

In this Issue...

- 1 ESL PSA Conference
- 1 Newsletter Deadline
- 2 President's Message
- 3 Your ESL PSA Executive
- 4 The BA/A Battle
- 5 Thank You for TESOL 2007
- 6 Songs for ESL
- 8 Extensive Reading
- 9 The Characteristics of an ER approach
- 12 Laughing in Different Languages
- 13 Book Review
- 14 Graduation Requirements for International Students
- 16 Join the ESL PSA
- 17 TESOL 2007 Bits & Pieces
- 18 Call for Presentations

Have Fun with Tongue Twisters

Betty Botter bought a bit of butter. "But," she said, "this butter's bitter!
If I put it in my batter, it will make my batter bitter!"
So she bought a bit of butter better than her bitter butter,
And she put it in her batter, and her batter was not bitter.
So 'twas better Betty Botter bought a bit of better butter.

Somalian tongue twister -

Caanaan caboo biyo kama daban kaban karo.
I had milk and can't have water afterwards.

Find more tongue twisters:

www.alphadictionary.com/fun/tongue-twisters/index.html

Be an
ESL PSA
Conference Presenter



"The World in Our Classrooms"

See inside for
Call for Presentations

Submit to sdean@sd40.bc.ca

Keep the Date!

Friday, October 19, 2007

The World in Our Classrooms

ESL PSA Annual Conference

Magee Secondary School in Vancouver

Final Newsletter Deadline

May 11th

Send submissions to: vfoxx@vsb.bc.ca

President's Mes

Sydney Dean, President

Here we are at the time of renewal, of hope and optimism. Longer days, shorter periods of darkness and the warmth that comes with this create in us the desire to make plans for the garden and summer vacations.

Like nature, the field of ESL education is renewing itself. We are not alone. The theme of the TESOL conference this year was **Tides of Change**. This could have been a description of what is taking place in BC. Here are some of the topics which I see as epitomizing this theme. Provincially the Ministry refused to endorse 80 Board and Authority Authorized courses. The Ministry is reviewing ESL and ESD. As well, the BC School Trustees Association hosted a forum on ESL with a panel representing several of the stakeholders responsible for ESL families. I believe that the messages presented by Wally Oppal (Attorney General), Chris Friesen (ISS), Diana Mumford (Burnaby School Trustee), Marilyn Kwok (Principal in Burnaby), Dr. Lee Gunderson (UBC) and others gave our elected officials a better understanding of what classroom reality is. An article in the **Vancouver Courier** highlighted the ever present controversy around teacher qualifications. Locally, Dr. Lee Gunderson published the results of a longitudinal study which alerted us to the complex situation of ESL.

Each of these topics could be an article in these pages on its own. I will touch on one in this message. The topic to which I refer is the BAA course showdown.

Courses had been created by ESL professionals to give our students a fair chance at graduation or at least the recognition that the work that they were doing in the ESL class was as important as any work they may be doing in any other 4 credit class. They had gone through a process of scrutiny by the respective Boards and Authorities. A tsunami of emotion resulted. A group of ESL teachers, and district coordinators who represent Lower Mainland and Vancouver Island districts asked for a meeting with the representatives at the Ministry who made the decisions. The result of this meeting was a **moratorium** for one year while that Ministry took the famous second look. I had the pleasure of participating in this meeting and watching the skills of your executive members Sylvia Helmer, Verena Foxx, our new member-at-large, Dale Shea, and other ESL PSA members challenge the Minister's representatives to think outside the box. The power of the voice of people with knowledge and commitment is awe inspiring.

Yes, the times they are a changing, but perhaps not as much as we suspect. I hope that this issue of the newsletter will give you some food for thought and the optimism required to complete the year.

The ESL PSA
now has a total of
355 members
across the province.

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**2007 ESL PSA Conference
October 19th**

**Conference Chair - Sydney Dean
Site Co-ordinator - Ann Hunter**

The BA/A Battle • Advocacy at Work

By SYLVIA HELMER, ESL Consultant, Vancouver School Board

“First, thanks for your reply to my query about BA/A Courses. Since many of us in the Lower Mainland districts have submitted such courses [specifically those with an ESL-focus] and now find they cannot bear credits, it is obvious that we need additional clarification.”

This excerpt from an email note written to Janine Hannis at the Ministry of Education began the process that led to the email letter at the end of this article – and marks the end of an intense advocacy process. Advocacy does work!

Board Authorized/Ministry Approved Courses [BA/A for short] are locally developed courses that can earn **optional** credits for students in grades 10 – 12. All students must earn both **core** credits and **optional** credits. Since ESL learners cannot access many of the core credits until their English language skills are stronger, optional credits for courses that teach them about Canada’s culture and history while improving their English have been one avenue for these learners to begin to receive formal credits for graduation.

That was what had been in place until early this calendar year. BA/A Courses have been created at an exponential rate across the province. They range in topic area from musical theatre to language and cultural development. One might surmise that such rapid expansion was one reason why the Ministry decided a closer look was needed. As a result, some 80 such courses were “delisted”. The reasoning, as indicated in the opening note, seemed somewhat

unclear.

A meeting with Ms. Hannis was requested and in early March both she and her superior, Scott Macdonald discussed the issues with members of the Metro ESL Group. Many of this group of ESL Coordinators from Lower Mainland school districts had been involved in creating the ESL-focussed BA/A Courses. There was much discussion and we were left with a variation on “we will consider your concerns” message. Since timetabling at the secondary level was proceeding as we talked we were all rather anxious as to what would happen to courses that only a few weeks ago were an accessible credit-bearing option for ESL students—a point made quite clearly during our conversation.

On March 16, the day before Spring Break was to begin; the following note arrived via email. We had achieved one small victory on behalf of our ESL learners. They would be able to continue to get credit for the hard work they do. Not only are they learning a new language - an option open to all learners - but also they are learning all content IN that new language and, for the most part getting no graduation credits for it. Needless to say, much more is yet to be done.

On 3/16/07 8:31 AM, "Hannis, Janine R EDUC:EX" <Janine.Hannis@gov.bc.ca> wrote:

Dear Sylvia Helmer,

Thank you again for the opportunity to speak with your group on Friday, March 9th.

I found the conversation very informative. Given the importance of assisting ESL learners in their pursuit of graduation, and in recognition of the need for a thorough review on the subject of ESL BAA courses, the Ministry will allow a one year extension to the ESL BAA courses that were recently deemed ineligible. This extension will allow the courses to remain in the schools as eligible BAA courses until August 31, 2008. Districts affected by the ESL BAA review in November will receive a letter outlining this information.

In addition to the extension of the BAA courses, we will conduct a review to determine a long-term solution. Janine Hannis, the BAA Coordinator - (250) 356-7570, will be contacting you with further details about this consultation process in the upcoming weeks.

We look forward to hearing from you and your colleagues on this important subject.

Sincerely,

*D. Scott MacDonald
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Thank You for TESOL 2007

“How do we deal with the teens coming to our schools who have very limited or seriously interrupted schooling and are dealing with trauma and adjustment issues – not to mention the turbulence of simply being a teenager?”

To search for answers to this question, Spring Break found me in Seattle at the TESOL International Conference: Tides of Change. There was far too much to take in everything but I enclose brief comments and notes based on things I have extrapolated and learned, and look forward to applying in my own context.

First there was a four-hour Pre-Convention Institute entitled *Narratives for Language and Literacy Development*. This fascinating seminar walked participants through the process the session leaders had used to create authentic text for their learners by using the daily life experiences and personal stories of the learners themselves – stories of how they came here, what they missed most about their previous homes, how they raised their children, what stories they told their children at bedtime and what adventures they had trying to acclimatize, meet their basic needs on a day-to-day basis and much more

... continued on page 11

Songs for ESL Teaching and Learning

By Joy Wild, Vancouver ESL Teacher

Singing is a part of being human. People the world over sing. As well as being a treasure trove of language learning possibilities. Singing a song can provide a change of pace to the usual classroom activities as well as being a treasure trove of language learning possibilities. The brain needs variety in order to remain attentive!

If you are looking for a rationale to sing with your students, here are a few:

- Music and singing are a part of all cultures.
- Songs reflect the intonation patterns, sounds and language structures of the language. They are very useful for developing fluency.
- Singing allows students to use language together without anyone being singled out. It provides painless practice.
- Songs offer many opportunities for learning and practicing vocabulary within the context of sentences. They are meaningful language in context.
- Singing can be used to integrate language and movement. They get children and teachers moving.
- Most importantly, singing is enjoyable and brings people together.

You can find songs to fit in with almost any topic that you are teaching. The following songs could be part of a unit on the body. They give the opportunity to teach various body parts, left/right orientation, and other movements of

parts of the body. These need to be explicitly taught before starting the song and repeatedly demonstrated as you sing. They are more suited to elementary aged students than to secondary.

The Hokey Pokey

Stand together in a circle as you sing and move.

You put your **right foot** in. You put your right foot out.

You put your right foot in and you shake it all about.

You do the Hokey pokey and you turn yourself around.

That's what it's all about!

*Repeat using the **left foot**.*

Using the same sentence pattern sing about right/left hand, arm, shoulder, elbow, hip, leg, knee, ear, thumb, etc., as well as -

You put your head in. You put your head out

You put your back in. You put your back out

You put your backside in. You put your backside out

You put your whole self in. You put your whole self out

Head and Shoulders

Touch the body part as you sing it. Keep repeating this verse, but sing each verse progressively faster until you are moving very quickly.

Head and shoulders, knees and toes,
Knees and toes; knees and toes.
Head and shoulders, knees and toes,
Eyes, ears, mouth and nose.

If You're Happy and You Know It

If you're happy and you know it **clap your hands**. *clap, clap*
If you're happy and you know it clap your hands. *clap, clap*
If you're happy and you know it, then your face will surely show it.
If you're happy and you know it clap your hands. *clap, clap*

If you're happy and you know it **snap your fingers**. *snap, snap....*

If you're happy and you know it **tap your toe**. *tap, tap*

If you're happy and you know it **stamp your feet**. *stamp, stamp*

If you're happy and you know it **click your tongue**. *click, click*

If you're happy and you know it **nod your head**. *nod, nod*

Dr. Knickerbocker

This is a rhythm song and is great fun to do with students. They will amaze you with how adept they are once they catch on. The teacher and students keep a steady rhythm by alternating clapping on laps and hands. Start by slapping your lap with both hands as you say "Knicker" and then clap your hands together as you say "bocker". *The beat is 1, 2*. Continue this throughout the song. As the song adds new verses you repeat lines you have already sung. It's great for developing memory!

Everyone sings:

Dr. Knickerbocker, Knickerbocker,
Number 9.

I just got back and I'm feeling fine.

Teacher sings:

Now, I've got the rhythm of the hands.
clap twice

Students repeat:

Now, we've got the rhythm of the hands.
clap twice

Everyone sings:

Dr. Knickerbocker, Knickerbocker,
Number 9.

I just got back and I'm feeling fine.

Teacher sings:

Now, I've got the rhythm of the fingers.
snap twice

Students repeat:

Now, we've got the rhythm of the fingers. *snap twice*

Teacher sings:

Now, I've got the rhythm of the hands.
clap twice

Students repeat:

Now, we've got the rhythm of the hands.
clap twice

Other verses include:

Now, I've got the rhythm of the toes.
tap, tap

Now, I've got the rhythm of the head.
nod, nod

Now, I've got the rhythm of the eyelids.
blink, blink

Now, I've got the rhythm of the shoulders. *shrug, shrug*

The rest is up to your imagination!



Extensive Reading and ELLs

By Brenda Johnston, New Westminster

TESOL 2007: Spanning the Globe, Tides of Change (March 20-23, 2007) offered fewer sessions specifically on ER (Extensive Reading), but ER comes up during any discussion about reading. ER is very well known outside of North America, particularly in Japan, and many of the presenters on the topic of ER teach EFL there at the post-secondary level.

Extensive Reading (ER) is an approach to reading that focuses on reading massive amounts of text at or about one's fluent reading level (as L1 children do). I first heard about ER during an ESL Methods course at SFU. Bamford and Day's *ER Extensive Reading in the Second Language Classroom* (1998) was one of the required texts. When I began teaching at New Westminster Secondary School, I noticed that many ELLs lacked the reading speed and background knowledge to tackle high school literature, especially in test situations. Consequently, I started an ER program with the purchase of book boxes of leveled readers and support materials from David Hill of the Edinburgh Project on Extensive Reading (EPER) coming out of the Institute for Applied Language Studies at the University of Edinburgh. When I began attending TESOL conferences in 2005, I eagerly sought sessions about ER and colleagues from around the world with experience with ER.

This year Tracy Cramer of Kansai Gaidai University, Japan and Rob Waring of Notre Dame Seishin University, Japan led two sessions. Rob is also the series author of a new graded reader series, *The Foundations Reading Library*, published by Thomson ELT. They presented a paper titled Student Expectations Prior to Extensive Reading which reported the results of a large-scale questionnaire given to more than a thousand first year Japanese university students asking about their reading experiences prior to ER. Unfortunately I missed that session as there are dozens of sessions to choose from (every hour from 7:30am until 7:45pm), but I immensely enjoyed the evening discussion they led.

Every morning and evening, discussion sessions on a variety of topics are held. Though there is a discussion leader, all attendees share their experiences and / or pose questions. The ER Discussion group involved teachers from around the world and representative of every teaching situation. Participants discussed the value of giving ER a prominent role in ESL/EFL curricula, how reading many easy books is vital for developing and consolidating language knowledge and skills, and the types and roles of other ER activities. Some were advocates of Free Voluntary Reading with no required post-reading tasks. Others (like me) spoke of the necessity of some before, during and after reading

tasks for ESL learners who desire to attain high school graduation in English.

Jennifer Robinson, a graduate student at Washington State University presented a paper on Using Book Clubs to Promote Extensive Reading. She spoke about the benefits of ER for K-12 classrooms, particularly in getting ELLs reading, before fielding questions from the attendees. Extensive reading provides comprehensible input, provides multiple opportunities to read the language, increases language proficiency, adds to vocabulary learning, positively affects writing, motivates learners, promotes transference between L1 and L2 and boosts the confidence of the learners. In particular, she emphasized the social nature of reading. It is important that learners not sit alone completing worksheets, but be actively engaged in sharing their understanding with their peers and teachers. As with many TESOL sessions, attendees shared their own experiences with ER and book clubs with all.

Cambridge University Press was the sole publisher to hold a session on ER though all the major publishers had their graded readers on display in the huge Exhibit Hall. It took me three days to visit each of the displays. Though, as Ellen Zlotnik, a representative of Cambridge UP explained, Cambridge English Readers are aimed at ESL/EFL adult learners, her vivacity brought the best features ER alive for her audience. Cambridge has recently added a Starter level to the series, responding to the problem of finding simple but interesting stories for beginning English readers. A teacher's guide describing the series, explaining the premises behind ER, and

presenting reading programme models and activities is online.

There was even a poster session in the Great Hall created by Lori Fredricks of Georgia State University on the intriguing topic of Student Reactions to Extensive Reading in Tajikistan. For a poster session the presenter literally creates a poster to be displayed on a bulletin board and speaks to all who pass by over 45 minutes.

Attending TESOL and becoming a member of the online ER discussion group has helped me develop the ER program at my school. Most of my students read at least one graded reader a week and are encouraged to read newspapers, magazines and so on as their skills develop. They keep a weekly reading diary, complete a fluency log on one reading every week, write reaction reports a couple times a month and engage in dialogue about their reading with their peers. They love it and I look forward to attending TESOL 2008 in New York City!

Congratulations

to Brenda Johnston, winner of the ESL PSA "Free Registration to TESOL 2007" contest.

Brenda is a secondary ESL teacher in New Westminster. She has also taught in Japan and Singapore.

TESOL Seattle was Brenda's third TESOL conference.

The Characteristics of an Extensive Reading Approach

From Day & Bamford (1998, p. 7-8)

1. **Students read as much as possible**, perhaps in and definitely out of the classroom.
2. **A variety of materials on a wide range of topics is available** so as to encourage reading for different reasons and in different ways.
3. **Students select what they want to read** and have the freedom to stop reading material that fails to interest them.
4. **The purposes of reading are usually related to pleasure, information and general understanding.** The purposes are determined by the nature of the material and the interests of the student.
5. **Reading is its own reward.** There are few or no follow-up exercises after reading.
6. **Reading materials are well within the linguistic competence of the students** in terms of vocabulary and grammar. Dictionaries are rarely used while reading because the constant stopping to look up words makes fluent reading difficult.
7. **Reading is individual and silent**, at the student's own pace, and, outside class, done when and where the student chooses.
8. **Reading speed is usually faster rather than slower** as students read books and other material they find easily understandable.
9. **Teachers orient students to the goals of the program, explain** the methodology, **keep track** of what each student reads, and **guide**
10. **The teacher is a role model of a reader for the students** -- an active member of the classroom reading community, demonstrating what it means to be a reader and the rewards of being a reader.

Publisher Websites for Graded Readers

<http://www.macmillanenglish.com/readers/>
<http://www.penguinreaders.com/>
<http://www.cambridge.org/elt/readers>
<http://www.richmondelt.com/>
<http://www.www.elt.mcgraw-hill.com/>
<http://www.longman.com/>
<http://www.oup.com/elt/>
<http://www.scholastic.com/elt/>
<http://elt.thomson.com/>
<http://www.greatsource.com/>

Other Web Sites

<http://www.extensivreading.net>
<http://www.ials.ed.ac.uk/postgraduate/research/EPER.html> - Edinburgh Program for Extensive Reading
<http://www.erfoundation.org/> - Language Learner Literature Awards

Books on ER

Day, R. R., and J. Bamford. (1998). *Extensive reading in the second language classroom*. Cambridge: Cambridge University Press.
Bamford, J. and R. Day. (2004). *Extensive Reading Activities for Teaching Language*. New York: Cambridge University Press.

Thank you for TESOL 2007

...continued from page 5

These stories, language exercises to accompany them, and tapes of the stories being read by their authors comprised the materials the presenters had created. The series they created is called “*Collaborations*” and was published by Thomson Heinle a few years ago. While focused on adults, the presenters are in the process of creating a similar program for teen learners – something to look for in the future.

From this outstanding beginning, I moved on to several other sessions focused on literacy – much shorter concurrent sessions. Brief highlights of topics/titles and key ideas are as follows:

Word Projects for Literacy and Beginning Levels focused on ways to engage beginning learners while teaching computer literacy skills. It is amazing what can be done with what seems like “simple” word processing tasks.

Literacy Games reminded everyone that ALL learners enjoy game formats to aid learning.

Strategies for Teaching Preliterate Refugee Adults demonstrated the very basic nature of building learning in a new language, one small piece at a time by teaching us a simple lesson in Arabic. The handout materials also included a website for much more information and free downloadable activities. Check them out at: www.literacyNOW.info

Reaching our Neediest Learners was a session conducted by a teacher who, perhaps like some of you, suddenly found herself facing a group of literacy

learners with no preparation, no materials and resources and not much in the way of any other outside support. She began creating everything from scratch. The good news is that she also took the time to create a student workbook for such a learner group. It is now published and available. It is called *On the Write Track* and is published by Alta Books.

Aside from these sessions, many other aspects of supporting ESL learners were also available such as sessions focused on culture and communication, parental involvement, literature adaptations, supporting academic writing, vocabulary development, and various sessions focusing on supporting collaborative work with classroom/content peers.

What I hope I have made clear is that the annual TESOL conference [it will be in New York next year] is an incredible smorgasbord of new ideas, validation of what we are already doing well and opportunities to network with colleagues from around the world.

For supporting this opportunity I wish to thank the ESL PSA and I encourage you to attend the conference yourself next year – and to apply for a scholarship grant from your PSA to help you defray the costs.

Sylvia Helmer, Vancouver.

**42nd TESOL
in
New York City
April 2-5, 2008**

Laughing in Different Languages

By Verena Foxx, ESL Consultant, Vancouver School Board

“Sally Struthers claims that she can laugh in sixteen languages...”*

This was the introduction to a session at the Seattle TESOL 2007 Conference entitled “Laughing in Different Languages”.

In this session, we as a group of worldwide educators discussed the importance of incorporating humour into our work with ESL learners.

Here are some ways to share humour with your students:

Tongue Twisters (see page one)

A sentence or expression which is very difficult to say correctly, especially when you try to say it quickly.

Source: Collins Advanced Dictionary of American English, 2007, ISBN 13:978 – 1 – 4240 – 0363 - 1

Idiomatic Expressions

A group of words that have a different meaning when used together from the one they would have if you took the meaning of each word separately.

Source: Collins Advanced Dictionary of American English, 2007, ISBN 13:978 – 1 – 4240 – 0363 - 1

Malapropisms

An incorrect usage of a word by substituting a similar-sounding word with different meaning, usually with comic effect.

Source: <http://en.wikipedia.org/wiki/Malapropism>

Non-Sequitors (Absurdism)

A statement, remark or conclusion that does not follow naturally or logically from what has just been said.

Source: Collins Advanced Dictionary of American English, 2007, ISBN 13:978 – 1 – 4240 – 0363 - 1

Riddles

A puzzle or joke in which you ask a question that seems to be nonsense but which has a clever or amusing answer.

Source: Collins Advanced Dictionary of American English, 2007, ISBN 13:978 – 1 – 4240 – 0363 - 1

Onomatopoeia

Refers to the use of words which sound like the noise they refer to (**hiss, buzz**)

Source: Collins Advanced Dictionary of American English, 2007, ISBN 13:978 – 1 – 4240 – 0363 - 1

Puns

A clever and amusing use of a word or phrase which two meanings, or of words with the same sound but different meanings.

Source: Collins Advanced Dictionary of American English, 2007, ISBN 13:978 – 1 – 4240 – 0363 - 1

* actress in the 1970's *All in the Family* TV series (playing Archie Bunker's daughter) series, and more recently seen in *Gilmore Girls*.

“Once in a blue moon he turned over a new leaf” (idiom)

“The people were revolting” (pun)

“He had to use a fire distinguisher.”

(malapropism)

“What gets wetter and wetter the more it dries?” (riddle) *a towel*

Understanding your Refugee and Immigrant Students: An Educational, Cultural and Linguistic Guide

[2006]

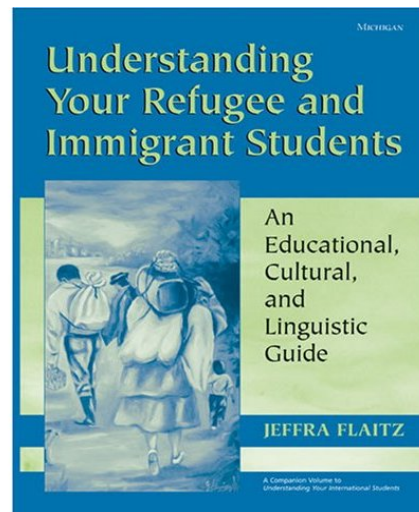
Reviewed by SYLVIA HELMER

This book, written by Jeffra Flaitz and published by University of Michigan Press, is a goldmine. Have you have been puzzled and perplexed by inexplicable and seemingly “blown out of proportion” misunderstandings and miscommunication with your learners and their parents? Then this book is for you.

The book begins with 18 country profiles that include elements of education and culture such as basic facts about the country and its history, then moves on to examples of cultural beliefs, proverbs and folk tales. How education is structured in each country is next and is outlined in considerable detail as are aspects of how schooling and classroom interactions are conducted. It is here we often find ourselves seeing interactions and perceptions of how to “do school” differently from how our students have learned to view them. Each country profile concludes with a hypothetical “problem” based in these differences and then offers potential solutions.

The book concludes with a section outlining the linguistic systems and common classroom expressions for each of the languages represented by the countries profiles. Together with its companion volume [edited by Flaitz] *Understanding your International Students: An Educational, Cultural and Linguistic Guide* [2003] this book would make a valuable addition to your school’s

teacher reference section or your personal library.



“But that’s not cheating!” Both my young Colombian houseguests blurted out this reaction in unison. I had just related what I considered to be an appalling cheating incident in a course that I was teaching. The students in question had falsified a document, submitting it as their own work for a group grade. Days later a Bosnian respondent remarked, “I approve of cheating”. It reinforces learning, he explained. “Oh yes, we really know how to cheat,” a Salvadoran student chuckled, proceeding to fill me in on a long series of cheating strategies ranging from the ingenious to the downright foolish. “There is no one who would not cheat,” seriously declared yet another respondent, this time from the Ukraine.

Excerpted from the Preface

Graduation Requirements for International Students

By Sydney Dean, New Westminster

Did you know that there are different graduation requirements for International students? These do not apply to immigrant or refugee students.

International students who arrive in grade 11 or 12 will find it much easier to attain the 80 credits for graduation.

1. If students bring documentation notarized and translated which proves that they have taken and passed grade 7, 8, and 9 L1 courses, they will be given 4 external credits for each course. This means they will be given the equivalent of grade 10 Language credit for grade 7 L1, grade 11 for grade 8 L1 and grade 12 for grade 9 L1.
2. Up until the last MOE announcement regarding provincial exams, students who arrived in grade 11 would not have to take the Math and Science 10 course with its provincial if they took the provincial exam for grade 12 Math or Science. Students are given a Q standing to recognize that they have completed Math 10 or Science 10 in their home country. Depending upon the institution they are applying to for this September, they may or may not have to take the provincial exam. As always, it is a good idea to consult with the post secondary institutions.

3. With the government reviewing the requirement of provincial exams, the rules are up in the air.

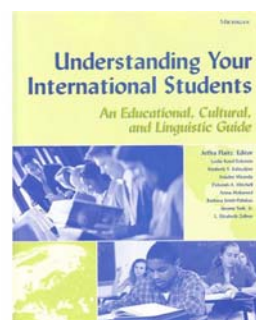
This is the understanding that I have regarding the International grad requirements.

The key visual on page 15 is one that I have used at International Student Orientations to explain the situation to parents, guardians and agents.

Watch for more
TESOL Reports
in our June issue.

Another publication found at
TESOL 2007

Jeffra Flaitz, Editor ISBN 0-472-0866-1



More TESOL 2007 Bits & Pieces

By Verena Foxx, Vancouver

My impressions & thoughts about TESOL 2007 in Seattle include:

- ★ Overwhelming (and fun)
- ★ About 6,000 delegates worldwide (BC/Canada well represented)
- ★ Three huge venues (lots of walking)
- ★ All-day 45-minute sessions from 7:30 am straight through to 7:45 pm (take your own breaks whenever you can)
- ★ Plenary Speakers: *Betty Azar, Mawi Asgedom, Diane Larsen-Freman, Ron Carter, James Alatis and TESOL President Jun Liu* (a varied choice)
- ★ Seattle School visits (great!)
- ★ Publisher Displays & Freebies (some more generous than others)
- ★ Poster Sessions (free handouts)
- ★ A wide variety of sessions, including *Discussion, Demonstrations, Exhibitor Sessions, Papers, Colloquiums*, and *Workshop* formats
- ★ Running into BC colleagues (comparing sessions; tips; eating)
- ★ A bit of shopping (2 pairs of shoes)
- ★ Finally, I **highly recommend** the experience of attending a TESOL International Conference, and thank the PSA for their grant support!
- ★ New York, New York...

"Make humour an integral part of your class, rather than something special. Humour works best as a natural on-going part of classroom learning. Be careful not to over use it, it could loose its value and effect. With practice you will develop a style and comfort zone with humour".

Source: **Using Humour in the Second Language Classroom** by Paul-Emile Chiasson

An Interesting School Visit

I observed Project GLAD in action in a Seattle public school at which the entire school staff had (eventually & voluntarily) taken the training, and incorporated the model, which builds non-fiction background knowledge, and

- ✓ is accessible/engages all levels of students
- ✓ is easy to learn and implement
- ✓ requires no additional resources
- ✓ can be used by both resource and classroom teachers
- ✓ is based on known research

Project GLAD:<http://www.projectglad.com/>

Resource List for Listening materials

Courtesy of TESOL Listening Skills Workshop
– Susan Litt

All by Lingui Systems:

- 50 Quick-Play Listening Games
- 100% Listening Primary
- 100% Listening Intermediate
- Follow Me: Listen and Do Activities
- Listening All Year Round
- Listening to Go
- No-Glamour Listening
- Spotlight on Listening Comprehension
- The Listening Kit by Simms & Barrett
- 125 Ways to be a Better Listener

More fun with language ...

Mondegreens are the opposite of malapropisms; they result from something being misheard rather than missaid, which often happens in our ESL classrooms.

"There's a bathroom on the right."
"There's a bad moon on the rise."
Bad Moon Rising, Creedence Clearwater

