

Teachers of English as an Additional Language

Celebrating the Right to Learn: Empowering Change and Taking Action in EAL Education

Daniel McIntyre Collegiate Institute, 720 Alverston Street

PROGRAM

8:45–9:00 a.m.
Registration and coffee

9:00–10:00 a.m.
Keynote speaker

10:15–10:30 a.m.
Nutrition Break

10:30–11:45 a.m.
L01

11:45 a.m.–1:00 p.m.
Lunch

1:00–1:30 p.m.
Awards

1:30–2:15 p.m.
Students' presentation

2:15–2:30 p.m.
Nutrition Break

2:30–3:30 p.m.
L02

KEYNOTE

Canadian Museum for Human Rights

Most museums celebrate the past. This one will change the future.

In 2012, the doors will open to one of Canada's newest national museums, the Canadian Museum for Human Rights. It will be a beacon for Canadians and for people around the world to explore human rights and to promote dialogue, understanding, and respect. The Museum will welcome people of all ages, genders, abilities, cultures, orientation, and beliefs; inviting us all to help combat prejudice, intolerance, and discrimination.

The Canadian Museum for Human Rights will be the first national museum in Canada's history to be located outside the National Capital Region. It has been strategically located in Winnipeg, Manitoba, where some of Canada's most diverse communities, attracting immigrants from around the world and strengthened by significant Francophone, First Nations, and Métis populations.

Though the magnificent architecture may draw people in, it will be the stories that make the journey meaningful and inspiring. The Museum will bring many people together, challenging everyone to think more broadly and to consider others' points of view. Canadians and citizens from around the world will contribute to the development of the Museum's content by sharing their stories and experiences with human rights scholars, specialists, and leaders who will cross the nation to seek stories from individuals, organizations, and groups.

Join us on October 22, 2010 to hear the keynote address from the Canadian Museum for Human Rights as they help EAL teachers and learners in Manitoba "Celebrate the Right to Learn".

www.humanrightsmuseum.ca

Sessions

N.B. These are only some of the sessions being offered by TEAL Manitoba. More sessions will be added online. Please see www.tealmanitoba.ca for updates. This conference does not pre-register for break-out sessions.

Bilingual Coaches in Low Literacy EAL Classes

Ana Azevedo,
Winnipeg School Division
L01, General, Room 51

This workshop is an introduction to the process of effectively using language

coaches in low EAL literacy classes. This session will equip low literacy EAL teachers with practical preparation for helping their students to be more successful language and culture learners with the assistance of bilingual language coaches.

Drama in the EAL Classroom

Rebecca Perlmutter, Daniel McIntyre
Collegiate Institute
L01, General, Room 49

Yes, we want to create drama! This

workshop will offer a variety of drama improvisation techniques that promote fluency. Lesson in speech patterns, present, past, and present perfect tenses will be at the heart of these improvs. Participation required!

Ideas for Teaching EAL Literacy

Luisa Igne, Daniel McIntyre
Collegiate Institute
L01, Senior Years, Room 2

This session will focus on activities and resources for high school EAL literacy level.

The Educational Assistant's Role in an EAL Classroom

**George Bain, Daniel McIntyre
Collegiate Institute**

L01, Senior Years, Room 46

This session will cover a variety of topics. Some of the topics discussed will include: 1. the importance of communication between EA's and teachers; and EA's and students; 2. how can an EA support a teacher effectively? 3. The EA's knowledge of the subject matter being taught.

Teaching Science to the EAL Learner

**Kristin Melnyk, Daniel McIntyre
Collegiate Institute**

Repeat Sessions L01 or L02, Senior Years, Room 50

Strategies, activities and resources that can help supplement teaching EAL students, in the Sciences, will be discussed. Teachers are encouraged to bring exemplars of successful techniques they have used in their classroom for further collaboration.

Walk a Mile in Their Shoes

**Jennifer Nicholson,
Daniel McIntyre Collegiate Institute**

L01, General, Room 11

We have newcomers entering our classes coming from all over the world and we expect them not only to learn the course we are teaching in another language, but also to adapt to and understand our society's cultural norms. Could we do the same if we moved to their countries? Please join me as I share my experiences volunteering at a high school in rural Sudan to gain a better appreciation of what Canada might be like coming from an underdeveloped country. You might be surprised!

High School EAL Math Strategies

**Jennifer Nicholson, Daniel McIntyre
Collegiate Institute**

L02, Middle Years & Senior Years, Room 11

Students find Math challenging enough without the added struggle of doing it in another language. I teach Math to students in designated EAL courses and have found some strategies that are effective at getting students engaged. These strategies would work for regular classes with EAL students in the mix. Please come if you are looking for some ideas for middle years or high school students. Hand-outs will be provided.

Essential Skills...For Life

**Phyllis Mann,
Workplace Education Manitoba**

Repeat Sessions L01 or L02, Senior Years, Room 38

Essential Skills are the skills needed for work, learning and life. A survey of employers from across Canada found that there are nine skills that are essential to success in today's workplace. You will leave this interactive workshop with the knowledge and skills you need to be able to increase workplace Essential Skills relevance in your learner material preparation and lesson-planning.

Aboriginal Language and Culture Maintenance and University Life: 3 Case Studies

**Naghmeh Babaei,
University of Manitoba**

L01, Aboriginal Education & General, Room 35

Aboriginal people in Canada have been able to speak their own first languages and teach their own language and culture to their children only for around 2 centuries. This research has tried to examine how a university in the Prairies has been successful in Aboriginal language and culture maintenance. Through a qualitative approach, 3 single case studies were done, data were collected through an in-depth semi-

structured interview with each of the 3 participants and emerging themes were analyzed. The results indicate that indigenous language and culture are very important for the participants. Moreover, the role of university is positive to all participants as regards facilities for Aboriginal students and to 2 of them, as regards Aboriginal language and culture. Although the participants didn't expect to learn more about their indigenous language and culture before coming to university, after entering, they expect it to celebrate more cultural events, continue providing services and teach more Aboriginal languages.

Digital Imaging to Trigger the Imagination

Barb Hall

L02, General, Room 42

This session will give teachers ideas for using digital cameras to enhance the English as an Additional Language curriculum, but can be modified to use with regular classes as well. We will explore ideas such as, word scavenger hunts, short story or poem illustration, and stop action animation. Ideas on how students can present their "findings" will also be addressed. Although some digital cameras will be available at this session, it is suggested that the participants bring their own camera if they wish to personally be able to do each activity and/or save their work.

Teaching Canadian History to New Canadians

**Analee Pangan, Daniel McIntyre
Collegiate Institute**

Repeat Sessions L01 or L02, Senior Years, Room 39

Infused into Canadian culture, from our media to decisions that affect our everyday lives, is our history as a country. Many come to Canada hoping for a second chance, a secure future, a better life, but little know the history that brought this young country to be the desirable one it is today. Canada is much more than what is seen on TV. This presentation focuses on interactive hands on lessons

involving Canada’s past, which can be used in classrooms that have a wide range of EAL learners. The activities of this class are taken from a course that caters to students of all learning levels, including ones with basic knowledge of historical writing or organizations, such as timelines, research, etc., to masters of creative presentations.

EAL Intake Assessment

Lorraine Ilagan, Daniel McIntyre
Collegiate Institute

L02, Senior Years, Room 49

This session will provide participants with examples of Daniel McIntyre Collegiate’s Intake Assessment practice. Intake tests, rubrics, and first day orientation ideas will be shared.

Teaching Culture as a Language Skill

Lisa Vogt and Cynthia Fines,
Enhanced English Skills for Employment

L01 & L02, General, Room 47

Language learners work hard to improve their reading, writing, listening and speaking skills. Many feel frustrated when they still are not able to make the best impression on employers or fully understand their co-workers. Could culture be a fifth language skill required for success? This presentation will examine this question and present methods of teaching culture as a skill in the communicative language classroom.

Helping Learners Help Themselves

Allyn Franc, Martha Helgerson, Alicia Berking and Kathleen Oleksiuk,
Enhanced English Skills for Employment

L01 & L02, General, Room 48

The Reading Centre and Writing Centre at Enhanced English Skills for Employment both use a self study model. This allows students to focus on their own issues and move at their own speed, while having access to a teacher as a guide. The model of study used will be presented and the successes and challenges of empowering learners to take charge of their own learning will be discussed. If you are interested in self-guided learning, this is the session for you!

Assessing K–12 EAL Learners

Diana Turner, MECY

L02, General, Room 12

Assessment is understood to be integral to instruction and learning, but many questions arise about how it can best support language and subject-area learning for our culturally and linguistically diverse K–12 learners. This session will discuss developing an effective assessment approach for EAL learners in schools, including a protocol for initial assessment, ways to monitor language learning, assessment in content-areas, and communication about learning with students and parents.

Case Study Handbook for K–12 Teachers with English as an Additional Language (EAL) Students in their Classrooms

Melanie Davlut,
Louis Riel School Division

L01, General, Room 41

A case study handbook will be presented to K–12 teachers who have EAL students in their classrooms or who work with EAL students in their school settings. This handbook will be especially useful for teachers who are new to EAL or who are looking for additional sources to find responses to a variety of issues that occur in EAL contexts. By looking at the case studies, teachers will be able to delve deeper into issues and use their critical thinking skills to see multiple perspectives on issues in order to generate context-appropriate responses that take EAL learners’ complex lives and needs into account.

Embracing Culture and Home Languages

Maria Heron

L01, Pre-School/Early years, Room 40

This workshop will focus on resources and strategies for using home language as a tool for engaging parents and students, as a foundation and springboard for learning and as a vehicle for enriching classrooms and schools.

REGISTRATION

Online method preferred.

Membership Fees

Full (MTS Member).....\$35.00
Student.....\$20.00
Other (Retiree/EA).....\$25.00

Conference Fees:

TEAL Member.....\$30.00
Student.....\$20.00
Non-member.....\$64.00
(For only one dollar more you can get a TEAL membership and Conference Registration, including all journals.)
Other (Retiree/EA).....\$25.00
Late Fee (after October 15th)..\$10.00
Lunch (optional).....\$10.00

Registrations online at www.tealmanitoba.ca or sent to:
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