

English Language Learning Magazine

CONTACT

February 2014

Merging & Emerging Pathways Through Language

The Conference Issue

- **What should Canada expect from its immigrants?**
- **E-learning: where are we and where are we going?**
- **How should we conceptualize plagiarism?**

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Calendar

March 22–25	AAAL Annual Conference
March 26–29	TESOL Conference
March 27–29	Ontario Modern Language Teachers' association Spring Conference
March 27	TESL Toronto Workshop
April TBA	TESL Durham Spring Workshop
April 5–6	TESL Niagara Annual Conference
April 19–22	International Reading Association Convention
April 20	TESL Hamilton Annual Conference
April 25	TESL Windsor Workshop & AGM
April 26	TESL North York/York Region's Spring Conference
April 30–May 2	TDSB: Celebrating Linguistic Diversity
May 3	TESL Hamilton Conference
May 3	TESL PHE Spring PD Workshops
May 3	TESL London Conference
May 8–10	TESL Canada Conference
May 23–24	TOSCON14: TESL Toronto Conference
May 26–28	CAAL Annual Conference
May 28–30	CALL conference

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



EDITOR'S NOTE

Welcome to another conference issue of *Contact* magazine! As always the conference presented us with an overwhelming number of presentations, which were generally very well received. We present here nine articles derived from those presentations. I'd like to thank all the presenters, but especially those who took the time to share their work here with *Contact* readers.

First is a timely opinion piece by featured speaker Deep Saini, vice-president of the University of Toronto, who argues that “while the Canadian society must demonstrate a genuine receptivity at the level of sophistication that meets the sophistication of immigrants it seeks, a reciprocal expectation of a commitment from the immigrants to Canada is just as essential to the long-term success of this nation.”

Next, we have a trio of articles on e-learning, beginning with an overview of the current situation here in Ontario and followed by two specific examples, one for literacy learners and one for workplace English. Following on the technology theme is another article about a pilot project for using biofeedback devices to reduce learner stress.

One interesting symposium at the conference dealt with the perennial issue of plagiarism, and the three discussants have combined their thoughts into an article on the topic with a good deal of practical advice. Another practical article updates the idea of using graphs with thoughts on incorporating infographics into lessons. The last two articles include a quantitative study on corrective feedback for pronunciation, and some vocabulary teaching activities for making receptive vocabulary productive.

Finally, this issue introduces what we plan to be a regular column by author and teacher Eufemia Fantetti, which I know you'll enjoy.

Website

We are moving to make the magazine more accessible and more timely by setting up a dedicated *Contact* website. The new site will facilitate putting individual articles up as they are prepared. The quarterly whole-magazine format will still be available, but you'll also be able to read individual articles right on the website and we're looking into update notification options. Tagging and keyword search will also be much more effective. On top of this, the new format will make it possible for us to publish videos, podcasts, and other media that didn't work well in a PDF format. Finally, it will facilitate reader response. We hope to have the new site available before the next issue is out.

Brett Reynolds

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CONTACT

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



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TESL ONTARIO

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NEWS

Conference Report Available

Read more at

<http://www.teslontario.net/uploads/conference/conf2013/ConferenceReport2013.pdf>

Conference Photos Available

<http://teslon.org/CONF2013/>

Loyalist Group Limited is acquiring Study English in Canada

(“SEC”), a licensed English-as-a-second-language (ESL) school operator with campuses in Toronto and Vancouver. The proposed acquisition would also include Upper Career College of Business & Technology (“UCCTB”) campuses in Toronto and Vancouver.

Read more at http://www.eltnews.com/news/archives/2014/01/loyalist_to_acquire_study_english_in_canada.html

New immigration system must be faster, client-focused: Report

The federal government must ensure upcoming changes to Canada’s immigration system reflect the needs of employers, according to a report released by the Ontario Chamber of Commerce.

Read more at <http://www.hrreporter.com/articleview/19826-new-immigration-system-must-be-faster-client-focused-report>

Parents of mixed kids look abroad for high schools

College preparation for bicultural young adults may include seeking out international as well as domestic opportunities. Some Japanese youngsters, however, are heading abroad much sooner — for high school or junior high school.

Read more at <http://www.japantimes.co.jp/community/2014/02/02/general/parents-of-mixed-kids-look-abroad-for-high-schools/>

How You Practice Matters for Learning a Skill Quickly

Practice alone doesn't make perfect, but learning can be optimized if you practice in the right way, according to new research based on online gaming data from more than 850,000 people.

Read more at <http://www.psychologicalscience.org/index.php/news/releases/how-you-practice-matters-for-learning-a-skill-quickly.html>

Researchers Show Power of Mirror Neuron System in Learning, Language Understanding

Anyone who has tried to learn a second language knows how difficult it is to absorb new words and use them to accurately express ideas in a completely new cultural format. Now, research into some of the fundamental ways the brain accepts information and tags it could lead to new, more effective ways for people to learn a second language.

Read more at <http://www.sciencedaily.com/releases/2013/12/131219142317.htm>

12 Letters That Didn't Make the Alphabet.

You know the alphabet. It's one of the first things you're taught in school. But did you know that they're not teaching you *all* of the alphabet? There are quite a few letters we tossed aside as our language grew, and you probably never even knew they existed.

Read more at <http://mentalfloss.com/article/31904/12-letters-didnt-make-alphabet>

Are women really better at learning languages?

It's dangerous to proclaim any characteristic as sweepingly male or female, but is there any truth behind this theory?

Read more at <http://www.telegraph.co.uk/education/educationopinion/10567876/Are-women-really-better-at-learning-languages.html>

The names they gave me

"Your name is Tasbeeh. Don't let them call you by anything else."

My mother speaks to me in Arabic; the command sounds more forceful in her mother tongue, a Libyan dialect that is all sharp edges and hard, guttural sounds.

Read more at <http://the-toast.net/2014/01/15/the-names-they-gave-me/>

IMMIGRATION AND NATION BUILDING:

Prospects, challenges and obligations

By H. Deep Saini

Vice-President, University of Toronto, Principal, University of Toronto Mississauga

An acquaintance of mine—let’s call him Av—was interviewing a candidate for a software engineer’s position. The candidate, a Chinese immigrant, was not performing very well in the interview even though his resume listed an impressive record of accomplishments. To make things worse, he kept trying unsuccessfully to address Av by his full name, which is so complex as to be almost unpronounceable, especially for someone unfamiliar with it. So, to help him feel a bit at ease, Av asked him reassuringly, “Please, just call me Av, as most people do. It is pretty simple, *Av*, as in *Apple*, *Victor*.”

It didn’t help much, and the interview turned out to be a mini-disaster.

Next morning, Av received a follow-up email from the anxious candidate: “*Dear Mr. Apple Victor...*”

Game over, you would expect. Except that Av just couldn’t square what he had read in the resume with how the interview (and the follow-up email!) unfolded. He called the candidate back for another interview, to explore differently and deeper. To cut the long story short, the candidate was offered the position, and went on to become one of the top-performing software engineers at Av’s firm.

Two lessons from this story:

1. If we truly want immigrants to contribute fully to Canada, we must develop the patience to read the book beyond its cover.
2. If immigrants want to succeed and play a part in building this great nation of ours, they must recognize the importance of developing skills that go beyond their technical knowledge.

Canada is a country built on immigration, and this process is an ongoing one. For example, in 2011, Canada accepted 249,000 new permanent residents, after a record year of 281,000 in 2010. This doesn’t include the 190,800 temporary foreign workers and 98,400 foreign students admitted in 2011, many of who would probably end up staying permanently. Therefore, understanding our immigrants and being understood by them is critical to ensuring a happy and prosperous future for Canada.

How many of us have actively wondered what it is like to immigrate? I can say from both my personal experience and from knowing the stories of many immigrants that leaving

one's country behind is not an easy decision. In fact it is quite traumatic. Why on earth then people chose to immigrate?

There are two primary motivations for people to immigrate: *economic betterment* and *personal security*. A smaller number might immigrate for other reasons, such as professional fulfillment or family reunion, but these too are often associated with the quest for financial betterment or personal security. Canada has opened its doors to such immigrants for much of its history. Of late, the emphasis has been increasingly on bringing professionally qualified and skilled immigrants. While immigration of professionals is not an entirely new phenomenon, the mindset and openness behind it are.

I came to Canada in 1982 after having earned a PhD—among other previous university degrees—from one of the top institutions in Australia. I initially had a one-year contract with the University of Alberta but I soon started exploring the possibility of settling here permanently. What I discovered wasn't very reassuring. Frankly, I would have had a better chance had I arrived here through some devious means, but tough luck if I wanted to enter legally and actually had something to offer to this country. And my wife, a professional in her own right, didn't even have the right to work or study.

Anyhow, thanks to the foresighted help of some enlightened minds, things eventually worked out for us.

Happily, the country too has moved forward. Today, approximately half of the immigrants coming to Canada are in the so-called "Economic Class", which includes professionals and skilled workers. This transformative shift in Canadian immigration policy is bound to pay rich dividends. In today's world, competition for talent is global and the talent goes where it is most appreciated and nurtured. Talent also goes where it will find other talent. Consider, for example, some facts from the United States—a country that has historically done an excellent job of attracting talent from world over, and using it effectively to build a great nation:

Research conducted at Duke University has shown that between 1995 and 2005, immigrants helped found more than one quarter of the engineering and technology companies in that country (Wadhwa, 2011). The same research also shows that in 2006, foreign nationals residing in the United States were named as inventors or co-inventors on an astonishing 25.6 percent of the patent applications filed in the US. Let's reflect on Silicon Valley, the hub of high tech entrepreneurship in the United States. More than half of the start-ups there during the 1995-2005 decade were founded by immigrants (Wadhwa, 2007). And what's more, fully half of these entrepreneurs first entered the US as students. The list of such telling stats goes on.

How are things going here in Canada? In 2011, Canada accepted 249,000 immigrants, of which, approximately two thirds were "economic immigrants" or their dependents (Canada, 2012). Half of the primary applicants were in this category. This number has steadily increased over the past decade, while other categories, notably family class and

refugees have declined. Among these economic immigrants, approximately 80% belonged to various “skilled worker” categories. The total numbers in this category has also climbed steadily over the same period. So, if the aim is to base our immigration on skills, we seem to be going about it the right way and generally with good results. For example, a 2013 report by the OECD finds that employment for foreign-born Canadian citizens has gone up since 2008, while it has stalled for native-born citizens (OECD, 2013). The Canadian immigrant employment rate in 2012 was also the third highest in the OECD.

However, major concerns remain despite these impressive gains.

Hardly a week passes when I don’t run into someone struggling to find a job despite impressive foreign qualifications. But this is not the worst of it. Scratch the surface a little and you soon discover that many such people are not easily employable in Canada in their profession. They have the credentials, but they simply lack the skills that their job will require—hard skills, soft skills, and often both. Herein lies a fundamental flaw in our system, which purports to select immigrants based on their “skills” but what it really does is select them on the face value of their “credentials”.

Ask any employer and you will readily discover that they hire on the basis of skills, not credentials. Why then can’t we make the effort to do the same for immigration? The government’s own evidence shows that it works: Workers who enter the country with a job offer in hand earn an average of \$79,200 compared to the median Canadian income of \$27,600 (Canada, 2011). Clearly, these are the immigrants whose skills had already been tested and found acceptable by their employers.

The practice of credential-based immigration, on the other hand, is inefficient. It is also dishonest. Imagine the frustration of an immigrant who was led to believe that his qualifications are in demand in Canada only to meet the harsh reality on the ground. People in such a predicament often don’t realize that their skills are not at the level expected of someone with similar Canadian credentials. Many are quick to blame their difficulties on discrimination and racism. This can only result in creating frustrated and disillusioned citizens, and that is no way to use immigration to build a country. Encouragingly, the government has lately taken some baby steps towards a greater emphasis on real skills, but we need to go further.

An alternative way to import appropriately skilled immigrants is by bringing more international students into our institutions and letting those who have found gainful employment stay. We would educate these young people to the Canadian standards and thus avoid the problem of mismatch between credentials and skills. Moreover, by the time they enter the labor market, they would have had ample time to acquire the requisite language and soft skills.

Employment is not the only way to settle immigrants. Immigration is often an act of entrepreneurship, as it takes a great deal of audacity to pack up and leave everything that is familiar for an unknown fate in a new country. It is particularly true of economic class

immigrants, who had something going for them in their old country and still chose to leave. Such immigrants often come from countries that we are trying hard to do business with. Many among them would have exactly the kind of skills that we need to build commercial bridges to their native countries. Nevertheless, our entire immigrant settlement system is geared towards preparing immigrants for the job market. In contrast, there is meager support, and tons of obstacles, for those who wish to self-start. We need to reconsider our immigrant settlement strategy in this regard

Let me make one last point about immigration and national cohesion by sharing a personal experience. I entered Canada by taking a short-term assignment at the University of Alberta, but things worked out well and soon I was looking at multiple permanent opportunities at various institutions across the country. One opportunity at Université de Montréal looked particularly appealing, and I took it even though it meant having to learn French from scratch. My family and I became what would appear to be ideal immigrants in Quebec. I immediately enrolled in intensive French classes and was soon teaching in French (and did so for 16 years). We bought a house in a largely French neighborhood. My daughters went to French schools by choice when we had the means to short-circuit the system by sending them to English private schools. In fact, they did go to a pricy private high school, but we still chose a French school. My wife went into business, at one time employing as many as 13 people, all of them Francophones. I became very active in the community and political life of Quebec. Although our private lives were lived largely in English and Punjabi, we conducted pretty much all our public life in French. And so on. Then came the 1995 referendum. We had voted “no” to the question, as had many others—Anglophones, Allophones, and yes, Francophones. At the end of the day came the infamous speech by Jacques Parizeau: “...it’s true, it’s true we were beaten, yes, but by what? By money and ethnic votes, essentially... So... that means that the next time, instead of 60 or 61% (of us) voting yes, we will be 63 or 64. And that will do it...” (Parizeau, 1995).

Who was the “us” that Mr. Parizeau was referring to? It was in fact quite clear. We knew that we were not part of Mr. Parizeau’s idea of “us”. By all accounts, we were a well-integrated immigrant family in Quebec. We had kept our end of the deal but we felt that the society failed to keep its end of the bargain. Unfortunately, that kind of thinking continues, and we have seen it bubble up again lately. And let’s not kid ourselves; this is not just a Quebec issue. Someone listening to the news in Bangkok or Beijing is unlikely to distinguish between a Canadian province and Canada.

This brings me to the other side of what I believe has to be a two-way commitment. Immigration can’t simply be an economic transaction or the provision of a sanctuary. It has to involve an immigrant’s emotional commitment to the adopted country. While it is normal that such a bond would take some time to develop, its evolution can’t be left simply to spontaneity. We, as a nation, have to start being creative about it, and start laying the blueprint for what we expect of those who seek to become members.

If I were looking to immigrate to Canada today, the first place I would likely go for information is the official website of Citizenship and Immigration Canada. So I did, expecting to find a good deal of information on what Canada expects of its citizens. I came out nearly empty! Have doubts? A browse through [this website](#) will make you a believer.

The essence of this issue is very nicely captured by a former colleague of mine, Ken Coates, a distinguished Canadian historian and the former Dean of Arts at the University of Waterloo:

Canada has become, perhaps appropriately, the national version of the United Church of Canada... .. Attendance is down, as is its once potent political influence. There are many reasons for the slow and sad decline, but perhaps the underlying cause is that the United Church does not demand very much of its adherents. In its profound gentleness and decency, the United Church is flexible on attendance, expectations of financial support, and, most tellingly, theology.

Canada is a very decent country and a welcoming society. We are about the most flexible society you would find anywhere, and in appropriate measure, that is a great thing. However, somewhere along the line we have forgotten the place of cohesion in the health of a nation. Look back into the history and you will find virtually no example of a nation that has achieved greatness without having some strong threads running through it that bind the society in a common purpose. Our recent and current approach to immigration encourages increased diversity, and in a globalized world, that is a huge strength. We celebrate diversity through our multiculturalism policies, and rightly so. But we do not attach to this freedom and pluralism any clear sense of reciprocity of commitment to the country. We are increasingly defining our identity in terms of *what we accept* rather than *what we expect*.

We would serve this country well by starting to address these issues, but through creative ways, not some misguided legislation.

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Author Bio

Professor Deep Saini is the vice-president of the University of Toronto and principal of the University of Toronto Mississauga, the second largest of U of T’s three campuses. A professor of biology specializing in plant physiology, he is a noted scholar, educational visionary and innovative leader.

EXPLORING THE FEASIBILITY OF E-LEARNING IN ONTARIO ESL PROGRAMS

By Geoff Lawrence, Eve Haque, & Jessica King, York University
and Sharon Rajabi, Toronto Catholic District School Board

E-learning has the potential to change the texture of the classrooms by moving away from old stand-up-and-teach models to a more engaged model where learners become masters of their own destinies.

-Ontario ESL instructor

In the past decade adult ESL programs have evolved to incorporate the latest technologies to bring new dimensions to second language acquisition and instruction. Today e-learning tools have become essential in a learner-centred delivery environment. However, program providers find it challenging to keep up with the ever-evolving technologies for a range of reasons that include a lack of resources, inadequate equipment and training, and the absence of a cohesive plan. The fast pace of change requires ongoing assessment of programming and course design to offer flexibility of access, scheduling, and the optimization of content in order to individualize and deepen ESL learning.

As Ontario seeks new profiles of immigrants such as provincial nominees and temporary permit holders to address skills shortages, language training providers need to offer alternative, more flexible modes of delivery using technology to help newcomers overcome the language barrier for successful integration. Today's ESL learners often lead busy lives and find it challenging to commit to scheduled classes at a specific location. Recognizing the transformative potential of educational technology, this study examined the feasibility of integrating e-learning approaches into Ontario Adult Non-Credit ESL programs. The project was funded by the Ministry of Citizenship and Immigration (MCI) and coordinated by the Toronto Catholic District School Board (TCDSB).

Research Objectives/Methodology

Researchers had three main objectives for this multi-phase research project. First, they aimed to investigate the feasibility of integrating ESL e-learning approaches into a range of Adult Non-Credit ESL Programs. Second, researchers strove to understand how provincial ESL programs are currently using e-learning approaches, what challenges they face, as well as what works. Finally, the study was designed to hear from a variety of perspectives, from learners to instructors to administrators. This way the perceived challenges and benefits of ESL e-learning from all stakeholders could be taken into account.

The first phase of the project involved a research report, delivered in the winter of 2013, which outlined global research trends of ESL e-learning, its benefits and limitations. This report also included an examination of effective ESL e-learning practices reported from a number of sites across Canada (some e-learning strategies from these sites are listed at the end of this article). In the second phase, during the spring of 2013, researchers conducted a total of 12 focus groups in four regions across Ontario: Toronto, Mississauga, south-western Ontario, and Ottawa/ Eastern Ontario. Each region had three focus groups: one for learners, instructors, and for administrators. The third phase consisted of Ontario-wide online surveys for learners, instructors, and administrators completed by a total of 294 participants in the spring/summer of 2013. Results from this survey then informed the data gleaned from the focus groups to create a robust report that explored the varied practices, challenges, and needs of ESL providers and learners across the province.

Findings

The Call for a Blended Delivery Model

One important finding from both the focus groups and surveys was that blended learning, a mix of classroom-based, face-to-face interaction and online learning, was strongly preferred as an ESL e-learning delivery option by administrators (84%), instructors (63%) and learners (60%). A smaller number of participants saw the need for distance and/or pre-arrival distance e-learning programs.

In the focus groups, many administrators, instructors and learners recognized the complementary value of face-to-face learning with online learning. For these participants, face-to-face interaction with teachers and learners can help newcomers network and make friendships, and thus facilitate the integration process. As one instructor commented:

A lot of our students feel isolated to begin with, and if you start doing online learning entirely, you're isolating them even more because they're not making contacts, they're not making friends, they're not meeting people and this just increases their isolation.

Learners themselves perceived this need for classroom community, with one learner asserting: "We need to keep the 'human feel' in the class ... the teacher is very important in motivating me and helping me learn".

Many also perceived how online learning could enhance the learning experience as well as support classroom learning. Allowing for a self-paced, flexible, and personalized learning experience (Hong & Samimy, 2010; Meskill & Anthony, 2010; Goetler, Bollen & Gaff Jr., 2012), online approaches were seen to offer extra support for learners in multilevel programs as well as allowing learners to prepare for upcoming in-class lessons and make-up for missed lessons. Administrators and instructors commented on the advantages of learning management systems (LMS) such as Moodle that enable the tracking of student

attendance and progress in a transparent manner. In addition, learners noted that materials provided online on a course LMS site allow them to better organize these materials and thus their learning experience.

Several administrators recognized that a blended learning approach would allow them to more efficiently allocate classroom space, to increase enrolment and programming options. One administrator explained, “Instead of having one class there full time, I can have a full time class there half time, and then have two full-time classes running in one space ... because we struggle for space now.” There is also recognition amongst administrators that a blended approach would appeal to potential learners who do not currently take part in ESL classes due to location, parenting responsibilities, or work schedules.

When asked how they envision a blended learning model, participants showed a preference for a 50/50 time-split between online and face-to-face classroom time. However, when it came to the question of location and management of online learning, administrators, instructors, and learners had differing opinions. 73% of instructors expressed a preference to work with learners and computers in class rather than having learners working remotely. On the other hand, 73% of administrators envisioned learners working at home during the online portion of the blended learning program. Finally, 60% of learners preferred using computers at school rather than at home.

It is important to note that while some participants had too little experience with e-learning to be able to articulate their visions, others already had plenty of experience with blended learning. In fact, one instructor who had completed all four levels of LearnIT2teach training was currently implementing a blended learning approach that was recognized as very successful. This instructor’s administrator commented on her success with her blended teaching practice as follows.

[The students] are all there on the computers, busy. They don’t even take a break in the afternoon. They just keep going because they are so engaged in what they’re doing. So that’s a very clear obvious benefit [of e-learning]...they’re sticking around.

Inadequate E-Learning Infrastructure

Discussions with ESL instructors, administrators and learners clearly showed that adequate infrastructure was a key element for the successful implementation of ESL e-learning. However, 77% of instructors, 70% of administrators and over half of the learners cited the current lack of adequate e-learning infrastructure as a barrier to ESL e-learning. Infrastructure issues covered a range of challenges including outdated computer equipment, poor internet connections, firewalls, and insufficient electrical outlets, as well as limited tech support. The significant disparity in technological infrastructure across program sites was striking. As one instructor stated, “We are using equipment from the 1990’s,” and another instructor responded, “we have smartboards, computers, Wi-Fi...two

networks...we have it all. We just need to train the teachers.” The infrastructure challenges in the program sites were often mirrored in the challenges of home access to e-learning technologies. Comments from instructors and learners revealed that not all learners had access to computers or reliable internet connections at home. One learner explained, “even if people have a computer...high-speed internet costs a lot...so this will be challenging.”

Addressing many of the identified infrastructure barriers at program sites would require substantive and costly renovations, particularly for the many classes located in older buildings. ESL programs housed in older schools often had outdated wiring, which meant an insufficient number of power outlets, which in turn restricted the use of technology in the classroom. As one focus group participant noted, there was “one plug for the whole class.” In older buildings, the layout and design also often meant that Wi-Fi would “cut in and out” limiting internet access in classrooms. Space was identified as one of the biggest infrastructural challenges faced by programs. One instructor explained, “if somebody came and said, here’s 30 computers, we’d have nowhere to put them...we’re full-full.”

74% of instructors described inadequate internet access as a barrier to ESL e-learning, and even in sites where there was access to the internet, there were institutional barriers. An instructor stated, “we can’t connect to the internet if the computer is not registered to the board,” which meant that instructors and learners could not use their own computing devices in the classroom. Another instructor noted that, “we have internet and Wi-Fi, but the password is secret.” Site specific institutional barriers were also identified; as one administrator explained, “we are guests at these sites and there are restrictions on how the tools are used.” Some sites were reported to have different rules for uploading software, Wi-Fi/internet filters and firewalls that block access to sites that might be useful for e-learning. For example, one participant noted a “huge issue” that emerged when an instructor accessed same-sex marriage information at a classroom site leased from the Salvation Army. Several participants recognized the need to establish policies around ESL e-learning access, use, and privacy.

Computer labs were the most common site for ESL e-learning and, although labs compartmentalize e-learning instead of integrating it into the regular classroom, they remained popular with instructors. However, even with the popularity of computer labs, serious challenges were noted. One administrator described her program, where they had only 15 computers in the lab but often 30 learners in a single class, as “a challenge having half of them at the computers and...then switching or having two at a time at the computer.” Computer labs also presented scheduling challenges, equipment and software became outdated quickly, and moving classes was disruptive and eroded instruction time.

The lack of adequate tech support was highlighted as a significant barrier for 77% of administrators and 61% of instructors. A common experience reflected in one administrator’s comments was that they had, “only one tech person going around to all sites, but he is the only person.” In addition, often the tech person could not help with the updates and use of e-learning educational applications in ESL contexts. As another administrator explained,

“we have to rely on our vice-principal to have a few extra minutes to go around and reload the software or change passwords.” Several instructors and administrators noted the need for support services to be equally versed in technology and language teaching support. As illustrated, infrastructural issues cover a wide range of concerns and are a central element of successful implementation of ESL e-learning.

The Need for Training and Support

Training and ongoing support was identified by all as an essential element for the successful implementation of ESL e-learning, but a common concern expressed by instructors was, “what scares me is this technology moves so fast.” This uncertainty was cited frequently; one instructor explained, “When I go into a class, my students know more than me about this [technology] stuff...I’m the teacher, I should know the most.” Current one-shot professional development training models were recognized as clearly inadequate to address the dynamic and fast evolving nature of e-learning technologies and materials. The need for a job-embedded, ongoing, mentorship model of professional development to build e-learning capacity was identified as key by 92% of instructors and 100% of administrators. As one administrator noted, “we need to create a mind shift among instructors.” The majority of instructors and administrators also felt that this training needed to be compensated to ensure buy-in, particularly given the intensive preparation time that e-learning often requires. One administrator clarified, “I think there should be adequate funding and training because I have all the laptops and some of [my instructors] can’t even turn them on.”

Both instructors and administrators felt that existing training models could be expanded to increase program capacity. For example, some sites had already implemented informal peer mentoring for e-learning training and support. In addition, some instructors had taken the online language teaching program LearnIT2Teach and although some found it time-consuming, others found it useful. One instructor spoke how she found the completion certificate motivating, “I had the goal that I wanted the certificate,” and therefore had completed all the levels of training and was now successfully using a blended approach to ESL in her classes and sharing her expertise with colleagues.

Although many learners expressed comfort and desire for ESL e-learning approaches, not all learners were confident with their computer skills. One learner explained, “we’ve got people who are complete techies and we have people who are afraid to touch the computer.” Another learner clarified, “I think I need more training on the computer, so I can go home and use it [for ESL learning].” Thus, training and support for both learners and instructors was identified as a crucial element for the successful implementation of ESL e-learning.

ESL E-Learning Examples from Practice

As noted above, a core goal of this research project was to examine effective ESL e-learning practices that could help inform this project and our understanding of technology-mediated language teaching and learning. Some sites reported more effective ESL e-learning program design when the program was methodically designed for online and face-to-face delivery, exploiting the unique benefits of each medium and varied technological tools to support specific language learning outcomes. When teaching online or in blended formats, a number of sites used specific teaching strategies to create a motivating social presence for students. One site offered students a choice of weekly online options and had an accountability system in place where student responsibilities were explicitly outlined and students would complete a number of online tasks each week. These tasks were then revisited in the face-to-face component of the class to consolidate group learning.

A strategic mix of synchronous (same-time, like chat or videoconferencing) and asynchronous (self-paced like email, blogs or discussion boards) communication tools was reported to be key in encouraging a range of communication, interaction and connections among students. Asynchronous tools can be used to explore student-centred topics, allowing students time to share their experiences and thoughts with each other. On the other hand, synchronous tools are more interactive, spontaneous and more conducive to building peer-to-peer relationships in online environments (Kramsch & Thorne, 2002). The instructor's role at the beginning of the online work was seen as critical to building social presence, helping orient learners to the online environment, and to guiding effective participation. Several programs commented on the success of instructors' posting brief videopodcasts to establish and model social presence in the online environment. A number of sites used peer mentoring approaches to help orient learners in online and/or blended programs and to help these learners develop autonomous learning strategies that are often required in ESL e-learning. Such approaches helped build learner connections and eased instructor/administrator orientation time.

Some sites also used a mentoring model with professional development for instructors. ESL e-learning approaches are often introduced into programs by 'initial adopters' and some sites had developed PD models that encouraged instructors to share e-learning practices at monthly meetings. One site used a 'continual contribution system' where instructors were responsible (and compensated) for occasionally sharing e-learning practices and lessons to help continually update the e-learning curriculum. As one instructor noted, the potential of ESL e-learning is vast: "I'm so grateful you are looking into this and am very excited at the prospects that may come of it."

Some ESL E-Learning Links:

- Tutela (National online repository and community for Canadian ESL and FSL professionals): www.tutela.ca
- LearnIT2teach (Online teacher training): <http://learnit2teach.ca>
- Language Learning & Technology (Free, online language teaching journal): <http://llt.msu.edu>
- Introduction to Computer-Assisted Language Learning: http://www.ict4lt.org/en/en_mod1-4.htm

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Author Bios

Dr. Geoff Lawrence is a teacher educator, researcher and curriculum designer interested in exploring the potential of online, blended and classroom-based English language teaching and teacher education. His research examines online/blended language teaching methodology, teacher beliefs towards educational innovation and intercultural learning in language and teacher education.

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ESL LITERACY INSTRUCTION: Classroom Challenges and Solutions

By Svetlana Lupasco, Thorncliffe Neighbourhood Office

For the past three years, I have been teaching ESL for Literacy Learners at Thorncliffe Neighbourhood Office in Toronto. The students in my class are Learners with Interrupted Formal Education (LIFE) - immigrants and refugees from the Middle East and South Asia. LIFE is a very diverse group. Despite their differences, they all have two things in common: they are acquiring their proficiency in English as a Second Language and developing basic literacy skills at the same time (Bow Valley College, 2009, p. 14).

According to the Centre for Canadian Language Benchmarks (2000), ESL literacy is regarded as a continuum, and the ESL literacy benchmarks are conventionally divided into 4 phases (foundation, phases I-III), each phase at the same time having initial, developing and adequate stages of development. It may take a very long time for a student to progress from one phase to another. Due to the continuous intake policy, I teach a mixed-ability class composed of students who can be placed anywhere on the ESL Literacy continuum.

As an ESL Literacy instructor, I often get to hear teachers from higher levels complaining to me about some students who they believe do not belong in their classes, but should instead be in the literacy class. It is usually something like this: "...there is one student (or two, three, etc.), they just do not learn anything; I cannot spend all my time with them. How about other students in my class? They get bored, you know," and so on, and on, and



on... *Does it sound familiar to you? Do you encounter these types of conversations in the teachers' room?* It looks like "literacy" has become a label given to any student who does not fit the so called majority of the class. If a student does not speak or write any English, it does not necessarily make him or her a literacy learner. Conversely, some ESL literacy students can have speaking and listening skills as high as CLB6 or upper-intermediate (Bow Valley College, 2009). The major difference between LIFE and the mainstream ESL is that learners with a previous formal education have learning strategies in place: they know how to learn. Formal education and literacy skills in a native language is a tremendous advantage and a tool that helps a learner succeed. Not taking it into the consideration can harm both LIFE and mainstream ESL learners.

As you have probably experienced yourself, we cannot always guarantee that what we know in theory about ESL Literacy learners and what is best for them matches with the teaching realities. In cases where LIFE are placed in the mainstream ESL classroom, which is not the best case scenario (unfortunately, LIFE do not typically thrive among mainstream ESL learners), it is important to understand the main differences between learning styles of LIFE and literate students. Mainstream ESL learners often have higher benchmarks in reading and writing than in listening and speaking (Bow Valley College, 2009). This gives them the ability to learn through reading and taking notes. LIFE, on the other hand, mainly learn by doing and watching and tend to be aurally oriented (Wrigley & Guth, 1992; Bow Valley College, 2009; Bell, 2013). They often need help in developing cognitive abilities, memory skills and metacognition; they are dependent on the teacher and have to be trained to develop learner autonomy, etc. In this article I would like to explore strategy training in the LIFE classroom that has proven to be extremely beneficial with my class.

As soon as the students enter the class for the first time I start working with them towards building some feasible strategies that would allow them to learn efficiently and preferably enable them to self direct their learning. I focus on four major categories described in contemporary research (Hedge, 2000): cognitive (gestures to help memorization, using pictures as clues to predict the information and assist reading, using fingers to assist sentence formation, writing to aid memorization, using index cards to help reading, claps to improve pronunciation, etc), metacognitive (evaluating their own progress, choosing among the activities, & managing the time), communication (finding different means to express themselves, get their message across), and socio-affective (working in study groups, peer correction, peer tutoring, etc.). My perception is that my students (with some rare exceptions) respond very well to the strategy training. I do both: teach strategies explicitly by telling them what it is and how it can enhance their learning and I also integrate it into the language learning. Usually, I am able to see that students are using or trying to use the strategies individually in a couple of weeks.

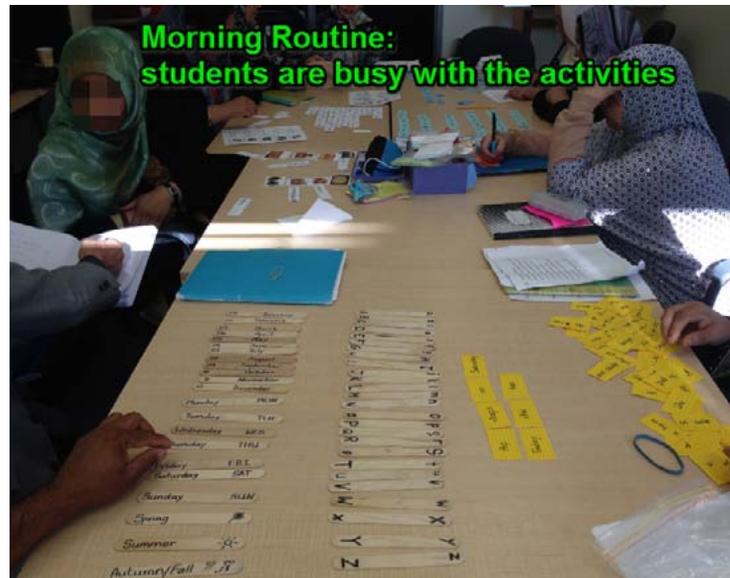
The choice of the strategies to be developed depends on the context shaped by the teacher and learner factors: beliefs, autonomy, skills, cultural and religious background, attitudes, previous learning experience, age, gender, etc (Prabhu, 1999, p. 162). In my experience,

when joining the Literacy class for the first time, LIFE often display models of behaviour that clearly indicate the lack of socio-affective strategies and underdeveloped learner autonomy. As the result, learners frequently interrupt each other. They rely utterly on the teacher as the only source of the language. They are often reluctant to work with a partner or help a classmate, and are easily frustrated when unable to perform a task individually. Needless to say that this behaviour affects the efficiency of both learning and teaching and needs immediate remediation.

I have been explicitly teaching learning strategies by following a simple framework outlined by the Bow Valley College (2011: 2). The basic strategy training procedure in my class involves naming the strategy (calling it a “study group” is easy to remember and the name is self-explanatory); demonstrating what it is expected from the learners (in its early stage I join the group and lead the activity); explaining the purpose of working in a study group (emphasizing the advantages of the collaboration when students are working together); consistently using it (for the best results group work should be used regularly on a daily basis; it has become a part of our class morning routine) and, finally, observing and recording the strategy transfer. It is a true moment for me to celebrate when students apply the skills they have developed during the group work and, thus, manifest some clear evidence of the developing learner autonomy.

Before listing some concrete examples, I should point out that I have been monitoring the progress of the strategy training in my classroom by recording my observations about individual students and the class as a whole in my ‘autonomy log’. These observations have helped me to identify the practices that enhanced learners’ performance during pair and group work. I have noticed that students are actively involved in group and pair work under the following conditions: their personal gains from collaboration and how they could help each other are clarified and clearly communicated to them; groups, peer leaders, or tutors are encouraged and assigned to take charge of the collaborative work; students are grouped and tutors are placed based on skill levels. Following these principles appears to have considerably reduced the apprehension anxiety, the fear of negative feedback among the learners, and boosted their self-esteem and confidence.

One of the examples of the successful strategy adoption is when the more experienced classmates assume the role of a peer tutor and volunteer to show the newly arrived students how to work on an activity and what is expected from them as a group member. On multiple occasions, I have observed my students assisting new classmates after finishing their own



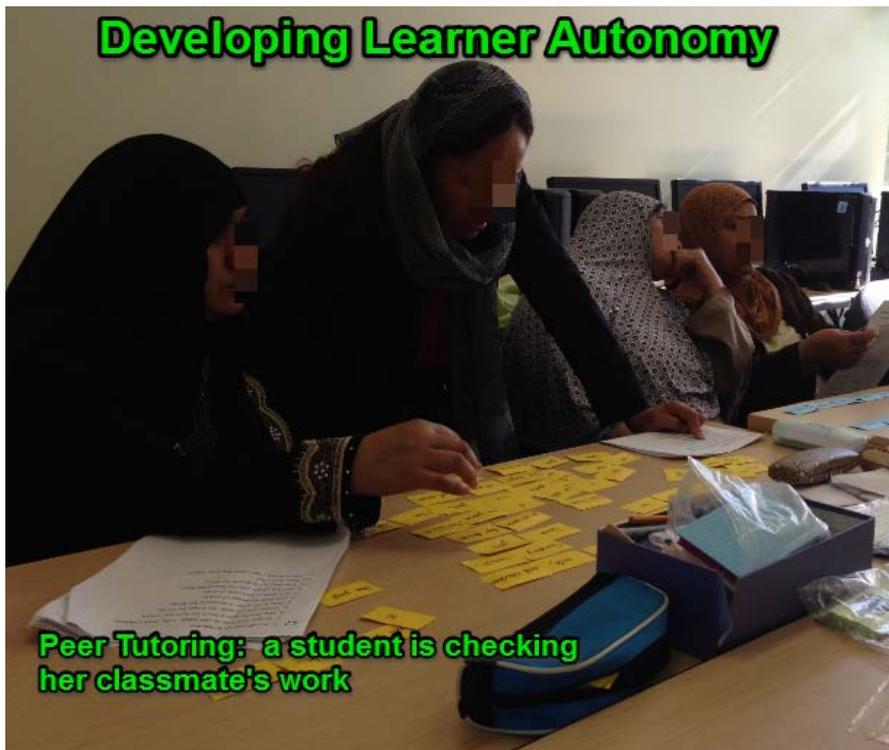
tasks. Upon arriving late to class, one of my students, who has been in the program long enough to have mastered ABC's and corresponding cue words, carefully observed what different groups were doing and joined the group who needed help the most.

I've seen a lot of enthusiasm and joy in a peer tutor's actions while she was gently correcting other two classmates' mistakes and eliciting the words associated with each letter by miming or using gestures. When she did not remember the word herself she asked another classmate from the group working next to them. On this occasion, the student has applied multiple strategies previously acquired in class: leading the group, identifying and correcting mistakes, using gestures to remember the words and facilitate reading, using other classmates as a resource, etc.

Another instance of developing learner autonomy is that students refer to their peers for help or guidance if they encounter difficulties while working on an individual assignment. I have noticed that learners are less likely to get frustrated and more likely to ask their classmates for help. They would usually ask me for the feedback after consulting a few other students. This clearly indicates that students value their peers as a source of knowledge and are able to cope with the feelings of frustration. Both of these successful models of behaviour achieved in the result of the consistent strategy training demonstrate the students' ability to self-direct their learning and are true moments to celebrate.

In conclusion, as we all know there are no two identical classrooms or teachers. What is essential is what works for you and your students addressing their needs and interests. Three things that have worked for me and my students are: an established classroom routine; strategy instruction to enhance language learning; and developing learner autonomy to enable students to take charge of their own learning and help each other.

A detailed account and description of multiple activities that I have developed or adapted and successfully used with LIFE group is on my blog at <http://teach2learnesl.blogspot.ca/>



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Author Bio



I am an ESL Literacy Instructor at Thorncliffe Neighbourhood Office. I enjoy being a connected educator actively involved in mentoring TESL students, volunteers and interns at LINC programs, blogging and tweeting to promote the best practices in language teaching. Feel free to contact me for collaboration in the areas of ESL literacy instruction, teacher training, professional development, and educational technology. I am looking forward to interesting discussions!

TEACHING WORKPLACE CULTURAL COMMUNICATION (ONLINE)

By Muhammad Nawaz, Immigrant Settlement & Integration Services, Halifax

Workplace Cultural Communication Online is one of many [training programs](#) offered at Immigrant Settlement and Integration Services (ISIS) to new and pre-arrival immigrants. The online program uses [Moodle](#) as its learning management system, and students with a Canadian Language Benchmark of 7/8 can participate. Workplace Cultural Communication supports new immigrants with tools to improve their communication skills. This online teaching/training program is accessible to participants in Nova Scotia and around the world. It is also a practical option for the new immigrants who are busy looking for jobs and dealing with post-arrival challenges. The online program helps participants who would have difficulty attending in person successfully complete this program. The 10-week course is comprised of 10 modules and each explores a distinct workplace cultural value. Participants practice appropriate manners and language and the social norms of the Canadian workplace. These skills help prepare new and pre-arrival immigrants seeking faster economic and social integration in Canada, and prepare them for interaction with prospective employers. New immigrants need both language skills and cultural appropriateness in their communication, and this program provides them essential tools for workplace communication and on-the-job performance.

Content and topics of the program

Some core values were chosen for the participants to explore in the workplace environment. Starting with the first module, participants explore cultural foundations. They compare Canadian workplace culture with their own; they identify the boundaries of interpersonal communication with a cultural focus. Participants investigate culture as a combination of shared attitudes, beliefs, values, experiences and traditions, and how norms become acceptable. By exploring cultural values, they come to understand that something can be much more than a polite phrase; they begin to recognize a *Canadian worldview* and then communicate more effectively in a Canadian workplace. Through quizzes and questionnaires, participants learn the interplay of values and beliefs which are reflected in behaviors. Questionnaires address values like equality, authority, wisdom, humility and freedom, which influence human behavior, perception and attitude. They help us determine how we interpret the world around us. Learners realize that their values may be similar or different from the values of others living or working in the same place. For example, on a Likert scale, participants weigh the importance of acknowledging weakness, direct and

indirect communication, individual and community, accomplishing tasks and focusing on relationships, work and personal life separation, role boundaries and flexibilities, sharing or protecting personal space, and many such cultural concepts that evolve their understanding of the Canadian worldview.

The course then moves on to assisting the learners to explore another important workplace cultural value – taking the initiative to reach their goals and express themselves in a way that respects the needs and values of others as well as themselves. Participants distinguish the often confusing difference between being aggressive and assertive. They acknowledge, in many cases, that perhaps they offend their speech partners with their aggressive tone even if they choose polite words. They feel confident to talk to colleagues and supervisors and initiate discussion of issues which they would usually avoid. They create appropriate context and language for a new employee to use to speak with company managers about salary discrepancies and resolve this issue without being aggressive.

Small talk is a great workplace tool. Participants explore this tool and learn ways to initiate small talk. They come to appreciate that small talk is an important value; it loosens up the work environment and creates friendliness and warmth. It helps a new employee fit into a team. This can be difficult for some people; sometimes old behaviours need to be unlearned before new ones take their place and they can assimilate and adapt to the new work culture. For example, learners interpret a scenario where a new immigrant gets work placement in a local company. During the first month, his supervisor notices that he spends most of his time working and doesn't talk with his colleagues socially. Even if his colleagues try to engage in social topics like weather, hockey games, and weekend activities, he doesn't say much. The learners interpret such scenarios and create a planned approach for adapting to the workplace culture gradually in order to avoid social awkwardness or to contribute to the warmth of workplace culture. To practice, they create dialogues between two colleagues and an employee and a client.

The skills they gain encourage them to learn people skills apart from those that are task-oriented. They learn to be sensitive to others' feelings at the workplace, be comfortable with coworkers, and build rapport. They also learn how small talk is different from gossip and how personal lives are kept separate from public lives. Quizzes and assignments help learners create effective context and consider appropriate time, location, behavior, and meta-linguistic elements (nonverbal cues) for effective and targeted small talk. They practice topics of mutual interest and learn how to transition to other topics politely and appropriately, asking the right questions to get fuller responses and showing enough interest in what the other person is saying. They also learn to use appropriate, polite, and friendly language with appropriate speaking style, tone and intonation to end the small talk gracefully and not sound rude and abrupt.

For some new immigrants, interrupting the speaker, checking understanding and asking clarification questions are new things. In some cultures, it is considered rude to interrupt a speaker or ask questions, and they don't realize the potential risk of assumptions that

could lead them in the wrong direction. Learners create suitable contexts and language to interrupt a speaker to ask important questions and dispel misunderstanding. For example:

“Just wanted to meet briefly with you since you missed the staff meeting yesterday. In fact, the building management is implementing this new parking policy that will impact all of us.”

“Oh - sorry to interrupt. What do you mean a new parking policy?”

They also learn that pauses and being recognized by the speaker are important occasions to interrupt and to avoid negativity during interruptions even if the topic is frustrating. Although language is very important and using polite and succinct language which is devoid of sarcasm is vital, the context for interruption is equally significant. Learners analyze significant scenarios where careful interruption is mandatory. As practice, they create context and appropriate language for addressing a newly hired engineer who doesn't wear a hard hat and steel-toed boots on a project site. The manager explains health and safety policies and insurance laws and regulations and asks clarification questions. It is likely that in some countries professionals may not bother using these safety measures in spite of the fact that rules are clearly laid out. Some participants relate that in some situations executive level professionals usually do not wear the safety gear. They think these tools are meant for workers only. These habits can be transferred to their workplaces in Canada. Working through different scenarios, learners understand how Canadian workplaces see rules as equally applicable to all, and this creates a culture of rule-based standards.

Immigrants arrive from all over the world, and in some countries, the sensitivities around controversial topics might not be recognized, or the new immigrants may not have appropriate language tools to avoid sensitive topics. Workplace Cultural Communication equips them with these protocols. A colleague may start off some small talk with good intentions and enthusiasm and ask a new coworker a personal question which could trigger unsettling memories of a traumatic experience.

“Hey Rachael! Did you and your husband check out the Jazz festival on the weekend?”

Participants learn ways to avoid such topics or respond briefly, without sounding rude. They also learn how to redirect the course of conversation away from sensitive topics or to hide emotions and respond more professionally. In their role-plays, they practice turns and phrases, sentences and non-verbal clues to avoid a topic but still keep polite language and friendly tone.

They also learn how to handle complaints with emotional restraint and how to convey empathy. People with warm cultural background may tend to show more emotions which participants may not appreciate. Or, they may demonstrate a colder behavior which further complicates the situation. Giving and receiving constructive criticism is practiced in Canadian workplaces with capacity building in mind. Suitable context for providing constructive criticism or receiving positive criticism helps in the process of self-awareness

and identification of weaknesses and turning them into strengths. Similarly, participants explore the cultural value of negotiation in the workplace. All norms they learn in the course provide a foundation for a healthy environment which assists the negotiating process.

Pedagogical aspects of the program

Pedagogical aspects of the program include quizzes based on readings and audio or video files embedded in the course page. Workplace-related videos and scenarios that have been designed and created exclusively for the program consider participants' cultural norms and make their workplace communication culturally more appropriate and effective. They watch both the right and wrong way of dealing with a situation and appreciate the difference of language and behavior. Quizzes are automatically graded, but learners can go back and redo the quiz and correct their understanding.

Another important component is written/audio recorded assignments included in each module. Learners use critical and analytical skills to evaluate a scenario and write responses. It trains and tests their oral communication: they record a language script and upload recorded files on the course webpage. The instructor provides detailed feedback on both written and spoken responses. Questions can be discussed privately through the Moodle messaging system. Facilitators can also track learners' web activity, which gets recorded on course logs.

Each module ends with a webcam role-play. This component takes place in real time. Participants have to negotiate schedules and appointments. They work one-on-one with the instructor and role-play the response to a specific workplace scenario. More than one learner can be set up to enact the role-play and practice language and tone around the workplace value. The instructor observes their performance, including meta-language aspects like facial expressions and eye contact, and gives feedback at the end of each session. These live sessions give participants a chance to simulate workplace scenarios and practice specific norms they learned in each module.

Another exciting aspect of the pedagogy is the discussion forum. A Social Café is set up in the beginning of the course where participants update their introduction, current location, future plans, their professional backgrounds and workplace experiences. They keep the forum alive throughout the course and post updates from their communities. They talk about labour market news, social topics, community based cultural programs, and workplace updates. Participants from around the world bring a variety of cultural backgrounds and add beauty to the forum by talking about their ways of greeting, food choices, festivals and holidays, and their languages and dialects. Then, content-related forums are set in the beginning of each module. Participants share their understanding of each workplace value on this discussion forum and open a dialogue which continues throughout the week. The virtual learning environment is meant to reinforce collaborative learning; participants in the course interact with each other to explore Canadian workplace cultural norms and ways

to adopt them, as well as discuss the cultural behaviors they brought with them from their home countries.

Program effectiveness

There are many factors which make this online program very effective. Regardless of clients' location, this learning system incorporates interactive discourse, collaborative learning, and socio-cultural variables. It promotes language and communicative skills, and it fosters autonomous, social and interactive skills that contribute to learners' development into more confident, pro-active, and job-market-ready individuals.

After the TESL Ontario conference, one of the attendees wrote: "I attended your presentation on teaching Canadian Workplace Culture with online delivery. Your presentation changed my perspective on the feasibility of teaching employability skills online." Another comment came through a colleague: "We need more 'modeling' like this of how teachers are doing distance learning. A presenter from ISIS (Nova Scotia) gave generous look at the nitty-gritty - Moodle LMS - Canadian norms. I liked the idea of someone stuck in traffic in Mumbai practicing small talk openers through their iPad."

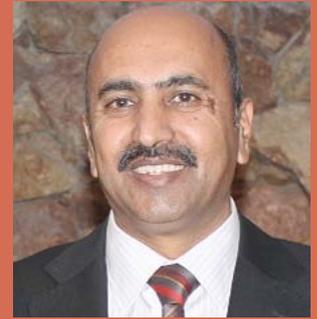
Workplace Cultural Communication participants often acknowledge the effectiveness of the program by their change in perspective; their understanding of workplace norms and culture is clarified. A participant stated, "This course has opened up my mind. It was a great discovery of Canadian behaviors which I find 'odd' at times and which might have made the communication less enjoyable for both parties." Yet another participant said, "It means taking into consideration the cultural difference so we make conscious efforts to choose the appropriate word and say it using the appropriate tone, pace, and body language (facial expressions and hand gestures)." Another one says, "I have learned when to interrupt, how to make good eye contact, how to make short conversation or avoid some topics, how to handle complaints or negotiate with other people, and how to receive constructive criticism."

Conclusion

Through this online program and other online/distance courses, workshops and services, ISIS caters to the needs of a wide range of professionals. For pre-arrival immigrants, this program brings revolutionary changes in language and culture, and they treasure this new orientation as a great step to integration process. For new immigrants, it's a big eye opener, and they make quick adjustments in their communicative skills to attain labor market readiness.

ISIS is piloting a selection of online courses and workshops with settlement agencies in British Columbia and Alberta. This is to determine if a national rollout of these programs is feasible. Contact info@settlementonline.ca for more information.

Author's Bio



Muhammad Nawaz has an extensive experience of teaching English in different countries, in both academic and labour market sectors. Currently, he works with Immigrant Settlement & Integration Services (ISIS) in Halifax, Nova Scotia. He has facilitated various online courses to new immigrants and international graduates at ISIS. Prior to that, he taught Intensive English Program at a university in the United Arab Emirates. He has recently completed his Master's degree in TESL from Mount Saint Vincent University, Halifax. Contact email: mnawazmalik@gmail.com

STRESS AND ANXIETY IN (SECOND LANGUAGE) LEARNING:

Using HRV biofeedback and stress management education to facilitate learning success

By Kathy Somers & Scott Jamieson, University of Guelph

Student stress and anxiety is a growing concern in many educational institutions because of its potentially negative effects on learning and on academic performance. Issues surrounding student mental health have been reported on in studies of senior elementary/junior high school, secondary, and university students. School boards, such as the Toronto District School Board, have undertaken research into the emotional well-being of their students and have reported that for students in Grades 9-12, there is a year-on-year decline in emotional well-being (Yau, Roselen, & Archer, 2012, p. 4). As well, in the same report "... over a third of the Grade 9-12 students said they were under a lot of stress (38%) and nervous or anxious (34%) all the time or often" (p. 1) Similarly, at the post-secondary level, one-third of American college students report that stress and anxiety negatively affect their academic performance (American College Health Association National College Health Assessment Spring 2006).

Second language students do not significantly differ from these school populations in terms of academic stress. In fact, in addition to the 'normal' stresses of studying, our English Language Learners are endeavouring to learn an additional language and are adjusting to an academic culture that may significantly differ from what they are accustomed to. In the second language classroom, we intuitively know as educators that the work our students do can sometimes be worrisome, tiring, and stressful. We also appreciate the fact that anxiety in second language learning significantly affects learning both inside and outside the classroom and that it constitutes an individual difference in language learning (see Dornyei, 2003).

On a social level, anxiety can impact student communication and collaboration with others, leading to underperformance and reduction of opportunities to use language, such as in pair or group activities. Observable examples of anxious behaviour may include being silent, withdrawing from class activities, or avoiding class altogether. On a cognitive level, anxiety can interfere with cognitive processes to the point where students cannot focus on the tasks at hand (MacIntyre, 1995, p. 96). Through thinking about anxiety and its

effects, we may now begin to more clearly understand why our students may not answer questions, may not be able to recall our instructions for an assignment, or may have overwrought emotional reactions in class.

Moreover, negative feelings of stress and anxiety importantly impact “how learners approach language learning, their expectations for success or failure, and ultimately why they continue or discontinue study” (Horwitz, 2001, p. 122). As educators, we need to be very concerned with life in the classroom because we are primarily responsible for what happens within it. Allwright (2003) argues that we should make the quality of life in the classroom a priority, moreso than the efficiency of instruction (p. 114). By integrating a stress and anxiety management education program into the actual courses we teach, we believe that we support our students. In other words, we help them cope more effectively with negative affective aspects of stress and anxiety arising from the complexities of cultural adjustment and of second language learning.

Given the importance of teachers’ understanding more about how to help their students deal with their stress and anxiety levels, our pilot stress management education program at the University of Guelph has encouraged teachers and students to consider a wider more holistic view of teaching and learning: “It is about realizing that language learning and teaching is more than learning and teaching language” (Kumaravadivelu, 2006, p. 70). In particular, we feel that if our students develop skills in monitoring, and self-regulating (modifying) stress and anxiety levels, then their classroom performance, communicative competence, and “willingness to communicate” (see Dornyei, 2003) in English may improve.

Mitchell and Myles (2004) briefly describe the psychological and physiological characteristics of second language learning anxiety as “...typified by ... feelings of apprehension, and even bodily responses such as a faster heartbeat!” (pp. 26-27). One of the self-regulation skills used in anxiety management is heart rate variability (HRV) biofeedback as it has been shown to decrease students’

Decreasing anxiety and stress through self-regulation using BMW

B = BREATHING (self-regulation of the respiratory system)

- using the cues of breathing slow + low + longer blow out (i.e., breathing from the diaphragm rather than with a lot of shoulder effort, at a comfortable slow pace, with exhalation longer than inhalation)

M = MUSCLES (self-regulation of the skeletal muscles)

- using cues from Progressive Muscle Relaxation and muscle scanning to release tension from the jaw, forehead, eyes, neck, shoulders, and waist

W = WARM (self-regulation of the smooth muscles / blood flow)

- using imagery or self-statements (Autogenic Training) to improve the circulation in the extremities, warming hands and feet (reversing the stress response that shunts blood from the extremities toward the core of the body as part of the fight/flight/freeze mechanism)

SELF-TALK – “I will handle it the best I can”. or “What can I do now to cope most effectively?”

anxiety (Henriques, Keffer, Abrahamson, & Horst, 2011), lessen symptoms of performance anxiety (Thurber, 2007), and improve cognitive performance under stress (Prinsloo, Rauch, Lambert, Meunch, Noakes, & Derman, 2011). Bradley and colleagues' (2007, 2010) studies with Grade 10 California high school students (including a large number who used English as a second language) found that self-regulation and HRV biofeedback training decreased test anxiety and had the largest impact on those students who were the most test anxious.

Biofeedback is the use of sensitive monitors to make perceptible the body changes occurring when experiencing stress or using self-regulation. Many possible parameters related to anxiety can be measured, such as muscle tension levels, amount of blood flow into the extremities, breathing patterns, brain wave patterns, and heart rate. Heart rate variability biofeedback has gained a strong body of research demonstrating its effectiveness in helping enhance performance in students, athletes, executives and others. It also has the advantage of being easy to use, and inexpensive relative to many other types of biofeedback.

Stress/Anxiety Management Education Pilot Program in the English Language Program at the University of Guelph

Self-regulation training

In 2013, several classes of advanced-level students in the English Language Certificate Program were given instruction in stress relief during class time and in strategies that taught them self-regulation of body, emotions, and thoughts. Key concepts of self-regulating breathing, muscles, and warmth were presented using the acronym BMW (see sidebar). BMW was a concept the students easily grasped, and it became a quick and easy practice cue for the students and the teachers. Because self-regulation is a skill that develops with practice, the BMW techniques were introduced, then shaped, in brief combinations of B + M + W (15 sec to 3 minutes) to encourage frequent daily use in a variety of situations (e.g. before a quiz, a presentation, or a writing assignment). The self-regulation training was provided in six 50-minute classes as part of the course curriculum:

- Class 1 optimizing sleep & energy for performance; self-calming with BMW
- Class 2 self-regulation of breathing and muscles
- Class 3 self-regulation of warmth (blood flow); putting BMW together
- Class 4 anxiety escalators: worry and self-talk
- Class 5 self-talk (restructuring unhelpful *shoulds*, *what ifs* & *don'ts*)
and mental rehearsal of coping
- Class 6 what to do when your mind goes blank in a test or presentation

We also developed self-access learning resources to enhance the in-class training. Through CourseLink, an online learning management system, students could download audio clips to practise BMW separately or as a combined exercise. As well, the students were provided with handouts on sleep tips, BMW, curbing worry, and mental rehearsal. HRV biofeedback was provided as additional instruction to some participants. We are currently investigating whether biofeedback enhanced the learning of self-regulation with ESL students, or made it easier, since knowledge of English is not necessary when working with the objective feedback from a biofeedback device.

Biofeedback Training

Heart rate variability (HRV) is an indicator of the balance between the sympathetic nervous system (the 911 – emergency – stress – fight/flight activating system) and the parasympathetic nervous system (the recovery – calming –restorative system). HRV biofeedback devices monitor the naturally occurring beat-to-beat changes in heart rate, so we can see the real-time fluctuations of the inter-beat interval. It is desirable to have a great variety in the interval lengths as greater variability allows the cardiovascular system to better meet (and recover from) challenges and demands (Gevirtz, 2013).

The goal of HRV biofeedback training in our program with second language students was to generate a pattern of high variability called RSA (respiratory sinus arrhythmia) as shown in Figure 1. This pattern is present when one is calm, or “in the zone”. Respiratory sinus arrhythmia is a sine-wave like rhythm where the heart rate speeds up with each breath in and slows down with each breath out (Vagal tone, n.d.).



Figure 1. The respiratory sinus arrhythmia (RSA) pattern is a sine-wave like rhythm seen when the heart rate increases with each breath in, and heart rate decreases with each breath out.

However when we are stressed, anxious, angry, frustrated, or have a racing mind, this RSA pattern diminishes or is replaced by an erratic, disordered pattern (Bradley et. al., 2010). It is normal that there will be periods during the day when we are activated or stressed and have an erratic pattern. With self-regulation training we are striving to introduce periods of recovery into the day, characterized by the presence of the RSA pattern.

In our stress/anxiety management education program, participating advanced-level students used a portable hand-held biofeedback device (StressEraser™, Helicor, USA) the size of a cell phone. They inserted their index finger into a finger clip that picked up their heart rate pattern and displayed this as a diagram on a small screen. Points were given when the desired RSA pattern was obtained, and their goal was to increase the point score, thereby learning how to consciously generate and sustain the RSA pattern.

The aim of this biofeedback practice was to produce a smooth, wave-like pattern with increasing consistency and to internalize the body feelings associated with a good RSA

pattern. In turn, students were also encouraged to generate this state during the day when they did not have access to the biofeedback monitors. Practice was recommended for 30 second to 3 minute periods throughout the day (aiming for 20 + min of total practice each day), and we emphasized the importance of using this self-regulation strategy when feeling stress/anxiety, to relax in bed, and before each class, study period, test, and presentation.

Teaching implications

Feedback helps individuals learn better. In self-regulation training without biofeedback, it may not be immediately obvious that anxiety, stress, or performance is changing, partly because this is a skill requiring practice to generate a significant noticeable effect and partly because untrained individuals tend to be less aware of what small body and brain changes might feel like. Biofeedback is like pulling back a curtain, looking through a window into the body, and being able to see when otherwise imperceptible changes are indeed occurring.

After the BMW training and HRV biofeedback, many of our students commented that they better sensed when they were stressed and remembered to do something about it. One student described how she practised as: “when we feel stressful about our tests and presentations, we adopt some strategies, for example, taking deep breaths, to reduce our stress” and “[a] quick BMW helps us to calm down when we meet difficult questions.” Students noted that with practice, if “we’re more calm, we can absorb more knowledge.”

Our experience has shown us that teachers interested in reducing the negative impacts of student stress and anxiety may consider slightly shifting the focus of teaching and learning activities to include stress awareness and management advice and to foster learning environments that promote co-operating, constructive self-talk, and self-regulation. Teachers can remind students of the value of keeping calm when communicating in their second language (Gregerson & Horwitz, 2002, p. 569) and can devote class time to student practice of self-calming, such as with the BMW techniques.

In conclusion, teaching in a skilful and responsible manner means helping our international university students navigate the transition from their home country educational systems to the mainstream Canadian classroom. We believe that it is important for our courses to implement instructional activities which enable our students to learn more effectively by better managing their performance. As well, self-regulation instruction allows us to consider student identities, feelings, experiences, and the context in which learning occurs.

Misra and Castillo (2004) propose the idea that there are cultural differences in the approaches that international and local university students adopt to cope with academic stress. It may be beneficial to provide international students with a variety of stress management education experiences to allow them more and varied techniques to cope with the negative impacts associated with stress and anxiety. As well, we hope that through engaging with alternate ways of teaching and learning, we can develop an enhanced understanding of the multi-faceted and complex processes of second language learning

and can consider second language education in more holistic terms, as a social endeavour in a community of teachers and students, and not as purely a linguistic one.

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Appendix:

What biofeedback apps and devices are available?

If you are interested in using HRV biofeedback to help teachers and students reduce anxiety/stress in performance, there are numerous monitors available, ranging in price from \$100-\$300. Portable, hand-held HRV biofeedback monitors are available from the following:

StressEraser: www.StressEraser.com

emWave : www.heartmath.com (portable emWave device; or Inner Balance portable sensor with App for smartphone; or emWave for PC/laptop)

MyCalmBeat : www.mybrainsolutions.com (portable sensor for smartphone/PC)

In addition, some apps now available (eg. Azumio’s “Stress Doctor”, approx \$4) seem to be accurate. This can be a great way to encourage continued practice in everyday situations.

Portable HRV biofeedback devices come with instructions on how to use them and some tips to begin self-regulation. This is enough to get started and become familiar with the experience of HRV biofeedback. To take much more in-depth professional courses in how to use HRV biofeedback, check out the webinars, courses, and certificates provided by:

www.heartmath.com

www.aapb.org

www.bcia.org

UNDERSTANDING STUDENT PLAGIARISM, AND ADVICE FOR PRACTICAL ACTION

By Kathryn Brillinger & Kathleen Moran, Conestoga College
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Academic plagiarism is recognized as a serious problem at institutions around the world but, apart from draconian disapproval (which frequently has little practical effect), what more constructive steps can we take? This report reflects three perspectives about aspects of plagiarism, with up-to-date overviews of (a) the cultural and generational context, (b) the cognitive processes that may underline the error of plagiarism, and (c) best-practice advice on instruction for successful referencing. Our objective is to steer a well-informed course between the extremes of excessive liberality and overzealous hostility. Through thoughtful reflection, it is possible to identify common ground among the needs, values and concerns of both students and teachers, and to promote innovative thinking about how not simply to lament the problem of academic plagiarism, but rather to seize it as a valuable teaching and learning opportunity, and to bring about collegial dialogue and fruitful change.

The Cultural and Generational Pull of Plagiarism

In the latter half of the twentieth century, at a time when materials were relatively permanent after printing, a tradition of formal citations grew up so that authors were credited and trails of thought development were clear. However, it cannot be assumed that our diverse, twenty-first century student body understands the ownership of writing, intellectual property, and the goals of academic writing in the same way because, today, many younger students encounter academic literacy after years of online literacy.

Imagine a student born almost anywhere in the world after 1990. Such students will have developed their reading and writing skills while participating in the open source, co-creative, ever-morphing world of readily available online materials. High school experience would have introduced these student to some academic materials, but the likelihood of extended academic reading of the type that occurs in scholarly journals, and is the expectation of undergraduate courses, would likely have been very limited. In the online world, written materials and visuals are scanned, grabbed, tweaked, added to through co-creation, and re-shared. Crowd-sourcing diverse and sometimes anonymous opinions is part of the online discourse. Students born into the digital world or being newly introduced to western academic expectations will require socialization into academic writing, and teachers will need to promote buy-in to the status quo as students may perceive it as constraining rather than creative.

If teachers do not see the cultural and generational clash involved in entering the world of academic writing and fail to provide a bridge, instead uttering prohibitions, providing tutorials on technical aspects of citing, and dealing out punishment, students may still plagiarize. For example, Ellery (2008) found that despite interventions, one quarter of the first-year students in her study at the University of KwaZulu-Natal in South Africa plagiarized. Ellery suggests that a lack of engagement in “higher order issues such as writing as process, knowledge as constructed and the establishment of authorial voice through language and referencing” indicates that “acquiring values, attitudes, norms, beliefs, and practices that help prevent plagiarism should be viewed as a long-term and iterative process” (p. 507).

If we perceive part of the challenge of preventing plagiarism to be removing cultural misunderstanding, then we need to teach about the ethnic, generational, and professional differences that inform attitudes to resources and citing. Wideman (2011, p. 37) found that “Students described how faculty members emphasize dishonesty when issues such as plagiarism are discussed. What is not discussed is what it means to be an honest student.” Jurdi, Hage, and Chow (2011) found that “helping students acquire the confidence and skills to do well has the potential of lowering academic dishonesty by fostering their self-efficacy and levels of interest and by encouraging them to understand the intrinsic value of education and learning” (p. 28). We cannot simply assume that academic writing makes sense to students.

Hughes and McCabe (2006, p. 18) found that large numbers of Canadian high school, undergraduate, and graduate students report having engaged in academic misconduct and concluded that a key factor may well be differing beliefs between students and faculty as to how wrong such behaviors are. Both cultural and generational background could lead to a student not viewing intellectual property or written materials as something that can be owned. Instead, the student may believe that a collaborative and nurturing sharing is the best approach to information and wording. Ethnic and national culture, collectivist versus individualistic orientations, and generational norms influence the extent to which students borrow freely from others’ ideas. In a study examining Lebanese versus American attribution practices, the authors concluded that “Colleges and universities should not, in our view, implement policies that may be fundamentally at odds with societal norms since student transgressions of such norms are almost predictable” (McCabe, Feghali, & Abdallah, 2008, p. 466).

Especially in the developmental world of ESL writing, it may be best to promote skill acquisition over punishment and to provide socialization into academic writing rather than expecting students to share their teacher’s belief that plagiarism is inherently wrong.

Plagiarism as a Form of Human Error

Inadequate reporting of scholarly sources is often viewed as a dishonest act. This judgment is reinforced by depicting faulty paraphrase as a form of blatant misconduct comparable to using unauthorized materials during an examination, copying others' work, or patronizing an essay mill. However, it is crucial to differentiate between deliberate deceit and simple human error. Of course, straightforward cheating can occur; moreover, it is possible for deception to be misrepresented as an innocent slip. Notwithstanding, there are reasons to remain open to the perspective that writing from scholarly sources is a legitimately difficult task, that unacceptable paraphrase may reflect error resulting from lack of skill rather than duplicity, and that in such cases the most appropriate response may be educational rather than punitive.

The moral/punitive approach to unsatisfactory use of academic sources, and a critique:

Aspirations for tertiary-level educational success are surging, as is the popular demand for high-quality results from both students and institutions. Arguably, “there are more pressures on students, faculty, and administrators than ever before” (Davis, Drinan & Gallant, 2009, p. 28), giving rise to the ugly possibility that the desire for impressive results may even lead instructors and administrators to turn a blind eye to dishonesty. Indeed, Davis, Drinan and Gallant go so far as to express concern that “cheating [has become]... the deep, dark secret of education” (p. 30). In this view, today’s students are “a different generation” who cynically perceive cheating “as a new way of getting through school” (p. 86). Of course, cheating may take many forms, but plagiarism is among them, and that practice, if deliberate, could indeed contribute to undermining the “development of students as writers, thinkers and ethical citizens” (Gallant, 2008, p. 101).

Of course, although “standards” certainly do matter, the real challenge is to determine if a given case reflects “misconduct or [simply] a novice writers’ struggle with an assignment” (Gallant, 2008, p. 101). Before jumping to a negative interpretation, it is worth considering the less inflammatory possibility that “if students have misused sources, they probably do not understand how to use them correctly” (Council of Writing Program Administrators, 2010). In fact, even iParadigms, marketer of the familiar Turnitin anti-plagiarism software, freely concedes that an extensive survey of instructors described the so-called “re-tweet” and “remix” versions of plagiarism – which (respectively) attempt to paraphrase by relying on rephrasing that stays too close to the original, or by rephrasing acceptably but omitting references – as virtually non-problematic, which seems to indicate “how common poor paraphrasing is” and to suggest that such blundering plagiarism could be viewed as a normal “step in the process” of mastering academic composition (iParadigms, 2012, p. 6).

Introduction to the educational approach:

Two decades ago, Howard introduced the concept of *patchwriting*: “copying from a source text and then deleting some words, altering grammatical structures, or plugging in one-for-one synonym substitutions”, which she argued – rather in keeping with the Turnitin viewpoint above – can be understood as students’ honest if awkward attempt to “assimilate the constructs of unfamiliar discourse” (Howard, 1993, p. 233). Despite the dismaying persistence of declarations that all forms of plagiarism are “a heinous crime” (Pecorari, 2003, p. 317), at least in some quarters we now see a recognition that plagiarism may be an educational, not a disciplinary issue. In that light, the real task is simply to “work with students so that they understand how to incorporate and cite sources correctly” (Council of Writing Program Administrators, 2010).

Oddly, however, the key to better paraphrasing instruction may not be the instructions, models and sentence-rewording activities – backed up by stern admonishments – that are commonly advised. Rather, improved *reading* skills may be more important. Research suggests that poor “source comprehension” is often at the heart of failed paraphrasing (Howard, Serviss, & Rodrigue, 2010, p. 181). Without fluent comprehension, weak paraphrasers – be they first- or subsequent-language users – are in “a situation of peril: working exclusively at the sentence level, ... [the writer] is perforce always in danger of plagiarizing. When one has only the option of copying or paraphrasing, one can easily paraphrase too lightly” (p. 187).

Paraphrasing as an inherently difficult and error-prone task:

The risk remains that instructors – who presumably are good at paraphrasing, and who are certainly aware of students who seem to have learned well – might mistakenly think that any learners who paraphrase poorly are simply not making a serious effort. If so, paraphrasing instruction may be rushed and superficial. To counter that misconception, it is informative to reflect on another skill that no one doubts is extremely difficult, but that in fact is surprisingly similar to paraphrasing: translation. Jakobson aligns two parallel tasks: “interlingual translation, or translation proper”, alongside “intralingual translation, or rewording” (1959, p. 233), and of course rewording means paraphrasing. If paraphrasing is tantamount to translation, which is widely recognized as requiring lengthy study, it plainly deserves similar attention and respect, although this does not always occur; consider for example Hogue’s brief and superficial treatment of paraphrasing: just two half-pages (p. 346, 348) in an entire handbook devoted to *The Essentials of English* (2003). By contrast, Spatt’s excellent instructional treatment of both paraphrasing and summary stresses in detail the need for students to capture the “ideas” rather than the wording of the source text (2011, pp. 75, 149), which closely resembles the translation theory of Seleskowitz, where apprentice translators are advised to strive for the “deverbalization” of the original meaning, in order to “work from the idea [itself], stripped of its language” (1976/1984, pp. 93, 92; our translation of the original French).

Consequently, we would be wise to anticipate that paraphrasing errors will be common, especially at first. Here, there is a remarkable contrast between the moralizing reaction to plagiarism that is so often encountered in academia, and the more practical response to unsuitable performance adopted by experts in many other fields. In domains like transportation, medicine, or industry, where errors can be far more devastating than the faulty wording of a bad paraphrase, truly effective remedial steps are required: this means, as Dekker states, that “it is easy to get indignant” but “real understanding” – with genuine potential to reduce errors – stems only from insightfully seeing “why a [bad] decision made sense” in its context (2006, pp. 45, 47, 90). Of course, there is still a place for standards and consequences. Dekker stresses, “there is a difference between explaining and excusing human performance”. Still, the choice is stark: “Take your pick: Be indignant, or do something meaningful” (p. 47). With respect to writing instruction, a constructively pedagogical reaction seems to meet the criteria of insight and meaningfulness, whereas a moralizing or punitive one does not.

Preventing Plagiarism

There are many reasons why students plagiarize. Some of these include the need for a higher grade, lack of time to complete a paper properly, not really understanding the topic, lack of confidence in academic ability, and language barriers. (Jurdi, Hage, & Chow, 2012, p. 16–18) However, as educators, we also have to consider other aspects as well, such as the level of understanding about citing sources (Köse & Arıkan, 2011, p. 123), understanding what we mean by “common knowledge,” and even the level of knowledge about the types of plagiarism, including self-plagiarism.

At the beginning of any writing course, educators need to make sure students are aware of the institution’s plagiarism policy. Students should have the policy, and the consequences of plagiarizing, in writing. Instructors need to continue to remind students of these throughout the course (Davis, 2011, p.160).

As educators, we need to be aware of the changes in recommended citation style, as guides are frequently updated, and we need to help students stay abreast of the changes. There are many helpful, free sites that provide basic information. One of the easiest to understand and navigate is Purdue University’s writing site (OWL; owl.english.purdue.edu). OWL has guides for APA, MLA, and Chicago styles.

To help students understand how plagiarism occurs, provide an in-class example. With permission, you can often use former students’ papers (as long as the names are not shown), and show the current students what was done well and what needed improving. Using digital files and cloud storage, you can save student work online and use these resources wherever you have a computer and Internet. An added advantage is that the students know

The following websites provide some fun activities:

http://www.palso.gr/resources/toolip/doc/2012/09/03/7-pteg_lessonidea_teamparaphrasing-sept12.pdf,

http://www.christina.k12.de.us/literacylinks/elemresources/lfs_resources/summarizing_strategies.pdf

You can take these ideas and build an activity that will work in your class.

you have saved these papers and they are less likely to “lend” their assignments to others who follow them in the program.

In addition, make sure you actively teach about plagiarism and how to avoid it. Addressing ways students plagiarize is very important. Exercises asking students to quote, paraphrase, or summarize and have them create the proper citations and bibliographic entries can be useful (Okoro, 2011, p. 173). Work with the students and help them become more proficient at summarizing and paraphrasing. Review the assignments with the students and explain what is and isn’t correct. (Christensen, 2011, p. 203-204; Holt, 2012, p. 585) You can also use programs such as <http://www.bibme.org> that help students create a bibliography. While the free sites are not perfect, they can help students by introducing them to the key components needed.

Provide students with recognition activities. You can create accurate and flawed citations and bibliographic entries and have the students figure out which ones are correct.

There are also plagiarism checking services available. Turnitin is one of the most well-known. It is a useful site if it is used as a tool. Students can submit papers to Turnitin and the papers are checked for “originality.” They are cross-referenced with the contents of the company’s database: student papers, web pages, and academic materials. Students will receive an originality report which tells them if anything in their paper matches ones in the database and gives students the source of the match. They can then make any necessary changes. This helps them identify what plagiarism is.

Another way to help prevent plagiarism is to create new assignments each semester or ones unique to each student. This discourages students from “sharing” their assignments. You can also create assignments that are based on current events. This helps prevent students from considering buying papers from essay mills, as there will be few ready-made papers available. Thinking up original assignments can be difficult and time consuming; however, if you want to see if your topic is a popular one or not, check www.1millionpapers.com.

You can also prevent plagiarism by asking students to create proposals for their paper in class. Build checkpoints into the rubric so that students must submit certain portions of the paper at a particular time or write certain sections in class. For example, students would need to come to class prepared to create an outline. Have them submit a rough draft that will be checked. When the final paper is due, have students submit the outline, the rough draft, a copy of the research used with appropriate highlights, and the final draft. If they are aware of all the requirements ahead of time, you can also assign marks for each stage being completed properly. You could also end the assignment with the students writing a summary of their paper in class. (Davis, 2011, p. 161) This method will help you identify

Citation exercises can be found on the web. Sites such as the following are quite helpful:

Penn State -

<http://tlt.psu.edu/plagiarism/links/quizzes-and-exercises/quiz-bank/>

Cornell University -

<http://plagiarism.arts.cornell.edu/tutorial/exercises.cfm> (sign in as a guest)

Georgia State University -

<http://www2.gsu.edu/~geotel/plagiarism.html>

problems with the students in terms of plagiarism errors; it will also help procrastinators work in a timely manner, and it will discourage others from purchasing an essay online.

In closing, the experts agree that educators need to foster a learning environment where students are engaged and empowered. Help them master the concepts of citations and referencing. Allow them to make mistakes while learning, and encourage them to grow.

Conclusion

Emotions tend to run high when plagiarism is discussed but, so far as possible, there are good reasons to maintain a cool, practical and professional tone. While we have every reason to continue stressing the importance of discipline, diligence and academic integrity, well-informed instructors will also want to develop a subtle understanding of this phenomenon. As suggested, part of the background to plagiarism may be explained by evolving student demographics, which is a factor that should be taken into account. However, at the same time it is worth recognizing that paraphrasing – as a central tool for plagiarism avoidance – is an inherently very difficult skill. Thus, whatever the doubtless multiple and intricate origins of the challenge, good pedagogy is essential. Fortunately, however, dependable resources to support effective anti-plagiarism education are available. Sensitive awareness of the complexities of the issue, and of teachers' own responsibility to play a constructive role, should not be equated with academic laxity; rather, deeper insights can open the way to positive solutions with a potential to foster strong educational values at the same time as guiding students towards confidence and success.

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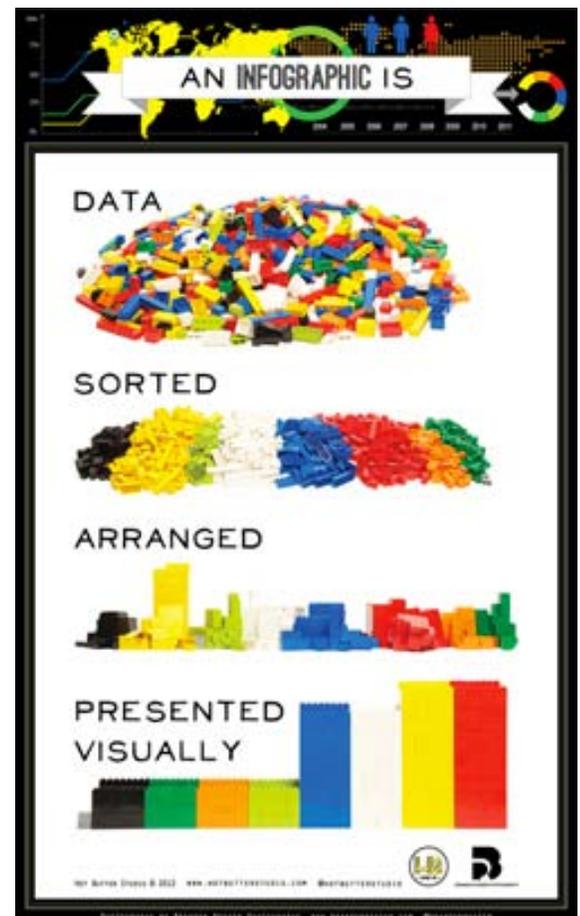
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INFOGRAPHICS AND DATA VISUALIZATION TOOLS TO ENGAGE YOUR LANGUAGE LEARNERS

By Faith Marcel, Niagara College

The infographic, an online form of data visualization, has become a ubiquitous instrument for sharing facts and figures on websites, blogs and social media. These visual representations of information are created to captivate, inform and engage the reader, and well-selected or designed infographics may be potentially powerful visual tools to engage learners in language education. While the visualization of data is far from a new phenomenon and dates back centuries to the monochrome illustrations of maps, diagrams, graphics and pictures (Smiciklas, 2012), modern infographics have evolved from static black and white illustrations to vibrant, visually appealing, often interactive, 3D or animated web objects designed for sharing and generating discussion. The purpose of this article is to highlight some applications for infographics in the language-learning classroom and to provide some insight into some of the tools currently available online for teachers to both find and create infographics to enhance the language teaching and learning experience.

Infographics are a creative vehicle to visualize or clearly illustrate information, ideas or concepts, which may serve not only for informational or instructional purposes, but also for review, summary, presentation or critical analysis of a topic (Kraus, 2012). They can also be a means to inject humour into areas of teaching, such as grammar or punctuation, a welcome element in blended and online courses where the instructor may not be present with a learner to facilitate this type of connection with course material. While the essence of infographics may now most often be to illustrate information in a simple, visually intelligible and appealing manner, infographics may also be presented in a variety of ways, ranging from a simple, yet stunning [visualization of a map](#) (Office of the President, University of Toronto, 2013) to a more complex, multi-faceted interactive, animated web-object. They may include pie charts, graphs, eye-catching fonts, bright, attractive designs, and captivating color schemes. In language teaching, these visual representations of information may serve as tools to enhance the quality of course material, learning outcomes or objectives in any curriculum.



Integrating infographics into language teaching

So what are some ways in which infographics can be used for language teaching? Here are some ideas and strategies to inspire you to incorporate infographics and data visualization tools into your pedagogical practice.

1. Illustrate a grammar point or highlight an instructional topic

Ready-made infographics can be found on just about any topic. A simple online [image search of infographics](#) on any specific grammar point may yield a number of diverse results. While not all of the samples you come across will be of the highest caliber of quality, nor always work perfectly with your lesson plan, in your initial search, you may, however, discover some ideas to create an infographic to better suit your needs.

2. Add to slides, presentations or handouts

Infographics can be added in full or in part to presentation slides (e.g. PowerPoint, Keynote or Prezi) for online or in-class presentations to increase visual interest or impact. Including an infographic at the end of a presentation to summarize the main points can also give learners a more complete visual representation of the ideas and concepts learned in a lecture or reading.

3. Introduce a discussion point in a speaking class

Are you looking for a current discussion topic for a unit in your text or an upcoming holiday or event? There is likely an infographic on this topic that already exists, and that is made for sharing. Conducting an online search for an infographic on the topic will provide some examples, and you may wish to show a small segment or the entire illustration to your learners to spark a class discussion. Infographics are generally mobile-friendly web objects, so you may wish to have learners view an infographic on their mobile device, and work in pairs or small groups to discuss their thoughts or opinions on the topic.

4. Inject humour into any lesson

Often infographics include an element of humour to capture the attention of the reader. What better way to break up an academically focused lesson on punctuation, writing strategies or grammar than with a funny infographic, which includes some humorous and memorable examples (e.g., [The Oatmeal](#))? Illustrated infographics of idioms can provide helpful visual and comical representations of concepts or complex idiomatic expressions, which may not always be otherwise easily understood (e.g., [Kaplan International Illustrations](#)).

5. Encourage creative and critical thinking by creating an infographic

Learners may be encouraged to create a series of questions to interview their classmates or native speakers outside the class to begin collecting data to prepare for this activity.

Results of the surveys, interviews or polls could be compiled and displayed in the form of an infographic. Online tools for creating infographics may be used to visualize the data (see § Creating infographics, below), or if learners have limited access to the Internet, they may use the chart and diagram templates in any word processing software, such as Word or Pages, to create one component of an infographic. In a blended or online course, learners could collaboratively create an infographic in a class wiki or share the links to the infographics they have created within their Learning Management System (LMS) in an online forum.

6. Visualize definitions of words or concepts

What better way to introduce one of Oxford's newest additions to the dictionary?

For example, [this infographic](#) explains the phenomenon of the *selfie*. Infographics as visual support for defining simple or complex words can be useful with beginner, intermediate or advanced language learners.

7. Compare or contrast terms or ideas

A number of infographics have been created for the purpose of visually comparing or contrasting ideas. These types of infographics may be a useful aid for language teaching when introducing simple or more complex, nuanced terms or concepts. Some existing online examples include:

1. Comparing [apples to oranges](#)
2. Comparing the difference between the slang words [geek or nerd](#)
3. Introducing the differences between the more complex terms: [Going Local versus Fair Trade](#)

Further class discussion activities (face-to-face or online) may also be prepared to encourage usage and greater understanding of the terms or ideas.

8. Verbalizing and communicating data analysis

Language for analyzing data can be useful for making presentations on any number of topics. Once the key language required has been taught in a class or in an online lesson, learners may practice describing the information in a related infographic provided by the instructor prior to making a more formal presentation. While this activity can be challenging and would most likely work best for more advanced language learners, a humorous infographic may make the experience more enjoyable at any level as the learner builds up mastery in this area.

9. Interpreting credibility of information and sources

While the number of free infographics on the Internet continues to grow on a daily basis with sites like [Visual.ly](#) releasing creative new designs daily, it is always of paramount

importance to consider the sources provided within each infographic to determine the credibility of the information. Educators may introduce this topic and, subsequently, language learners may analyze and evaluate an infographic (selected by the instructor or the learner) with some of the following questions in mind:

Who is the creator of the infographic (an individual, a company/corporation, an organization)?

1. What is the purpose of this infographic?
2. Who do you think are the intended readers?
3. Where can you find the sources for the data?
4. How do you know if the information is accurate?
5. Is this a useful or credible source of information for your research?

10. Use an interactive infographic to further engage learners

More and more interactive infographics are available to illustrate topics of interest to the general public. The [New York Times Multimedia page](#) and [Visual.ly's](#) interactive infographics page are updated regularly, and teachers can find resources to engage their learners with interactive content. A topic as simple as [Where Coffee Comes From](#) can become a dynamic and interesting interactive experience as a learner scrolls through and is taken through the coffee growing and production process. An introductory or subsequent discussion on a related topic (ie: sustainability) can allow learners to activate any prior knowledge and use any new vocabulary on the topic.

11. Role plays on current topics or concepts

Topics related to current news events or popular culture are often the subjects of new infographics shared via news, social media sites, personal learning networks or email. Upon introducing an infographic, learners may be encouraged to participate in a role-play on the topic to put into practice some of the newly acquired vocabulary, idioms or expressions.

12. Online discovery activities

Interactive infographics can be useful tools for learners to closely engage with course content and materials. Data-rich interactive infographics can become an element of a virtual online field trip in a blended or online classroom. Sites such as [thinglink.com](#), [glogster.com](#), [prezi.com](#) or [pearltrees.com](#) allow teachers to create an interactive experience for learners, which can be hosted online by the sites themselves and copied, shared or embedded into presentations or learning-management systems.

Finding and exploring infographics for your language classes

While it is possible to find infographics on just about any topic with a simple web browser search, there are a number of websites, which are specifically dedicated to hosting and sharing infographics on a variety of subjects.

1. **Visual.ly** (<http://visual.ly/>)

A site dedicated to high-quality, professionally-designed infographics, this resource includes a number of helpful search features. Use the search bar to find static infographics, filter by subject or search interactive infographics on the site. Viewing infographics on the site is free and copyright information is included with each one; however, creating infographics with this site requires a paid subscription.

2. **Pinterest** (<http://www.pinterest.com/>)

A social bookmarking site which allows users to collect, save and share information found online, this social media platform offers the option to search infographics, or as a user, set up an account and create a dedicated page, or “Pinterest board” to bookmark or “pin” useful infographics at any time. There a number of public boards on infographics, language learning, language teaching and a variety of topics related to educational technology.

3. **Grammar.net** (<http://www.grammar.net/hi-res>)

This site houses a number of high-resolution infographics related specifically to English grammar, which are free for teachers and learners to share with attribution and a link to the [Grammar.net](http://www.grammar.net) website.

4. **Multi-media news site pages (CBC Multimedia: <http://topics.cbc.ca/news/technology/multimedia.htm> New York Times: <http://www.nytimes.com/pages/multimedia/>)**

Some news organizations offer a dedicated multimedia page, which may contain infographics on current events. You may wish to find and bookmark these pages with your local, regional or national news sites or to add them to an online RSS feed.

Creating infographics with free data visualization tools

A number of commonly used desktop tools (PowerPoint, Keynote or Photoshop), and mobile applications (Skitch, Evernote) can be used to create infographics from scratch. There are also dozens of free online sites which have been designed specifically to create infographics with pre-made templates, pre-loaded images, shapes, graphs and charts

which can be a time-saving option to conceptualizing and creating infographics from scratch. Three free tools currently available online in this category are [Easel.ly](#), [Piktochart](#) and [Infogram](#). These sites were chosen for this article to share, among the many available, for their ease of use, the quality of templates and graphics to choose from and their user-friendly interface. Teachers can sign up for an account and begin creating infographics for free within minutes with these online tools.

Ethical considerations

In selecting appropriate infographics for classroom use, there may be no shortage of samples to choose from online. Nevertheless, there are a number of ethical considerations educators may need to take into account before making their final selections for use with language learners.

Accuracy of source data

Verifying source data can pose a challenge when sources are not clearly indicated on the infographic itself or the hosting site; therefore, considering the accuracy and validity of the information will necessarily be a factor in selecting appropriate infographics. Further research and careful investigation may be needed to verify sources or potential biases, and ultimately, this may become an opportunity to create a more appropriate infographic, which may be more suitable to the activity or lesson.

Superficial treatment of concepts

The superficial treatment of content may be a concern depending on the source material required and the level of language learners. Although the very nature of an infographic is rooted in the presentation of data in a clear and concise visual format, at times, the information may be too brief, inappropriate, or provide merely a surface treatment of a specific topic, perhaps not be suitable for a certain lesson. This is an opportunity for a class discussion on the language used for discussing charts and graphs, and teachers may wish to provide additional questions for further critical thinking and discussion.

Copyright concerns

With social media sites allowing for easy access and sharing of digital content, it may take some investigation to find the original source file and creator of an infographic. Often the source will be noted in one of the bottom corners of the digital file or website, but failing this, further research may be required to determine the original owner of the content, copyright permissions, Creative Commons licensing and attribution requirements.

Concluding remarks

Despite the pedagogical challenges and considerations of finding, using and creating these digital resources, well-designed and developed infographics have the potential to be powerful visual aids for language teachers to convey meaning from simple data to more complex language concepts. In practical terms, whether they be static, animated, video, or interactive, quality infographics can serve as engaging, reusable online resources to support curriculum content and learning outcomes while at the same time capturing the attention and interest of language learners and enhancing the language learning experience.

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CORRECTIVE FEEDBACK IN TREATING L2 LEARNERS' PRONUNCIATION ERRORS

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Abstract

Measuring the efficiency of different types of error treatment is one of the current concerns in SLA research literature. This study compared the role of two types of corrective feedback, recast and elicitation, in treating L2 learners' phonological errors in terms of their immediate uptake and delayed retention. Learners' immediate uptake following the teacher's corrective feedback was measured using the frequency of learners' repaired uptakes. Learners' interlanguage development in immediate and delayed retention was measured through a series of post-tests. Results of this quasi-experimental study on 24 upper-intermediate L2 learners revealed that although recast results in more repaired uptake in immediate context, there is no salient change in learners' interlanguage in post-tests; however, explicit elicitation results in a significant change, which suggests that interlanguage development can be achieved through elicitation rather than recast.

Implementing efficient methods to treat language learners' phonological errors is necessary. Zacharias (2007) asserts that feedback provides security for the students since they believe in teachers as the source of knowledge. Also Gabrielatos (1994) refers to the psychological reason for the employment of corrective feedback: Learners feel that they are receiving helpful supportive guidance.

Engwall (2006) mentions that through recasts, teachers can evade long explanations which can interrupt the learning process; also he proposes an explicit corrective feedback for pronunciation errors treatment: taking notes of the mispronunciation and later on, eliciting the correct pronunciation through pair-work. El Tatawy (2002) considers eliciting self-correction by learners as a criterion for good feedback. According to Lyster and Ranta (1997), elicitation can be applied in three ways: ask for completion, ask questions, or ask students for reformulation.

Uptake is a student's utterance, immediately following the teacher's feedback (Lyster & Ranta, 1997). Mackey et al. (2000) refer to learner's uptake as evidence of learner's understanding through which the learner can notice the gap between the target form and his/her interlanguage.

Four major direct or indirect measures of the effectiveness of corrective feedback on language acquisition are: uptake and learner repair (Lyster & Ranta, 1997), immediate post-test (Carroll & Swain, 1993), delayed post-test (Doughty & Varela, 1998), and learners' perception of corrective feedback by means of recall (Mackey, Gass, & McDonough, 2000). In the present study, the first and third measures were used since the focus of this study was on both immediate and delayed learner uptake.

In spite of the crucial role of feedback, very little research has been carried out on its effectiveness for the acquisition of L2 pronunciation (Neri, Cucchiarini, & Strik, 2002; Saito & Lyster, 2012) and the majority of studies only investigated the short-term effect of corrective feedback. Accordingly, the purpose of this study was to distinguish between the effectiveness of implicit and explicit corrective feedback in response to EFL learners' phonological errors through studying their immediate and delayed uptake.

The research questions of the current study follow:

1. Is there a difference between the efficiency of implicit and explicit corrective feedback types, targeting learners' phonological errors, in terms of their immediate uptake?
2. Is there a difference between the efficiency of implicit and explicit corrective feedback types, targeting learners' phonological errors, in terms of their delayed uptake?

Methods and Procedure

Two classes with 12 upper-intermediate female students in each, aged 15 to 26, in a language institute in Tabriz, Iran participated in this study (N = 24). Researchers obtained informed consent from the volunteers; they agreed to stay a bit longer after their class to take the post-tests. These two classes were randomly labeled as explicit and implicit groups.

Treatments occurred over 16 sessions, twice a week, each lasting 90 minutes. In each session, an average of five errors was treated for a total of 80 errors in each group. Only in the explicit group were supplementary materials such as, the *Oxford Dictionary* and phonetic symbols charts used.

The sessions were recorded. Before every session the teacher predicted learners' possible errors from the texts to be taught. In the implicit group, the errors were corrected immediately with recasts, but in the explicit group, the explicit feedback was postponed till the end of a task since a mixture of pair-work, group-work, and whole class discussion was required.

The researcher herself was the teacher in both groups and she was in charge of identifying and providing the appropriate feedback. The following examples show how the feedback was applied for each group:

Implicit group:

S: She looks innocent (/In'osənt/).

T: Yes. She does look innocent (/Inəsnt/). (*recast*)

S: Innocent (/Inəsnt/). (*repaired uptake*)

Explicit group:

S: Our house and my school are close (/kloʊz/).

(*postponing the feedback*)

T: (*putting the word close on the board*) Please, check your dictionary for the pronunciation of the word *close* (adj).

S2: It is (/kloʊs/).

T: Thank you Nashmill. Come and write it on the board.... As you see, as an adjective it is pronounced (/kloʊs/), such as we are (/kloʊs/) friends.

In the case of learners' immediate uptake, Lyster and Ranta's (1997) checklist was modified considering the purpose of the present study. The researcher put a check mark under the related columns; headed as *repaired* (the learner has corrected her error completely), *needs repair* (the learner has corrected her error but it still needs repair), and *no repair* (the learner has repeated her error or totally ignores it).

To examine learners' delayed uptake, four post-tests were given at two-week intervals. The first post-test was given two weeks after starting the treatment. A checklist was also designed to systematize the rating procedure of these tests.

Results

Learners' Immediate Uptake

In the case of learners' immediate uptake, *Table 1* shows the percentages of repaired, needs-repair, and no-repair uptakes for all 16 sessions:

As shown in *Table 1*, in explicit-group, the most frequent immediate uptake type is needs-repair (47.5%), while the least frequent type is no-repair (10.0%). In the implicit-group, the most frequent uptake type is repaired (53.8%), while the least frequent is needs-repair (17.5%). The percentages show that implicit feedback type has resulted in more repaired uptakes (53.8%) compared to the explicit-group (42.5%).

Table 1

The calculated percentage of each uptake in EG and IG:

		VAR00002			Total	
		1.00 repaired	2.00 needs repair	3.00 no repair		
VAR00001	1.00 explicit	Count	34	38	8	80
		% within VAR0001	42.5%	47.5%	10.0%	100.0%
	2.00 implicit	Count	43	14	23	80
		% within VAR0001	53.8%	17.5%	28.8%	100.0%
Total		Count	77	52	31	160
		% within VAR0001	48.1%	32.5%	19.4%	100.0%

VAR00001= Feedback type, VAR00002= Uptake

A 3x2 Chi square analysis examined the existence of any difference between the efficiency of implicit and explicit feedback: $X^2(2, N = 160) = 19.39$. With a .05 level of significance, the critical value of X^2 with 2 d.f. is 5.99 which is smaller than calculated X^2 ($5.99 < 19.39$). Thus, the null hypothesis can be rejected; therefore, there is a significant difference between the efficiency of implicit and explicit corrective feedback types, in terms of their immediate uptakes. Table 2 shows the results of the chi-square calculation.

Table 2

Chi-square calculation

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	19.387*	2	.000
Likelihood Ratio	20.134	2	.000
Linear-by-Linear Association	.377	1	.539
N of Valid Cases	160		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 15.50.

T-tests for the Scores of Explicit and Implicit Groups

Table 3 and Table 4 show the results of the pre and post-tests for examining the learners' proficiency in pronouncing the isolated words and the same words within the sentences in explicit and implicit groups. Table 5 indicates that the difference between explicit (E) and implicit (I) groups in pronouncing the isolated words (W) and the same words within the sentences (S) is not significant, which reveals that before starting the treatments both groups had the same level of pronunciation proficiency. However, after starting the treatments, the calculated 2-tailed significance in every post-test is smaller than 0.05 ($0.000 < 0.05$), which reveals that the treatments in every group affected the students' pronunciation proficiency in a different way.

Table 3

Pre and post-tests results for Explicit group

No	Pre-test		Post- tests (1-4)							
	S0	W0	Post-T1		Post-T2		Post-T3		Post-T4	
			S1	W1	S2	W2	S3	W3	S4	W4
1	4.5	5.0	16.0	18.0	15.0	18.0	17.5	18.5	18.0	18.5
2	10.5	8.5	18.5	19.5	19.0	20.0	17.5	17.0	19.5	19.5
3	6.0	6.0	13.0	12.0	13.0	16.5	13.0	14.0	16.0	18.0
4	7.5	5.0	13.0	12.5	8.5	8.5	10.5	12.0	10.5	15.0
5	6.0	6.0	18.0	19.0	16.5	19.0	17.0	18.5	18.5	19.0
6	6.0	4.0	10.0	11.5	10.0	9.0	13.5	14.0	14.0	16.5
7	7.0	7.0	16.5	18.0	14.0	15.0	15.5	17.0	14.5	16.0
8	3.5	2.5	13.5	14.5	12.0	15.5	14.0	14.0	16.5	18.5
9	9.5	8.0	10.5	11.5	9.5	9.0	12.5	12.0	13.0	14.5
10	8.0	7.0	12.5	14.0	12.0	14.0	13.5	15.0	15.5	17.5
11	3.0	3.0	12.0	11.0	11.0	10.5	12.0	11.0	15.0	17.0
12	5.0	4.0	16.0	15.0	17.0	18.0	16.5	19.0	17.0	19.0

Note. Columns headed *S* are sentence-embedded and those headed *W* are individual words.

Maximum score is 20.

Table 4

Pre and post-tests results for Explicit group

No	Pre-test		Post-tests (1-4)							
	S0	W0	Post-T1		Post-T2		Post-T3		Post-T4	
			S1	W1	S2	W2	S3	W3	S4	W4
1	3.0	5.0	2.0	5.0	2.5	1.5	3.0	1.5	2.5	1.0
2	7.0	3.5	5.5	4.0	4.5	2.0	6.0	8.0	9.5	8.5
3	10.5	5.5	7.0	3.5	7.0	7.0	5.0	3.0	6.0	8.0
4	9.0	8.0	9.0	5.0	6.5	5.0	8.0	4.0	7.5	9.5
5	6.0	2.5	6.5	2.5	7.0	4.0	3.0	2.5	5.0	6.0
6	3.5	1.5	1.0	2.0	2.0	4.5	2.0	3.5	3.5	5.0
7	10.5	8.5	9.5	8.5	7.5	7.5	8.5	10.0	5.5	8.0
8	5.5	4.0	4.0	2.0	3.0	3.0	5.5	6.5	4.0	4.5
9	5.0	5.0	7.5	8.0	4.5	6.0	3.0	4.5	5.5	6.5
10	3.0	3.0	4.0	2.5	2.0	3.0	1.0	1.0	5.0	6.0
11	9.5	11.0	7.0	5.5	4.0	6.0	7.0	8.0	2.5	4.5
12	3.0	2.5	4.5	3.5	5.5	3.0	2.0	1.0	6.5	8.5

Note. Columns headed *S* are sentence-embedded and those headed *W* are individual words.

Maximum score is 20.

Table 5

Calculated *T*-tests for pre-test and four post-tests

			Levene's Test for Equality of Variances		t-test for Equality of Means			
			F	Sig.	t	df	Sig. (2- tailed)	Mean Differences
SE ₀	SI ₀	Equal variances assumed	1.800	.193	.077	22	.939	.0633
		Equal variances not assumed			.077			
WE ₀	WI ₀	Equal variances assumed	1.031	.321	.504	22	.619	.50000
		Equal variances not assumed			.504			
SE ₁	SI ₁	Equal variances assumed	.245	.626	7.658	22	.000	8.5000
		Equal variances not assumed			7.658			
WE ₁	WI ₁	Equal variances assumed	2.706	.110	9.354	22	.000	10.3750
		Equal variances not assumed			9.354			
SE ₂	SI ₂	Equal variances assumed	2.701	.111	7.641	22	.000	8.4583
		Equal variances not assumed			7.641			
WE ₂	WI ₂	Equal variances assumed	8.544	.006	7.526	22	.000	10.0417
		Equal variances not assumed			7.526			
SE ₃	SI ₃	Equal variances assumed	.167	.687	10.015	22	.000	9.9167
		Equal variances not assumed			10.015			
WE ₃	WI ₃	Equal variances assumed	.023	.880	9.048	22	.000	10.7083
		Equal variances not assumed			9.048			
SE ₄	SI ₄	Equal variances assumed	.629	.475	11.188	22	.000	10.4167
		Equal variances not assumed			11.188			
WE ₄	WI ₄	Equal variances assumed	1.056	.315	13.306	22	.000	11.0633
		Equal variances not assumed			13.306			
SE	SI	Equal variances assumed	2.034	.168	10.164	22	.000	9.3225
		Equal variances not assumed			10.164			
WE	WI	Equal variances assumed	1.196	.286	12.410	22	.000	10.7175
		Equal variances not assumed			12.410			

Note. *S* means sentence-embedded and *W* means individual words. *E* is the explicit group and *I* is the implicit group. For a discussion of the problems of multiple *t* tests see (Brown, 1990).

Discussion

The present study compared the efficiency of explicit and implicit corrective feedback in treating learners' phonological errors, in terms of their immediate and delayed uptake.

The first research question deals with learners' immediate uptake. The calculated percentages and chi-square calculations revealed that in the explicit group just 10% of the corrections have resulted in no-repair, while it is 28.8% in the implicit group. These findings can be interpreted relying on some theories based on consciousness-raising aspect of the explicit corrective feedback.

According to Ellis (2002), consciousness-raising mostly results in delayed uptakes and develops declarative knowledge which is necessary for reaching the procedural level. The high rate of needs-repair uptakes in the explicit group (47.5%) compared to the implicit group (17.5%) confirms the above-mentioned claims.

In addition, implicit corrective feedback has been mostly effective in eliciting repaired uptake from the learners (53.8%), while explicit feedback (42.5%) has been less effective. These findings are in line with Lyster's (1998) results, which indicate that 'recast', the most commonly used technique, has the highest rate of uptake for phonological aspects, while it yields the lowest rates of uptake for grammatical and lexical aspects.

T-tests results revealed that in the explicit group, learners' pronunciation proficiency has improved and this improvement has been mainly noticeable in pronouncing the isolated words rather than pronouncing the same words within the sentences, while in the implicit group the development of learners' pronunciation proficiency was not evident.

As mentioned before the main purpose of the present study was to find an appropriate feedback for learners' phonological errors. Dealing with learners' phonological errors is considered to be one of the most challenging tasks for both teachers and students; recast can be freely used frequently due to their non-interrupting nature. However, the results of the current study suggest that recast as a kind of implicit corrective feedback are not strong enough to affect the learners' interlanguage, and instead explicit feedback types seem to be more effective at enhancing the learners' interlanguage in a positive manner. The generalizability of these results, however, needs to be established.

Results of this study reveal that although implicit corrective feedback in the form of recast results in more repaired uptake in the immediate context, its long term efficiency is under question since the students of implicit group did not demonstrate any noticeable development in their interlanguage in delayed contexts.

The relatively large number of needs-repair uptakes of students of explicit group can be interpreted as the effectiveness of explicit corrective feedback in raising learners' consciousness about their error; also it shows that the learners were making an effort to bridge the gap between their interlanguage and the target forms. The outcomes of such

efforts are observable in the development of their pronunciation proficiency in the delayed uptake; however, in this case, implicit feedback did not provide any systematic development in learners' interlanguage.

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Appendix 1- Lyster's and Ranta's (1997) modified check list for recording the frequency of learners' uptake:

Explicit Group (EG):

Uptake	Repaired	Needs-repair	No-repair
Phonological errors			

Implicit Group (IG):

Uptake	Repaired	Needs repair	No-repair
Phonological errors			

Appendix 2 - Check list for rating the given pronunciation tests:

Date:

..... Post-test

..... Group

..... Rating

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
	1 st w	2 nd w	3 rd w	4 th w	5 th w	6 th w	7 th w	8 th w	9 th w	10 th w	11 th w	12 th w	13 th w	14 th w	15 th w	16 th w	17 th w	18 th w	19 th w	20 th w	
P1																					
P2																					
P3																					
P4																					
P5																					
P6																					
P7																					
P8																					
P9																					
P10																					
P11																					
P12																					

W= Word

P= Participant

√= Correct pronunciation

X= Incorrect Pronunciation

TEACHING AND ASSESSING VOCABULARY:

Going Active From Passive

By Shazia Nawaz Awan, Dalhousie University

Abstract

Introducing new vocabulary and helping students get familiar with unfamiliar words to understanding texts in general or even questions in an assessment or exam paper is challenging, and ESL/EAP teachers use different techniques and methodology in their classrooms to teach and assess vocabulary. In my presentation on teaching and assessing vocabulary at TESL Ontario, 2013, I outlined the relationship between teaching vocabulary in context and language learning skills and different dimensions of vocabulary that can inform the decisions we make in our classrooms as ESL/EAP teachers. I presented some methods and techniques of teaching and assessing vocabulary I am currently using with my EAP students at Dalhousie University. These techniques have not only helped students bank more vocabulary, but have also enabled them to use this vocabulary in practice in productive skills: writing and speaking.

Before I go into further details of the actual presentation, I think it would be worth our while to understand what my teaching context is as I believe it might help you tailor some assessments that I will share with you to your personal needs. In Dalhousie University's ESL program, students are placed on three different levels: Foundation¹, EAP Level 1², and EAP Level 2³. Placement is based on the language proficiency score they get in an in-house placement test. Standardized assessments during the course include two mid-term and final tests in each of the 6 week periods of a twelve week term. Assessment scores indicate a clear relationship between vocabulary knowledge and understanding of the content.

Vocabulary teaching and assessing

In different classroom situations, especially in English for Academic Purposes (EAP), teachers adopt different ways and strategies of teaching and assessing vocabulary because vocabulary knowledge is important. Coxhead puts it aptly that “vocabulary is an important part of university life for students and for their lecturers, particularly in high-stakes writing and assessment” (2012, p. 137). She refers to an earlier study carried out by Santos

¹ 4.0-4.5 IELTS or equivalent required with no score below 3.5

² 5.0-5.5 IELTS or equivalent required with no score below 4.5

³ 5.5 IELTS or equivalent required with no score below 5

in 1988 that showed the mistakes in the use of vocabulary were thought to be “seriously unacceptable”. Some of us teach vocabulary explicitly and then assess vocabulary on the basis of the instructional input while others, depending on the curriculum, teach vocabulary implicitly and deal with vocabulary issues as they come. In this presentation, I didn’t go into details of how different teachers are doing it in their own situations; rather my aim was to share what I have been doing in my classroom, which is focusing on enhancing vocabulary knowledge through context and topics and themes being taught.

Vocabulary and successful language learning

For a successful language learning process, vocabulary is primary and central, and lexical competence (LC) is at the heart of communicative competence. Lexical competence is a more structured and more organized ability to use words in a language in a way that the speakers of the target language would use them. LC includes understanding of the combinations, forms, use, and common collocations of words. For example, in class, teachers deal with different vocabulary items from different angles using different examples for usage. In a well-planned lesson, the objectives of the lesson are focused, the activities are practice based, and the plan has a competency-developing end to meet.

A vocabulary learning program will require both an explicit teaching component and a component which maximizes repeated exposures to lexical items. At the beginning, an explicit approach which focuses directly on establishing the form–meaning link can be most effective, while later, the exposure approach can be most beneficial in enhancing contextual knowledge in order to develop mastery of the different word knowledge types, and this entails a long-term recursive approach to vocabulary learning.

Active and passive vocabulary knowledge

Passive vocabulary knowledge is larger. It grows faster and gives a sense of security yet not confidence as the users are not sure how to use it as the knowledge is at the word-recognition level and has not developed to a more contextualized level of usage. On the other hand, active vocabulary knowledge is limited; it does not develop as fast as the passive vocabulary knowledge as it needs to be practiced in the productive skills of writing and speaking. Beyond just the meaning and form level, the learner has to demonstrate knowledge of relationships between different word forms and the target vocabulary in context.

Frequent words are more likely to pass from passive to active lexicon because they are indispensable for communication and must, therefore, be activated or, in learning terms, practiced. Such practice may reinforce learners’ long-term retention. Learners come across academic and less frequent words, on the other hand, not as commonly and use them less in communication which possibly may hinder the successful passage of words from receptive to productive vocabulary. Receptive vocabulary may take a long time to filter into active vocabulary or may never become a part of it.

My focus, during vocabulary teaching, remains on learning through context yet being able to reproduce productively in different settings. For example, the following vocabulary assessment activity was succeeded by teaching practice where students read the content and picked out words themselves. Students involved in this practice are at an IELTS level 4/5. At the *pre-reading stage*, the topic of the lesson is discussed at length to activate schemata and previous knowledge. There is a brain-storming session on sharing any prior vocabulary and content knowledge which can be brought forward in different ways; for example, students, in pairs or groups, write words on the board, talk about them or pass the information on through discussion. This part of the practice brings background knowledge to the fore. At the *while-reading stage*, students are asked not to use dictionaries and keep reading and highlighting or underlining words/phrases they think might hinder their understanding of the content. At this stage, the aim is to understand the overall theme of the content without focusing on unfamiliar vocabulary unless it is important to understand the main idea. This stage is followed by *the post-reading stage* where discussions circled around vocabulary occur during which students are allowed to use a dictionary, explore meaning, form and decontextualized usage. They are encouraged to make sentences of their own and share their ‘aha!’ moments with the rest.

This first activity is based on the typical decontextualized receptive vocabulary assessment. The aim is to assess basic understanding of meaning and usage. It also aims at activating basic knowledge of word form, (i.e. nouns, verbs and their forms etc.) It is called *controlled active* as learners are allowed to use words only in a given situation and are required to make decisions on the basis of word forms they have been given. Learners come across new words, and accidental vocabulary acquiring happens as well.

Controlled Active

Instructions: Complete these sentences using the words on this list.

accurate, advances (n), approximate, create, destroyed, ignorance, increased, majority, safe, slow

1. The new government promised to _____ more jobs
2. The university has slowly _____ the number of women on the faculty.
3. She felt _____ in her home and rarely went out.
4. In science, it's extremely important to be _____ in one's measurements.
5. In the past, rate of scientific progress was _____ as compared to nowadays.
6. Our candidate won a _____ of the votes.
7. Most of the city was _____ by the bombings.
8. The _____ distance between New York and Chicago is three thousand miles.
9. She failed the test out of _____, not because she doesn't have the intelligence to pass.
10. Great _____ have been made in the field of medicine.

From passive to active

This next assessment exercise, *controlled active to free active*, is based on the fact that there is some pre-taught vocabulary from the Academic Word List and that students have already been working on the compound sentence structure. Students are allowed to use dictionaries in case they need to refer to the pre-taught vocabulary as the basic objective is for the students to be able to successfully use these vocabulary items in cohesively written compound sentences. Students can be asked to choose a topic/theme and write sentences based on that topic. All the words in the assessment have been selected from the reading passage they have already read. As mentioned above, they have gone through a process of being exposed to the vocabulary in context. Using a dictionary or even taking help from the text helps enhance basic research skills and solidifies the notion if learners are on the right track. From my personal experience, I have found that this enhances students' independent learning habits as well.

Controlled Active to Free active

The following words belong to the Academic Word List (AWL) and have been selected from the reading passage you did in the class earlier. Look up their meanings and complete the worksheet.

distinct, diverse, interaction, reluctant, significant, traditional

Q1: Write below one **compound sentence** for each word given in the box. You can refer to the reading passage.

This following assessment is called "*Free active vocabulary: controlled language & structured focus*" as the students are instructed to use certain vocabulary items of their choice in a specified sentence structure. Students are also given a rubric checklist where they learn how to self-evaluate their product. This rubric-based checklist is a kind of progressive transition with an objective to tie all the loose ends or bring ideas to a whole. Students should ideally be able to put everything together. It's integrative in nature with a focus on language and structure. The additional knowledge that comes with using the vocabulary in this activity is use of coordinating conjunctions and transitions.

mounting evidence, averaging, central concern, resist, tolerate, encouragement and support, emphasizes, ineffective, turns down

"People today are more aware than ever of the importance of regular exercise", and "more and more people are jogging, swimming, bicycling, and engaging in other forms of exercise" as opposed to living a physically inactive life. Do you agree that there are benefits of exercise? Outline at least three benefits of exercise. Support them with examples.

Source: Mind, Body, and Health

Language focus:

- Organization of paragraph
- Use of least 5 of the words or phrases given in the box above
- Use of transitions and conjunctions
- Compound and complex sentences

Most assessment activities that I use with my students are designed to develop vocabulary knowledge in progression. For example, the following assessment exercise focuses on reflective/imaginative and descriptive/narrative production with an objective of using correct pronouns. This fulfills the aim of enhancing lexical competence where learners use words in different ways to demonstrate a complete understanding.

This assessment is called *receptive to productive* as students have gone through the process of getting familiar with the vocabulary in a setting and have explored meaning and form. Here students put their knowledge of vocabulary and language into creating a product, which in this case is a descriptive writing piece. Students are encouraged to self-evaluate. Sometimes, I ask them to leave space in the margins and underline and write the title of the required information. This assessment covers skills such as verb tense (past tenses) competence, understanding instructions in detail, collocations, and organization of a paragraph.

Receptive to Productive

Refer to the article “Travelling Chef” and write (120–150 words) about the following.

Imagine you are travelling with Andrew Zimmern on one of his journeys to either Tanzania or Ethiopia. Include the following information in your writing.

1. Explain where you are and what you did today.
2. Describe any interesting people you have met.
3. Describe the most significant thing you have experienced so far.
4. In your writing, use at least four of these words: distinct, significant, diverse, interaction, reluctant, traditional. Use adjective (collocations) with these words if you can.
5. Use proper paragraph organization, a topic sentence, controlling ideas with supporting sentences, and an appropriate ending (concluding sentence).
6. Highlight the words you use.

Proposed opening sentence (You can use, of course, one of your own):

These days I am travelling with the famous food writer, Andrew Zimmern; we are in Tanzania.

The following two activities are loosely based on Laufer’s 2001 research on Task-Induced Learning where incidental vocabulary learning can happen. Sometimes, during these tasks, I let students use a dictionary or refer to electronic resources as well. This helps students develop autonomy and word-choice skill. One activity is called ‘*creative writing activity*’ where learners use background knowledge of the content and personal experiences and the language focus is on comparison-contrast and descriptive-writing elements. The last activity that I have shared here is a “*mixed testing approach*”. Before this activity, students have already read a couple of academic articles on universities and their roles in developing a society. Students use words in a decontextualized situation where their knowledge of meaning is tested, which eventually moves on to a more productive assessment of using these words in a given setting.

Creative writing

Think about another university or school where you studied, most probably in your country before coming to Canada to study at Dalhousie.

Write a paragraph comparing and contrasting **school/university language classrooms /teaching in Canada at Dal** and **at a school in your country**.

Write a topic sentence. Write at least three similarities and three differences between the two institutions’ teaching methods. Write a concluding sentence which may restate your topic sentence.

Note: Because you are writing a comparison between two institutions, use mostly present tense in your paragraph. Also, use appropriate comparative adjectives (-er/the most/more/less etc.). Use at least four words from the vocabulary list.

Mixed Testing Approach

Instructions:

1. Complete these sentences using the words on this list. You must use the correct form of the word, which might be different from the form of the word listed.

administrative, alter, commission, ethical, framework, fundamental, impend

The dreadful illness greatly _____ her appearance.
You need a _____ understanding of physics to study astronomy.
The tornado was _____ and the government instructed the residents to hurry to get to safety.
The teacher gave the students a _____ on which to base their research essay.
Whether or not to hire more workers is a/an _____ decision.
Advances in medical science often bring up _____ questions.
The _____ just released the report of its investigations.

2. Read the excerpt on the 'role of universities in promoting sustainability' and answer the following question.

How do you think universities can play an active role in promoting sustainability? Support your response with adequate reasons.

- Use at least 4/5 words from the list of words given in the box. Highlight/underline words you will have used from the list.
- Use paragraph (80-100 words) structure.
- Write a topic sentence and **write (TS)** with the sentence.
- Write the number of words at the bottom of the paragraph.
- Use summary and paraphrase where appropriate.

Teachers' role

Finally, it is important to recognize that we as teachers have a responsibility to *facilitate* knowledge and not just *transfer* it and that too in the best possible way. We know our students and we can decide the most appropriate learning methodology for them to achieve their academic objectives. This reminds me of Gerard Darby (2012, Four Thought BBC Radio Show), a researcher and a writer, who thinks that teachers need to be (a) creative, (b) effective in breaking down complex issues so that students can understand them, (c) flexible to adjust to the different levels of the students in their class, and (d) inventive to develop engaging materials and the resourcefulness to make their lessons inspiring.

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WHAT WE TALK ABOUT WHEN WE TALK ABOUT LEARNING ANOTHER LANGUAGE

By Eufemia Fantetti

I will live in the Past, the Present, and the Future. The Spirits of all Three shall strive within me. I will not shut out the lessons that they teach!

- Ebenezer Scrooge

PAST (First Person Singular)

I arrived in the Saguenay region of Québec eager to improve my French and thrilled to have escaped my over-protective immigrant parents. I was eighteen and had been studying the language in school since grade three, almost ten years. The immersion program I had enrolled in was six weeks long; according to my anxious father, I was staying in the scenic area longer than most souls spent in purgatory.

I suspect I had a broken Language Acquisition Device; I loved words and writing but showed little aptitude for learning languages. Even after all those hours in French class, I could only carry on a rudimentary conversation. I imagined being asked to conjugate a verb or offering basic feedback about the weather while walking along the Champs-Élysées: *pas de problème*.

At home, we managed to mangle a mix of Molisan-Italian and broken English. There was no dictionary for the dialect we spoke, allowing for multiple misunderstandings. I tried studying Italian, but every time I opened my mouth and talked to my parents with the correct inflection and proper pronunciation, I felt like an annoying butler emphasizing the economics of the class system. In studying French, I hoped to bypass these struggles. I longed to read books without translation, watch movies without subtitles, and be able to follow and contribute to complex discussions.

In Chicoutimi, I wasn't allowed to speak *Anglais*. *Parfait*, I thought. This was exactly what I needed.

On my third phone call home, I tried to describe the bucolic surroundings—the place was famous for its blueberry harvest—to my father without using any English. Combining Italian dialect with Level 4A ability French, I tried to tell him about my day. The conversation was challenging but I was determined; I stopped, started, and mentally retraced my steps several times. Mid-conversation, I was hunched over and rubbing my right temple as I gripped the receiver.

“I went to the *lac*,” I said, forgetting the word for lake (*lago*) in Italian. I used French hoping the word was a cognate that would simplify my inability to translate between the two romance languages.

My father was confused. “*U latte?*” He heard the Italian for ‘milk’ in my pronunciation. “You was go...*u latte?*”

This is what my dad heard next, shouted in Italian, “Be serious! How could I go to the milk? I didn’t say the milk, I said the milk! Toronto is on Milk Ontario! We go for walks along the milk all the time!”

The communicative burden indeed: I had a headache after I got off the phone.

One night mid-way through the program, I dreamt in French: I was jubilant. Unlike my classroom experiences back in Toronto, I didn’t mind being corrected; there was an atmosphere of encouragement that wiped out embarrassment over all my mistakes. I was billeted with Josée, a woman who spoke no English, so the opportunity to practice was non-stop.

When I returned to school in September, my hard-earned French speech was suddenly a problem. My teacher seemed unhappy with my accent, insisted the goal was to imitate her and ridiculed my picked-up pronunciation patterns. I stopped talking.

Months later, I organized a school trip to France. I spent a few days wandering around Paris with classmates, being snubbed by multiple shopkeepers. It seemed like no one would allow us to practice our French, replying to all our queries in frosty English. By then I was discouraged enough to quit.

It was a done deal, a personal *fait-accomplis*-failure.

PRESENT (Second Person Singular)

A recent trip to Montréal provides the opportunity to speak a few words of French; this makes you deliriously happy. You start small, saying, “*Bonne journée!*” and “*très jolie!*” to every shop clerk you encounter. The woman at the grocery store smiles, “*Bonne journée à toi aussi.*”

You are intensely aware of how much is lost as you try to navigate a cab ride from the train station to your friend’s house: at one confusing intersection you say, “It’s *gauche*, *monsieur*, we need to go *gauche*.” At the next set of lights you say, “Uhm...*Ici, pas gauche*, not *gauche*.”

The driver laughs and replies, “*a droite*,” increasing your vocabulary to twelve words.

Vague recollections of your uncomfortable French class experiences surface as you read through chapters excerpted from *How Languages are Learned* in the course pack. In the

TESL classes, you hear stories of how some students learned English, and why others gave up on learning a second language. You listen to other Canadian-schooled students speak about their own French-phobia. It appears the *écoutez et répétez* technique—the Grammar Translation Method—was a worrisome, widespread tool for inflicting trauma. You realize you were schooled by instructors using what Lightbown & Spada label the ‘Get it right from the beginning’ style of second language teaching, a type of tailor-made-one-size-fits-all approach, and a terrible fit for you. In Montréal, the language lingers on your tongue like an idling car; your mind is a crumbly *cahier*, the structural rules of French are long-lost.

Learning about stress and intonation has clarified details about the many instances of confusion within your immigrant family, all the times you still mistake your mother’s requests for assistance as simple commentary.

You still have so much to learn; what you don’t know could fill several libraries.

FUTURE (Third Person Singular)

She’s going to study French again, *mon Dieu!*

This is something she has been thinking about for some time. Then one night in her TESL class, an instructor mentions that anyone interested in teaching English would benefit from learning another language: “You will see what your students struggle with, you will gain perspective.”

She’s going to work on tempering her overwhelming worries about pronunciation mistakes, a problem she has in both the languages she speaks. (She was undone by the words maniacal, acquiesce and traipsing in English; her father will likely never recover from the shocks he’s received due to her botched efforts in his mother tongue.)

She will try to find a class with a teacher who is interested in the communicative approach, an instructor who offers corrective feedback with consideration rather than condemnation; someone who is engaging and patient, persistent and encouraging.

This is exactly the kind of teacher she would like to be.

Author Bios

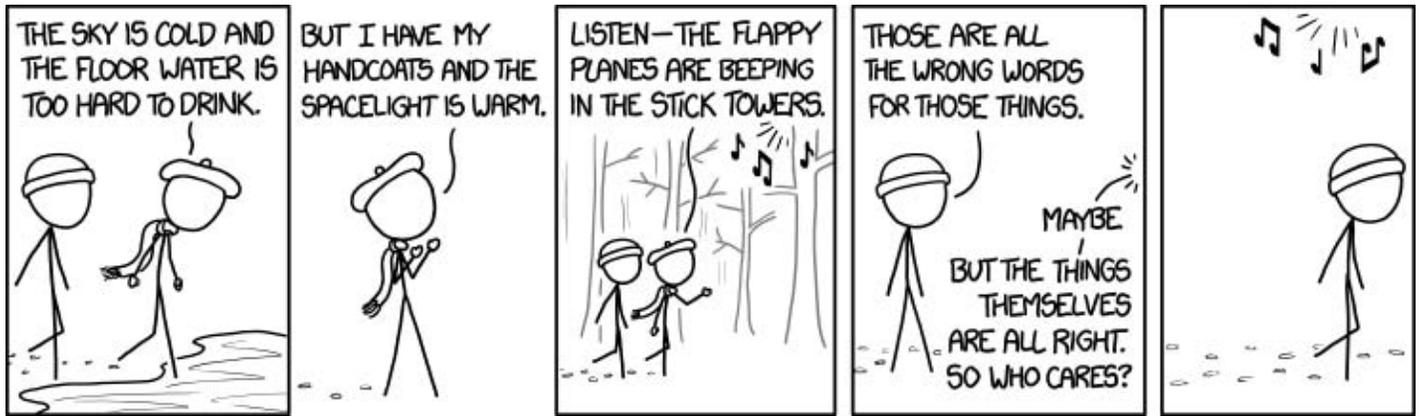


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Her work has been published in various anthologies and she is the author of a short story collection titled *A Recipe for Disaster & Other Unlikely Tales of Love*, released by Mother Tongue Publishing. She is excited to be writing for *Contact Magazine*.

MISCELLANY

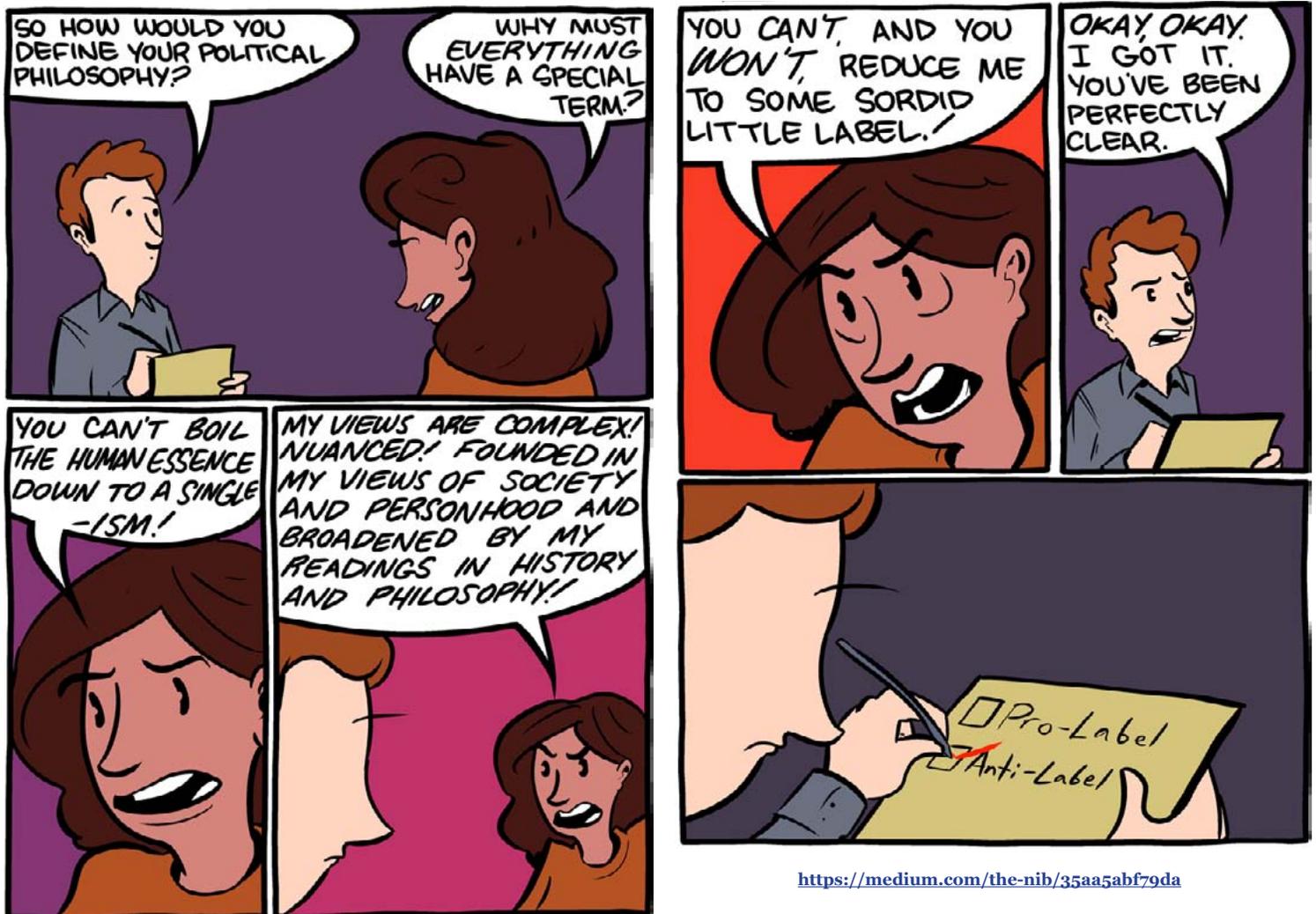
XKCD, by Randall Munroe



Stay warm, little flappers, and find lots of plant eggs!

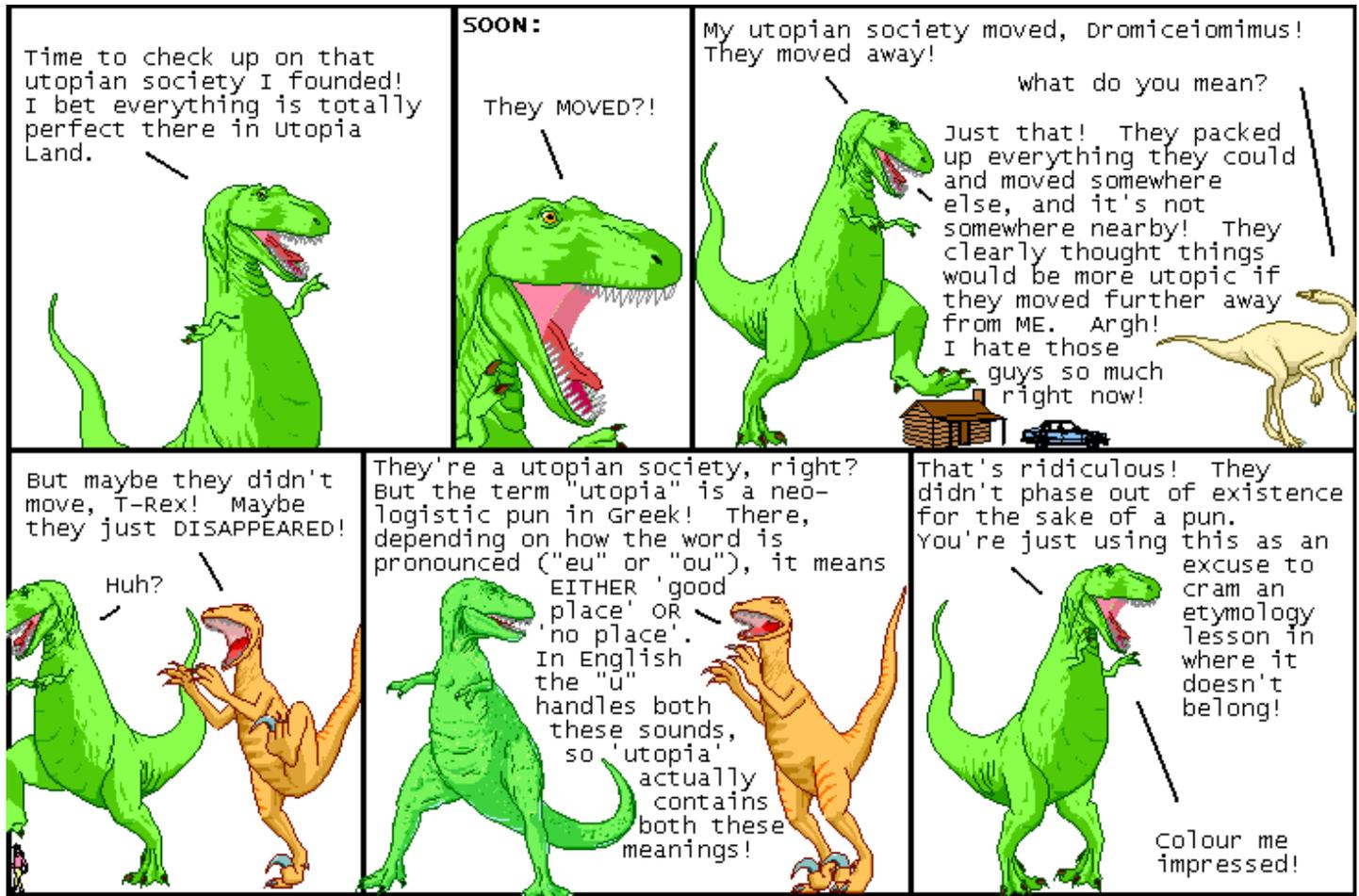
[source:http://xkcd.com/771/](http://xkcd.com/771/)

Saturday Morning Breakfast Cereal, by Zach Weiner



<https://medium.com/the-nib/35aa5abf79da>

Dinosaur Comics

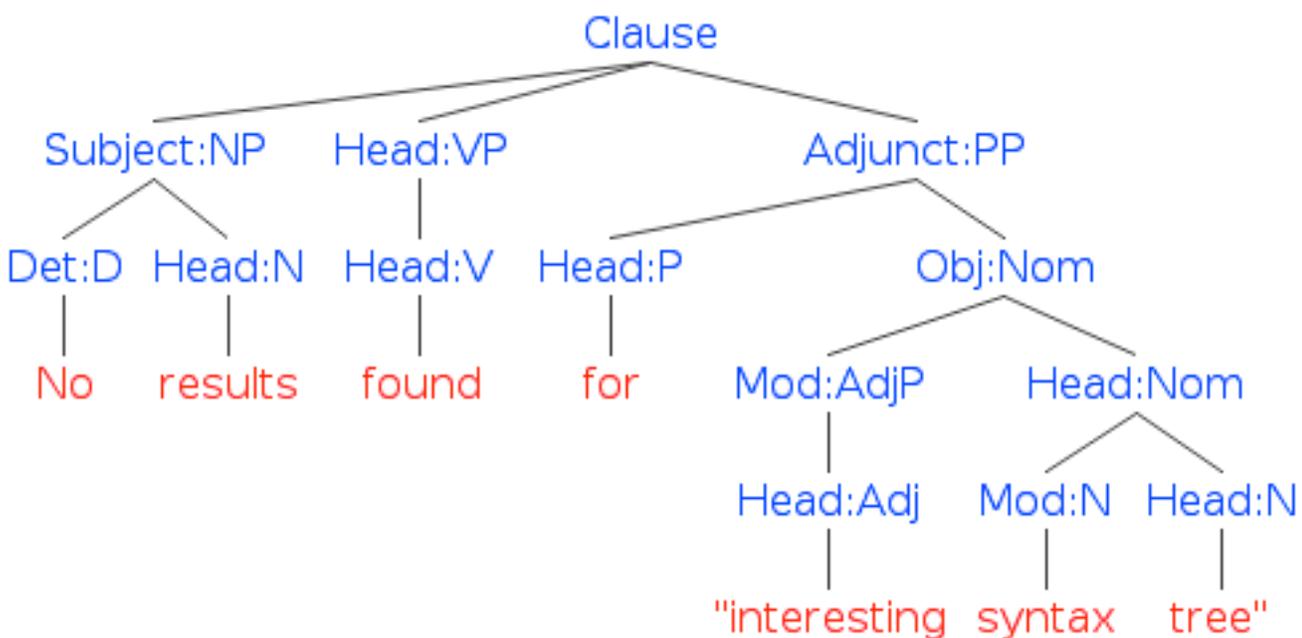


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Syntax Tree



Grammar Rules!

One way for computers to understand language is by parsing sentences to figure out the role of each word. A context free grammar (CFG) (also called phrase structure grammar) is a set of rules for forming sentences. Only sentences that can be generated using such a set of rules are then deemed grammatically correct and ‘well-formed’. Computer scientists and linguists use CFGs to define and parse languages, where a “language” is defined as any and all sentences that a given CFG can generate. S is the starting symbol for each sentence.

The following rules make up a simple CFG:

$S \rightarrow NV$ $N \rightarrow \text{children}$ $N \rightarrow \text{squirrels}$ $V \rightarrow \text{sing}$ $V \rightarrow \text{eat}$

Each rule says that the element to the left of the arrow can be expanded into the elements to the right of the arrow. By repeatedly replacing symbols, this CFG can expand the symbol S into “squirrels sing”, “children sing”, “squirrels eat”, and “children eat”. It cannot, however, generate “children eat squirrels” or “squirrels eat children” or just “children” – you can see that there is no possible sequence of replacements that turns S into any of these.

The following is another simple CFG. The rules have been numbered for your convenience, but the numbers are not part of the rules.

- | | | |
|---|--|-----------------------------------|
| 1. $S \rightarrow NP VP$ | 11. $TV \rightarrow \text{chases}$ | 21. $VP \rightarrow IV PP$ |
| 2. $VP \rightarrow VP PP$ | 12. $P \rightarrow \text{in}$ | 22. $N \rightarrow \text{Mary}$ |
| 3. $PP \rightarrow P$ | 13. $NP \rightarrow NP \text{ CONJ } NP$ | 23. $TV \rightarrow \text{tells}$ |
| 4. $IV \rightarrow \text{runs}$ | 14. $N \rightarrow \text{he}$ | 24. $D \rightarrow \text{the}$ |
| 5. $NP \rightarrow N$ | 15. $TV \rightarrow \text{eats}$ | 25. $VP \rightarrow TV NP$ |
| 6. $VP \rightarrow VP \text{ CONJ } VP$ | 16. $P \rightarrow \text{away}$ | 26. $N \rightarrow \text{dog}$ |
| 7. $PP \rightarrow P NP$ | 17. $VP \rightarrow IV$ | 27. $TV \rightarrow \text{sees}$ |
| 8. $C \rightarrow \text{that}$ | 18. $N \rightarrow \text{John}$ | 28. $VP \rightarrow TV C S$ |
| 9. $NP \rightarrow D N$ | 19. $TV \rightarrow \text{catches}$ | 29. $N \rightarrow \text{tree}$ |
| 10. $N \rightarrow \text{squirrel}$ | 20. $\text{CONJ} \rightarrow \text{and}$ | 30. $IV \rightarrow \text{sits}$ |

Here is a simple story. Several of the following sentences are, according to the above CFG, not well formed, meaning they cannot be derived from S by repeated substitution of symbols. List the sentences that the CFG above can generate; ignore the periods.

- | | |
|---|---|
| A. John sees the dog and Mary sees the dog. | J. The dog eats. |
| B. The dog sees John and Mary. | K. John sees that the dog eats the squirrel. |
| C. The dog sees a squirrel. | L. John tells Mary that the dog eats the squirrel. |
| D. The squirrel sits in the tree. | M. The dog sees that John sees that he eats the squirrel. |
| E. That squirrel sees the dog. | N. And the dog runs away. |
| F. The squirrel was seen by the dog. | O. Mary and John chase the dog. |
| G. The dog runs. | P. John chases and catches the dog. |
| H. The squirrel in the tree runs. | Q. John eats the dog. |
| I. The dog chases the squirrel and eats the squirrel. | |

Source: [Grammar Rules!](#) [Solution](#) Andrea Schalley and Patrick Littell