



# Teaching English as an Additional Language to Adults in Manitoba

Summer 2008 Edition

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## *President's Message*

This has been an interesting year for TEAM. In response to our plea for nominations the Awards committee was able to give all three \$500 learner bursaries for higher education. We also gave two teacher awards to Janis Pregnall and Gail Foote Lylek, a volunteer award to Carolynne Chislet, and a community service award to the Manitoba Nurses Union. Both Carolynne and the Nurses Union donated their award to the Winnipeg Library to buy EAL resources. In order to nominate someone for this year please see our website [www.manitobateam.com](http://www.manitobateam.com)

As well, this year TEAM has begun something new. We have undertaken a pilot project with the ALT Branch. In January 2008 the TEAM mentorship project began. The purpose was to assist new teachers in the EAL field by matching them with experienced EAL instructors. It started with five mentees and five mentors and was administered by Margo James. It was found the common goals of the majority of mentees was to gain a better understanding of CLB and the assessment process. We hope that this is just the first of a very successful TEAM project. Updates on the project will be available on the website.

TEAM has also just hosted its second conference at St. Boniface College. Doug Sadler was our keynote and the day went well with a diverse number of presenters and topics. At the end of the day TEAM held its Annual General Meeting and new executive members were voted in. The new executive is as follows:

- |                          |   |
|--------------------------|---|
| President                | Rita Prokopetz  |
| Vice President           | Ana Azevedo   |
| Secretary                | Aggie Grossberndt   |
| Treasurer                | Sandra Day  |
| Awards                   | Beatriz Barahona  |
| Fundraising              | Dorota Blumczynska  |
| Liaison                  | Heather Lamont  |
| Newsletter               | Paz Bowman  |
| Professional Development | Kathe Remillard   |
| Welcoming Committee      | Antoanela Denchuk   |
| Communications           | Tamara Stoesz   |
| Members at Large         | Barb McCandless, Marcia Maia, Heather McIntosh, Ann Tigchelaar, and Elizabeth Slivinski |



Have wonderful summer everyone!

*Jennifer Loewen*

## COMMUNITY CONNECTIONS THROUGH DISCOURSE

### TESL-Canada 2008 Learner Conference Moncton, NB May 29-30, 2008

The conference ran at the same time as the TESL Canada National Conference and it was designed for newcomers to Canada who are learning English as an Additional Language.

The goals of the conference were:

- To provide useful information to newcomers in Canada about important aspects of living in their communities that may not be discussed in regular EAL classes;
- To focus on learning how to be independent and how to manage living in Canada; and
- To offer a series of mini-workshops on life skills issues, accesses to services, how to handle barriers to integration, and language learning processes.

The conference lasted for three days. The first day was an official opening day with comments by the TESL-Canada President. A lot of English publications were displayed. The next day, several workshops were provided by different guest speakers.

The first workshop, "Networking, Connecting with Others," led by Mary Lou Arsenault, was about building mutually beneficial relationships. In this activity, we learned different ways to connect to people through effective communication, which involves a complex set of skills. Some examples of networking were given to us by the speaker, such as with professional associations, services organizations, and social or religious agencies. She emphasized that friends, neighbours, classmates, workmates, tourists, and lecturers are all good prospects for our networking. As a real-life example, the Learner Conference Organizer gave each of us twenty business cards to hand out to people and get theirs in return.

The second workshop was about the CLB (Canadian Language Benchmarks) for living in Canada. It was led by Jennifer Mackay. The speaker emphasized that the CLB will help you identify or demonstrate language skills for a job requirement or further studies.

The third workshop was "Marketplace of Opportunities," a round table presentation. The first presenter (Nathalie Melanson) talked about the Electronic Portfolio. We learned how to store data such as the résumé, cover letter, publications, and certificates for future use in our job search. The second presenter talked about the hidden job market. The third (Nicole Melanson) talked about cross-cultural communication. She emphasized that communication was the key to both personal and professional success. The fourth (Eric Pelletier) talked about starting a small business.

Later, on Friday night, a wonderful and colourful banquet was offered to EAL learners by TESL-Canada.



In conclusion, the conference was a success. All the information provided at the conference was not new for me, because all the topics were covered in my class at the RRC during this semester. Nonetheless, I enjoyed the networking. I met new people who have become friends, and I really practiced my speaking skills.

by Catherine Biaya

**Working with  
Immigrant  
Communities  
*A Guide for Service Providers***

***The Improving Access Project – March 2008  
Available from Labour and Immigration***

This guide was developed to help service providers in Winnipeg working with immigrants and refugees better understand immigration categories and processes, increase their awareness of issues affecting the health and well being of newcomers and increase knowledge of the range of services and resources available to address these issues. *Below is a preview section for your consideration.*

**The Immigrant Settlement Process**

Thoughts and Feelings	Issues and Needs	Resources Required	Potential Resource Required
Sense of being in a 'honeymoon' phase Happiness over move Remembering original reasons for move Anxiety over separation with what is familiar Fear of further change Sense of isolation suppressed anger and depression over inability to cope in a new environment Mourning of old life Loss of self esteem Feeling that no one is interested in the person, his or her accomplishments, and country of origin Sense of disillusionment or embarrassment at not being able to achieve something or meet expectations	Desire to achieve something in new home Desire to contribute to new home Frustration and sense of helplessness over inability to contribute in a meaningful way Desire to bring friends and family to new home Negative coping mechanisms developed (withdrawal from friends and family, substance abuse) Positive mechanisms for coping with change (joining heritage groups, making new friends, getting involved in community groups) Family roles change and reinforce or undermine the family structure (parents and children become experts on different things) Reasons for move are now unclear Experience of having self and accomplishments rejected by host community	Connection with achievements in previous life Information on how to establish ties to former achievements New challenges and activities Assessment of skills, resources and knowledge Help identifying unsettling thoughts and emotions Help learning to express thoughts and emotions Validation of loss Information on how to sponsor friends and family members	Counselling or help dealing with mourning process Help finding or creating mutual aid or support groups Information on how to take care of self and family

*Michael Rochon is back ...with his issues*

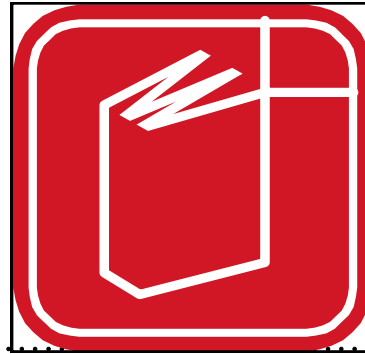
I think all EAL teachers would hope to see dictionaries used in the classroom with maximum benefit, and a minimum of headaches. With that goal in mind, I wanted to offer some of my reflections and findings on this key issue in EAL education. As you may remember, the first part of this discussion appeared in the Fall '07 Newsletter.

For ease of discussion, I've chosen the following short names for our typical classroom dictionaries in use today - bilingual - (bi-dictionary), monolingual (mono-dictionary), electronic dictionary - (e-dictionary), bilingual electronic (bi / e - dictionary) and internet dictionary - (web-dictionary)

Let's consider what seems to be happening with dictionaries from the perspective of classroom language learning theory. I offer this one interpretation based on Krashen's "i + 1" concept. There seem to be two basic schools of thought which would naturally clash on the issue of dictionaries. I call these two schools of thought L+1 communicative & L+1 interlanguage.

L+1 communicative would say that the student should be hearing, reading, (and possibly trying) language that is slightly higher in level than he is. Under this theory, the student must use only English to manage the tasks, and the resources available - teacher and book explanations, and the mono-dictionary. All difficult words and expressions are explained adequately, so that there is a constant support from below- the student uses what he knows to add and build what he doesn't know. Teachers who follow this kind of theory seem to believe that the distractions and problems of the bi-dictionary are too great to justify their use, and their benefits marginal. In defense of this approach, we could say that a thesaurus should be adequate for writing- a student can still reach for higher level words by finding a word in the thesaurus, and then checking it with a good mono-dictionary. With the proper supports, task design, and training in use of the dictionary / thesaurus, this should all work out very well. We must say also that if language building is like building a network of knowledge in the mind, or like using a muscle, to use English exclusively seems to strengthen the muscle, and build a stronger network of English knowledge.

Under the L+1 interlanguage theory, the student uses his native, first, or possibly second language to help him manage meanings. By necessity, he will still use communicative methods in the target language, so at most we can expect a mixture of communicative and interlanguage methods. Under this theory, when higher level words are encountered, the



that can help as a mnemonic aid. When a student receives affirmation that his mother tongue is good and useful for helping him learn, it is very powerful. As we know, students naturally drift towards their bi-dictionaries. These teachers would choose to view the use of the bi-dictionary as opportunity rather than catastrophe. They would say that if there are problems in getting a proper meaning, it is usually the student, not the dictionary that is to blame.

I have my own tendencies and choices with dictionary use in my classroom, but as of yet, I have not banned the use of bi or e-dictionaries.

*Stay tuned for a conclusion in the next newsletter...*

## **TEAM MENTORSHIP PROGRAM**

**The pilot phase of the TEAM Mentorship Program, funded by the ALT Branch, finished on March 31 with very positive evaluations, all ten of the participants recommending the program to other teachers. The partnerships were:**

Diane Desrochers (WSD 1)	with	Ana Azevedo (WSD 1)
<b>Kamey Munsamey (7 Oaks)</b>	<b>with</b>	<b>Nicole Wade (WSD 1)</b>
<b>Dorota Blumczynska (IRCOM)</b>	<b>with</b>	<b>Ella Kroeker (WTC- Erin)</b>
<b>Veronica Yeung (WTC – Pembina)</b>	<b>with</b>	<b>Ruth Klippenstein (WTC – Erin)</b>
<b>Sylvanus Otterbein (New Beginnings)</b>	<b>with</b>	<b>Chris Bertram (WSD 1)</b>

**Each pair spent ten hours of direct contact time focused on three expressed goals of the mentee, often related to Benchmark evaluations and unit planning, and usually including classroom observation and visits to libraries or resource centers. They had four to six weeks to complete the mentorship, which created time pressures for some, but they found the ten hours a productive and manageable amount of contact time for the coaching. The most often cited benefits of the program for both mentees and mentors were a better understanding of the Benchmarks, a revitalization of their teaching, and a sense of accomplishment. Due to the cross-program nature of most of the mentorships, they also reported a greater awareness of and respect for the many talented professionals in the diverse AEAL programs in Manitoba. Generally, the successes of the program were thanks to the commitment and skills of the participants and to great support from the TEAM executive and the ALT Branch. We celebrated those successes at a wind-up lunch at the Forks.**

**In the last few weeks, TEAM and the ALT Branch have agreed to offer essentially the same mentorship opportunities to fifteen beginning teachers from September to next March, but with more time available to complete the mentorship. We will again solicit nominations for participants from the directors of ALT-funded AEAL programs and give them priority, but we will also consider self-nominations, especially from TEAM members. Hopefully, we will also be able to combine a follow-up session for the pilot participants with an orientation for new participants in September. With the increased scope of the program, I look forward to working with many more of you in the fall!**

**If you would like more information, for example about qualifications for participants, please simply contact me either by phone or email at almost any time over the summer. Some contact information may change at the end of the summer, but that will be announced on the website. Best wishes for a great summer to all!**

**Margo James  
TMP Coordinator**

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### *What's new:*

Hi all – for your free time and free rice...  
On this website, you must correctly identify the meaning of the word in front of you. For every correct definition, you will be donating 20 free grains of rice to hungry folk of the world.  
How many can you feed??  
<http://www.freerice.com/index.php>

*Hello fellow EAL Programs,  
A new and exciting Summer program has arrived...*

**LIVING ENGLISH:**  
Phone: 998-5422  
Email: [livingenglish.office@gmail.com](mailto:livingenglish.office@gmail.com)

*For more information contact;*  
Rebecca Siebert  
998-5422

### *Congratuالتions*



*Lauren Phillips on the birth of her daughter  
Hana Grace  
born on  
June 18th.  
Welcome home Hana!  
Congratulations Lauren and Matt*

*Kerri Caldwell on the birth of her son  
Michael  
born on June 22nd.  
Welcome home Michael!  
Congratuالتions Kerri and Dennis*