



Mark your Calendars

Our next
AGM

will be
Friday, October 24, 2008

at the Olympia
Banquet Centre
(1162 Barton
Street E. Hamil-
ton, Ontario, L8H
2V6)

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HAMILTON-WENTWORTH

Teachers of English as a Second Language

www.teslhw.org

Spring / Summer 2008

SISO Programs and Service Expansion in Hamilton

Hamilton – SISO (Settlement & Integration Service Organization) announced recently that the Hamilton Mountain Office will officially open on June 6th, 2008.

Located at 1030 Upper James, this new facility will bring some vital programs and services closer to the homes of those who need them the most. Services available from this new office include: information, orientation, direct assistance and referrals, along with language assessment and specialized employment services for newcomers to Canada.

Morteza Jafarpour, SISO's Executive Director says that: *"We are confident that the new Mountain Office, along*



with the addition of the new programs and services will dramatically increase early access of newcomers to the right information, training and assistance to contribute to their timely economic and social integration".

The new office is also home of the Global Business Innovation Centre, a progressive initiative to assist newcomers open-up viable and high-end income generating businesses in Hamilton. Newcomers with an entrepreneurial spirit, along with those arriving under the business, entrepreneurial or investment class, will be able to access information, assistance and mentoring to guide their first steps, while also having an opportunity to meet and network with existing businesses. In the long run, the Global Business Innovation Centre will also provide services to Hamilton-based businesses seeking op-

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NEW TESL-INSPIRED COURSES @ MAC

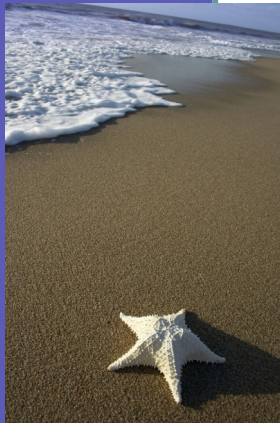
In September 2008, the Department of Linguistics & Languages at McMaster University will be offering three new courses which are part of a series of courses that will

eventually lead to a certificate in TESL. There is great interest among the students at Mac in attaining certification in the teaching of English as a second language and they

can now work towards this certification at the same time as they work towards their degree.

"Ling & Lang" at Mac offers degree programs in linguistics and

Continued on page 9



Message from the President

Well it has been an exciting year here at TESL HW, both personally for me and with the executive. We have come off another successful spring conference that provided us some great insights. It was nice to see that people enjoyed the conference, especially the dancing on Saturday, and came away with some great information to take back to their classroom. A big thanks to all those of you who attended, but mostly to

the crew that made it happen; from Charmaine and the crew from SISO to Nelia and the rest of the executive at TESL HW, without all of you none of this would have been possible. A special thanks to Jennifer for keeping our website up and running, she does such a fabulous job with the site.

Now as summer is here and you prepare to relax, just a little bit, we can reflect on the past school year and

remember all the good and the bad times. Hopefully, we take all the lessons we learned this year and applying them to our lives and teaching for the coming year.

I wish you all a happy and healthy summer and look forward to seeing all of you in the fall at our AGM.

Rick Born
President of TESL HW

"We knew this was an important gap in the overall lay-out of services in Hamilton and are confident that the kind of businesses we are nurturing in this new centre will contribute to overall economic development and growth in our city"



SISO Expansion continued

opportunities overseas.

Pat Daenzer, the Chair of SISO's Board of Directors says that: *"The Global Business Innovation Centre is our contribution to Hamilton's efforts to attract and retain both investment and skills. We knew this was an important gap in the overall lay-out of services in Hamilton and are confident that the kind of busi-*

nesses we are nurturing in this new centre will contribute to overall economic development and growth in our city".

This new location is possible by virtue of the financial support from Citizenship and Immigration Canada through the Canada-Ontario Immigration Agreement. The new office will also offer programs and

services funded by Employment Ontario.

For more information call: Aurelia Tokaci - Manager, Employment, Career and Business Development, at: 905-667-7478.

Summer Guest Speakers

Sandra Lemus from the Sexual Assault Centre She has talked about Canadian laws and services, experiences in other countries, and comparing countries. (905)525-4573 ext. 227

Community Dietician from North Hamilton Community Health Centre. Contact

Tracy Friedrich at (905) 523-6611 ex. 303

The Aids Network. Contact Deb Stinson at (905) 528-0854 ex. 230 to discuss how Deb can be a guest speaker in your classroom or to train the teachers at your school

Fire Prevention Division. (905)628-1380

Community Health Worker from North Hamilton Community Health Centre. Carmen Cuming at (905) 523-6611 ex. 305 for a speaker on diabetes, chronic disease self-management and heart health

Second Annual LINC / TESL Spring Conference

Thank you to everyone for making our conference a success. It was hosted on February 29 and March 1, 2008. Click [here](#) to link to the photos from the conference.

As always, we really appreciate your comments and feedback. We take all comments into consideration for the next year's planning. Here is a sample of some your positive comments.

-You've put together an incredibly well organized and professional conference

-Congratulation on a great conference

-My first seminar and it was extremely worthwhile, thanks for the great organization

-It was one of the best I have been to; very interesting, informative and entertaining

-The quality of the location and food = a very professional experience. I felt respected and valued as an

ESL teacher

-You have done a fantastic job. I attended TESL Ontario ... in November, and I can say you did a much better job

-Looking forward to next year!!

-Latin Dance Appetizer—a great way to end the day!!

-I love it! How soon is the next conference? Can we have an exercise break both days please?

Click [here](#) to see our Salsa

Workshop Review: Becoming and IELTS Examiner

Laura Stoutenberg presented a workshop called Becoming an IELTS Examiner. In this workshop Stoutenberg covered an overview of the IELTS test including its components and required training to become an examiner. Esther Bruins attended this workshop and stated that "it was a very infor-

mative session, especially as an assessor." Bruins found that one interesting aspect of this presentation was seeing how different the IELTS are from the rating frameworks we are used to. In the workshop there was discussion about concerns about sending "original" documents in the application proc-

ess, comparison discussion of IELTS/TOEFL/iBT, and resources to recommend for IELTS preparation. Overall Bruins concluded that the workshop was very complete and a follow up could be done as a recruiting workshop.

Click on this link to see a recent Toronto Star Article on IELTS

Workshop Review: Addressing the L2 Learners' Hierarchy of Needs in the ESL Classroom

Marta Lee presented a workshop called Addressing the L2 Learners' Hierarchy of Needs in the ESL Classroom. In this workshop Lee used two group tasks to write ideas on chart paper and share with the group: 1. what causes students to drop within the pyramid: how can we help them within the class to move back up? And 2. relate CLB

topics to the parts of the pyramid model. One interesting issue brought up in this workshop was that the North American school system reverses "esteem" needs and "social needs/belonging"—this can play out in difficulties and confusion for learners and their children who are faced with this. Overall the attendee found that this was an appropriate and useful workshop as it was helpful to focus on stu-

dents' needs and how these can be met through developing plans which will allow growth in and outside of the class. The attendee also stated that a follow-up presentation would be beneficial as well. The suggestion was "there's lots to follow up on with ideas for activities to use in-class based on the aim to help students move (back) up the hierarchy".



Workshop Review: Sound Readers

Martha Kovack presented a workshop called Sound Readers. The topic of this workshop was phonemic awareness and playing with sounds and letters. Participants put together an alphabet clothesline and got to bring it home in a baggie to assemble later.

Bozena Woszczyk attended this workshop and stated that the workshop was appropriate and useful: "I think it could be used in many different levels of teaching. It helped us understand how to teach children how to read by sound-

ing letters not just by sounding syllables."

Woszczyk also stated that a follow-up presentation on ideas on how to get children to print more to improve their reading would be useful.

"Encouraged . . . to look at anything in my house hold/recycling bin to use as an activity".

Workshop Review: Making Toys to Enhance Infant / Toddler Development

Carol Debe presented a workshop called Making Toys to Enhance Infant/Toddler Development. In this presentation, Debe used power point, and a variety of interactive activities including asking the audience about new songs that they wanted to hear.

One attendee found everything interesting and was surprised to see that one could make great toys from house hold items to teach Infant / Toddler songs to promote infant / toddler development. This participant felt "Encouraged . . . to look at anything in my

house hold/recycling bin to use as an activity".

Overall the participants were very interested in what Debe put inside the surprise toys.

One participant recommends that a useful follow-up workshop could be a hands-on make and take workshop.

Workshop Review: Addressing Licensing and Accreditation for IEPTs

Aurelia Tokaci presented a workshop called Addressing Licensing and Accreditation for IEPTs.

question/answer throughout presentation.

professions are regulated".

The topic of this workshop was working with internationally trained professionals.

Grace Jesus attended the workshop and stated that the speaker was very passionate about topic.

Jesus found the information was helpful as background since she teaches civics/careers and her students have questions on this topic.

Tokaci provided a booklet and used conversation

Jesus was surprised to learn that "having Canadian experience' is a myth because only a few



Workshop Review: Go Go Google



Marianne Salvo presented a workshop called Go Go Google.

The topic of this workshop was using the quick and easy web page creator.

In this workshop participants created their own gmail account, created a website and tried activities Salvo's example website.

Irene Walker found it interesting that there were multiple uses for websites and learned how to expand into blogs, including you-tube.

Walker found this workshop beneficial and that the tools presented were "quick and easy—great for busy teachers".

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Workshop Review: The North American Writing Style

Evelyn Pedersen presented a workshop called The North American Writing Style. Participants used the booklet by Pedersen and did a variety of activities including reading a writing sample of a student and reading writing samples of students and deciding

what North American Style they should be written in.

One participant found it interesting to learn that some cultures such as Asian are thought to make very elaborate intros before getting to the point. Other cultures

think in circles/North Americans think linearly.

One question asked during the workshop was "can you take one student's writing as an example for all to see?" Pedersen's response was, "Yes this can be effective and less time consuming".

Workshop Review: Language Learning and Survivors of Trauma

Biljana Vasilevska presented a workshop called Language Learning and Survivors of Trauma. The topic of this workshop was teaching strategies for building in linguistic/teaching/learning opportunities after learners have disclosed traumatic experiences.

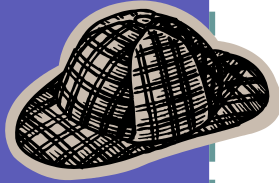
Vasilevska used a variety of techniques including group discussion, a group quiz, and application of the teaching tool.

Jennifer Weiler found that working in small groups was extremely useful as it made her realize that her experiences

working with refugees is very similar to other teachers' and ESL professionals. She found that all participants had many stories to share.

Vasilevska answered a variety of challenging questions such as: How do you deal with the

disclosures at the end of class time? What do you do if only one student isn't interested in talking about traumatic issues? Is it ok to inform students that their situations are illegal in Canada?



"The choice of activities is based on sound teaching principles, the unique needs of the students and ongoing self-assessment of the teacher's approach."

The Mystery of a Successful ESL Classroom: A Student's perspective

I had been volunteering for several years with different organizations as a Literacy tutor, Reading-coach and most recently, as an ESL volunteer at a LINC-based language agency. I had the privilege of helping newcomers with their efforts in learning the English language. I developed great admiration towards these students for their perseverance in trying to learn a difficult language and courage in adjusting to a new country. It was an honor to be a part of the students' learning experience.

Somehow, the teachers managed to make the classes interesting, rele-

vant and fun. There was a lot of student participation based on various activities that took place in an atmosphere of mutual respect and caring on the part of the teacher and students. It was a kind of classroom environment I hadn't been exposed to before, and I wanted to learn more about it.

Several teachers had recommended the TESOL Certificate Program at Woodsworth College at the University of Toronto. I have now completed six of the eight required courses and have a greater understanding and appreciation of the knowledge

and skills required of a teacher to run an effective ESL classroom. Since taking the certificate program, I'm more aware of the conscious choices that teachers make when they use specific language activities. The choice of activities is based on sound teaching principles, the unique needs of the students and ongoing self-assessment of the teacher's approach. These realizations have helped me solve some of the mystery of what makes an effective ESL classroom and teacher has been dispelled.

By Eileen Booty



Canada Day in Hamilton

There are many activities happening around Hamilton to celebrate Canada day. Click [here](#) for the City of Hamilton event listings.

On March 26, 2007 The Hamilton Spectator pub-

lished an article by students from Cathy Wever Elementary School called Why I Love Canada. Click on this link to read the article: <http://www.thespec.com/article/173655>

Let the TESL Hamilton Wentworth newsletter editors know what you did for Canada. Send along any stories and / or photos to be published in the next newsletter. Send to jennifer@teslhw.org

Teacher Buddy Program - Brazil

I recently became a Teacher Buddy with Corinna, an English teacher, in Brazil. The Teacher Buddy Program works as a pen-pal program where you exchange letters or e-mails with colleagues living in Brazil. The main goal of the Teacher Buddy Program is to put together teachers with different teaching backgrounds to exchange teaching experiences and provide an environment for cultural enrichment. We have exchanged emails and shared some of our experiences. If you are interested in finding out more about this great project, read on.

The Teacher Buddy Program is part of the Brazil/Canada Project for Professional Development that is a volunteer-based Educational Project. The aim of

the project is to facilitate the exchange of teaching experiences between Canadian teachers and Brazilian teachers who work for the public school system in one of the poorest regions in Brazil.

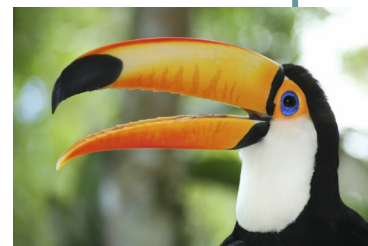
The public schools do not bring the quality of teaching which should be expected to a student to succeed academically. The lack of efficient academic training for the teachers and self-motivation creates the "culture" that students from public schools are expected to be "losers". Over 80% of the students in Piauí State attend public schools but less than 5% obtain a university degree. The Project is based on the belief that by empowering the teachers, the students who go to public schools will have a greater chance to obtain more education.

Here are some suggested themes for email or letters:

- Why be a teacher?
- Cultural differences
- Importance of education
- Classroom challenges
- Personal experiences dealing with problems
- Goals as a Teacher
- Exchange teaching materials such as classroom pictures or cultural artifacts

The time commitment is approximately 2 to 3 hours per month. To participate contact Daniela Nascimento, Project Director at or visit their webpage at www.newclassroom.org

By Patrice Palmer



The Project is based on the belief that by empowering the teachers, the students who go to public schools will have a greater chance to obtain more education.

LINC for Youth Video Project



Groups of young adult newcomers sit with their heads bent together. They are talking, laughing, sketching, and trading the pen and paper back and forth as they work on their plan for a five minute documentary. Earlier in the computer lab, they found and read stories and information about their documentary topics. In the lab, they also drafted letters asking permission to film on location. Now they are discussing what story they want to tell about their topic and how they're going to do it.

As a language teacher, I'm sitting back and feeling vaguely superfluous. Clearly, the students are learning language, but they're doing a lot of it without me. They're using the language, and they're helping each other by correcting spelling and pronunciation and suggesting words and structures as they develop their proposal. Don't tell my boss, but I think they don't need me...

While the main goal of any LINC class is language learning, participants in project-based learning like the LINC for Youth Video Project are often not con-

scious of the language learning/language instruction. They are too busy using the language to accomplish the project they have chosen. In effect, project-based learning puts the students into the driver's seat for much of the classroom work. They choose what they want to do, and the role of the teachers is to help them to do it better. Some of that help is linguistic. Some is coaching on group work, time management and work planning. Some is technical teaching of computer and camera skills. A lot, of course, is organizational—putting the plans and resources in place to make it all happen. (So maybe I'm needed after all!)

The LINC for Youth Video Project is a pilot project funded by Citizenship and Immigration Canada. Its goal is to transition immigrants aged 18-25 to further educational opportunities, by helping them to develop the English communication and other skills they will need to succeed at college, university or other training. The idea of building the program around learning to make videos is that video projects are motivating, ex-

periential and involve a lot of authentic communication. CIC provided funding to buy 3 digital video cameras and a Macintosh computer for editing and to hire 2 technicians to work with the students 10 hours per week. In addition, the program connects students with the many supports available at Mohawk College, such as the Student Success Advisors, Counseling Services, peer tutors and the Communications Centre, where they can get one-on-one writing help.

The pilot project welcomed students on May 5th for the first of two 22-week programs this year. Getting the word out to potential students has proved challenging, as we expected for a pilot project, but if we can extrapolate from the growth of other youth transition programs across the country, LINC for Youth at Mohawk College will grow quickly. Students who are interested in the program should contact Elizabeth Sadler at 905-575-1212 x3419 to find out about later intakes into this session or the next one, which begins October 20th.

By Mary Anne Peters

Click here to see The Hamilton Spectator's article about this program:
<http://www.thespec.com/article/364285>

TESL Courses at Mac.

Continued from page 1

linguistic cognitive science, as well as courses in a number of different languages - including Italian, Spanish, German, Japanese, Polish and Russian. Given the interest in the Department in the issues relating to language acquisition and the interest in the community in ESL, the Department decided to offer preparatory courses for the TESL certificate. Our core linguistics courses already offer insights into the “workings” – the phonetics/phonology, morphology, syntax and semantics - of the different varieties of English and other world languages, but the new courses are spe-

cifically geared to those who would like to teach ESL.

English as a Global Language (LINGUIST 4N03) will look at the rise of English as a global language, at the characteristics of the different varieties of English that have developed and at the effects this has had on minority and other languages.

TESL: Methodological Considerations (LINGUIST 4E03) will investigate the different methodologies currently in use in the teaching of English as a second language.

TESL Practicum (LINGUIST 4TE3) allows the students who have taken the courses in the TESL Preparatory Program to actually apply what they have learned: they will observe associate teachers in the classroom and then teach themselves.

The Department is enthusiastic about this new initiative and is looking forward to welcoming the students who are interested in attaining TESL Certification.

Vikki Cecchetto

(Dept. of Linguistics & Languages, McMaster University)

“... the Department decided to offer preparatory courses for the TESL certificate”

Call for Entry!

We are looking for submission for our Fall / Winter Newsletter. The deadline is Friday December 5, 2008. Submit all entries to jennifer@teslhw.org.

Some ideas are:

- Review of the TESL Hamilton-Wentworth AGM (Friday, October 24, 2008)
- Reviews of TESL Ontario Conference workshops
- Resource reviews (books, software, etc)
- Reflections on your own teaching and learning experience
- Highlights of how you celebrated ESL Week
- Highlights of new programs and services at your organization





HAMILTON-WENTWORTH

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Join us for our next

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Meeting**

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at the Olympia Banquet Centre (1162 Barton Street
E., Hamilton, Ontario, L8H 2V6)

For dinner and a speaker
Speaker to be announced.

Registration Information to Come .