



Special points of interest:

- Programs for Newcomer Families at the Hamilton Public Library
- What I learned in Grad School
- Class Activities
- Summer Trip Ideas
- Great tips for Early Literacy

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Get Addicted to Blogging with

TESL Hamilton Wentworth's new BLOG!

Do you like getting ideas from other teachers? Do you have something to share with other teachers? Would you like to share what your site is doing? TESL Hamilton-Wentworth has created a blog for its members.

Visit TESL Hamilton-Wentworth's new blog. Feel free to read and/or add a comment to the postings. Every TESL Hamilton-Wentworth member will be able to participate in a dia-



logue with other members. Postings are anonymous unless you type your name. Tips for lessons, book reviews, website reviews and other general interest questions can be posted. If you would like feedback or comments for something in particular, post your posting as a comment in the "request for posting" section. The administrator of the blog will create a posting for you. The more you post and get your colleagues

to read and post, the more sharing and interaction will occur. Perhaps you will just read. Perhaps you will post a short comment. Visit and see what the whole blogging thing is about.

<http://tesl-hw.blogspot.com/>

UserID: teslhw2007
Password: teslhw

Happy Blogging!

An Invitation for Our New Blog!

To get us started on the blog, here are two themes that we will develop for June and beyond. Any teacher, child-minder, librarian, or other ESL professional is invited to submit any teaching ideas, great resources, or lesson plans on the 2 themes listed below. Your contributions should not be limited, other than the topic. There are also no age / level / program limitations. Ideas listed below the themes are for guidance only.

1. Canadian Culture—How do you teach this? What parts of culture do you teach? What are interesting or challenging parts to teaching this? What are good (or bad) resources for this? Are there any great guest speakers or field trips?

2. Introducing the use of computers in your classroom.—Do you do a needs assessment? What would be good to include in the needs assessment? What are important skills to teach first? Do you suggest any kind of

progression of skills? What resources would you recommend? Why?

If you have suggestions for other themes, please let us know!

Send your submissions to our blog at
<http://tesl-hw.blogspot.com/>

Mark your calendars!



Our AGM is on Friday, October 12, 2007 for dinner and a great guest speaker.

The location is at La Piazza, 230 Anchor Rd. in the Amore Room.

More information will follow. Keep yourself updated by looking at our website www.teslhw.org



Message from the President

As some of us approach the end of the school year, I can't help but think how quickly our efforts and well thought-out plans have come into fruition. We have had a few opportunities to share and exchange notes and hopefully these occasions have aided in our own personal and professional development since I'm sure that growth and success are within all of us.

The Spring Conference was one incident where many of us

collaborated and gained awareness in areas that were perhaps unfamiliar to us. I hope that it was a worthwhile endeavour, and I thank all of you who came out to experience it. As usual I would like to extend sincere recognition to the Executive Committee who, so painstakingly, helped pull it together. Our efforts are not yet exhausted. We still have the Annual General Meeting to attend to and I look forward to seeing you all there again. Please mark your calendars for

Friday, October 12th for dinner and a guest speaker at La Piazza Banquet Centre in the Amore Room. It promises to be yet another eventful evening.

In closing, I trust you will all have a relaxing and much deserved summer break. The best to all of you and see you in October.

Maria Crapsi

Reviews of the First Annual TESL Hamilton-Wentworth / LINC Conference

The TESL Hamilton-Wentworth / LINC conference held on March 30 and 31 at the Hamilton Convention Centre was a definite success. On the Friday, the keynote speaker and the varied workshops were engaging and informative. Conferences such as these offer ESL teachers the opportunity to meet, discuss and learn any

new information or techniques that can be brought back and implemented in our schools. We look forward with anticipation to next year's conference.

Patricia Boschi, ESL teacher

Read more reviews of this con-



ference on our blog at

<http://tesl-hw.blogspot.com/>

Summer Trips!

Don't miss out on summer fun!

There are many festivals and events happening in Hamilton this summer that would be fantastic for class trips.

A one stop resource is on the City of Hamilton webpage. Here is the direct link to Tourism Hamilton. Click on <http://www.myhamilton.ca/myhamilton/TourismAndVisitorInfo/>

Teaching Idea: Have your

students plan the trip. Provide the students with this web address. Pairs of students can choose one activity or event, make the travel plans (e.g. What bus? What time?), and present the idea to the class as a persuasive presentation or a marketing campaign. The class could then vote on their favourite trip and the whole class could go. Follow up with a written summary of events or description of something they liked.

For a lower level, the teacher could present small groups with adapted print outs of the on-line information. Students read them and decide as group / vote where they want to go. Afterwards, the class or groups can make a photo-story of their experience.

Jennifer Weiler

Class



Level 3/4 Listening Activity:

Some ESL sites are high in the number of Korean students served. In that case, there is a wonderful tape available for approximately thirty dollars Canadian from CBC Radio One. The tape aired in November 2005 on OUTFRONT and was written by a Korean Canadian journalist in Vancouver, Gloria Chang. It was produced by Yvonne Gall. E-mail outfront@cbc.ca for information.

Gloria presents a poignant portrait of her early childhood years in Korea and the family's subsequent move to Canada. Her quest is a painful one. She is trying to get to know her elderly mother better. Her mom, who also came with the family when they emigrated, never learned to speak English. The daughters, as is often the case, understand and speak some Korean, but the nuances of the language have been lost. The result is one which we see with many of our adult ESL students in the form of teenagers and parents who can no longer fully communicate with each other.

Gloria's tape is entitled, "My Mother's Kimchi Fridge." Gloria uses the national dish as a jumping off point to get her mother to talk about the past. She has audio-taped

her mother and her sisters and the result is both heart-rending and funny. I used this tape as a conversational tool to get

my students talking about the frustrations of raising kids in their L2 and, if they are willing, to chat about childhood memories that cling. This tape underlines the need for adult English as a Second Language learning as nothing I have heard before, especially for women. So many of our materials are outmoded and irrelevant to the learner.

This resource is most effective with Koreans (bring in a jar of kimchi and some plastic forks!), but I have used it with other nationalities as well—and they all enjoy it. I would recommend it for Level 4 to get maximum use, but with effective pre-learning a Level 3 class could use it also.

Judy Pollard Smith, ESL Instructor (Hamilton).

Letter Identification and Formation Activities

As a LINC Literacy Instructor, I am continually trying to create new ways to teach and spiral the same material. Here are some games and activities I've come across and tried with students to reinforce letter identification skills. These games can be adapted in their focus for any level.

1. Cut letter out of magazines and paste them in order. Then present the posters to the class.

activities

2. Fly swatter game. The teacher randomly writes letters on the board in two columns (one column per team). Each team is given one fly swatter. The teacher says a letter, then one team member from each team must find the letter and hit it with a fly swatter. The first person to hit it accurately wins.
3. Vanishing letter game. The teacher puts out some letters (maybe 5-8 to start). Students study the letters. Then students close their eyes, and the teacher takes away a letter. Students must try to name the letter that is now missing. This activity could be done by taking away a letter or adding a letter. This works to improve memory skills as well.
4. Find small whiteboards or chalk boards. The teacher or student says a letter of the alphabet and students write the letter on the board. They show the leader who confirms the accuracy.

Jennifer Weiler, LINC Literacy Instructor



It's essential to create new ways to teach and spiral the same material.

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TESL Ontario Training Facilities



Many people in Hamilton are interested in obtaining information about TESL Ontario certification. Here is some information taken from the TESL Ontario website that may be useful to people interested in attaining professional certification to teach adults.

For more information go to http://www.teslontario.org/new/cert/cert_ontcert.htm

The requirements for approval of an application are:

- Minimum of a Canadian three-year degree or deemed the equivalent by a recognized credential service office.
 - Language proficiency requirements are met, if applicable.
 - A TESL training course from one of the programs recognized by TESL Ontario as meeting its standards
 - Documentation of the required practicum.
- Local recognized training institutions are as follows:
- Brock University
 - Centennial College
 - George Brown College
 - Humber College
 - Niagara College
 - Seneca College
 - University of Toronto (Woodsworth College)
 - York University

The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires.

- William Arthur Ward

Renewal of TESL Ontario Certification

Whether you are a LINC instructor or an ESL professional, maintaining your TESL Ontario Certification is important. This Certification is one way to show that you are a dedicated professional striving to meet high standards of professionalism.

For many of us, it is getting to that time when we must renew our TESL Certification. Taken from the TESL Ontario web-

site, the steps to renewal are simple.

Basically you need to have completed 25 hours of professional development over the five years, have accurate documentation of these hours, maintain your membership in good standing and complete the application form. You will also have to pay a renewal fee. At this time it is \$48 for the years of 2007 to 2010.

For more information on renewing your current TESL Ontario certification go to

<http://www.teslontario.org/new/cert/CertRenewal.htm>

Should you have any questions regarding the procedure or the application information, you may contact the Certification Coordinator at

certification@teslontario.org

Today a reader, tomorrow a leader.

~ W. Fuselman ~



More TESL Resources

There are many resources put out by TESL Ontario and its affiliates. Below is a link to TESL Ontario's publication page on their website. There are great resources there that are only available on-line. They are *Contact* and the *TESL Ontario E-Bulletins*

GO TO:

http://www.teslontario.org/new/publ/publ_about.htm

Programs for Newcomer Families - Hamilton Public Library



The Hamilton Public Library offers special

programs and services for newcomer families that are rooted in family literacy and early learning. Our focus has been on purchasing and promoting dual language materials and making newcomer families feel welcome. These innovative programs offered to newcomer families all involve a wide range of community partnerships. Partnerships are crucial to all library projects but especially to programs intended to reach newcomer families.

Family Language Kits (FLAG Kits) contain accessible, culturally sensitive, dual language materials. FLAG was developed by the Hamilton Public Library to promote reading, language development and library use by new immigrants. FLAG is a family literacy initiative designed to help immigrant families break down language and cultural barriers. Over several years, with the support of many partners, the Library has created approximately 150 dual language kits in 17 languages that contain a variety of print and non-print materials that are fun to share and promote language use and play. The kits are now available at many of our branch locations. The picture books in the kits are dual language (home language and English). By providing dual language materials, we make it possible for families to learn English together.

Our partnerships with the Community Action Program for Children, the Parents Helping Parents Program and the City of Hamilton Social and Public Health Services

were essential to the success of the project. Public Health Services hires and trains Resource Parents (family home visitors) to reach out to newcomer families and introduce them to community resources. The Library involved these Resource Parents to test, translate and promote the kit materials. They are active literacy partners and have incorporated a visit to the local library as part of their community orientation program for newcomer families.

Multicultural Early Learning Development (MELD) is a family literacy project that focuses on newcomer families and is designed to promote school readiness, early literacy and library use. This multi-year project was funded by an Early Years Challenge grant. The Hamilton Public Library worked with the two area school boards and many community partners: Community Action Program for Children (CAPC), Community Access to Child Health (CATCH), the Centre de santé communautaire (CSC) and the Settlement and Integration Services Organization (SISO).

MELD is supported by 12 dual language family workbooks, accessible dual language collections and family programs. Although the formal three year grant period of this project ended in 2006, the Hamilton Public Library continues to offer the MELD program to Hamilton schools. The popularity of the dual language collections is ever increasing and all 12 of the dual language workbooks are available for downloading from the Library's website. MELD continues to be an exciting initiative connecting children, parents and families to their local library branch as well as helping to make school readiness, early literacy and the Kindergarten

curriculum fun!

Newcomer Story Time incorporates some of the MELD books and activities in a special preschool program for newcomer families at our Red Hill Branch and the Dominic Agostino Riverdale Recreation Centre. This story time is offered in partnership and with funding support from CAPC (the Community Action Program for Children).

Enjoy Summer Learning provides young newcomers, ages seven and up with an opportunity to practice their English, strengthen their language and learning skills and have fun at their local library. This eight week program is offered at four of our library branches in partnership with Settlement and Integration Services Organization (SISO) and Frontier College.

After School Homework Help continues providing support to newcomer youth during the school year. This program is offered at our Central Branch in partnership with Settlement and Integration Services Organization (SISO), Frontier College and Friends of the Hamilton Public Library.

SWISH (Settlement Workers in Schools in Hamilton) provides direct settlement service information to new immigrants and builds bridges to link them with the resources in the city of Hamilton. SWISH workers are available for consultation during July and August at five locations of the Hamilton Public Library as well as other community sites in the city. This past summer was our fifth year of participation in this program funded by Citizenship and Immigration Canada. The SWISH program helps to deliver six key messages for newcomers about

Over several years, with the support of many partners, the Library has created approximately 150 dual language kits in 17 languages that contain a variety of print and non-print materials that are fun to share and promote language use and play.



Programs for Newcomer Families Hamilton Public Library continued



library service:

1. Help your child do well in school
2. Learn about services for newcomers
3. Get information about finding a job
4. Borrow books, CDs and videos in many languages
5. Use computers and access the Internet
6. Have fun with your family

Library- SISO Settlement Partnership (LSSP) is a partnership with the Library, SISO and Citizenship and Immigration Canada (CIC) that provides year-round settlement services to newcomers at selected branches of the Hamilton Public Library. The focus of the program is to provide settlement services to youth and their families by connecting them to the resources in the community that support their settlement and lifelong learning needs and to facilitate the introduction of newcomer youth and their families to the library's programs, services and collections.

Newcomer Stories is a multiyear initiative that began in the summer of 2005 in partnership with the Immigrant Culture and Art Association and SISO. Working together we hope to make traditional stories (in a number of home languages) available on the Library's website. Storytellers from our community will be videotaped/recorded telling traditional tales. As part of the story experience, newcomer youth in our ESL program will create

illustrations/visuals to accompany these traditional tales.

Play Corners have been installed at nine of our branches to create a rich learning environment, an informal meeting place and a destination for families. Our library locations provide a safe and welcoming atmosphere to families who are new to the country and the library. Many families face barriers such as low literacy, low income and social isolation. The public library is free and accessible and can become an important support.

myHamilton Portal (myhamilton.ca) provides ESL services, resources and links for newcomer families. The Kids' page features "For Newcomer Families" where MELD workbooks as well as information on library basics and borrower application forms can be found in twelve languages including: Arabic, Chinese, Farsi, French, Korean, Portuguese, Punjabi, Somali, Spanish, Turkish, Urdu and Vietnamese. Families can read books together online in many languages using the TumbleBooks program or the International Children's Digital Library. Families can also view Settlement.org's DVD about the library in many languages.

Welcome to Canada – New Arrivals Program is new and exciting. The Library is working with SISO (Settlement and Integration Services Ontario) to introduce new arrivals to the library and its many collections and programs. These families spend their initial ten days in Hamilton at a hotel where there is little to see or do. During these first ten days, new arrivals are connected with the library in the following ways:

Each child receives a M.E.L.D. (Multilingual Early Learning De-

velopment) workbook based on the kindergarten curriculum that includes activities, basic information about the library and a library card application form. M.E.L.D. workbooks are dual language – English plus one of 12 languages.

They are registered for a free library card. The application process and the identification requirements are facilitated by a translator.

A tour of the Central Library is scheduled. Small groups visit the library accompanied by a translator. Parents are shown the materials available for borrowing (books, DVDs, FLAG Kits) or for use in-house (computers, reference materials). The children are told a story, spend some time in the Play Corner and participate in a craft. Each child has their picture taken which is put into a frame they decorate and can then take home.

Helen Benoit

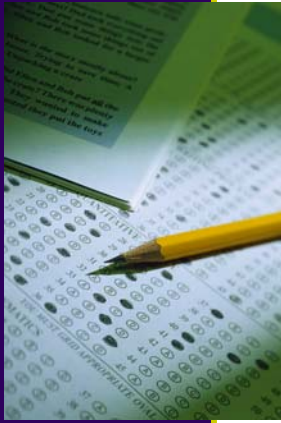
Director, Children and Young Adult Services

Hamilton Public Library

April 2007

Storytellers from our community will be videotaped/recorded telling traditional tales. As part of the story experience, newcomer youth in our ESL program will create illustrations/visuals to accompany these traditional tales.





Reflect on your teaching perspective with an on-line quiz.

What is your Teaching Perspective?

There is no end to on-line quizzes that will tell you your personality type, your celebrity look-alike, or your 1980's music type. Many of us enjoy taking these tests (with a grain of salt!) just to see the results.

There is a test that will create your teaching perspectives profile. It has 45 questions and requires you to give some personal information (e-mail address, name, name of workplace). However it is a good opportunity to reflect on your own teaching and see what are your strengths and weaknesses.

When doing the quiz you should keep ONE class in mind as you may approach teaching differently based on who and what you are teaching.

The basic perspectives are

1. **Transmission:** Effective teaching requires a substantial commitment to the content or subject matter.
2. **Apprenticeship:** Effective teaching is a process of socializing students into new behavioral norms and ways of working.
3. **Development:** Effective teaching must be planned and

conducted "from the learner's point of view"

4. **Nurturing:** Effective teaching assumes that long-term, hard, persistent effort to achieve comes from the heart, not the head

5. **Social Reform:** Effective teaching seeks to change society in substantive ways.

<http://>

www.teachingperspectives.com/

By Jennifer Weiler

Early Literacy: Six Pre-Reading Skills

"It was when I found out I could make mistakes that I knew I was on to something." - Ornette Coleman

Every Child Ready To Read introduces parents and caregivers to six pre-reading skills. This program was designed to help parents and caregivers with Early Literacy. At our workshop we discussed the following skills:

Print Motivation: This is a child's interest in and enjoyment of books. We talked about making books interesting by changing tone of voice, introducing a wide range of books and by following the child's interest. Why is this skill important? Children who enjoy books and reading will be curious about how to read.

Vocabulary: Knowing the names of things and labelling feelings. We talked about reading books which are rich in text (Napping House by Audrey Wood), and labelling feelings. Why is this skill important? Children need to know the meaning of words to understand what they are reading.

Narrative Skills: The ability to describe things and events, and to tell

allowing the child to read it the second time, and talking about their day can all help with a child's narrative skills. Why is this skill important? Being able to talk about and explain what happens in a story helps a child understand the meaning of what they are reading. Good narrative skills lead to good comprehension.

Print Awareness: Noticing print everywhere, knowing how to handle a book and knowing how to follow the words on a page. We talked about several ideas: going on walks and pointing out signs and different words; having Popsicle sticks with an eye attached to it to help children follow words on a page available; role modelling how to handle a book by reading it from front to back and right to left. Why is this skill important? If children don't know how to open or hold a book, will they be able to read?

Letter Knowledge: Knowing that letters are different from each other, that they have different names and sounds. We discussed starting with their names. For example, children can point out

ing on the letters sound), in the classroom and outside, or play letter I Spy. Why is it important? To read written words children must understand that they are made up of individual letters and that each letter has its own sound.

Phonological Awareness: The ability to hear and play with the smaller sounds in words. We talked about Dr. Seuss. One idea is to play with different sounds in the words and change the first letters to see what words we can make. We also talked about rhyming words, singing songs and making up their own words. Why is it important? Being able to hear the beginning and ending sounds that make up words will help children sound out words when they are beginning to read.

It's important to remember that it is never too late for children to begin to read. Also, these six skills are important in every language, and if parents speak another language they are encouraged to continue developing the child's first language, too.

Marlena, Ontario Early Years Centres

It's important to remember that it is never too late for children to begin to read.



Making the LINC from Teaching to Research or, What I Learned in Graduate School

By Biljana Vasilevska

If you asked me when I was a child, I never would have said that I wanted to be an English teacher when I grew up. “ESL Teacher” didn’t quite capture my imagination like Secret Agent and Mad Scientist. Like many, I started in this industry immediately after university, as a way to facilitate travel. My travels in ESL haven’t crossed as many international borders as the one-country-per-year set, but my career has certainly spanned the spectrum of the industry. From private lessons with executives and diplomats in opulent boardrooms in The Hague, where coffee and cookies were served to us on fine porcelain, to teaching in cold and noisy classrooms in lower East Hamilton to students who could not afford to buy themselves a Tim’s—I’ve certainly travelled economic boundaries, if not the kind that show up in my passport.

I’m sure it wouldn’t surprise you to hear that students in cold and noisy classrooms don’t learn as well as those in opulent boardrooms. It wasn’t only the students’ ability to learn that suffered; I couldn’t teach the same way in the two environments, either. There is an emotional, social work component to teaching lower-income students that is unacknowledged in the ESL industry as a whole, and there was little support for me, a person trained in ESL and not in Social Work, when my students’ problems necessarily became my own. After having taught incredibly wealthy, then devastatingly poor students, I questioned how, as a teacher, I could bridge the equally large gaps in the quality of instruction found in different *types* of learning environments.

One year ago, I was accepted as a Masters of Education student to the Ontario Institute for Studies in Education at the University of

Toronto (OISE/UT), in the Adult Education and Community Development program. In the last issue of this newsletter, you may have seen my call for instructors to participate in research I was conducting. In this issue, I’d like to give you a summary of the research I’ve done over the past year—some of the ways I’ve reflected upon and analyzed my ESL and LINC teaching experiences.

Teaching in a “Non-Teaching” Organization

The most fascinating outcome of this research has been looking at things which, on the surface, seem quite mundane, but which have a profound impact on teachers’ work, and on LINC as a complete program, as it’s offered across agencies.

The bulk of my research has been directed to the question of how to support teachers in their “non-teaching” work, and thinking about the different kinds of work teachers do in different kinds of organizations.

According to 2000 data, in Ontario, the majority (55%) of LINC *contracts* are awarded to community-based service agencies, but these agencies are so small, that collectively, they employ a very small number (10%) of the total LINC teaching staff. Comparatively, school boards receive far fewer numbers of total contracts (30%), but employ a much larger proportion of teachers (70%). I have tried to learn, from LINC teachers and administrators, some of the complexities and ambiguities involved with teaching in small, community-based social service agencies, agencies which are not primarily conceptualized as ones where learning and teaching take place.

Taking the standpoint of teachers, I “mapped” the various agencies, contracts, forms, rules and policies which co-ordinate teachers’ activities. The most fascinating outcome of this research has been looking at things which, on the surface, seem quite mundane, but which have a profound impact on

teachers’ work, and on LINC as a complete program, as it’s offered across agencies. As an example, let’s look at attendance policies.

My argument is, that without intending to do so, attendance policies function as a classing mechanism, aligning teachers and students in a process that creates a hierarchy. At the top of the hierarchy are community colleges, where teachers are paid the most money, have the most benefits, and teach the most well off students. At the bottom of the hierarchy are the small social service agencies, where funding is most precarious, and where teachers are necessarily social workers at the same time. This hierarchy was not pre-planned, and it isn’t created at any one point in time, but is part of a process; the attendance policies and funding sources are things that facilitate this process.

Here’s how it works. Colleges and school boards have the most “school-like” features of LINC service providers, and get their funding from provincial governments for their regular programming, as well as from CIC for LINC. They offer more educational and non-educational services to their students, and LINC acts as a bridge to career-related programming. This means that LINC students and teachers benefit from resources that were not paid for using LINC funds. These organizations pay their teachers a higher wage than social service agencies do, and students will tend to see them as more “prestigious” places to learn English. Because they’re considered more “prestigious,” these kinds of LINC service providers often have waiting lists. Because of the waiting lists, the schools institute and enforce strict attendance policies; some have a “three strikes and you’re out” rule, meaning that a student can’t miss more than three classes before she is kicked out of the program. This kind of attendance policy sorts students, selecting for the “best” and rejecting those that aren’t “serious.”

What do the “best” students look like? They tend to be younger, well-educated, have few or no child-minding needs, are healthy, and emotionally stable. People who cannot meet the attendance requirements tend to be older people, people with less formal education in their first language, single mothers, mothers with young children, refugees of war and domestic violence, and people who have experienced other psychological trauma. This last group of students often cannot go to school everyday, or do not know what is expected of them from school, and so are more likely to be kicked out of LINC programs at the “prestigious” institutions. These students are more likely to end up taking LINC at community-based social service organizations.

The result is that the neediest students tend to be concentrated in the agencies where teachers are paid the least, and where teachers are required to do more emotional labour than their counterparts in the more “prestigious” institutions. The teachers are more stressed, and can’t offer their students as high a quality of instruction as they would like, as they know they are capable of. Comparatively, teachers at the more “prestigious” schools often don’t have the same kind of social worker-role, not necessarily because the students are always better off, but because there are additional staff to help the students with their “non-teaching” needs.

While some of the more egregious examples of this classing are being rectified with funding from the Canada-Ontario Immigration Agreement (COIA), the fact remains that the documents which create LINC as a program do not recognize the *type* of work done by teachers who work in “non-teaching” organizations; this, despite the fact that governments obviously see a place for social service agen-

cies in the education of newcomers to Canada, seeing as they are awarded over half the total number of LINC contracts.

LINC Curriculum

Leaving aside what actually happens in LINC classes, one question I ask is, How are Canada’s immigration policies being translated, perceived and realized through LINC? Are the results in line with our hopes for Canada’s future? I can’t say that I have fully answered these questions, but I can certainly better see where the gaps are, and how the gaps are being and can be filled in.

There are definitely some places for engagement with these questions, in the LINC Curriculum Guidelines, and things that teachers can do to mitigate the consequences of current funding models and attendance policies. However, the resources to help teachers do this remain under-developed. One of my goals, as a teacher/researcher, is to find ways to acknowledge and respect the teacher’s current working conditions, while developing guidelines and pedagogical models (wide-ranging actions which are informed by certain beliefs, rather than simply individual “activities” or “projects”) for teaching marginalized learners. In particular, refugees of war and domestic violence, and those who have lived through torture and widespread epidemics, often have difficulty learning. These students are most in need of understanding, gentleness, and learning situations which address them as “whole learners”. The LINC program and curriculum are not designed to handle these needs, but they are ones that LINC instructors in certain types of agencies face

on a regular basis.

My work and trajectory as a researcher continue to evolve, and the next stage is to explore issues of language planning and policy, immigration policy, and how these things are “translated” through curriculum for Canada’s adult immigrants. My personal belief is that this research means nothing if it’s not used to further social goals of eliminating inequality. To that end, I invite your feedback and suggestions as to how this work could be made applicable to you, your clients/ students, or your organization.

It was been a wonderful year of learning, listening to teachers, reflecting on my own experience, and thinking about how existing programs do and do not meet the needs of the kind of Canada we say that we want. Although I didn’t consciously choose to be an ESL instructor, after a year of doing graduate studies in Adult Education, I’m less sad about the fact that I never pursued my secret agent and mad scientist aspirations.

Biljana Vasilevska

biljana.vasilevska@utoronto.ca

My argument is, that without intending to do so, attendance policies function as a classing mechanism, aligning teachers and students in a process that creates a hierarchy.

Call for Entry!

We are looking for submissions for our Winter Newsletter. The deadline is Friday, December 14, 2007.

Some ideas . . .

- Great resources
- Articles on teaching or learning
- Review of the AGM
- Reviews of the TESL Ontario Conference
- Articles on issues that affect our students in the Hamilton-Wentworth area

Submit your entries to the newsletter editors at jennifer@teslhw.org or irene@teslhw.org

Become a TESL Hamilton-Wentworth Executive Committee Member!

Join us for our next meeting. The meeting dates and times are posted on our website under Calendar / Conference. Meet great people and gain some PD hours that count towards your TESL Ontario certification hours!

Annual General Meeting

Our **AGM** is on

Friday, October 12, 2007

At La Piazza, 230 Anchor Rd.

in the Amore Room for dinner with

Dr. Thomas Farrell

More information will follow.

Keep yourself updated by looking

at the website www.teslhw.org



Mark your calendars!