Conference Issue
Recognizing Abilities & Possibilities

TESL
Ontario
CONNECTION • COMMUNITY • EMPOWERMENT

IN THIS ISSUE

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EDITOR'S NOTE

The articles in this issue grew from presentations at recent conferences in Ontario, mostly from last fall's TESL Ontario conference, which was held November 24 & 25 at the Sheraton Centre in Toronto. This was the first year that we had no research symposium, and so there will be no research issue of Contact. Also, with the shorter conference, there were fewer submissions to the issue from which to choose, and those two changes together have resulted in a change to our publication schedule.

Nevertheless, we have gathered together an issue full of interesting articles. Along with these articles, I strong recommend reading the panel discussions to understand where English teaching in Ontario is headed.

We begin the issue with Jayme Adelson-Goldstein's keynote, Learner in the Centre. She discusses five elements of learner-centred teaching: rigour, reflection, relevance, reciprocity and responsibility. Along this theme, Brad Deacon discusses Split Storytelling, one technique for enhancing the "joyful" factor in the classroom.

Western University recently hosted a symposium on teaching and learning vocabulary in another language. Takumi Uchihara and Akifumi Yanagisawa were kind enough to summarize the presentations for us.

Everyone knows about YouTube and other sources for online videos, but John Allan knows how to modify and enhance them, and he's told us how in his article, Manipulating online video resources to enhance learning.

Canada's history is a rich source of relevant material for learners of English here in Ontario, and Historica Canada provides many useful free resources for teachers. Not only do these bring together Canadian history and English, but they are also designed to promote critical thinking skills.

Patrice Palmer has thought a lot about being an independent teacher and she's put her thoughts into practice. In Teacher to Teacherpreneur, she explains how to monetize your professional skills.

Maria An's IELTS/TOEFL Class at the Polycultural Immigrant and Community Services, Bloor Centre put together some reflections on the ESL-week celebrations.

Brett Reynolds

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CONTACT

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LEARNER IN THE CENTRE[1]

By Jayme Adelson-Goldstein, Lighthearted Learning

Learner-centred teaching (LCT) achieved best practice status in our field many years ago. Most of us have a sense of what LCT entails. We may characterize it as developing curriculum with the learners in mind; differentiating instruction to address learners' varied proficiency levels, goals and interests; or simply providing more learner-talk than teacher-talk time. This article looks a little more deeply at LCT and some of the concepts underpinning its success in the 21st century English language classroom.

Marilyn Weimer (2012) defines LCT as follows:

> Learner-centered teaching engages learners in the hard, messy work of learning.

> It includes explicit skill instruction. It encourages learners to reflect on what, why and how they are learning. LCT also motivates students by giving them some control over learning processes. And it creates a community of learners who work towards a common goal. (p. 15)

Given our topic, it's only right that we begin with the benefits that LCT affords our learners. Phyllis Blumberg writes that

> students in learner-centered programs exhibit five valuable and distinguishing characteristics:

> 1) knowing why they need to learn the content;

> 2) understanding their learning abilities and how they acquire knowledge;

> 3) using knowledge for problem-solving;

> 4) engaging in life-long learning, and

> 5) communicating their knowledge outside the classroom. (p. 11)

Blumberg's description gives us the outcomes of the learner-centred approach as well as a readiness rationale for its implementation: the characteristics listed are invaluable for

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1. This article is based on Ms. Adelson-Goldstein's keynote given at the TESL Ontario conference in Toronto, on November 24, 2016.

learners tackling the complexities of 21ˢᵗ century workplaces, postsecondary settings, and their communities.

Now that we have the *What* and the *Why* of LCT, we need the *How*. Five elements of LCT: rigor, reflection, relevance, reciprocity, and responsibility make excellent lenses through which we can view a variety of ways to integrate learner-centredness into our instruction.

Rigor

The ambiguous, complex, and evolving nature of our 21ˢᵗ century world necessitates challenging, rigorous instruction for the adult learner. Rigorous instruction creates a learning environment where all learners are expected to work at a high level and receive the support that will enable them to demonstrate their learning at that level (Blackburn, 2008). This type of rigorous instruction can only occur in an environment where learners' needs, interests, and goals are known, that is in learner centred teaching. There are myriad ways to gather that data. Visual interest and goal inventories may work well for low-level classes, with less and less visual scaffolding as learners' proficiency increases. Using a [Survey Monkey](#) survey adds an element of rigor and digital literacy for learners responding on their phones or tablets (or on paper copies of the survey). Providing learners with sentence and paragraph frames allows them to make use of academic or professional language as they state their goals. This moves them towards that first, important learner-centred characteristic: knowing why they are learning.

A simple, but elegant no-tech way for learners to recognize their own goals and learn about their classmates' is to provide the class with sticky notes and have them tab the pages in their text book that are of most interest to them. They can then compare their choices to their classmates' and identify what made the pages important.

Rigor also plays a role in helping students identify their learning abilities. By providing tasks that are sufficiently challenging but scaffolded enough to avoid extreme frustration, students gain confidence in their skills. A sample task with a high level of challenge for all levels is called the one-question survey. Each member of a team surveys one section of the class with one question and then comes back together to look at the data, chart it, and report it out to the whole class. Team tasks emphasize the collaboration skills adults need to be successful in their communities, workplaces, and postsecondary classes.

Reflection

Employing learners' metacognition helps them retain and process key information from the learner-centred lesson. Reflection tools encourage learners to think more deeply about the knowledge they're building and take stock of their thought process. One area where this type of thinking and reflecting is essential is in the acquisition of language strategies. Reading strategies, for example, need to be explicitly taught. When we teach previewing,

predicting, scanning, focusing on text features, looking at words in context, etc., we provide the rationale and outcome for each strategy and demonstrate how the reader employs the strategy. But ownership of that strategy is much more likely when, following a reading task, learners are given time to reflect on which strategies they used and whether they were successful or unsuccessful. This type of reflection encourages divergent thinking: the more-than-one-approach-to-the-problem type of thinking, which the 21st century requires and the learner-centred class embraces.

Providing opportunities for reflection also means allowing learners to self-assess, giving them the chance to celebrate their strengths and determine the areas they want to improve. Rubrics, evaluation surveys and checklists are tools that transition seamlessly from classroom to workplace to community. Online versions of these tools are ubiquitous in our lives. One way to familiarize learners with rubrics is to have them consistently use one to assess their work as a team (see Appendix).

Relevance

Because instruction in LCT has been built around learners' needs, interests, and goals, the tasks are usually assured a level of relevance. The soft-skills language that learners develop through their teamwork are immediately relevant outside the classroom. Both the serendipitous and intentional problem solving that occurs in team work is also transferrable to our adult learners' lives.

Providing tasks that increase digital literacy always adds an increased sense of relevance and often leads to higher levels of engagement. Task-based and project-based instruction often create a need for short-term research that learners can do using their hand-held devices or class computers. As learners develop their online research skills, they support each other (and often their teacher!) Kathy Harris points out, both "English language and digital literacy are essential for obtaining and keeping a family-sustaining job, supporting children in school, participating in community life, obtaining community services, and accessing further education and training." (Harris, 2016, p. 2).

Reciprocity and Responsibility

When we look through our last two lenses we see how LCT reinforces learners' sense of self-efficacy. Peer teaching or reciprocal learning is a mainstay of the learner-centred class. Learners may demonstrate their abilities as they assist a classmate or the teacher in one task and then just as easily receive assistance with another. Learners with a strong sense of efficacy are those who "set themselves challenging goals and maintain a strong commitment to them. They heighten and sustain their efforts in the face of failure" (Bandura, 1997). Learners with these attributes could also be said to have a growth (rather than a fixed) mindset (Dweck, 2007). Because there is more learner-talking time than teacher-talking time in the learner-centred class, there are more opportunities for learners to rehearse,

take risks and fail, and support each other during a lesson. Mistakes, or "failures", become a meaningful part of the learning process rather than a barrier. Examples of tasks that reinforce reciprocity in LCT include peer dictations, information gaps, jigsaws, paired readings, and team presentations.

Responsibility plays an equally important role in buoying learners' belief in their abilities. The learner-centred class relies on each learner's commitment to his or her growth. It asks learners to assume differentiated levels of responsibility during collaborative tasks and class discussions. There are numerous ways to acknowledge learners' responsibility in the learning process, such as assigning specific roles for team tasks and class discussions, providing answer keys, rubrics or checklists to allow learners to self-assess and make their own choices about what to review. There are also cooperative learning structures such as quiz/quiz/trade or rally coach that require learners to take responsibility for reviewing information with classmates. The 21st century workplace requires self-direction, autonomy and collaboration—the learner-centred class does as well.

Learner Agency

It's no secret that our immigrant and refugee English language learners face numerous obstacles outside our classroom walls. Nor is it surprising that we would want to do everything in our power to ensure they acquire the English they need to overcome those obstacles. Our learners' ability to persist in the struggle to learn does not reside in our power, however, but in theirs. Perhaps the most important outcome in the learner-centred environment is the agency that our learners can reclaim as they stand at the centre of rigorous, relevant instruction that requires them to reflect on, and take responsibility for, their learning.

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TEAM TASK RUBRIC

	Exceeds the criteria	Meets the criteria	Needs Improvement*
FOCUS	We gave the task our full attention. We took notes or used sticky notes to help us focus.	We gave the task our full attention.	We did not give the task our full attention.
SOFT SKILL PRACTICE	Everyone used the target soft skill effectively.	We all tried to use the target soft skill.	We did not use the soft skill.
TIME MANAGEMENT	Our team completed our task(s) on time.	Our team completed our task(s) on time or requested an extension.	Our team had difficulty meeting deadlines today.
QUALITY CONTROL	All our written work for the task was accurate and/or the task exceeded the criteria.	Our written work for the task was accurate. The task met the criteria.	We had many errors in the written work and/or the task did not meet the criteria.
USE OF TARGET LANGUAGE	We used the target language to complete the task.	We tried to use the target language.	We did not use the target language.

TO THE TEACHER: Teach the vocabulary and concept of the rubric as part of language development and college and career readiness.

(Adapted from the rubric for *Rigor and Reason - Right from the Start* - J. Adelson-Goldstein.)

Biography

As a teacher educator, curriculum consultant and materials writer, Jayme Adelson-Goldstein focuses on adult English language instruction. She is a frequent presenter at TESOL and co-developed TESOL's online adult ESL course. Her publications include the *Oxford Picture Dictionary 3rd edition* (2016) and *Step Forward 2nd* edition (in press).

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SPLIT STORYTELLING

One Technique for Enhancing the "Joyful" Factor in the Classroom

By Brad Deacon, Nanzan University

In *The Courage to Teach*, Palmer (2007) writes, "I am a teacher at heart, and there are moments in the classroom when I can hardly hold the joy… But at other moments, the classroom is so lifeless or painful or confused—and I am so powerless to do anything about it—that my claim to be a teacher seems a transparent sham." (p. 1–2). Naturally, we teachers prefer to have more of the former kinds of experiences, as do our students. Towards that end it is worth asking: how can we create more joyful learning experiences for our students and ourselves? Among several other factors, the specific techniques that we use, coupled with an appreciation for how our students are perceiving them, can have a large impact.

One specific technique that has proven to be consistently effective is called split storytelling. In split storytelling, a story is told and then stopped at a highly interesting transition point to create a moment of suspense. Only later is the story concluded. In this paper, I will first provide an example of a split story. Then I will provide a brief background and rationale for its usage. This is followed by written student feedback that was coded to illustrate how students are meaningfully connecting to split stories. Finally, I discuss ways that split storytelling can be seen as a way to enhance the "joyful" factor through creating more mutually rewarding learning moments for students and teachers.

The Beautiful Blue Butterfly: Split Story Part 1

Once upon a time there was a young boy and his little sister who were very curious. They were always asking their parents questions and their parents got very tired of it. So, one summer they sent the two children up a mountain to live with a wise old man. The man knew the answers to everything and for a while the children were happy. But they were also mischievous and they wanted to find a question that the wise old man would get wrong. One day the little girl ran up to her brother while cupping her hands. She then opened them a bit saying, "Look, I have a beautiful blue butterfly (BBB). Let's go to the old man and tell him we have a BBB in our hands and ask: "Is it alive or is it dead?" She then said to her older brother: "If he says it's dead, I will open my hands and it will fly away. If he says it's alive, I will squeeze it real quick and it will be dead." The children were very excited, and so they went to the old man and said: "We have a BBB in our hands. Is it alive or is it dead?" The man looked at the children, paused carefully while scratching his head, and then said:

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"The answer is…."

Background

Split storytelling originated from the work of the famous hypnotherapist, Milton Erickson (see Bandler & Grinder, 1975; Grinder, DeLozier & Bandler, 1977; Rosen, 1983). While working with his clients, Erickson would begin one metaphor and then at a transition point he would smoothly shift into another metaphor. This pattern would often continue for several metaphors before Erickson concluded each metaphor one by one. In between starting and concluding these metaphors, the client would unconsciously discover their own answers to a problem or a question that was posed. Erickson's technique of telling metaphors helped clients to get into a more resourceful state while opening their minds to various possibilities for resolving some situation.

As a language learning tool, split storytelling is also a particularly useful technique for helping students to get into a more resourceful state for learning, such as a state of relaxation, curiosity, or focused attention. Split storytelling provides students with opportunities to listen to comprehensible input while remaining free from the pressure of a follow-up task, for instance, that involves a right or wrong answer and that might interfere with their ability to relax and enjoy the story. Ur (1984) says, "When the material itself is so interesting or pleasure-giving that it holds students' attention and demands their understanding for its own sake, the setting of a task becomes superfluous or even harmful. Such material may be contained in a good story" (p. 29). Simply inviting students to share their own story endings at the split mark, hence giving them agency, is enough of a task to still allow for the maintenance of this "pleasure-giving" factor that Ur mentions.

In order to appreciate the meanings that students are forming through their learning experiences, it is important to both encourage and listen to their voices (Bailey & Nunan, 1996). Inviting student feedback can be an opportunity for them to exercise agency; in particular, this occurs when teachers tap into their students as a valuable resource to shape what transpires within themselves and their classrooms.

Student Feedback on Split Storytelling

This section will illustrate how student feedback helped to validate the presence of the "joyful" factor through the medium of split storytelling. I report the feedback of a group of 18 freshmen English majors who were attending a required English Oral Communication course at a private university in Nagoya, Japan.

During a recent course, I invited students to share written feedback on the following open-ended questions:

1. What is useful and interesting for you in this class?

2. How can this class be improved?

The aim for this paper was to uncover the commonalties that students were forming specific to the split-story technique, in particular. In other words, I don't consider feedback on other activities and aspects of the class not connected to split stories. A total of 16 out of the 18 students commented on split stories (referred to as 'stories') in their feedback (pseudonyms are used here to protect the anonymity of participants). Common themes using thematic analysis were uncovered and coded using Grounded Theory (Strauss & Corbin, 1990). I noticed three main commonalties that fell under the following headings: technique, learning states, and community.

Technique

Several comments focused on the actual technique itself. Student comments showed that the technique, or style, of telling split stories engaged them more in their learning. For example, Yuki said, "the way you tell stories absorbs us very much." Koji commented, "since you always didn't tell the whole story until the end of class or next week, we had to use lots of imagination and, you know, that was fun!" Kaori shared the feeling of being "hooked" by the technique as follows: "I can't believe that you got us hooked by not telling us the ending of your story! It was really interesting and your way of teaching keeps us interested!" Several other comments showed likewise that students both notice the storytelling technique itself and really enjoy this way of hearing a story in split fashion.

Learning States

In addition to words such as *absorbed*, *fun*, *hooked*, and *interesting*, as seen above, student comments revealed other positive learning states. Mariko said, "I wonder about the ending! Oh-, I want to know that answer as soon as possible or I can't sleep today!!! Please!" Clearly, she was curious to know the conclusion to the story (Note: Sometimes when telling split stories, I continue them in future lessons rather than within the same lesson. Students often ask me for the story ending to start the next class). Hiroki mentions feeling excited as well when he says, "I like your stories where you didn't tell the continuation. I got excited because you didn't tell us quickly." Other words that reflected the states that students were in while listening to the stories included *amazed*, *focused*, and *happy*.

Community

A number of student comments showed a greater appreciation for the learning community they were in while engaging in split stories. Kento said, "when you stopped in today's stories and asked us to think of an answer, my partner said, "dot dot dot." Then I thought, what a funny idea she had, I've never thought that way so that idea was really fresh for me." Valuing what their partners had to offer was mentioned often. In a similar way, Miki comments, "I thought that talking with my partner was most useful between stories because we could share our ideas." While these comments reflect an appreciation for the learning community in connection with valuing their peers, other comments demonstrated feeling good in the community itself. Yukiko shares, "I really like the stories that don't end and they make me feel happy to be in this class." In addition, Yoshihiro says, "I am always interested in the

stories and that makes me like to come to our class each time." The student's comments showed that split stories, or rather their engagement with split stories, helped them to value and enjoy being in our learning community.

Discussion

So, what does all this mean and how does it connect to the "joyful" factor that Palmer referred to in the quotation at the beginning of this paper? Students are deeply impacted by split stories as demonstrated by their comments on the technique itself, the facilitative learning states they report being in, and their positive associations with being in their classroom community. As a teacher, I share their sentiments and feel a greater sense of rapport with them especially during split storytelling. Does this mean that it is the technique of split storytelling itself that makes this feeling possible? To be fair, techniques such as split storytelling don't necessarily "work" in and of themselves; rather, people work. It's been my finding in over 20 years of teaching that split stories are one of the most effective and consistent mediums through which I've experienced the "joyful" factor in the classroom. This conclusion was validated further by the positive student feedback specific to the split stories that was shown here.

In this paper, I've been exploring the importance of split storytelling as a medium through which I've experienced longitudinal resonance with what I've termed the "joyful" factor in the classroom. I feel motivated to tell the stories and students are intrinsically motivated to listen and share, too. Raffini (1996) has shown that intrinsic motivation can be seen as connected to the five psychodynamic needs of autonomy, competence, self-esteem, belong/relatedness, and enjoyment. This need to enjoy learning is evident in student comments on split storytelling. Among other resourceful states, I find myself getting into a curious learning state about how students will connect to these stories, and this helps me to feel more connected to them, as well. For me, their comments help to validate even more the intuitive feeling of rapport that I have when in the split storytelling moment.

Having read this far you may now be interested to try the split storytelling technique to notice what happens within you, your students, and the energy within your classrooms. Many of the best stories come from our own lives and you might be curious to notice how much fun it can be to share them through the split story medium. Several other resources that can easily be adapted into split stories can be found in the *Chicken Soup for the Soul* series, books specifically on metaphors (i.e. Burns, 2001; Malhotra, 2013), or online (i.e. Cullen, 2017).

Conclusion

This article has focused on split storytelling as a technique for enhancing the "joyful" factor in the classroom. It's a technique that offers intrinsically motivating content where students can exercise agency to determine what personal relevance these stories have for themselves. To that end, one of the most effective follow-up tasks that we can set for our students is to

sit back and enjoy listening as they share their own meaningful interpretations of our split stories. The student voices in this paper showed several ways that students both enjoyably and meaningfully participated in split stories and how this validated my assumption that the technique resonates deeply for us both. So, how will you enjoy using split stories in your classrooms? Well, that reminds me of a story…

The Beautiful Blue Butterfly: Split Story Part 2

So, there were the two children holding this BBB. The children almost could not contain their curiosity with what the wise old man would say. Finally, after a long pause he looked at them carefully and with a glint in his gentle eyes he said, "The answer is … in your hands." (Story adaptation provided by Tim Murphey).

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Brad Deacon graduated from The School for International Training in Brattleboro, Vermont with a Master of Arts in Teaching (TESOL specialization). He is an associate professor in the newly formed Global Liberal Studies department at Nanzan University in Nagoya, Japan. Brad especially enjoys stories as a listener, teller, and researcher.

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LESSONS FROM WESTERN'S SYMPOSIUM ON TEACHING AND LEARNING VOCABULARY IN ANOTHER LANGUAGE

By Takumi Uchihara & Akifumi Yanagisawa, Western University

A one-day symposium on Teaching and Learning Vocabulary in Another Language was held at the University of Western Ontario on Friday 21st October 2016. Leading scholars and key researchers in the field of vocabulary studies discussed a wide range of second language (L2) vocabulary-related topics including (1) vocabulary learning through reading, (2) captioning and word learning, (3) corpus-based studies, and (4) phrasing aspects of language. In this report, we will summarize some key points from the symposium in order to provide teachers with up-to-date vocabulary research that can inform their teaching and make their teaching practice more effective and productive in L2 classrooms. In what follows, we will briefly review background knowledge relevant to the presentations and discuss pedagogical implications based on the presented studies.

Vocabulary Learning Through Reading

Aline Godfroid (Michigan State University) presented research on vocabulary acquisition through reading; her unique approach attempts to reveal how students learn vocabulary by tracking their eye movements while reading. This is done by having participants wear an eye tracking machine as they read texts from a computer screen. L2 learners, as opposed to first language (L1) learners, usually lack a sufficient amount of language input to fully develop the target language. Reading books is one solution to this problem, especially extensive reading (i.e., frequently reading graded readers for pleasure). Graded readers are books written for language learners using simple grammar and vocabulary so learners can learn the target language while enjoying stories. Studies show that by reading a large number of graded readers, learners become better and more fluent readers, their writing improves, their listening and speaking ability improves, and they enrich their vocabulary. Extensive reading can even be conducted during classroom time. Four principles should be noted when adopting extensive reading activities: (1) choosing what they want to read; (2) reading appropriate books for their level; (3) enjoying reading; and (4) reading a lot. Reading may not bring about immediate results, but will benefit significantly over a long period of time. Graded readers are available from several publishers, such as Penguin Readers (http://www.penguinreaders.com) and the Oxford Bookworms Library (https://elt.oup.com/catalogue/items/global/graded_readers/oxford_bookworms_library/). For further reading, Bamford and Day (2004) provide a comprehensive guideline for implementing extensive reading in the classroom.

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Captioning and Vocabulary Learning

Watching English language television programs has been a useful tool for English language learners, and research on watching television and vocabulary learning has grown in recent years to determine its benefits. The role of captioning in watching television, in particular, has been a main area of research with the hope of determining the following two assumptions: that providing captions for learners will be an effective way for increasing comprehension of television and that they will lead to increased vocabulary learning. Research evidence has accumulated to suggest that captions help learners to learn L2 words as well as understand videos (Montero Perez et al., 2013). In addition to the ongoing research focusing on vocabulary learning, Myrna Cintrón-Valentín, Lorenzo García-Amaya, and Nick Ellis (University of Michigan) proposed a large-scale research project exploring the effects of captioning on learning L2 grammar. This will carry forward our current understanding of watching television and its potential effect on L2 learning from another perspective. In this section, presenters focused on the relationship between watching television with captions and L2 vocabulary learning.

Ferran Gesa and Imma Miralpeix (University of Barcelona) investigated the effects of viewing television with captions on vocabulary learning for high-school learners of English. They found that students learned vocabulary when watching television (i.e., *I Love Lucy* and *Seinfeld*) with captions. They suggested that learners should have a certain level of vocabulary knowledge and listening skills in order to receive the best return from watching television. Not surprisingly, learners with poor vocabulary and weak listening ability may well experience great difficulties in watching television. We, therefore, need to ensure that students' proficiency is sufficiently high so that they can benefit from watching television. This is possible by testing students' vocabulary and listening ability before the class starts and selecting video materials at the right level for them. In testing vocabulary, checking the knowledge of words used in the video is one way. Another way is to test vocabulary size (i.e., the number of known words) using existing measures (e.g., New Vocabulary Levels Test; Webb, Sasao, & Ballance, under review; go to http://vuw.qualtrics.com/jfe/form/SV_6Wrb5aUvXjIAs6h for an online version of the test). Other resources and the description of each measure can be found in Schmitt (2010) and Meara and Miralpeix (2017).

Michael Rodgers (Carleton University) presented his research on the effects of captioning on vocabulary acquisition of university learners of English. Although captioning did not affect learning significantly, he reported that watching one episode once a week over 10 weeks does contribute to learning L2 words. He found that approximately 6 words were learned in total. Learning 6 words over 10 weeks may lead us to conclude that watching television appears to be less efficient than traditional ways of vocabulary learning using word lists or word cards. However, watching videos provides a valuable source of input not only for learning vocabulary but also for learning many other aspects of linguistic and non-linguistic knowledge. For example, through watching videos, learners may develop the

ability to use target words in a contextually appropriate manner as well as the knowledge of their word meanings. Such contextual knowledge is less likely to be acquired through traditional learning methods (e.g., learning with word cards). We would recommend adopting both traditional/deliberate learning methods and context-based learning instead of relying on one or the other. As an example, teaching target words and engaging learners with deliberate learning (e.g., word card learning and then testing their knowledge) before a subsequent television viewing activity will likely increase the amount of learning. Such a pre-teaching activity raises students' awareness of the target words so that they can notice the words used in context and learn them more easily.

Elke Peters (KU Leuven University) compared the effect of L1 subtitles and L2 captions on vocabulary learning with two groups of learners: secondary-school learners and vocational-school learners of English (see Peters, Heynen, & Puimège, 2016 for greater details of this study). She found that her participants presented with L2 captions gained more vocabulary knowledge (i.e., pronunciation & spelling) compared with those presented with L1 subtitles. In other words, providing L2 support instead of L1 support may increase the chance of learning vocabulary while watching television. We normally think that L2 captions may be more beneficial for learning than L1 subtitles because students rely too much on L1 subtitles and pay less attention to spoken L2 input. One exception may be the case where we teach low-proficiency learners, since L1 support is necessary for those who cannot read and understand L2 subtitles easily. It is, however, worth noting that despite the low-proficiency of learners in this study (i.e., vocational-school students), they benefited from watching with L2 captions. Therefore, the use of L2 captions should not be limited to the group of higher-proficiency learners, it may also be effective for beginning learners, when keeping other considerations (e.g., difficulty of video content) in mind.

Corpus-based Vocabulary Research

Corpus research has been recently viewed as an essential tool for vocabulary research. A "corpus" can be defined as a principled collection of words and expressions representing a certain variety, style or genre of language use in the real world (e.g., newspaper, movies, etc.). It is an electronically stored database which allows us to analyze and search for a typical language use. A well-known large-scale corpus is the British National Corpus (BNC) comprising 100 million English words used in British contexts in the 1990s. More recently, the largest corpus of the American variety of English is the Corpus of Contemporary American English (COCA). Marlise Horst (Concordia University) explored how language teachers would collaborate and build a new corpus using Wikipedia as a source of linguistic data. Her work is encouraging and a useful step forward, but corpus research overall has yet to infiltrate practical L2 learning contexts to the extent that it should. Research in this section along with Horst's study helps to bridge the gap and provides useful implications for the use of language corpora in teaching and learning vocabulary.

Tom Cobb (Université du Québec à Montréal) re-examined the usefulness of a common method of analyzing learners' vocabulary use (i.e., lexical frequency profiling) and introduced a finer-tuned version of the method which might be more practically appealing to L2 teachers. Most researchers agree on the general assumption that we learn words heard or seen frequently (i.e., high-frequency words) before other words that are less frequently encountered (i.e., low-frequency words). Based on this general principle, word frequency has been viewed as an essential index for analyzing L2 vocabulary development. Lexical frequency profiling (LFP) has, to date, served as a long-standing way of analyzing learners' language production since the initial attempt by Laufer and Nation in 1995. LFP uses corpus-based frequency lists provided in text-analysis software such as Cobb's *Lextutor* (available at http://www.lextutor.ca/vp), which classifies an entered text of learners' production according to different frequency levels (e.g., the most frequently occurring 1,000 words, 2,000 words, 3,000 words, and up to 25,000 words) and the Academic Word List (Coxhead, 2000). LFP, in this sense, can serve as a practical tool to measure learners' productive vocabulary. For instance, teachers can ask learners to write short essays several times over a course and conduct informal assessment of learners' vocabulary use in writing. When learners rely heavily on the most frequent 1,000 words, teachers can explicitly suggest that they should use more words from lower-frequency lists (e.g., *get => obtain* or *gain*). Similarly, when the focus of instruction is on learning academic discourse, teachers can encourage learners to use more academic words, referring to the data from the LFP analysis.

Geoffrey Pinchbeck (University of Calgary) explored the optimal approach for using corpora to make word lists for learners of English. One of the uses of corpora for language education is to create word lists by examining how frequent words are. With the word list, students can focus on learning words that are often encountered and useful in various situations, instead of spending time on less frequent words. For teachers, word lists are very useful for designing language curriculum; we can plan language courses in which learners can learn frequent and important vocabulary first. However, many earlier word lists are mainly made from written corpora (e.g., newspapers and journals), which might not represent appropriate vocabulary for learners. The results of his research suggested that designing word lists should be based on the spoken corpora (i.e., subtitle corpora of TV/movies). For beginner or elementary level L2 learners, who benefit the most from having word lists to select vocabulary to learn deliberately (e.g., using flash cards), it might be useful to develop word lists derived from a large corpus consisting of the spoken English of movies and television programs. This also supports the argument for using TV series and movies as learning materials. Watching TV series may effectively teach learners how to speak in English for their everyday life.

Farahnaz Faez (Western University), Sima Paribakht, Diana Inkpen (University of Ottawa), and Ehsan Amjadian (Carlton University) have been examining the effectiveness of using computer software for extracting technical terms and multi-words from corpora. The usefulness of technical vocabulary has been recognized in Content-Based Language

Teaching (CBLT) where learners acquire English ability by learning academic subjects through using English as a means of learning (see Lightbown, 2014 for further details). Conducting CBLT, subject-specific vocabulary (e.g., technical terms) is essential to understanding the content. Those specific terms, however, often have specific meanings in the field, so learners sometimes encounter difficulty understanding and remembering them (e.g., acute angle, whole numbers, etc.). If learners know important technical terms, (1) they can prepare for the classroom by remembering the important words with their L1 translations beforehand and (2) reviewing the important words after class. As teachers, if we know those terms, we can focus on teaching them and assess their understanding of the content by checking learners' understanding of the technical terms. Faez and her associates reported that, so far, computer applications are not as accurate as human judges. While waiting for computers to start extracting technical terms, we can use pre-existing subject-specific word lists (e.g., for Engineering, Hsu, 2014; for Business, Hsu, 2011; and for Applied linguistics, Vongpumivitch, Huang, & Chang, 2009. Please note that sometimes word lists are available as appendixes in supplementary materials).

Learning the Phrasing Aspects of Language

L2 learning is not merely learning translations of first language counterparts, because this would generate bizarre language use, inappropriate word choice, pauses to consider the L2 translation, and in the worst case scenario, failure to convey meaning. For example, the Japanese phrase 強い雨 "strong rain" naturally translates to _heavy rain_ in English. Choosing the right combination (e.g., _heavy_ instead of _strong_ in the above example) can be quite a difficult task for L2 learners. Therefore, L2 learners need to learn how to use target words with other words that are patterned with those target words. This phrasing aspect of language has attracted considerable attention in recent years. It goes by many names: collocations, patterns, chunks, constructions, multiword combinations, formulaic language, and so forth. Competency in using formulaic language is crucial for L2 language learners who want to use a target language just as native speakers do, with accurate grammar and fluency. However, acquiring this competency is usually challenging for L2 learners. Studies in this section examine approaches to facilitating collocation learning and the mechanism of the acquisition of language patterns.

Frank Boers (Victoria University of Wellington) presented research on collocation-focused exercises. One approach to fostering L2 learners' formulaic language is deliberate learning, which is learning collocations through engaging in language activities. Boers and his colleagues evaluated the effectiveness of different exercises that are commonly seen in EFL/ESL textbooks and workbooks. He reported that students learned more collocations when they made fewer errors as opposed to when they made more errors in language exercises (Boers, Dang, & Strong, 2016). In the classroom, we should design activities that help learners make few or no errors. For instance, it is helpful to provide learners with a list of many phrases (e.g. _take medicine_), instead of just words (e.g. _medicine_). With such

a list, learners can choose appropriate collocations by comprehending their meanings and can use them in proper combinations. This may be more effective than providing a list of individual words, with which learners have to guess how to use each word with other words (e.g. learners might say "I will drink medicine" and remember it, believing it to be a correct pattern). As for workbook-type activities, a fill-in-the-blank-exercise that asks learners to choose an appropriate collocation from a list of several options is a good activity. We can also apply this to communicative activities by providing a list of phrases that learners can use for interacting with peers. This will help learners use each word in an appropriate combination.

Stuart Webb (Western University) investigated the effects of different modes of input on multiword combination learning. One of his approaches to assisting students' learning of formulaic language is through reading graded readers with audio support. Webb's study revealed that the students learned more multiword combinations through reading-while-listening compared to reading or listening alone. His study pointed to the potential facilitative effects of audio support, with which learners can easily perceive multiword combinations holistically and learn them as a single unit. Regarding classroom application, we can provide graded readers with audio created by publishers (e.g., Oxford Bookworms series: www. oup.com/bookworms). TV series with subtitles can also serve as learning materials. One of the teachers' roles in the language classroom is to act as an input provider. For example, reading books to learners while interacting with them may be a way of adjusting the difficulty of input, which actually enhances that input. By doing this, learners are exposed to a large number of target collocations while using two modes of input: reading and listening. This can be done with TV series as well; we can pause a video to explain certain parts that can be difficult for learners.

Nick Ellis (Michigan University) gave a presentation about a series of studies examining language patterns and how we acquire them. Nowadays, many researchers believe that we acquire language by observing how language is used in each situation. For instance, the verb *give* is used in a specific pattern with other words; [subject] *give* [object1] [object2] (e.g. *He gave me a flower*). However, when toddlers hear *give me a pen*, they do not think about the rule of how *give* should be used with other words. Rather, they learn this as a chunk. After that, they start hearing various types of input, such as *give me your book* or *give him the present*. Through understanding what each phrase means in a given situation, they can acquire patterns like *give me* [object] or *give* [object1] [object2]. In the end, they can acquire the ditransitive verb pattern: [subject] [verb] [object1] [object2] (e.g. *I'll buy you a coffee*). Native speakers of English and competent learners can understand that this pattern has a meaning in itself, which can be interpreted as [subject] causes [verb] for [object1] to receive [object2]. For example, when you hear h*e spugged her a book*, you can guess the meaning of the non-word *spugged*, which can be assumed to be a verb that expresses some sort of transfer (e.g., "she received a book from him"). This idea of acquiring language by observing how it is used is called usage-based learning (see Ellis, Römer, & O'Donnell, 2016, for further details of Ellis' latest research). Research in usage-based

learning suggests that we should provide learners with a large amount of language input in situations where learners can see how language is being used. Learning words alone is not as effective as learning words in patterns within contexts. Being exposed to the input in a meaningful situation will teach learners how each language item is used and will help them acquire natural language patterns automatically. As discussed above, reading graded readers or watching TV series can also create a learning environment where learners acquire language within meaningful situations. In order to develop their L2 competency, we need to bear in mind that learners have to have a large amount of input within contexts, while at the same time we cannot neglect deliberate vocabulary learning.

Concluding Remarks

The symposium was thought-provoking and offered insight into the latest research on vocabulary. We believe these presentations can inform pedagogy, which is why we are sharing them with you here. Some final takeaways for the classroom include (1) having students read graded readers, (2) utilizing TV programs as teaching materials, (3) adding captions when introducing TV watching, (4) using lexical frequency profiling to assess learners' productive vocabulary in speaking or writing, (5) assisting learners in making fewer errors during vocabulary exercises so as to maximize the effectiveness of learning collocations, and (6) using audio support together with reading materials for better collocation learning. Background information about each study was limited due to lack of space. For those who may want to learn about vocabulary acquisition more comprehensively, we recommend *How Vocabulary is Learned* (Webb & Nation, 2017). We hope that our report on vocabulary learning will contribute to bridging the gap between research and practice.

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MANIPULATING ONLINE VIDEO RESOURCES TO ENHANCE LEARNING[1]

By John Allan

Instructors are no longer limited to pressing play on a VCR to show a video. With the advent of online streaming video, students can watch media independently of their peers on individual devices or workstations. This autonomous viewing experience involves navigation and audio controls. Online video technology has rapidly evolved to allow teachers and students more engaging features during a video viewing experience. These features are discussed in relation to enhancing the online video learning experience through various feature-rich websites.

Online Video and Learning

Online video can enhance learning when the technology is cooperating. At its best, online video offers ubiquitous access to learning content through dedicated media hosts. Video sharing sites such as YouTube, institutional servers, and third party genre specific sources such as ESL video provide dependable streaming of millions of videos with a click of a button. This access allows students video content both inside and outside of the classroom. Video now streams onto all device types through wireless technology permitting viewing in an anywhere-anytime model resulting in heightened learner autonomy.

Video offers students enhanced variations of concepts through demonstrations, simulations, and scenarios. These communicate details of concepts, events, trends, personalities, and processes through visual and aural representations. When combined with interactive resources, potential for learning opportunities with online video escalates.

Ubiquitous access to these resources coupled with the possession of hand-held devices allow students to individually pace their interaction with play bar control keys. Many online video players provide further controls with a speed option. Students can by slow down or speed up video playback as required. This has become a common feature on video play bars and is a welcome addition to the more traditional stop and rewind buttons.

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1. This paper is based on the TESL Ontario session, Enhancing Video Learning Events with Free, Online Tools. While the session focused on the tools used to manipulate online video, this article concentrates on the features offered by online video resources that can be manipulated to enhance learning.

Contemporary Video Features

Over the past 15 years, there have been several innovations with online video that can be applied to education situations. Teachers can enhance online video experiences with questions, polls, comments, closed captioning, discussion prompts, hyperlinks to additional resources, and editing videos into reduced and more manageable clips.

Although there are many streaming video services available on the Internet, experience has demonstrated that YouTube works well with the following innovations. For the purposes of this article the source of videos will be assumed to be YouTube. Apologies to MetaCafe, Vimeo, DailyMotion, TeacherTube, LearnZillion, KhanAcademy, and National Geographic!

Closed Captioning (CC)

Closed captioning is familiar to most through viewing movies and television broadcasts. There has been a concerted effort to generate closed-captioned and described videos due to government legislation. In the United States, Section 508 specifies mandatory closed-captioning requirements for all educational video. In Ontario, the Accessibility for Ontarians with Disabilities Act (AODA) also mandates closed captioning as a means of breaking down communication barriers. Other nations and regions have enacted similar legislation. This has made CC a common feature of online video.

Adding closed captions to course videos improves the viewing experience with a third input mode. This is a text caption that appears over the video itself. The closed-captioned option can be utilized or hidden with a toggle button on the video play bar. YouTube or EdPuzzle, for example, provide a closed-captioning (CC) toggle button. This allows the instructor or students the ability to display or hide the captioned text.

Closed captioning can speed up a search for a specific point in the video through a visual scan of the CC text. This can save students and instructors time while searching for a specific starting point on a lengthy video.

The YouTube video manager is required to add CC to YouTube videos. Unfortunately, you must be the owner of a YouTube video to add closed captioning to the video. As CC is becoming more common, there is a good chance that serious video content will include closed captioning. The process of adding CC is laborious when attempted manually, but the automatic transcription feature speeds up the process. As with any automatic speech-to-text tools, careful review is required to ensure that the text matches the audio. Comments (see below) are a means of supplementing the video experience with additional text if the original video does not have closed captioning.

Comments

Comments can be added to online video through a variety of tools. Comments manifest themselves as a text note, an audio clip, or a pop up image. Deliberately placed comments improve viewers' experience with activity instructions, hyperlinks to an external resource,

highlights of significant concepts and details, prompts for reflection, and guidance through an activity, all while maintaining the viewer's autonomous experience.

EdPuzzle offers three types of comments. Its Audio Notes feature allows teachers to insert an audio comment anywhere along the video's timeline. Short text comments and images, used for concept clarification, can be inserted as well with EdPuzzle. Within the text comments instructors can place a hyperlink to another web resource for additional information, images are linked from this tool. There is a basic equations editor for math and science videos as well.

Another video resource, Vibby, displays comments in a column on the screen. This column allows instructors to prompt and clarify video elements during playback. Students have the option of hiding or displaying the comments column during video playback.

Playback speed

Most online video services offer playback speed control. Although the scales vary, students can easily change playback speed based on their requirements. Depending on the video and the player, speeds set to the extremes on the scale can result in temporary loss of audio. Setting the playback speed of a video is in the control of the students when viewing the media on a device. Playback speed is in the teacher's control when they are playing a video from the front of the class.

EdPuzzle and TubeChop allow YouTube's speed control on their service.

Video length

A common experience for all teachers is dealing with the frustration of locating the starting point of a scene within a longer video. This situation has the potential for students to lose focus. If teachers preset the in-point and out-point of a video clip this increases the efficiency of the onset of the video viewing activity. Cropping a video is simply setting a start point and end point to the video.

Reducing the length of a video clip or cropping a video is the specialty of TubeChop but EdPuzzle and Vibby also offer this functionality.

Segmenting a video

A variation of cropping a video is the ingenious innovation of segmenting long videos into a shorter continuous clip. The teacher identifies and locates the scenes of a movie required for a lesson. These are then selected by setting a series of in-points and out-points resulting in a continuous video of only the desired content. As an instructor, this offers potential to become creative when selecting videos for lessons. Now a video does not have to be shown as the original but in sections as fits the lesson.

Vibby, the segmenting tool, also allows instructors to insert titling in-between the video segments to notify the students that fresh content is forthcoming.

Navigation

Navigation features commonly on playback bars are rewind, fast-forward, play, pause, and stop, along with a time-elapsed display. One of the more advanced features for education offers a rewind to a preset start point. Teachers can set these points at the start of important sections of the video. Students can take advantage of this feature after they have missed a concept or incorrectly answered a question on an interactive video quiz.

EdPuzzle and TEDEd Lessons offer this capability to ensure students can quickly focus on the essential section of the video related to a question or a prompt.

Audio

Sometimes audio is considered to be difficult for the students to understand due to inferior recording quality, an unfamiliar narrator's accent, or an unwanted audio background track. At other times, a video that fit your instructional requirements may not be suitable for viewing because of missing audio, inappropriate scripting, or a language other than English. A solution to this is to record your own audio track over top of the video. A teacher can simply strip the existing audio from a video and replace it with their own voice.

EdPuzzle offers this ability to replace an audio track as one of its standard features. A drawback of it is that the whole length of the audio must be replaced, not just a section of the track.

Polls

A poll embedded within a video is often used as a check-in to ensure that the student is attentive to the media. Poll data can be tabulated and reported during or after the viewing activity. Poll results are not tallied unless the teacher and students are on a specific account and linked to a common class. Many teachers do not take advantage of virtual class features offered by online resources as the administration of multiple third party classes becomes complicated through multiple locations, credentials, graders and analytics data.

EdPuzzle's multiple choice quiz feature allows teachers to incorporate polls into their video activities.

Comprehension checks

Adding questions to an online video is a popular feature for instructors. Students are given the responsibility of answering open-ended, multi-select, or multiple-choice questions to ensure comprehension of a video. These ensure that students pay attention to the video instead of multitasking or fast forwarding to the end. Multiple-choice and multi-select questions are assessed instantly to individual students. Open-ended question are problematic as they are best marked by the instructor and not automatically. If teachers want to put in the extra effort, they must set up an online class and access student responses through the teachers' portal on these resources.

YouTube cards, EdPuzzle, TED Ed Lessons, and ESLVideo are a few resources that provide this possibility.

Reflection

Promoting relevant dialogue between students is a fundamental aspect of teaching. Inserting a discussion alongside of a video with the expectation of student participation is a reality with online video. These exchanges can be facilitated by an online forum linked to an online video.

TED Ed Lessons allows instructors to bind a video with a forum to encourage and facilitate communication.

Further research

As already mentioned, connecting to resources from within a video is a possibility through hyperlinks. TED Ed Lessons provides a feature, Dig Deeper, which allows teachers to create a webpage with additional information, images and links to relevant resources. In addition, TED Ed Lessons also offer the "And Finally" feature that prompts students to move further into another related activity, resource, or concept. Students can be challenged by these elements to a degree dependent on their teacher's talents.

Conclusion

Contemporary digital video's clarity, combined with the development of online resources that facilitate a myriad of functions, allow educators the ability to manipulate online video to enhance their delivery of course content. Assessment features can assist with mastery learning. Cropped video increases the potential for granular learning allowing students to focus on specific elements. Carefully seeded comments and questions can maintain student interest. Closed captioning can support learners that require an additional input to comprehend the video if the language elements are challenging. Additional research can also be included through hyperlinks and teacher positioned prompts. Communication and critical thinking is also possible with video connected forums.

Online Tools Referenced

- EdPuzzle https://edpuzzle.com
- ESL Video http://www.eslvideo.com
- Ted Ed Lessons http://ed.ted.com
- TubeChop http://www.tubechop.com
- Vibby https://www.vibby.com
- YouTube https://www.youtube.com
- YouTube Video Manager - Creator Studio, https://www.youtube.com/my_videos?o=U

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TEACHING CANADIAN HISTORY FOR ENGLISH LANGUAGE LEARNERS

By Historica Canada

Historica Canada is the largest independent charitable organization in Canada dedicated to promoting history, citizenship and identity. We examine the Canadian experience, past and present. We are dedicated to helping educators, by providing free, bilingual educational resources that are pedagogically relevant and curriculum based.

Historica Canada's education resources are inspired by the historical thinking concepts developed by Peter Seixas and the Historical Thinking Project. These concepts aim to improve critical thinking in history education. The six concepts include Historical Significance, Primary Source Evidence, Taking Historical Perspectives, Change and Continuity, and Cause and Consequence.

Educational Resources: Methodology and Accessibility

All Historica Canada educational resources are available through a free and searchable Education Portal. Not only a resource bank of more than 300 learning tools, the Portal also invites teachers and educators to submit and share their own lesson plans and create collections of their favourite resources to revisit from year to year.

Historica Canada's education resources are created through a collaborative consultation process involving teachers, academic experts, community stakeholders, and editorial and design teams. By consulting with multiple experts in history and education, these resources aim to represent diverse perspectives and speak to a variety of learning levels.

Modification activities for English language learners are integrated into Historica Canada education resources. A consultation process was conducted to determine whether educators preferred separate ELL learning tools, or integrated activities for the whole class that address multiple learning levels. This consultation revealed that the majority of teachers preferred a resource with integrated modifications. With this integrated approach, second language learner modifications are dispersed throughout the Historica Canada Education Guides. These activities focus on a variety of skills, but many emphasize storytelling, perspective taking, and vocabulary acquisition.

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History as Storytelling: Understanding Diverse Perspectives

Many students still think of history as memorizing a series of facts and dates, but it is far more than that. It is a discipline that has storytelling at its heart. History is a narrative that tells the story of our country, our communities and the people who live in them. It is an evolving interpretation of people, events and ideas from the past.

Perspective-taking is an integral part of examining the historical narrative. By using historical context and evidence, students are able to make inferences about the beliefs and actions of people in the past. Perspective-taking encourages students to use context and evidence to try to understand the beliefs and actions of a person from the near or distant past. Exploring historical events and ideas from another person's perspective promotes empathy and understanding. These interpersonal skills are not only important in the study of history but also to interactions in our every day lives.

Understanding diverse perspectives promotes equity and inclusion. As the Ontario Ministry of Education outlined in its 2009 Guidelines for Policy Development and Implementation:

> Schools are expected to give students and staff authentic and relevant opportunities to learn about diverse histories, cultures, and perspectives. Lessons, projects, and related resources should allow students to see themselves reflected in the curriculum. (Ontario Ministry of Education, 2009, p.24)

Thinking critically about history is one way in which to achieve this aim. This article explores strategies, activities and learning opportunities for English language learners to become active storytellers in the narrative of Canadian history.

Ideas for Engaging English Language Learners

Learning about Canadian History through *Heritage Minutes*

The *Heritage Minutes* are a collection of 86 iconic Canadian stories, told through film, in one minute or less. First released in 1991, the *Minutes* were re-launched in 2012 and are available in both official languages online or on DVD.

One of the most recent *Heritage Minutes* examines the tragic death of Chanie Wenjack in 1966 after he fled the Cecilia Jeffrey Indian Residential School in Ontario. Chanie Wenjack's death sparked the first investigation into the treatment of Indigenous children in Canadian residential schools.

The *Residential Schools in Canada Education Guide* was designed to complement this *Heritage Minute*, and includes activities to analyze and explore Chanie's story further. When watching the *Heritage Minute* as a class, turn on closed captioning to improve accessibility

for English language learners.[1] The modifications to explore the Chanie Wenjack *Heritage Minute* further include vocabulary-building, writing and perspective-taking.

Pitching a *Heritage Minute*

After viewing other *Heritage Minutes*, students may want to develop their own 60-second story about Canadian history. One of our newest resources, the *Women's Suffrage in Canada Education Guide*, asks students to pitch their own *Heritage Minute*. A modification to this activity prompts English language learners to draw a visual storyboard, or create one using online software, as a variation on presenting a written summary. Second language learners could also work in pairs to create a point-form overview of their pitch idea. This activity encourages creative storytelling, using art or writing. In the classroom, this exercise could be adapted for any subject in Canadian history.

Exploring Primary Sources: Historic Photographs

Using primary sources as evidence in the study of history is a key concept in historical thinking. The examination of photographs and images is an accessible way that English language learners can engage with primary sources. Exploring a primary source by describing the visual details, including words and symbols, is one of the first steps in the analysis of historical evidence. The *Women's Suffrage in Canada Education Guide* includes a modification activity that asks students to write a list of adjectives to describe the photo with question prompts. Working with primary sources, like photographs, encourages critical thinking, an important skill for all learners to develop.

The *Think Like a Historian* series, our newest educational program, includes a series of videos and classroom worksheets to guide students through primary source analysis. The series examines photographs, newspapers, and soldiers` letters from the Battle of Vimy Ridge. To make this series more accessible for your ELL class, turn on closed captioning for the videos and use the `Modification` activities in the classroom worksheets. Watch the free, bilingual videos and download the [worksheets](#).

Visual Storytelling: Designing a Museum Exhibit

Museums and exhibits bring visual and written storytelling together to present an experiential and interactive perspective on the past. Designing a museum exhibit is another interpretation of history; it creates a visual narrative with the intention of communicating a message. Developing a visual exhibit invites students to become storytellers of history. *The Residential Schools Education Guide* encourages visual storytelling and primary source engagement by asking students to create their own museum exhibit. ELL students can focus on telling their exhibit story through images and artifacts found in the education guide and online.

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1   All *Heritage Minutes* are available with closed captioning for viewer accessibility.

Reading Comprehension: *The Canadian Encyclopedia*

Educational resources on *The Canadian Encyclopedia* can be used to complement these activities. The *Encyclopedia* includes more than 19,000 bilingual articles. Each article is written by an academic expert, after which it is professionally copy-edited and fact-checked for accuracy. It is therefore a reliable online resource for research and learning about Canadian history.

The *Encyclopedia* entries are generally written at a Grade 10 level, and therefore may not be easily accessible for all ELL students. However, there are supplementary learning tools that can support students in navigating more challenging reading levels. The 5Ws Reading Chart for secondary sources can help ELL students unpack articles from *The Canadian Encyclopedia* by working through the who, what, when, where, and why of the article contents, which is an opportunity to improve reading comprehension. It may be beneficial for students to work in pairs while completing this chart, and to compare their findings with other students.

Taking the Citizenship Challenge

The Citizenship Challenge asks students to test their knowledge of Canada by studying for and writing a mock citizenship exam in French or English. The quiz asks Canadians to answer the same types of questions newcomers must answer when becoming citizens. To help prepare for the Challenge classes can work through learning tools and worksheets that explore themes surrounding citizenship, history and civics based on the official *Discover Canada* study guides created by Immigration, Refugees and Citizenship Canada. Specialized learning tools have been created for ELL exploring these themes. Register your class online to take the Challenge or print hardcopies off of our website.

Exploring Diverse Histories

Listening to Storytellers: Passages Canada

Passages Canada is one of Historica Canada's core programs and offers a speakers bureau and an online story archive. Passages speakers are dedicated to sharing the stories that make up Canada's cultural mosaic. Engaging speakers visit classrooms and communities to share personal stories of immigrating to Canada and adapting to a new way of life, or their perspectives on Canada as a multicultural nation.

Having a speaker visit your classroom is a good community building experience for a diverse class, and promotes perspective-taking. A learning tool specifically designed for ESL and LINC students includes activities for before, during and after a speaker visit. This includes listening comprehension, vocabulary identification, and speaking exercises. If you are unable to invite a speaker into your classroom, there are video stories available online and through a free DVD.

A free DVD with 23 speaker interviews is another way to engage students in thinking about their personal experiences. A transcript, for students to read along while watching, accompanies each video. It is important for students to see themselves and their experience reflected more broadly in classroom, and this is one way in which to achieve this aim.

The interactive Passages Story Archive includes over 200 profiles complete with recorded testimonials, photographs, and an interactive map. These profiles explore themes of citizenship, immigration, human rights, and refugee experiences. Newcomers to Canada can use the interactive map to find stories from speakers who are from their country of origin.

English language learner students can become part of the conversation, by becoming a Passages speaker themselves or submitting their stories to the Story Archive. Please contact Passages Canada for more information.

ELL Students as Storytellers

These educational resources are designed to encourage students to think critically about history, and also to empower them to become storytellers of their own history.

Historica Canada is the country's largest organization dedicated to enhancing awareness of Canadian history and citizenship.. You can get more information at Education@HistoricaCanada.ca.

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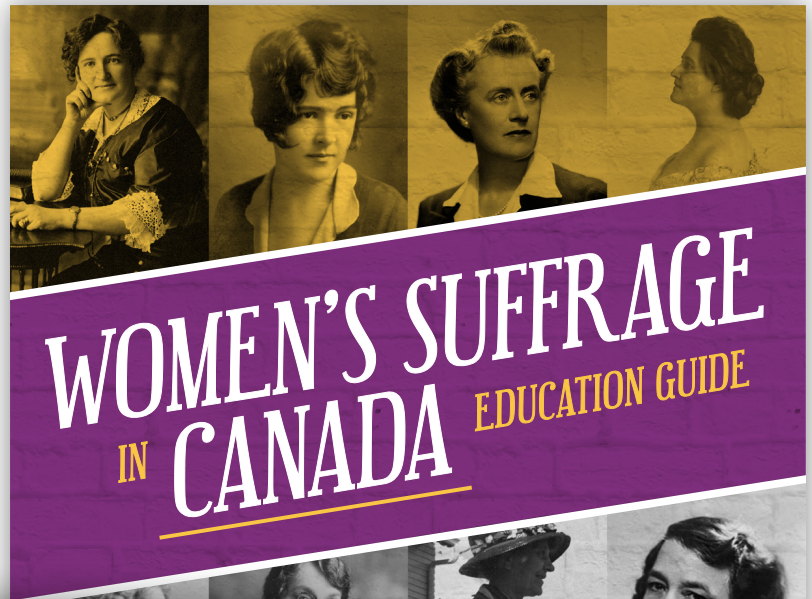
WOMEN'S SUFFRAGE IN CANADA *EDUCATION GUIDE*

WRITING A HERITAGE MINUTE

The *Heritage Minute*s are 60-second short films about significant moments in Canadian history. The "Nellie McClung" *Heritage Minute* immortalizes the 1914 mock parliament held at the **Walker Theatre** in Winnipeg. Imagine that you have been asked to create a new *Minute* focused on suffrage in Canada. Before writing the script, create a synopsis that summarizes the story you plan to tell. Using research to support your work, write a proposal outlining the story your *Minute* will tell.

1. Watch the "Nellie McClung" *Heritage Minute*. Find the *Minute* on the **Women's Suffrage Collection**. Think about how to construct an interesting storyline. What elements of the *Minute* stand out? How is emotion used? What are the facts in the story, and which aspects are more imaginative? Using this as a starting point, plan your own *Minute*.

2. Review the Timeline at the front of this Guide and identify an important or exciting aspect of women's suffrage in Canada. You can focus on an individual, a group of people or an event. Use *The Canadian Encyclopedia* and the **Women's Suffrage Collection** to research ideas and take notes on details to include in your *Minute*.

3. Write a one-page synopsis of your *Minute*. It can include historical characters, events or settings. Consider the story plot and structure. Remember, historical accuracy is paramount but creativity is also important!

4. Once you have completed your synopsis, work in a pair and "pitch" your *Minute* to your partner. Describe why you believe it deserves to be made into a short film. As a pair, discuss ideas about how to bring each of your *Minutes* to life (including props, actors and settings).

◄ Stills from the mock parliament in the "Nellie McClung" *Heritage Minute*.

MODIFICATIONS:

Create a storyboard (by hand or using an online cartoon generator) and/or explain your pitch in point form.

A woman painted "Vote for Women" on the side of her house to show support for the movement. When her husband saw it, he painted the word "No" over top of it, leaving it reading "No Vote for Women" (courtesy Ian Wishart and Manitoba Museum). ▼

6 OPPOSITION TO THE MOVEMENT

Now you forget all this nonsense about women voting... You're a fine, smart young woman. I can see that. And take it from me, nice women don't want the vote.

— Conservative Manitoba Premier Rodmond Roblin, who opposed women's suffrage, in conversation with Nellie McClung, from *The Stream Runs Fast* (1945)

[W]omen risk becoming "public women," veritable women-men, hybrids that would destroy women-mothers and women-women.

— Henri Bourassa, anti-suffragist, politician, and founder of *Le Devoir*

POLITICAL CARTOON ANALYSIS

Premier Thomas Walter Scott of Saskatchewan stated that he was in favour of extending the franchise to women but did not care to enact the necessary legislation until the women asked for it. *Grain Growers' Guide*, ▼ 26 February 1913 (courtesy Glenbow Archives/NA-3818-13).

At the turn of the 20th century, newspapers and magazines were the main news source for Canadians and often included political cartoons. These cartoons were intended to make a strong, often humorous, comment about current issues. They used exaggeration, symbolism, stereotypes and caricature (comically exaggerated representation) to make a point and provide insight into the key issues of the moment.

Using the **Worksheets Package** found in the **Women's Suffrage Collection**, students will select one of the political cartoons. As a pair, complete the **Decoding Political Cartoons Chart**. You may choose to complete the 5Ws Overview and/or the In-Depth Analysis. Students will answer the following questions in either paragraph or point form.

1. Do you think the cartoon was intended to reflect public opinion or challenge viewers' beliefs?

2. What does the cartoon suggest about perceptions of gender roles at this time? How are women portrayed, and how are men portrayed? Why did the thought of changing gender roles worry people?

3. Based on your observations and what you can infer from them, what is the main message of the cartoon? Is the message pro- or anti-suffrage?

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TEACHER TO TEACHERPRENEUR

How to monetize your professional skills

By Patrice Palmer, Teacher to Teacherpreneur

With the rise of precarious employment in the teaching field, some teachers are interested in looking at ways to earn additional income. There are other reasons such as the desire for more creativity, an interest in learning new skills, or having more work-life balance. For me, it was the freedom to travel at any time of the year, not just school breaks. This workshop was developed in response to inquiries from teachers regarding my transition to teacherpreneur and the research that I conducted as part of this transition.

We discussed the following topics: why become a teacherpreneur; definitions of teacherpreneur; the difference between a freelancer and a teacherpreneur; and the top five ways teachers earn additional income. There was also a hands-on activity where small groups brainstormed a list of "teacher transferrable skills" to inspire teachers to think of themselves as more than just an ESL teacher.

What is a Teacherpreneur

"…the teacher creates a different way of navigating the profession without leaving that profession entirely. Their talents remain in the classroom and on the school site, but they've had the opportunity to shake their dice, try something new, and use their skills in a different way" (Wolpert-Galwin, 2015).

"Teacherpreneurs are classroom experts who teach students regularly, but also have time, space, and reward to incubate and execute their own ideas -- just like entrepreneurs" (Berry, 2015).

"A classroom teacher or school based leader who is both educator and entrepreneur; an educator who works a flexible and/or freelance schedule; and/ or an educator with a "side hustle" that supplements their income". (Porter-Isom, 2015)

I also provided my own definition: an educator who combines creativity, skills, and expertise to develop products resources, and services outside the classroom to earn additional income.

Questions often arise related to the difference between a freelancer and teacherpreneur. A freelancer is paid per hour/project whereas a teacherpreneur designs product and/or

resources that earn passive income. Being a freelancer means the constant search for new work. There are only so many hours that we can physically work in a week so this limits our income. Writing a digital product such as an e-book or online course are two good options for earning passive income. Of course, you can be both a freelancer and a teacherpreneur. Some examples of my projects (or multiple income streams) include hourly instructor (online teaching), freelance writer, and teacherpreneur (instructional coaching for new teachers and e-books).

From Teacher to Teacherpreneur

During the presentation, I outlined my own journey from teacher to teacherpreneur. Becoming a "teacherpreneur" happened by accident. The previous year, a friend of mine asked me if I could write an online course for him. I really enjoyed the experience of writing something unrelated to teaching English. That same year, we attended a four day training event for people interested in becoming coaches, authors, speakers and online course writers. I assumed that I would learn about writing more courses for my friend but ended up thinking how I could use the information to launch a freelance career.

Top ways to earn income online

Based on my own research, I presented the top five ways that teachers can earn an income online which are the following:

1. Online Teaching. There are several options such as setting up an account on www.italki.com which is one of the fastest growing language learning online companies. Teachers can also teach online courses for colleges and universities or set up their own website and recruit students. The latter is much more time-consuming but more lucrative.

2. Writing teaching materials and courses. Teaching materials and courses can be sold on one's own website. Online courses can be sold on platforms such as Udemy and teaching materials on websites like Teachers Pay Teachers and TES.

3. Writing for business/academia. Freelance websites such as www.freelancer.com and www.Upwork.com are good places to start to find projects to bid on. Projects such as blog writing, proofreading and editing and assistance with academic papers are very common. Teachers could also advertisement these services on their own websites but again this takes more time to find clients.

4. English language assessments. CELPIP and IELTS hire instructors to grade assessments online.

5. Digital products (e-books and guides). It is becoming easier to self-publish through companies such as Amazon, Lulu, Smashwords, and The Round. Teachers can also sell their digital projects on their own websites.

Other Considerations

There is a huge learning curve in terms of acquiring new skills for marketing oneself and learning digital product development, email list building, marketing and social media. There are many free resources including webinars that are available on the Internet that cover these topics is detail. It takes time to build an email list of subscribers and develop credibility and a following. People rarely buy products online from people who are not known so building a presence online using social media is a good way to start.

There are other things to consider before launching oneself as a teacherpreneur including brand and niche. Your brand is your promise to your customer. It tells them what they can expect from your products and services and helps you grow your business and attract new people. In terms of niche, it helps to narrow down your expertise in the ELT field to attract the ideal client. For example, I specifically work with new ESL teachers and my blog and social media posts are geared towards this niche.

It is important to remember that there is no one way to become a teacherpreneur. There is no "one formula" or "roadmap". The journey is unique for each teacher because of our interests, skills, credentials and desires. There are several questions that one must ask before embarking on the road to teacherpreneurship. It is important to consider what is right for you at this particular point in time. How much time do you have to devote to developing projects or taking on additional work? What are your financial requirements? It was not recommended that teachers abandon their teaching careers and launch themselves as a teacherpreneurs without fully assessing one's personal needs and situation.

If you'd like to complete an activity to help you reflect on your transferrable skills, what you love about teaching, what you want, and what you have to offer, the link for the handout can be found in the references. Other materials for exploring teacherpreneurship, including some free resources and more than 25 teacherpreneur interviews, can be found at www. teacherpreneur.ca. I like to stress that teacherpreneurs do not have superpowers but are just regular teachers, as can be seen in the interviews.

Finally, there are many misleading ads and articles online that promise a six-figure income for bloggers and online course providers. Don't be fooled. Being a teacherpreneur can be exciting and liberating but requires discipline and hard work.

Author Bio

Patrice Palmer, OCELT, M.Ed., M.A., TESL has more than 20 years' experience as an ESL Teacher, TESL Trainer, and Curriculum Writer in Canada including 7 years in Hong Kong. Patrice has taught students from 8 to 80 years in a variety of programs such as ESP, EAP OSLT, LINC and ELT. Patrice now works as a teacherpreneur doing the things that she loves such as writing courses, blogging, instructional coaching for new teachers and travelling at any time of the year to conduct short-term training around the world. Visit www.teacherpreneur.ca for resources on teacherpreneurship.

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CELEBRATING ESL WEEK NOVEMBER 20–26, 2016

The leaves of Canadian Polycultural Tree

Written by Maria An

IELTS/TOEFL Class

Polycultural Immigrant and Community Services, Bloor Centre

It is a fact that the maple leaf is the ubiquitous symbol of Canada. At no time are you able to avoid its omnipresent inspirational influence being in Canada. Due to this fact, our class decided to choose creating a symbolic maple tree with our pictures on it, to celebrate ESL week. This project is to show that now we have the same roots, although we all came from different places.

The project was launched in the middle of the fall, when trees changed their colors into autumn tints from green, yellow to red. All of us were asked to collect these beautifully colored maple leaves and then we pressed them. It was essential that the leaves be flat. Also, I would like to note that all members of the class, inspired by our incisive, benevolent teacher, participated in this project and contributed a part of themselves. For instance, Karolina brought significant collection of lovely, gorgeous leaves from High Park or creative Iris painted the trunk and branches of the tree and printed our pictures in amazing oval frames. Finally, we put together all parts and received an exquisite maple tree poster, which we fixed on the wall adjacent to our classroom.

All of us were satisfied with the result. Also, we got a really pleasant experience.

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LANGUAGE IS THE KEY

By Shafaque Mulla, Thorncliffe Neighbourhood Office

She sets out in search of a better life
From her country of birth to her country of choice
Leaving behind her loved ones and her daily bread
"Do you even know what lies ahead?"
Asks that scared little voice in her head
But on she marches with a hopeful heart and a determined tread

It's like breathing for the first time, again; her first lungful of Canadian air
A place more vast than she had imagined, more beautiful than she could bear
New language, new culture and a new country
A chance to make a new life, equal and free

But building that life is easier dreamed than done
There are so many doors, just waiting to open
Opportunities at school, at work and in the community
And she realizes with absolute certainty,
Her skill, will, and talent alone will not be enough
To open those doors and make her dream a reality;
Language is the key.

As she embarks on her language learning journey
Her companion and guide are the CLB
The Canadian Language Benchmarks help her see
Where she stands in the continuum of language ability

A clear description of communicative competencies and performance tasks
They are the drawing board for her learning road map
Contextualized through real-life situations and practical applications
They help her create a plan to bridge the language gap
From her hesitant first steps to her confident strides in the last lap

A prism to reveal the spectrum of her everyday language needs
To identify and set meaningful goals, real-world and achievable indeed
To focus on her targets and still wield the big-picture-view
Enabling her to adjust her goals, reflect and begin her efforts anew

Enhancing the newcomer's communicative language ability
Through task-based, learner-centered instruction
That is the CLB creed
Targeting her weaknesses and celebrating her successes
Developing her skills so she can effectively listen, write, speak and read

Each day that she perseveres and every task in which she succeeds
Takes her a step closer to the life she wants to lead
To enrich Canada's social, cultural and economic fabric in word and deed

Soon, she will be ready to spread her wings and soar
To reach out and open that door
Proud of how far she has come in her learning journey
In the light of the CLB
Because, language is the key.

Author Bio

Shafaque Mulla is an enthusiastic educator with a special interest in SLA research, reflective teaching and promoting learner autonomy. She is a LINC Instructor and PD Partner Lead at the Thorncliffe Neighbourhood Office. Shafaque is also a conference and webinar presenter and has presented at TESL Ontario, TOSCON and Tutela.

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