

English Language Learning Magazine

CONTACT

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Cognition in Language Learning

WHAT YOU SHOULD KNOW ABOUT MEMORY
HOW GOOD TEACHERS USE IMAGERY

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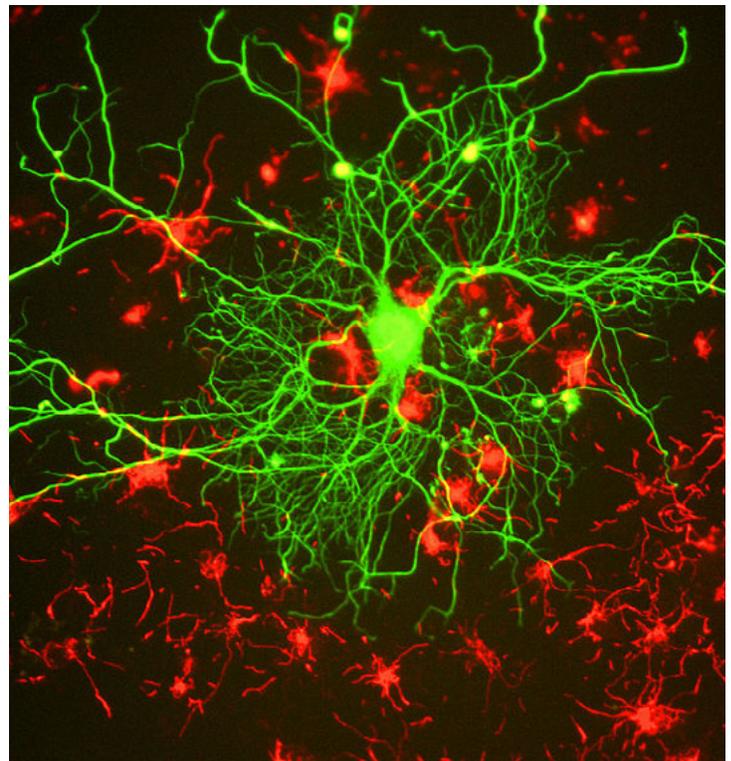
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Calendar

December 6–7	The Ontario Association of Adult and Continuing Education School Board Administrators (CESBA). http://www.cesba.com/index.php/component/jevents/icalrepeat.detail/2012/12/06/36/-/cesba-fall-conference
January 3–6	Modern Language Association (MLA). Boston, MA. http://www.mla.org/convention
February 2	TESL Ottawa Workshops. http://www.teslottawa.ca/CALL%20FOR%20PAPERS%202013.pdf
March 17–20	American Association for Applied Linguistics (AAAL). Dallas, TX. http://aaal.org/displaycommon.cfm?an=1&subarticlenbr=85
March 20–23	Teachers of English to Speakers of Other Languages (TESOL). Dallas, TX. http://www.tesol.org/convention2013

Please, contact us (editor@teslontario.org) to let us know about upcoming events.



EDITOR'S NOTE

This summer, copyright legislation underwent significant changes, both judicial and legislative (see p. 25). At the same time, there is a growing movement away from the practice of limiting and blocking intellectual property towards allowing it to be free. Freedom, here, doesn't always mean gratis, though commonly it is that. Rather it is the idea of creations being liberated from the constraints of traditional notions of copyright that limit their reproduction and modification. The free culture movement includes open source, open access, copyleft, Creative Commons, and public domain.

Many language teaching tools and materials are moving under this banner, a boon for language learners and language teachers alike. This magazine, [TESL Canada Journal](#), and TESL Canada's [Share](#) are three examples of articles about English language teaching that can be freely accessed by anyone with internet access. When it comes to resources, there are hundreds of thousand available, but the problem is always finding appropriate, high-quality materials. [Tutela.ca](#), launched at the recent TESL Canada conference, is designed to assist in that regard. It is a Canadian not-for-profit online repository and community for ESL (English as a Second Language) professionals. It provides classroom materials, lesson plans, assessment information, and reusable learning objects available under a [Creative Commons](#) license.

This is a great opportunity, but these kinds of resources, where the community produces and evaluates the content, require a significant level of participation before they become valuable. With only about 1,500 members and 1,000 resources currently participating in Tutela, there just isn't the critical mass needed to achieve the site's potential. This is the kind of resource that many TESL Ontario members ask for. Please, consider joining and participating.

And, as usual, please consider submitting your articles, reviews, ideas, or any other relevant writing to *Contact*. I look forward to hearing from you.

Brett Reynolds

editor@teslontario.org



CONTACT

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Contact welcomes articles of general interest to association members, including announcements, reports, articles, calls for papers, and news items.

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Stained neuron Photo from

http://en.wikipedia.org/wiki/File:Neuron_in_tissue_culture.jpg

<http://commons.wikimedia.org/wiki/File:Givinghandsandredpushpin.jpg>

TESL ONTARIO

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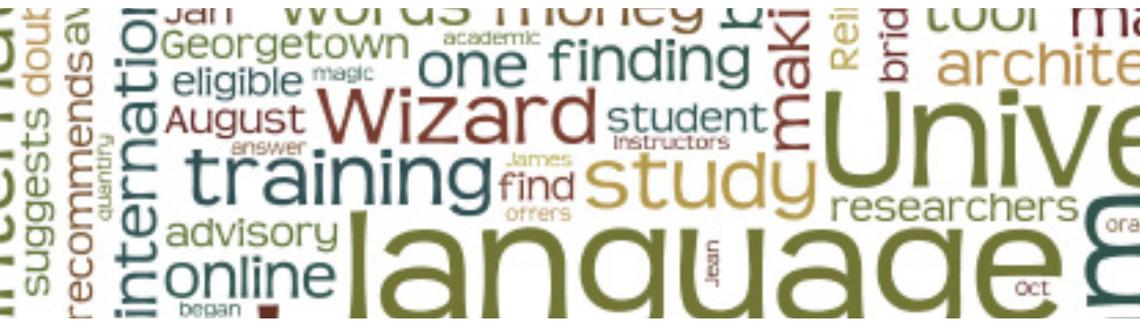
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TESL ONTARIO NEWS



Post TESL Certificate Training (PTCT) Funding for training fee reimbursement still available!

Post TESL Certificate Training (PTCT) offers instructors an opportunity to further their knowledge and skills in specialized content areas. To learn about PTCT course admission requirements and registration process, please contact the training providers or check their websites. A list of PTCT courses and providers is available at teslontario.net/accreditation/PTCT-courses.

Instructors who work full time or part time for a CIC-funded program in Ontario, including those who are currently on maternity leave but will be returning to their teaching positions in CIC-funded programs in Ontario, are eligible for PTCT training fee reimbursement. To book a reimbursable seat, please visit the website.

<http://ptct.teslontario.org>

Accreditation Reinstatement updated process in effect Jan. 1, 2013

In an effort to further streamline the Language Instructor Accreditation Reinstatement process and to enhance the fairness and transparency of its requirements, TESL Ontario has reviewed and updated this service. The updated requirements and application process steps will be in effect as of Jan. 1, 2013.

<http://teslontario.net/uploads/accreditation/reinstatement.pdf>

GOVERNMENT NEWS

Government streamlines licensing for ITI architects

“The Government of Canada is making it easier for internationally trained architects to find jobs in their fields through support for a newly launched program.

The BEFA Program was created through over \$1.9 million in federal funding, announced by Minister Finley in September 2010. This program will streamline the licensing process for internationally trained architects through a national online assessment tool and standard interview process. Internationally trained architects will be able to find out sooner whether their qualifications meet Canadian standards of practice, or if they need to undergo further training and skills upgrading.”

<http://news.gc.ca/web/article-eng.do?nid=695939>

Come to Canada Wizard works like magic — 1.6 million visits in 12 months

“**Ottawa, August 29, 2012** — One year after Citizenship and Immigration Canada (CIC) launched the Come to Canada Wizard, the popularity of the Web tool continues to rise and is reaching new heights with over 1.6 million visits.

The Come to Canada Wizard helps people determine if they are eligible to live, work or study in Canada. Drawing over 100,000 visitors a month, the tool presents users with a series of questions and, based on their answers, matches them with the federal immigration option that best suits their specific circumstances. It then leads them to a page that breaks down the application steps and provides instructions and forms.”

To view the Come to Canada Wizard, go to www.cic.gc.ca/cometocanada

Government advisory panel recommends doubling international student levels

A [report](#) released in August by an advisory panel to the Canadian government recommends that Canada strengthen its efforts to recruit international students, with the goal of doubling their number by 2022. The report, entitled “International Education: A Key Driver of Canada’s Future Prosperity,” paints international students as important contributors to Canada’s economy.

<http://www.international.gc.ca/education/report-rapport/strategy-strategie/index.aspx>

Proof of language requirement for citizenship

Because Canada has two official languages—English and French, citizenship applicants must now prove their knowledge of one of these languages.

Citizenship and Immigration Canada website provides the following details:

If you are between 18 and 54, you will have to send proof of your ability to speak and listen in English or French with your citizenship application.

Some examples of this proof can be:

- The results of a CIC-approved third-party test; or
- Transcripts or a diploma from a secondary or post-secondary education in English or French, in Canada or abroad; or
- Evidence of achieving CLB level 4 or higher in certain government-funded language training programs.

CIC intends to assess how well the applicants understand basic spoken statements and questions, and express basic information or answer questions.

When the applicants talk to CIC staff or a citizenship judge during an interview they will have to:

- take part in short, everyday conversations about common topics;
- understand simple instructions and directions;
- speak using basic grammar, including simple structures and tenses; and
- show that you know enough common words and phrases to express yourself.

A citizenship judge makes the final decision on all cases.

http://www.settlementatwork.org/_news_/96652

U of T study finds that cuts to local immigration partnerships may negatively impact newcomers to Toronto

Cutting funding and amalgamating the Local Immigration Partnerships (LIPs) — the network of organizations and agencies working together to coordinate settlement services for recent immigrants — will likely negatively affect the estimated 75,000 newcomers to Toronto each year, a University of Toronto study has found.

Although LIPs are facilitated by non-profit organizations, they are federally funded through Citizenship and Immigration Canada (CIC). Funding cuts in April 2012 resulted in a 75% staff reduction and an amalgamation of 17 LIPs to four regional offices.

“This report reveals that social networks among professionals were a magic ingredient for effective government-community partnerships within the settlement sector”, says lead author and U of T PhD student Raluca Bejan. “It shows that dedicated staff were making a

difference in coordinating and integrating Toronto’s complex settlement system.”

“Amalgamation reduced the number of staff positions that were key in keeping the partnerships between agencies strong and productive”, says the report’s second author Chris Black from Meta Strategies.

The report, entitled *Balancing the Budget but Who’s Left to Budget the Balance: A visual Representation of Professional Networks Within Toronto East Local Immigration Partnership*, was conducted by the University of Toronto’s Factor Inwentash Faculty of Social Work in partnership with consulting firm Meta Strategies and WoodGreen Community Services. The study examined delivery of services for Toronto’s newcomers in the Toronto East neighbourhood, which includes the eastern portion of the Old City of Toronto and the district formerly known as the City of East York.

Among the report’s key findings:

- Paid LIP staff played a vital role in connecting settlement service providers.
- Following the removal of paid LIP positions, 50% of the Partnership’s collaborative relationships were no longer sustainable.
- Among the report’s recommendations:
- Reinstate funding for the LIP neighbourhood-based operational model.
- Make use of evidence informed evaluation research to guide the LIPs future developments.
- Adopt a long term perspective on the settlement and integration process.

<http://media.utoronto.ca/media-releases/u-of-t-study-finds-that-cuts-to-local-immigration-partnerships-may-negatively-impact-newcomers-to-toronto/>

Immigration Minister Calls on Regulators to Reduce Barriers for Canada’s Immigrants

Citizenship and Immigration Minister Jason Kenney is seeking the cooperation of Canada’s self-regulatory organizations in making it easier for new Canadians to get licensed to work in their field in Canada.

At the annual conference for Canada’s self-regulatory organizations (SROs) on November 8th and 9th Citizenship and Immigration Minister Jason Kenney asked for their cooperation in helping recent immigrants to Canada become licensed in their field.

Canadian Network of National Associations of Regulators (CNNAR) is an association made up of some of Canada’s largest SROs, including the Canadian Nurses Association, the Ontario College of Teachers, and the Federation of Medical Regulatory Authorities of Canada, which have been under some criticism recently for occupational regulations that have hampered the labour market integration of Canada’s immigrants.

A report from the Canadian Labour Market and Skills Researcher Network (CLSRN) estimates that licensure barriers that prevent immigrants from working in their field of study cost the Canadian economy \$2-5.9 billion a year in lost productivity and tax revenue.

<http://www.cicsimmigration.com/immigration-minister-calls-regulators-reduce-barriers-canadas-immigrants/>

OTHER NEWS

York University launches bridging program for internationally educated HR professionals

York University has launched a bridging program for internationally educated human resources professionals to help skilled immigrants fill the gaps between their credentials and what is required to land a position in their profession in Canada. The program launch addresses an anticipated need given a recent Human Resources and Skills Development Canada (HRSDC) report that predicts there will be a shortage of human resources professionals over the next 10 years.

<http://news.yorku.ca/2012/10/22/york-university-launches-bridging-program-for-internationally-educated-hr-professionals/>

DIGEST

How useful is TESOL academic research?

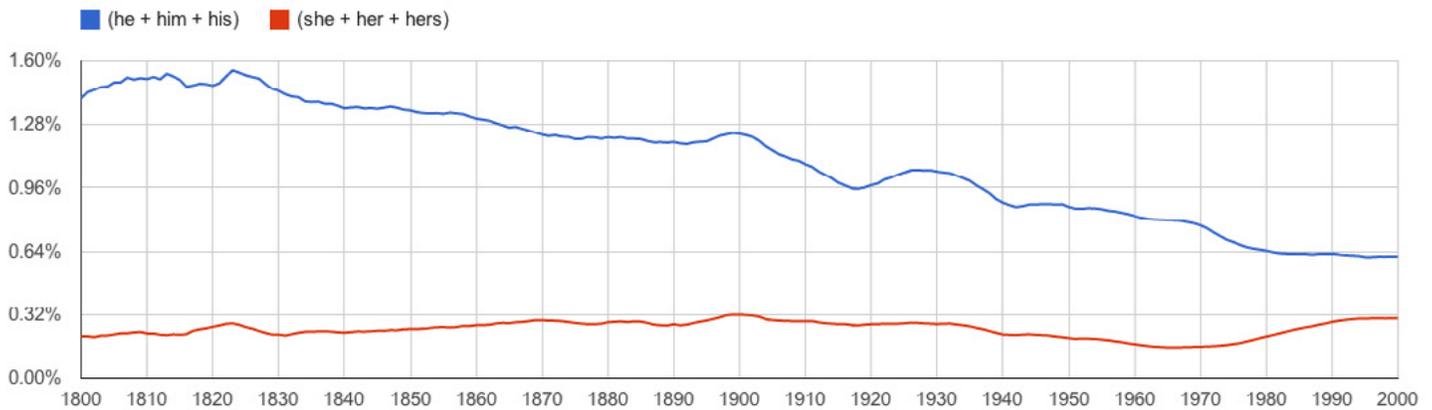
“Teachers can gain some valuable knowledge from such articles.

This may be in the form of underlying theory that can explain or predict common classroom phenomena. For example, the extensive research on error correction can tell us why learners often do not seem to perceive and implement corrective feedback on their mistakes, and suggest why some kinds of correction are likely to be more effective than others.

Or it may derive from a surprising finding that leads to salutary rethinking, for example, when the research shows that some popular practices are in fact probably not very efficient. The use of ‘inferencing’ (guessing from context) as a means of accessing the meaning of new words is one example.”

<http://www.guardian.co.uk/education/2012/oct/16/teacher-tesol-academic-research-useful?newsfeed=true>

Study tracks ratio of male to feminine pronouns



According to a new study, “the ‘he-she’ gap in books — one that has always favoured the masculine — has dramatically narrowed.

Drawing upon nearly 1.2 million texts in the Google Books archive, three university researchers tracked gender pronouns. The ratio had shrunk to 3:1 by 1975, and less than 2:1 by 2005.

“These trends in language quantify one of the largest, and most rapid, cultural changes ever observed: The incredible increase in women’s status since the late 1960s in the U.S.,” Jean M. Twenge, a psychology professor at San Diego State University and author of ‘Generation Me,’ said in a statement.

“Those numbers are quite staggering,’ says James W. Pennebaker, author of ‘The Secret Life of Pronouns’ and chair of the psychology department at the University of Texas in Austin. ‘Pronouns are a sign of people paying attention and as women become more present in the workforce, in the media and life in general, people are referring to them more.’”

http://bigstory.ap.org/article/study-tracks-rise-feminine-pronouns?goback=.gde_1609797_member_155768398

Girl Talk: Are Women Really Better at Language?

“Researchers report in the journal *Neuropsychologia* that the answer lies in the way words are processed: girls completing a linguistic abilities task showed greater activity in brain areas implicated specifically in language encoding, which decipher information abstractly. Boys, on the other hand, showed a lot of activity in regions tied to visual and auditory functions, depending on the way the words were presented during the exercise.

“The finding suggests that although linguistic information goes directly to the seat of language processing in the female brain, males use sensory machinery to do a great deal of the work in untangling the data. In a classroom setting, it implies that boys need to be

taught language both visually (with a textbook) and orally (through a lecture) to get a full grasp of the subject, whereas a girl may be able to pick up the concepts by either method.”

http://www.scientificamerican.com/article.cfm?id=are-women-really-better-with-language&goback=.gde_2347482_member_157795964

Language evolution

“Using an artificial language in a carefully controlled laboratory experiment, a team from the University of Rochester and Georgetown University has found that many changes to language are simply the brain’s way of ensuring that communication is as precise and concise as possible.

“Our research shows that humans choose to reshape language when the structure is either overly redundant or confusing,’ says T. Florian Jaeger, the Wilmot Assistant Professor of the Sciences at Rochester and co-author of a study published in the *Proceedings of the National Academy of Sciences* Oct. 15. ‘This study suggests that we prefer languages that on average convey information efficiently, striking a balance between effort and clarity.’”

<http://scienceblog.com/57165/language-is-shaped-by-brains-desire-for-clarity-and-ease/#AH5WjGoyXibyg5fY99>

What You Hear Could Depend On What Your Hands Are Doing

“New research links motor skills and perception, specifically as it relates to a second finding -- a new understanding of what the left and right brain hemispheres “hear.” Georgetown University Medical Center researchers say these findings may eventually point to strategies to help stroke patients recover their language abilities, and to improve speech recognition in children with dyslexia.”

<http://www.sciencedaily.com/releases/2012/10/121014162904.htm>

Teachers make money selling materials online

“Kristine Nannini spent her summer creating wall charts and student data sheets for her fifth grade class — and making \$24,000 online by selling those same materials to other teachers.

“Teachers like Nannini are making extra money providing materials to their cash-strapped and time-limited colleagues on curriculum sharing sites like teacherspayteachers.com, providing an alternative to more traditional — and generally more expensive — school supply stores. Many districts, teachers and parents say these sites are saving teachers time and money, and giving educators a quick way to make extra income.”

<http://news.yahoo.com/teachers-money-selling-materials-online-090509611.html>



Call of Duty and World of Warcraft double as language class

“Mette-Ann Schepelern remembers when she first heard a curious sound coming from her son’s bedroom.

Someone was speaking fluent English loudly, peppered with mysterious slang. To her surprise, it was her 9-year-old Danish son.

Schepelern and her son Carl live in Copenhagen, where English lessons begin in the first grade. To become fluent, a child would need to practice several hours a day – which Carl did, but not in front of a textbook.

Carl was playing World of Warcraft, a multiplayer online game with more than 10 million players and available in 11 languages, none of them Danish. To survive, players must communicate both out loud and through typed commands with others in their ‘guild,’ or team.”

<http://www.thestar.com/living/technology/article/1290031--call-of-duty-and-world-of-warcraft-double-as-language-class>

MEMORY AND LANGUAGE LEARNING

By Kirsten M. Hummel

There are many circumstances that can affect learning a second language (L2). To name just a few: amount of time invested in learning and using the target language, degree of interest or motivation, teaching method and materials, language learning aptitude, etc. One factor that is attracting increasing attention for its role in language learning is memory. Memory is important in any learning endeavour, and it may be particularly critical in learning a second language.

In the case of language learning, one memory challenge is that the new language being acquired is itself a tool in memory function, since the learner has to rely on language units (sounds, words, grammatical patterns) that are not well established to advance further learning in that language. There is an added burden when carrying out mentally challenging activities. For example, counting or calculating in a new language requires reliance on digit names, as when using the French numbers *cinq* (five), and *sept* (seven) that are not well practised, making it difficult to perform a calculation with those numbers at the same time that one has to manipulate the new digit name. Being aware of these challenges is a good starting point for the language teacher, but it is also crucial to know something about how memory functions in order to understand its complex relationship with language learning.

Memory research in cognitive psychology has a long tradition. An early basic distinction was made between short-term memory, viewed as a static storage system where information is stored briefly, and long-term memory, an unlimited system where information (facts, knowledge, skills) is stored on a generally permanent basis. Additional distinctions were made in a more recent framework, known as WORKING MEMORY (e.g., Baddeley, 2000; Baddeley & Hitch, 1974). Working memory is defined as the mental system responsible for the temporary storage and processing of information while performing other cognitive activities, such as comprehension, learning, and reasoning (Baddeley & Logie, 1999). In short, it can be considered as a mental workspace. While working memory includes short-term storage subsystems, these are considered distinct from the earlier static view of short-term memory since in addition to storage, working memory includes both the processing and manipulation of that information. For example, if you try to multiply two sums, such as 12 times 14, you need to hold individual numbers (e.g., $2 \times 4 = 8$) in memory while carrying out the rest of the calculation. This requires both storage and processing of information.

The working memory model incorporates a central executive memory management unit, which oversees three subcomponents: THE VISUO-SPATIAL SYSTEM, THE PHONOLOGICAL LOOP, and THE EPISODIC MEMORY COMPONENT (see Figure 1). All of these are thought to work together, but each has an identifiable distinct function.

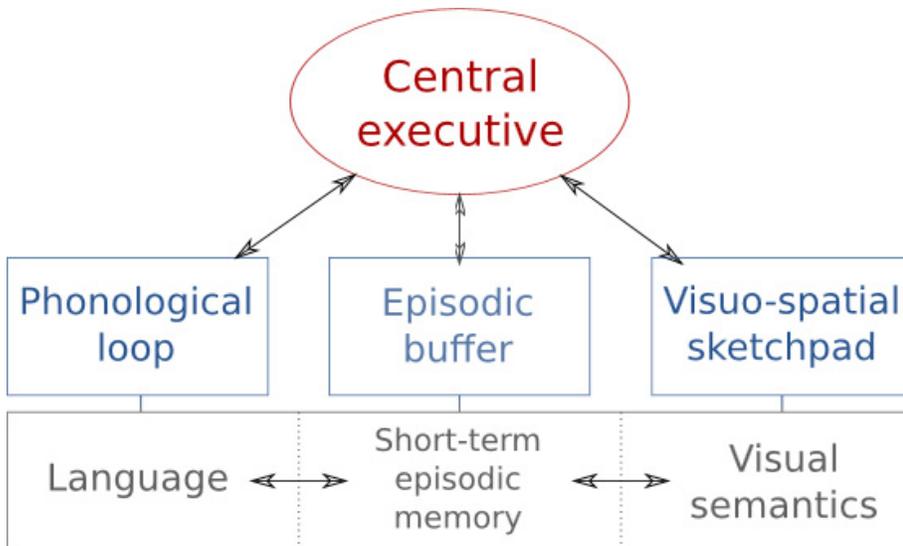


Figure 1: Working memory model (e.g., Baddeley & Hitch, 1974; Baddeley, 1986)

The central executive is thought to be largely responsible for directing attention and coordinating information received from the three subsystems. The phonological loop is responsible for very short-term retention of acoustic or speech-based material, and is thought to play an important role in the acquisition of new words. The visuo-spatial system is responsible for short-term retention of visual and spatial information. The episodic buffer subcomponent is responsible for memory for events and for integrating information acquired in different forms.

For instance, in a language classroom students may be listening to their instructor introduce a new word, perhaps *ostentatious*. They use their central executive to ensure the sound of the word keeps articulating in the phonological loop. As the instructor goes on to ask students to give examples of ostentatious behavior, the central executive focuses attention on long-term memory to retrieve previously learned information (what they know about behaviors) as they formulate sentences in the L2. Without the attention of the central executive, the phonological trace that was being rehearsed in the phonological loop may have been lost. Moreover, the words that have been retrieved in order to formulate an example sentence have now begun to articulate in the loop. As a result, the students may have trouble recalling the sound of the new word when it comes time to use it unless their working memory can hold all of this information.

The two parts of this model that have been the most studied for their possible role in language learning are the central executive and the phonological loop.

The Central Executive

In order to test the functioning of the central executive as portrayed in Figure 1 and measure WORKING MEMORY CAPACITY (WMC), a measure of both storage and processing of information is necessary. The type of task psychologists most often use to measure WMC, is a task in which items (such as words) are stored while some type of ongoing processing activity occurs. A typical task is the reading span task (see Figure 2) in which increasingly larger sets of sentences are read by the participant who is told to remember the final word in each sentence, at the same time as he or she determines whether each sentence makes sense, is true or false, or is grammatical or not. The requirement to evaluate the sentence as true or false or its grammaticality, is to ensure that processing is occurring at the same time that items are committed to memory. The maximum number of words recalled is the key measure.

-
1. The thieves got away in a car they had stolen only two hours before.
 2. It was a beautifully written nonfiction book, full of goblins and dwarves.
1. Ever since he could remember, his dream had been of flying airplanes.
 2. Michael took one look at her and prepared to make his move.
 3. Shintoism is the most ancient indigenous religion of Japan.
1. Harry was a private detective who would never take murder cases.
 2. In his books, Ernest Hemmingway depicts the coldness and brutality of man.
 3. The taxi turned a corner onto Forest Street and stopped for its fare.
 4. Fewer young people are attending higher education than ever before.

Figure 2: Example of Reading Span Test for working memory capacity (WMC).

Unrelated sentences are presented in increasingly larger sets of sentences (e.g., 2, 3, 4, etc.) in the L1. Participants are asked to judge whether each sentence ‘makes sense’ (to ensure processing of sentences), then to recall from memory the final word of each sentence from the set (adapted from Danemann & Carpenter, 1980). For the set of sentences listed in Figure 2, the participant would need to say whether each made sense, then remember the final word (e.g., *before* and *dwarves* for sentences 1 and 2). It is easy to note that this task becomes increasingly difficult: readers can test themselves by reading each set of 2, 3, and 4 sentences and attempting to recall each final word from memory.

The ability to remember information from a sentence at the same time as one is computing its meaning comes into play, for example, when making links between a subject at the beginning of a sentence and the verb with which it agrees occurring later on in the sentence (e.g., *The students in the class I attended were/was writing answers on the board.*)

There is some support for WMC being linked with L2 language processing. For instance, one study (Mizera, 2006) found learners with high working memory capacity also scored high on L2 oral fluency tests. Higher working memory capacity therefore appears related to greater L2 fluency.

The Phonological Loop

Another part of the working memory model that has been studied for its role in first and second language learning is the phonological loop (see Figure 1). The phonological loop is considered responsible for what has been referred to as *PHONOLOGICAL SHORT-TERM MEMORY*, or more succinctly, phonological memory (PM), the very short-term retention of speech-based material. An example of PM is what goes into play when one tries to remember a 7-digit phone number that one has just heard. The time frame for PM is estimated to be just a few seconds; information is lost if it is not rehearsed or repeated, which explains why this aspect is termed a *LOOP*. If the information is rehearsed repeatedly, it can be transferred to long-term memory.

One of the most common tasks used to measure PM is the repetition of made-up words, or what is known as *NON-WORD REPETITION*, in which the participant is asked to repeat increasingly long strings of nonsense words, for instance, a string of letters such as *intricabument*. The degree to which a given non-word resembles or differs from sounds in one's first language (L1) has been found to affect repetition accuracy. For example, *lendate* resembles an English word, *huvoi* less so. In general, non-words are used which do not resemble those in the L1 so as to evaluate memory for unfamiliar sounds.

An increasing amount of research has examined whether phonological memory plays an important role in first language (L1) and L2 acquisition. L1 studies with young children report PM appears linked to vocabulary acquisition up until around 5 to 6 years of age (Adams & Gathercole, 1996; Baddeley, Gathercole, & Papagno, 1998); that is, children with larger PM capacity appear to acquire new words faster and their speech development is more advanced. The role of PM in L1 acquisition appears to decline at later ages and it is thought that other factors, such as current vocabulary size, eventually outweigh its role.

Strategies to optimize working memory

1. Observe your students and try to identify those who appear to struggle to remember new words or to produce longer stretches of language.
2. Provide considerable written and visual support for learners.
3. When introducing new grammatical structures, do so with familiar words to decrease the memory load.
4. When providing instructions for various tasks, use shorter sentences and repeat as necessary.
5. Incorporate activities requiring prepared dialogues, such as skits, to allow students to practice until they are comfortable enough to adapt these to include new grammatical patterns and vocabulary.
6. Encourage students to use the language lab for extra practice in listening to and repeating new words and phrases.

PM in L2 learning has been similarly investigated. In the first published long-term study of the role of PM in L2 learning in children, Service (1992; Service & Kohonen, 1995) found that Finnish-speaking children with larger PM capacity (as determined from a non-word repetition task) were better at learning L2 (English) vocabulary when tested over two and a half years later. PM has also been found related to L2 vocabulary learning in adolescents (Cheung, 1996; French, 2006; Hu, 2003) and adults (e.g., Atkins & Baddeley, 1998; Papagno & Vallar, 1992, 1995). Other studies suggest it also plays a role in the acquisition of L2 syntax (Baddeley, Gathercole, & Papagno, 1998; Ellis & Sinclair, 1996), L2 oral fluency (O'Brien, Segalowitz, Freed, & Collentine, 2007) and is linked to general L2 proficiency (Hummel, 2009). Some studies suggest the link between PM and L2 learning is primarily in effect in beginning and intermediate learners, while other factors outweigh its influence in advanced learners (e.g., Abdallah, 2010; Cheung, 1996).

The role of memory in the language classroom

But what are the concrete implications, if any, for memory and teaching a second language? Does what we know about working memory, and phonological memory in particular, shed any light on how students might be helped in learning a new language? Are there ways to boost memory capacity?

A more efficient general working memory allows learners to notice important aspects of the language input by freeing up attentional resources that would otherwise be tied up in processing incoming material (e.g., McLaughlin, 1998; Sawyer & Ranta, 2001). Learners who are trying to figure out what complicated new words mean in a sentence are likely to have less attention to focus on the grammar of the sentence. This is likely also true for the processing of auditory material. If a given learner has a large phonological memory capacity, then he or she is likely better able to rapidly process, retain, and repeat new sounds and is therefore better equipped to process the new patterns in a language. If techniques can be identified that allow individuals to optimize their PM processing speed or overall capacity this could free up resources for processing other aspects (e.g., grammatical structures and semantic content) of the input.

There is increasing recognition that students with poor working memories can be helped through specific classroom strategies. Some techniques suggested by memory specialists (Gathercole & Alloway, 2008, p. 69) for use with children diagnosed with memory problems in general classrooms include: 1) reducing the amount of material to be remembered; 2) repeating important information; 3) encouraging memory aids; 4) developing the student's own strategies to support memory. These techniques could be similarly applied to language classrooms where adults are learning an L2.

In general, it is safe to say that the typical language classroom in North America largely follows a communicative approach in which learners are exposed to the target language through dialogues and conversations. An emphasis is put on the communication of

meaning and expression of ideas, and although written material is present, there tends to be particular importance given to oral interaction in the classroom. It is this oral communication emphasis that might be particularly challenging for students with lower phonological memory capacity. If a student is less able to store and remember unfamiliar sounds, this will likely affect his or her ability to remember and repeat new words and phrases, or engage in a spontaneous conversational dialogue. The student with low PM capacity may struggle to keep up with his or her peers who have a larger PM capacity. Teachers have no doubt experienced classrooms where some students appear less able than others to participate in ongoing dialogues or conversations, despite similar amounts of previous language instruction compared to their peers.

As argued elsewhere (e.g., Hummel & French, 2010), providing strong visual support for L2 learning, such as written texts, can be considered crucial to allow the learner to compensate for limited memory storage capacity and facilitate attention to form. Learners whose phonological memory may be less efficient may benefit from visual or written aides that put less of a burden on their memory capacity. Adult and child learners alike tend to focus on meaning; in most cases our attention has to be drawn in some way to the form of the message or we do not take note of it. In recent years, considerable research has gone into determining what strategies are most effective to draw attention to form in the language classroom (see, for instance, *The Canadian Modern Language Review, Volume 66*, 2010, devoted to this issue).

A capacity-limited system like PM makes it difficult to retain information long enough to attend to aspects of the form of the input, such as complex new sounds or grammatical structures. Oral input is temporary and rapidly forgotten unless it can be practiced; in contrast, visual or written input remains available over time and can therefore serve to replace the temporary storage function of PM, allowing longer stretches of language to be processed. This view is supported by research (e.g., Lund, 1991; Murphy, 1997; Wong, 2001) suggesting that exposure to tasks in the written mode is superior to the aural mode in L2 learning. Wong's study (2001) revealed that students understood less when L2 tasks requiring attention to form were presented aurally, compared to a written presentation. It may be that such differences would be even more striking for learners with low PM capacity.

In addition, a few studies appear to show that PM capacity limitations can be overcome with specific learning tools. Chun and Payne (2004) measured PM capacity in a small group of students learning German and found that those with low PM capacity looked up words by referring to definitions provided on a multimedia CD-ROM three times as often as those measured as having a higher PM capacity. But when overall results were compared, i.e., vocabulary comprehension and recall, the high and low PM groups performed similarly. This result points to the importance of devising and providing tools that can allow learners to compensate for a low PM capacity.

In a number of studies that have examined the effects of providing access to online chatrooms (computer-mediated communication or CMC) to L2 learners (Payne & Whitney, 2002; Payne & Ross, 2005), the researchers found that learners with lower PM capacity made stronger gains in oral proficiency after participation in chatrooms than those in a control group without similar chatroom experience. Such results suggest that tools to accommodate learners with low PM capacity can be developed in order to compensate for that lower capacity. The researchers suggest that the CMC format, in which learners have more time to read and respond to messages compared to face-to-face oral interaction, serves to help the learner with a lower PM capacity.

Another strategy that can help learners is repetition. The audio-lingual teaching approach that was popular in the last century required students to repeat language units through intensive drills, a practice that was largely rejected when the more recent meaning-based communicative approach became popular. Still, more recent connectionist viewpoints in psychology emphasize the important role played by frequency and repetition in learning. Connectionists propose that languages are learned when associations are made between patterns and forms. For the learner with a lower PM capacity, substantial repetition of unfamiliar L2 sounds and patterns allows these to be committed to long-term memory thereby freeing up memory resources that can then be applied to acquiring other parts of the language. The working memory model suggests that a primary pathway to long-term memory is, in fact, repetition.

Rehearsal and repetition can be adapted to each classroom situation. Teachers can make it a priority to encourage speaking opportunities for learners, accompanied by the written support that also seems to be critical. For instance, students can be asked to create their own dialogues, and then perform these as a skit based on their written script; as the script becomes more familiar, they can be asked to adapt the dialogue to novel situations. This would allow them to practice basic vocabulary and grammatical patterns and to incorporate new vocabulary and patterns as they become more comfortable with the original script. In addition, another way to maximize repetition is to encourage students to silently rehearse language units when they are observing others participating in activities.

Recent research has explored whether memory capacity can be increased through specific training. Studies such as those done by Klingberg and colleagues (e.g., see Klingberg, 2010, for a review) suggest this is possible, at least in the controlled context of the laboratory. Fewer studies have explicitly focussed on training phonological memory, but at least one study (Maridaki-Kassotaki, 2002) found positive outcomes with children.

Conclusions

The more we can learn about how to adapt our teaching to individuals with particular needs, the better we can succeed in overcoming those challenges. Strategies devoted to enhancing memory can be crucial in an undertaking as cognitively demanding as learning a

new language. As this article suggests, it is vitally important that teachers take into account variations in memory capacities among learners, by adapting classroom methods and techniques to these differences. Some of the adaptations that appear promising include ensuring plenty of written and visual support for the new language, encouraging the use of online tools and participation in Internet chatrooms, and allowing opportunities for substantial repetition and rehearsal of the sounds and patterns of the new language. L2 teachers should be encouraged to devise additional ways to meet their students' needs based on basic information about how memory functions.

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IMAGINE THE POSSIBILITIES!

Using imagery in teaching and learning

By Nathan Hall and Craig Hall

Researchers and experts have argued that teachers of all subjects, whether it be languages and literacy (Topping & Ferguson, 2005) or physical education (Rink 2006), have many key behaviours that they regularly complete as part of teaching. Some key examples include developing and sequencing content, providing instruction, helping students to learn content, and assessing student learning. To aid in the effective performance of these teaching behaviours there are many skills (i.e., communication & organization) that a teacher can employ and improve upon (Mawer, 1995). Actually, Graham (2001) has suggested that a “Good Teacher” acquires a range of skills that will help the teacher develop and deliver lessons that are meaningful and worthwhile for students. One skill that teachers may be using to help effectively perform some of the behaviours associated with teaching is mental imagery (Hall & Fishburne, 2010).

Mental imagery is a volitional process where individuals create or recreate an experience in their minds through the use of one or any combination of all the senses (White & Hardy, 1998). Researchers have found that mental imagery is employed in many professions to help with the performance of job related behaviours. Specifically, it has been reported that mental imagery is employed in coaching (Overby, Hall, & Haslam, 1997), law enforcement (Whetstone, 1996), professional athletics (Morris, Spittle, & Watt, 2005), merchandise product design (Dahl, Chattopadhyay, & Gorn, 1999), computer programming (Petre & Blackwell, 1999), musical performance (Gregg, Clark, & Hall, 2008), and medicine (Edwards, Sadoski, & Burdenski, 2005) to help individuals in those professions perform the specific tasks that are part of their day-to-day professional responsibilities. But what is known about the use of mental imagery in the field of education and by teachers?

In the broad spectrum of education-related research there has been a variety of studies that have investigated mental imagery. Most of this research has focused on getting students to use mental imagery. The results from these studies have demonstrated that students obtain a multitude of benefits from its use. For example, a study conducted by Galyean (1983) on 150 educators who had their students use visual mental imagery over a one year period, suggested that visualization and guided mental imagery activities can help to facilitate highly desirable growth in the cognitive areas of academic skill acquisition and proficiency, as well as affective areas of attention, creativity, initiative, listening, and self-esteem. Research has also considered mental imagery use by various types of learners. Lowenthal (1986) reported that students with a learning disability can use visualization

to reinforce a more positive self-concept. For students that are gifted, mental imagery has been used to enhance their ability to write poetry (Rebbeck, 1989). More recently, Iglesia, Buceta, and Campos (2005) found that mental imagery could be an efficient strategy for improving recall of prose for children with Down syndrome.

With respect to teachers and their personal use of mental imagery, Hall (2012) interviewed 15 PE teachers and found they employ mental imagery to assist in a number of behaviours. Two of the main ones, planning and reflection, will be considered here. The teachers reported using mental imagery for planning and this was not surprising as it has been suggested that planning is essential to teaching (Clark & Yinger, 1987) and is a self-regulatory behavior that should be completed regularly by those who teach (Graham, 2001). One teacher in this study stated, “I would say 90% of lesson planning is mental because I am going to picture everything I do in my head probably once before I go out and teach it.” In addition, the teachers in this study said they use mental imagery to ensure that their lessons run smoothly and that they look competent in front of students. One teacher said, “things run more smoothly because I have already thought about where they are actually going”.

Reflection has often been promoted in the literature as a valuable behaviour when it comes to effective teaching (Darst & Pangrazi, 2009; Rink, 2010). Teachers in Hall’s (2011) study suggested they use mental imagery to reflect on the overall student involvement and participation in a lesson. Furthermore, the teachers described using mental imagery while reflecting to help solve puzzles or problems that occurred with the activities conducted during a lesson. Imagery, as part of teachers’ reflection, was also found to aid in the answering of questions such as “How to make an activity better?” and “Why did an activity not succeed?”

Thus, considering what is presently known about mental imagery it would appear that it is a skill that can be a powerful tool when used by both students and teachers. People in many professions employ this skill to assist them with what they do, and our research shows that those teaching PE are no different. We believe all teachers, not just those in PE, should be aware of mental imagery and give careful consideration to the ways (e.g., planning & reflection) in which it can possibly be incorporated into their own teaching.

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COPY: RIGHT OR WRONG

Under Canada's new copyright legislation

By M. Anne Vespry

The rules that govern Canada are made in two complementary ways: Parliament passes legislation, and the Courts decide how that legislation is to be interpreted and applied. This year both the Federal Government and the Supreme Court have acted to change the way Canada's *Copyright Act* affects, among others, teachers and students. Typically whoever speaks last determines the law. When the government passes new legislation, previous Court interpretations no longer apply to sections of the legislation that have changed. This principle is not entirely helpful in this instance as the *Copyright Modernization Act* was passed on June 29, 2012 while the Supreme Court's ruling on the *Alberta (Education) v. Canadian Copyright Licensing Agency (Access Copyright)* case was released on July 12, 2012 but was based on the law in force at the time, that is the old, un-modernized *Copyright Act*. Essentially that means that to have a hope of guessing what the new status of copyright will be when the new *Act* comes into force, one must look at both the *Alberta* case and the changed *Act* and interpolate.

The Alberta Case

This case arose from a dispute between Access Copyright and the Ministries of Education in all Canadian provinces except Quebec. Access Copyright collects fees to allow institutions to reproduce copyright works by Canadian and some other international creators (Access Copyright, 2010), and then remits those fees to the creators as royalties. Typically Access Copyright enters into long-term contracts with school boards, ministries, universities and colleges setting a certain amount that the institution must pay per photocopy made, or per student enrolled. In 2004 the negotiation of the new contract broke down over uncertainty as to how much copying was being done, and, of the amount being done, how much was covered by copyright such that the institutions should pay for copies.

The core of the dispute that reached the Supreme Court was the question of whether the copying being done fit into one of the exceptions in the *Act* regarding what is called "Fair Dealing". If the copying was fair dealing, then the institutions would not need to pay Access Copyright as the *Copyright Act* stipulated in s. 29 that "Fair dealing for the purpose of research or private study does not infringe copyright." Unfortunately, although fair dealing has been included in Canadian copyright legislation since the 1920's, the government has never included a definition of what, exactly, constitutes fairness in the realm of reproducing

works protected by copyright. Unfairness, much like pornography, is left up to the judiciary to identify on a “know it when they see it” basis (*Jacobellis v. Ohio*, 378 U.S. 184 (1964), at para. 197.)

In 2002 the Federal Court of Appeal developed a procedure for analyzing whether copying was fair (*CCH Canadian*, 2002). That test was upheld by the Supreme Court (*CCH Canadian*, 2004) and has been used in copyright cases since then. The procedure or test for fair dealing includes analyzing five factors:

- (1) the purpose of the dealing;
- (2) the character of the dealing;
- (3) the amount of the dealing;
- (4) alternatives to the dealing;
- (5) the nature of the work; and
- (6) the effect of the dealing on the work (*CCH Canadian*, 2004, para. 53).

Those factors were applied by the Supreme Court in the *Alberta* case, and it is useful to look at each in turn.

The Purpose of the Dealing

One of the arguments made by Access Copyright is that since the legislation states that copying materials for “private study” does not infringe copyright, it is important to distinguish between private study and non-private study or instruction. From Access Copyright’s point of view, if a student requests a copy of a portion of a work and the school provides that copy, then the purpose is the student’s private study. On the other hand, if teachers make multiple copies and hand them to the class as a required reading, then the purpose is not driven by students desire to study. Rather it is part of a public educational process and the copy is made for the purpose of instruction.

The Court did not find that argument persuasive. While instructors may sometimes feel as though we are acting at cross-purposes with students who are struggling with (or apathetic towards) the materials, the Court held that teachers and students have essentially the same purpose. The instructor who copies materials for a class, does so with the intention – or hope – that the students will study and learn. Thus the Court stated that although the teachers in this case were not copying for their own private study, they were copying to facilitate the private study of others.

It is unusual to find Canadian Courts giving opinions on epistemological matters, so it is noteworthy that the Supreme Court further stated that:

... the word “private” in “private study” should not be understood as requiring users to view copyrighted works in splendid isolation. Studying and learning are essentially personal endeavours, whether they are engaged in with others or in solitude. By focusing on the geography of classroom instruction rather than on the concept of studying, the Board again artificially separated the teachers’ instruction from the students’ studying. (para 27)

The Character of the Dealing

In the *CCH Canadian* case, the Supreme Court suggested:

In assessing the character of a dealing, courts must examine how the works were dealt with. If multiple copies of works are being widely distributed, this will tend to be unfair. If, however, a single copy of a work is used for a specific legitimate purpose, then it may be easier to conclude that it was a fair dealing. If the copy of the work is destroyed after it is used for its specific intended purpose, this may also favour a finding of fairness (para 55).

In the *Alberta* case, multiple copies were being made, but they were being distributed only to the students in specific classes. The Supreme Court does not give a detailed consideration of how that situation would fit into the analysis. However, it could be that since the Supreme Court would have been aware of the amendments proposed for the *Copyright Act*, they were taking into account new exceptions created specifically for copying materials for multiple students.

The Amount of the Dealing

The question of what amount of a work can be copied fairly and what cannot is a question that the Courts tend to find should be determined on the specific facts of each case. Typically the shorter the original work, the less that can be taken. If an author has published but one poem, copying it in its entirety would mean the recipients of the copy would never need to purchase the original. Yet copying the entirety of a poem from a larger collection of the author's works would almost certainly be considered a fair quantity, as those who were interested would still wish to buy the book. In *Alberta*, the Supreme Court makes it clear that the proper way to look at the fairness of an amount is in proportion to the size of the original work, not in terms of how many copies were made (para. 28). Unfortunately they do not take the next obvious step and give clear guidelines about what proportion is fair.

Alternatives to the Dealing

Under this factor the Courts look at how easily the person making the copy could obtain a properly purchased original instead. Copying portions of texts that are long out of print, or not available in Canadian bookshops, would more likely be considered fair than copying the morning newspaper when multiple originals could be purchased relatively inexpensively. Access Copyright argued that, in fact, all or most of the materials being copied by public schools were easily available. They suggested that schools could purchase multiple texts for each student, or sufficient library copies that all students could borrow the texts if they needed to read a section of it.

Again the Supreme Court did not consider the arguments put forward by Access Copyright persuasive. They considered the suggestion unrealistic —possibly taking into account current economic woes and ever-dwindling education budgets— and concluded that it was far more likely that if teachers could not make copies, students would end up doing without (para. 32).

The Nature of the Work

The works being copied were not specified by either side in *Alberta*, except insofar as it was mentioned that they included a mixture of sections of textbooks and journal, magazine or news articles. Thus there was no discussion by the Court of how the nature of specific works: published or unpublished, confidential or public, might affect the fairness of copying.

The Effect of the Dealing on the Work

Access Copyright suggested that there had been a decline in sales of textbooks by approximately 30% over the past 20 years, and that the decline was attributable to the increased ease of making copies. They did not, however, have any particular evidence that this was a cause-and-effect relationship, and the coalition of school boards and education ministries argued that many other factors that have changed in the past 20 years were more likely causes of the decline (para. 33). Among those other factors are the increasing access to and use of online materials that are either old enough for the copyright to have expired – most classical literature, for instance – or that have been disseminated by authors who waive copyright under open source licensing programs such as Creative Commons or OpenContent. Given the lack of clear connection between school copying and textbook publication numbers, the Court held that there was no unfair effect of the schools' copying.

Amendments to the Copyright Act

Two of the *Copyright Act* amendments have the potential to have an effect on teachers' ability to provide copies of materials to students. The first is an expansion of the list of purposes for copying that come under the fair dealing exception. The second is an expansion of the rights of "educational institutions" (*Copyright Act*, s. 2) to make copies for teaching or examination purposes. It is important to note that "educational institution" is clearly defined in the *Act* to mean non-profit institutions, including public schools, colleges, universities, training or education programs run by government ministries, and similar training provided by registered non-profit organizations. While education is conducted by many for-profit private schools, academies or business-based employee training programs, the *Copyright Act* does not consider those to be educational institutions. Fortunately, in both the *CCH Canadian* and *Alberta* cases, the Supreme Court held that the fair dealing exceptions may apply to research or education that is conducted on a for-profit basis, so that some protection will likely remain available to instructors who are not working in the public sector.

Changes to Fair Dealing

The sole change to the fair dealing provision in s. 29 of the *Copyright Act* is the addition of "education, parody and satire," to "research and private study" as reasons for copying that do not infringe copyright. As with any new legislative language, the true meaning of "education" will not be known until the Courts have had a chance to interpret it. So far the

Supreme Court has stated that language regarding fair dealing should be interpreted as broadly as possible so as not to protect content creators by infringing the rights of content users (*CCH Canadian*, para 51, & *Alberta*, para 19). If the Court continues to stand by that principle, it is likely that the addition of “education” to the list will be interpreted as a clarification that both instructor and instructed are protected by s. 29.

Unfortunately there is an equally strong likelihood that the Court will choose to interpret the term “education” more narrowly. Given the definition of “educational institution” the Court would be justified in ruling that educational fair dealing occurs only in those public institutions. Furthermore, the decision in *Alberta* was not unanimous. The Supreme Court split 5-4 in rendering the decision, and the four dissenting Justices took a much more conservative approach to analyzing the case. When the Court splits that narrowly, there is always a chance that the next time they hear a similar issue the decision will go the other way.

In practice, the question of whether and how private educational organizations are protected under the fair dealing provision may never be clarified. Simply put, the sheer expense of taking a case to the Supreme Court would likely bankrupt individual private schools. It is also worth noting that it is less likely for there to be a coalition of private educational organizations as most private schools compete with each other for enrolment. This leaves private schools without the ability to share the costs of litigation the way public school systems can – the Alberta Ministry of Education has first billing in the *Alberta* case, but the full list of parties includes every provincial and territorial education ministry that deals with Access Copyright, and all, or virtually all, public and Catholic school boards in Ontario (Quebec copyright owners are represented by a similar organization called COPIBEC).

Changes to the Rights of Educational Institutions

Parliament has made several changes to the sections of the *Act* that concern reproduction of copyright works in educational institutions. Those changes are significant primarily in that they recognize both changes in educational technology, and the increasing popularity of distance education. Where the old *Act* permitted making “a manual reproduction of a work onto a dry-erase board, flip chart or other similar surface intended for displaying handwritten material, or ... to be used to project an image of that copy using an overhead projector or similar device” (s. 29.4(1)), the amendments simply permit reproducing the work “or do[ing] any other necessary act, in order to display it.” (*Copyright Modernization Act*, s. 23.(1)). The amendments also make clear that permitted copying of material for student lessons is not limited to providing materials for students who are on campus, or to providing materials in tangible format. Several sections have been added, starting with 30.01, that detail options for making digital copies available both on and off campus to students enrolled in a class. Students are further permitted to make copies of the works that are provided to them electronically.

There are, of course, limitations included in the amendments. Materials that are commercially available, at a reasonable price with reasonable ease of acquisition, may only be copied by hand (assuming that instructors remember those old technologies of marker and whiteboard). Digital copying or photocopying is limited to works that are not commercially available for a reasonable price, or are not available in a format that suits the intended use. If a work is only available in print the instructor could scan a page in to use in a computerized presentation, but presumably should not be making print copies to hand out.

There are further limitations with the use of digital reproductions. If students are given access to digital copies, the educational institution must attempt to ensure that the students do not pass those copies on, and that if students make copies – either printouts or saved to their own local computers – the institution must attempt to ensure that the students delete or destroy those copies within 30 days of receiving their final marks in the course. The deletion provisions go some way towards reassuring copyright holders that their rights are also being protected, but unfortunately they do so by ignoring a significant portion of how learning works. While some learners will likely be just as happy to get rid of old materials, others keep everything they've been required to read as references. Absent the use of restrictive digital rights management software that automatically self destructs copies at the end of each term, it seems likely that the deletion provisions will be difficult to enforce, in part because a significant number of students will actively resist complying.

A final addition to the rights of educational institutions is the right to copy material “that is available through the Internet” (s. 30.04(1)) for instructional use. For this right to apply, the educational institution must give credit to the originating source and creator if the creator is known. The amendment clarifies that “available” implies legally available. If it is clear that the material is online only because someone else has already copied it illegally, then further copying would also violate copyright. Parliament also suggests that content creators can opt out of this provision either by making their content inaccessible except to paying subscribers, or by putting a “clearly visible notice – and not merely the copyright symbol – prohibiting [copying for educational purposes...] at the Internet site where the work or other subject-matter is posted or on the work or other subject-matter itself” (s. 30.04(4) as described in s.27 of the *Copyright Modernization Act*).

The Future of Educational Copying

By the time this article is published, the educational provisions of the *Copyright Modernization Act* should have come into force, and the question of how the law should be interpreted in light of only the *Alberta* case should be moot. With the newly amended Act, previously decided cases will not automatically apply to any sections that have changed. Given that there has been much vehement disagreement over the implications of the *Alberta* case (Situ, 2012) understanding copyright would almost be easier had there been sufficient change to the *Act* that the case would no longer be a legally binding authority.

Unfortunately neither the addition of “education” to fair use, nor the broader permitted uses for educational institutions seem to have settled the issues. If anything, Access Copyright and Canadian educational institutions seem to be moving further apart. Prior to the Alberta case, public schools and Access Copyright were at least negotiating. Now the Association of Canadian Community Colleges has published its own guide to fair dealing (Association of Canadian Community Colleges, 2012), and suggested that colleges stop contracting with Access Copyright. The Ontario Public School Board Association, acting on advice from the Copyright Consortium of the Council of Ministers of Education, Canada, has also suggested that its members not renew contracts with Access Copyright when they come due in 2013 (Geist, 2012). The Association of Universities and Colleges of Canada is currently the sole remaining large association of public education institutions that has not officially urged its members to withdraw from Access Copyright; however, individual Universities seem to be doing so rather than renewing their contracts (University of Calgary, 2012; York University, 2012).

From the day that the Supreme Court released their ruling in *Alberta*, Access Copyright has consistently crafted a message that the decision should not change anything. Their original press release states the Court’s ruling didn’t determine fairness as the Supreme Court merely clarified the test to be applied and referred the decision back to the Copyright Board (Access Copyright, 2012a). They further suggest that even if the Court did imply that the copying under consideration was fair dealing, it only applies to seven percent of all the copying done by k-12 schools. While that sounds like a negligible amount, the Supreme Court states that of the approximately 250 million copies made annually in k-12 schools in Canada (*Alberta v. Canadian Copyright Licensing Agency*, 2012, p. 34) the parties agreed that 1.7 million copies were made in a manner that constituted fair dealing (p. 6), and that 16.9 million copies were the subject of the dispute (p. 8). From Access Copyright’s point of view, that’s only 7 percent of total copies, but from the perspective of the school boards, it is an almost ten-fold increase in copying for which they do not have to pay.

The Copyright Board has since ruled that the disputed copying was fair dealing, and that there was no need to obtain a license through Access Copyright for similar copying. Access Copyright responded immediately by reiterating that the copies that constituted fair dealing were only a tiny fraction of total copies made, and that all other copying required a license to be legal (Access Copyright, 2012b).

More recently, Access Copyright has threatened legal action against colleges and universities that do not sign on to their contract (Access Copyright, 2012c), and then threatened that should k-12 schools in Ontario not renew their contracts, Access Copyright “will have no choice but to take legal action to enforce compliance by school boards” – this last, embedded in a release ironically titled: “Time for a constructive conversation about school access to copyright protected material” (Access Copyright, 2012e)

It would be easy to dismiss the messages put forth by Access Copyright as the grumblings of a poor loser. However, in one of their clearer polemics they provide a factor-by-factor

breakdown of the fair dealing test and how each factor is – or is not – handled in the fair dealing policy drafted by the Association of Canadian Community Colleges (Access Copyright, 2012d). Since that policy document is similar to those produced both by Universities that have opted out of Access Copyright and the policy recommended by the Council of Ministers of Education, Canada, the points made by Access Copyright would – if they prove to be correct – create liability in multiple educational sectors.

For teachers who are wondering whether or not they ought to copy that handout, it is perhaps suboptimal to conclude this discussion without some form of bottom-line advice. Yet as a lawyer, giving any advice on an issue this contentious would be foolish. In reality, no matter how firm the opinions or how direct the advice given by legal counsel for any of the stakeholders, the Courts have made it clear that they are the only arbiters of what is fair dealing (*Alberta*, 2012, para. 37; & *CCH Canadian*, 2004, paras. 52-53). Courts have resisted creating guidelines that would reduce their ability to examine all of the facts presented and determine for themselves what is fair in each specific circumstance. It is exceedingly likely that either Access Copyright or one of the educational associations will bring the issue of fair use back to the Courts. Until then, it would seem that the only wise conduct is to follow the policies of the institution where you teach, and hope that if yours becomes a test case the institution will have the finances needed to fight on your behalf.

Note: Nothing in the above is, or should be construed to be, legal advice. Nor does anything in the above create a solicitor-client relationship between the author and any reader.

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Copy-Left: Different Rights, Fewer Wrongs

By M. Anne Vespry

There are alternatives to using copyright works and hoping that the use falls within the boundaries of fair dealing. A growing number of content producers – authors, artists, photographers and musicians – are deciding that copyright legislation is dysfunctional, and that it is more important to encourage distribution of their works than to profit from them. The Internet has enabled new opportunities for easy and legal content sharing. Often working under the umbrella concept of Copy-Left, several organizations have found ways to give creators the tools they need both to opt out of copyright – as copyright normally comes into existence as soon as a work is completed – and to distribute their own work.

The two most prevalent licenses that creators can use to waive some or all of their copyrights are the Creative Commons Licences and the GNU Free Documentation License. Creative Commons Licenses are more broadly used, as the GNU Free Documentation License started as a license for software technical manuals and has not moved as far into the mainstream. One of the advantages to the Creative Commons Licensing scheme is that it is flexible and provides options ranging from waiving all rights and assigning the work to the public domain, to permitting only non-commercial uses that are restricted to verbatim reproduction of a work, with attribution of authorship.

The primary drawback to relying on non-copyright educational materials is that there is as yet relatively limited infrastructure for sorting and finding openly licensed textbooks or other resources. There are several organizations that support or encourage open text-book authorship, although, unfortunately none of them are Canadian. Despite the typically American-centric focus, they are often good first steps for finding appropriate and useful course content. They include:

College Open Textbooks – <http://www.collegeopentextbooks.org/> – also encourages independent reviews of open texts.

DOAJ: Directory of Open Access Journals – <http://www.doaj.org/> – currently listing 248 Canadian journals (including one devoted entirely to moose!) and others from around the world.

MERLOT - Multimedia Educational Resources for Learning and Online Teaching – <http://www.merlot.org/merlot/index.htm> – includes a free authoring tool for members (membership also free); training for peer reviewers; and integration into many Learning Management Systems including Blackboard and Moodle

Connexions – <http://cnx.org/> – includes a peer reviewed sorting and recommendation system

Open Education Resources Commons – <http://www.oercommons.org/> – has a social media feel with star based ratings and user generated tags

College and university librarians are also a good resource for finding open texts on particular subjects. The Douglas College library, for instance, includes an introduction to the concept of open texts as well as links to various types of open source content including sound recordings and pictures as well as texts (Douglas College, 2012). Increased instructor demand for open texts and open journals will also assist library staff in making the budget case for spending time or computer resources on finding and evaluating free resources.

Copy-left and other non-copyright forms of publishing may never be a complete replacement for all mainstream textbooks. Since, however, much of the copying that was at issue in the Alberta case was copying material to complement or expand on views expressed in already purchased textbooks, freely available texts and journals could fill many of those spots without requiring the instructor or school to risk being dragged into Court by Access Copyright as an exemplar of what not to do.

PUNCTUALITY IN THE REAL WORLD

Lessons for the ESL classroom

By Joan Bartel

Introduction

Perceptions of time are culturally dependent. In some societies, time is seen as expansive and time considerations may have lower priority than relationships in business dealings. In others, notably Western cultures like Canada, time at work is perceived more like a series of deadlines that must be met (Hall, 1959; see Hahn, 2011 for a blog essay on these differences from a Westerner's point of view). If you teach in Canada, or work with students or clients who interact with North American business people, you may have referred to these contrasting views of time in order to impress upon your students that punctuality is critically important. But is it really? How does the North American sense of time actually translate into punctuality practices?

Punctuality At Work

To start a discussion in my communication classes for immigrant professionals in Ontario, I like to give them a quiz question—in two variations. The multiple-choice question focuses on punctuality at work: 1) Which attitude about punctuality is most common among *employees*? 2) Which attitude about punctuality is most common among *managers*? The response options for both questions are the same (Bartel, 2009, pp. 41–42):

You (Employees) should try to arrive at the office early, to show how hard-working you are, and never late.

You (Employees) should always try to be on time.

Life is difficult sometimes. It's natural that you (employees) will be late to work once a month or so, with a good reason.

Punctuality every day isn't really important. What's important is that you (employees) finish responsibilities and tasks well and on time every day or every week.

Working in two groups, students poll each other. Invariably, the vast majority of students report that they have learned that if they plan to work in Ontario, they should choose (b) in response to both questions. As well, when I ask local ESL instructors the same questions, they usually have the same answer.

Results of popular surveys

When responses of class members are compared to North American survey results, however, lively cultural discussions ensue. In fact, a poll conducted by the well-known career service CareerBuilders.com involving one thousand hiring managers and more than 1,500 employees shows that North American work culture isn't monolithic: there is a spectrum of acceptable behaviours (Punctuality problems, 2006).

Regarding the reported punctuality of the employees themselves, both teachers and students are regularly surprised to hear that 24 percent of workers admit to a late arrival at least once a month. Arriving late to work at least once a week, a habit so unexpected that I did not even list it as an option in my quiz, was the response for 13 percent of workers; in 2009 the same pollsters found that figure had climbed to twenty per cent in the U.S. (Oops, the alarm clock didn't go off, 2009). About sixty per cent of employees reported that they generally get to work on time every day—a figure considerably less than the near-unanimous expectation of students and instructors.

Also surprising were the results from managers. Only ten percent of the managers were so strict that they might fire an employee who was late to work a few times a year. About sixty percent of the managers allowed employees to arrive late sometimes with a good reason. In addition, fully thirty percent of the managers said that punctuality in arrival time is not as important as good quality work that is done on time. An example to bring into the classroom can be found in a video about working as a draftsman (Lipp et al., n.d.). My interpretation is that this leniency likely reflects the growing acceptance of flexi-time and work-at-home arrangements in today's workplaces. In conclusion, we find that managers are actually a little more flexible about punctuality than the employees themselves.

Critically examining our cultural view of punctuality at work

When I present these statistics at TESL conference sessions, some attendees do not like the unexpected results. Regardless of the great variety of industries that must have been polled, they argue that it is their duty to instil in students the importance of punctuality across the board. In a considerable number of classrooms across Ontario students must be hearing the warning "Don't be late! You have to be on time in this country." Yet the cited statistics come from a poll of 2,500 hiring managers and employees, a substantial number of people. Should one individual – even an instructor – teach a (personal) cultural value that does not represent the actual practices of large segments of the population?

I think it is essential to acknowledge the range of acceptable punctuality behaviours. Our students must learn that they might encounter a variety of scenarios on the job, so that they can make informed decisions about their own behaviour as well as reasoned judgements of the performance of others. For example, they might see a colleague coming in late

fairly often. On the basis of their ESL teacher’s warnings, they could decide not to try to get to know that co-worker, supposing him or her to be lazy and shiftless—because good employees were always supposed to arrive on time. However, in reality, the managers in that company might just be rather relaxed about working hours.

In my view, we should not be telling our students what they *have* to do to “fit in,” presenting long lists of “Do’s” and “Don’ts” in class. Our culture, influenced by immigrant and generational attitudes, is richer than that. In fact, in workplaces in Toronto and other multicultural cities the boss may be an immigrant, too, and may be carrying her/his own cultural expectations. So it is valuable to hear many opinions on this question and compare them to a large sample of North Americans.

Lessons For The ESL Classroom

I do not mean to suggest that instructors cannot set standards for their own class. From the discussion that ensues from the survey results, teachers can go on to compare those workplace expectations with classroom behaviour. They can state their views and values, explaining which kind of “manager” they see themselves as. In my employment-related classes I usually explain that I see the class as similar to a business meeting because students so often work in groups and thus depend on each other’s attendance to get the best results. We find that we all agree that punctuality *is* expected at meetings. The discussion, including reasons for the expectations of punctuality, has an impact on students’ immediate lives and daily schedules and is an excellent occasion to practice the give and take of meaningful communication.

Punctuality, a speaking activity

Besides the above-mentioned meaningful discussion, further language activities can be carried out. For instance, consider possible verbal reactions of a supervisor or manager to an employee’s regular tardiness (Bartel, 2010, p. 28). Using the following box, give students four reaction types—concern, understanding/sympathy, sarcasm, warning (explore the vocabulary as needed beforehand)—and ask them to guess which label is demonstrated by each quoted sentence. (They have been listed here in the order above.)

Jim is late a few times every month. When he comes in late again, his boss might speak to him with:

_____ : “I hope everything’s OK, Jim?”

_____ : “This traffic has been terrible lately, hasn’t it?”

_____ : “It’s nice to finally see you today, Jim.”

_____ : “Don’t let this become a habit, or I’ll have to make a note in your file.”

Vocabulary but also, and especially, tone of voice are of interest here. Students’ understanding of comments of concern and criticism will acquire more depth when the utterances are

spoken aloud. As a follow-up, decide as a group on a similar behaviour problem and ask students individually to suggest four different responses. Each student then demonstrates one of his/her own four and the class guesses which reaction type was intended.

Expanding the topic

To extend the topic further, explore, for example, the question of how important punctuality is in situations other than work, such as a job interview or a dinner invitation. A large poll has shown that for the former, punctuality is clearly expected: 77 percent of interviewers rate lateness as a top annoyance (Galt, 2008). Lacking survey results for the latter situation, I do tell my students my personal perspective on social invitations: that many Canadian hosts hope that guests are *not* punctual!

Conclusion

As seen from a number of surveys and their results, there is not just one “Punctuality Rule” for students learning about Canadian culture to memorize. It is important for us all to realize the range of possible attitudes within a culture. When discussing the issue of punctuality, in addition to using language skills, students—and instructors—also practise cultural and self-awareness. As well, critical thinking skills are needed to choose appropriate behaviours to suit each context. With awareness of the various attitudes they may encounter in North America, our students can then make their own choices as to appropriate behaviours for themselves.

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WE TEACH TOO MUCH:

An uncountable guide to an easier teaching life

By Hisashi (Q) Higuchi

The countable/uncountable problem

We all know the story about “I like dog” and all the rest of it; typical mistakes learners of English make involving the countable/uncountable distinction. It is as routine as Monty Python’s parrot skit—only not so funny.

As a commander-in-chief in the classroom, you then proceed to present the famous countable/uncountable distinction, telling the students why “I like dog” sounds strange—a little gory in fact - and advising them to say, for example, “I like dogs”.

But this invokes the question, “What about ‘I like a dog’, sir?”. Hmm. You suddenly realize “I would like a dog” can be just as gory as “I like dog”. Oops! More explanation needed.

By the time you are done with “a cup of coffee,” “Two coffees, please,” too much wine but many German wines—your students are not too encouraged. In fact, neither are you.

This can happen. In fact, I am pretty sure all this is happening somewhere in the world—like, right now.

And the reason is simple: when you confuse meaning and form, your students are out of luck. In the present case, the discussion on countable/uncountable nouns should preferably be kept distinct from the notional discussion of countability. It is easy to do, really—once you know what to teach and what to assist with.

Stick to simple facts

For teaching purposes, you just present facts. That is, there are nouns in English that have singular and plural forms: *One book, three books. One cat, four cats.* Some are not so regular: *One child, two children. One deer, five deer. One fish, ten fish.* But the point is simple: these nouns all have singular and plural forms.

When doing all this, it is crucial to stick to **forms**—because that’s what you are dealing with. Don’t let the **notion** of COUNTABILITY enter your discussion. It is also a good idea to use as few examples as possible. There’s a vast, vast number of nouns out there. Let your students take their time and find out, one by one.

One more thing . . .

Once your students are comfortable with the singular/plural distinction, you can casually introduce the other, entirely different, class of nouns that simply do not have this distinction.

Furniture, equipment, news—these guys just don't do singular/plural. They just don't do "one this" or "three that". In that sense, they are far simpler to deal with.

It is important **not** to say these nouns lack plural forms; in saying so, you are implying they only have singular forms—but that's the very impression you don't want to give your students. These nouns simply do not have the singular/plural distinction. Don't even think about it.

So we have two kinds of nouns: those that have the singular/plural distinction, and those that don't. The former is often categorised as count or countable or some such, which is why you often find a big C in a dictionary entry. The latter is often referred to as uncount(able), hence the big U.

Take them to water, but no need to make them drink it

That's it. No more. No need to bring up and laugh at "I like dog". For now, anyway.

Then, depending on your students' levels/needs, you assist them with *coffee* and *two coffees*, *pieces of furniture*, *sheets of paper*, *packs of animals*, *one hundred police* but not *two police*, *a working knowledge of something* but not quite *working knowledges of anything*, etc. There are more nouns in English than are dreamt of in your countable/uncountable philosophy. Why not deal with them one by one, as the need arises.

The biggest mistake so many teachers tend to make is to jump to something like "I like dog" or intricate uses of *coffee* because they think it is a good point to make. But if you think about it, these are pretty complex linguistic phenomena. Very often, what you think is the daily, basic stuff is based on subtle interactions of different restrictions.

I am not saying teachers should not discuss intricate meanings associated with countable and uncountable nouns. Do as much as needed. I am simply saying, whatever you do in your classroom, don't start with countability as concept: "You know, you cannot count water, but then you can, in cases like ..."—that's no talk for a language professional.

It is my humble observation that teachers tend to talk about concept too much. Let go, and your life will be easier. Whoever your students may be, you just have to trust them in a big way; after all, they are the ones who work out the relation between form and meaning in the language they are learning. As teachers, we ultimately want our students not to need us anymore.

To that end, our job is to show them what English is like, enabling them to be able to use their tools (such as dictionaries) wherever possible. We are not paid to do their thinking and learning.

This means we should probably work less. You should at least like this bit. I know I do.

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DEVELOPING ENVIRONMENTAL ETHICS IN THE ESL CLASSROOM

By Galina Vakhromova

Albert Schweitzer's Ethics In Thought And In Action

Many years ago I was given a book and told: "This is the best book I have ever read." I wanted to know who that book was written by and what it was about. Later I learned that the title of the book was *Out of My Life and Thought* (Schweitzer, 1949). It was the first time I had read about the famous philosopher, theologian, musician, organ constructor and physician. Born in 1875 in Alsace, France, then a part of Germany, Schweitzer was the author of the philosophy *Reverence for Life* (Schweitzer, 1969) and other books. He received the Nobel Peace Prize in 1952, and he was appointed to the Order of Merit by Queen Elisabeth.

Schweitzer got a medical degree in 1913 and then set up a hospital in Lambarene, Gabon in Equatorial Africa where patients are still treated today, serving 5,000 people and employing staff from many different countries. In April 2013 it will be the centennial anniversary of Schweitzer's arrival in Africa. He lived his life as a humanitarian, building the leper village in Lambarene with the money from his Nobel Peace Prize.

His altruism, empathy, and concern for all life, along with his advice to do some good somewhere and to make one's own self more noble, inspired millions. In *Reverence for Life* and other writings, Schweitzer presents an ethical framework which values all living [things](#). It is about understanding who we are, how we should live, what our relations to each other and nature are, and what responsibilities we have.

Since teaching English involves teaching culture and requires interesting and motivating ideas as well as language, Schweitzer seems like an appropriate topic to bring into the classroom. UNESCO, for example, has recommended that we intensify the search for a new style to educate people about environment sensitive values. With these ideas in mind, I have found it useful to incorporate Schweitzer's philosophy into my language classes.

A man is ethical only when life as such is sacred to him, and that of plants and animals as that of his fellow men, and when he devotes himself helpfully to all life that is in need of help.

-Albert Schweitzer

Schweitzer in the Second Language Classroom

I introduce the students to Schweitzer through excerpts from the book *Schweitzer: A Biography* by Marshall and Poling (1975), which I prepared for the purpose of the English-language programs. I took authentic pieces of literature that I knew would be too difficult for students to read in the original format, broke them down into smaller segments, created manageable interactive mini-lessons, and presented the information in a usable format that is accessible to language learners and others concerned with the idea of environmental citizenship.

This idea of environmental citizenship, first developed in Canada (Environmental citizenship, 2001), is now known in many countries. It is similar to environmental stewardship in the Christian, Islamic and Judaic traditions, but is not associated with any religious or cultural tradition. Indeed, there are a number of different approaches in environmental studies in how to prepare individuals to think “scientifically, philosophically, morally, historically and aesthetically” (Jickling, 1991).

A finding common to many of these approaches though is that simply providing students with up-to date information about environmental problems does not help to overcome the barriers to thoughtful decisions making (Hungerford, Peyton, Wike, 1980). It is necessary to include in the curricula both knowledge about natural systems and “action” skills (Simmons, 1992).

For students, the goal is to learn to critically analyze environmental issues (Hungerford, Volk, 1990). From the teacher’s point of view, not only is the quality of information presented important, but also the way it is presented (Slovic, 1995). Jamison believes that our value system is inadequate and inappropriate for guiding people to respond to environmental problems. It is necessary “to give new content to some old virtues such as humility, courage and moderation and perhaps develop such new virtues as those of simplicity and conservatism” (Jamison, 2006). UNESCO has developed and continues to coordinate an international network of institutions from different countries working on the reorientation of education towards the issues inherent in sustainable development. The United Nations Decade of Education for Sustainable Development began in 2005 and continues until 2014.

Teaching Technique

In the context of language learning, the intersection of environmental education and citizenship is timely, because we want to achieve sustainability in the various sectors of the society. The goal in Eco-English classes is to teach students to articulate their own beliefs and priorities in their lives and to provide information about the environment and its problems, and related values and ethics. The teachers have an opportunity to prepare curriculum that teaches language skills while helping the students express their own

feelings and develop their own ethics. Reading about Albert Schweitzer, his life, and his philosophy “Reverence for Life”, which does not limit itself to the relationship to fellow human beings, but includes all forms of life, I believe, might help students discover their own personal gifts, their own values and ways for self-realization.

To achieve English learners’ needs I prepared classroom materials: small texts ranging from 150-300 words each written in simple language are appropriate for the work with the class or in groups.

Each unit is broken down into three sections: pre-reading (to compensate for linguistic difficulties), while-reading (to promote the interaction between reader and writer and focus on the language) and post-reading (to check the reading comprehension and start the dialogue to generate thought.) A number of exercise types are used including: “Learn these words”, “Fill in the blanks”, “Answer the following questions”, “Partner Talk: I agree/I disagree”, and “Group Writing”. To meet the needs of language learners, each lesson is presented in simple language. I draw attention to the key vocabulary and present several questions asking the students to look more deeply at the texts. (continued on p. 47)

LESSON PLAN: “Childhood and Youth”

Pre-reading

The teacher should prepare word cards for each of the eight words and expression in bold (see the text below). Put the vocabulary on one side and a simple definition or explanation on the other. (The online [Longman Dictionary of Contemporary English](#) is a good place to start.) Make enough cards so that each student has one.

1. The teacher hands out the cards, one to each student. Students should find a partner and **A** asks **B** to explain **A**’s word. **B** tries and **A** helps if needed. Then **A** tries to explain **B**’s word while **B** helps. Then they exchange cards and find a new partner.
2. The teacher writes the words on the board. The teacher asks students to look for connections between the words: meaning, sound, grammar, or associations. Do this as “think-pair-share”.

During Reading

3. The teacher gives each group one of the following paragraphs to read. Students should read and imagine Schweitzer’s age at each event in the paragraph. When they are finished, they should compare their guesses and explain to each other why they imagined the ages they did.

Albert had a dog named Phylax, who often charged at the postman. Albert had to keep the dog back during the postman's daily visit. In later years Albert **recalled** the thrill¹ he experienced as he controlled the dog with a stick and also the **guilt** he felt afterward, that he had used his power over the animal.

(¹ A *thrill* is a feeling of high excitement, a mix of fun and danger.)

A friend once asked Albert to go with him to shoot birds. They climbed the hill and waited. Just at the moment of attack, a distant bell started to ring. For Albert, this ringing seemed to **represent** a warning from God not to kill or hurt other **living creatures**. He jumped to his feet, shouting and waving his arms to scare the birds out of their location.

Many years ago as a student of the university, he told a friend of his shock when he realized that man's **ethics** ends with man, that man's concern is **centered** on man. Schweitzer later wrote that man's ethics had to include all living creatures. He appealed to people to live an ethics of the **reverence for life** and **devote** themselves to all life that needs their help.

4. In the group, the students take turns reading out loud, one sentence each. Students help each other with pronunciation and meaning. They can also ask the teacher if they need to. (Repeat until each student has read each sentence.)
5. Repeat step 4, thinking about pause, stress, and intonation.
6. Repeat step 5. This time, a student reads a phrase silently, then looks up and speaks it to the group. The student's turn continues until the sentence is finished. The student may look at the text at any time but may only speak when looking at the group.
7. Repeat steps 3–6 with the other two paragraphs.
8. Students put the three paragraphs in order and justify the order. (You could also do a sentence jumble activity with each paragraph. For more challenge, mix the sentences from all three paragraphs.)
9. The teacher collects the paragraphs and then distributes a fill-in-the-blank activity based on the paragraphs.
10. Finally, the teacher asks the students to put away the fill-in-the-blanks, and conducts a dictogloss activity using one or more paragraphs.

After Reading

11. As a class, discuss the ages of Schweitzer at each event in the text.
12. As a “think-pair-share”, students consider the following words:
human beings, living creatures, reverence for life, ethics
 - What do these words mean to the student?
 - Did they mean something different when the student was 5 years old, 10, 15, etc.?
 - What did they mean to Schweitzer?
13. The teacher puts the questions below each on their own card and makes enough copies so that each student has a card. Students follow a similar procedure to that of step 1.
 - Is nature a factory which produces various goods and materials for people to use? Who might agree or disagree with this idea? Why would their opinion be different from yours?
 - Are humans separate from Nature? Who might agree or disagree with this idea? Why would their opinion be different from yours?
 - Are humans superior to other living beings? Who might agree or disagree with this idea? Why would their opinion be different from yours?
 - How do your actions in your daily life match your own beliefs according nature?
 - If you have had an experience like Schweitzer’s with the bell, tell your partner about it.
14. Students silently spent a few minutes reflecting on what this thought means to them: “All creatures have their own values”.
15. Student form groups. Each group chooses a significant experience from one member’s childhood related to nature. The group asks questions and gathers details. The group writes this as a story. The story can be factual or fictionalized if everyone agrees.
 - What happened?
 - What mood and emotions did the main character have?
 - How did those experiences affect the character?

Further study: Students complete a project “Nature in the City”, preparing photos, visual arts and using cooperative learning and journal writing techniques write stories about different topics which reflect on their own experiences and learning. These activities are student-centered, the students’ connection to the natural world may open them the way to environmental citizenship and service learning.

From Theory to Practice

Schweitzer's theory and practice, thinking and actions always formed a unity. His message was to do some good somewhere, to be responsible for all forms of life, to protect the environment for ourselves and future generations. This message is more noteworthy than ever.

Some things the students cannot learn from the textbook. It may be necessary to give them "action" skills and the opportunity to explore nature. Once, after reading of a young, environmental initiative of the ChariTREE, we contacted founder Andrea Kohle Jones. She sourced 200 red pines, a species of tree matched for our region, and donated them to our school. The students, parents and teachers planted the trees on "Earth Day". Now every student of our school has his/her own seedling that they can watch and care for. Everybody smiled when one four-year-old boy asked the elder students: "Will this tree grow up with me together? Really?"

This initiative is one of the ways to connect children to nature, giving them skills and power for positive social action.

Conclusion

The ESL program with environmental focus provides students a unique opportunity to learn language and develop understanding of their own responsibility for all living things. They can explore and debate words and ideas such ethics, reverence for life, living creatures, nature, human beings and discover their own gifts and values.

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Author Bio

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MAKING REVIEW LESSONS INTERACTIVE

By Lynda Viger

As an ESL and oral communications instructor, I am frequently contemplating ways to make review lessons interactive and hence more meaningful for students. While it's important to determine just how much students have understood and remembered about the previous day's lesson, I have found that it is sometimes unrealistic to expect students to take time after class to review on their own. Furthermore, I've discovered that simply standing at the front of a class highlighting major ideas with minimal input from students is not the most productive technique for ensuring that students have really learned an important grammar point, for example. As a result, I have developed the following Lesson Review worksheet to be used with an intermediate level class where the focus is on speaking, listening, reading, grammar, and pronunciation. Students should be told that they will take the initiative in doing most of their own review. Also, instructors should emphasize the fact that this worksheet will not be collected and marked, and that writing full sentences is not necessary. The purpose is for each person to jot down a few points under each heading and then to discuss these points with at least one other student in the class. Depending on how much time a teacher chooses to allocate for review, students can work with different partners and a full class debriefing can take place at the end of the session. This exercise will not only provide the instructor with an indication of how well previous concepts were taught, but will also serve as a reflection of how engaged each student was in the learning process and of prior learning that has been internalized.

Author Bio

Lynda has been a second language teacher for over 20 years, teaching FSL and ESL in both the public and private sectors.

Lesson Review: What I Remember about Yesterday's Lesson

(Write your responses for each skill and then discuss your answers with one other person in the class).

Today's Date: _____

1. Discussion: Topic or Theme:

Questions I remember: _____

Answers or Ideas discussed: _____

2. Vocabulary: (Make a list of 5 key words from the reading)

Word/Part of Speech: _____

Meaning or Example: _____

3. Reading: Topic or Theme: _____

Main Ideas: _____

4. Grammar Concept: _____

Important Points about this Concept:
(When I use it/How I form it/Examples) _____

5. Pronunciation: Major Concept:

Definition or Examples: _____

6. Listening Practice: Topic or Theme: _____

Major Ideas: _____

Key Vocabulary:

_____	_____	_____
_____	_____	_____
_____	_____	_____

MY COFFEE DATE WITH JULIA WILLIAMS

By Lindsay Ingraham

In a busy coffee shop in Waterloo's University district on a warm September evening, I met with Julia Williams to discuss academic English. Sipping our teas, we began on a journey that was inspired by the simple questions that all ESL teachers find themselves asking: What do our students need? How can we give them what they need while preparing them for discourse is complex and variable? Are they seeking the "ah- ha" moment in grammar? What about in culturally appropriate communications? How can they build vocabulary efficiently? How can we as teachers take themes, skills, and cultural sensitivity and present it to ESL learners in a way that will benefit them?

Julia Williams is a well-known author whose works include the texts *Academic Connections 3 and 4* as well as *Learning English for Academic Purposes (LEAP)*. Her career began, like many of ours, in a different field. Her first job was teaching high school French in Bancroft, Ontario. The following year, she applied to get her masters. Post degree, she worked for two years with the Ministry of Education before returning to teach at Humber College where she was hired to teach 'Communication' (freshman writing) courses. In the early 1990's, there were no specific ESL classes, but there were ESL students. Their English language needs directed Julia to get her ESL training at Brock University in Hamilton, Ontario. Her study of French and English in University led to her keen interest in second language acquisition.

After moving to Ottawa, Julia took up teaching initially at Algonquin College, and later at Carleton University where she worked for 9 years. At that time, the ESL program policy at the University was that teachers should not use textbooks. Instructors were expected to meet the needs of each student and each class separately. This led to many late nights researching and creating teaching materials. During Julia's time at Carleton, her colleague David Wood wrote a textbook titled, *Making the Grade*. This inspired Julia to speak with a Pearson sales representative about having some of her materials published. After sending a proposal and sample materials, Pearson Longman was onboard and Julia began to work on *Learning English for Academic Purposes* (later known as *LEAP*) which was first published in 2005.

The first edition of *LEAP* was a Canadian approach to teaching academic English. The readings in the textbook were from academic sources and were longer than the average texts found in ESL textbooks at that time. The extra length was intended to help students bridge to the text lengths common in their content courses. The activities encouraged

students to synthesize and summarize material. Chapter topics were ‘twinned’ (for example, the Chapter 3 topic was ‘Consumer Behaviour’; the Chapter 4 topic was ‘Branding’). This allowed students to recycle key concepts and vocabulary. The topics were current, and also required students to express a variety of opinions. Julia was also very influenced by John Swales and his work on discourse analysis. This is evident in many activities where Julia brought features of texts to the attention of the students and asked them to explore different rules or areas of the English language. The ‘Warm Up’ assignments (positioned mid-chapter) and the ‘Final Assignments’ encouraged a process-approach to writing in a context where summative evaluation was common. There was less emphasis on grammar and vocabulary, which reflected the Communicative Language Teaching (CLT) approach of the day.

The second edition of *LEAP* was published earlier this year. While the book retains its earlier focus on authentic, longer, Canadian readings, and chapter topics remain ‘twinned,’ there are a few things that set this text apart. The first edition of *LEAP* was an integrated skills textbook. The second edition splits the skills into listening/speaking and reading/writing textbooks. Ken Beatty wrote the listening/speaking textbook. Also, in the new edition, there is a more explicit focus on vocabulary and grammar and more focus on discourse analysis. Julia has worked tirelessly to make this text a truly authentic academic text. She integrates chapter topics, and activities, varying writing genres. Her text allows students to build upon skills while practicing the expected product across twinned chapter topics. One thing I especially appreciate is the section in the back of the text that includes examples of various types of academic essays all on the same topic. It provides models for teachers to show their students, and demonstrates to students how to effectively use the different essay types to convey their meaning. As teachers, we always ask our students what they want to get across to their audience and which essay type would best suit their purpose. We want our students to take responsibility for their own learning and to succeed! We need to model and build.

Julia encourages newer teachers to stay current in their field. We have chosen a profession in which we can learn every day. Take the opportunity to learn. Learn from colleagues and from your students. Writing a text is not as hard as people might think. It is time consuming and you need to be prepared to give up your free time, but as teachers, we are constantly adapting and creating materials. When creating textbooks, Julia says, she prefers to develop each chapter ‘organically’. Each text has specific features that can be exploited to teach students the text elements that carry meaning. As we design our own materials, the main thing to keep in mind is to constantly ask ourselves “what do our students really need?” Another recommendation for new teachers is to find a niche (grammar, pronunciation, test preparation, etc) that they enjoy teaching and are good at, and to become an expert.

When asked how it feels to see students and colleagues using materials that she has created, Julia responded by saying that she is fortunate to be working with people who support her work and encourage her to keep writing. Julia is currently teaching courses in ESL and

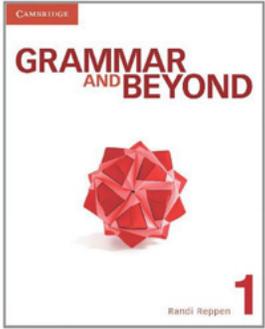
applied language studies, and holds an administrative role at Renison University College, University of Waterloo. She is currently working on writing the next level of *LEAP*, to be called *LEAP Advanced*.



http://commons.wikimedia.org/wiki/File:Walkway_and_benches_at_the_University_of_Waterloo,_October_2009.jpg

REVIEW OF *GRAMMAR AND BEYOND 1*

By Kim Henrie

Author:	Randi Reppen (2012)		
Publisher:	New York, NY: Cambridge University Press		
Pages:	ISBN:	Price:	
p. iii-425 (plus appendices)	978-0-521-14293-9	\$43.75 (textbook only)	

The title of this book implies a focus that goes beyond a typical exercise-driven grammar text. What the title does not show is that this book focuses on grammar as it relates to academic writing. Author Randi Reppen, with Deborah Gordon, has created a research-based text using North American English from authentic academic texts and contexts. The basis for the text and the vocabulary contained within is the *Cambridge International Corpus*.

The design and layout of the text are quite current and reflect the needs of students interested in pursuing academic programs in the future. The popular culture references, though, may pose some difficulty to LINC students who may not have the same frame of reference as international students. Additionally, the layout poses some challenges to the reader, principally in its minimal use of white space throughout the text. The grammar explanations and exercises frequently feel crowded and leave little space for students to make notes or complete the exercises. Finally, the featured sections of this book (i.e. ‘The Data from the Real World’, ‘Academic Word List’, ‘Avoid Common Mistakes’, ‘Pronunciation’, and ‘Vocabulary Focus’) would be more accessible for quick reference if there were more clearly identified within the chapters, tables of contents, or indices.

Grammar and Beyond 1, with its realistic grammar presentations, is intended for in-class or self-study use. Reppen specifies that it is appropriate for beginning-level students, which includes students who score within the 20-34 range on the TOEFL iBT or are assessed as A1-A2 within the Common European Framework of Reference for Languages (CEFR) (p. xi). Within the CEFR (Council of Europe, n.d.), a designation of ‘A’ refers to a basic user. Applying the Canadian Language Benchmarks (CLB), this would correspond to students at a benchmark level of CLB 1-4 (CCLB, 2000). But topics covered by Reppen frequently fall

within the higher end of this range, according to the LINC Curriculum Guidelines (TCDSB, 2002). Some of the grammar items even extend into the intermediate range of benchmarks, CLB 5-8. For this reason, and based on the academic focus of the text, this book would likely be most appropriate for a LINC level 4 class at minimum, and in particular, for any class, LINC or ESL, with a primary focus on academic preparation.

Grammar and Beyond 1 is organized into 13 parts with 32 chapters and a number of appendices relating to quick grammar references, pronunciation, a glossary of grammatical terms, and an Academic Word List. Each chapter focuses on a specific theme with exercises in a communicative context. To provide a general overview of the grammatical contents of this book, the topics for the thirteen parts break down as follows:

- Part 1: The Verb Be
- Part 2: Nouns, Determiners, and Pronouns
- Part 3: Prepositions and Adjectives
- Part 4: Simple Present
- Part 5: Conjunctions
- Part 6: Simple Past
- Part 7: More about Nouns, Determiners, and Pronouns
- Part 8: Imperatives and Modals
- Part 9: Present and Past Progressive
- Part 10: Subjects, Objects, and Complements
- Part 11: The Future
- Part 12: More Modals
- Part 13: Adjective and Adverbs

Each chapter also contains unique features which offer more to the student: the inclusion of materials on error-correction, authentic usage, and the academic word list. A section called ‘Data from the Real World’ provides students with information about common usage of words and expressions, favoured usage for different skills/contexts, and frequently used words. The ‘Avoid Common Mistakes’ sections reflect common errors taken from the *Cambridge Learners’ Corpus*, and is followed by an error-correction exercise. These exercises are designed to assist students in developing and improving their editing skills. The ‘Academic Word List (AWL)’ sections include a research-based list of words and word families drawn from academic texts and lectures.

Each chapter of the book culminates with a three-part writing task. The writing tasks focus mainly on paragraph writing in this text, though they also include: emails, surveys, and invitations. The students begin with a pre-writing task, which leads to a writing task, and concludes with a self-edit task. The students are asked to apply the grammatical items and related vocabulary to the writing task. In addition, students have the option to purchase access to the online course that runs parallel to the textbook with vocabulary, grammar, and writing exercises. Less frequently throughout the textbook, sections on ‘Pronunciation’

and ‘Focus on Vocabulary’ can be found. These sections appear much less systematic than the previously described feature sections.

Although grammar and academic writing are the primary focus, the book seeks to address all four skills in a communicative context. While *Grammar and Beyond* itself provides some communicative activities relating to all four skills, it is, in fact, the extension activities available [online](#) that really bring a true communicative feeling to the textbook. The teacher’s book with CD ROM also offers some tips and additional resources; however, not all instructors will have a teacher’s copy or take the time to consult one. The free online resources and printable PDF files are helpful additions for all instructors using this text.

Future editions might consider altering the layout to increase the use of white space and a better demarcation of featured sections that are unique to this text. Moreover, greater attention to some of the less frequently mentioned sub-sections, such as ‘Vocabulary Focus’ and ‘Pronunciation’ might lead to a more thorough integration of all four language skills. Finally, while the Academic Word List in the appendices is a useful reference, it might be nice to have a shorter list at the end of each chapter as not all students are in the habit of using the appendices and not all teachers are in the habit of teaching their students to use the appendices as a regular part of their learning. For students preparing for academic programs and/or standardized tests, *Grammar and Beyond 1* offers a means of improving writing and mechanics while increasing their academic vocabulary.

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REVIEW OF *ENGLISH IS STUPID* BY JUDY THOMPSON

Thompson Language Center

By Miriam Bos, Lindsay Watson and Ron I. Thomson

Judy Thompson's self-published book *English is Stupid* is described as a guide for English language teachers to understand how spoken English works. Written for a non-academic audience, this resource is widely used by ESL teachers in Ontario, and regularly promoted by its author at professional conferences and workshops in the province and elsewhere. Thompson's text is ostensibly a "how to" guide for novice pronunciation teachers to follow, and provides many sample exercises for students. The entire text can be read from front to back in a few hours.

The book contains 231 visually appealing pages, well laid out and for the most part presented in a manner that should be engaging for both teachers and students alike. For ease of use, each chapter is conveniently colour coded along the outside page margins. The book is structured such that each page on the left contains information for the teacher, while each page on the right contains exercises for students. The teachers' pages also contain "stage directions" with suggestions on how to teach each lesson.

The book is divided into two sections, basic and advanced. The basic section contains detailed information regarding the sounds each English letter makes, how to transcribe each sound, syllable stress, schwa, content vs. function words, and rhythm. The advanced section discusses linking, collocations, pronunciation in context, and the use of body language. Illustrations and cartoons are used throughout the book to support each learning objective. One peculiar feature we noticed is that the visuals consistently depict learners as having a dark skin tone. This conveys a broad stereotype that English learners are all members of a visible minority.

Unfortunately, the content of "English is Stupid" is very uneven and at times questionable. While much of the book contains material of the sort commonly found in peer-reviewed pronunciation texts published by major publishing houses, other content is inaccurate or even false, appearing to be based on dubious sources or faulty intuition.

Thompson correctly points out that many students will benefit from stronger awareness of differences between spoken and written language. Furthermore, the text correctly identifies linking, stress, collocations and schwa reductions as particularly important for developing more nativelike speech. We also strongly agree with the book's recommendation that students should not be as concerned with their accents as with gaining vast amounts of

experience through immersing themselves in the language community. The book provides students with useful tips regarding how to accomplish this, such as seeking out opportunities to communicate with native speakers, and intensive listening to English radio.

The book's legitimate content does not make up for what we consider some fatal flaws. At a broad level, we feel its basic approach is unwise. In an attempt to present an accessible resource for teaching pronunciation, Thompson sometimes oversimplifies information to the point that explanations are unhelpful and even misleading. In many cases where a more detailed explanation would be beneficial to students' understanding of English pronunciation, Thompson can be flippantly dismissive. Her choice of language often gives the book a condescending tone, towards both teachers and students. For example, her go to line for why students need not understand a difficult concept is, "because English is stupid". Her repetitive use of this phrase sends the message that teachers and learners do not need to acquire explicit knowledge of many features of English pronunciation and spelling. Rather, if they have difficulty with something, they should just chalk it up to how stupid English is. In fact, explicit knowledge can be very helpful to some learners, who are often very highly educated adults, capable of understanding difficult concepts. Thompson is also overly contemptuous of other teachers, and academics, criticizing differences of opinion with language such as: "who makes this stuff up and tells it to students? They ought to be arrested."

In terms of problems with specific content, we have identified three major areas that we believe deserve highlighting: Thompson's English Phonetic Alphabet (EPA), her colour vowel system, and her description of "sister sounds". Each will be discussed in turn below.

As motivation for creating her own phonetic alphabet, Thompson argues that it is much easier to learn proper pronunciation of words when there is a one-to-one sound-symbol correspondence. We concur. In fact, this is true for learners of any language, and is the motivation behind *all* phonetic alphabets. However, it is unclear to us how the EPA affords any advantage relative to more widely accepted systems, such as the International Phonetic Alphabet (IPA), which is considered a global standard.

Thompson's EPA consists of 18 symbols that are in some cases identical to the IPA, which she openly disparages. In other cases, her EPA simply replaces IPA consonant and vowel symbols that cannot be typed using a standard English keyboard, with English orthography (e.g., Sh, Ch, Ng, Th, TH, and Zh in place of IPA's ʃ, tʃ, ŋ, ð, θ, and ʒ). The resulting EPA symbols are potentially confusing given the fact that they are so similar to English letters. For example, using lower and uppercase variants to indicate voiced and voiceless pairs as the EPA does (e.g., Th vs TH), could arguably be more confusing than the IPA, since these EPA pairs look so much alike. In contrast, their IPA counterparts are indicated using much more distinctive symbols (e.g., θ and ð). Another peculiar part of Thompson's EPA is the use of the keyboard symbol ^ to represent the vowel in the word *look*. Because her symbol so closely resembles the IPA symbol for the vowel in the word *luck* (i.e. IPA ʌ), anyone who has previously learned the IPA will have to relearn this character's sound-symbol

correspondence. This is particularly troublesome given the fact that the vowels in *look* and *luck* are perceptually very similar, and consequently pose a significant challenge for many English learners. We do not feel creating additional confusion by using a widely recognized IPA symbol for a different English vowel category is a good idea.

Given the concerns outlined above, we see no compelling reason for encouraging the use of Thompson's EPA over of the IPA. The fact that many learners are already familiar with the IPA suggests that for them, learning the EPA would be a frustrating and tedious process, yet would provide no obvious benefit. Teaching the EPA instead of the IPA would also deny some learners the opportunity to learn a system that would serve them well in using many English dictionaries, not to mention most ESL pronunciation materials, which typically use the IPA or one of its many minor variants. The only remaining argument for using the EPA, then, is that it can be typed on a standard computer keyboard. This on its own does not seem to merit replacing the IPA, especially given the fact that there are now relatively simple ways of typing IPA symbols (e.g., <http://ipa.typeit.org>). Many common computer fonts also now include phonetic characters, which can be typed using a simple `INSERT-SYMBOL` command. We do not deny that the IPA has some weaknesses of its own. However, given its global currency, replacing it would be a monumental task that could only be accomplished through a very carefully developed and widely marketed alternative.

In the chapter on the EPA, Thompson also promotes the Thompson Vowel Chart (2001). This chart uses English colour terms containing target vowels as a reference point for learning vowels in all English words (e.g., *blue* to represent the vowel /u/, etc). In fact, contrary to Thompson's claim, the strategy of using colour terms to introduce vowels is not new. Thompson's (2001) vowel chart is virtually identical to the colour vowel chart described by Finger (1985), the only difference being the addition of two rhotacized vowel sounds (i.e., those found in the first syllables of *charcoal* and *orange*). The use of colour terms to identify target vowels has also previously been described in Celce-Murcia, Brinton, & Goodwin (1996), and promoted by Taylor and Thompson (2009, no relation to Thompson, 2001).

While we agree that using colour terms as keywords for vowels may be helpful to some learners, there are some potential pitfalls that should be carefully taken into consideration when using colours, or any other keyword system for that matter. These limitations are never mentioned by Thompson (2011), who instead represents the system as fail-proof. Colour and keyword systems assume that learners can accurately perceive the vowels in the colour terms or keywords that are used. In fact, this is not at all certain. If, as is often the case, a learner cannot actually distinguish the difference between the vowels in the words *red* and *black* (or *bet* and *bat*), for example, using these terms as a reference point will not be of benefit, and at worst may actually serve to reinforce learners' poor vowel discrimination. Another issue that teachers should take into account is that although native speakers may perceive a given vowel category to be the same across contexts (e.g., /u/ in *blue*, *new*, *threw*, etc.), there is actually significant variation in the speech signal. Second

language learners need to acquire the ability to recognize how contextual variants of each vowel category group together. Thus, a learner may not perceive that the vowel in *new* is the same as the vowel in *blue*, without massive experience (see Thomson, 2012).

When a colour vowel system is used for teaching pronunciation, we feel some adjustments could be made to make the system promoted by Thompson (2001) and Finger (1985) better. For example, they use single syllable words for some vowels (e.g., *blue*, *red*, etc), but two syllable words for others (e.g., *yellow*). Furthermore, *yellow* is used as a reference for /o/, despite the target vowel being in the unstressed second syllable. The first and most dominant vowel in the word *yellow* is the same vowel as that found in *red*, which adds unnecessary confusion. In contrast, using *gold* as a reference for /o/, or *rose* as Taylor and Thompson (2009) suggest, seems to us to be much more sensible. We are also concerned about Thompson's use of *pink* for English /ɪ/, since the vowel quality in this particular word is significantly distorted by the following consonant. Although there are no single syllable English colour terms containing a clear /ɪ/, we feel that the colour term *mint* represents a somewhat more canonical form of the vowel than does the word *pink*.

Finally, Thompson introduces the idea of “sister sounds” (p. 34), which she describes as two sounds articulated in the same place in the mouth, but differing in the direction of airflow. She maintains that what are traditionally defined as voiceless consonants (e.g., /p/, /t/, /k/, etc.) are produced while blowing out, while their “sister” sounds (e.g., /b/, /d/, /g/, etc.) are produced while breathing in. Although Thompson is correct in recognizing that there is a single phonetic dimension by which these pairs of sounds differ (i.e., what experts call voicing), her description of breathing in and out is entirely false. In general terms, it is widely accepted that what distinguishes these pairs of sounds is that voiceless stops at the beginning of a stressed syllable are produced with a burst of air, while voiced stops are not. Between two syllables in a word, the presence or absence of vocal fold vibration provides a cue to their identity, while at the end of a word, preceding vowel length is the primary cue indicating whether the stop consonant is voiced or voiceless. Any teacher or student who attempts to produce speech sounds while breathing in, as Thompson recommends they should, will quickly realize how bizarre this suggestion is. Indeed, the only time that English is produced with ingressive airflow is when someone is gasping for breath, or crying uncontrollably, while simultaneously producing speech.

In summary, we feel that the book “English is Stupid”, while containing some useful content, suffers from too many flaws to be used as a primary source for teachers of pronunciation. However, if teachers take a critically informed approach to its content, some of it might still be useful as supplementary material. As with all commercial material, following an evidence-based approach to teaching will allow teachers to use what is good, while avoiding what is not. We recommend, however, that teachers primarily rely on commercial material that has undergone at least some form of blind peer-review before publication.

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RESPONSE

By Judy Thompson

It is always a compliment when busy teachers take time to share their ideas about the revolutionary pronunciation method in *English is Stupid*. Their passion and mine are what drives change. This review also includes a weighty defense of IPA (circa 1886) which is not particularly relevant as teachers have their own opinions about the dated system.

English is Stupid Students are Not is considered the next phase in the evolution of teaching pronunciation. It has been widely and warmly embraced by the global ESL community and has spawned a series of related materials including a *Workbook* in 2011 and a course curriculum *Speaking Made Simple* in 2012. *Grass is Black*, released at TESL Ontario this year, is the world's first dictionary by sound. This publication was a team effort by forty progressive and enthusiastic ESL teachers from ten cities across Ontario. The new dictionary is a manifestation of the *English Phonetic Alphabet* (EPA) and the *Thompson Vowel Chart* found in *English is Stupid*.

The personal slights in the review are the most encouraging in a left-handed way. Ron Thomson's continuing criticism over the past year at TESL, on social media and here in an unsolicited review, are clear evidence of stage three in the process of reform.

“First they ignore you. Then they laugh at you. Then they fight you. Then you win.”

- [Mahatma Gandhi](#)

A CANADIAN EDUCATION...IN CHINA

By Nicola Carozza

Four years ago, on January 9th, 2008, I was on a plane to Jiangsu, China, where I would embark on a 1-year teaching-English stint. Little did I know that this stint would turn itself into a career 4 years later. Having completed my undergraduate degree in Specialized Communications at York University, I did not know what the real world would bring in terms of employment. Honestly, what type of job could I have found with little to no practical experience in the media? My dream of becoming some hotshot journalist was dissipating. As a matter of survival, I had tutored and taught weekend programs in Toronto to pay for my university tuition, but never did I think I would actually become a full-time teacher. My Chinese-Canadian students in Toronto encouraged me to spend a year in China...and so I did.

I spent 2008 teaching for private schools, with students who were a variety of ages—from kindergarten to professional lawyers and accountants. After one year in the land of hot pot (*huo guo*) and friendly locals yelling ‘hello’ in the streets, I found myself back in Toronto thinking what was next.

I realized, during my time in China, that I had a passion for education. You could say that I had experienced an ‘a-ha!’. So, like any individual wanting to teach, I went back to school (2 times...sigh) and got my Masters of Teaching degree from OISE, and because I couldn’t bear to leave U of T, I got my TESOL certification as well. And now, in the Autumn of 2012, I sit here at my desk writing about providing my students in China a Canadian education.

I came back to China in the summer of 2012, on a 10-month contract teaching Senior 2s and Senior 3s (grades 11 and 12) at Shanxi Experimental Secondary School in Taiyuan, Shanxi. This program is the development of Centennial College’s International Department. My students, who attend the number 1 public high-school in Shanxi, will attend Centennial once they have completed their course work here in China.

What is particularly interesting about the classes I teach is not so much related to language and linguistics, but more so culture and survival within the Western world. I’m preparing my students for life overseas and helping them get accustomed to a Canadian lifestyle before they step foot on Canadian soil—so, how does one provide a Canadian education in China?

First and foremost, “Canadian education” for the purposes of this article, relates to my impression of what the typical classroom in Toronto resembles. The discussion of tolerance and acceptance, the promotion of critical thinking skills and analysis, and the incorporation of Howard Gardner’s (2011) multiple intelligences are three concepts that non-exhaustively define and classify my classroom and its curriculum. Undoubtedly, my students study from an ESL textbook whereby they are engaged in integrated skills tasks, but the thought of studying the present perfect or different types of transportation seems mundane. Granted, they must know this information, but they also need to know how to integrate within the Canadian society.

Multiple intelligences is a key idea that I would like to discuss in terms of my classroom. I think when most people think of Chinese education, they think of an orderly classroom with 60 students, with a transmission method of teaching and rote way of learning. Indeed, some classes still follow this model, but when I first met my grade 11 and 12 students, I could tell they were hungry for a different approach. Gardner’s (2011) theory of Multiple Intelligences has proven beneficial in my class.

The first thing I noticed about my two classes was that my grade 11 students were completely different than my grade 12 students. The grade 11’s wanted activities and interaction where they could practice their speaking to the umpteenth degree while still learning about Canadian culture. The grade 12’s wanted a focus on grammar, writing, and how to adjust to college-life in Canada. So, I put on my multiple teacher hats and taught both classes in ways that could appeal to the students.

My grade 11’s thrive off of music. I found current music videos with lyrics that my students could watch, read, and then discuss in terms of the images they saw in the video and the lyrics that were sung. In terms of the macroskills, the students were able to engage in reading (via the lyrics on the screen), listening and speaking (by listening to the words of the song and by asking about certain vocabulary and discussing the meaning of the song), and writing (by completing close exercises, writing personal reflections about the song, etc.). Music has allowed the students to have class discussions on certain aspects of culture: the meaning of life, fate and destiny, and the western world. Even the ever-so-popular *Gangnam Style* has led to discussions of impactful international music—in fact, some of the students went so far as to create a music video.

In addition, task-based activities have also been favoured. For example, the students have learned vocabulary related to travel, food, and asking for information. They have performed skits and small presentations on such ideas. In one class, the students were provided brochures from travel agencies and were to explain a vacation they would take with a friend. Working with partners, they were able to practice their English speaking and interpersonal skills, skim and scan brochures for information and details, and practice for an impromptu presentation (they had about 30-minutes to prepare). With the use of audio-visual equipment and internet in the class, they were able to show the other students the location of their destination and other important aspects.

My grade 12's, who will be leaving for Toronto in January 2013, have focused on giving presentations and writing essays. Because of their highly-anticipated departure, they have asked questions relating to every possible imaginable topic—*How do I make friends with a person that is not Chinese? How do I cook at school? Will I be able to communicate?* Undoubtedly, their anxiety level about moving across the world is high, but through their questions, we have been able to create a class that focuses on Canadian society while incorporating academic material. The acculturation process is an inevitable topic and discussion that takes place in class, and the students are aware of the mental and emotional feelings they may undergo when they are away from their family and friends. Most importantly, discussions of this nature are supported by the notion that China and Canada are different places; what seems acceptable in China may not be acceptable in Canada, and therefore, a discussion of tolerance and acceptance is necessary on all levels for students to understand that one culture is not necessarily better than the other, but that one culture is different from the other. As a result, my students wrote essays on the similarities and differences they think China and Canada have. It was interesting to see their ideas and watch the lessening of any stereotypes or misinterpretations there might have been, such as that Canadians only eat cold food and Canadians don't drink alcohol during a meal.

While my grade 12 class seems to have a more serious academic tone, I realize that both groups of students were learning, just in different ways. What I hope to accomplish in China is not only to teach my students English, but also provide my students the necessary skills they need to survive in an all-English speaking post-secondary environment. I want them to enter college with inquiring minds and a notion of what Canadian education is all about. The ideas I have mentioned are just some of the things my students have accomplished in 3 months. Currently they are also writing blogs and persuasive essays based on Canadian hot topics, and most recently, we have set up a pen pal system with students in the Kativik School Board in Northern Quebec. This is what I call a Canadian education in China.

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Author Bio

Nicola Carozza teaches for Centennial College at an affiliated high school in China. His students are preparing to come to Canada in January.

STUDENT'S VOICE

Learning to be a language teacher by being a language learner

By Yun Dong

I recently spent two months studying English as a second language at an Ontario college. Meanwhile, I was completing my Master's in Teaching Chinese as a Second Language at Renmin University of China. Before I studied English in Ontario, I had had some classes on second language acquisition and the theories and practice of teaching a second language. Although I didn't have much experience with teaching a second language, I had some basic rules and methods in my mind. However, after two weeks' study of academic English in Ontario, I improved some of my ideas on teaching a second language. Moreover, I plan to return to Ontario this fall for a Teaching English as a Second Language postgraduate certificate. Therefore, from the perspective of a student and a future teacher, I gained some useful experience in second language teaching and learning after the two months' program last spring.

First of all, an interesting class is the most significant thing for students. On the one hand, students are motivated easily by interesting learning materials. For example, in our class, the texts were lectures from TED.com. Obviously, students joined and learned better if the content of the lecture was interesting, attractive, or expressed with a sense of humor. And students may be willing to share what they learned with their parents or friends if the lecture was interesting, which is a good way to study a second language. On the other hand, interesting exercises are also important. In our class, we had an exercise called 'run and write'.

In this activity, there is a paragraph from the lecture taped to the blackboard. Students pair up with one becoming the runner and one the writer. The runner runs to the board, reads the paragraph, and tries to remember a sentence or two. The runner then returns to the writer and recites as much as possible, returning to the board several times until the whole paragraph has been dictated. And then the two students change roles and repeat the activity with another paragraph. When we did this activity, every student was excited and students spontaneously began competing with other pairs.

Although repeating these interesting exercises is fun and useful, they can get boring if repeated too many times. Numerous kinds of exercise are also useful. But the function of each exercise must be considered. These should balance input and output and engage many types of thinking to help students master the knowledge. In our English class, for instance, we had simple exercises like filling in the blanks, but we also had guessing the

meaning of the words, guessing the correct order of the sentences, revising the wrong sentences, dictation of various types, reciting the important paragraphs from the lecture, oral practice, presentation, writing academic articles and so on.

To vary the typical comprehension exercises, our teacher would put each question on a piece of paper and hand these out, one per student. Each student would think about or try to discover the answer to their question individually. We would become the expert for that question. Then we would get up, find a partner, and pose our question. Our partner was the student. The teacher and student together would consider the answers, and sometimes this would turn into a long discussion. Once we'd agreed on the answers, we would exchange papers moving from student to expert for that question, and we'd find a new partner.

Students will be less likely to feel bored if the class has many different kinds of exercises. And numerous kinds of exercise can also help students become more familiar with the text, new words, and grammar by recycling them without making it feel like dull repetition.

With all this variety, students often appreciate a road map, a learning schedule given out in the first class. In China, few teachers have the habit of giving students such schedules, but in Canada and some other western countries, it is a normal activity with adult students. In my point of view, giving students a schedule for the semester has four advantages. It not only helps students know the contents of each class well, but also help them make well-considered plans. Moreover, it can urge teacher to prepare the class on time and make each unit of the program as a whole, which has the introduction part, the main content part, the exercise part, and the test.

When talking about the second language learning, people now have had a lot of useful methods, ideas and experiments. In this article, I just discuss some of my real experience and ideas which came from my past knowledge and the two months' study in Ontario. All in all, as a student who will be a teacher in the future, I reckon that second language teachers should make the class interesting, design lots of kinds of exercise, and give students learning schedules in the beginning of each course.

Author Bio

Yun Dong, recently earned her Master's degree in Teaching Chinese as a Second Language at Renmin University of China. She's interested in teaching English and Chinese as second languages.

THE HUMBER COLLEGE LIBRARY ESL COLLECTION

By Janet Hollingsworth

Libraries are a great resource for English language learners. Janet Hollingsworth, Humber College's Lakeshore campus Library Coordinator, talks about the library and its collection of graded readers and other ESL materials.

Humber Libraries' vision is to meet learner needs through continuous development of exemplary collections, services and places. As an academic partner and a critical link in the learning process, the Library collaborates with faculty, staff and students to build collections and services. Our mission is to support all modes and levels of teaching and learning.

The library collects a wide range of items: books, newspapers, manuscripts and unpublished materials, reprints and facsimiles, government publications, dissertations and theses, maps, pamphlets, reference works, symposia, and conference proceedings. We have a substantial online collection of 145 databases, over 29,000 ejournals, 43,000 ebooks and 61 streaming videos.

Collection development is performed by Subject Librarians who consult with the Faculty Coordinator designated as the library representative for a particular subject area. Input is also actively solicited from other faculty, students, and the library.

Resources for the English as a Second Language (ESL) Program are also included in the library's collections. In addition to these essential resources, the Lakeshore library also purchases Graded Readers, which are simplified stories and novels written in English.

The Graded Readers are located all together in the Lakeshore library on a separate bookcase. Each bookshelf holds a different grade level. Publishers rank graded readers on their level of difficulty. Graded readers become more complex with each level, and most readers have CDs to enhance comprehension. Because the publishers' leveling schemes are all distinct, the library simplifies access to these readers by colour coding the books in order to indicate their reading level. The really simple graded readers, with more pictures than text, are labeled with an S to designate their simplicity. Levels two and three have text, pictures and captions and are designated with a gold star. Level four, mostly text with few pictures, has a blue dot while the advanced levels, five and six, are text only with an orange dot.

Currently, the Lakeshore Library has over 500 Graded Readers in its collection, and their popularity is evident in the circulation statistics: *The Secret Garden* by Frances Hodgson Burnett has circulated 290 times. The library maintains a diverse collection of graded readers: literary novels like *Pride and Prejudice*, popular fiction such as *The Accidental Tourist*, and biographies on Canadian, American, and international figures, such as David Suzuki, Gandhi, and Nelson Mandela, as well as histories like *Mary Queen of Scots*. Faculty are requesting more Canadian content to improve our ESL students' knowledge of Canada.

The Librarians use publisher catalogues, book reviews, and professional journals as sources of information for collection development. As the librarian responsible for ESL resources, I also browse [the ESL Shop](#) in Toronto where knowledgeable staff suggest new and interesting resources for our collection. If you are new to the idea of graded readers, then browsing the ESL shop will introduce you to the major publishers: Cambridge, Foot Print, Grass Roots, Oxford, and Penguin.

To further promote the Grader Reader collection the library started a movie club. Film versions of some books such as *Romeo and Juliet*, *Rain Man*, or *Sense and Sensibility* can be a springboard for more discussion about the topics within the novel. These informal sessions help the ESL student improve their vocabulary, speaking, and listening skills. The library is currently setting up a book club to further help our students, and it is anticipated that *The Secret Garden* will be the first book, with a movie to follow.

The library also promotes Graded Readers in the ESL LibGuide. A LibGuide is portal to resources that library staff knows will assist students with their research. The ESL LibGuide provides students with information about graded readers, dictionaries, and books on grammar, pronunciation, listening, speaking, reading, writing, and test preparation and is available at <http://libguides.humber.ca/esl>.

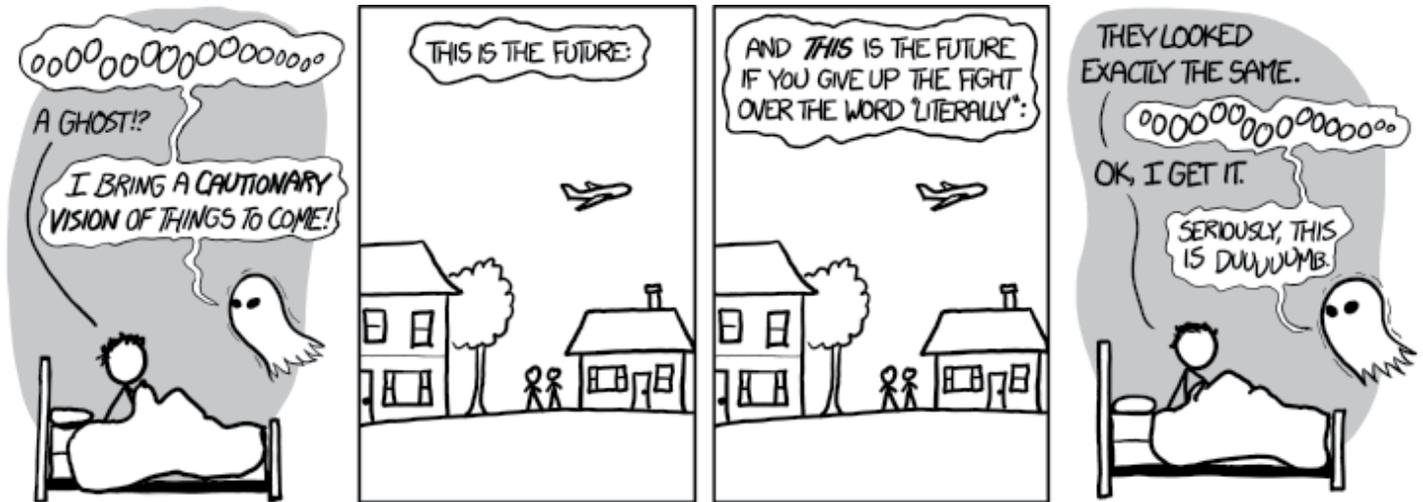
If you have a title to suggest or a question about the collection, please email me at janet.hollingsworth@humber.ca.

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There are a number of publisher-independent leveling systems. The oldest is from the now-closed Edinburgh Project on Extensive Reading (Hill, 1998). This has been superseded by the [Extensive Reading Foundation scale](#) (Waring, n.d.). There is another method from Japan called Yomiyasusa level (reading ease level). Furukawa provides an English language [list of series](#) up to 2007 graded using this method (2007).

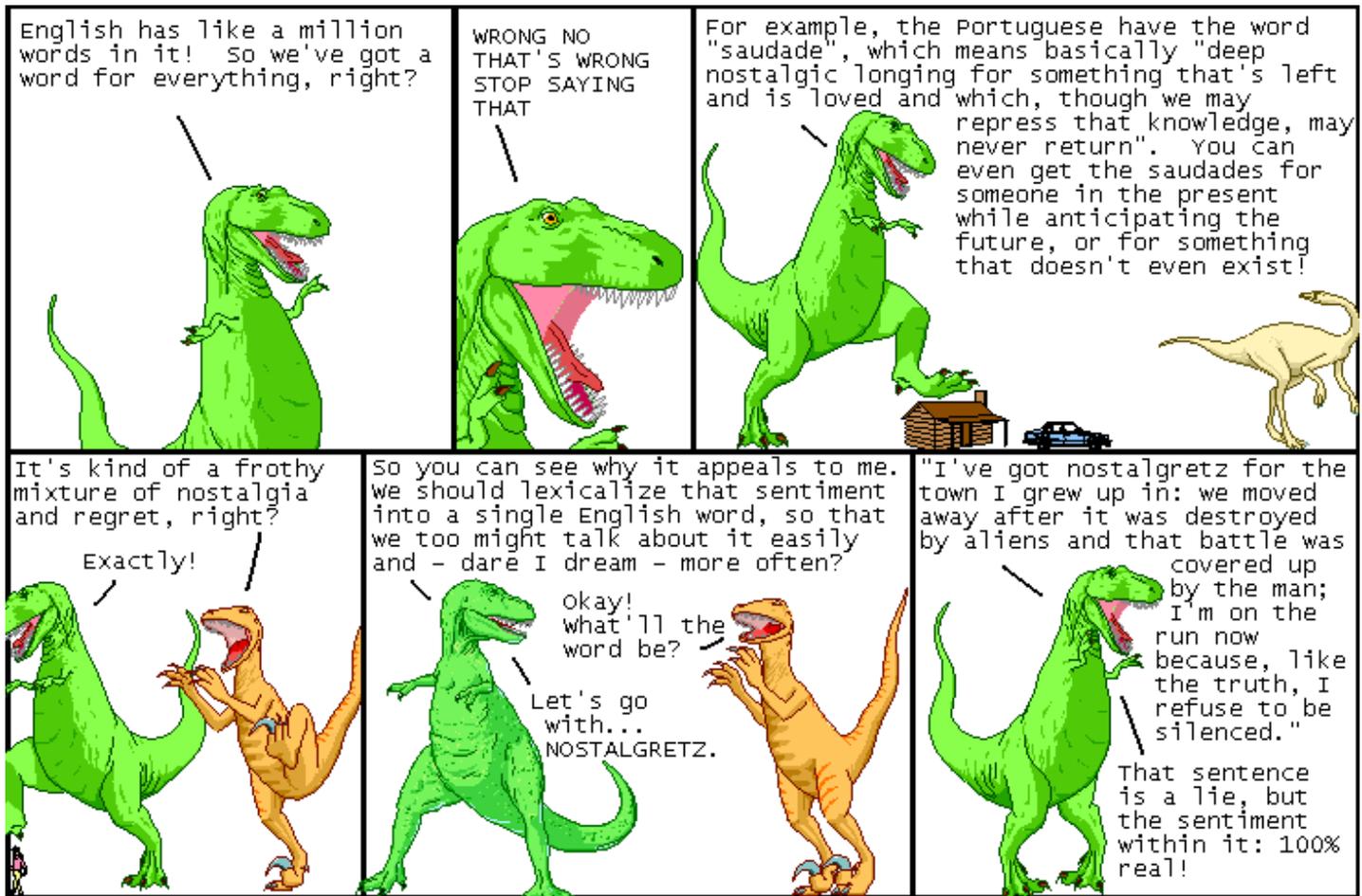
XKCD, by Randall Munroe



But then the Ghost of Subjunctive Past showed up and told me to stay strong on 'if it were'.

Source: <http://xkcd.com/1108>

Dinosaur Comics



(C) 2012 Ryan North

Source: <http://www.qwantz.com/index.php?comic=2129>

www.qwantz.com

Teachers of English as a Second Language Association of Ontario

Puzzle

Molistic

Imagine that you have heard these sentences:

1. Jane is molistic and statty.
2. Jennifer is cluvious and brastic
3. Molly and Kyle are slatty but danty.
4. The teacher is danty and cloovy.
5. Mary is blitty but cloovy.
6. Jeremiah is not only sloshful but also weasy.
7. Even though frumsy, Jim is sloshful.
8. Strungy and struffy, Dianne was a pleasure to watch.
9. Easy though weasy, John is strungy.
10. Carla is blitty but struffy.
11. The salespeople were cluvious and not slatty.

Given that, which of the following would you be likely to hear?

- a. Meredith is blitty and brastic.
- b. The singer was not only molistic but also cluvious.
- c. May found a dog that was danty but sloshful.

What quality or qualities would you be looking for in a person?

- a. blitty
- b. weasy
- c. sloshful
- d. frumsy

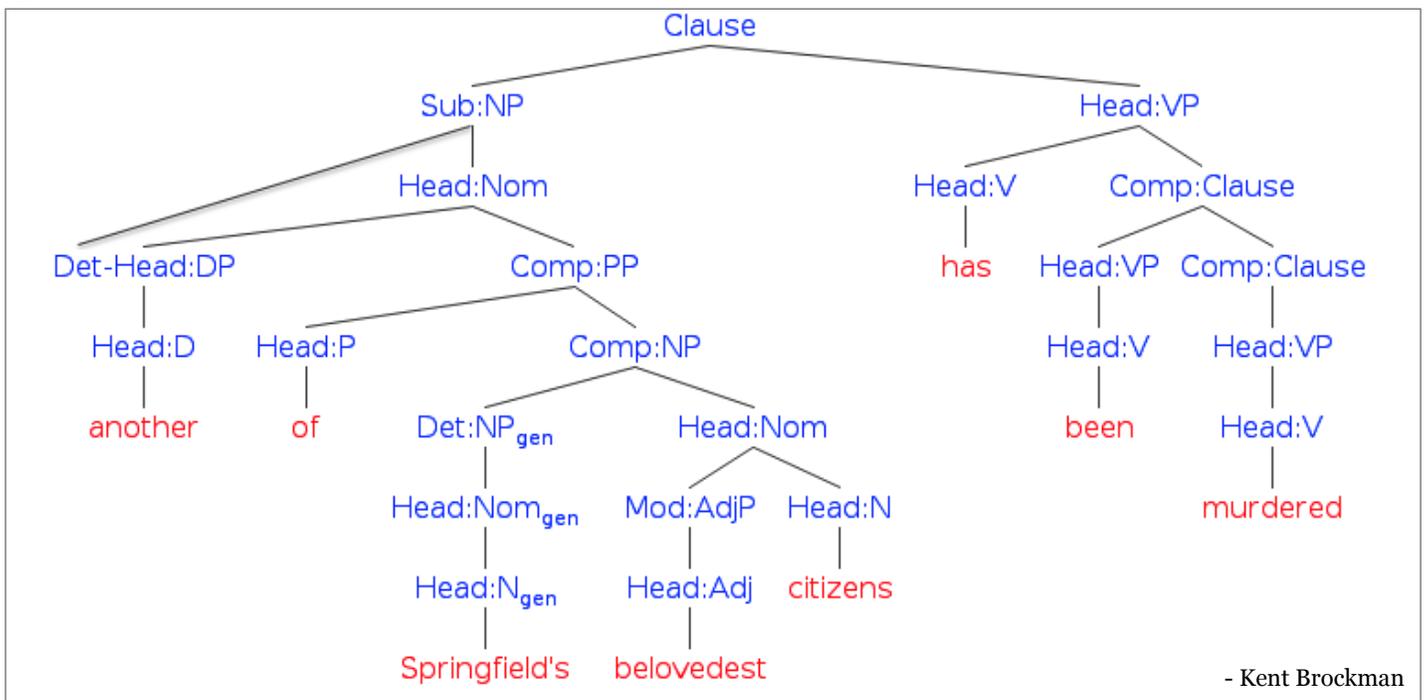
Source: <http://www.ioling.org/problems/sample/e4/>

Saturday Morning Breakfast Cereal,
by Zach Weiner



Source: <http://www.smbc-comics.com/index.php?db=comics&id=2752>

Syntax Tree



- Kent Brockman