

**Speech by the Chief Guest Dr. Vivimarie VanderPoorten Medawattegedera, PhD, Senior Lecturer and Head, Department of Language Studies, Open University of Sri Lanka at the English Day**

The Management, staff and students of S. Thomas' College, Past pupils and parents, I would like to first thank you for inviting me to be here on this very special occasion of your English Day event. I am honoured to be here.

In watching the performance of your students today I see that there is much emphasis placed on creativity, on performing and speech. I would like to congratulate you on this. Making learning a language fun is extremely important. Celebrating the use of a world language and the link language of Sri Lanka's constitution is more than appropriate. I have also experienced the commendable trilingual ethos of your school and would like to congratulate you on that.

In today's world it is becoming increasingly normal to be a bilingual. Let me tell you a little story. There was once a cat and her kittens in a house. They were extremely afraid of the dog of the house who was mean to them. One day the dog was very near to their part of the house where they hid, and their lives were in danger. All at once, the mother cat started barking loudly. The dog got afraid and fled. The kittens asked her how she barked instead of meowing. Then she said, that is the importance of learning a second language . Bilingual does not mean only knowing two languages. It gives the idea of knowing more than one variety of a language even. For example we have Sri Lankan English. This does not mean wrong English with wrong grammar but our very own local flavor of the English language. When we talk to fellow Sri Lankans we do not speak British or American English but Sri Lankan English. We punctuate our speech with 'Aiyo's and Ancy's and "What are you saying ah's and say things like sambol and mallung and achcharu. We talk about funeral houses and 'at homes' and 'next door neighbours and poruwa ceremonies. These are all features of Sri Lankan English. However when we are required to interact with speakers of British or American English or other international speakers we will have to modify our speech and speak more like them in order that communication takes place without a problem. This is what we call linguistic repertoires.

Linguistic repertoire is defined as the totality of linguistic varieties used in different social contexts by a particular community of speakers. It refers to the set of distinguishable code varieties from which the speakers of certain speech community can choose to be used, in certain social context of speaking. Therefore it is very important for us to remember that our target is not only to learn English, but types of Englishes, and not only to learn types of Englishes, which of course is vital, but also to be fluent in our mother tongue as well as the second national language, be that Sinhalese or Tamil. What we mean by a linguistic repertoire is this range of languages which we can mix and switch from one to another in the course of one speech event or conversation. The ability to mix language is a characteristic of a fluent bilingual. Therefore I would imagine that it is equally important to celebrate Sinhala Language day and also Tamil Language day. Trilingualism is going to be one of the greatest assets young people can possess in this day and these times.

# Sample Introduction Of Guest Pastor

**Robert R. Redfield**



## Sample Introduction Of Guest Pastor:

**Days of Remembrance, April 18-25, 1993**, 1993 Introduces the history of Jewish holocaust and provides information on planning commemorative programs Managing A Public Speaker Bureau Stephen F. Gambescia, Evelyn Gonzalez, 2004-09-21 Very hands on material with lots of sample letters and questionnaires No other resource on this topic tailored to health and human services Motivated and entrepreneurial author Gambescia **Effective Speech & Oral Comm.** Aquino, F.O., 2002 A Handbook for Involving Parents in Head Start, 1980 **Fifty Years Ago** United States Holocaust Memorial Museum, 1994 **Days of Remembrance, April 3-10, 1994**, 1994 An anthology of writings about the Holocaust topically arranged for study **Careers in Criminal Justice** Coy H. Johnston, 2018-01-17 Careers in Criminal Justice Second Edition prepares students to plan pursue and realize their career goals from conception through the hiring process Coy H Johnston s contemporary approach emphasizes student self reflection and pragmatism in the pursuit of self fulfillment and professionalism With coverage of over forty careers in policing courts corrections and victim services students receive a comprehensive overview of the most popular and growing careers in the field Self assessment tools enhance the student s self awareness and steer them toward realistic and suitable careers in criminal justice This easy to read guide is organized to prepare and encourage growth throughout the student s career New to the Second Edition A new chapter titled Volunteering and Internship Chapter 9 guides readers through the importance and process of early involvement in the field to create a more enticing resume Three new Guest Speaker profiles offer students new perspectives and practical advice for a variety of careers and geographical areas New career assessment tools are included to help students realize their compatibility with various careers in the criminal justice field Expanded coverage of information in critical areas such as private prisons careers in the judiciary and resume building ensure students are receiving a balanced introduction to criminal justice careers **Days of Remembrance of the Victims of the Holocaust**, 1988 Army family team building United States. Department of the Army, 2004 *Leadership Laboratory* Edsel O. Chalker, 1983 **The Communications Handbook** Paula S. Goepfert, 1982 **Guide for Covenant Discipleship Groups** Gayle Turner Watson, 2011-07-11 Covenant Discipleship Groups have a long history of helping Christians grow as disciples Based on the early Methodist class meetings Covenant Discipleship Groups provide a way for Christians today to be accountable disciples of Jesus Christ Q A s Q WHAT IS A COVENANT DISCIPLESHIP GROUP A Covenant Discipleship Groups consists of up to seven persons who meet together for one hour each week to hold themselves mutually accountable for their discipleship They do this by means of a covenant that they have written Q WHAT IS THE PURPOSE OF A COVENANT DISCIPLESHIP GROUP A Covenant Discipleship Groups are intended solely for mutual accountability and prayerful support for living as disciples in the world They are not where our discipleship happens but where we make sure that it happens Q WHY DOES THE GROUP NEED A COVENANT A The covenants we make with one another help us keep our covenant with God We make covenants with one

another because we live in a world that has yet to accept God's salvation. We constantly face temptations to turn away from God and we need some means of mutual support. John Wesley and the early Methodists understood this need and saw that nothing short of binding themselves to mutual accountability would suffice. By the grace of God they agreed to watch over each other in love.

**Q WHY JOIN A COVENANT DISCIPLESHIP GROUP?** A By joining with other Christians in a weekly meeting, members of Covenant Discipleship Groups learn to center their lives on Jesus Christ by following his teachings and supporting one another in living out the basics of Christian discipleship.

**Q WHAT WILL HAPPEN TO ME IN A COVENANT DISCIPLESHIP GROUP?** A You will become more aware of God's grace in your life. You will find new ways of serving God and your neighbor. You will find your understanding of God's will greatly enhanced.

**Q HOW WILL THIS BOOK HELP ME?** A This handbook is primarily a practical reference manual for starting, developing, sustaining, and incorporating Covenant Discipleship Groups into the mission and ministry of the church.

**Academic Language/Literacy Strategies for Adolescents** Debra L. Cook Hirai, Irene Borrego, Emilio Garza, Carl Kloock, 2013-02-01. Fast-paced, practical, and innovative, this text for pre-service and in-service teachers features clear, easily accessible lessons and professional development activities to improve the delivery of academic language literacy education across the content areas in junior middle school and high school classrooms. Numerous hands-on tools and techniques demonstrate the effectiveness of content area instruction for students in a wide variety of school settings, particularly English language learners, struggling readers, and other special populations of students. Based on a strong professional development model, the authors have been instrumental in designing *Academic Language Literacy Strategies for Adolescents*, which addresses motivation, attributes of academic language vocabulary, theory and practice, reading skills development, grammar, and writing. A wealth of charts, graphs, and lesson plans give clear examples of academic language literacy strategies in action. The appendices, a key component of the practical applications developed in the text, include a glossary, exemplary lessons that address key content areas, and a Grammar Handbook. In this era of increased accountability coupled with rapid demographic change and challenges to traditional curricula and pedagogical methods, educators will find this book to be a great resource.

**Taking Charge of Distribution Sales** Gary T. Moore, 2010. *Social Usage and Protocol Handbook*. United States. Office of the Chief of Naval Operations.

Foreign Liaison and Protocol Section, 1970. **Speaking in Business** Cary B. Bell, 1984. **Quantum Learning &**

**Instructional Leadership in Practice** John Parks Le Tellier, 2006-10-27. Using evidence-based strategies, this inspiring handbook provides principals and teachers with a catalog of practiced moves or actions that upgrade performance, create durable motivation, and renew energy levels.

*Art Rooms as Centers for Design Education* George Székely, 2018-12-07. Merging the teaching of art innovation through design with traditional art media taught in K-12 art programs, this book introduces art theories and histories in design, offers classroom-tested pedagogical approaches that emphasize innovation, and includes a wealth of graphics and stories about bringing in curiosity, play, and creativity into the classroom. Interspersed

with engaging personal narratives and anecdotes George Szekely paints a picture of transformed art classrooms and shows how art teachers can effectively foster student risk taking and learning with new teaching pedagogies and methodologies By breaking down how teacher encouragement and stimulating classroom environments can empower students and motivate them to challenge themselves Szekely demonstrates how art rooms become sites where children act as critical makers and builders and are positioned to make major social contributions to the school and beyond

**History of Multicultural Education Volume 5** Carl A. Grant, Thandeka K. Chapman, 2013-10-23 This benchmark 6 volume set documents analyzes and critiques a comprehensive body of research on the history of multicultural education in the U S The volumes reflect the tenets of multicultural education its history its present and individuals whose work has contributed significantly to equity and social justice for all citizens By collecting and providing a framework for key publications spanning the last 30 40 years this set provides a means of understanding and visualizing the development implementation and interpretation of multicultural education in American society The volumes do not promote any one scholar s or group s vision of multicultural education but include conflicting ideals that inform multiple interpretations Each volume contains archival documents organized around a specific theme Conceptual Frameworks and Curricular Content Foundations and Stratifications Instruction and Assessment Policy and Governance Students and Student Achievement Teachers and Teacher Education The historical time line within each volume illustrates the progression of research and theory on its theme and encourages readers to reflect on the changes in language and thinking concerning educational scholarship in that area

History for the IB Diploma Paper 3 Civil Rights and Social Movements in the Americas Post-1945 Mark Stacey, Mike Scott-Baumann, Michael Scott-Baumann, 2016-11-24 Comprehensive books to support study of History for the IB Diploma Paper 3 revised for first assessment in 2017 This coursebook covers Paper 3 HL option 2 History of the Americas Topic 17 Civil Rights and Social Movements in the Americas Post 1945 of the History for the International Baccalaureate IB Diploma syllabus for first assessment in 2017 Tailored to the requirements of the IB syllabus and written by experienced examiners and teachers it offers an authoritative and engaging guidance through the origins nature and achievements of civil rights and social movements in the Americas after 1945

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