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TEAL^{MB}

Teachers of English as an Additional Language Manitoba



TEAL MANITOBA ARTICLE SUBMISSION GUIDELINES

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.

Reviews: Reviews of teaching materials and resources are written by practicing teachers and instructors. In addition, we publish reviews of fiction and nonfiction books, websites, articles, movies or anything related to EAL, newcomers and international cultures and issues. A bibliographic reference of the resource being reviewed must be included with the review.

Voice Box: Lesson plans, exercises, and resources can be submitted. The purpose of this section is to provide teachers with a forum to share resources that have been useful in the classroom.

TEAL News: This section includes updates and news from and about the various associations and schools that are related to teaching EAL in Manitoba.

TEAL Manitoba encourages you to make submissions to any of these sections of the journal. Please submit articles or article ideas to the editor as a Microsoft Word e-mail attachment. Please ensure your submissions arrive by the deadlines listed.

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.

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EDITORS' VOICE

Kevin Carter

There is a common debate in the field of education as to whether teaching is a job or a profession. While the core of this debate may be largely one of semantics, it is nevertheless an important conversation to have. We must therefore ask ourselves, what can we do to be more professional? What does being professional look like, sound like, and feel like? To help answer these questions I find it useful to use an accepted profession as an analogy for teaching. Close your eyes and imagine a medical doctor. Now conjure up the images, sounds, and feelings that arise as you imagine being in a doctor's office.

You may see medical books open on the desk and packed tightly on shelves, instruments and supplies ready for any number of medical tests, and personal files at the ready for review. You may hear the doctor use academic terminology that is quickly followed by explanations that are easy to understand. You may also hear recommended steps to solve or prevent a problem. If the doctor does not have sufficient experience to handle a specific problem you may hear him/her direct you to a specialist. You may feel confident in the ability of the doctor to keep you safe. Even though the doctor is likely a virtual stranger, you may trust him/her with your life.

Now transfer these sensations to the imagery of the teaching profession and ask yourself the following questions: Am I constantly reviewing new techniques and procedures or am I obsolete? Do I have a variety of resources at the ready for any number of student needs? Are my student files at the ready, accurate, and up to date? Do I understand academic theories and can I explain these concepts to students and parents in ways that they can understand? Am I able to recommend next steps for students to be successful?

Am I willing to admit that I need help from a specialist? Do my actions and words inspire confidence in the students and their parents? Do my students and their parents trust me with their futures? Do I deserve this trust?

Establishing teaching as a true profession is a complex task but the first steps include our dedication to act professionally.

Establishing teaching as a true profession is a complex task but the first steps include our dedication to act professionally.

While we have already dedicated so much time and effort into perfecting our craft, it is with the realization that there is no final destination, no perfected pedagogy, or any universal ideology, that we persist on this journey of ours. This issue of the TEAL MB Journal is therefore dedicated to those who seek professional development and sincerely reflect upon their own practices to better serve those whose futures we are entrusted with.

As you read the articles in this issue of the TEAL MB Journal, I encourage you to do so with a reflective mind and consider the strengths and challenges in your own practice. Education is not for the timid and a critical self-reflection and holding yourself accountable will make it easier to answer the following question in the affirmative: Am I deserving of the trust placed in me to direct the future of someone's most beloved treasure; their child?

Thank you to all of our contributors.

Kevin Carter
Editor



PRESIDENT'S VOICE

Kim Hewlett

T.E.A.L. Manitoba is requesting that the Minister of Education consider the development of a specialized certificate for K-12 teachers of English as an Additional Language (E.A.L.). As the number of immigrant families continue to rise in Manitoba every year, there is a growing need for a formalized educational program to assist classroom teachers, school/divisional administrators, and post-secondary educators in planning and developing appropriate educational programs for these students. The deep commitment to inclusive classrooms in this province means that the E.A.L. teacher needs to be well-versed in collaborative models, and a classroom teacher needs to have a basic understanding of how to integrate culture, language, content learning, and report assessment.

Currently, E.A.L. is not defined as a teachable subject area in Manitoba. Unlike other provinces in Canada, there are no E.A.L. university pre-service programs for teachers or E.A.L. graduate programs specializing in K-12 practice. There is no infrastructure in place to support K-12 teacher education in E.A.L. and there are no minimum standards for employing K-12 E.A.L. teachers in our province. At present, some school divisions prefer to hire teachers with the T.E.S.L. adult certificate for E.A.L. positions, even though the T.E.S.L. certificate is not specific to K-12.

If there was a specialized certificate in E.A.L., school/divisional personnel would benefit from excellent programming in three main areas:

1. Provincial and Divisional Supports for E.A.L. Learners and Families
2. School-Based Supports for E.A.L. Learners and Families
3. Individual and Family Based Supports.

T.E.A.L. Manitoba would be able to assist with the development of pedagogical courses, practicum hours, and mentorship programs for teachers interested in pursuing E.A.L. as a specialty area in the K-12 system in partnership with Manitoba Education, the Manitoba Teachers' Society, and post-secondary institutions.

There would be three pathways to achieve this specialized E.A.L. certificate training:

1. a Post Baccalaureate Certificate in Education
2. Accreditation for years of experience in the field of E.A.L. for those who have been practicing in the field before the certificate program with a commitment to achieving a combination of graduate courses and workshops.
3. If there are teachers who have their masters or doctoral level graduate courses in this field related to E.A.L. or Language and Literacy, along with several years of E.A.L. K-12 classroom experience, they should also receive certification in this area. Teachers would receive recognition for their professionalism through an increased standing from the province. A specialized certificate in E.A.L. would not be binding in any way on school divisions, but it would be something that they could look for in hiring. There would also be a pre-service training in E.A.L. at the undergraduate level to help classroom teachers begin to program for the EAL/LAL students in their classrooms.

T.E.A.L. Manitoba believes the development of this certificate program is a timely issue that:

- addresses **the challenge** of dealing effectively with an increasing influx of students/families (many with little or no experience with the English Language) entering our province as new arrivals
- creates a **collaborative vision** of how to best provide service delivery and programming for EAL/LAL learners in our province
- develops a **response** to assist EAL/LAL learners in successfully integrating into and contributing to the province.

We would appreciate feedback from our members related to this issue! Please email me at khewlett@mymts.net.

Dr. Kim Hewlett
President of T.E.A.L. Manitoba



Teaching Strategies in Promoting Adult EAL Students' Success

Elena Dupuis, Brandon University

The issue around how to teach adult EAL students using the right teaching strategies has become significant in recent years. In order for the adult learners to be able to function in the community in which they have settled, they need to be able to perform important tasks that will help them achieve desirable results. Therefore, the ability to help these students in the EAL class is the educators' primary goal. A major challenge for teachers is to implement successful teaching strategies that help learners not only survive in a new country with limited English abilities, but also teach the learners essential language skills and promote their successful journey. Taking into account that adult EAL students present a separate category of learners compared to students learning English as a foreign language, this paper will discuss the following issues. First, EAL educators need to understand who adult EAL learners are, their challenges and difficulties, and cultural identities. Second, EAL educators need to know the successful teaching strategies along with students' expectations and elements of successful teaching. Finally, EAL educators need to be aware of important factors of success, including learning styles, motivation, teacher's and students' roles, and independent learning.

Adult EAL Learners

Adult EAL learners who come to a new country for a variety of different reasons represent a category of students who bring a new, vivid, and culturally diverse atmosphere to EAL classes. Their needs and expectations have to be met in terms of learning and using the language. In addition, they need to be able to use the language in the community in which they have settled. To "function successfully

in their new environment they need to be able to speak to and understand the people around them, as well as read and write" (McKay & Tom, 1999, p. 2).

Adult EAL students possess "unique characteristics and abilities to handle the appropriate learning material" (Dupuis, in press). Therefore, when assessing English as an additional language (EAL) students in the classroom and their language skills, it is essential for EAL teacher to realize that students bring a variety of different components including the primary language, the background knowledge, their own expectation, a variety of different learning styles, interest, motivation, and other personal circumstances (McKay & Tom, 1999) along with their challenges and difficulties.

CHALLENGES AND DIFFICULTIES

The difficulties that adult EAL learners face can be challenging. Some students may have come from politically unstable countries, which means they may lack education; others may experience problems with reading and learning; and still others may be physically disabled, which might affect their reading, listening and comprehension skills (Guth & Wrigley, 1992, p. 26; Beatty, Mikulecky, & Smith-Burke, 2009, p. 3). Other challenges include their different approaches to learning new material, which affect their ability to comprehend an additional language (Dupuis, in press). Consequently, they tend either to accept the teaching methods or to reject them completely. For example, Chinese students, according to Huang (2009), experience stress and anxiety when it comes to their unfamiliarity with students' attitudes, classroom interactions,

and teaching methodology.

Another challenge is the multilevel classroom environment. If multilevel students are placed in one class, the weaker students tend to feel that the material is too complicated for them to comprehend if taught above their level. On the contrary, the higher level students feel that material presented is very low for them if taught below their level. Therefore, different levels of English proficiency have to be taken into account, especially if all students want to make progress in literacy skills (Condelli & Wrigley, 2006, p. 6). For some students, the literacy skills play a substantial role and oftentimes are determined by students' cultural identity.

CULTURAL IDENTITY

Cultural identity represents many aspects of learning: whether it is education, the way we think in a particular language, or our lifestyle (Dupuis, 2012, p. 5). EAL adults, for example, will more likely engage, learn and use a new language when there is a clear need for it (Gilmartin, 2008). Those students' whose culture is governed by a solid educational background may learn faster than those whose culture places less importance on education (Dupuis, 2012, p. 5). For example, the Chinese educational culture is based on a significant amount of studying, drilling, and memorizing. The majority of Chinese students graduate from high school, whereas some Ethiopian students oftentimes do not continue past the elementary level. Chinese students, as noted by Dupuis (2012), are strong writers and they like memorizing and practicing new information. Some Ethiopian students, based on the previous experience, find it challenging to write in English and some struggle to learn and remember new material (p. 5).

Therefore, learners who were raised under different cultural traditions and norms in their native countries will have different level of education, concentration, motivation and different approaches to studying (Dupuis, 2012, p. 5). As a result, transitioning into a different culture with a different language and teaching style

might present a common problem for acquiring a second language. According to Hedge (2000), there is evidence to suggest that culture, as learned by the child from his/her family, community, and school, has a strong influence on learning style (p. 19). Therefore, the correct start is crucial, because adult EAL learners come to English classes with a “knowing the world” (Alamprese, 2004, p. 263) package that, if approached correctly, can bring very good results in learning. Learning comes from many factors; however, one of the most important is the successful teaching strategies that can be used by many adult EAL learners.

SUCCESSFUL TEACHING STRATEGIES

How does the EAL teacher know if the lesson was successful? According to Davies & Pearse (2000), the main test for real success in teaching and learning is to check whether or not the learners can communicate at all in English (p. 1). Communication is important (ranging from simple to more advanced). The learner needs to feel that he/she is able to produce positive and successful results for communicative purposes. Students who are getting these positive and valuable results will keep coming to English classes. Therefore, a teacher’s focus on building communicative skills is essential. Moreover, an inability to ask questions and get appropriate help due to the lack of communication between a teacher and a student, often leads to unsuccessful results from both sides. According to Schalge & Soga (2008), students miss classes due to frustration with the program, unmet needs and boredom (p. 154). Depending on the range of cultures EAL educators teach, unmet needs and expectations might vary in range and ultimate goal.

STUDENTS’ EXPECTATIONS

The educational background knowledge is important when it comes to setting goals and expectations. Along with this knowledge, learners bring years of formal schooling, class and instructional experience, and connection to the outside world (Condelli & Wrigley, 2006). In

addition, those who came from a system of rules and correctional errors, according to Hubenthal (2008), “emphasized the transmission of factual information, rather than learning skills” (p.108), where the language training was highly structured and focused on memorization, oral repetition, and grammar. However, if they have been successful, they are likely to assume that they will be successful again (McKay & Tom, 1999, p. 3).

On the contrary, adult EAL learners from various countries with less structured educational system, and students with low literacy in their own language, will experience extreme disadvantages in a culture that is governed by print (Folinsbee, 2007, p. 15). Therefore, their goals and expectations will be different. In fact, the category of EAL literacy learners may also include people with up to eight years of schooling who have not acquired “study skills” and . . . anyone who comes from a country with a non-Roman alphabet” (The Centre for Canadian Language Benchmarks, 2000, p. ii). It is obvious that adult EAL literacy learners will differ from one another in skills and personal backgrounds and expectation (Dupuis, in press). Hashi (a pseudonym), for example, has only seven years of formal school from her home country in Sudan, therefore, she finds it extremely challenging to write using the Roman alphabet. Constant struggles may lead her to personal frustration. However, she never complains and keeps moving forward, though showing less positive results than other students. According to McKay & Tom (1999), differences in expectations may sometime “necessitate” that the teacher and students negotiate what and how to learn (p. 3). That cannot be properly done unless teachers establish clear goals for their lessons.

ESTABLISHING GOALS AND OBJECTIVES

Davies & Pearse (2000) state that the absence of clear or appropriate goals in education is bad for teachers, as well as learners. Moreover, establishment of goals is “vital” (Davis & Pearse, 2000, p. 3) to successful language teaching and learning. The learners need to know the course of

a teacher’s action and, when dealing with adults, it is important to keep in mind that they also have their determined goals. As noted by an adult EAL student, clearly stated objectives at the beginning of each lesson really helps the students focus on the rest of the lesson (E. Luitel, personal communication, February 18, 2012). In addition, the needs assessment analysis is a tool that serves teachers as a guideline for what the learners need and want at a specific point of time. The learners, according to Davies & Pearse (2000), should feel that activities the teachers do with learners are worth their effort and time to come to the program. If the students’ goals are met, they will feel motivated and eager to come to class. Thus, setting long-term and short-term goals and objectives for language learning is an essential strategic component for every teaching situation (Hedge, 2000).

ELEMENTS OF SUCCESSFUL TEACHING

What determines the right elements of successful teaching when it comes to EAL learners? First and most obvious, teaching and learning, as noted by Hadfield (1992), can and should be a “joyful experience” (p. 10) for both a teacher and a learner. Except the very lucky or very talented, every teacher will feel disappointment if the lesson goes poorly (Hadfield, 1992, p. 10). Second, establishing the specific goals and objectives, as was mentioned previously, will also contribute to success. Finally, establishing the classroom atmosphere will affect successful learning in many ways. The positive or negative attitude that comes from a teacher will attract or repel the students who are willing to learn.

Immediately from the start, the EAL teacher should take into account the cultural differences and norms, and respect and be supportive of students’ learning, even if that learning is progressing slowly. Teachers should be friendly and relaxed, but at the same time strict and demanding in order for the students to succeed (E. Luitel, personal communication, February 18, 2012). Differences in language acquisition will vary among adult EAL students, but the crucial role of the teacher is to

“foster an atmosphere of mutual respect in her class” (MacKay & Tom, 1999, p. 16). Being responsive, attentive to students’ needs, interested in their learning and supportive of their progress (regardless of speed) will make teaching time more effective, enjoyable and successful. One of the major elements of success is the right structure in the beginning of the lesson that leads to the meaningful, productive and positive outcomes at the end of the lesson. Thus, presenting new material or using scaffolding and shared reading techniques will involve students in the lesson and help to contribute their own ideas. To participate willingly, according to Davies & Pearse (2000), they must feel able and confident, not “threatened by failure, reprimand, or ridicule” (p. 16). Once the learners are involved, for example, in a group, pair work, or communication games, the teacher then makes sure that all opportunities for communication are met.

PRESENTING NEW MATERIAL

There are various ways to present new material. In order to make it successful, the teacher needs to ensure the most memorable and useful explanation. Despite the fact that we teach adult EAL learners, we should keep in mind that the learners need to be able to do more than just to remember and repeat new things; they must be able to use them actively to communicate (Davies & Pearse, 2000, p. 17). Consequently, it is essential to present material as easy and accessible as possible in order to stimulate communication. Personally, when introducing a new theme, I tend to use my old and reliable tool—a plush toy Pluto who has been around different students and in any situation possible (telephone conversations, visiting the doctor, emergency situations, shopping, etc.). I use it as my partner to elicit a model conversation that leads to a new topic. To my surprise, adult EAL students perceive Pluto as a main component of co-teaching and receive new information in a positive and productive way. In fact, they accept the material better, with more interest, motivation and imagination. In

addition, when presenting a new material, it should never be boring. To ensure the lesson engages and motivates students, it is a good idea to include some social media within the classroom (e.g. video or YouTube). However, according to Dupuis (in press), a critical element in using social media is to find material suitable to the students’ English level. Language input far beyond the learner’s level (for example, original movies, TV and radio programs) will result in no comprehension, and, therefore, no persistence by the learner (Yang, 2005, para. 5). Hence, it is essential to target only the level appropriate to the teachers’ lesson and show just short clips (a few minutes long) to engage students and give them an opportunity to hear different voices and intonation). As noted by Davies & Pearse (2000), we should never use material simply because it is available, but because it really serves our purpose (p. 164). It is crucial to follow the listening activity with a discussion that targets speaking and listening skills.

After the students’ motivation has been awakened, it is necessary to give or elicit from the learners a clear model for the new discussion topic or a grammar rule. Modeling is crucial, even with higher stage learners. As EAL educators, we should never assume that because students are higher level learners, they know everything. As noted by Hagaman, Luschen & Reid (2010), modeling is an important element for English as a second language learner (p. 26). As soon as the model is established and the learners get comfortable with this, then it is a good idea to practice as much as possible focusing on one, for example, grammatical structure (yesterday, I went shopping; focusing on past tense), instead of spending just a few minutes talking about it. Personally, until my learners get comfortable in a particular grammatical structure, we do not move forward; instead, we target this structure in various ways that include speaking, listening, reading, and writing. This gives me an opportunity to assess students in the four different areas in which they need to

excel in order to move to the next level.

SCAFFOLDING AND SHARED READING

Just as independent reading is an important element of learning and improving reading skills, the right element of a strategic approach not only enhances the reading abilities of adult EAL students to comprehend the text better, it also gives them a chance to improve analytical and independent thinking. To read an unprepared and previously unseen text by an EAL learner equals to a boring, monotonous, and unmotivating task. Instead, it is more useful and productive to utilize a strategic scaffolding method that helps learners prepare for the next set of activities, such as reading for comprehension and answering questions. As noted by Van Der Stuyf (2002), the scaffolds facilitate a student’s ability to build on prior knowledge and internalize new information (p. 2).

Depending on the level of the adult EAL learner, it is recommended to use visual supports that provide opportunities to expand on communication and prediction of the text. In fact, according to Davies & Pearse (2000), visual materials... can be used for work on new language items, and for conversation or guided composition work (p. 166). In addition, when using a shared reading model that allows students to follow the text and practice pronunciation, it becomes especially important to build background knowledge and experiences that help the students to reveal the meaning of the text (Herrell & Jordan, 2004, p. 69). Stopping for discussion and prediction helps the EAL learners develop thinking and analytical skills that can be transferred outside the classroom when reading more advanced material like prose or newspapers (Herrell & Jordan, 2004).

It is also a good practice to discuss a story afterwards and ask for students’ opinion on the subject matter, thus ensuring their speaking practice. In addition, scaffolding or shared reading can lead into writing or sharing opinions with classmates in a spoken or written form. As noted by Davies & Pearse (2000), the main purpose

of writing should be seen as achieving effective communication, not just producing correct English (p. 98). However, reasonably correct English is one of the elements of effective communication (Davies & Pearse, 2000, p. 98). Thus, utilizing elements of strategic reading and writing within the classroom, should prepare students for successful journey of learning an additional language.

GROUP WORK

Group work serves many purposes: a) teaches students how to take initiative and shows leadership skills within the multicultural environment; b) leads to language skills development (e.g. expressing agreement or disagreement with another group member); c) provides the opportunity for reviewing material in an efficient and practical way; d) allows students to find their own learning resources (analyzing, eliminating the wrong choices, finding other alternatives); e) utilizes cooperative learning. As noted by Herrell & Jordan (2004), cooperative learning provides an opportunity for communication, planning, research, and oral and visual presentations in the classroom (p. 101). It gives the learners a chance to be able to transfer these variables outside the classroom without relying on the teacher's assistance all the time. Most importantly, it allows less confident students to speak and express their opinions in a small setting rather than in front of the whole class. Usually, at the end of the group work, students report back to the class, thus, utilizing the ability for communication (Herrell & Jordan, 2004). However, from Luitl's observations, group work is useless if it is not properly monitored by the teacher and given immediate feedback. Plus, the time allocated for each topic discussion should be limited in order to keep students focused and motivated (personal communication, February 18, 2012). If these factors are taken into account, group work is going to be as effective as pair work.

PAIR WORK

According to Baleghizadeh (2010), the

use of pair work promotes collaborative learning in which two or more students work together to achieve a shared goal. Therefore, the creation of a shared product is one of the most important defining characteristics of collaborative learning, which distinguishes it from other types of learning such as "individualistic or competitive" (Baleghizadeh, 2010, p. 407). In fact, pair work does bring advantages, especially to those students who do not like working in larger groups, thus, providing a more comfortable atmosphere for learning. In addition, as noted by Harmer (2001), pair work also allows students to work and interact independently without guidance of the teacher, thus promoting learners' autonomy. Building an effective pair is crucially important to promote success of both learners: students have to represent different spoken languages, have different language abilities (combining stronger and weaker students), and simply find each other suitable to work with. According to Herrell & Jordan (2004), examples of pair work may include: think-pair-share, buddy read, research interview, conversation role-play and convince me (p. 83).

COMMUNICATION GAMES

If we think that games are only for children, we might be wrong. In fact, they provide an excellent tool and create opportunities and a purpose for verbal communication, as noted by Herrell & Jordan (2004, p. 87). Moreover, they create an atmosphere of freedom and target listening and speaking areas. Games such as bingo, board games, information sharing and others deliver a useful tool in developing the target skills. Moreover, students working together in a group and playing a game, get a chance to express themselves in a more relaxed surrounding under a teacher's monitoring. According to another adult EAL student, "one of the strategies that helped develop her English skills included the communication games at the end of each lesson" (C. Colocho, personal communication, February 11, 2012). She also added that it allowed her to strengthen the material that she

learned from the class and activate it using this approach (C. Colocho, personal communication, February 11, 2012). By lowering the stress, turning the activities into games, and providing examples of vocabulary and sentence structure, leads to successful elements of effective teaching. In addition, the factors that will play a crucial role in promoting success are also essential for a learner.

FACTORS OF SUCCESS

Success comes with practice, the right teaching strategies and the opportunity to explore new ways to learn English. Furthermore, there are many additional components that lead to successful communication: correct approach to learning styles, motivation, teacher's role, learner's role, and independent learning.

LEARNING STYLES

Learning might not be successful if learning styles are not considered by a teacher. Reid (1987) identified six learning styles: visual, auditory, kinesthetic, tactile, group and individual (p. 57). Each personal style reflects the idea of a student learning something new, for example, information in a second or his/her first language (Reid, 1987, p. 57). The same principles will apply towards learning English as a second language because each individual learner will absorb the language according to his/her own style, if that style is found in the instructor's teaching methods. Therefore, Reid (1987,1995) proposed two major hypotheses about learning styles saying that all students have their own learning styles, learning strengths and weaknesses, and a mismatch between teaching and learning styles leads to learning failure, frustration, and demotivation (Reid as cited in Peacock, 2001). Moreover, it has been emphasized that learning styles might be a "predictor of foreign language acquisition" (Ehrman, Ely, Matthews as cited in Shen, 2010, p. 540), and that there is a relationship between learning styles and academic achievement.

If all learners received information in the same way, the idea of acquiring another

language would be much easier. As a result, the instructors would not have many difficulties in presenting the material to students in the same way over and over again (Dupuis, 2012, p. 7). However, taking into account the differences in learning styles, some can suggest that the teaching-learning styles go interchangeably. Despite the idea that correlation of teaching versus learning styles play a huge role, very little attention has been paid to how learners learn and how teachers teach, according to Mulalic, Shah & Ahmad (2009). Learning new things become more complicated if information is presented inefficiently. **Consequently, different learning styles reflect learning preferences that sometime change with situation.** Learning outcomes are affected by learning styles. In the case of students who are able to employ multiple learning styles, learning outcomes are higher (Felder, Reid, Claxton & Murell, Elison as cited in Mulalic et al., 2009). Since learning styles play an important role in the learning process, educators need to ensure they address this educational area.

OBSERVATIONS

Following the ideas presented in research done by Mulalic et al., (2009), I have decided to investigate the learning styles of my own EAL adult learners to find out what would work the best for them in every lesson I teach. I carefully selected the questions they have presented in

their study and collected some data from students. Out of 16 participants among levels 3 and 4, the dominant style that prevails in my classrooms is the visual style, the next is auditory, and kinaesthetic thereafter. Some students did not have a specifically defined learning style, so they felt comfortable with two or three styles at the same time. The majority of students have also chosen a group style to be dominant in both levels. Knowing these results helps me concentrate on specific tasks that can be offered to my students in order to enhance their learning process. Staying focused on a variety of learning styles can diversify and offer other alternatives to students who do not have a dominant style, but prefer multiple methods to remember the presented information rather than one particular instructional style.

The research done by Reid (1987) indicated that approximately 90% of traditional classroom instruction is tailored to the auditory learner. Teachers talk to their students, ask questions, and discuss facts. However . . . only 20% to 30% of any large group could remember 75% of what was presented through discussion (p. 99). In order to solve this problem, some learning style theorists suggest matching teachers' and students' styles. This way, students are exposed to teaching styles that are consistent with their learning preferences. In fact, the study also showed interesting results that were tailored toward specific groups of students. It turned out that Chi-

nese students showed a very strong preference for kinesthetic method of learning as well as Spanish speakers who preferred tactile or kinaesthetic way of learning new material (Mulalic et al., 2009, p. 109).

Each cultural group and each individual does learn differently (Dupuis, 2012, p. 7). Consequently, should teachers be more oriented towards preferences in individual learning styles and be more careful in adjusting their methods of teaching to satisfy every student's needs? That point of view might raise a fair concern as teaching and learning styles will determine the success of students in the learning process and the ability of the educators to present the material in the best possible way (Dupuis, 2012, p. 8). According to Oxford (1989), language learning styles and strategies appear to be among the most important variables influencing performance in a second language. If learning styles influence the rate of success of students in acquiring a second language, how can one find a perfect match between learning and teaching? Can the learning styles be adapted to the teaching style of a particular educator?

Peacock (2001) investigated matching teaching and learning styles in the real setting. He concluded that serious mismatches exist between learning styles of the students and teaching styles of the lecturers (Peacock as cited in Mulalic et al., 2009). To match teaching and learning in the classroom means that instructors should try to accommodate different

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learning styles of the students. At the same time, Oxford (1991) argues that a learner should not be placed into one or another style category and taught exclusively according to his or her preferred style (Oxford as cited in Tuan, 2011). Reid (1987) stated that mismatches between learning and teaching styles often occurred and this mismatch resulted in negative effects on students' learning and attitudes toward English. Moreover, Willing (1988) noted that matching learning and teaching styles improves learning, attitudes and motivation (Willing as cited in Peacock, 2001). He proposed a balanced teaching style and suggested teachers to try to accommodate all learning styles. Tuan (2011) also confirms this idea that it is important to find the right balance in instructional methods and accommodate it towards different students in the classroom.

In order to optimize styles, Oxford et al. (1992) suggested teachers assess the learning style of both the teacher and the students, to create teacher-student style matching, and to provide activities with different groupings, including different learning styles in lesson plans (Oxford et al., as cited in Peacock, 2001). He also noted that when there was a match between teacher style and learner style, students were likely to work harder and benefit much more from their ESL classes (Peacock, 2001). Taking into consideration the above research, as a teacher, it is hard to disagree with this point of view;

however, it is often nearly impossible to satisfy every student's learning style and needs (Dupuis, 2012, p. 7). You can accommodate the style to your learners, but can you 100% match it? Yes, it is argued that if the style is not accommodated properly, as noted by Tuan (2011), poor attendance, dropouts, and negative relationships will be present and it will lead to ineffective learning. What can educators do to improve the performance of English as second language learners, considering information about different styles and its affect on learning? According to Tuan (2011), "understanding learners, applying appropriate teaching strategies, increasing interaction, further understanding learners, and fixing mismatched expectations" (p. 288) will make sure that the learners' needs are met.

MOTIVATION

Adult EAL learners who have been shown the right strategies are more likely to feel empowered and motivated to learn even more. A desire and motivation move things forward and potentially brings valuable results. The most useful perspective for a teacher, according to Hedge (2000), is to consider what "aspects of motivation can be changed and to focus on creating successful experiences which will enhance motivation" (pp. 23-24). As noted by Hubenthal (2004), desire to learn a second language and confidence in one's abilities are associated with better perfor-

mance (p. 106). Indeed, motivation does produce better and faster performances. In fact, out of 21 adult EAL students that were asked to determine what motivates them to come to English classes, 16 of them responded "opportunity to speak in English". For the question how happy they are in their English class, 18 out of 21 students responded that they are very happy. Finally, for the question what sentence best describes your feeling about your English class, 12 out of 21 responded that they liked their classes and their teacher, so they did not want any changes; 6 out of 21 said that they needed different activities, but the teacher explains the lesson well.

What builds this sense of satisfaction and motivation among students? MacKay & Tom (1999) agree that "in a classroom where the atmosphere is friendly and supportive, students are more willing to take risks in using the new language" (p. 16). It is also important to be recognized, praised and encouraged. Adult EAL students can get vulnerable in the learning process and, due to the cultural differences, may be easily offended and discouraged. Therefore, the right teaching approach will lead to a better understanding and building rapport between a student and a teacher.

TEACHER'S ROLE

When you hear students saying "I don't want to go to the next level because the teacher is bad" or "Can I stay with you, teacher, you explain so well", comments

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like these often make you think that the teacher's role is essential when it comes to learning and, especially, in acquiring another language. According to Yoon (2007), teachers should embrace EAL's cultural differences and encourage EAL participation (p. 223). As noted by Luitl, "the teacher should be enthusiastic, encouraging and have a sense of leadership (personal communication, February 18, 2012). In recent years, the approach has changed from a teacher dominant one to a more facilitator's type of teaching.

Also, the teacher is responsible for the careful planning of successful learning activities and for allocating sufficient time for students' speaking, listening, reading, and writing practice. A good teacher knows what is necessary to do in a particular situation (resolve a conflict or encourage a student) and how to respond to students' needs. In addition, she knows how to manage a class, monitor students' activities, and provide feedback. According to McIntosh (2012), the feedback should be constructive, descriptive and positive; it should include comments on strengths, areas to improve upon and helpful strategies (ALT conference, CMU, February 23).

Therefore, giving constructive feedback, encouraging students, managing class, monitoring students' progress, and being responsive to students' needs are included in the teacher's roles. The correct and ped-

agogically adequate behavior will lead to a successful attitude and positive response of learners. However, just as the teacher plays a dominant role, so does the learner.

LEARNER'S ROLE

If the teacher fulfills his/her role successfully, provides excellent explanation of a lesson, and applies the correct learning styles, the students should have no difficulties in acquiring an additional language, as long as the teachers' and learners' outcomes are met. In addition, showing the right strategies will also help the learner's progress in a self-directed way that will allow them to take on a greater degree of responsibility for their own successful learning (Hedge, 2000). Within the classroom, the learners can share their ideas, learn from each other and motivate each other, thus, building the feeling of self-accomplishment and pride in their own learning actions.

In order to remember things better (for example, new words), the adult EAL learner, according to Hedge (2000), can use a range of strategies that are divided into cognitive (direct mental operations... that work with new words in order to understand, categorize, and store in the mental lexicon) and metacognitive (not direct mental operations but indirect strategies that facilitate learning by actively involving the learner...to remember new words) (pp. 117-118). Examples of

cognitive strategies are: making associations with other words and meanings, learning words in groups and exploring their meaning. For Luitl, for example, vocabulary must be taught in context (personal communication, February 18, 2012). Example of metacognitive process include: creating specific collections of words from authentic contexts, making word cards, categorizing words into lists; and reactivating vocabulary in internal dialogue (Hedge, 2000, pp. 117-118). Using these strategies with the help of an EAL teacher, should boost the learners' process of learning new information.

The learner's failure and inability to utilize these strategies often impacts teachers in a negative way. Some teachers feel depressed if they are not able to make students successful. However, learners who are not willing to accept the idea that acquiring an additional language takes extra practice and hard work will not be successful and should not blame others. As long as the conditions for learning are met: lessons are vivid and dynamic, they involve all learners in varied activities and interactions, motivation is present (Davies & Pearse, 2000), and the learning styles have been taken into a consideration by the teacher, the learners have more than enough to be successful. In addition to the conditions outlined above, there is one more critical factor yet to be considered:

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the idea of independent learning.

INDEPENDENT LEARNING

All the factors listed above play a critical role in teaching and learning English successfully. Nevertheless, there is one more crucial factor that adult EAL students need to realize in order to be successful English language learners. Students must consider the role of independent learning. As much as students rely on a teacher to give them guided instructions and provide them with necessary strategies, the motivation to learn English outside the classroom is extremely important as well. Every component of the lesson must be “reviewed at home” (E. Luitel, personal communication, February 18, 2012) in order to make progress. Other independent learning strategies that can help adult EAL learners include online learning and volunteer experiences within the community. Volunteer experience gives students the opportunities to speak with native English speakers and improve the language within a shorter period of time. “Talking to Canadian speakers is important as it promotes your English” (C. Colocho, personal communication, February 11, 2012). Thus, despite the fact that adult EAL learners find it challenging to speak in English outside the classroom, finding activities that help them improve and enhance their English in the community is important. According to the recent

suggestion from the Adult Language Training Branch to promote the idea of iEnglish (independent English), they offered a “theme” of multiple windows. Each window opens up for us if we try to accomplish something (Immigratemanitoba.com, video, 2012). In addition, these windows are open to an unlimited potential; the potential to learn more English (Immigratemanitoba.com, video, 2012).

CONCLUSION

Successful EAL learning includes multiple components that, if utilized correctly, can bring positive results for every learner. It is important to consider useful teaching strategies, cultural identity, motivation, learning styles, and the idea of independent learning. Understanding students’ learning styles-and teaching to those learning styles-may result in “attracting” more English language learners to EAL classes and engaging them in the educational process (Lincoln & Rademacher, 2006, p. 497). Also, according to Renou (n.d.), it seems reasonable to claim that if we teach in the three sensory modes-auditory, visual and tactile, we would help our students retain and retrieve far more information than they would if we exposed them to only one sensory mode of learning (p. 9).

In addition, meeting students’ expectations, establishing goals and objectives, being a leader for your students in terms

of good teaching practices will promote and enhance adult EAL students’ learning. Plus, if EAL educators encourage students to discover many aspects of English on their own, they will establish a successful journey for many years to come.

Special thanks to Angela Mowbray, the EAL Head Teacher/Assessment Coordinator at Westman Immigrant Services, for her help in editing this article.

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Assessing and Improving the Conversation Class

Brad Steel

Planning the conversation course must include some teaching goals, objectives, and an overall curriculum. Accounting for individual differences within a class, and also giving the students an understanding of the nature and strategy of conversation is not as easy as it sounds. Even basic textbooks will include goals, objectives, and techniques with emphasis on variety, sequence and timing. I will suggest using a conversational strategy to support the student through communication tasks. The forthcoming writers will contribute to improving the conversation course by discussing the nature of conversation, planning the syllabus, teaching and assessing the class.

So, what is conversation? We can pose this question at any level. And what strategy can we include? Thornbury and Slade, (2006,24) define conversation as:

1. Spoken
2. Spontaneous
3. Shared context - face to face
4. Interactive - constructive and reciprocal (working together)
5. Interpersonal - transactional
6. Informal
7. Expressing feeling, ideas, opinions

Nolasco and Authur (1987,5) define conversation as “the exchange of information, the creation of social relationships such as friendship, the negotiation of status and social roles, as well as deciding on and carrying out joint actions.” Conversation is also interactive, personal and spoken. It is no surprise that teaching and testing is a challenge for the instructor, for he or she must test what is being taught, and creative language events cannot always be assessed accurately (monitored). Thornbury and Slade (2006,26) say conversation also specializes within different encounters, to name a few:

1. Email exchanges
2. News broadcasts
3. Interviews
4. Service interactions
5. Classroom talk
6. Chatroom exchanges and webcams

Clark (1996, 318) thinks that “although conversations are created from utterances they are not always the sum of their parts.” Therefore we can create and discuss with different patterns; for example,

1. Greeting ... Hello
2. Address... Hello Peter
3. Identification... Hello Peter my name is Mike
4. Approach... How is the family?
5. Centering... Discussing at least one topic
6. Leave taking... I have to go
7. Goodbye.. Bye

The above pattern is similar to many conversations, and would be a good generic support with emphasis on step 5., “Centering” (conducting the main conversation on any topic).

Responding appropriately in a particular context is essential; good grammar is not always vital. “As far as the language learner is concerned, it is at least important in casual conversation to find the utterance that is important to the event, as it is to be linguistically accurate.” (Gardner, 1984, 102). To allow this concession, I give the class many functions and patterns to follow, and when there is a communication breakdown, students have a support grid. Dornyei and Thurell, (1994, 46-47), expand conversation functions into four other categories:

1. Conversational Rules and Structure:

- a. Open/closing
- b. Turn taking
- c. Interrupting
- d. Topic shift
- e. Adjacency pairs
- f. Closings

2. Strategies:

- a. Message adjustment
- b. Paraphrase
- c. Appeal for help
- d. Asking for repetition
- e. Checking
- f. Using fillers and hesitation devices

3. Functions and Meaning:

- a. Asking /answering questions
- b. Expressing and agreeing with opinions
- c. Disagreeing politely
- d. Request and hesitation
- e. Reacting in various ways to what a conversational partner is saying.

4. Social and cultural contexts:
 - a. Social context
 - b. Social norms and appropriate language
 - c. Cross cultural differences.

In spite of the accuracy and utility of the above functions, there are varying degrees of usage, and all cultures express ideas and emphasize topics differently. Does small talk always bring in the topic of weather, for example?

So, how do we plan a conversation course, and what do we include? This, of course, is based on our understanding of the nature of conversation. The goals and objectives are based on our beliefs about the nature of language, how language is learned, context, syllabus, and finally assessment. And as teachers, can we maintain an acceptable standard? Mayer, (2006,16) sites two major pedagogical goals; that is, one, retention (remembering), reproducing or recognizing presented material and context, and two, transfer (understanding) using presented material in novel situations. Every conversation class can step through functions, but can a particular student remember and apply the language in a flexible and creative way?

According to Richards (1990, 81) students should be able to:

1. Start, control and manage a conversation
2. Jointly participate in a conversation on a range of topics

Students will:

1. Open and close a conversation
2. Manage turn taking (obtaining, retaining, relinquishing)
3. Maintain the conversation
4. Repair communication breakdown
5. Maintain fluency and avoid excessive pauses

Explicit, concrete examples and formulaic phrases create fluency and give rhythm or breaks in speech. There are phrases that also give control:

1. Showing interest - Really!
2. Saying more than yes or no - Well...
3. Ask a question in two ways - I mean ...

As regards assessing, a testing rubric might be one graded on 1 (lowest) to 5 (highest), a test which includes:

1. Fluency - Reponses; discourse.
2. Accuracy - Grammar
3. Pronunciation
4. Listening - Comprehension; communication
5. Conversational Skill - Turn taking; Clarifying; Control

Conversation is always easy to grade with a number, but difficult to assess, for who is to say that style is more important than the message? And importantly, I think teachers should

always assess the course “content”, because it is unfair to test something that is not taught. When I base the content directly on the objectives, it compels me to be explicit about the course; and the testing may reveal a more accurate score. Also, the selection of teaching material has to be consistent with the course objectives, so I am on a constant “hunt” for useful course books to build a handy resource list.

I recommend asking the students to do language tasks which we use in everyday life. With the support or sequence developed by Clark (1996), I assign tasks that have a specific outcome; for example, a role-play may have the requirement that student pairs discuss and come to an acceptable agreement on an issue, or I give a time limit to each role-play, then quickly rotate student pairs for another exposure. The focus is not strictly on the assignment or the sequence, and I hope the exercise allows for more student control and creativity, at the same time moving back and forth through fluency and accuracy.

With an emphasis on authentic, everyday language, I encourage the students to maintain face to face communication, good body language e.g., nodding and eye contact. And finally, I assign textbooks that have concrete language exercises that answer the important question, “How do you say?”

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Research Project Title: Becoming, Othering, and Mothering: Korean immigrant women's life stories in their intercultural relationships

Researcher: Eunhee Buettner, University of Manitoba

Advisor: Dr. Sandra Kouritzin

Are you a Korean immigrant woman who has a Canadian spouse and at least one child?

캐네디언 배우자를 따라 캐나다로 이민오시고 자녀분이 있으신 한국 여자분이십니까?

Are you interested in discussing issues regarding language choice and culture in Korean-Canadian intercultural families and raising biracial and bicultural children based on your personal experiences? If so, you might be interested in this research project.

캐네디언 배우자를 두신 한국 여성분으로서 가정에서 두 언어와 두 문화를 어떻게 다루시는지 그리고 자녀들의 언어, 문화, 정체성은 어떻게 교육시키고 다루시는 지에 대해서 나누기를 원하십니까? 그러시다면, 이 리서치 프로젝트에 관심이 있을 수도 있을 것입니다.

I am Eunhee Kim-Buettner, a doctoral candidate in the Faculty of Education at the University of Manitoba. I am currently looking for Korean immigrant women who have Canadian spouses and at least one child for my dissertation research. More specifically, I attempt to explore how Korean immigrant women who have Canadian husbands assimilate into their intercultural families and Canadian society and how they deal with their children's dual languages, cultures, and identities in Canada.

저는 매니토바 대학교 교육 대학원 박사 과정에 있는 김은희라고 합니다. 요즘에 캐네디언 배우자를 따라 캐나다로 이민오신 한국 여성분들이 그 분들의 다문화 가정과 캐네디언 사회에 어떻게 동화되시며 또 그 분들의 자녀들의 두 언어, 문화, 정체성을 어떻게 다루시는지를 연구하기 위해서 캐네디언 남편과 아이들을 두신 한국 여성분들을 찾고 있습니다.

As a Korean immigrant woman who has a Canadian spouse and has a biracial and bicultural child, I am interested in listening to other Korean women's experiences of being foreign wives, mothers of racially and culturally mixed child(ren), and immigrants.

저또한 캐나다 남편을 따라 캐나다로 이민 온 한국여성으로서 캐나다 배우자를 두신 한국 여성분들께 외국인 부인으로서 다문화 자녀의 어머니로서 그리고 캐나다에서 이민자로서 그분들의 경험과 의견을 듣기 원합니다.

If you want further information about this study and are interested in participating in this project, please contact Eunhee at (204) 510-4272 or tgilj1980@gmail.com.

만약 더 많은 정보를 원하신다면 이 연구에 참여하시는 데 관심이 있으시면 저에게(김은희) 전화나 이메일로 연락주세요.

Thank you very much! I am looking forward to hearing from you!

감사합니다. 연락 받기를 학수고대하겠습니다.





Activity Packet – Part Four

By Eunhee Buettner

Activity 1: Categories	
Purpose/Aim	To develop students' higher order thinking. To see students' deeper processing of vocabulary. To reinforce students' imagination.
Target Age	Over 9 (Intermediate, Advanced)
Language	Vocabulary
Preparation	A piece of paper, scissors and a pen
Instruction	<ol style="list-style-type: none">1. Ask students to divide their paper into 24 squares2. Ask them to write down the 24 words with one in each space - for example, citrus, fortress, huge, design, attractive, swim suit, George, maroon, sparse, visa, immigration, history, depression, create, imagine, visa, vacation, airliner, peninsula, terrorist, revenge, average, imagination, calculate.3. Let the students cut them out and have 24 word cards.4. Have the students put them in categories.5. Ask them to figure out how their partners put their words in categories.
Variation	<ol style="list-style-type: none">1. Teachers can use pictures for kids.2. Teachers can use more words instead of 24 words.
Description	It is good for students to develop higher order thinking and for teachers to know their students' deeper processing of vocabulary. It is also interesting to see how each student categories vocabulary differently.
Special Point	It is better to use pictures for young learners.

Activity 2: Cold and Hot	
Purpose/Aim	To make students chant a sentence or a word with one voice. To teach students how to help a searcher to be able to find a hidden object. To teach students cooperation in order to find a hidden object. To help students to articulate words and sentences well.
Target Age	Over 6 (beginner and intermediate)
Language	Vocabulary, sentences and expressions
Preparation	Hidden objects such as a small piece of paper, an eraser, a pencil, etc.
Instruction	<ol style="list-style-type: none"> 1. Write a word or a sentence on a small piece of paper. (If you want to use a different object, you just hide it in any place in the classroom.) 2. Choose a searcher and let him/her go outside of the classroom. 3. Hide the piece of paper in any place in the classroom while the searcher is out. 4. Let him/her come in the classroom and find the hidden paper. When the searcher is close to the hidden object, the students chant the word or the sentence aloud and when the searcher goes away from the object, the student chant it very quiet. That is, the closer the searcher gets to the hidden object, the louder the students chant. The further the searcher goes to the object is, the quieter the students chant. 5. The searcher chooses another searcher to find the hidden object after he/she finds it. 6. The students continue to play this game in the same way.
Variation	<ol style="list-style-type: none"> 1. Students can chant hot and cold instead of chanting louder and quieter. 2. Students use clapping. For example, the closer a searcher gets to the hidden object, the more and louder the students clap. The further the searcher goes to the object, the less and quieter the students clap.
Description	It is a great activity to teach students how to help someone who needs help. In the case of finding something, a searcher needs help to find it. The students can help them by following the rule that makes the searcher find the object easily and fast. Also, it makes the students memorize a target word or a sentence by repeating it many times.
Special Point	It is successful for young children because they can not only have fun with the activity but also practice articulating words and sentences by repeating them.

Activity 3: Scrabble Strips	
Purpose/Aim	To develop students' vocabulary. To make students practice spelling vocabulary by writing them and looking at them. To make them enjoy studying vocabulary.
Target Age	Over 9 (beginner, Intermediate, Advanced)
Language	Vocabulary
Preparation	A piece of paper and a pen
Instruction	<ol style="list-style-type: none"> 1. Ask students to draw 18 x 18 empty grids on the paper. 2. Have them to write some vocabulary crosswise and lengthwise. Each letter in the vocabulary should be put in each blank. 3. Ask them to cut the strips and write the same vocabulary on the back of the strips. 4. Let them have their partner to do this activity. When they have their partner, tell them how to play this activity. A student puts a strip, makes a sentence that has the word or defines the word and says it. The other student puts another strip crosswise and lengthwise, connecting the previous strip. He/she also makes a sentence that has the word or defines the word and says it. 5. A student who uses all of the strips first wins the game.
Variation	1. Students can make crossword puzzles with these scrabble strips by putting them on paper, trace the edge of the strips and writing definition and explanation.
Description	It is a fun activity so that students can study vocabulary with enjoyment. Also, it makes them think a lot in order to put the strips in the right spot so it would make their brain activate a lot. They could remember words they put as well since they make a sentence which has the word.
Special Point	It is appropriate for students who can write and read. It is not good for very young learners.

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.

The EAL Learners' Fund and EAL Professional Development Fund

Throughout our history, TEAL Manitoba (formerly TESL Manitoba) has provided financial support and professional development opportunities to the Manitoba EAL community.

In an endeavour to increase this involvement, we are happy to announce that two separate funds have been set: The EAL Learners' Fund and EAL Professional Development Fund. Students can apply to the EAL Learners' Fund for a bursary of up to \$500 and EAL professionals working within the Manitoba EAL community can apply for up to \$1000 funding.

For more information and application forms, please visit our website at www.tealmanitoba.ca