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TESL Ontario Conference 2010: 'Research and Teaching: A Collaborative Process'



By Tania Pattison

The TESL Ontario annual conference is undoubtedly the best opportunity to learn about innovative classroom activities, network with fellow professionals and share ideas, explore new teaching materials, discover the results of cutting-edge research, and just enjoy being part of the vibrant TESL Ontario community.

It's an event many of us look forward to all year, and the 38th Annual TESL Ontario 2010 Conference, held in Octo-

ber at the Sheraton Centre in Toronto, did not disappoint.

The conference attracted 1615 participants from all regions of Ontario and all branches of ESL. The Sheraton provided an ideal setting to catch up with old friends and make new ones.

The 2010 conference program featured 295 sessions, on a variety of topics: classroom techniques, research re-

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Contact

Contact us

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

Contributors should include their full name, a brief biographical statement and, if they wish, a photograph. Submissions should be emailed to editor@teslontario.org or tania.tesl@gmail.com. Deadlines are April 30, Aug. 31, and Dec. 31.

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Enquiries regarding membership or change of address should be addressed to

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From the Editor

Welcome to the first issue of *Contact*, 2011, and my first as editor. I am thrilled to be taking over as editor, and I look forward to working with many of you.

The theme of this issue is the TESL Ontario conference, held in October, 2010 in Toronto. In the first of several articles based on presentations at the TESL Ontario conference, October 2010, **Melissa Pedersen and Maria Brzeska** outline the cultural challenges experienced by newcomers to Canada, and offer some suggestions to teachers dealing with these issues in their classrooms.

Next, we turn our attention to teaching methods and techniques, both inside and outside the classroom. **Shaheen Meraj**, also a conference presenter, shows how literature has a place in the classroom, not only for EAP learners, but also for LINC students and students of general ESL. **Lori Potolicki Steers** then explores the world of experiential learning, sharing with *Contact* readers a course she developed to show students what makes Canada unique. In Lori's course, students leave the classroom and learn about Canada through activities such as canoeing and snowshoeing.

The next two articles deal with the use of technology in ESL. **John Allen and Stephen Roney**, conference presenters and regular contributors to *Contact*, describe an online course designed to introduce ESL teachers to Web 2.0 tools they can use for materials development. **Douglas Orme** follows up on my own review of Meddings and Thornbury's *Teaching Unplugged* (published in *Contact*, Vol. 36, No. 3) and questions *why* teachers show resistance to using technology in the classroom.

There is no doubt that there is a great deal of creativity among TESL Ontario members! **Judy Pollard Smith** is one example of an ESL teacher who is also a writer; her poem *English Lessons* was inspired by her work with Vietnamese immigrants.



Tania Pattison

Is English stupid? Judy Thompson, one of the publishers present at the conference, thinks so; she has published a book that tells us exactly *how* stupid it is, and why. **Kathleen Jackson's** interview with Judy explores the theory behind Judy's work and offers insight into how best to teach speaking skills to ESL learners.

The genius of David Crystal, guru of the English language, is revealed not only in the clever title of his autobiography—*Just a Phrase I'm Going through: My Life in Language*, but in the pages of the book itself. My admiration of Crystal's work made this book a must-read for me, and I'm happy to share it with you.

Our final piece is a report of another TESL Ontario 2010 conference presentation. True to the theme of the conference, 'Research and Teaching: A Collaborative Process', Pejman Habibie reports on his investigation into genre analysis involving three research papers written in three branches of linguistics.

I would like to thank each of these writers for submitting their work to *Contact*, and I would like to conclude with an invitation ...

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Write for *Contact*!

I am eager to receive articles of interest to TESL Ontario members. Whether you are an experienced writer or someone who has never published before, please consider writing for *Contact*. Some possible themes are as follows:

- **Teaching methods, techniques, and activities.** Do you have a classroom activity that works, and that you would like to share? Have you experimented with a new approach to teaching? Would you like to share your insights into teaching with technology, experiential learning, evaluation, or any other approach to ESL instruction? I'd love to hear from you.
- **Issues related to settlement and immigration.** Do your own experiences provide you with insights that you would like to share with *Contact* readers? Do you have advice for teachers engaged in teaching newcomers, or strong feelings about issues related to immigration and settlement? Please consider sharing these.
- **Research.** While *Contact* is not a peer-reviewed journal, you are certainly invited to submit the results of your research for publication in *Contact*.
- **Creative writing.** Do you, like Judy Pollard Smith in this issue, have a creative flair? Send me your poems and short stories related to the ESL teaching profession!
- **Book reviews.** Anyone interested in reviewing books related to ESL instruction is invited to get in touch. You may choose to review a book that has

caught your attention—as I did with David Crystal's book—or I can also offer suggestions.

- **Letters to the editor.** Would you like to comment on anything you have read in *Contact*? Drop me a line!
- **Other topics of interest to the TESL Ontario community.** *Contact* is *your* magazine; if you have a topic close to your heart, and that you think would be interesting and relevant to the TESL Ontario community, please share your thoughts.

Whether you have a specific idea for an article, or if you just want to chat about future involvement with *Contact*, please get in touch.

The best way to reach me is by e-mail at tania.tesl@gmail.com. I am looking forward to hearing from you! ❖

-Tania

TESL Ontario conference (cont'd)



It was back to school for some participants at the 2010 TESL Ontario conference

(Continued from page 1)

sults, materials, technology, testing, and much more. Plenary speakers included Dr. Bonny Norton, Dr. Ken Beatty, and Dr. Jim Cummins. In the Panel Discussion, representatives of Ontario's Ministries of Education; Citizenship and Immigration; and Training, Colleges and Universities addressed the audience.

Also, the annual Research Symposia generated much interest, as did the annual Technology Fair.

In a new addition to the conference, poster presentations made their debut in 2010. Handouts from many of the presentations are available on the TESL Ontario website (<http://www.teslon.org/handouts2010/>) and proceedings of the Research Symposia will be published in a separate volume.

A total of 53 exhibitors were present at the conference, including publishers, testing providers, and those promoting other services and products of interest to our community.

The Friday night gala dinner at the Sheraton featured speeches from the Hon. Eric Hoskins, Ontario Minister of Citizenship and Immigration and Heidi Jurisic from Citizenship and Immigration Canada, both affirming their commitment to the ESL profession in Ontario.

Also on Friday night came the announcement that TESOL 2015 will be held in Toronto.

Our photo gallery of from the conference is online at <http://www.teslon.org/confpics2010/>, but we've selected a few to publish in *Contact*. ❖

TESL Ontario 2010 Conference Photo Gallery





IMMIGRATION AND SETTLEMENT

Culture Shock

By Melissa Pedersen with Maria Brzeska

The change related to moving from one culture into another is profound if it's perceived to be long-term or permanent.



Parminder¹ arrived in Canada from India's Punjab region in the middle of winter. The next day when she awoke and looked through the window, there was a thick layer of snow covering everything around.

From her sister's house located in a residential suburb, Parminder could not see anyone walking on the street. She detected no domestic activities, no children playing, and no noise whatsoever. It was a shocking difference from the community life in Punjab where so many things were done outdoors, where everyone knew each other and their family members (even the distant ones), where people had mutual friends, and where the whole community celebrated holidays together. Her new environment felt like a white desert, cold and unfriendly.

She felt totally isolated and lonely. She remembers staying at that window and crying, tears falling down her cheeks, longing for the life and the people back in Punjab that she could not imagine missing so much.

Parminder experienced the disorientation of culture shock from her first day in Canada. She eventually realized that her Canadian life also had good sides: freedom to make her own decisions, freedom from having every action scrutinized by society, freedom from conformity, the ability to work in her chosen profession, chances to attend courses and develop skills...but it took time for her to recover from the shock.

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1. Parminder's story and those others referenced in this article are real and used with permission.

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What is culture shock?

Culture shock² refers to the physical and emotional reaction to sudden immersion into a new environment where one is not certain about expectations and what is or is not appropriate behaviour in formerly familiar situations. All change engenders shock of some kind. Usually, but not always, if you are the one who decides to make the change, the transition is easier. But the change related to moving from one culture into another, particularly if this change is perceived to be long term or permanent, is profound.

Culture shock can be overwhelming, or not; it can last from weeks to months to years; and knowing how to cope can mean the difference between happiness and depression for the newcomer. It is important for us to be aware of this phenomenon when interacting with students and clients who are adjusting to life in Canada.

The roots of culture shock are several: In addition to the changes in areas of basic needs—housing, food, maybe clothing and language—there are physiological and psychological states newcomers can experience:

- **Loss of support**, of the kind Parminder had in her village in Punjab, and the close ties of family and community many newcomers leave behind, can be acutely felt.
- **Confusion and physical disorientation** can result when the minutiae of everyday living—smells, sounds, street signs, packaging labels, transportation modes and routes, housing, and so on—are all unfamiliar and discomfoting. In Toronto, the lake is to the south; newcomers from places where the main bodies of water were in other directions may have a hard time orienting themselves to the city. A student of mine once told me that the first time he and his family ate at Swiss Chalet, they drank the lemon water bowls

brought to the table at the end of the meal, because in his culture what came in a bowl was soup.

- **Cognitive fatigue** stems from having to learn so many new cues, as well as a new language. One Friday afternoon, one of my LINC students put her hands over her ears and said, “I just can’t listen to any more English today!”
- **Unfamiliar body language** can cause lack of understanding or inappropriate responses in social situations. As an uncertain new driver, Maria made a road error which caused another driver to make a lewd gesture to her. Not knowing the meaning, she pleasantly waved back to him and reported to her friends how friendly Canadian drivers were!
- **Manners may be different** and familiar behaviours don’t work or receive unexpected responses. What is acceptable in one’s country may be considered rude in Canada and vice versa. Some phrases don’t mean what they say. When Canadians say “How are you?” or “How are you doing?” they don’t really want to know!
- **Role and personal change** can be huge. Economic needs may reverse financial support roles resulting in diminishing the former breadwinner. Children may learn English faster and become translators and voices for their parents. The inability to work in a field or enter a career that was part of the newcomer’s identity can be a very difficult loss. When I came to Canada myself, I learned that Ontario did not recognize my teaching credentials. Even with nine years of teaching

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2. The term ‘Culture Shock’ was coined by Kalvero Obreg, a British Columbia anthropologist.

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experience, I would have to start over, go to teachers' college and complete a practicum, which was not possible for me with two small children to raise. I felt I had lost a core part of who I was.

For instructors and front-line workers involved with newcomers, it is vital to recognize the symptoms of culture shock. These can include isolation, homesickness, anxiety, mood swings, hostility towards the new culture or other cultures, trouble concentrating and loss of memory, resistance to take steps to adjust, and apathy. Behaviours based on emotion can surface, such as comfort eating, binge shopping, or spending money when one has very little. There may be marital or family difficulties, or types of domestic abuse.

While interpreting during a local Canadian Association for Mental Health (CAMH) workshop on Mental Health presented to adult LINC students in Burlington, Maria observed participants' reactions to the facilitator's information regarding culture shock. They were surprised to identify the symptoms of culture shock with mental difficulties they were experiencing in their own lives.

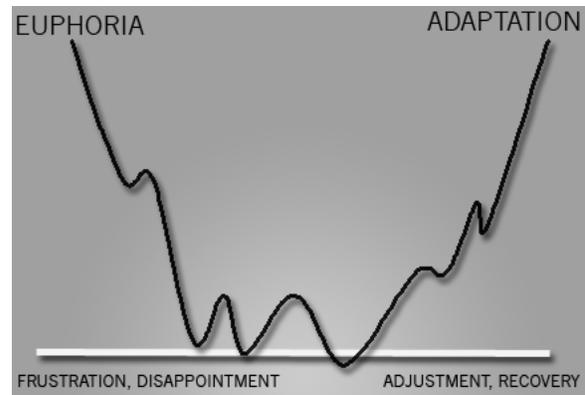
She heard comments like, "I was afraid that I was going crazy"; "I thought something was wrong with my brain because I could not learn anything new, and I always was a very good student"; and "I did not understand why I was always tired and unhappy."

They were visibly relieved to learn their seemingly abnormal feelings were the "normal" symptoms of culture shock. Mental health issues clearly fit into the picture of the unbalance newcomers feel during the adjustment process, and we need to help students recognize troubling reactions as a part of this process.

Stages of culture shock

Culture shock runs in a cycle of stages. These stages may all be present for a newcomer or they may not. The process is not linear and might vary with the newcomer's age, background, reasons for coming, and whether or not Canada is the first country of migration. Graphically, this experience resembles a reverse bell curve.

Figure 1: Stages of Culture Shock (Melissa Pedersen & Maria Brzeska)



Stage 1

Euphoria, or the 'Honeymoon Stage:' The newcomer is excited to be in the new country, optimistic and enthusiastic about the change. At this point, goals may not be realistic, or expectations may be too high. Yet some, like Parminder, may not experience this happy state and may move immediately to the next stage.

Stage 2

Frustration and Disappointment: The newcomer crashes. Hopes have been dashed, goals not attained, the new culture overwhelms and may now be seen negatively. The newcomer longs for old support systems, and disillusionment and even depression set in. During this phase, the newcomer often recalls a more perfect view of his or her native country and its culture than is real, remembers especially happy moments and situations, and as a result, puts many of the cultural components of the country of origin on a pedestal: culinary traditions, family life, education and lifestyle.

Some newcomers never progress beyond this stage. Some go home, especially if things are seen to be improving there. Ms. Escffery, a character in Peta-Gaye Nash's *I too Hear the Drums: Stories* explains her return to Jamaica from Canada: "You're a nobody when you move to foreign. Everybody is just a number."³ Some retreat to ethnic enclaves where immigrants remain iso-

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lated from mainstream culture and live within the boundaries of their own.

Stage 3

Adjustment and Recovery: The newcomer is beginning to explore options and navigate in the new culture. Aspects of the new environment are becoming more familiar, basic needs have been met, some immediate goals have been achieved and this state of growth and development, however difficult it may be, results in positive insights and acceptance of the new culture. Some sociologists have referred to this as the 'Educational Stage.'

Stage 4

Acceptance and Adaptation: The newcomer is relatively integrated into the larger society, having achieved some successes and a level of comfort with the new environment. In Canada's multi-culture, this might mean keeping some cultural identity, customs and observances from the home country and still feeling part of Canadian society.

This is a theoretical model, but it can be practically applied to understand the needs of our students and clients. The process, as mentioned, is not linear, and is not the same for every newcomer. Some may experience adaptation in some aspects of life, such as community interaction and speaking English, but still struggle in Stage 2 in terms of finding employment. Some may bounce between stages for some time before 'settling in.' Refugee newcomers may have had experiences that put yet another layer on the complexities of integrating, because they might

have to cope with post-traumatic stress disorders and depressions generated by their experiences in their former countries.

And there is one more complication for the newcomer to Canada. With our official policy of multiculturalism, Canada is increasingly becoming a web of interconnected cultures with whatever is 'Canadian' at the centre. Students have asked me so many times what "typical Canadian food" or "typical Canadian customs" were. Like Rabin-dranath Maharaj's character in *The Amazing Absorbing Boy*⁴ who arrives in downtown Toronto from Trinidad eager to find 'a typical Canadian,' that which is 'Canadian' may be elusive. Samuel meets many people with many stories, but never finds what he is looking for. While the core of Canadian culture is essentially British (and French in Quebec and part of New Brunswick), the social changes brought about by the influx of immigrants from many cultures is simultaneously changing what that core was. This means newcomers have to integrate into a diverse culture, rather than a dominant mono-culture. While this can have advantages, it may ultimately be a more difficult process.

“Canada is increasingly becoming a web of interconnected cultures with whatever is ‘Canadian’ at the centre.”

Dealing with culture shock

So how can we, as instructors and front-line workers, help newcomers to move through this process? First, look for signs of culture shock in your clients. Really listen to them. Encourage students to speak about and share their experi-

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3. *I Too Hear the Drums*, Stories, Peta-Gaye Nash, In Our Words, Inc, 2010.

4. *The Amazing Absorbing Boy*, Rabindranath Maharaj, Knopf Canada, 2010.

(Continued from page 11)

ences with others. Most are eager to share, and storytelling can be a fun, social experience. When we first introduced the topic of sharing culture shock experiences at an evening conversation circle for newcomers, those attending could not stop talking about them, and we had to continue the discussions at a future meeting. People feel supported when they think they are not alone.

Create an environment in your classroom where newcomers can develop the qualities they need in order to overcome culture shock:

- Flexibility.
- Open-mindedness.
- Communicativeness.
- Curiosity.
- Positive and realistic expectations.
- Ability to move forward from perceived failure.
- Tolerance for differences and ambiguities.
- Positive regard for others.
- A strong sense of Self.
- Above all, a positive attitude towards the changes happening in their lives.

All cultural adjustment involves frustration, confusion, tension and embarrassment. The attitude with which newcomers react to their new culture informs their outcomes. Newcomers who approach the adjustment with openness, acceptance and trust develop coping techniques that allow them to observe, listen and enquire, resulting in understanding and developing rapport with the new culture. Reacting with negativity, criticism, suspicion and rationalization results in the newcomer becoming marginalized and isolated.

Make sure students are oriented to their community and that their basic needs are being

met. Recommend volunteering in the community as a great way to meet new people, practice English and get to know more about their environment. If you have a HOST or similar program, family matching can be a great help to new arrivals. Encourage students to talk with their settlement workers or attend counselling if they are deeply entrenched in Stage 2.

You may very well ask, “Can we not educate immigrants; make them ‘culture shock-proof’ before they come to Canada?” No matter how much we may research another culture and think we know about it, we all come not knowing what we don’t know. And living an experience is different from imagining it. No matter how much newcomers may try to defend against and prepare for culture shock before entering Canada, they are ultimately vulnerable to it. A need exists for professional counselling and mental health help for so many immigrants, especially refugees. Presently there is only limited access to culturally appropriate mental health services for newcomers, and newcomers often delay looking for help or simply do not ask.

Perhaps one day every LINC and ESL centre will have a psychologist on the Settlement team, but until that time, the best those of us who work with newcomers can do is to educate ourselves, and help students through the adjustment process with dedication and understanding. ❖



Melissa Pedersen (top) and Maria Brzeska both work at the Centre Skills Development and Training in Burlington.

Melissa is Settlement Coordinator and Maria is Settlement Information Specialist.



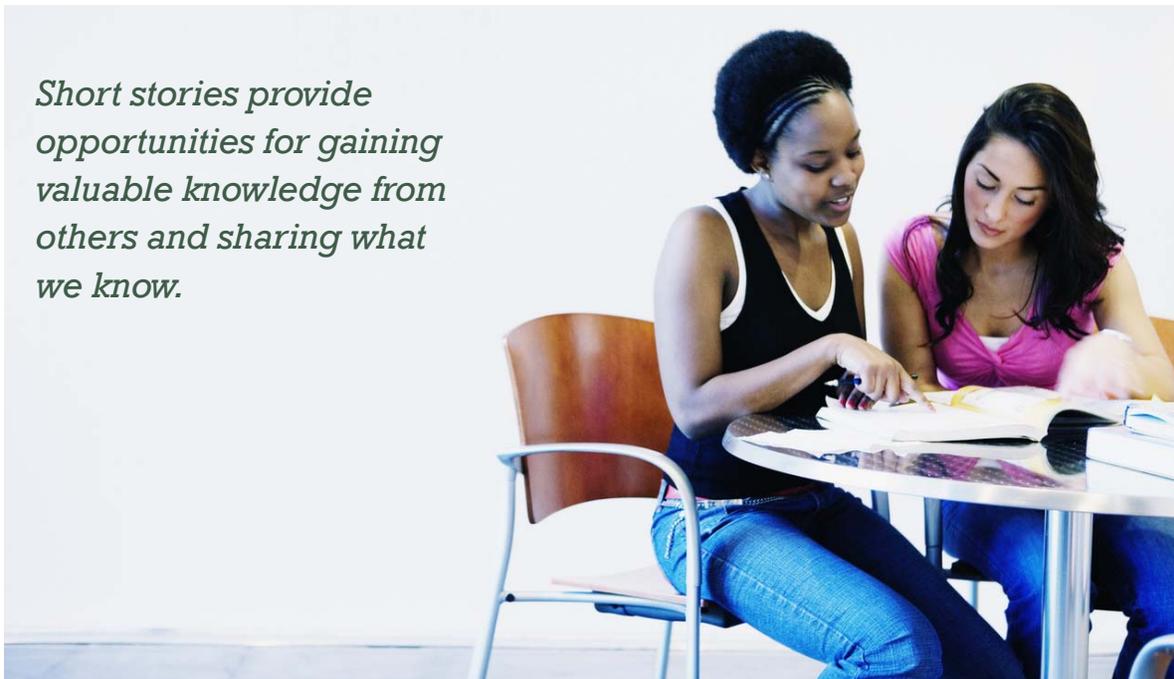
They presented this workshop at the TESL Ontario conference, October 2010.

IN THE CLASSROOM

Using Short Stories to Develop Critical Reading Skills in ESL/LINC Classrooms

By Shaheen Meraj

Short stories provide opportunities for gaining valuable knowledge from others and sharing what we know.



The short story has enormous potential within the ESL/LINC classroom. The short story genre is characterized by typical features of construction and expression, and holds universal appeal for readers. On the other hand the Canadian ESL/LINC class has a student population which is distinct in its cultural diversity and richness of life experiences. Together, the short story and the LINC/ESL class provide ground for a very engaging and enjoyable experience in critical reading at a variety of levels of ability.

Why the short story?

The features that make the short story a very effective teaching tool to develop critical reading skills in general, and specifically in non-academic programs such as LINC, include the following:

- The short story is one of the most exciting, enjoyable and important literary forms.

- It has features that stimulate the mind.
- It is about people who don't really exist, but who are similar to people who *do* exist.
- It involves chronology or a sequence of events and causation.
- The subject matter and presentation are often more engaging than other forms of text.
- It reflects thought, values, beliefs and culture of a society/people.
- It raises awareness of different human situations and conflicts.

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What pedagogical potential does the short story have?

The short story is useful for the following reasons:

- It activates the learner's existing schemata and further builds his/her knowledge of the world.
- It is retainable in the mind within the duration of a lesson.
- It offers new and interesting challenges to the learner by setting her/him on a road to discovery.
- It helps in developing new vocabulary and provides topics for discussion or writing.

When it comes to using short stories in LINC/ESL/non-EAP classrooms in Canada, it is important to consider the home cultures of Canada's immigrant groups. The top ten permanent resident groups by source country and by mother tongue come from countries which have a very rich literary heritage, for example, English, Mandarin, Arabic, Spanish, French and Russian literatures (*Facts and Figures: Immigration Overview from 2000 to 2009* on Citizenship and Immigration Canada's website). Novels and short stories from these literatures have been immensely enjoyed, appreciated and recognized worldwide. These and several other literatures have a universal and timeless appeal for readers.

A notable number of masterpieces from these literatures were originally written in English, and many more have been translated into English. Many have been made into widely popular TV serials and movies.

Also, it is important to note that for permanent residents 15 years of age or older, the highest percentage for level of education attained for the period 2000-2009 is Bachelor's Degree. What I logically deduce from these statistical data is that learners in LINC/ESL programs would respond positively to the use of short stories in the classroom. Even though they may not have read literature as part of their course of study in their respective countries of origin, either in their mother tongue or in English, they have neverthe-

less been exposed to stories. From our innocent interest in bedtime stories in childhood, right up to the stories we come across as mature adults, stories surround us in one way or another.

Human beings love to listen to and read stories. In a classroom in which learners belong to diverse cultural backgrounds, short stories provide opportunities of gaining valuable knowledge from others and sharing what we know. This, in turn, develops respect and regard for others, thus fulfilling a very important learning goal in life skills which no other form of text can do. Moreover, the short story form is in many ways better suited to develop critical ESL reading skills than other literary forms.

Using short stories in the classroom

With these considerations in the mind, and to maximize the potential of the two resources available to the ESL/LINC teacher—the short story and the ESL/LINC learners—I have designed the following two-level model of short story-based teaching. The model has the following objectives:

1. Develop critical reading/thinking skills.
2. Raise cross-cultural awareness.
3. Activate and further build learners' schematic knowledge.
4. Provide topics for discussion and writing.

How it works

The first step is to select a short story to be used in the classroom. This is a crucial stage because only a well-chosen story ensures a successful lesson. I have developed a detailed checklist to evaluate a short story for classroom use. The completed checklist provides a solid framework for the two-level model I have designed; it also provides a jumping-off point to develop activities given in the model.

Regarding the selection of a story, the best choices are short stories that come from different literatures of the world, that have liter-

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ary value, and that have timeless universal appeal. Some of the writers/stories I have found to work exceptionally well include Rudyard Kipling, Katherine Mansfield (*The Canary*), Edgar Allan Poe, O Henry, H.H. Munro (*The Wolves of Cernogratz*), Stephen Leacock (*My Financial Career*), Guy de Maupassant (*The Necklace*), Alice Munro, Anton Chekhov, Jack London, Stephen King, and Rabindranath Tagore. Short stories by these writers describe human situations, human behaviours, and events and experiences to which people from all cultures can relate. These stories deal with themes, issues and problems that are universal in nature, and therefore are an excellent resource for an ESL/LINC teacher.

The teacher who is going to use short stories in the classroom should be very careful about the linguistic level of the text, in particular for a LINC class. It is appropriate to choose a very simple story for the early levels (CLB 2, 3, 4), and a more challenging text for higher levels. The choice and range for an ESL class is more open. The website links given at the end of this article have a wonderful range of short stories by well-known writers. With a certain amount of search and effort, a workable short story for any level can be found.

I believe that short stories can be used very effectively along with topics and themes of LINC curriculum. For example, Stephen Leacock's short story *My Financial Career* can be used with the themes of banking, money issues, commercial services and business in a LINC class (Levels 4, 5). The story presents a humorous account of a young man's first experience with banking. The story has been made into an animated film of about six minutes by the National Film Board of Canada; both the story and the film are highly enjoyable.

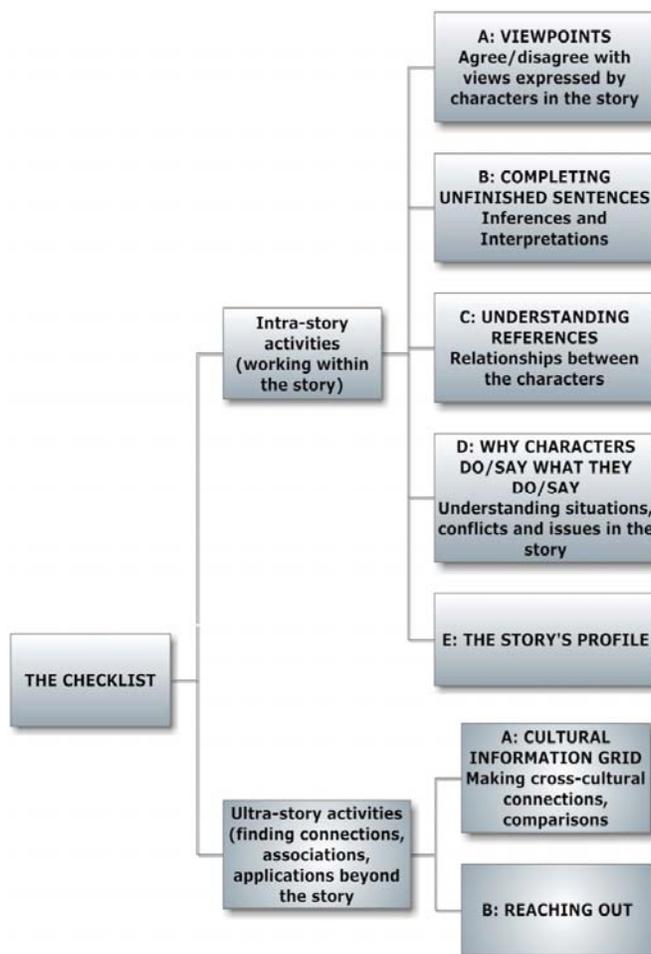
Checklist

The checklist in Appendix 1 can be used to evaluate the usefulness of a short story. As an example, I have completed some key fields of the checklist for Katherine Mansfield's short story *The Canary*.

Developing activities

The next step is to develop activities corresponding to the two levels of my model. Here are some examples for each level based on *The Canary*.

Figure 1: The Short Story-based Teaching Model © Shaheen Meraj 2010



Intra-story activities

A. Viewpoints

This activity practices critical reading skills such as making judgments, weighing the validity of facts, and interpreting ideas and views. Students read views expressed by characters in the story and complete the table (Table 1).

B. Unfinished sentences

This activity helps students to make inferences, as well as to identify and interpret facts. Students complete unfinished sentences similar to those below, based on their understanding of the story.

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1. The woman in the story found the canary her best companion because...
2. The reason why the woman compares the bird's little acts before he started to sing to her with a professional singer is that...
3. The washerwoman advised the woman who kept the bird to have a 'nice fox terrier' because...

C. Understand references; relationships between characters

This activity helps students to perceive the relationships between participants in the story. Sam-

ple questions for *The Canary* are as follows:

1. In line ____, the word 'ourselves' refers to...
2. The 'three young men' in the story are...

D. Questions (Why do characters in the story say or do certain things?)

This activity practices the following critical reading skills: drawing conclusions; interpreting implied ideas; understanding different human situations, issues and conflicts. Students answer questions similar to those below:

(Continued on page 17)

Table 1: Practicing critical reading skills for *The Canary*.

Read the statements in column A and complete columns B and C		
A. STATEMENTS	B. DO YOU AGREE OR DISAGREE?	C. WHY?
"Perhaps it does not matter so very much what it is one loves in this world. But love something one must" (spoken by the woman in the story)		
Pets are perfect company for people who live alone.		
Dreams can be dreadful.		
Life is mostly sad.		
"One can get over anything in time"		

(Continued from page 16)

1. Why did the woman bring the bird in only when they had the house to themselves again?
2. Which activities (other than normal house chores) made the woman's day purposeful?
3. Why did the young man call the woman a 'scarecrow'?
4. What impression do you get about the woman from her interaction with (a) the 'Chinaman', (b) the washerwoman, and (c) the three young men?
5. Judging by the events of the story, how old do you think the woman is?

E. Story profile

Students complete worksheets similar to the one shown in Table 2.

Ultra-story activities

A. Cultural information grid

This activity practices the critical reading skills of comparing and contrasting ideas/facts; applying background knowledge of the world; developing cross-cultural awareness; and making connections. Students complete the grid (see Table 3) individually and then compare and discuss it in small groups.

B. Reaching out

The objectives of these activities are as follows: developing empathetic thinking; expanding one's vision; building knowledge of the world; making predictions about the future.

Writing task: Is living alone better or worse in the present time than in the past? Consider the following: the modern neighbourhood; available leisure activities; society's attitudes; community support; life's challenges.

Research task: Do an internet search and/or library research to gather information about novels, stories, movies and songs from past and present time that have the theme of loneliness. Get the teacher's feedback on your list and present your findings to the class. You can use pictures, CDs, and other relevant material.

Group discussion: In groups of 3-4 students discuss the following issues and then share them with the whole class:

- What are the various problems people face in old age?
- What are the similarities and differences in the ways people treat seniors in your culture and in another culture you know about?
- Discuss the pleasures and joys of living alone. ❖

For more information

These are good sources for materials:

- www.readbookonline.net/shortStory/
- www.classicshorts.com/bib.html
- www.r-go.ca/famous_canadian_writers.htm
- www.cic.gc.ca/English/resources/statistics/facts2009/permanent/19.asp
- www.nfb.ca

Ur, P. (1996). *A course in language teaching*. Cambridge: Cambridge University Press.

Table 2: Student's story profile worksheet for *The Canary*.

STUDENT WORKSHEET	
Story: <i>The Canary</i>, by Katherine Mansfield	
Culture / time / setting of the story	
Main themes of the story	
Main characters	
Issues, problems, conflict discussed in the story	
Response: <ul style="list-style-type: none"> • One thing I liked in the story • One thing I did not like in the story • One thing I found interesting • One thing I found shocking • Two things in the story that I did not know about before 	

Table 3: Cultural information grid for *The Canary*.

Aspects and objects	In the story's culture	In your culture	In another culture you know about
Pets kept by people	Bird		
Women's free time activities	Sewing		
The pet comes from...	A character called the 'Chinaman' who came to the woman's house		
After-dinner activities in a household or family	People (the three young men) relax, sit together, talk, read the newspaper		

Appendix 1: Checklist for evaluating a short story to teach critical ESL/LINC reading

Checklist for evaluating a short story to teach critical ESL/LINC reading		(Page 1)
Author		
Name	Katherine Mansfield	
Date of birth-death	1888-1923	
Country of origin	New Zealand-born, British writer	
Time of writing/publication	July 7, 1922	
Too far back in time to understand		
Reasonably contemporary		
Modern classic	✓	
Culture/setting of the story		
Length of the story	1,522 words	
Time consuming		
Easily readable in one sitting (500-200 words)	✓	
Plot		
Fairly simple		
Reasonably challenging	✓ A lonely woman's stream of consciousness over the death of her best companion, a bird; the woman's daily routine and activities.	
Complex		
Main character(s)		
	A lonely woman, a dead canary, three young men	
Universal themes presented		
Love		
Family		
Friendship		
Loyalty		
Peace		
Loneliness	✓	
Fate		
Death, grief, mourning	✓	
Conflict		
Other		

Checklist for evaluating a short story to teach critical ESL/LINC reading		(Page 2)
Cultural aspects		
Attitudes		
Beliefs		
Superstitions		
Values	✓ Roles and relationships; neighbourhood; home; routines, activities.	
Taboos		
Other		
Cultural items		
Objects	✓ bird cage	
Products	✓ bird seed	
Furniture, home decoration	✓ kitchen, veranda	
Other		
Elements comparable across cultures		
Traditions		
Customs, festivals, rituals		
Myths, legends		
Symbols, colours, food, gifts		
Language expressions, idioms, proverbs	✓ Keeping pets; people living alone; women's free-time activities; buying things from street vendors on the doorstep	
Other		
Language level		
Challenging but not overwhelming	✓	
According to the level of the learners		
Too complex for the learners to understand		
Genre		
Fiction	✓	
Tragedy		
Romance		
Mystery	✓ Stream of consciousness narration	
Science fiction		
Humour		
Other		

Checklist for evaluating a short story to teach critical ESL/LINC reading		(Page 3)
Social, political, cultural, historical background		
Period of history		
War		
Revolution		
Weather (flood, hurricane, etc.)		
Available in other forms of media		
Video		
Movie		
TV serial		
Other		
Issues addressed		
		Living alone, solitude, longing for love
Conflicts the characters face		
Background information about the author and the story crucial to a good understanding of the story		
		The author is well known and recognized as a modernist writer of short story. This is the last story written by the author about six months before her death; her own life was filled with loneliness, pain, and illness; her stories' themes often relate to



Shaheen Meraj works as LINC Home Study Instructor with the Centre for Education and Training, Mississauga, Ontario. She presented a workshop on this topic at the TESL Ontario conference, October 2010.

IN THE CLASSROOM

From Canoeing to the Conditional: Bringing Canadian Culture into the ESL Curriculum

Lori Potolicki Steers



What makes us Canadian? What makes Canada unique? And, if you were hosting a visitor from another country, what would you want them to know about Canada before they return home? These are questions I have been asking myself since I began teaching ESL to students from Africa, China, Japan, Korea, Russia, South America, Taiwan, Ukraine, and other places. What are they yearning to know about us? Do they have preconceptions that need to be validated, or do they believe myths that need to be debunked? In large part, their impressions of Canada depend on us. In fact, you might go as far as to say that, in addition to being teachers of ESL, we are ambassadors of Canada.

Trent University in Peterborough offers a six-level (prep–level 5) EAP program. Our cur-

riculum is comprised of courses in reading/writing, listening/speaking, applied grammar, and a module course. In the module course, students choose one of four or five different elective courses; this is a mixed-level class, with the first four levels grouped together. Modules are intended to be fun and to extend to areas not typically covered by the curriculum. Topics change from term to term depending on need and availability, and include such topics as pronunciation, ESL learner websites, and reading circles. We meet once a week for two hours, and our term lasts twelve weeks. It's fun for students, and it's fun for instructors too, since they design their own module.

In my module 'Media and Culture' students explore Canada's regions, people and

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EAP students at Trent University enjoy exploring Canadian culture in canoes.

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culture while practicing the four skills of reading, writing, listening, and speaking. This is achieved through 'experiential' learning. Depending on the season, you may find us canoeing down the Otonabee River, snowshoeing in the woods behind campus, or sitting around a fire in a tipi learning about indigenous people. Students watch films made by and about Canadians and participate in field trips doing 'Canadian things' with Canadians. The films and field trips alternate week by week and are connected by a theme.

For example, in the first week of the course we watch a movie that provides an overview and gives students a glimpse of the vastness of Canada. There are a variety of diverse films available that beautifully depict Canada's greatness. Most recently I showed the NFB film *Finding Farley*. It is a documentary about a family who takes a canoe trip across Canada to the east-

coast home of famous Canadian author Farley Mowatt. Students gain an appreciation for our vast geography, harsh climate, and diverse wildlife. The following week we went on a short canoe trip hosted by the Canadian Canoe Museum here in Peterborough. The Museum provided the canoes and the instruction. While trying out some basic canoeing techniques, students learned about the importance of the canoe to our geography and history. Needless to say, this event is enthusiastically received—even during the rain (a Canadian weather reality)!

Another week, we watch the film *The Snow Walker* based on the novel by Farley Mowatt. In this film, a small-aircraft pilot who crashes his plane in northern Canada relies on the skills of a young Inuit woman for survival. What a wonderful segue for an upcoming talk on native culture (to take place in Trent's tipi) by a professor of Indigenous Studies.

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Following each field trip and each film students are asked to write reflective journal entries on their experience and their learning. Prior to the next class, students are given background reading on the upcoming theme.

Originally this twelve-week course was designed with six field trips and six movies scheduled on alternating weeks. However, I soon discovered this was not enough time to allow for discussion, reading, journal-writing, and information about upcoming trips. In addition, we were struggling to squeeze an entire feature film into the time slot of the class. Currently, we watch three films, half a film per class. The films chosen explore, in some way, the different regions of Canada. There are several stunning NFB documentaries such as *Being Cariboo*, but there are many spectacular feature films too—*La Grande Seduction*, *Snow Walker*, *Bon Cop*, *Bad Cop*, and *Fly Away Home* are some I have used with success.

Teaching a course of this nature involves advance research into what your city offers, cul-

turally speaking. I started by visiting the Peterborough tourism office. Fortunately, Peterborough is surrounded by First Nations communities, one of which hosts an annual pow-wow to which the wider community is invited. We also have a vibrant Indigenous Studies department at Trent; we are home to the Canadian Canoe Museum and the OFAH Ontario Hunting and Fishing Heritage Centre; and we have an annual international film festival.

Every community has its own rich cultural offerings just waiting to be explored. Why not explore yours, through the eyes of your students? ❖



When not paddling with students, Lori Potolicki Steers is under the helm of three energetic children and an ill-behaved black lab.

TEACHING WITH TECHNOLOGY

Digital Materials Preparation for TESOL Professionals: An Electronic Village Online Course

By John Allan and Stephen Roney

In early 2010, TESL educators facilitated a course via the Internet on behalf of the TESOL organization. The course endeavoured to introduce Web 2.0 resources as materials development tools for TESL professionals. The course was developed on a voluntary basis over a two-month period prior to the course rollout. Over 200 ESL teachers, administrators and materials developers registered for this course from all over the world. In the end, a little more than 10 per cent of the registrants completed the six-week course (now five weeks). This course is now available online for anyone interested to use it as a help file or as a complete course at his or her own pace. As a result of this experience, we have decided to offer a more focused program online this winter, targeting the creation of effective and motivating vocabulary activities for ESL/EFL teaching.

It was becoming obvious that many of the functions of standard software, or software installed on computer hard drives, could be matched or bettered through free online resources. To provide a challenge, we decided to test this idea. As a reaction to this growth of Web 2.0 resources, we assembled this course for the international TESOL community. All of the resources to be introduced to the participants in this course were to be without charge, self-contained on a remote server, and not a front for a spamming campaign.

As educators, we understood that budgets are limited in most ESL/EFL schools and centres. This was an important factor when consider-

ing a new generation of digital tools. Although many resources offered upgrade packages or premium options, none of them required financial transactions for basic services. These basic services often were, and are, more than enough for lesson preparation. Although the majority of these assets required a membership through a common registration procedure, it was a small price to pay for the seemingly unlimited functionality that these tools offer.

The pedagogical goal of this course was to allow TESOL professionals who were novices at digital materials production the ability to upgrade their skills. 'Novice' we loosely defined as a materials developer with confidence using basic office tools and one who could perform regular Internet browsing functions. The course, therefore, has served as a just-in-time resource as well as a refresher for participants who embark on new projects such as a class blog or set of visuals for a course.

To protect us, our students, peers and team members used the Web 2.0 resources for a period of 18 months before the first course was offered. These were tested with diverse language group levels and instructors. We resolved that these resources do not promote spamming through e-mail.

We cannot assume that these resources will remain available without cost in the indefinite future as the world economic situation or the Web business model changes. But they may. There are still, after all, free magazines, free television sta-

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tions, and free radio programs, supported by advertising. Alternatively, free resources may also become available. It must be noted here that a few of the resources used in the winter of 2010 do not conform to the 'free' type and they are not included in our new offering in January of 2011.

Electronic Village Online (EVO)



A Project of TESOL's CALL Interest Section

The Electronic Village Online is an annual event that has been providing free online training to members of the TESOL profession. These five-week programs can be accessed by anyone, regardless of TESOL membership status, in the early week of each year to improve their teaching. Current and previous offers include but are not limited to: drama, online communities, images in education, young learners, online games, whiteboard techniques, reflective practice, TESOL mentoring and using podcasts. We found that this vehicle was the best for reaching a motivated and relevant audience for our project. The Internet address is <http://evosessions.pbworks.com/w/page/10708567/FrontPage>.

Course description

The course spanned six materials production skills. These were text document production, image editing, the Internet as a toolkit, digital file conversion, screen capturing, and audio production. The course covers a great deal of terrain, but we hoped that participants could keep the overall aim in focus using a consistent, weekly structure. This included an overview of a materials development concept; a link to a relevant resource; a PDF file containing a detailed explanation of the resource and a step-by-step procedure resulting in a product; an example of the product; and a variety of opportunities for posting their own projects. These opportunities ranged from publishing and sharing through a

Week 1 Introduction



variety of digital tools including a wiki, an online host, a database and an online glossary. Each week concluded with a live chat on the process and the potential for application with real students.

It was made clear to participants that they were welcome to participate in topics that were interesting or relevant to their current teaching situation. They had the freedom to opt out of modules that were not pertinent to them.

The course syllabus was structured in the following manner. There was an organizer section that the students could use before commencing the course itself. Participants were encouraged to complete a pre-course checklist of tasks related to bookmarking relevant web resources to save time during the course. As well, they could test plug-ins such as Acrobat and Flash Player. In addition, there was a practice wiki activity to simply indicate an emotion with a smiley. A general forum was embedded for their questions or early discussions.

The first week functioned as an introductions and course familiarization period. Participants introduced themselves on the Introduc-

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tion Forum and also participated in a VoiceThread activity that encouraged discussion on a word cloud. All were encouraged to attempt a full module using the tool Picnik to learn basic image editing techniques. (Yes, that is how it is spelled.)

These skills enhanced the teacher-produced materials through better optimization methods, which in turn allowed for better presentation on their worksheets or digital formatted learning objects. The teachers were requested to showcase their optimized images on a Moodle database. It was incredible to see over sixty uploaded images with descriptors at this resource!

Week 2 focused on text-based materials production. This week followed the fundamental pattern of introduction, activity, sharing and discussion. The resources offered to the participants were Google translate, Lorem Ipsum, Complete Lexical Tutor, DaFont and Project Gutenberg. These tools each added value to materials during the development process. As well, a basics of typography and Microsoft Word presentation was included. These were included to provide an overview of how the Web 2.0 tools could be used with the world's most common word processor.

While the participants were still relatively fresh, the most challenging unit occurred in week 3. This unit was entitled 'The World Wide Web as a Material Developer's Aide'. The core resources available were Microsoft Office Online, PD Photo, VocabGrabber, TeacherTube, Classtools, Sort-MyList, SpellingCity, Scholastic Mini-dictionary and Voki. Participants were requested to contribute to the wall of Voki as well as post a link to the week's sharing wiki. Course participants were not expected to use or complete the tasks for all of the resources but to read the basic brief on each and decide which one to use for their own purposes.

Screen capturing and digital file conversion were the focus of week 4. To lessen the expectations we concentrated on video file conversions only. However, some of the participants did venture into audio and document file conversion. The showcase for this week was the presentation of a screen capture. It was quite a leap for many of the participants, but all of us were impressed that screen capturing could be completed from a website!

The final active week was learning the process of producing audio for ESL teaching.

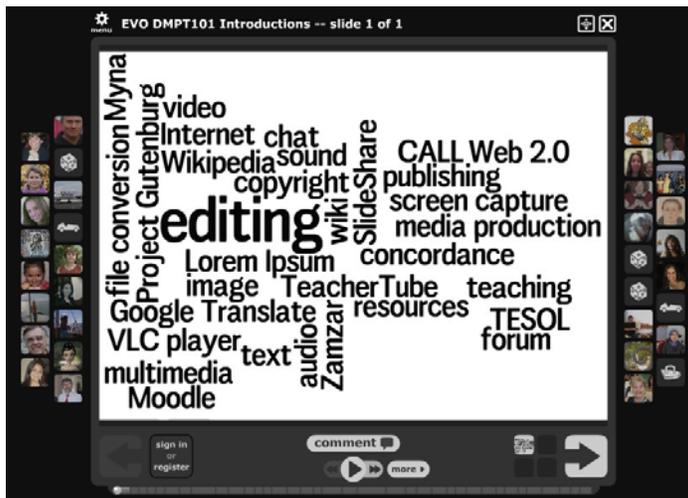
Many entered the week asking, audio editing online? Yes, it is possible. With the tool Myna, several teachers produced audio poems and published them online with a visual image. Some even created worksheets or interactive activities to accompany their poems. The poems were showcased on a forum mostly in the mode of hyperlinks to an online host such as Voki!

The final week was mainly forum and chat discussion. These forums included a great deal of imagination using a combination tools and ideas which they learned from the course. The final showcase encouraged participants to present a mixture of their work at SlideShare. However, some participants chose to use other means of online presentation. This was a pleasant surprise as it demonstrated emerging confidence.

Communication

Each unit also offered multiple modes of communication. First, a live chat session was held each week. The students decided the timings of the chat sessions through a polling device. Second, an asynchronous forum allowed discussion on support issues both pedagogical and technical. Then the 'Calendar' and 'Upcoming Events'

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blocks on the Web page quickly informed students what was occurring with the course and where. Additionally, a course news forum provided students with an official series of postings to guide them through the course.

The news forum could only be written and published by the facilitators of the course. Email was also used for personal clarification of concepts or technical issues. Some Web 2.0 tools: Voki, VoiceThread, Wordle, Xtranormal and Ask500People, were used as communication enablers. Smaller widgets, a countdown timer and a time zone clock, functioned as communication enhancers.

In addition to the elements above, the course included a variety of Moodle tools to create a complete learning environment. Communication tools including polling, messaging, forums and calendars functioned well to improve interaction.

Moodle offers these and other features in a flexible system of floating 'blocks' (discrete, self-contained screen areas similar to widgets or gadgets), which were displayed and employed as needed throughout the course.

Weekly word clouds, for example, were shown or hidden based on the contemporary course content. Issues such as editing or posting to a forum or wiki are quite intuitive in Moodle, making it the obvious choice for our course.

To ensure that the online participants had a satisfactory experience on the course, content was organized in modular format. These

modules were supported by the communication blocks as well as forums, wikis, glossaries and databases.

Glossaries and databases were used as devices for sharing their media and ideas. The forums were also used for sharing ideas on the current topic and possible uses of the technology.

In addition to Moodle, TappedIn was used for live chat sessions because its audience functionality was preferable to our Moodle installation. TappedIn also provided a comprehensive transcript of the weekly chat sessions, which were posted for those who could not attend the live sessions.

The final task

In order to complete the course, participants were encouraged to contribute to a shared glossary a new Internet resource that met the standards of this course. This voluntary activity resulted in over 40 recent resources that can be found at the course or at http://edtechisus.com/?page_id=805. Most of these resources are listed with their web locations at the end of this article.

Choices

Aware of the time commitment required by the wealth of materials development resources available, we chose a menu approach. In some units, participants were asked to attempt only a

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fraction of the activities. In unit two, they completed two of five tasks. In unit three, they were only required to complete three of ten tasks offered. In this way, participants could focus on what was most relevant to their instructional situations.

In addition to the core resources for hands-on materials production, we included a few Web 2.0 sites that enhanced the learning experience and introduced participants to additional technologies. VoiceThread was used as an icebreaker to establish communication on a common theme expressed in a Wordle-generated word cloud. Word clouds created an attractive text-based visual of key terms in a lecture, unit, or subject.

Voki, a text-to-speech package featuring an animated avatar, was used to present an orientation guide for each week's activities. Xtranormal's full-screen text-to-movie technology is used for the introduction to the course itself.

In week 5, we used a four-panel Bitstrips comic to greet and orient the teachers to that week's proceedings. We could have included

more Web 2.0 tools, but we were restrained by the reality of our audience's time commitment.

Participant outcomes

Participants produced and reviewed optimized images, spelling games, animated simulations, interactive language games, attractive worksheets, a wall of Voki (avatars), posters, word clouds, audio poems and converted media files. These were shared through glossaries, wikis, forums or a database, providing the course community the chance to present their wares resulted in a few unanticipated outcomes.

It was expected that they would use these occasions to display and discuss the process and potential applications to their teaching situations. However, the teachers seem to have embraced the exhibition mechanism itself. Many had never used a wiki or database before this course. These distinctive experiences provided them with alternate ideas and means for their students to present their work in the future. As well, course members shared their course experiences in the final discussions.

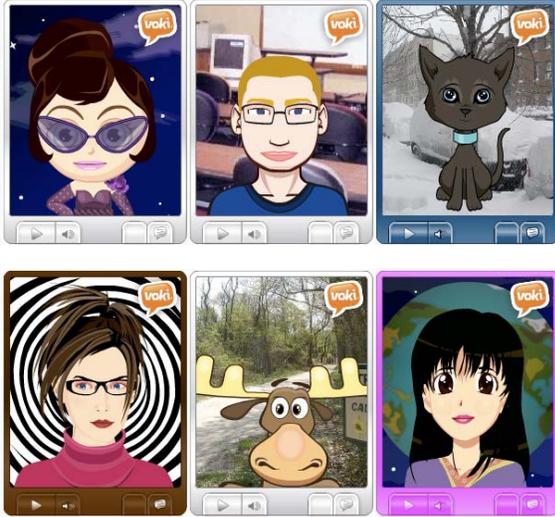
2011 offering

This course has been restructured and is available in a modified, self-study format at <http://www.edtechisus.com/moodle/course/view.php?id=7>. The modular design in the Moodle LMS makes it easy to update and repurpose this course. In January and February of 2011 we are offering a more focused course on creating vocabulary learning materials using digital tools.

The new course will introduce instructors to simple tools and techniques used by their technology-savvy peers to produce professional, functional and recyclable resources for teaching vocabulary.

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The exercises have been used extensively in classes around the world. Participants will be given the opportunity to share their experience with these tools.

This collaboration takes place online at <http://www.edtechisus.com/moodle/course/view.php?id=10>. Highlights of this course include:

- Using various tools for creating learning material.
- Interaction through e-mail.
- Forums, wikis and Elluminate.
- Contribution to wikis, and post works related to their own contexts.
- Reflect on ways of applying those tools to their teaching and participation in optional weekly chats held to discuss content and pre-defined topics.

Course creators and facilitators

Stephen Roney, John Allan and Jim Edgar coordinated and created this course. Each of these TESL-certified educators has been involved in the profession since the late 1980s. They are

educational developers using technology as a focus to produce a wide variety of learning opportunities for ESL and EFL instructors to make use of with their students. Their experience in face-to-face, online and blended modes as teachers and developers has contributed greatly to the success of this course.

Conclusion

Upon reviewing this course it seems like an impossible task for a language teacher to complete. It was successful in terms of creating a resource that did teach and encourage sharing. It also provides a long-term resource for instructors who wish to use it as a just-in-time service while developing materials for their professional purposes. After the experience of facilitating this cohort, we agreed to offer less ambitious and more focused courses in the future. We sincerely hope that some of our peers in Ontario will be able to use these resources in the future. ❖



Stephen Roney is currently on sabbatical in the Philippines, writing, researching and beachcombing. He has been, variously, a professional writer, editor, software developer, multimedia consultant, and college instructor.



John Allan is currently working on a variety of projects in Ontario and New York state. These projects are mostly blended e-learning development and training. He is working with Stephen on the latest EVO course online. As well, they are attempting Moodle 2.0 certification.

COURSE RESOURCES

Adobe Reader, PDF file reader
get.adobe.com

Ask500People, polling the world
www.ask500people.com

Blinkweb, web page creator
business.blinkweb.com

Classtools.net, create educational tools
classtools.net

Spelling City, create spelling learning events
www.spellingcity.com

VLC Clozemaker, fill in the blanks creator
www.edict.com.hk/clozemaker

JogLabs, mnemonics tool
www.joglab.com/

Gogofrog, educational environment
www.gogofrog.com

Dafont, font repository
www.dafont.com

Docstoc, professional document sharing
www.docstoc.com

Google MyMaps, custom map creator
maps.google.com/help/maps/mymaps/create.html

Google Translate, language translation
translate.google.com

LexTutor, data-driven learning
www.lextutor.ca

Lorem Ipsum, placeholder text generator
www.lipsum.com

Microsoft Office Online, office document resources
office.microsoft.com

Moodle, learning management system
www.moodle.org

Myna, online audio editor
aviary.com/tools/myna

PDPhoto, copyright-free photos,
www.pdphoto.org

Photobucket, photo-sharing resource
www.photobucket.com

Picnik, image-photo editor
www.picnik.com

Project Gutenberg, copyright-free texts
www.gutenberg.org

Scholastic Mini-Dictionary, definition generator
wordwizard.scholastic.com/minidictionary

ScreenToaster, online screen capture
www.screentoaster.com

SlideShare, presentation sharing
www.slideshare.com

Smart.fm, timed exercises
<http://www.smart.fm>

SpellingCity, activities generator
www.spellingcity.com

TappedIn, educational chat
tappedin.org/tappedin

TeacherTube, educational video sharing
www.teachertube.com

Vocabgrabber, word list generator
www.visualthesaurus.com/vocabgrabber

VoiceThread, media discussion
www.voicethread.com

Voki, talking avatar creator
www.voki.com

Wikipedia, online encyclopedia
www.wikipedia.org

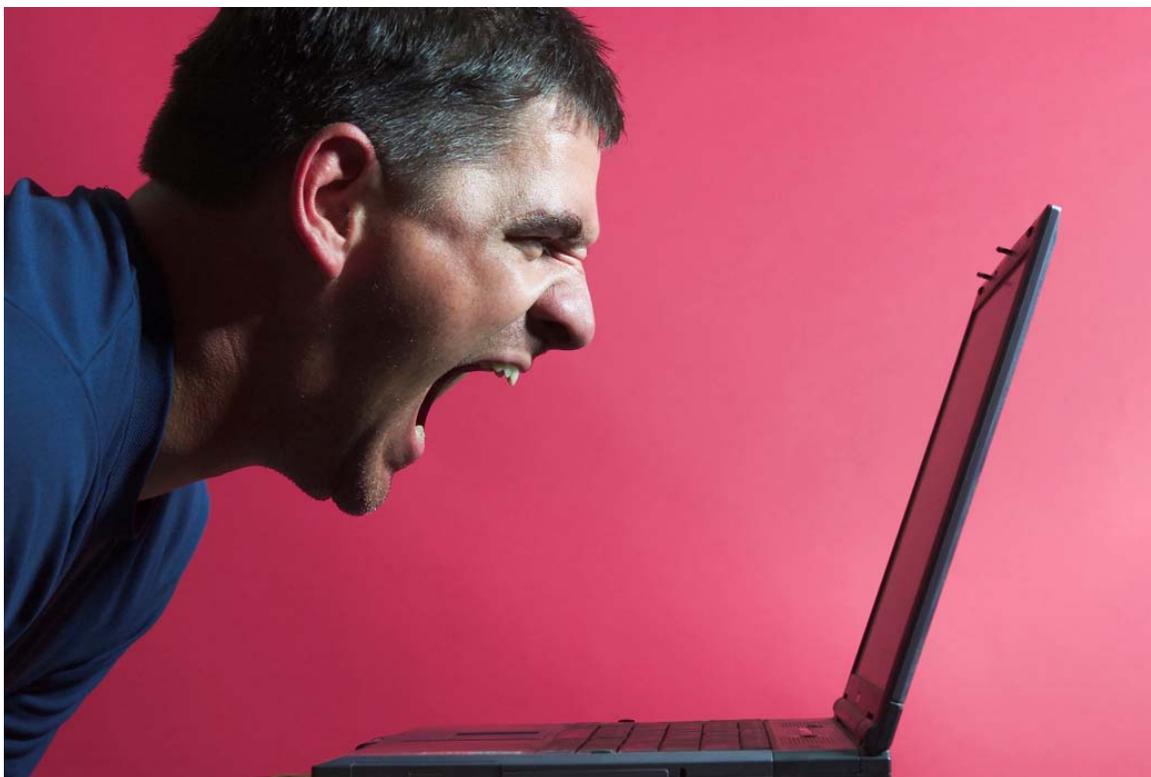
Writeboard, wiki platform
www.writeboard.com

Zamzar, online file conversion
www.zamzar.com

TEACHING WITH TECHNOLOGY

What Can Resistance to Technology Tell Us?

By Douglas Orme



The rush to ‘integrate technology in teaching’ is hard to miss: we see countless articles, workshops, chapters and books dedicated to the premise that using technology is both inevitable and good. What are we to make then of the growing rush in the opposite direction? Is resistance a mere personal quirk, or fault—or might resistance actually mean something? What, in other words, can resistance to technology tell us?

An example of resistance to technology in ESL, is the ‘Dogme’ movement. The Dogme movement originally comes from Danish filmmaking where some began to feel that there had been too much focus on special effects, CGI and the like. They proposed a return to story-telling and the use of minimal technology.

In the August 2010 issue of TESL Ontario’s *Contact* magazine (Vol. 36, No. 3) Tania

Pattison reviews a book by Scott Thornbury and Luke Meddings called *Teaching Unplugged: Dogme in English Language Teaching*. We see here how ESL has taken up the Dogme philosophy. Pattison explains that Dogme in this new context is:

A teaching movement set up by a group of English teachers who challenge what they consider to be an over-reliance on materials and technical wizardry in current language teaching. The emphasis on the here-and-now requires the teacher to focus on the actual learners and the content that is relevant to them (p. 17).

Pattison informs us that the movement is not focused on whether technology should be incor-

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porated or rejected, but rather on the central question of pedagogical focus:

Meddings and Thornbury stress that Dogme is not anti-technology *per se*; ... It's just that much of the time, technology simply isn't necessary for language learning. Where it is used, technology should be used as a support for sound educational principles, not as an end in itself (p. 21).

Pattison continues and links the appeal of Dogme to resistance explicitly:

My own sense is that to some extent, the appeal of Dogme lies in the fact that it presents an "enough, already!" response to the technical wizardry ... constantly being thrust upon us, and the accompanying implications that if we are not using blogs, podcasts, wikis, and all the rest of it, then our teaching must be deficient (p. 21).

Pattison picks up on the fact that our response to technology seems to carry with it an implicit judgment of our teaching and that the criteria for judgment centre on the integration of technology. It seems to me however that teaching, yours and mine, should be judged by the principles of pedagogy we adopt, and not the tools we use to implement those principles. You may also have additional important criteria for judging teaching such as outcomes, meeting stated goals, reflection, scores on standardized tests, self-assessment, etc. The point is that the best criteria for judging teaching are goal, outcome, or future oriented and have little to do with the specific means used to reach stated goals.

**“The best
criteria for
judging
teaching are
goal, outcome,
or future-
oriented and
have little to do
with the specific
means used...”**

When we encounter resistance to technology in the staffroom, or the classroom then, it may be useful to view this resistance as informative and to be respected, rather than viewing it as a personal failing.

Resistance to technology may gesture toward several valid objections to this push to integrate: first, the principle, mentioned above, that we should judge teaching by reference to principles of pedagogy and goals rather than the means used; and second, the insight, mentioned by Meddings and Thornbury, that teaching ought to focus primarily on who our students are and the context in which we teach and learn.

I'd like to add an additional pair of valid objections that resistance to technology may point to. One is that teachers and students have a growing awareness that technology is being thrust upon us by funders, employers, coordinators, and technology companies and that these players are not neutral, but 'interested' parties. They have direct and indirect financial investments in the sustained and growing integration of technology in education including ESL.

A final valid objection that resistance to technology points towards is actually a resistance to the misleading discourse around technology that we are inundated with. Examples include oft-repeated slogans like "Our students are all tech-savvy, so we have to use it too in order to reach them" and "Medical doctors always use the latest technology and science, and our students deserve no less."

This last pernicious idea appears, for example, in a 2010 article by Jeff Young for the *Chronicle* called—and notice the panic in the title—*Reaching the Last Technology Holdouts at the Front of the Classroom*. It sounds like Captain Willard (Martin Sheen) in *Apocalypse Now*, jour-

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neying up the Mekong River to ‘correct’ the wayward Kurtz (Marlon Brando), and failing that, to “terminate with extreme prejudice.” The article suggests a terrible analogy between medical science and the art of teaching. The suggestion is that in medical practice, the ‘failure’ to use the latest technology in diagnosis and treatment constitutes malpractice. The implicit analogy is that the failure of educators, ESL instructors included, to adopt the latest in the ‘science’ of education and the latest technology of instruction would similarly constitute a species of malpractice.

The obvious objection is that teaching is not an empirical science. Teaching comes, in large part, from values-based choices about principles of practice and choice of methods we make. No experiment or set of facts will one day resolve the question of ‘how to teach’ because the answer involves, in part, values.

Further, it is possible that even medicine has not been well served by such reliance on technology. The relationship between money spent on technology and positive health outcomes is being increasingly questioned. Do we need many more MRI machines, or do we need many more people to take a walk around the block after dinner? If someone in my family needed an MRI, I’d do whatever it took to get them the appointment. The question, though, is about remembering what is most important and of most value in health care—and of course, for our purposes here, in education.

Lastly, we must be very cautious about adopting a medical model for education. If, teachers are doctors, and students are patients, we run into a host of troubling parallels. Are teachers best viewed as scientists, with certain knowledge? Are students to be viewed as patients? Do they have a kind of illness or deficit that needs treatment? Do we want to view teach-

ing as the treatment of a disease state? What happens to the concept of learner autonomy under a doctor/patient metaphor?

So, if you see resistance to technology in the staffroom, or the classroom, look to it as a sign of *potentially* valid criticism and not simply fear and laziness or the inability to change. We may find that respecting resistance may, in the end, actually allow people to approach technology on their own terms, at their own speed. Fighting resistance may tend to polarize staff along gender and generational divides, and may have a negative impact on motivation, morale and collegiality in the workplace.

What is pushing this drive to use technology? There are at least three areas of social life—‘structural factors’ as the academics call them—that conspire to push technology. First, we live in a time and place where employers and funders want/need/are required to do more with less—if technology helps teachers teach more content, students, lessons, CLB outcomes etc. with less money, time and classroom space you can predict that they’ll support it—especially if teachers

can be expected to teach themselves how to use it under the guise of professional development.

Secondly, living in a media-saturated world, our students may find the technical wizardry attractive and stimulating. They may thus *seem* to ‘demand’ the use of technology. They may be accustomed to a style of information delivery (read: entertainment, infotainment) that has a lot more ‘jolts per minute’ than a piece of paper. We may become convinced, rightly or wrongly, that this is the only way they can learn.

The last area of social life to consider concerns the messages pushed by the Professional Development (PD) industry. When teach-

**“Teaching
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make.”**

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ers are inundated with messages and workshops pushing the integration of technology, they may well come to think that everyone is using it, that it's "normal, natural and given." It is conceivable that the actual prevalence and use of technology is being over-represented. It would not require a paranoid conspiracy theory to imagine why the industry, and others who benefit from the use of technology, might over-represent the actual use and spread of their products.

Push from funders and industry, students, and the PD industry is a perfect storm. This storm may function to push us away from the still central question, "What will help my students learn best in my teaching context?"

Despite the structural constraints mentioned above, teachers, and educators more broadly, will never be the simple victims of social trends: we retain agency and the power to choose or refuse. Technology will not be simply thrust upon us: successful seduction only occurs with the active cooperation of the seduced. We may choose to adopt technology in limited or more extensive ways, but let us do so in a principled way that forefronts our pedagogy and our values, and to respect resistance where we see it.

In short, let us get into bed with technology, but let us do so with eyes wide open. ❖



Douglas Orme has been teaching ESL and EAP for 20 years in Toronto and Japan. He has presented at conferences in Toronto and Japan on pronunciation, using music in ESL, and more recently, on issues surrounding the use of technology in the classroom. He recently completed an M.Ed. in curriculum & philosophy. He teaches EAP, and works on curriculum development at the University of Toronto.

CREATIVE WRITING

English Lessons

By Judy Pollard Smith

You don't need to tell me your story.

I've heard it before,

from the others.

Your face reads

like a *Globe and Mail* headline.

Etched there on your forehead

the story unfolds,

worry lines like deep rivers that float

the corpses of your life

along through your days.

Your eyes,

for such a young man,

are dimmed

when they should be reflecting light

from every window in this classroom.

Life, politics and circumstance

has bled you

of everything you were.

Your plans and dreams

gushed,

puddled,

at the perpetrator's feet.

They left you hopeless,

limp,

their job with you complete.

You stood,

got your meagre things together,

(Continued on page 37)

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vowed to live.
You paid the boat captain.
Under a clouded moon
you risked it all again,
baby son in your arms,
the call of freedom beckoning you
from somewhere across rough waters.
The Sea, eager to devour you
and filled with its own fears,
spat you out
somewhere
at the other end.
And here you are now,
waiting for Something Good,
for Hope,
your eyes beseeching,
searching my face for cure,
for balm
to soothe your oozing wounds.
I'll do my best for you,
but it won't have much to do
with English lessons.
Today, I had planned
a lesson on The Simple Past,
But yours wasn't so simple
so we won't be doing that.
Instead
I have decided
that we will talk about
The Future.



Judy Pollard Smith is a supply ESL teacher at Mohawk College in Hamilton.

INTERVIEW

English is Stupid, According to Author Judy Thompson

By Kathleen Jackson

“I wanted to set my students free, free of their concerns about their accents and grammar. These things are keeping them from speaking.”

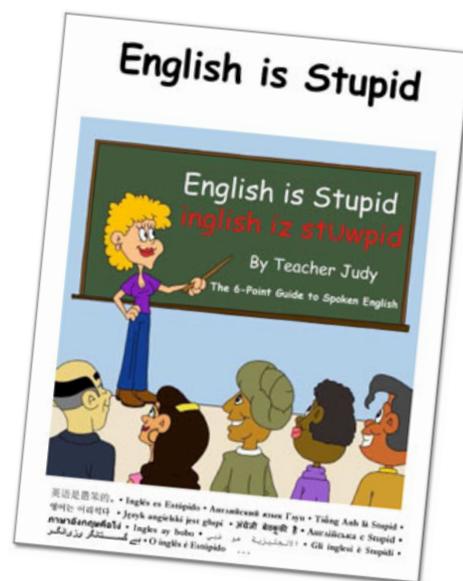
We are sitting in Indigo at Yonge and Eglinton among thousands of books that might otherwise be off-limits to millions of ESL learners if not for the efforts of ESL teachers like Judy Thompson. Read? Most non-natives have more trouble with the spoken word. That is, as Agatha Christie’s Hercule Poirot says, “because of the huge gulf between the spoken word and the written word.”

She sits flipping through her book *English is Stupid*, and then puts it down with a flourish, explaining in her rich chocolate voice—you could call it a teacher’s voice—“English may be stupid, but the students aren’t.” Thompson punctuates her statement by putting down her Chai latte.

The title of Thompson’s book may sound negative, but reading is believing in the sheer brilliance of it; the ideas in the book are anything but stupid. With its innovative approach to teaching English as a Second Language, the book stands head and shoulders above the ESL bookstore shelves.

And why is English so “stupid” anyway? According to Thompson, English is stupid, because English speaking and English writing don’t go together; letters are not sounds.

Thompson takes another sip and looks around at the holiday crowd in Starbucks in Indigo. “The students try English, and it doesn’t work ... they feel the failing is theirs. They feel that there is something wrong with them,” she



says. “So as soon as I say *English* is stupid—you’re not stupid—it sets an amazing tone. They laugh. It is validating.”

How did Thompson come up with this opus, her first book? It was a long and arduous journey. Not all careers are the ones you start out with. Motherhood was Thompson’s first career, and raising horses was her second; in her spare time she raises champion hunter show ponies. A long-time resident of Caledon, Ontario, Judy has four children and lives with her husband Richard on a lovely ten-acre hobby farm.

However, not content to sit on the farm, Thompson decided to stretch her wings and try something new. She had a degree in English, and she went to a discovery program. “I did a career analysis,” she says. “At the end of it, they said that I should either be a writer or teach English to adults.” Since jobs in writing were hard to come by, Judy launched her second career at the age of 40, in teaching. Later, she would combine both skills.

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A non-English speaker with Judy Thompson, Author of English is Stupid.

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Humber accepted her, and she soon found a new love: teaching English. But it didn't start that way. The very language itself was getting in the way, and she felt it when she got up in front of the class. "When I started out teaching ESL, I had a vague notion that English had a few idiosyncrasies," she says. But when Thompson stood before her first night-school class, teaching her first lesson, she was appalled to discover what a truly incomprehensible language English was. Thompson was committed to making a difference, "but nothing in forty years of using English had prepared me for the harsh reality," she says. Thompson saw clearly that there was something inherently wrong with this language. "It's stupid," she says. "Letters don't represent sounds."

Thompson smiles at a young baby. You can see her mothering instinct and how she transfers it to her students. Teaching English to her students is similar to teaching it to her children, but she realizes the differences too. "I real-

ized that my students could not, with any measure of confidence, decipher what English sounds like by reading it," she says.

It was a ten-year journey to the publication of the book in 2009. The seeds started to germinate at the beginning of her career, but she proceeded on very shaky ground. It was four years before she understood the ramifications of the first night, and thousands of hours of teaching before she knew what to do about it.

What changed her? A pronunciation class. Thompson took a course in pronunciation and it taught her a lot about spoken English. "I learned hundreds of technical things about how English is spoken, and for me some absolute essentials—'the must knows,' of oral communications—bubbled to the surface," she explains.

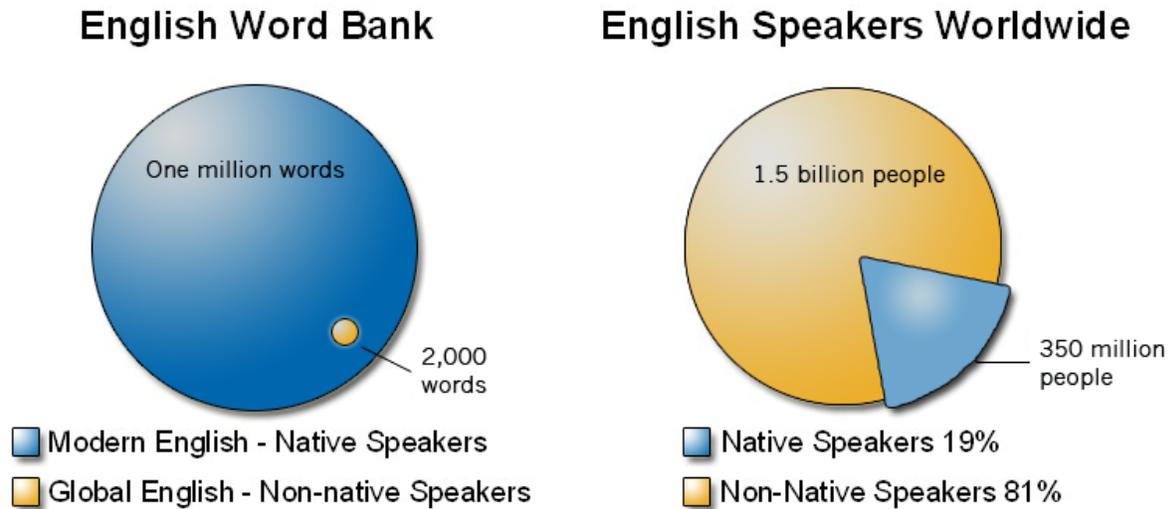
Thompson started to develop her first ideas during her adventures in South Korea in 2002, when she had the opportunity to design a course in English speaking skills. According to Thompson the South Korean students already knew more grammar than she could teach them, and they could spell better too.

"What they wanted to learn was how to speak," she says. "My world would never be the same." Thompson began developing the new approach found in this book, starting with the English Phonetic Alphabet (not the Latin one that confuses everyone) and moving on to how stress works, and how words work together in small set groups to convey images.

When she came back to Canada, Thompson was hired to teach her own language course to immigrant graduate students. What happened? The students learned a new way of speaking, went out into the workforce, volunteered in their communities, got jobs, and made friends. Thompson's success lay in the fact that she was giving her students a special gift: the gift of confidence. "I wanted to set my students free," she says, "free of their concerns about their accents and grammar. These things are keeping them from speaking so they are always self-conscious and inhibited, and it is not necessary." Thompson was doing what all ESL teachers want to do and are doing—making a difference.

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Chart 1: English words in use, English speakers worldwide (Source: Thompson Language Center)



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The idea for the book kept growing until Thompson decided to do something about it, with help from her friends in publishing and illustration. Thompson and her crew were breaking new ground and they knew it. Thompson has almost revolutionized the way English is being taught with *English is Stupid*, which is written in a way that certainly is not. Sprinkled with anecdotes and cartoons, *English is Stupid* takes a funny, irreverent look at English and the way it works. It actually teaches teachers how to teach spoken English.

The cornerstone of Thompson's book is six fundamental elements of spoken English that Thompson points out have nothing to do with the alphabet, spelling, or grammar—and yet no one can speak English without them. These six elements are: the Phonetic Alphabet, Stress-based Language, Important Words, Linking, Collocations, and Body Language. These six elements are outlined in the chapters of her book, organized in such a way that the first three chapters are targeted to beginners, and the last chapters to advanced-level students.

The format is a textbook that combines Thompson's ideas and research on the language

with useable, photocopiable lesson ideas. There are fun exercises on each right-hand page for learners, with an answer key for teachers on each left-hand page. The layout is a standout. Not only is the text attractive, the author and her designer, John Denison of Boston Hills Press, use lively and engaging illustrations to explain the principles of how speaking and pronunciation work. Carefully chosen pictures, cartoons, and pie-charts make both the teacher and the student dive right into the book and start swimming in a sea of grammar, pronunciation, and phonetics. Thompson includes a color-coded Thompson Vowel Chart and the English Phonetic Alphabet.

Thompson delivers a knockout punch with this book in research and lesson plan ideas that make this book a must for all ESL teachers, whatever level they may teach. Teachers now have a tool to teach speaking that the students will love. "This book makes the crucial difference," Thompson says. "It makes the students understand that this is a stress-based language and this makes their whole world change. They will stay in class forever as long as you show them how it really works." Of course many students may never lose their accents, but they come out with a clearer understanding of how to

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speak English. And teachers can come away knowing they are armed and ready for the battlefield. The book is recommended for all Canadian Language Benchmarks (CLB) levels, according to Julia Chemali, Program and Resource Material Consultant, TCDSB Adult ESL.

Looking to the future, Thompson would really like to profile the English Phonetic Alphabet. "I was told it works outside the classroom," Thompson says. "It is really one of the most powerful things you can give your students. It is fun and easy to teach and will work at every level." She remains active in the classroom; currently a professor at Sheridan College, she teaches Essential Communications as well as her own language training program, Speaking Canadian English. As founder of the Thompson Language Center and an active member of the Canadian Association of Professional Speakers, she presents lively informative seminars to TESL instructors across the nation. She also delivers leading-edge strategies to business professionals on how English works, its role in global markets, and the art of successful communication.

Thompson takes a bite out of her sandwich and looks at her watch. She teaches a class at Sheridan at 7 p.m., and I realize we have been talking for over an hour. What's the wrap up? "I love what I do and I'm still teaching," Thompson remarks.

"It's fun because my students love it and they try so hard. I'm still out in the field teaching students. We don't know how pronunciation works, but once we know how it works we are comfortable and happy." ❖



Kathleen Jackson is an accredited ESL teacher based in Toronto.

Where to Buy the Book



The ESL Shop (Toronto)
2238 Dundas St. West,
Toronto
Tel: +1 (855) 375-7467
www.eslshop.ca

Sheridan College Book Store
7899 McLaughlin Road, Brampton
Tel: (905) 874-4337
www.bkstr.com

Library Bound
100 Bathurst Dr., Waterloo
Tel: (519) 885-3233
www.librarybound.com

Thompson Language Center
www.thompsonlanguagecenter.com
www.englishisstupid.com
Tel: (905) 838-1257



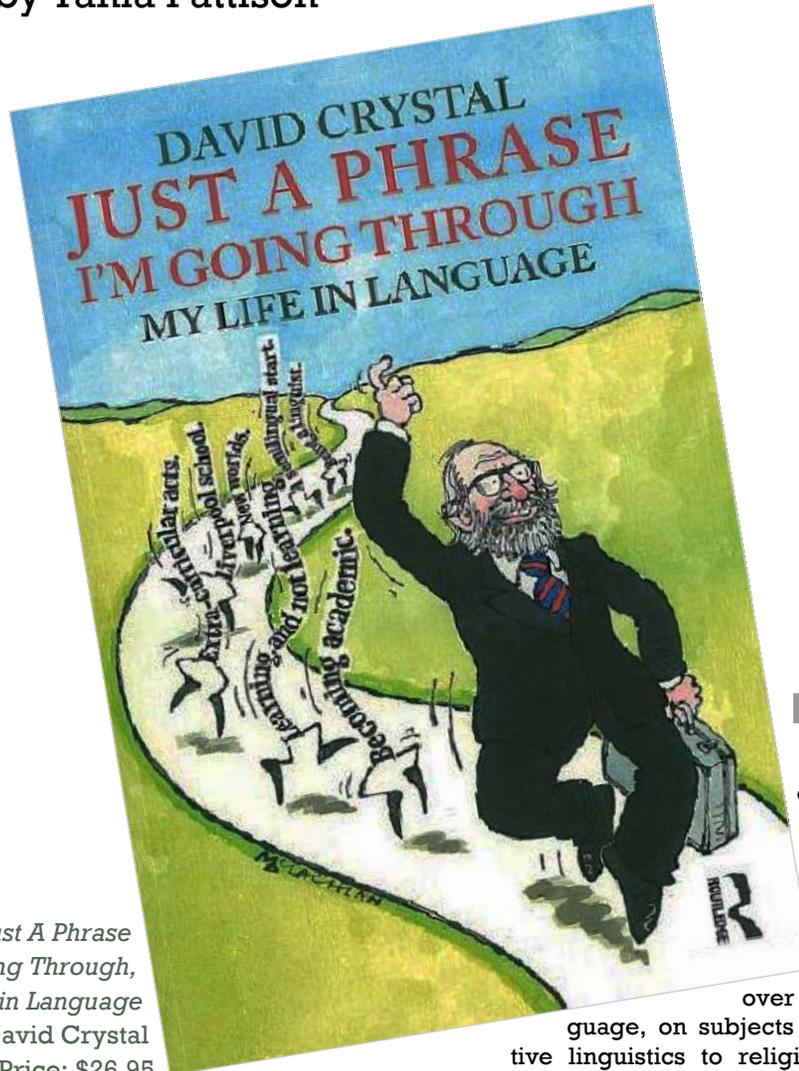
Also available at
Thompson Language Center.com

- Free Downloads
- Classroom Exercises
- Interesting Links

BOOK REVIEW

Just a Phrase I'm Going Through: My Life in Language, by David Crystal

Review by Tania Pattison



*Just a Phrase
I'm Going Through,
My Life in Language*

By David Crystal

Price: \$26.95

Paperback, ISBN: 978-0-415-48574-6

Published April 29th 2009

(Routledge, 292 pages)

Think about books on language—and specifically on the English language—and one of the first names to come to mind is that of David Crystal. The former professor of linguistics has published over 100 books on language, on subjects ranging from descriptive linguistics to religious language to text-messaging (for a review of his 2008 publication *Txtng: The Gr8 Db8*, see *Contact* Vol. 36, Issue 1). He is, however, perhaps best known as the author of the *Cambridge Encyclopedia of Language* and the *Cambridge Encyclopedia of the English Language*. It is impossible to browse in the language section of a bookstore without being drawn into one of David Crystal's works. In 1995, he was awarded the Order of the British Empire for his service to language.

Just a Phrase I'm Going through: My Life in Language (2009, Routledge) is a book with a difference: this is Crystal's autobiography—

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written, he suggests, because autobiography was the one genre he had never previously attempted. Yet this is more than just the life story of an academic. It is a fascinating look at the multifaceted world of linguistics, its development over the last 50 years, and its undeniable connection to so many aspects of human life. Combine an interesting personal story with a subject that, as Crystal proposes, is relevant to just about everyone, and you have a clear recipe for success.

Just a Phrase starts with an introductory chapter in which Crystal explains what linguistics is—and what it isn't. Any student of linguistics who has been asked the question, "How many languages do you speak, then?" will certainly relate to this. In the next 200-plus pages, Crystal explores the world of linguistics as he takes the reader on the journey of his own life, showing us how the four-year-old child who wanted to be a dentist ended up becoming one of the most prolific and respected experts on the English language.

We discover Crystal's early childhood in the bilingual community of Holyhead, Wales and his school days with the Christian Brothers in Liverpool; we learn how, as a schoolboy studying Latin and Greek, he came to the conclusion that these languages might come from a common source, and proceeded to create his own version of the proto-language. More skilled at making languages than making book-ends, Crystal used his woodworking classes to develop this code and to practice it with a classmate. This continued until the woodworking teacher caught on and put a temporary end to linguistic creativity.

We follow Crystal through his studies—initially of English literature, and eventually of language—at the University of London, and his subsequent academic appointments at the Universities of Wales and Reading. We get to know

Crystal as researcher; lecturer; author; editor of books, journals, and encyclopedias; lexicographer; broadcaster; playwright and much more.

As we accompany Crystal on this journey, some surprising details emerge. Crystal admits, for example, that he came scarily close to abandoning his studies in favour of a musical career. It was the late 50s, the Liverpool scene was emerging, he was the sax player with a band called the Zodiacs... However, reason prevailed, and University College London beckoned—where Crystal took some persuading to enter linguistics rather than literature.

What emerges most clearly, however, is Crystal's remarkable and far-reaching talent and expertise in so many aspects of language. Crystal's early work was on phonetics under the tutelage of linguist Randolph Quirk; however, throughout his career, he has developed much more than a passing interest in various branches of linguistics. Renting accommodation from a university chaplain in Wales, Crystal developed an interest in the language of the liturgy and proceeded to publish his first single-authored book on the topic, *Linguistics, Language and Religion*. Other areas of expertise throughout Crystal's career have included clinical linguistics, early childhood liter-

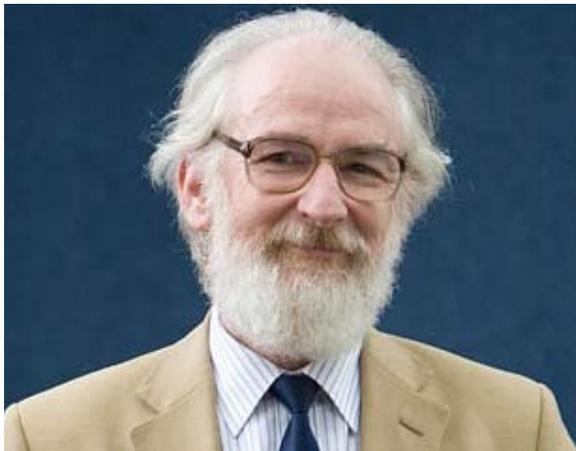
acy, varieties of English, the work of Shakespeare, and—happily for us—English Language Teaching.

Crystal's interest in ESL/EFL came about as a graduate student, when he dabbled in grammar tutoring to supplement his income. Today, many classrooms, publications, and conference talks later, he is Patron of the International Association of Teachers of English as a Foreign Language (IATEFL), a worldwide organization with members in over 100 countries.

Along with his expertise, Crystal's lifelong passion for language comes through loud and clear in *Just a Phrase*, and his light-hearted

“..as a schoolboy studying Latin and Greek, he came to the conclusion that these languages might come from a common source, and proceeded to create his own version of the proto-language.”

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David Crystal

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writing style makes the book a joy to read. Crystal has a sharp sense of humour, and there are plenty of laugh-aloud moments in the book. One moment of hilarity occurs when Crystal emerges from a lecture on whether or not a speaker can produce a sound by trilling the epiglottis and decides to test it out on the platform of a London underground station ... he finds himself given a wide berth by fellow travellers. Another takes place in phonetics class: Crystal asks his South American students to practice sound combinations by reciting a series of ‘nonsense’ words he has devised—which turn out to be some of the most obscene words in his students’ own language.

But perhaps the funniest moment in the book occurs when Crystal sets out to use Chomsky’s famous sentence “Colourless green ideas sleep furiously” in a meaningful context. This sentence, of course, was devised by Chomsky to demonstrate that a sentence can be syntactically correct but semantically meaningless. Crystal’s attempt to prove otherwise takes place in conversation with a stranger—early spring, on a airport bus in Italy, passing a garden centre—and results in another innocent bystander trying to dissociate herself from him.

Just a Phrase I’m Going through is, however, far more than a series of humorous language-related anecdotes. In the book, Crystal shares some of the more personal details of his life, including family tragedy. We also experi-

ence through Crystal’s eyes the reality of budget cuts and restructuring within higher education, and we learn the circumstances of his resignation from the University of Reading.

Today, David Crystal lives in North Wales, still lecturing, writing, editing, broadcasting, consulting, running an arts centre, and playing with language. He maintains a website (www.davidcrystal.com), which includes not only details of his academic work, but also linguistic gems like his version of *Hamlet*, the *H Quarto*, written using only the letter H (“Heck! Hair-raising hackles have happened! Heebie-jeebies. Horrible”). His ‘language play’ performance, co-presented with his wife Hilary and actor son Ben, has become a regular evening event at the annual IATEFL conference, and an event not to be missed.

David Crystal, one realises from reading *Just a Phrase I’m Going through*, could have turned his genius (and I don’t use the word lightly) to just about anything. Those of us involved in teaching and learning languages should count our blessings that the young man who toyed with pursuing fame as a musician opted instead for a ‘life in language’. David Crystal’s autobiography is a must-read for anyone interested in language, whether or not they have a formal background in linguistics. ❖



Tania Pattison, editor of *Contact*, is looking forward to seeing David Crystal on stage at IATEFL in April.

RESEARCH

Genre Analysis of Research Article Introductions across ESP, Psycholinguistics, and Sociolinguistics

By Pejman Habibie

Abstract

The research article (RA), in particular, its structure, social construction and historical evolution, has been focused upon through a large number of studies on academic writing over the past 20 years. This paper reports an analysis of RA introductions from three related fields, English for Specific Purposes (ESP), Psycholinguistics, and Sociolinguistics, using Swales' CARS model. The corpus consisted of 90 RAs drawn from a wide range of refereed journals in the corresponding disciplines. The results of the analysis, although revealing marked differences across the disciplines regarding Move 2/step 1B, indicate no marked differences in research article introductions across the disciplines in terms of Move 1 and 3 along with their constituent steps. Furthermore, no marked differences are found in terms of the extent of concordance between the CARS model and the move structure of the RAs analyzed. The results also underline the need for further research into the CARS model and provision of a more flexible and open-ended structure, one which is pattern-seeking rather than pattern-imposing and provides the writer/researcher with the necessary options for the inclusion of further steps, one in which free-standing steps are not assigned rigid functions and positions in the overall structure but are multi-functional or multi-purpose and can be shuffled in the overall structure.

Introduction

The RA, in particular, its structure, social construction and historical evolution, has been explored through a large number of studies on academic writing over the past years. A number of these studies have dealt with the overall organization of various parts of the research article, such as the introduction (e.g. Swales 1981, 1990; Swales & Najjar 1987), the result section (Thompson, 1993), discussion (Hopkins & Dudley-Evans, 1988) and the abstracts (Salager-Meyer, 1992). Various lexicogrammatical features of the RA, ranging from tense choice to citation practices, have also been investigated. The social construction of this genre (Myers, 1990) and the historical development of the research article (Salager-Meyer, 1999) have been studied as well.

Introduction, as one of the most researched sections of the RA, has started to attract scholarly attention since Swales' (1981, 1990) work on the move structure of RA introductions, and since then the proposed CARS model has been applied to other sets of texts. Studies have investigated the cyclical nature of introductions, the use of references in introductions, the investigation of texts written in different languages and cultures using Swales' model (Fredrickson & Swales, 1994), the analysis of citation practices of 'expert' writers (Pickard,

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1995), the investigation of citation practices in academic texts (Thompson, 2000), extending Swales' division of citation forms (Thompson & Tribble, 2001), and the investigation of RA introductions from two disciplines (Samraj, 2002, 2005). In spite of the ever-increasing interest in disciplinary differences in academic writing, there has been less research on disciplinary variation. The adoption of a holistic approach toward disciplinary variation in some recent studies such as Posteguillo's (1999) study of RAs in computer science and Nwogu's (1997) study of medical science highlights the need for further research on disciplinary variation. More importantly, the results of much more recent studies by Samraj (2002), not only revealed disciplinary variation, but also indicated that the constituent structure of the moves in Swales' Create-A-Research-Space (CARS) model did not adequately account for the structure and some important features of all introductions, such as the presence of definitions of terms, exemplifications of difficult concepts, and evaluation of the research presented, leaving the applicability of the CARS model open to question, and underscoring the need for a greater degree of modification and embedding in the CARS model to account for the structures found in RA introductions across disciplines.

The current study reports on an analysis of RA introductions across the three disciplines of ESP, Sociolinguistics and Psycholinguistics. The significance of these fields as three of the cornerstones of language teaching and learning is underlined by the following: the globalization of English as the world's most dominant lingua franca, the role of English as a foreign language in host countries, the relationship amongst English and social, political, economical, etc., trends of the host countries, the undeniable connection between language as one of the manifestations of learning and one of the psychological mechanisms of human being, the ever-lasting scholarly interest to describe this langu-psycho link, along with the substitution of the once deep-rooted notion of a single English for everybody with the ever-increasing interest in designing custom-made Englishes for various purposes. Moreover, considering the booming number of scholars and experts involved in these fields and the general tendency of scholarly circles to

rule-bind their academic contacts that characterizes itself in their escalating flow of academic works, gaining a better understanding of the way the generic structures are organized in these disciplines, verifying the existence of any disciplinary variations, distinguishing disciplinary-based variations from genre-specific features, and exploring the applicability of Swales' (1990) CARS model and its concordance with the RA introductions in these disciplines as the main objectives of the current study would contribute to the configuration of academic writing blueprints with specific moves and constituent parts for not only the current members of these communities but also people that seek membership in them and those non-native students that intend to communicate with the target community through academic writing. This, in turn, may pave the way for the creation of unanimously agreed discipline-specific norms of address that are comprehensible and acceptable throughout the target community. Moreover, it may enlighten English for academic purposes (EAP) instruction, materials and curriculum development, and provide implications for academic writing instructors through shedding light on textual norms across the disciplines.

Corpus

A list of relevant journals was shared with two experts and the preliminary corpus (consisting of 90 RAs) was drawn from a range of journals refereed by the two experts to be central in these disciplines, and published between 1998–2003. The corpus was restricted to a period of 6 years (1998–2003) to control rapid changes within any of the disciplines. The final corpus, 60 RAs (20 from each discipline), was selected on the basis of stratified sampling procedure. In other words, the RAs were drawn from unequal-sized samples (on a proportional basis) based on the importance and reputation of the journals and the extent to which the journals were research-oriented. Moreover, to qualify for the final corpus, all the RAs had to report original research and had the traditional IMRD (introduction, method, results, discussion) sections of the research article, and consisted of one to seven paragraphs.

The theoretical framework for this study was Swales' (1990) genre-analysis model (CARS

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model). Analyzing 48 article introductions randomly selected from three main areas of hard sciences, biology and medicine, and social sciences, Swales (1981) posited a four-move structure for a typical article introduction, which he, after some modifications in his later publication (1990), presented as a three-move model called the CARS model (Create a Research Space) (Figure 1). According to this model, RA writer takes three moves to create the RA introduction. In the first move, he establishes the general topic being discussed, then resorting to various steps indicated in Fig. 1, he creates a niche within the territory, and eventually, he presents his side of the story by occupying the niche.

Due to the specific nature of the study, an ex post facto design was selected for the study. Since there was no cause-effect relationship between the variables, moves and sub-moves were labeled as dependent variables and the researchers/writers' knowledge of the generic structure was treated as an independent variable. For the purpose of our analysis, the frequency of occurrence of each move and its constituent steps were tallied and summed; and to probe differences, a series of statistical non-parametric tests for nominal data, namely Chi-square test, was conducted.

Results and discussion

In order to determine the existence of any variations in the occurrence of moves 1, 2, 3 and their constituent steps in the RAs across the three disciplines, as well as the extent of the concordance between Swales' (1990) CARS model and the move structure of the RA introductions in these disciplines, the observed frequencies of occurrence of each move and its constituent steps were tallied and summed; and to probe differences, a series of statistical non-parametric tests for nominal data, namely Chi-square test, were conducted in the treatment of the collected data. The results of the study reject the existence of any significant differences in RA introductions across the disciplines in terms of Moves 1 and 3 along with their constituent steps. Similarly, the findings reveal no significant concordance between the CARS model and the move structure of the RAs analyzed, although indicating significant differences across the disciplines regarding Move 2/ step 1B and reveal-

Figure 1: The CARS model for RA introductions, Swales (1990, p. 141)

Move 1. Establishing a Territory

- Step 1. Claiming centrality and/or
- Step 2. Making topic generalizations and/or
- Step 3. Reviewing items of previous research

Move 2. Establishing a Niche

- Step 1.A. Counter-claiming or
- Step 1.B. Indicating a gap or
- Step 1.C. Question-raising or
- Step 1.D. Continuing a tradition

Move 3. Occupying the Niche

- Step 1.A. Outlining purposes or
- Step 1.B. Announcing present research
- Step 2. Announcing principle findings
- Step 3. Indicating RA structure

ing some discrepancies and anomaly structures, in terms of the moves and their constituent steps.

Move 1

The opening move of the CARS model, 'establishing a territory', is considered as a commitment on the part of the writer to the academic discourse community of the relevance of the reported research to issues and propositions agreed upon by the members of that community. By adopting this move, the writer intends to assure the community that the study to be reported is among the concerns of that academic circle and might contribute to their understanding of some of the vague issues which are of interest to that circle. In other words, resorting to this move, the writer attempts to break the ice with the community and create a common ground and then draw their attention to the issues he is going to bring up. The RA writer intends to affiliate and identify himself with the academic circle in the first place and convince them that the study to be presented is of value and inter-

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est to the members of that community and lies within the boundaries of their concerns and might pave the way toward their determined objectives. This move is fulfilled through three steps: 1. Centrality claims, 2. Making topic generalization, and 3. Reviewing items of previous research (Swales, 1990).

In the current study, Step 1, that is, centrality claims, was realized through these strategies: (a) highlighting an increasing emphasis/interest/attention; (b) expressing a well-established territory; (c) expressing recognition and importance; (d) expressing interest and attention; (e) reference to the central issues of the discipline; (f) recency of the research territory. Centrality claims typically occur sentence-initially. From among 20 ESP RAs which utilized Move 1, 13 RAs (65%) used Step 1, and nine of them deployed this step sentence-initially. Out of 19 Psycholinguistics RAs which used Move 1, 7 RAs (36.8%) applied Step 1, from which 3 RAs used this step sentence-initially. From 17 Sociolinguistics RAs which used Move 1, 6 RAs (35.2%) utilized Step 1, from which 2 RAs had this step sentence initially. Some examples of the strategies used for realizing step 1 are presented below.

- (A) ESP (RA No.11) *The last three decades...of increased emphasis on...*
- (B) ESP (RA No.17) *Over the last twenty years, a large number of studies...*
- (C) ESP (RA NO.6) *Metaphor plays a central role...*
- (D) ESP (RA No.8) *They (conditionals) have often attracted the attention of...*
- (E) ESP (RA No.14) *One of the central issues within ... is this precarious reader...*
- (F) ESP (RA No.15) *It is only relatively recently that the Spanish...*

In the current study Step 2 and its constituent strategies were fulfilled as mentioned by Swales (1990) through making either (a) statements about the knowledge or practice; or (b) statements about the phenomena. See two examples in this regard below:

- (A) ESP (RA No.18) *In Indonesia... university students taught through the medium of the national language,...*
- (B) ESP (RA No.8) *Conditionals are widely used to consider option,...*

Minimal reference to the previous work is an obligatory step in Move 1. In Step 3, the writer/researcher provides the academic circle with an account of previous studies, their findings and their conductors. This is the very moment when the researcher specifically links claims, assertions, and findings with the person who has put them forward. Reference to previous research is fulfilled through three major techniques of (a) integral citations; (b) Non-integral citations; and (c) both integral and non-integral citations (Swales, 1990). The following are the examples of these techniques found in the corpus:

- (1) ESP (RA No.18) *Nation (1990: 24) states that learners...*
- (2) ESP (RA No.7) *There have been previous attempts (Cooper, 1985; Hughes, 1998) to analyze...*
- (3) ESP (RA No.4) *In contrast to Shannon and Weaver's (1963) view... Hedges (Hyland, 1996, 1998),...*

Regarding the position of Move 1, RA writers did prefer to resort to this move introduction initially in 18 (90%), 17 (89.47%), and 12 (70.5%) RAs in the three disciplines of ESP, Psycholinguistics, and Sociolinguistics respectively. In eight ESP RAs (40%), nine Psycholinguistics RAs (47.36 %), and ten Sociolinguistics RAs (58.82 %), Move 1 was fulfilled through individual application of its constituent steps, while in 12 ESP RAs (60 %), ten Psycholinguistics RAs (52.63 %), and seven Sociolinguistics RAs (41.17%) this move was realized through a combination of its constituent steps. The results of the current study indicated that there was no significant difference between the type and frequency of move 1 along with its constituent steps utilized in ESP, Psycholinguistics, and Sociolinguistics RAs (See Table 1).

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Move 2

In Move 2, ‘niche-establishment’, the researcher adopts a challenging or even dubious stand toward the established territory, previous research, and its findings. He attempts to highlight the shortcomings, gaps, and unanswered questions regarding the established territory and consequently to emphasize the necessity for further and more profound investigations. In this move, the writer/researcher intends to draw the attention of the academic circle to some vague points in the established territory; therefore, gaining the confidence of the academic community is of utmost importance.

After heating up the discussion and magnifying the shortcomings of the established territory, the researcher seizes the opportunity to present his study as an ‘ace in the hole’ to the discourse community. He refers to the promising prospects and contributions that his study might bring about in addressing some unanswered questions and solving some unsolved problems.

According to the CARS model, the writer/researcher may resort to several functions or steps to fulfill Move 2 such as presenting challenging claims (Step 1A: counter-claiming); disclosing gaps or shortcomings (Step 1B: indicating a gap); raising issues, problems, or questions that have not been dealt with yet (Step 1C: question raising); or sticking with a trend or tradition (Step 1D: continuing a tradition) (Swales, 1990).

In the current study, Step 1A was realized through these linguistic exponents: (a) contrastive comments; (b) verb phrase negation/lexical negation. Of 17 ESP RAs, 15 Psycholinguistics RAs, and 13 Sociolinguistics RAs which utilized Move 2, only three Psycholinguistics RAs and one Sociolinguistics RA used Step 1A, that is, they counterclaimed the previous research:

- (A) Psycho-linguistics (RA No.14)
However, recent evidence examining...has challenged this idea...
- (B) Psycho-linguistics (RA No.10)...*he is mistaken that replication of his results among children...*

Table 1: Chi-square for Move 1 across Academic Disciplines

Disciplines	Move 1/ Steps			Total
	Step 1	Step 2	Step 3	
ESP	13 37.1	7 20.0	15 42.9	35 38.0
Psycholinguistics	7 22.6	9 29.0	15 48.4	31 33.7
Sociolinguistics	6 23.1	5 19.2	15 57.7	26 28.3
Total	26 28.3	21 22.8	45 48.9	92 100.0
Chi-square	D.F.	Significance	Min E.F.	Cells with E.F.<5
3.04484	4	0.5503	5.935	None

Step 1B was realized through:

- (a) Negative or quasi-negative quantifiers.
- (b) Lexical negation.
- (c) Verb phrase negation.
- (d) Expressed needs.
- (e) Contrastive comments.

Of 17 ESP RAs, 15 Psycholinguistics RAs, and 13 Sociolinguistics RAs which utilized Move 2, 17 ESP RAs (100%), eight Psycholinguistics RAs (53.3%), and five Sociolinguistics RAs (38.46 %) employed this step:

- (A)ESP (RA No.10) *...but there appears to be little if any analysis of ...*
- (B)ESP (RA No.14) *... there is a notable absence of specific studies ...*
- (C)ESP (RA No.16) *...academic research has not caught up with... and it has so far provided no clear...*
- (D)ESP (RA No.15) *... more English/Spanish comparative rhetoric studies...are needed.*
- (E)ESP (RA No.13) *Although giving examples is a common...strategy...college-level L2 writers rarely...*

In order to crystallize Step 1C, the writer/researcher either implies or poses the question di-

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rectly to the audience. Out of 17 ESP RAs, 15 Psycholinguistics RAs, and 13 Sociolinguistics RAs which utilized Move 2, no ESP RAs (0%), one Psycholinguistics RA (6.66%), and one Sociolinguistics RA (7.69%) employed this step, revealing more tendency on the part of Psycholinguistics, and Sociolinguistics RA writers in including this step in their introductions compared to ESP RA writers.

Psycho-linguistics (RA No.11) *Thus the question arises: why do children often fail...*

Socio-linguistics (RA No.13) *Briefly, there are two questions to be asked...*

Out of 17 ESP RAs, 15 Psycholinguistics RAs, and 13 Sociolinguistics RAs which deployed move 2, no ESP RAs (0%), three Psycholinguistics RAs (20%), and six Sociolinguistics RAs (46.15%) employed Step 1D:

Psycholinguistics (RA No.5) *In pursuing this research question..shed light on a long standing debate in...*

Psycholinguistics (RA No.7) *The present study seeks to expand upon this link between...*

The constituent steps of Move 2 can be ranked (from the most frequent to the least frequent) as follows in terms of the tendency of the researcher to include them in the RA introductions in each of the three disciplines: ESP(1B), Psycholinguistics(1B,1D,1A,1C), Sociolinguistics (1B, 1D,1A, 1C). It is noteworthy that ESP RA writers were the only RA writers who avoided resorting to steps 1A, 1C, and 1D, and preferred to present their arguments in a more conservative way, without posing any serious challenge, raising any questions, or even continuing the same line of research. Move 2 was embodied in 85% of ESP RAs, 75% of Psycholinguistics RAs, and 65% of Sociolinguistics RAs through resorting to single constituent steps, and no combination of these constituent steps was observed in the corpus analyzed, which resonates with Swales' CARS model completely. Steps 1B and 1C ranked as the most frequent step and the least frequent step respectively in the corpus analyzed, leaving Steps 1D, and 1A as the sec-

ond and the third favourite choice. This preference for Step 1B in most of the RAs analyzed highlights the tendency on the part of the researcher for less direct and challenging approaches toward the established territory and the previous research. Regarding the position of Move 2 in the corpus analyzed, out of 17 ESP RAs which included this move, 16 RAs (94.11%) utilized this move in the second position, one RA (5.8 %) used this move in the third position, and three RAs (15%) did not employ this move at all. Of 15 Psycholinguistics RAs which included this move, 12 RAs (80%) deployed this move in the second position, one RA (6.6 %) utilized this move in the initial position, two RAs (13.3%) used this move in the third position, and five RAs did not utilize this move at all. Of 13 RAs which included Move 2, six RAs (46.15%) deployed this move in the second position, seven RAs (53.84%) utilized this move in the third position, and seven RAs (35%) did not use this move at all.

Unlike Move 1, which was achieved through various combinations of its constituent steps, Move 2 was fulfilled through individual application of its constituent steps. Move 1 as the first encounter of the writer/researcher with the discourse community is more demanding and requires that the writer/researcher present his assertions and claims more cautiously and inflict the most appropriate and lasting impression on the academic circle. That is why the writer/researcher, resorting to various combinations of steps and strategies, does his best to convince the academic circle of the worthiness of his study. As a result, in Move 2, having a furnished and paved path ahead, the writer/researcher does not bother to resort to various combinations of steps and strategies to make his point, and seizes the opportunity to put the established territory and previous research under a magnifying glass, revealing some of the propositions that have evaded even sharp-sighted researchers. Taking into account that the frequency of occurrence of some of the constituent steps of Move 2 (namely steps 1A, 1C, 1D) in ESP RAs was equal to zero, the results indicated a significant difference between the frequency of occurrence of Move 2 /Step 1B across the three disciplines.

Move 3

Through Move 1, the writer/researcher attempts to draw the attention of the academic circle to

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what he is going to bring up, demonstrate its importance, and gain consensus on his approach. Move 2, as a bridging strategy on the part of the writer/researcher, paves the way for the presentation of the current research through highlighting some of the shortcomings, gaps, unanswered questions, and unaddressed matters in the established territory and the previous research. Move 3, as the last move of the CARS model, serves a justifying purpose to turn the established niche, created by Move 2, into the research space that validates the present article. In this move, the writer/researcher finds himself on a vantage point to state his side of the story and inform the academic circle of the objectives, procedures, methodology, structure, and possible outcomes of his study. This is the time when the researcher addresses the academic circle face to face. This is the very moment when, on the one hand the writer/researcher comes clean on what he has to declare and on the other hand, the circle gets in touch with what has been concocted by the writer/researcher. This move is fulfilled through the following constituent steps: (1A) Outlining purposes; (1B) Announcing present research; (2) Announcing principle findings; (3) Indicating RA structure (Swales, 1990).

In the current study, Step 1A was realized through the following linguistic exponents:

- (a) In a neutral way.
- (b) Expression of focus and concentration.
- (c) Expressed concern, purpose, aim, objective, intention, and goal.
- (d) Expressed attempts.
- (e) Expressed examination, investigations, and explanations.

Of 20 ESP RAs, 19 Psycholinguistics RAs, and 20 Sociolinguistics RAs which utilized Move 3, 13 ESP RAs (65%), 14 Psycholinguistics RAs (73.68%), and 16 Sociolinguistics RAs (80%) included Step 1A, and 12 ESP RAs (60%), eight Psycholinguistics RAs (42.10%), and 16 Sociolinguistics RAs (80%) included step 1B in their introductions. It is worth mentioning that from among 13 ESP RAs that utilized Step 1A, eight RAs used this step individually (i.e. without combination with Step 1B) and five RAs deployed this step in combination with Step 1B. Of 14 Psycholinguistics RAs that had Step 1A, ten RAs utilized this step individually, but four RAs em-

Table 2: Chi-square for Move 2 across Academic Disciplines.

Disciplines	Move2 / Step		
	1B observed	Expected	Residual
ESP	17	10.00	7.00
Psycholinguistics	8	10.00	- 2.00
Sociolinguistics	5	10.00	- 5.00
Total	30		
Chi-square	D.F.	Significance	
7.800	2	.020	

ployed this step in combination with Step 1B. From among 16 Sociolinguistics RAs that utilized step 1A, four RAs utilized this step by itself while 12 RAs used this step in combination with Step 1B. The following are five examples of Step 1A and four examples of Step 1B respectively.

- (A) ESP (RA No.15) *We hope that the study reported here will...contribute to...*
- (B) Psycholinguistics (RA No.10) *It is evidence of this latter type that is the focus of this paper*
- (C) ESP (RA No.7) *The aim of this paper is to...*
- (D) ESP (RA No.5) *I have attempted to make...*
- (E) ESP (RA No.19) *In this study we examine the occurrence...*

1. ESP (RA No.12) *The study...an analysis of a ten-hour collection of conversation...*
2. ESP (RA No.10) *...13 PhD theses were analyzed to see...*
3. ESP (RA No.15) *...the present research follows...to study...from a historical perspective...*
4. Psycho-linguistics (RA No.8) *we have empirically illustrated the crucial...*

Like Step 1, Steps 2 and 3 of Move 3 were utilized in the introductions of RAs of the three disciplines in different numbers. Out of 20 ESP RAs, 19 Psycholinguistics RAs, and 20 Sociolinguistics RAs

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which used Move 3, one ESP RA (5%), eight Psycholinguistics RAs (10.5%), and six Sociolinguistics RAs (30%) included Step 2, while Step 3 was used in three ESP RAs (15%), six Psycholinguistics RAs (31.57%), and eight Sociolinguistics RAs (40%). The following are six examples of Steps 2 and 3 (three of each) respectively:

1. ESP (RA No.17) *The results of my analysis reveal differences ...*
2. Psycholinguistics (RA No.7) *As will readily become apparent, it does appear that the well-established pattern of ...*
3. Psycholinguistics (RA No.11) *In this regard, perspective taking plays a great role in ... in Japanese.*

1. ESP (RA No.16) *... the corpus of the data will firstly be described, followed by...*
2. ESP (RA No.4) *I begin with... then go on to ...*
3. ESP (RA No.10) *... the first part of the present study set out to do. Following that...*

In total, Move 3 appeared in 59 out of 60 RAs included in the corpus. This indicates the importance of it among the members of the academic circle and their well-awareness of the significance and concluding role it serves. This move was fulfilled through either individual application of its constituent steps or a combination of them. Step 1, as the obligatory element in Move 3 according to Swales (1990), occurred in 20 ESP RAs (100%), 18 Psycholinguistics RAs (94.73%) and 20 Sociolinguistics RAs (100%). Step 2 did not appear alone in ESP and Sociolinguistics RAs while it appeared individually in only one Psycholinguistics RA. Step 3 did not occur alone in the RAs analyzed in the corpus. In eight ESP RAs (40%), nine Psycholinguistics RAs (47.36%) and 15 Sociolinguistics RAs, the writer/researcher did prefer to resort to a combination of steps to convince the academic circle of the worthiness of the current research and the new prospects it was to disclose before the discourse community.

Regarding the position of Move 3 in the RAs analyzed, this move occupied the final posi-

Table 3: Chi-square for the Frequency of Move 3 across Disciplines.

Disciplines	Move3 / Steps		Total	
	1A observed	1B observed		
ESP	13 52.0	12 48.0	25 31.6	
Psycholinguistics	14 63.6	8 36.4	22 27.8	
Sociolinguistics	16 50.0	16 50.0	32 40.5	
Total	43 54.4	36 45.6	79 100.0	
Chi-square	D.F.	Significance	Min E.F.	Cells with E.F. < 5
1.06447	2	0.5873	10.025	None

tion in 18 ESP RAs, and the initial position in only two of the RAs analyzed. In Psycholinguistics RAs, this step occurred in the final position and the initial position in 17 RAs and two RAs respectively. In Sociolinguistics RAs, this step did appear in the final position in 13 RAs, and occupied the initial position in seven RAs. Taking into account that the frequency of occurrence of some of the constituent steps of Move 3 (namely Steps 2, 3) was equal to zero, the results indicated no significant differences between the type and frequency of occurrence of schematic Move 3 and its constituent steps (1A, 1B).

In order to determine the amount of difference between the RAs regarding the application of the moves, sub-moves and steps of Swales' (1990) CARS model in the assigned order, the move structure of the RAs in the corpus were compared and contrasted against the move structure of Swales' CARS model. The results indicated that from among a total of 60 ESP, Psycholinguistics and Sociolinguistics RAs, 16 ESP RAs (80%), 11 Psycholinguistics RAs (55%) and five Sociolinguistics RAs (25%) did apply the moves, sub-moves, and steps in the assigned order, confirming the absence of any significant differences in adopting Swales' CARS model across RA introductions in the three disciplines (Table 5).

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Table 4: Move Structure of RAs according to Swales' (1990) CARS Model.

Move/constituent steps	ESP	Psycholinguistics	Sociolinguistics
Move 1. Establishing a Territory	100 %	95 %	85 %
Step1.claiming centrality and/or	65 %	36.8 %	35.2 %
Step2.Making topic Generalization and/or	35 %	47.36 %	29.41 %
Step3.Reviewing Items of Previous Research	75 %	78.94 %	88.23 %
Move 2. Establishing a Niche	85 %	75 %	85 %
Step1A.Counter- claiming or	0 %	20 %	7.69 %
Step1B.Indicating a Gap or	100 %	53.33 %	38.46 %
Step1C.Question-raising or	0 %	1.66 %	7.69 %
Step1D.Continuing a Tradition	0 %	20 %	46.15 %
Move 3. Occupying the Niche	100 %	95 %	100 %
Step1A.Outlining Purposes or	65 %	73.68 %	80 %
Step1B.Announcing Present Research	60 %	42.10 %	80 %
Step 2.Announcing Principle Findings	5 %	10.5 %	30 %
Step 3.Indicating RA Structure	15 %	31.57 %	40 %

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Discrepancies and mismatches

Move identification process, based on Swales' CARS model, indicated that there were no marked differences in RA introductions across the disciplines in terms of not only Moves 1 and 3 along with their constituent steps but also adherence to the move structure of the CARS model. The only marked difference discovered across the disciplines was related to Move 2/ Step 1B. However, it also revealed some discrepancies and mismatches with regard to the moves and their constituent steps between the generic structure of the RAs analyzed and that of Swales' (1990) CARS model. These discrepancies and mismatches are presented in the following sections.

Discrepancies in Move 1

As Swales (1990) states, the key role of Move 1 in setting the scene for academic circle obliges the researcher/writer to open the research article introduction with individual application of centrality claim, topic generalization, review of the items of previous research, or a combination of them. This obligatory inclusion of Move 1, especially its Step 3, was not observed in one Psycholinguistics and three Sociolinguistics RAs. Considering the fact that the above-mentioned

Table 5: Chi-square for Concordance with CARS Model.

Disciplines	Cases Observed	Expected	Residual
ESP	16	10.67	5.33
Psycholinguistics	11	10.67	.33
Sociolinguistics	5	10.67	- 5.67
Total	32		
Chi-square	D.F.	Significance	
5.688	2	0.058	

RAs all started with Move 3 (occupying the niche), it can be assumed that the writers did take Moves 1, and 2 for granted and did assume that the centrality, significance and recency of the research territory, and any challenges posed to this territory in terms of counter-claims, gaps and questions are among the propositions that the members of the related academic circles are well aware of. Therefore, mainly due to the 'well-establishedness' of the research territory amongst the members of the academic circle, they did think it better not to mention the ever-repeated and get straight down to the points they were to put forward. Interestingly, Step 1 (centrality claim)

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was included in Move 3 (occupying the niche) in Psycholinguistics RA No. 17 and was reiterated after step 2 in Psycholinguistics RA No.6, which reveals the extra attempt on the part of the researcher to draw the attention of the academic circle to the importance of his study.

Unlike what Swales (1990) thinks of integral and non-integral citations, in Psycholinguistics RA No.16, the name of the researcher not only occupied the subject position, which is typical of integral citations, but was also set off the actual citing sentence, which is typical of non-integral citations. This technique was not accounted for by Swales' CARS model. Considering its rarity in the corpus and the recency of the publication of this RA (Dec. 2003), it might be a new style of making citations or merely the editorial preference of the source journal (*System*).

Discrepancies in Move 2

The omission or dislocation (occupying the initial or third position) of Move 2 in some of the RAs analyzed, which goes in the face of the assigned order proposed by Swales' CARS model, can be justified through one or a combination of the following reasons:

1. Writer/researcher unfamiliarity with the conventions and formalities of academic discourse and generic structures.
2. The novelty of the topic under discussion, which prevents the writer/researcher from posing any criticism toward the previous research.
3. Generality/specificity of the topic of the study: some topics are either so general or specific that may have evaded the attention of the academic circle or have failed to tease their interest.
4. The researcher is building its current research upon his earlier claims, assertions, or studies (established territory); in other words the research in question is deep-rooted in a longer experience or research by the same very researcher (Swales, 1990).

5. Dislocation for the sake of emphasis: utilizing move 2 in the initial, third or last position (sometimes even after move3) is a strategy adopted by the writer/researcher to emphasize the current research as being innovative, unprecedented, or informative in a way or another compared to previous research.
6. Lack of any notable studies or research which could be referred to, or depended upon.

Discrepancies in Move 3

Unlike what Swales (1990) claims as the strong and obligatory binding between Moves 2 and 3, the ratio of co-occurrence of these two moves in the RAs analyzed in the three disciplines of ESP, Psycholinguistics, and Sociolinguistics was 17 to 20, 15 to 19, and 13 to 20 respectively. The inconsideration of this obligatory link between Moves 2 and 3 on the part of some of the researchers, in some of the RAs analyzed, which goes in the face of Swales' CARS model, can be justified on one or a combination of the following grounds:

1. The writer/researcher is unfamiliar with the conventions and formalities of academic discourse and generic structures (specifically Swales' CARS model).
2. The originality of the topic under discussion, which thwarts the writer/researcher from posing any criticism toward the previous research, making them to deliver their side of the story.
3. Generality/specificity of the topic of the study: some topics are either so general or specific that may have evaded the attention of the academic circle or have failed to attract their interest. Therefore, there are no notable studies or research which could be referred to, or depended upon.

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4. The researcher is building its current research upon his earlier claims, assertions, or studies (established territory); in other words the research in question is deep-seated in a longer experience or research by the same very researcher (Swales, 1990).

As Swales (1990) puts it, Move 3 is manifested in two dominating forms: Step 1A or 1B. Due to the obligatory nature of Move 3, and thanks to the fact that, according to Swales' CARS model, only one of these two steps must be included in the introduction section of the RA, the combination of these two steps in some of the RAs analyzed in the corpus contradicts Swales' proposed model to some extent and might be because of the writer/researcher unawareness of the orientation of Move 3 and the difference between steps 1A and 1B and the issues presented in each. Also, it might be the result of the writer/researcher tendency to present as much of their research as possible to impress the academic circle, or the writer/researcher belief that the academic circle is entitled to know both the objectives and the methodological issues of his research.

In one Sociolinguistics RA and four ESP RAs, the writers/researchers presented the implications, contributions, and applications of their research for future studies. This step was not included in Swales' CARS model. The following are a few examples of this step found in the corpus:

1. Sociolinguistics RA (No.8) *This research thus contributes to...*
2. ESP RA (No.9) *The findings of this study may be useful...*
3. ESP RA (No.11) *Information obtained could be used in the ...*
4. ESP RA (No.13) *The findings of this study are intended to help...*

Swales and Najar (1987), analyzing 110 introductions among which only 10% had utilized anomaly structures, argued that an anomaly percentage of 10% is well within acceptable bounds in discursal and textual studies for, even more than syntax, discourse is phenomena

of propensities. Furthermore, Swales (1990, p.145) states that "there are good general and applied reasons for assigning numerical sequence to textual elements that occur in suitably robust preferred orders. In the case of RA introductions, the three moves occur at a high frequency in their assigned order. Discourse generalizations are permeable to exceptions and are not falsified by limited numbers of counter-instance". However, ESP, Psycholinguistics, and Sociolinguistics writers/researchers utilized anomaly structures in four (20%), nine (45%), and 15 (75%) RAs respectively. The number of anomaly structured introductions in Psycholinguistics and Sociolinguistics RAs falls well beyond what Swales and Najar (1987) define as acceptable bounds. Considering the facts that Swales has been on the editorial board of the *ESP Journal*, and most of the ESP RA introductions analyzed in the current study were from the *ESP Journal*, the low rate of anomaly structured introductions in ESP RAs could be justified to some extent. However, the appearance of anomaly structured introductions on a large scale in Psycholinguistics and Sociolinguistics RAs could be due to the low share of knowledge of the move structure of Swales CARS model on the part of Psycholinguistics and Sociolinguistics writers/researchers. This phenomenon might also indicate the unwillingness of Psycholinguistics and Sociolinguistics writers/researchers to stick to rigidly predetermined principles in utilizing and ordering the move structure of Swales CARS model and their tendency for breaking away from what Swales puts forward as 'acceptable bounds'.

All in all, instead of imposing predetermined bounds on the writer/researcher in utilizing and ordering moves, the CARS model needs to be potentially open-ended and pattern-seeking in including options in the realization of further steps and incorporate flexibility as an integral part to account for those discursal functions and aspects of the genre that are more free-standing and unstable in their position in the overall organization. The extent of flexibility and the existence of further steps in the CARS model is a proposition that requires further research in interdisciplinary variation and among various trends in individual disciplines.

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(Continued from page 55)

Conclusion

The current study verified the applicability of the CARS model to the three related disciplines of ESP, Psycholinguistics, and Sociolinguistics. The results indicated that the CARS model, although providing the writer/researcher with a sound framework for organizing and ordering his RA introduction, does not cater for some significant features of the RA introduction and revealed some flaws in the applicability of the CARS model to these disciplines. Although no significant differences were identified in the RAs across the aforementioned disciplines regarding the move structure assigned by the CARS model and the extent to which the disciplines adopted the move structure of the CARS model, the existence of some discrepancies and mismatches between the generic structure of the RAs analyzed and that of Swales' (1990) CARS model, as well as the existence of anomaly structures, underline the need for further research into the CARS model and provision of a more flexible and open-ended structure. This needs to be pattern-seeking rather than pattern-imposing, and needs to provide the writer/researcher with the necessary options for the inclusion of further steps; it should be one in which free-standing steps are not assigned rigid functions and positions in the overall structure, but are multi-functional or multi-purpose and can adopt different positions based on the function they fulfill in the overall pattern.

The identification of the move structure and variations of RA introductions across various related or unrelated disciplines and sub-disciplines, the possibility of expansion of the move structure of the CARS model and inclusion of further steps, the verification of the applicability and flexibility of the CARS model at a macro-level (i.e. inter-disciplinary) and at a micro-level to various trends and orientations in individual disciplines (i.e. intra-disciplinary) such as EAP, applied Sociolinguistics and applied Psycholinguistics are among the issues that enrich our knowledge of the true nature of these genres and sub-genres, and contribute to further modifications in the CARS model and eventual development of a full-fledged and comprehensive model than can account for various aspects of the generic structure of all RA

introductions in various disciplines. EAP and ESP instruction and material development will to a large extent undergo change by the analyses of discourses that students need to learn to produce and comprehend. Understanding of textual norms in different disciplines enables researchers to provide instruction that better prepares students for the disciplinary communities in which they are seeking membership (Samraj, 2002).

This genre-based study offers, to linguistic researchers as well as EFL/ESP teachers, insights that can be used in instruction. Foreign language teaching can benefit from it, mainly because it is an authentic sample of language in use. However, one important point has to be made in order to avoid an overuse or misuse of it. Genre approach is a useful tool if one is looking for a holistic teaching methodology but it has to be understood as a clarificatory description rather than prescription (Swales, 1990; Bhatia, 1993). The findings of this research can be applied in EAP courses for non-native English-speaking researchers or graduate students to contribute to the development of learners' awareness of the grammatical forms and structures that typify the discursive patterns of the RAs. Learners in such courses may profit from a pedagogical approach that raises their awareness about the structures that exhibit syntactic-semantic distance. This can be achieved through activities that require, within a discursive framework, discriminating and judgment through alternative evidence provided on the basis of appropriacy. Thus congruent and incongruent structures can be observed or contrasted across the introductions of the RAs or contrasted



Pejman Habibie holds a bachelor's degree in English Language Translation and a master's degree in English Language Teaching and is currently a PhD candidate. He is a TESL Ontario/TESL Canada-certified teacher. Originally from Iran, he has a language school in his home country that he is running online from Canada.

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