real-time video/demonstration of a skillful note-taker in action.

- **Prejudice in the classroom:** ESL classes should be safe spaces, which include sharing positive values, rejecting ethnic hierarchy, establishing school rules for safe spaces, and having ELTs model these behaviors.
- **Dress code:** Whether we like it or not, many ESL students in Nova Scotia do judge a book by its cover. The way a teacher dresses can influence the respect, authority, and confidence students have in them.
- **Staying competitive as ELTs:** To stay competitive as an ELT requires both credentials and experience. These need to be constantly updated and built upon, with a keen awareness of how technology fits into the mix.

If you have any suggestions for upcoming roundtable topics and/or would like to moderate a session, be sure to contact TESL NS (info@teslns.com).

* * *

*Special thanks to the Fall Conference moderators for a job well done: Melissa Taylor, Charlene Rockwell, Amos Sarrouy, Summer Assaf, Darlene MacInnis, Kris Mitchell, Muhammad Nawaz, and Rachael Bethune.*
Shedding Light on Prepositions I

by Gerry Russo

How is it that we can sometimes be at the store, but not in it, while other times we can be both in and at the store at the same time? Is it possible that your house is literally on the very road where your car is parked right now? Why can we say that there are several beautiful houses on that lake?

Prepositions often get a bad rap, especially when we think about them too much or when we try to explain them. Taking a step back and thinking about some of the perplexing and seemingly contradictory uses of certain prepositions can reveal an amazing thing about them: there is an underlying logic. Finding this key can help us to understand the language that we use, and provide insight into how we think about the world. It also opens up possibilities as practitioners in our various ELT environments.

To illustrate this, let’s explore the interplay between the abstract world of geometry with practical reality. In other words, how can considering the world of points, lines, shapes and solids—phenomena with zero, one, two and three dimensions, respectively—shine a light on how we think and talk about this world we live in?

Onwards!
In the classroom, I like to begin with a line because it’s an easy starting point. I make a 2 to 3 metre line on the floor of my classroom with masking tape (the green kind). I ask the students what I am doing, and eventually elicit the idea that the tape on the floor is a line. I then ask for a volunteer to “walk this way and that way,” swinging my arm back and forth from end to end rather than stating this directly. Then I ask: “Where is your classmate walking?” and eventually I will hear “On the line!”

The volunteer is literally on the line, whether walking, standing, jumping, or performing any other action. I write the “rule” on the board, stating that with the word line, we use the preposition on. This revelation then leads to different sorts of lines found in the room, such as the edge of the desk or the frame of the whiteboard. I will sometimes make a square or a circle on the floor with the masking tape, enlist the services of other volunteers, and we can then talk about the edge of the shapes.

Then come the maps. Depending on your classroom setup, you might draw a map, you might have a paper map, or you might project a map on a screen—but whatever your circumstance, this is where additional, relevant vocabulary emerges. We can find an abundance of lines: borders, streets, rivers, coasts and shores, and with all of these lines we use the preposition on.

I first focus on natural lines: the lines between
bodies of water and the land—coasts (oceans), shores (lakes) and banks (rivers). Eliciting these from the class is usually a fun activity in which students can discuss where they are from and where they have been, including places in Canada and worldwide. Related words and their use can be presented, such as coastline, shoreline and why we might sometimes need to say banks of a river as opposed to the bank of a river in certain contexts.

Eventually, we turn our attention to human-defined lines, starting with borders/boundaries. In this category, it is nice to refer to communities that straddle or touch borders, such as Lloydminster, Alberta, and the villages of Derby Line, Vermont and Stanstead, Quebec. It is important when providing examples of borders not to confound the presentation with phrases using at the border, which is a very different sort of idea that will be taken up in a subsequent column.

Not an Idiom?
We humans are good at connecting the dots, drawing conclusions, and taking shortcuts. One way that we do this linguistically is though metonymy, where we talk about one thing, but mean something else. While this sounds similar to metaphor, metonymy is different in an important way: there is always a more intimate association of the ideas being compared in metonymy. Consider these examples:

(a) You drive a Cadillac.
(b) This is the Cadillac of espresso machines.

In (a), Cadillac is the name of the company. You drive a car produced by Cadillac. This is the “producer for product” type of metonymy. In (b), this is metaphorical use of Cadillac, given that Cadillac has been considered to be among the best, and/or most prestigious of automobiles, the use of its name maps such qualities onto other things. An espresso machine has nothing to do with the company or its products, yet the qualities attributed to both can fall to the espresso machine by using this figure of speech.

When we talk about certain naturally occurring lines, we tend not to mention the lines themselves. These are the lines between bodies of water and the land. Take these examples:

- Halifax is on the Atlantic Ocean.
- Toronto is on Lake Ontario.
- Edmonton is on the North Saskatchewan River.

In each of these, the line-word (coast, shore, banks) is missing. The intended meaning is:

- Halifax is on the coast of the Atlantic Ocean.
- Toronto is on the shore of Lake Ontario.
- Edmonton is on the banks of the North Saskatchewan River.

Cities are just one example. There are many other things on bodies of water:

- We found a lovely beach on the Mediterranean.
- My aunt has a house on Chocolate Lake.
- The Riverbank General Store and Restaurant is on the Medway River.

The potentially confusing thing for a learner is that we most frequently use on to describe the position of something with respect to a surface: on the floor, on the table, on the whiteboard, etc. However, that is not what these sentences could possibly mean. Instead, what the examples above express is that these places are on the ground that touches the line between the land and the water. We are using the bodies of water to stand for the line that defines them.

In our classes, we are often too quick to explain away such statements as weird exceptions or “idioms,” but what we see here is a systematic use of metonymy. It bears mentioning that there can be no ambiguity with this use of on, because in the real world, we simply cannot literally have cities or houses on the surface of bodies of water (even though your imagination is now finding many exceptions to this!).
With all of this in mind, here is a metaphor that explains another use of on that concerns giving and receiving directions within a city: ROADS ARE RIVERS. Streets—just like rivers—have a surface and a side (as opposed to a bank). What does it mean if I say “My house is on Main street” and “My car is parked on Main Street?” I am really saying that my house is on the side of Main Street and my car is on the surface of Main Street. The logic that explains how a city can be on a river also explains how a house can be on a road. The same holds true for a boat and a car respectively.

At this point in my in-class activity, I would typically move into the city and discuss streets in greater depth. How we discuss intersections, corners, and street numbers—it can be shown—also can be explained using geometry and will be expressed with the prepositions at and in. We would move from a world of lines and surfaces, to one of shapes and points, but this will be taken up in a future installment of this column.

Gerry Russo holds a PhD in Applied Linguistics and teaches in the EAP program at Dalhousie University. His interests lie in metaphorical competence, conceptual fluency and their application in language instruction. (gerry.russo@dal.ca)

Member News and Announcements

Shazia Nawaz Awan was awarded the degree of Doctor in Education (December, 2017) from the University of Exeter, UK. Dr. Awan’s dissertation is titled “English Language Teachers’ Perceptions of Academic Integrity and Classroom Behaviour of Culturally Diverse Adult English Language Learners (ELLs) in Canada: A Critical Perspective.” Her graduation ceremony is scheduled for July 18, 2018 in Exeter, UK.


- CALL FOR SUBMISSIONS -
TESL NS NEWSLETTER

We are currently accepting feature articles, news, reviews, lesson plans, PD opportunities, photos, milestones, and other items to be included in the upcoming newsletter.

Please send your submissions to editor@teslns.com

What is a lesson you have learned from a student?
I have learned a great deal from my learners, but I’d say I learned two truly important life lessons. First, that my thinking and decisions are shaped by my own history and culture, and my point of view is NOT the only valid one! And second, that while it is important for us to support others (including newcomers) whenever possible, it is also important for us to empower them by not doing everything for them. No matter how well-intentioned our efforts, we have to let others make their own decisions and phone calls!

How do you like to be recognized by your peers and employer?
I like to be asked to share my knowledge and expertise with others.

How long have you been a TESL NS member?
I have been a TESL NS member off and on over the past 24 years. I was on the TESL NS Board briefly as a member-at-large in the late 1990’s.

Is there a motto you live by?
Many! I love inspirational quotes. One of my favourites is “Bloom where you are planted”; that is, make the most of every opportunity you are given, and thrive wherever you are!