



Teachers of English as an Additional Language in Manitoba

TEAL MANITOBA JOURNAL
VOLUME 26 NUMBER 3 —MARCH 2011



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TEAL Manitoba Journal welcomes submissions from teachers, students, academics, and anyone interested in the field of teaching English as an additional language. There are three regular sections in the journal:

Features: These articles can be theoretical or practical. The range of articles in this section includes: classroom-based activities, methods, strategies, workshop presentations, theoretical and/or academic perspectives, and issues in the TEAL/TESL profession. Articles may include example worksheets, and all articles must include a reference list of materials consulted and quoted when writing the article.

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The editors make final publication decisions, but they regularly seek advice from the TEAL Manitoba Executive at its monthly meetings. If you wish to collaborate in the editing of your submission, please let the editor know. We appreciate your input and assistance.

Contact: Kevin Carter at khsuz@hotmail.com

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Teachers of English as an Additional Language

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VOLUME 26 NUMBER 3— MARCH 2011

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The EAL field is a dynamic one due to the flowering of ideas on the phenomenon of SLA (second language acquisition). Some may take a rationalist view of this phenomenon and thereby create theories and pedagogies based on scientific principles. Others may take more of a postmodernist perspective and create alternative theories and pedagogies of SLA based on the role of context, such as how one's social, cultural, historical, and geographical positioning affects successful acquisition of an additional language. The former standpoint attempts to generalize SLA while the latter individualizes it. One standpoint is not superior to the other; they both positively contribute to the advancement of the EAL field. These multiple perspectives surely create tensions in the EAL field, yet through these debates lay the foundation of the discipline's future. It was not too long ago that the curriculum theory field was considered "gitty" and "ragged" (Klohr, 1980) before those educators found their voice. I would argue that the EAL field currently finds itself in the same position.

The foundational knowledge is present, laying latent under the cumulative weight of research studies, from various theoretical and philosophical frameworks, and educators' experiences and intuitions. We must continue to explore the SLA phenomenon with curiosity and innovativeness if we are to raise the status, professionalism, rigour, and relevance of the EAL field. This issue of the TEAL Manitoba Journal is therefore dedicated to those educators who have taken up the challenge of fostering their curiosity and innovativeness in creating empowering pedagogies for EAL students.

Educators are entrusted with making pedagogical decisions for EAL students. The implications of these choices affect the success with which learners will acquire the target language. The

experiences and intuitions of educators used in making these decisions are formed in part by the professional development they received prior to embarking on their career in the EAL field. For many EAL educators, this training is in the form of TESL certificate programs. Yi-Fang Chen offers a unique perspective of these certificate programs by analyzing current TESL certificate curricula in Canada using Kumaravadivelu's (2001) post-method pedagogy as a framework. Her voice adds to the continued improvement of teacher training programs by recognizing contextual factors that impact upon the success of its implementation. Her constructive criticisms help to spark curiosity into alternative ways to structure these programs which in turn drives innovative ideas.

While curiosity may be directed towards a particular goal, with innovation as its outcome, sometimes it has no particular goal at all. However; what at first seems to be wasted energy may actually lead to very innovative ideas. Consider the famous question, what came first, the chicken or the egg? (Actually it was the egg, in consideration to evolution, but that's not the point). The point is that it is often hard to see the origins of things or ideas. The chicken or egg question applies just as easily to curiosity and innovation. Does curiosity, with no clear practical application, spark innovation to solve particular problems? Or does innovation, having solved a practical problem, spark curiosity for curiosity's sake? In the grand scheme of things, arguing which came first contributes little to the advancement of educational theories and pedagogies, but recognizing that they currently support each other through positive feedback does. Richard Castro's curiosity in languages shines through in his article on conditional clauses, where he takes us on a journey around the world to explore how a variety of languages deal with them. Is it practical

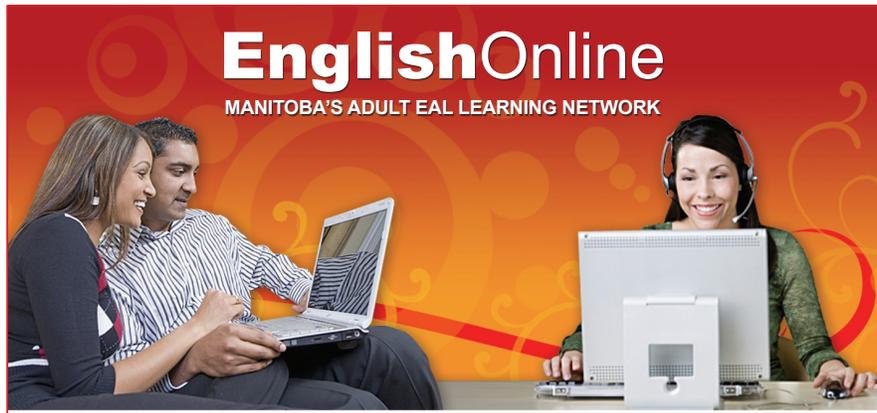
to take this journey? Does the knowledge of different grammar structures ultimately benefit the development of EAL pedagogy? The benefits and applications of this knowledge may not be overtly apparent today, but it is important to build upon this curiosity, not only for the joy of discovery, but in anticipation of innovative insights for pedagogy. Consider the gas engine, first developed in 1866 during an era when there was no demand or clear purpose for it. Nikolaus Otto's tinkering of his gas engine over decades, however, was not wasted energy. The practical application of gas engines in motor vehicles only later became apparent and today is indispensable for travel. Similarly, by tinkering with our knowledge of language and its acquisition, we may be in a better position in the future to see the practical benefits of doing so. We may even find that this knowledge is indispensable to the EAL field.

Literacy plays a critical role in learning a second language and therefore innovative ideas on how to use various literary resources are highly sought after. Lisa Crabb introduces us to two resources: "All the colours of the Earth" and "The Keeping Quilt". She describes what each text is about, how she uses them, how they connect to curriculum outcomes, what her thoughts are about them, and questions that can be asked of students. Similarly, Anna Melizza and Karen Friesen introduce us to various texts that can be used to create vocabulary activities. They offer a synopsis of each text used, the target vocabulary, a receptive activity, and a rationale. Their contribution is sure to help spark other educators' creative energy in modifying the use of these resources for their own particular students. Every great lesson starts with an idea and therefore we thank our contributors for planting this seed.

I sometimes marvel at the technological advancements that have occurred

since I was a child. I still remember watching movies in class using the old film projectors and passing notes using real paper, whereas today's students have multimedia projectors to watch crystal clear DVD movies and they pass notes through text messaging (if I wanted to send a note to my friend in another room, I had to make a paper airplane). Today's students are therefore much more technologically savvy and in order to engage them we have to keep up with them. Brad Steel discusses the problems and assumptions of using video clips as a resource in EFL (English as a Foreign Language) classrooms. Technology has advanced to the point that it is practical to use videos, especially through the internet, as an instructional aide in language classrooms. However; despite their practicality or how well they engage students, educators must be cognizant of their potential problems. Brad Steel's contribution therefore helps educators to innovatively create lesson plans using video clips while being informed about potential pitfalls.

My contribution to this issue of the TEAL MB Journal is a lesson plan designed to help learners acquire low frequency vocabulary from text using both science and art. The science is used by the educator to determine the degree of difficulty each student will have with the text, which in turn is used as a basis for making mixed groups. The art is the medium through which the learners process one or more low frequency words in their working memory for transference to their long-term memory. It is an innovative lesson that can be modified to the needs of a particular group of students and teachers. Some educators may like to try the lesson wholesale while others may like to utilize only the vocabulary checklist test or the word art. If there is even a small aspect of this lesson plan, or any of the other articles in this issue of the journal, which sparks curiosity or innovativeness, these contributions can be considered a success. Thank you once again to all of our contributors.



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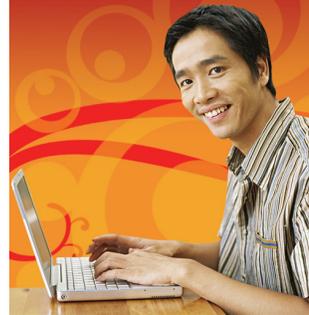
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THEORY AND PRACTICE IN ESL TEACHERS' PROFESSIONAL DEVELOPMENT: A PRACTICAL EXAMINATION OF A CONTEMPORARY CTESL PROGRAM

The issue of ESL teachers' professional development has been frequently discussed within the field over the course of many years. Due to the rise of globalization, technical communication, and World Englishes, the need for ESL teachers has rapidly increased around the world. Such growth in demand for ESL teachers has forced reconsideration of several fundamental issues, for example, ESL teacher qualifications (Schulz, 2000; Sullivan, 2004), teacher training programs (Brandt, 2006; Ferguson & Donno, 2003; MacPherson et al., 2005), teachers' beliefs (Edge, 1996; Altan, 1997) and teachers' identities (Johnson, 2003; Johnston, 1997). Also, the nature of teachers' professional development has constantly shifted with new perspectives on educational trends. In "TESOL at Forty," Canagarajah (2006) points out that those pedagogical trends should put more emphasis on people instead of theories. Thus, according to Brown (1991; cited in Canagarajah, 2006), pedagogical shifts involve "a focus on process, egalitarian structures, flexible, opened curricula, gauging competence and potential, encouraging calculated guessing, [and] valuing synthesis and intuition" (p. 15). These shifting tendencies also have a great impact on the field of teachers' professional development. This transition from theories to people means that the awareness of learners' backgrounds, such as diverse cultures, religions, and identities; and psychological needs, such as individual differences and motivations, is highly valued. Furthermore, practical classroom experiences in the context of learner-centered teaching have gained more credibility than ever before.

In regards to ESL teachers' qualifications, it appears as though TESL pro-

grams (both certificate and diploma programs) have played a crucial role in the ESL job market in recent years. These kinds of programs are quickly growing more numerous in most native English speaking countries in order to meet the overwhelming demand, both domestically and internationally, for ESL teachers. They attract a large number of young people to join the ESL teaching market for different purposes. The length of these programs can vary widely, from several days to several university terms. Similarly, the depth of these programs also varies, but in general, the curricula include pedagogical components (methodology and theory) and practical teaching experience. The relative proportion of these two parts may vary depending on the institution and the country it is in.

Two years ago, I completed the Certificate of Teaching English as a Second Language (CTESL) program through the University of Manitoba, Canada. The experience of being a minority, or non-native English speaker (NNES) in a program primarily set up for and dominated by native English speakers (NESs) was quite challenging for me. However, the process of learning and training to be an ESL teacher was also rewarding. The objective of the certificate program is to meet the "local, national, as well as international needs of teacher development. The program provides a focused preparation for the Teaching of English as a Second Language [ESL] or English as a Foreign Language [EFL] to adult and adolescent learners" (Brochure of CTESL program in University of Manitoba). This program provided me a good model for reflecting on research related to ESL teachers' qualifications and professional development.

As a former TESL Masters' student and NNES, I have a strong interest in discovering what the ESL teacher certificate program can provide to people (especially NNESs) who want to be ESL teachers. Is the current curriculum compatible with recent pedagogical tendencies? Are these modern pedagogies adoptable in different teaching contexts (multilingual and monolingual classrooms)? To what extent does the program build up teachers' psychological foundation, such as their beliefs and attitudes about being English teachers, and their identities as teachers (Johnson, 2003; Johnston, 1997)?

This paper is twofold. Firstly, I would like to use Kumaravadivelu's (2001) post-method pedagogy as a framework to analyze current TESL certificate curricula in Canada. Kumaravadivelu's (2001) post-method pedagogy focuses on a three-dimensional system consisting of three pedagogic parameters: particularity, practicality, and possibility. Within the context of these three parameters there is a strong emphasis placed on de-colonizing and de-centering ESL practices and attitudes. While we cannot assume that Kumaravadivelu's approach is the last word on ESL pedagogy, his arguments seem to summarize and reflect recent trends in the field as a whole. It seems reasonable then that his post-method theories may be considered a good measure of current thinking on what should be included in an ESL teacher-training curriculum. I decided to use Kumaravadivelu's post-method pedagogy as the framework to analyze a CTESL program because it makes us aware that certain theoretical issues cannot be neglected in the process of developing teachers' professionalism. Many researchers intend to bring the concept of post-colonial

or post-method pedagogy into classroom practice. Program designers and educators should try to match and include the major principles of these post-colonial or post-method pedagogies in their curricula.

Secondly, since the aim of such a certificate program is to cultivate ESL teachers to meet the demands of the job market domestically and internationally, I would like to explore how this cultivation is fostered in TESL programs. The courses offered and the duration of study is diverse depending on the specific institution. For example, the duration of ESL teacher certificate programs recognized by TESL Canada varies from 120 hours to 200 hours. A case in point is a TESL Canada recognized private institution called International House career centre. It offers the TESL program with a minimum of 110 hours of class instruction and 20 hours practicum, all within 4 weeks (<http://www.tesl-vancouver.com/index.html>). However, internationally, some courses provide a certificate based on only a few days. The “Oxford Seminars” TESL certificate program (cleverly named to lead students to think of the world-renown English university) can be completed in only six days (<http://www.oxfordseminars.com/>). The website description mentions, “TESOL, TESL, and TEFL are widely interchangeable terms which essentially mean the same thing. Each of these terms is most commonly used in a different part of the world. At the end of our 60-hour in-class course, graduates receive a combined TESOL/TESL/TEFL certificate which is recognized and accepted around the world (and which includes all components of TESOL, TESL and TEFL teacher training)”. This description may mislead students to believe that the quality and accreditation among these private institutions and public universities are the same.

It is obvious that some institutions set up this program for profit. In

McPherson et al. (2005), they explore the problems arising between the demand for profits and for professionalism. They argue that the reality of pursuing profits rather than pedagogical outcomes may devalue the status of the TESL professions. Since there is no mandatory standard to regulate these programs, it seems too easy to get a teaching certificate from certain institutions in some countries. The value and meaning of such certificates is also seriously undermined by a lack of professional standards. Under such circumstances, I wonder how these programs construct teacher identities and beliefs? How many people see it as a life-long career as they see other professions?

The most interesting thing I found through several classroom discussions is that the concept of being an ESL teacher varies greatly between native English speakers (NESs) and non-native English speakers (NNESSs). Generally speaking, most native English speakers feel that ESL/EFL is an easy occupation to enter and to leave (Johnston, 1997). Indeed, this concept has been prevalently rooted

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in most native English speakers regardless of the age differences. Yet being an ESL teacher seems to have higher value and professional status for most non-native English speakers in their mother countries. This is not to say that the value of being an ESL teacher among NESs is totally denied. Through a great volume of research discussing ESL teachers’ professional development, ESL teachers’ standards, and teachers’ beliefs and identities, we are convinced that teachers’ professionalism is not neglected by academic discourse, and is constantly a controversial issue.

KUMARAVADIVELU’S POST-METHOD PEDAGOGY

Kumaravadivelu’s post-method pedagogy is designed for English teaching in a post-colonial context (Kumaravadivelu, 2003). The concept of a post-method mainly searches for an alternative to method rather than an alternative method (Kumaravadivelu, 1994). Kumaravadivelu (2003) explains that the existing methodological frameworks reflect and tend to perpetuate the situation of marginalization. This marginality is derived from colonial constructs in ESL teaching. In particular, emphasis on method seems to perpetuate the concept that the native-speaking (colonizer) “self” is superior and the non-native (colonized) “other” is inferior. To address this bias, Kumaravadivelu’s post-method pedagogy is a three-dimensional system constituted by three pedagogical parameters: particularity, practicality, and possibility.

The parameter of particularity is the belief that every teaching program must be sensitive to a particular group of teachers, students, institutions, and the set of particular goals. The intention is to de-center curriculum planning by challenging the authority of “advanced” English-speaking academies to prescribe one-

size-fits-all methodologies that can and must be put into practice in “backward” non-English speaking classrooms. Through such a shift away from the authority of centrally prescribed methods conveyed by an instructor who represents hegemonic cultural values, to local, in the field instructors who are sensitive to, and respectful of, specific, local situations in the classroom, Kumaravadivelu hopes to make better use of indigenous cultural traits and knowledge that may assist the ESL student in mastering the target language.

The parameter of practicality concerns the relationship between theory

and practice. Kumaravadivelu tries to deal with the long-term dichotomy between theory and practice. He sees this as a reflection of gender-related power structures in which theories formulated by mostly male, university based academics are viewed as superior to the teaching practice of mostly female classroom instructors. Kumaravadivelu questions the validity of this top-down structure of knowledge and advises that the most effective pedagogy is that developed through the actual practice of classroom teaching.

The parameter of possibility seeks the sociopolitical consciousness that learners bring to the classroom so that they can utilize the cultural forms and interesting knowledge they have encountered in their lives. This is very much a strategy of de-colonizing and indigenizing ESL instruction. It is the most politically based of the three parameters because it directs the ESL instructor to acknowledge and make his/her students aware of the power relationships implicit in traditional English teaching situations. Kumaravadivelu advocates the necessity of making the ESL learning experience a process of social and political awakening wherein the students are directed to challenge the status quo and question assumptions about relative cultural positioning. It is argued that ESL education must allow its subjects to maintain their individual and collective identities and be aware of the social realities around them.

ANALYSIS OF THE CURRICULUM IN A CTESL PROGRAM

The CTESL program at the University of Manitoba is recognized by TESL Canada. The duration of this program is 200 hours, which meets the requirement for Professional Certificate Standard One (www.tesl.ca). The professional certificates in TESL Canada contain Standard One, Two, or Three Interim

and Permanent. The standards vary by the degree of variation in courses and teaching hours completed in an adult ESL context. For example, the requirements of Professional Certificate Standard One are a completed undergraduate degree; a 100-hour (methodology and theory) TESL Canada recognized training program; and a minimum of 20 hours in a supervised adult ESL/EFL classroom practicum.

The CTESL program in the University of Manitoba involves a total of 12 credit hours of required course work. These are: Principles and procedures of second language teaching; Teaching ESL vocabulary and pronunciation; Teaching ESL grammar; and Practicum in second language teaching. Also, one elective course of 3 credit hours can be chosen depending on each student's interests. These elective courses are Content-based second language instruction; Computers in second language teaching; English for NNES teachers of ESL; or Teaching ESL literacy (Brochure of CTESL pro-

“The emphasis on lesson planning seems to remind pre-service teachers of the importance of preparation and the four elements in a lesson.”

gram, University of Manitoba). The required courses focus on the theoretical and practical issues of second language instruction and are broken into three components: basic English instruction (vocabulary, grammar, and pronunciation), pedagogical principles, and the teaching practice. I will analyze these required courses from the point of view of language components, pedagogical principles, and real classroom practice, and then discuss the elective courses.

The certificate program puts the most emphasis on the three components of basic-English, which includes vocabulary, grammar, and pronunciation. There are six credit hours in total for these three language components (Teaching ESL vocabulary and pro-

nunciation; Teaching ESL grammar). Three credit hours are allotted for vocabulary and grammar, and another three credit hours for pronunciation. It seems to imply that instruction in the fundamentals of English is considerably more important than other aspects of second language acquisition. It cannot be denied that basic linguistic components are the fundamental parts of learning English and therefore class offerings in most institutions are either divided into language components (vocabulary, grammar, and pronunciation) or the four language skills (listening, speaking, reading and writing.) Also, although most of the participants in TESL programs have a certain level of English competence, the knowledge they can get from these two courses is obviously different. These two courses construct pre-service English teachers teaching skills. However, according to my personal experience in this program there seems to be many similarities between the two courses. The teaching techniques for different language components may be varied, but the procedures for creating and delivering a lesson are generally similar. So what do the participants in this program learn most? The answer seems to be the ability to create a lesson plan by basically following four rigid steps, including an opening activity, a presentation, accuracy/focused practice, and a communicative/fluency activity. The emphasis on lesson planning seems to remind pre-service teachers of the importance of preparation and the four elements in a lesson.

The one course addressing pedagogical principles in this program, Principles and procedures of second language teaching, provides an outline of the historical transition of English pedagogies and an overview of recent issues that have been discussed in teaching English. Also, at the end of this course, all participants have to create a “Unit plan” as part of their personal and professional portfolios. The develop-

ment of this unit plan follows a step by step procedure. Participants can choose the context that they wish to teach in, such as locations, school scale, student numbers, student's background (gender, age, and mother tongue) and so on.

The final required course is Practicum in second language teaching. It contains a minimum of 20 hours in a supervised adult ESL/EFL classroom practicum, which is the mandatory part of Professional Certificate Standard by TESL Canada. This course provides participants with opportunities to have practical observing and teaching experience in a classroom setting. Although some experienced participants complain about the long hours of observing and teaching, most participants without teaching experience appreciate the real classroom experience. But we must ask if the ten-hours of observing and ten-hours of teaching in a real classroom is enough experience in terms of cultivating a qualified and professional teacher.

When Ferguson & Donno (2003) argue that a one-month teacher-training program seems to

mainly cater to native speakers because of their intuition about English proficiency, I would argue that the 20 hours of practicum is primarily set up for participants who are experienced but not fully qualified yet. Also, in Brandt's article (2006), she presents the reality that when participants are doing their teaching practicum with a supervisor, they are trying to present a variety of teaching techniques in order to attract the supervisor's attentions and gain good marks. This may cause less attention to be focused on learners' needs. What she wants to emphasize is that the practice-teaching process with a supervisor is not a way to create a natural learning process. Certainly we must understand that interactions with learners should not be neglected and

excluded when evaluating teaching performance. At the same time, the feedback from the supervisor enables pre-service teachers to recognize their strengths and weakness in certain formally defined areas.

The elective courses in the CTESL program are varied and mostly deal with current issues of teaching ESL. Each course provides different teaching contexts, which is beneficial for participants who know their area of interest. However, while these courses are notionally to provide participants various choices depending on their interests, the classes are not regularly offered, so participants may simply choose the ones that are available in order to save time. It twists the original intention of providing participants diverse and interesting classes to choose from.

According to Kumaravadivelu's three parameters of pedagogies (2003), courses, such as Teaching ESL vocabulary and pronunciation; Teaching ESL grammar and principles;

“We cannot deny that training in how to write a lesson plan is one of the objectives in this program and it does contribute to some positive attitudes for both novice and experienced teachers.”

and Procedures of second language teaching, successfully, in part, fulfills the parameter of particularity. These courses focus on the development of lesson plans that follow a context-sensitive pedagogy. The designation of a lesson plan is based on the participants' ideal or imagined teaching contexts. These ideals or imagined contexts represent diverse cultural, linguistic, social and political backgrounds that participants might be familiar with. Within these contexts, participants can practice the awareness of particular cultural differences, ensure social relevance, and create content-sensitive and meaningful lesson plans. However, courses in the program fail to fulfill the requirements of the parameter of practicality due to its repetition

of professional theory in creating a fixed-formation for lesson plans and disregarding teachers' personal practices. "...—that is, the theorist produces knowledge, and the teacher consumes knowledge – can also be traced to this colonial construct of marginality” (Kumaravadivelu, 2003, p544). The fixed-format procedures of lesson planning contain lead-in activities, presentations, controlled/accuracy activities and communicative/ fluency activities. Participants are asked to follow these procedures and write lesson plans down partially because of the symbolic authority represented in the theory that good and organized lesson planning must follow the framework and commit it to paper.

How do those experienced participants view the framework of lesson planning provided in the classes? Is it adaptable to any context in real classroom practices? Have they used written-down lessons plans in their past experience? Do they always follow the procedures of the framework for making a lesson plan? We cannot deny that training in how to write a lesson plan is one of the objectives in this program and it does contribute to some

positive attitudes for both novice and experienced teachers. Yet the repetition of writing similar lesson plans might fall into the myth of superior “theory”.

For my elective course, I chose Content-based second language instruction. To be honest, I chose it due to its timing. It was offered at the time that was convenient for me. This course offers participants modern approaches (Content-based Instruction, CBI) to teaching second language students mostly in mainstream or immersion classrooms. Alternatively, it discusses how to integrate language and content instruction in a variety of subject areas. The textbook focuses on the North American primary to secondary context. So for NNES students, if we don't understand

the educational system in North America, this course would be very challenging. The course hardly drew attention to overseas ESL teaching environments and cultures. The discussed issues seem to be limited to situations within the province of Manitoba. Again, the course fails to acknowledge diverse cultural background in the context-sensitive pedagogy, which is Kumaravadivelu's pedagogy of particularity (Kumaravadivelu, 2001 & 2003). Also, the major defect in this course is neglect of the participants' background and sociopolitical reality, which is related to Kumaravadivelu's pedagogy of possibility. In this way NNES, zero experience participants, and participants who intend to teach overseas are unexpectedly marginalized.

The most common activity in the CTESL program is small group discussions. This activity intends to disperse the power and authority of the instructors and facilitate equal speaking opportunities for every participant. Further, participants can implement this activity in their future classroom practices. There might be many mixed cultures within these small groups. So it raises the issue of intercultural communication and awareness. In response to Kumaravadivelu's pedagogy of possibility, we can clearly see the power and dominant relationships in operation between NES and NNES students, or between experienced and novice participants in the small groups. In order to avoid this situation, instructors can circulate around the groups and redirect the discussion in an appropriate way. Also, the shared power can also be seen from microteaching activities. The intention for microteaching is to use peer-correction and peer-inspection strategies as well as maximize the learning and teaching opportunities in a limited time. Through microteaching, participants can apply the theories they learn and design activities in real teaching practice. This perhaps reflects the basic spirit of Kumaravadivelu's pedagogy of practicality. However, the main

point here is not just to copy the theories of researchers; it is instead, to inspire participants to create their own theories which may be suitable for their ideal or imagined teaching context.

Finally, in terms of the pedagogy of possibility, the words used in lesson planning seem to imply that plans should be used in traditional teaching situations or in "teacher-centered" instruction. The procedure part of a lesson plan normally uses verbs, such as "Have" students... or "Ask" students.... in an imperative structure.

"The development of teachers' professional identity is based on this social relation, self-understanding and experience-accumulation. "

Those powerful words sounds like "to force" students to participate in the activity. It seems insidiously to enhance the concept of "teacher as a power symbol" to pre-service teachers before they become real classroom teachers.

CONSTRUCTING TEACHER'S IDENTITY

In Coldron and Smith's (1999) article, they try to apply social theories, philosophy and their accumulated teaching experiences to explain how teachers acquire their professional identities. They conceptualize the relationship between the process of acquiring identities as teachers and the needs of professional development. "Identity as a teacher is partly given and partly achieved by active location in social space" (Coldron & Smith, 1999, p.711). Brubaker & Cooper (2000) also mentions that constructing identity is based on self-understanding and social relations. The concept of social space and location strongly shapes people's identity as teachers. This social space comes from the external environment, which represents social status, diverse cultural backgrounds, and social contexts. Social relations, meaning peoples' interactions within their social space, are normally interrelated

with social structures and categorizations. The development of teachers' professional identity is based on this social relation, self-understanding and experience-accumulation. For example, in most Asian cultures, teachers represent authority. The profession of teacher is viewed higher than that of businessperson or of those in the working class. Also, experienced teachers have a better-constructed identity as professional educators. This social status needs to be categorized and must be compared with other categories. Coldron &

Smith (1999) also point out that accumulated teaching experiences may help to construct teachers' identities. In Johnson (2003), she mentioned that her teacher identity shifted constantly and never was fixed. New skills, new technology, new students, new school environment, and new social contexts caused the shift in her identity as a teacher.

In reflecting on the CTESL program we are discussing, participants may continuously shape their teacher identities from the first day to the end of the program. And they will keep reconstructing their teacher identities as they meet new students and environments, learn new skills and pedagogy, or enter a new culture.

Coldron & Smith (1999) and Johnson (2003) mostly discuss external factors, such as social space, relations with others, knowledge we have acquired, and experiences we have had. Internal factors, such as individual differences, personality, and self-confidence may also influence the construction of teachers' identities. However, the internal and external factors are interrelated. For example, NNES teachers might feel less confident in terms of language proficiency and self-marginalization (Kumaravadivelu, 2001) because of the ideology legitimizing the dichotomies of "na-

tive speakers vs. non-native speakers”, “fluency vs. less fluency”, and “superior vs. inferior”. The practice of self-marginalization is not only a factor for pre-service teachers or in-service teachers, but for the program administrators or teacher educators in English teaching communities. Liu (1999) argues that from a professional pedagogical perspective, it may not make any difference whether it is NESs or NNESs in terms of teaching English. He suggests rather than put too much focus on labeling NES and NNES, we should shift our attention to the importance of professional development.

In the CTESL program, we have learned a great deal of theories and pedagogical knowledge. We also had some real classroom practice. However, we had little discussion related to teachers’ identities or values and beliefs. I believe this part cannot be excluded from the curriculum and will be an important part of teachers’ professional development.

TEACHER’S VALUES AND BELIEFS

English language teaching (ELT) is not merely a matter of training students in a particular set of skills. Rather, the occupation of ELT is profoundly imbued with values, and these values furthermore are complex and [d]riven with dilemmas and conflict” (Johnston, 2003, p. 4). Therefore, people who know the target language and further teach people this target language are not only the trainers of the language, but also the culture transmitters. Johnston (1997) points out the prevalent problem that most people, especially young people, feel is that ESL/EFL is an easy occupation to enter and to leave. They view that being English teachers is a way to travel abroad, spread religious beliefs, or gain overseas working experience. Similar discussions in my CTESL program have come up with similar attitudes. Most people attend the CTESL program because

they need jobs or they want to travel abroad. However, we must be aware that the thought of using teaching English as an expedient means to accomplish a person’s other dreams must surely weaken the teacher’s values and beliefs as a teacher, and harm a teachers’ professionalism.

According to Johnston’s (1997) research, Polish EFL teachers seem to subordinate the value of being English teachers due to its sociopolitical and socioeconomic situations. In post-1989 Poland, there were great changes in the political, social, and economic situation due to the dissolution of the Polish United Workers’ (Communist) Party. The urgent

“English language teaching (ELT) is not merely a matter of training students in a particular set of skills.”

need for a great number of English teachers in Poland is responsible for the uneven standard of teachers’ qualifications. Also, low wages in English teaching jobs meant that many teachers had to hold several jobs at the same time in order to maintain living costs. Further, some teacher participants in this study believed that helping students to gain higher marks in English is their main responsibility. The most interesting conclusion that Johnston drew is that Polish EFL teachers position themselves as expert English speakers, but forget other professional skills of being teachers. The assumption here might be that most people ignore the professional values embedded in the English teaching job.

As English teachers, the mission for us is not only to help students gain language skills or gain high marks, but also to bring students into a different culture, explain the difference between two cultures, and enable students’ ability to communicate between two cultures. Such responsibilities should help to direct positive attitudes toward being English teachers. But how many people can recognize this responsibility? In Kouritzin, Piquemal and

Nakagawa’s (2007) article, they have surveyed pre-service teacher beliefs about foreign language teaching and learning. One of the questions in the survey asks people’s response to the idea that those who already known English do not need to learn another language. The results show that about 22% agreed with or had no response to this statement, and some of these participants were pre-service teachers from a CTESL program. However, there is no direct evidence that any participants from the CTESL program I completed were among those who agreed with this statement. We know that most of CTESL students will become language teachers when they finish the program. If they do not approve of learning another language, how do they persuade their students to learn English?

Under such circumstances, I would suggest that current ESL research issues should be brought into classroom discussions so as to aid in the construction of the sense of professionalism that most researchers seem to agree is important. If we can have properly designed programs that focus not only on pedagogical aspects but also adds psychological elements (teachers’ identities, values and beliefs) and current ESL issues, then we should be closer to the goal of promoting the full range of teachers’ professional skills.

CONCLUSION

I began this article by analyzing the curriculum of a CTESL program using Kumaravadivelu’s post-method pedagogy which focuses on a three-dimensional system consisting of three pedagogic parameters: particularity, practicality, and possibility. Kumaravadivelu’s three parameters have a strong emphasis on de-colonizing and localizing ESL practices and attitudes. By reflecting of the curriculum of a current CTESL program, we have explored some strengths and

weakness that need further research in order to bring it more closely in line with current trends of pedagogy. Then, I drew attention to the issue of teachers' identities, values and beliefs. By questioning how a short-term teacher-training program constructs pre-service teachers' identities and positive values and beliefs, we found that the value and meaning of such a certificate program is seriously undermined by a lack of professional standards. If we bring the elements of constructing teachers' identities, values, and belief, and at the same time also add some current ESL research issues, such as language and policy, global impact on English learning, post-method pedagogy and so on, into the curriculum, the program would look more complete and professional. By doing so, we not only lead pre-service teachers to the direction of teachers' professional development, but also promote a need for more inclusive understanding of professionalism in the fundamental teacher training program.

NOTE:

1. I have chosen the most well known term "ESL" (English as Second Language) as a general term to include the field of EFL (English as Foreign Language), EAL (English as Additional Language), ELF (English as Lingua Franca), EIL (English as International Language) and ESOL (English for speakers of Other Languages).

2. The CTESL curriculum analysis is mainly focused on the design of the curriculum. It is not intended as a commentary on any instructor or instruction in this program. I very much appreciated those instructors' enthusiastic endeavors and efforts that brought me into the TESL field.

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TESL Canada Educational Foundation

Teachers, did you know that TESL Canada has an educational fund for students?

Purpose of the Funding:

Funding is available for different educational purposes:

- To assist ESL learners in continuing their education, either by taking a course that assists other ESL learners in some way, or by working on a project that is useful as a learning resource for the ESL community.
- To assist ESL organizers working on a project with ESL learners; the project should create a useful learning resource for the ESL community.
- To sponsor a speaker at TESL Canada conferences
- To assist learners at the Learners Conference in a way decided by the Learners Conference Chair.

Criteria:

Applications are evaluated according to the degree in which they comply with the purpose of the Foundation and purpose of the funding. Only one recipient can be awarded in a fiscal year, between Oct. 1 and Sept. 30. Funds can be awarded annually, preferably beginning October 1st.

Eligibility:

Any ESL learner currently in an ESL school or in a volunteer ESL organization who is recommended by the board of a provincial affiliate of TESL Canada.

Value:

Funding is available up to \$500.
The amount may vary.

Time Frame:

The project should be completed within 12 months after the funding.

If you have any questions, please contact the TESL Canada office at:

admin@tesl.ca
604-298-0312.

Encourage interested students to visit **www.tesl.ca** for application details.

An International Journey Through The World of Conditionals

Background

A number of things inspired me to write this article

I have a wide knowledge of various languages and find it fascinating to compare grammatical structures across languages. I like to think in terms of an overall meta-language or conceptual framework of which particular languages are just instances. (Refer to Appendix 1 for an example of a general framework for verb tenses).

I have recently gained my TESL certificate and have had some experience in teaching ESL. It occurs to me that the type of frameworks mentioned above can be used to highlight differences in grammatical structures between English and particular languages and therefore be a useful tool when teaching English to students from those particular language backgrounds.

I have always been interested in conditional clauses perhaps because they inhabit both the real (indicative) world and that mysterious (subjunctive) world of the hypothetical. (Refer to Appendix 2 for an example of a framework for conditionals).

As a recently arrived immigrant to Canada from the UK I have noticed how often North Americans use ‘would’ in both parts of hypothetical conditional and past conditional classes (‘if you would go there, you would see him or ‘if you would have gone there you would have seen him’). I think I can state that this **never** happens in modern British English where you can only use the past or past perfect in the if clause (‘if you went there’, ‘if you had gone there’). One of my course textbooks¹ suggests that the use of ‘would’ in both clauses constitutes an error but I wonder if there is more to it than this. It is certainly interesting to speculate why this usage has arisen. I also became motivated to review how other languages handle conditionals.

Let’s take a journey to explore the world of conditionals in various languages to see if we can see any patterns in the way they handle them.

Conditionals in English

Let’s stay with English for a while and review how English handles conditionals. I have already mentioned the North American tendency to use would in both parts of hypothetical conditional and past conditional classes but here’s something I noticed, albeit from a rather old source, that goes in the opposite direction.

From the hymn ‘When I Survey The Wondrous Cross’² we see the following example of a hypothetical conditional clause

‘ **Were** the whole realm of nature mine, that **were** an offering far too small’

It shows the past (subjunctive) in the first (if) clause as expected but it also contains the past subjunctive in the second clause instead of the ‘would be’ that we know and love.

Note that in the above example the ‘if’ isn’t actually present in the ‘if’ clause but it can sometimes be omitted and this has no bearing on the point we are making.

¹ Adding English by Elizabeth Coelho pp 85-86

² Hymn 386 from Common Praise: Anglican Church of Canada

Now from the hymn ‘This Joyful Easter Tide’³ we see the following example of a hypothetical past conditional clause

‘ **Had** Christ who once was slain, not **burst** his three day prison, our faith **had been** in vain’

It shows the past perfect in the first (if) clause as expected but it also contains the past perfect in the second clause instead of the ‘would have been’ that we also know and love.

Let us now plug the examples for English into the Conditionals Framework
Real World (Indicative Mood)

Past Event	Present	Future Event
Past / Conditional If it rained on Thursdays we would usually go to the movies	Present / Present If it rains on Thursdays we usually go to the movies	Present / Future If it rains on Thursday, we will go to the movies

-----> time

Hypothetical World (Subjunctive Mood)

Now Impossible: unrealized event	Still Possible
Past Perfect / Past Conditional If I had seen the boy, I would have given him a present	Simple Past (Subjunctive) / Conditional If I saw the boy, I would give him a present Or If I Let us now plug the examples for English into the Conditionals Framework were to see the boy, I would give him a present
Also for American / Canadian English Past Conditional / Past Conditional If I would have seen the boy, I would have given him a present	Also for American / Canadian English Conditional / Conditional If I would see the boy, I would give him a present
Also for old British (and American?) English Past Perfect / Past Perfect If I had seen the boy, I had given him a present	Also for old British (and American?) English Past (Subjunctive) / (Subjunctive) If I saw the boy, I gave him a present

-----> probability

³ Hymn 177 from Voices United

A Conditional Visit to Germany

Let's now leave English and see what they do in other languages starting with German

Real World (Indicative Mood)

Past Event	Present	Future Event
Past / Past If it Thursdays rained, went we usually to the movies	Present / Present If it Thursdays rains, go we usually to the movies	Present / Future If it on Thursday rains, will we to the movies go

-----> time

Hypothetical World (Subjunctive Mood)

Now Impossible: unrealized event	Still Possible
Past Perfect Subjunctive / Past Perfect Subjunctive If I the boy seen had, had I him a present given Or (less commonly) Past Perfect Subjunctive / Past Conditional If I the boy seen had, would I him a present given have	Simple Past (Subjunctive) / Conditional If I the boy saw, would I him a present give Or (less commonly) Past Subjunctive / Past Subjunctive If I the boy saw, gave I him a present
	You can also hear them using would in both clauses as well even though it is not officially allowed Conditional / Conditional If I the boy see would, would I him a present give

-----> probability

Before leaving Germany let me make a few comments:

You may have noticed that the examples in blue are not really in German. Well, that's true but not everybody reading this article will be able to speak German so what I have tried to do is translate the structures directly from German to give a German flavour and an idea of what they would actually say. I have even preserved that delightful German word order.

Notice that when it comes to expressing the conditionals, the German situation is rather like the extended English one but it is slightly more flexible.

Vivent les clauses conditionelles

The French position is as follows

Real World (Indicative Mood)

Past Event	Present	Future Event
Imperfect / Imperfect If it rained the Thursday, we went usually to the movies	Present / Present If it rains the Thursday, we go usually to the movies	Future / Future If it will rain the Thursday, we will go to the movies.

-----> time

Hypothetical World (Subjunctive Mood)

Now Impossible: unrealized event	Still Possible
Past Perfect / Past Conditional If I had seen the boy, I him would have given a present	Imperfect / Conditional If I saw the boy, I him would give a present

-----> probability

Did you notice that

The French are less flexible than the Germans and the English about their conditionals, there's only one way to say them correctly?

They are also much more logical. In the real conditions referring to the future they use the future in both clauses. Well both the condition and its fulfilment are in the future so who would want to do it any other way? Apparently the English and the Germans!

If you like, I'll take you to Sweden

The Swedish goes like this

Real World (Indicative Mood)

Past Event	Present	Future Event
Past / Past If it rained on the Thursday, went we usually to movies	Present / Present If it rains on the Thursday, go we usually to movies	Present / Future If it rains on Thursday, will we go to movies

-----> time

Hypothetical World (Subjunctive Mood)

Now Impossible: unrealized event	Still Possible
Past Perfect / Conditional Perfect If I had seen boythe, would I have given him a present	Past / Conditional If I saw boythe, would I give him a present

-----> probability

The conditionals are really easy in Swedish aren't they? By the way, don't you just love the way they postfix the definite article to the noun!

Conditions in Iceland

By now you're probably wondering about Icelandic. After all if it had not been for the hostile conditions obtaining in Iceland in the nineteenth century, so many Icelandic

people wouldn't have come to North America and New Iceland wouldn't have been established in Manitoba. The situation is as follows.

Real World (Indicative Mood)

Past Event	Present	Future Event
Past / Past If it rained on Thursdays, we went usually to the movies	Present / Present If it rains on Thursday, we go usually to the movies	Present / Future If I see him, I will give him a present.

-----> time

Hypothetical World (Subjunctive Mood)

Now Impossible: unrealized event	Still Possible
Past Perfect Subjunctive / Past Perfect Subjunctive If I had seen boythe, then had I given him a present Or (less commonly) Past Perfect Subjunctive / Conditional Perfect If I had seen boythe, then would I have given him a present	Past Subjunctive / Conditional If I saw boythe, then would I give him a present Or Past Subjunctive / Past Subjunctive If I saw boythe, then gave I him a present

-----> probability

Like German we can get by without 'would' in either part of a hypothetical conditional sentence.

The Russian Conditional

Before we venture out into Russian territory we need to prepare ourselves for the fact that the Russian system of tenses is rather different than anything we have encountered so far. They are rather short on tenses but what they lack in tenses they make up for in aspect. The perfective expresses an action that is over and done with while the imperfective expresses a continuing or a repeated action. So we have the present perfective (which when conjugated expresses a completed action in the future), the present imperfective, the past perfective, the past imperfective and the future imperfective. So this means for example that no distinction is made between I saw and I had seen, it's like saying 'after I saw the boy, I gave him a present'. Well that's not a problem because you know from the context which event occurred first. Now let's see if any of this has any bearing on Russian conditionals.

Real World (Indicative Mood)

Past Event	Present	Future Event
Past Imperfective / Past Imperfective If it rained on Thursdays, we went usually to movies	Present Imperfective / Present Imperfective If it rains on Thursdays, we usually go to movies	Present Perfective (=Future) / Present Perfective (=Future) If it will rain in Thursday, we will go to the movies.

-----> time

Hypothetical World (Subjunctive Mood)

Now Impossible: unrealized event	Still Possible
Past Perfective with would / Past Perfective with would If would I seen boy, I given would him present	Past Perfective with would / Past Perfective with would If would I seen boy, I given would him present
Not that the Russian for 'would' is formed from part of their verb 'to be' and can be shortened even further, so the above examples could be rendered as follows	
If b' I seen boy, I given b' him present	If b' I seen boy, I given b' him present

-----> probability

There's a lot to notice here, let's deal with the less controversial aspects first. In the real conditions referring to the future the Russians use the future in both clauses so the French are not the only ones who can claim to be logical. Notice how we don't have to worry about whether to use the definite or the indefinite article as the Russians don't use articles at all.

Now for the really interesting aspect. Did you notice the difference between the examples of the two types (unrealized and still possible) of conditional sentence? I hope not because there isn't one! The Russians make no distinction between

- If I had seen the boy, I would have given him a present
- If I saw the boy, I would give him a present

Some people say that it doesn't really matter as you can tell what is meant from the context but is this always true?

I agree that you can often tell what is meant just from the context of the sentence. I was recently giving an ESL lesson on the War of 1812 (the North American one not the Russian one!) and using it to sneak in some examples of conditional sentences (like what do you think would have happened if certain events had not taken place). We came up with apposite examples for the 2 types of conditional.

If the Americans had won the 1812 – 1814 war, Canada would not have become a separate country.

If the Canadians fought the Americans today, they would lose

In each example you would never want to use the other type of conditional. Think about it!

If the Americans won the 1812 – 1814 war, Canada would not become a separate country.

If the Canadians had fought the Americans today, they would have lost

But in the ‘giving the boy the present’ sentences above you cannot tell the difference from the context and if they were written the same you would not know what was meant. Of course you might be able to tell the difference from the wider context of the text in which they appeared.

One thing is for sure, when teaching the 2 types of hypothetical conditional sentences to Russian speakers, it is useful to be aware that they say them the way in Russian and that extra effort is needed to explain when to use the appropriate one in English.

Poland, a conditional neighbour

Polish is quite a bit different to Russian but it is another Slavonic language and the grammatical structures are close enough to Russian for us to say that all we have discussed about Russian conditionals above could equally well apply to Polish.

A conditional detour to the Ukraine

We must make a stop in the Ukraine because I have some important news to impart, namely that rumour has it that the past perfect is still alive and well in Ukrainian although it does not exist in Russian, as we have seen. They also have a separate past conditional tense, which means that in Ukrainian they could distinguish between the 2 types of hypothetical conditional clauses as follows.

Hypothetical World (Subjunctive Mood)

Now Impossible: unrealized event	Still Possible
Past Conditional / Past Perfective with would If would I was seen boy, I was given would him present	Past Perfective with would / Past Perfective with would If would I seen boy, I given would him present

-----> Probability

Note that they use the verb to be as an auxiliary verb in both the past perfect and the past conditional (rather than ‘have’ as we do in English). This may be why I seem to remember my Ukrainian ESL student saying things like after I was come to Canada’.

Let’s finish with the Finnish Conditional

Now this should be really exciting for we are about to leave Indo European languages territory altogether and venture into a territory where few people have ever gone before, the world of Finno-Ugric! Also Finnish is an example of an agglutinating language, which means that it sticks lots of units of meaning onto words and makes them very long. It’s great fun and really very logical but let’s see what difference any of this makes for Finnish conditionals.

Real World (Indicative Mood)

Past Event	Present	Future Event
Past / Past If rain[ed] Thursday[s][on], go[ed][we] usually movies[to]	Present / Present If rain[s] Thursday[s][on], go[we] usually movies[to]	Present / Present If rain[s] Thursday[on], go[we] movies[to]
The items in square brackets are units of meaning being added to the ends of words. If we note that the following actual units of meaning are used in Finnish [a] or [e] for the present tense [i] for the past tense [na] essive case ending for on a particular day [sin] repeated events on a particular day then we can have great fun making the above sound more Finnish while still using the basic English words:		
Past / Past If raini Thursdaysin, goiwe usually moviesto	Present / Present If raina Thursdaysin, goewe usually moviesto	Present / Present If raina Thursdayna, goewe moviesto

-----> time

Hypothetical World (Subjunctive Mood)

Now Impossible: unrealized event	Still Possible
Past Perfect / Past Conditional If be[would][I] seen boy, be[would][I] given he to present	Past /Conditional If see[would][I] boy, give[would][I] he to present
If we also note that the following actual units of meaning are used in Finnish [isi] for would [n] for 'I' when conjugating verb then we can have even more fun	
If beisin seen boy, beisin given heto present	If seeisin boy, giveisin heto present

-----> probability

You may have noted the following

The Finns also use 'to be' as an auxiliary verb where in English we use 'have'. Well at least they're consistent about it, which is more than you can say for the French and the Germans!

Finnish doesn't have a future tense, you just use the present and rely on the context to express future meaning.

Most important, Finnish is yet another language that uses 'would' in both conditional clauses.

Were you expecting Finnish as a non Indo-European language to use totally different structures to express conditionals? If so you may now be feeling a sense of anti-climax, as the structures are essentially the same as those we have already come

across. But then, on reflection, language grouping (Indo-European, Finno-Ugric) will obviously determine vocabulary but the translation of meta-language concepts into grammatical structures is possibly a much more fundamental process with each language attempting to use a form which best reflects meaning.

Conclusion

Now that we've returned from our international journey of conditionals exploration, let's look at the overall picture in the way the different languages handle the hypothetical ones.

Language	Past or past perfect in 'if' clause and would in the other clause	Would in both clauses	Undecided	Sometimes <u>no</u> would I in either clause
English			✓	
German			✓	✓
French	✓			
Swedish	✓			
Icelandic	✓			✓
Russian		✓		
Polish		✓		
Ukrainian		✓		
Finnish		✓		

From the languages we have visited we can see that having 'would' in both clauses is the more common option. It is even possible that English is also moving towards this. When you think about it, it makes sense to use the same structure in both clauses because the concept being expressed by this structure is the same in both clauses:

If [hypothetical event] then [hypothetical action].

The question arises as to whether our findings are merely of academic interest or have any practical use. One thing is for sure, in investigating the various languages we have highlighted many ways in which they differ from English in their grammatical structures and I believe this is of potential benefit when teaching ESL grammar to students with those first languages. To put it another way:

If we would not have explored the ways in which the various languages handle conditionals, we would not have discovered all sorts of other useful information about their grammatical structures.

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Appendix 1: Conceptual Framework for verb tenses in Real World (Indicative Mood)

Past before start of another Past event	Past Event	Future in the Past	Present	Future before start of another event	Future Event
Past Perfect After I had seen the boy	Simple Past I gave him a present	Conditional He said he would go home	Present I go home every day	Perfect After I have been here a year	Future I will go home
		(Future linked to Present) in the Past		(Future linked to Present)	
		Past Conditional He said that by the following September he would have been here a whole year		Future Perfect By next September I will have been here a whole year	
		Past linked to Present			
		Perfect I have given the boy a present			

-----> Time

Key:

Black = Meta language, the concepts

Black = Form used to express the concept in the particular language

Blue = Example

Appendix 2: Conceptual Framework for Conditionals:
Real World (Indicative Mood)

	Past Event		Present		Future Event
	Past / Conditional If it rained on Thursday we would usually go to the movies		Present / Present If it rains on Thursday we usually go to the movies		Present / Future If I see him, I will give him a present

-----> Time

Hypothetical World (Subjunctive Mood)

Now Impossible: Unrealized Event	Still Possible	Almost Certain
Past Perfect / Past Conditional If I had seen the boy, I would have given him a present	Simple Past (Subjunctive) / Conditional If I saw the boy, I would give him a present Or If I were to see the boy, I would give him a present	Present (Subjunctive) / Future If it be your will, I will do it

-----> Probability

Key:

Black = Meta language, the concepts

Black = Form used to express the concept in the particular language

Blue = Example

.....

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BOOK REVIEWS AND RELATED ACTIVITIES

HAMANKA, SHEILA. (1994) ALL THE COLOURS OF THE EARTH. MULBERRY BOOKS: USA

BOOK DESCRIPTION:

This book provides brief statements about why children all over the world come in many different colours. You can see these colours throughout the world. There are also statements about how children are similar.

HOW I WOULD USE THIS BOOK:

I would use this book as an introduction to thinking about how we as humans are different even if society says that we are the same. By this I mean that humans can often be categorized by the colour of their skin (white, black, tan, etc.) but in reality we are very different.

I would have the students sketch self-portraits of themselves. Then I would bring out a variety of paints and I would have them create their own skin colour.

As an extra activity, I would have the students create a name for the colour of their skin and then write about the process that they used to create their culture. I would also have the students reflect on the activity and whether it was an easy task or not.

SOCIAL STUDIES OUTCOME:

6-VI-009 – Appreciate the arts as important expressions of culture and identity.

I WAS THINKING:

This is a very simple story with a very profound message. It makes me think about how it is interesting that there are maybe two colours in a box of crayons to colour your skin but they are not appropriate or accurate for almost everyone. I am proud to say that I challenge my students to use several colours to find their skin colour. However, this is often a difficult task for students.

TWO REFERENTIAL QUESTIONS:

1. How would you describe the colour of your skin?
2. Why do you think it is important to think about the colour of your skin compared to others?

POLACCO, PATRICIA. (1988) THE KEEPING QUILT. ALADDIN PAPERBACKS: NEW YORK.

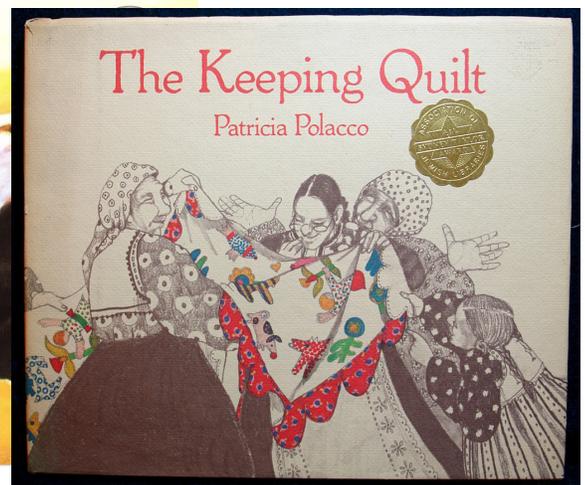
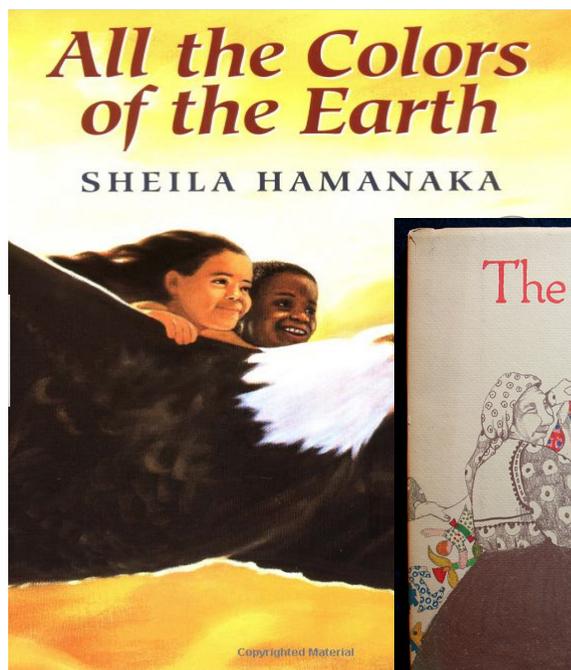
BOOK DESCRIPTION:

This is the story of generations. This story spans decades and shares the traditions that were followed by one woman's family. The story shares the changes that the family went through however some things remained the same. She describes weddings throughout the generations. Initially the men and women had to celebrate separately, then they were able to celebrate together, and now anyone can attend the wedding – even if they are not Jewish. However the bouquet remained the same. The story is written with pride and love for family.

HOW I WOULD USE THIS BOOK:

I would introduce this book as a way to think about family traditions. It is important to think about the ways that they celebrate different occasions.

Then I would have them interview a grandparent, a parent and another relative about a particular family tradition.



We would share our family traditions with a small group, to see if there are any similarities.

Next, I would ask the students if they can think of a tradition that they would like to begin in their family.

Finally, I would ask the students to help create a quilt. The students would bring in a piece of fabric that is important to them (that could be sewn into a quilt).

Once the quilt is complete, I would have them write about what the quilt means to them

Finally, I would ask the students to help create a quilt. The students would bring in a piece of fabric that is important to them (that could be sewn into a quilt).

Once the quilt is complete, I would have them write about what the quilt means to them

SOCIAL STUDIES OUTCOME:

6-VI-007 – Value the cultural and linguistic diversity of the Canadian community:

I WAS THINKING:

The words that Patricia Polacco uses in the book really emphasize the importance of family. I couldn't help but think about the saying "the more things change, the more they stay the same." There are obvious changes that occur when a family immigrates to a new country – typically it means a change in occupation, a new home, new relationships, etc. However, it is evident to see that even though subtle changes occur (the weddings for example) that sense of sameness is still there. I think that this story really demonstrates the strength in family.

TWO REFERENTIAL QUESTIONS:

1. Why do you think Patricia Polacco wrote this story?
2. Do you have anything that has been passed down from previous generations?



Call for Submissions for TEAL MB Journal

Dear Colleagues:

As editors of the TEAL Manitoba Journal, we are always seeking contributions that will be of interest to our readers. We encourage you to submit articles or reviews. We have also now included a new section in the journal called Voice Box. Here you can submit lesson plans, assessment tools, activities, resources, or information for field trips. This is a great way to contribute to the EAL community. If you are not sure how or what you could submit, please do not hesitate to contact us. We are willing to assist you.

More information can also be found online at:
<http://www.tealmanitoba.ca/journal.html>

Deadlines for submissions are:

May 16 (for June 2011 issue)

We look forward to hearing from you.

Sincerely,

Kevin Carter, khsuz@hotmail.com

VOCABULARY AND READING ACTIVITIES FOR EAL CHILDREN

The following vocabulary activities were developed using Big Books as points of departure and are intended for use in early year's classrooms. As well, they are meant to be repeated over the course of several days as research suggests that vocabulary is best learned in small chunks (3 – 7 words) and through repeated exposures. Buhrow & Garcia (2006) stated, "This repetition of stories gives ELLs access to their new language and text through pictures and modeling conventional English." Fountas & Pinnell (1996) stated, "Some guiding principles for effective vocabulary instruction are: students should experience words in repeated, meaningful encounters. New words should be integrated with familiar words and concepts." Coelho (2004) stated, "Vocabulary knowledge is an extremely important factor in reading comprehension and academic achievement: the more words you know, the higher your level of reading comprehension, the higher your level of academic achievement."

These receptive activities lend themselves to a "Before, During, and After" format for teaching reading comprehension and vocabulary. Amato & Snow (2005) stated, "Reading theory now tells us that what happens before students sit down with a book can have a profound effect on comprehension by awakening background knowledge and setting purposes for the reading. During reading and post reading, teachers can help students deal more effectively with the text material." The large print nature of Big Books text makes them especially accessible to second language learners. Tyner (2005) stated, "The use of Big Books has been instrumental in promoting whole-group shared reading over the past two decades. (p. 14)"

There tends to be considerable repetition in many of the selected stories which is also conducive to language learning. Robb (1999) stated, "No

amount of vocabulary instruction can substitute for meeting words, again and again, in different contexts, because repetition helps readers figure out and remember meanings. And read aloud to students every day, this introduced children to new words and word usage in a pleasurable way" (p. 19). Studies also indicate that vocabulary is picked up at ten times the rate when it is embedded in a reading text.

In addition to teaching vocabulary, Big Books are also useful for teaching patterns and English language structures. Taberski (2000) stated, "Shared reading is a powerful teaching strategy as it helps children learn about print, the structure of language, conventions of language, and letter-sound relationships." Tyner (2005) stated, "Reading to children is the ultimate motivator" (p.14).

TEXT: BROWN BEAR, BROWN BEAR BY BILL MARTIN

Synopsis: Predictable rhyme and colourful illustrations acquaint children with animal names and colours.

Target Vocabulary: brown, red, yellow, blue, green, purple, white, black, bear, bird, duck, horse, frog, cat, dog, sheep, and goldfish

Receptive Activity: Matching

- Prepare index cards with colour words and animal names and place randomly in a pocket chart.
- Read *Brown Bear, Brown Bear* aloud to students, emphasizing target vocabulary.
- Cover target vocabulary with high-lighting tape.
- Re-read story, pointing to the target vocabulary as it is read. Invite students to join in, if able.
- Do a picture-walk through the book, stopping to ask, "What animal is on this page?" Have a student locate the index card with the correct animal name on it. Ask, "What colour is the animal on this page?" and have another student locate the card with the colour on it. Pair the animal name and colour word together in the pocket chart.

Rationale:

Robb (1999) stated, "Refining the meaning of a new word will occur as students share experiences, read text with the word, hear the teacher use the word, and observe how the word functions in sentences."

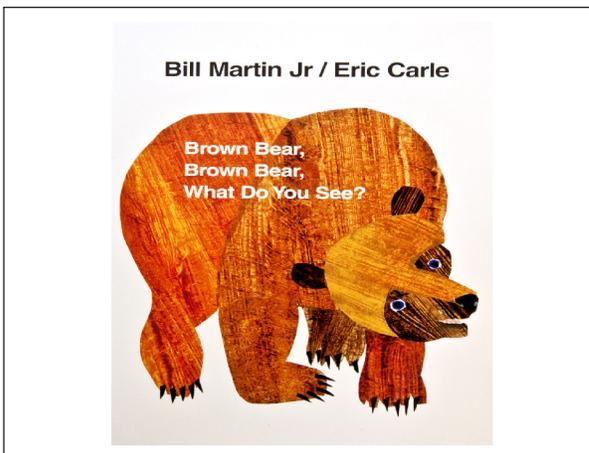
TEXT: THE NAPPING HOUSE BY AUDREY WOOD

Synopsis: One rainy day a series of characters crawl into bed on top of one another for a nap.

Target Vocabulary: sleeping, dreaming, snoring, dozing, slumbering, bites, scares, claws, thumps, bumps, and breaks.

*Note: As this is a large group of action verbs, it would make sense to break the lesson into two parts, focussing first on the "ing" words

Receptive Activity: Pantomiming



- Create props for all characters pictured in the story--granny, child, dog, cat, mouse, and flea.
- Talk to students about a time you had to share a bed and did not sleep well. Ask if they have had similar experiences.
- Read "The Napping House" aloud to students.
- Next, read a line and have the students echo after you.
- Place highlighting tape on the targeted verbs.
- Re-read the story, emphasizing the action verb and the character with whom it's associated (e.g. granny--snoring)
- Provide individual students with props.
- Re-read the story and invite the class to read with you, if able. The students holding the props will pantomime the actions.

Rationale:

Robb (1999) stated, "Forging connections between what students already know and the new information they're confronted with, is the foundation of vocabulary building. It's important to build lessons that link the unfamiliar word to student's prior knowledge." Tyner (2005) stated, "Reading aloud allows children to connect to the text and experience the excitement and pleasure in reading" (p. 17).

Text: Cookie's Week by Cindy Ward

Synopsis: Each day of the week, a frisky cat named Cookie manages to get into some kind of trouble.

Target vocabulary: Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, and Sunday.

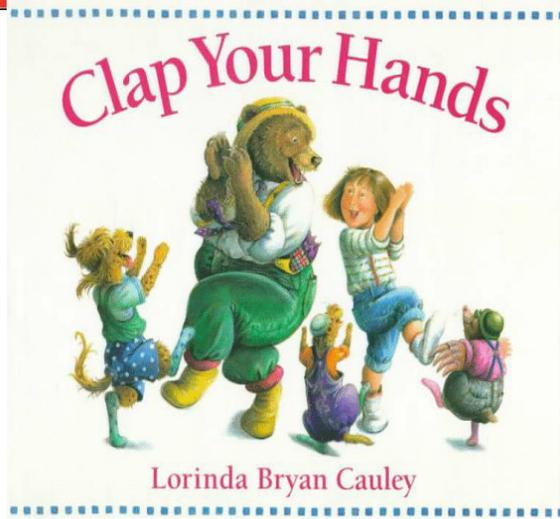
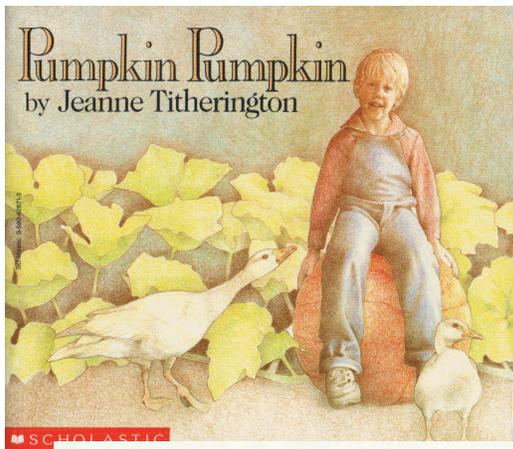
Receptive Activity: Sequencing

- Do a picture walk through the story, pointing out the various troubles Cookie the cat gets into.
- Write the days of the week

on a chart and say to the students, "Let's find out where Cookie was on these days."

- Highlight the days of the week in the text and read aloud to students, noting what Cookie was doing on each of the days.
- Go back through the story randomly; asking what day Cookie was on the windowsill, in the toilet, etc. Have volunteers come up and point at the appropriate day on the chart. Note: The highlighted day will be visible in the text itself; students are really just matching what's in the story to what's been printed on the chart.
- Give 7 students a pre-made index card with a day of the week. Go through the story a final time and have students organize themselves according to the events that happened in order by day of the week, i.e., Sunday, Monday, Tuesday, etc.

Rationale: Taberski (2000) stated,



"All readers, regardless of their reading stage, can join in without fear of making mistakes." Robb (1999) stated, "Repetition helps readers figure out and remember meaning."

TEXT: PUMPKIN, PUMPKIN BY JEANNE TIPHERINGTON

Synopsis: A pumpkin grows from a seed into a full-size pumpkin in this simple story about the lifecycle of a plant.

Target Vocabulary: pumpkin seed, sprout, flower, plant, pulp, and grew.

Receptive Activity: Storyboarding

- Prepare a series of picture cards with labels for the target vocabulary.
- Complete a picture-walk through the story, asking students what they notice is happening through the pictures (i.e., something is growing/ changing).
- Read the story aloud, asking students to listen for the word "pumpkin".
- Re-read the story and have the students raise their hands every time they hear the word pumpkin.
- Highlight all the targeted vocabulary and read the story a third time, drawing attention to the highlighted words.
- Put the vocabulary cards on the board in random order. Ask students to identify what happened first, second, third, etc., and arrange the cards in storyboard order.

Rationale: Buhrow & Garcia (2006) stated, "Develop vocabulary through the use of meaningful print. By meaningful print we are talking about text that the children can relate to and make connections with."

TEXT: CLAP YOUR HANDS BY LORINDA BRYAN CAULEY

Synopsis: A series of children and animals act out a variety of actions in this simple, rhyming text.

Target Vocabulary: clap, stomp, shake, rub, pat, find, reach, wiggle,

stick out, touch, roar, growl, slap, tickle, spin, close, count, spread, look, hop, flap, purr, bark, crawl, jump, stand, fly, and wave.

Receptive Activity: Cloze Activity (This activity would best be done in an integrated classroom. Native speakers could demonstrate the actions and allow the second language learners to copy their examples).

- Begin activity by telling children that we move in many ways. Do a picture walk through the story pointing out the various ways that children and animals are moving.
- Read the story aloud, emphasizing target vocabulary.
- Read the story a second time and have the students act out the verbs.
- Read the story a third time and pause when you come to the target verbs and allow the children to fill in the correct words.

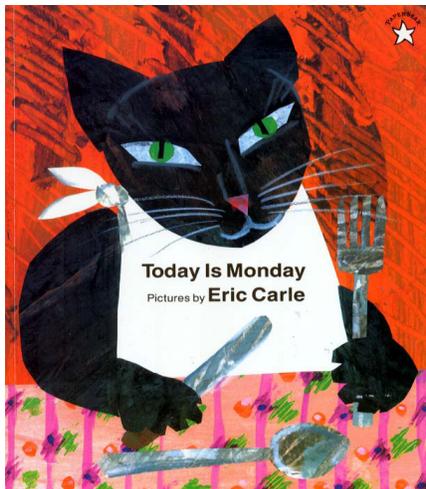
Rationale: Robb (1999) stated, "No amount of vocabulary instruction can substitute for meeting words, again and again, in different contexts, because repetition helps readers figure out and remember meaning."

TEXT: TODAY IS MONDAY BY ERIC CARLE

Synopsis: In this repetitive tale, a cat shares his dinner menu for every day of the week.

Target Vocabulary: string beans, spaghetti, roast beef, fresh fish, chicken, & ice-cream.

Receptive Activity: Find the Missing



Word

- Print the target vocabulary on index cards and place in pocket chart.
- Do a picture walk through the book pointing out the various items on the menu.
- Read the story aloud, emphasizing the target vocabulary.
- Highlight the target vocabulary and read the story again. Ask students to match the target vocabulary to the index card as you come to each word.
- Cover the target vocabulary with sticky notes.
- Read the story again and ask if the students can locate the covered word in the story on the pocket chart. Remove the sticky note to see if the match is correct.

Rationale: Tyner (2005) stated, "Repeated reading is an excellent technique for helping children achieve automaticity in reading" (p. 12).

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Learning Vocabulary through Word Art



It has been argued that “to speak English it is not necessary to have a large vocabulary” (Nation, 1990, p. 93). This proposition emerges from research which shows that comprehensible speech requires as little as 1200 headwords (West, 1960). In contrast, in order for a learner to comprehend text, he/she must have mastery over a much larger range of vocabulary as research shows that text comprehension is affected by as little as 2% of the words it contains (Wallace, 2008). This insight has huge implications for pedagogy as academic text has been found to generally contain 5% low frequency words (Zhang & Anual, 2008). One may ask why text has this greater dependence on vocabulary, both in depth and breadth, than oral speech. The answer to this question, simply put, is that “text is not speech written down, but rather is built upon a theory of speech” (Norris & Phillips, 2003, p. 230). Oral speech and text include different elements designed to enhance negotiation within their respective modes of communication. Oral speech makes use of “intonation, repetition, stammers, incomplete and interrupted thoughts, facial expressions, and gesture” while text makes use of “sentence structure, punctuation, paragraphing, breaks between words, and long chains of expressions connected by tight logical links” (Norris & Phillips, 2003, p. 230). Therefore educators must help EAL learners build literacy skills which are necessary for reading comprehension to occur. These skills can be broken down into five categories: reading fluency, inferencing skills, and knowledge of punctuation, grammar, and vocabulary.

While all five of these skills are important, vocabulary knowledge is

often recognized as being the most important factor in learners’ ability to comprehend text. Wilkins (1972), for instance, states that “without grammar very little can be conveyed, without vocabulary nothing can be conveyed” (p. 111). Vocabulary therefore is the base upon which the other four skills are built. In building vocabulary knowledge, certainly inferencing skills play a critical role, with Nation (1990) describing inferencing as “undoubtedly the most important vocabulary learning strategy” (p. 130). However; inferencing is dependent upon the learner’s prior vocabulary knowledge. These previously learned words in the proximity of an unknown word may therefore act as clues to the meaning of the novel word and/or reduce the risk of mistaking a word for one which has a similar orthographic form but different meaning (Schmitt, 2000). In other words, the less vocabulary knowledge a learner has, the less successful he/she will be at inferencing, especially in the context of academic reading.

While inferencing is an important vocabulary learning skill, explicit teaching of vocabulary is still a necessary part of reading pedagogy. Failure to give attention to explicit vocabulary learning may inhibit learners’ production of the target language. The working memory is the gateway to one’s information store (long-term memory) and all novel information must be processed here before being integrated with one’s schemata. If a learner infers a meaning of a word, especially if this inference took little processing effort, it may not have been processed long enough in the working memory for it to be transferred to the long-term memory. The novel word therefore is not available later for productive use. The following lesson plan therefore at-

tempts to increase the processing time of novel words in the learners’ working memory. Inferencing also plays a significant role in this lesson as the words are learned in the context of a text, but the inferences are made explicitly transparent through art and therefore provides the foundation for formative assessments and discussions. While I have only used this lesson plan for elementary students, it certainly is applicable for secondary students who have an interest in art.

Note that the framework of the lesson plan comes from Borich (2000).

Unit Title: Reading Comprehension

Lesson Title: Low Frequency Vocabulary Building (Word Art)

Gaining Attention:

The teacher can show the class a picture relevant to the text that they will read and lead discussions about it.

Informing the Learner of the Objective:

Learners will be expected to fully learn at least 1 low frequency word that they did not previously know.

Learners will practice their inferencing skills in learning low frequency words.

Stimulating Recall of Previous Learning:

Prior to the lesson being taught, the teacher should review the text that the students are to read. The chosen text should be under 500 words (dependent upon the expertise of the students involved). The teacher should identify all of the low frequency words that are in the text using a reference such as Thorndike and Lorge (1944). If time is an issue the teacher can also use his/her experience and intuition to select words that are likely to be

low frequency ones. The teacher can then prepare a vocabulary checklist test (Anderson & Freebody, 1983) to be used to determine the number of low frequency words that the learners know from the text. On the day prior to the lesson, to ensure that the teacher has the time to mark the test and plan groupings, the students simply have to read each word in the list and circle the ones they “know” (See appendix A). To correct for learners overestimating their vocabulary knowledge, about 30% of the words in the list are nonsense words. Using the following formula, the students’ percentage (expressed as a decimal) of true words known can be calculated:

Words known = real words marked – nonwords marked / 1 – nonwords marked

Consider the vocabulary checklist test in appendix A. There are a total of 56 words (38 true words and 18 nonsense words). If a student indicates knowledge of 28 true words ($28/38 = 0.74$) and also indicates knowledge of 5 nonsense words ($5/18 = 0.28$), then his/her true words known is 0.64 or 64% (words known = $0.74 - 0.28 / 1 - 0.28 = 0.64$). Those who have low scores should receive more attention from the teacher as they will likely have greater difficulty using inference to determine the meanings of unknown words. The results can then be used as a basis for making mixed groups (where each group contains high and low ability students) and to generate individualized vocabulary lists from which students can choose words to incorporate into their word art. On the day of the lesson the teacher will place the students into their groupings and give each student their personalized list of unknown low frequency words.

Presenting the Stimulus Material:

The students will be given the text and told to read it through once for overall understanding. Note that the students are only to use their inferencing skills and not dictionaries during this lesson. The teacher will then lead discussions about the text in order to determine their overall comprehension.

Following the dialogue, the students will be told to find all of the words on their personalized lists in the text. They

are to draw a picture capturing the meaning of at least one of the words. The spelling of the word must also be incorporated into the picture (see the accompanying picture in this article illustrating the concept of accumulate). Each group member must choose a different word to draw.

Eliciting the Desired Behaviour:

The students will start drawing their word art while the teacher monitors their progress. It is important that the teacher corrects any misunderstandings that the students may have at this early stage. Having mixed ability groups also helps to correct students’ misunderstandings through peer teaching.

Providing Feedback:

The students in each group will then teach each other their low frequency words, using their art as an aid. The groups can then be rearranged, through a jigsaw activity, so that the class is exposed to a number of different words, their meanings, and creative visual representations of them. The repetition of presentation and the answering of any student’s questions help to instil the word and its meaning into the learner’s long-term memory. The teacher should provide any feedback necessary to either positively reinforce the students understanding of the words or provide clarifications where misunderstandings arise.

Assessing the Behaviour:

The students will be given the full list of low frequency words from the story and told that they will have a quiz on them. The students can then study for the quiz using each others’ word art and the text (no dictionaries will be allowed). Students will be allowed during this study time to roam around the room to see each other’s art and to ask questions about the words. The students will then write the vocabulary quiz.

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APPENDIX A

Vocabulary Checklist Test

Circle all of the words that you know in the following list. Look at each word carefully; some are real words and others are made up. Only circle the ones you know for sure.

journalist	Passpart
Badlook	Chemicals
Sewage	frightess
mysterious	Programmes
Uncorrorate	unfathomable
Africa	Radio-active
poisoning	swifer
aution	Affluence
Reaction	Aeroplane
Hamlike	overlook
typical	Lusilly
Dirty	squalor
permeated	toes
paperty	tuberculosis
illness	Hazards
Rendomize	Expensive
Criticizes	symptoms
sentian	Keen
Distrutly	beliefs
theight	curative
frightened	rascue
waver	Analyze
Assessing	Unhealthy
Stonic	medicine
stress	Infectious
Hunger	death-bed
infections	lumptive
malaria	unvagelly

EFL Video Clips -Problems and Assumptions

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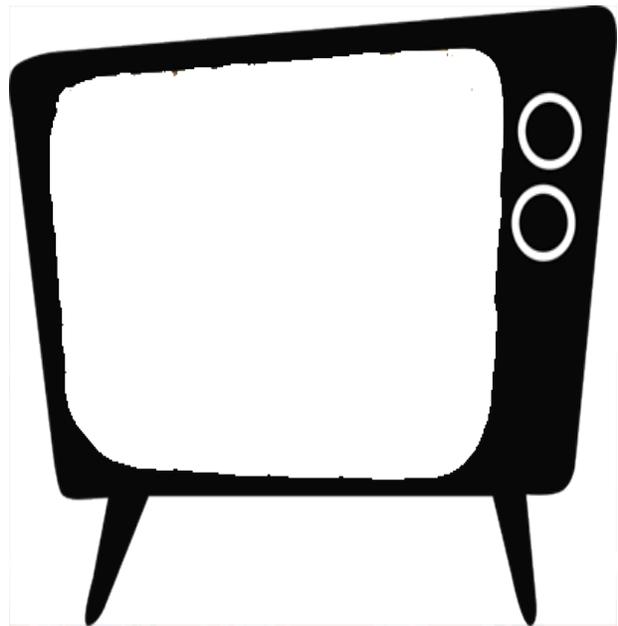
Video clips are a major, expanding part of the ESL curriculum; we need to think beyond the well documented teaching techniques and consider the problems and assumptions associated with this multiple image source.

Television and computers motivate students because no other communication technology provides language learning opportunities from a variety of news, commercials or movies. The multiplicity of video sources can be overwhelming; but a teacher counters this problem by using one video supported by a functional text and augmented by a compelling learning experience. Moreover, relevant material motivates students to achieve the language goals set for the class.

Some students “come to lifetime of conditioning. They expect to be visually entertained, not linguistically stimulated” (Visscher 1990, p.7). When working with video, defining language levels and syntax may be contrary to the expectations of the computer/television generation. If a teacher uses movies and packages scenes into language modules, students may not respond, or consciously tune out useful language when presented with a broken story line that is “boring or confusing”.

In addition, reducing art to common discourse while the mind is responding to visual data presents a dilemma. To show a video and verify its pedagogical value, a teacher might further reduce material and assign students to repeat a story line or identify objects, but this approach is static and predictable. On the other hand, an exercise that allows for multiple intelligences; that is, various learning styles can be more productive. Small group work often generates unique interpretations particularly when students are not expected to produce error free statements.

Because video is a series of visual images and sound patterns, it may be difficult isolate the four language skills. Books have worksheets with gapped exercises asking students to “check the following”, or concentrate in language items through note taking. Do teachers choose between specific language and overall understanding of the message? In addition, switching from one language skill to another may be too abrupt. Writing is linear and analytical while the visual is synthetic and does not have to be decoded immediately, so teachers should allow transition time when changing the language skills. Even simpler videos provide a Niagara of visual detail, each with their own tempo and level, so we should not assume the image and sound is too basic. Much like the car driver using a cell phone thinks he is not men-



tally occupied on a multiple level; teachers should not assume students are “under -engaged “, rather, they are exposed to an image that can be isolated and used in many ways.

With video, the mental image and sound is provided so the mind does not have to think to produce this given text. If passive conditioning has some permanence, EFL instructors need to counteract and activate; that is, provide creative and analytical learning opportunities. Video’s entertainment qualities can put the teacher centered in the role of MC or commentator. And, of course, superior fluency and cultural understanding reinforces this role. Student passivity and teacher domination can be checked by allowing more student control, creativity and opportunity to develop interpretations. The teacher has overall control of the syllabus, but as an optional task one may give the students an “interest survey” to list related topics for discussion.

Video provides many sociolinguistic opportunities for students; for

instance, actors communicate to each other in relation to age, gender, education, etc.; there is behavior in a cultural setting where language changes from intimate, familiar, polite, or formal. Images and sounds, contemporary language, facial expressions and other body movements all have strong mnemonic effects that hasten language learning. But here, unfortunately, students may misinterpret the social context. For example, if we compare a video “kitchen” setting; a Korean speaking “L1” family to a Canadian English speaking “L1” family, and analyze the relation between actors - gestures, mood, state of mind and importantly, intentions of participants as regards social status, and decision making, we see differences between these cultures; with age or gender. Clearly, students need some cultural training to complement language study. Furthermore, the dominance of Western English speaking countries often promotes a video story that borders on the comical, or absurd. What do mainstream American comedy movies have to do with everyday life in Turkey, or Iraq? We have to be wary of ethnocentric sources, and try to emphasize the practical and relevant.

One practical task for the teacher is packaging relevant lessons, rather than choosing contrived or stereotypical stories. But the downside of TV and movies, clips from the internet, such as You Tube (www.Youtube.com) is the high speed, inaudible sounds and off register dialog. To adapt, a teacher can pre-teach so a common image or theme is established. For example, the pattern of TV commercials is universal and makes a lesson comprehensible. This pre-teaching also becomes a form of transfer, and allows students to apply knowledge to the rest of the story, as well as other learning situations.

We should also consider the future as video is not an isolated technol-

ogy, and is related to the cell phone/ computer /internet - blogs, personal and commercial web sites. In addition, videos come from many sources and are no longer in the complete control of big TV and movie companies. Public and privately made videos are sent to international websites for viewing where You Tube can be accessed for thousands of video clips. This “shared knowledge and resource will take on greater value, allowing teachers to pick and choose what they want to use in class and personalizing the teaching/learning process” (Dudeny & Hockly, 2007, p. 151). If students are brought into the video selection process, the teacher can be more of a “guide” rather than “editor” while still teaching with an authoritative standard.

But what is the authoritative standard? English Next is David Graddol’s (2006) discussion on the future of international English studies, and considers the globalization of universities and cultures; internationally there are “1500 Masters Programs offered in countries where English is not the first language” (Graddol, 2006, p. 74). These programs produce high level standardized English, but other learners in those same countries also produce unique versions of English, and visual interpretations of life. Pigeons, creoles, code switching and interlanguage are well documented linguistic events that evolve into standardized language. An example is Korean “Konglish”, a non standard and popular use of certain English expressions that are not tolerated on international TOIEC and TEOFL exams, but will advance into public usage one day. Overall, as world English continues to expand; teachers will face more challenges when choosing educational videos. Standard or non standard; idiomatic or academic? In spite of the problems when teaching with videos, they are too valuable a resource to disregard. Beginning, middle, end is still the

oldest composition of the story and works well in the classroom. Well planned video classes with teacher or commercially produced texts can shift this passive medium into active learning.

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