



TEAL MANITOBA JOURNAL
VOLUME 28 NUMBER 1—SEPTEMBER 2012



TEAL MANITOBA ARTICLE SUBMISSION GUIDELINES

TEAL Manitoba Article Submission Guidelines

TEAL Manitoba Journal welcomes submissions from teachers, students, academics, and anyone interested in the field of teaching English as an additional language. There are three regular sections in the journal:

Features: These articles can be theoretical or practical. The range of articles in this section includes: classroom-based activities, methods, strategies, workshop presentations, theoretical and/or academic perspectives, and issues in the TEAL/TESL profession. Articles may include example worksheets, and all articles must include a reference list of materials consulted and quoted when writing the article.

Reviews: Reviews of teaching materials and resources are written by practicing teachers and instructors. In addition, we publish reviews of fiction and nonfiction books, websites, articles, movies or anything related to EAL, newcomers and international cultures and issues. A bibliographic reference of the resource being reviewed must be included with the review.

Voice Box: Lesson plans, exercises, and resources can be submitted. The purpose of this section is to provide teachers with a forum to share resources that have been useful in the classroom.

TEAL News: This section includes updates and news from and about the various associations and schools that are related to teaching EAL in Manitoba.

TEAL Manitoba encourages you to make submissions to any of these sections of the journal. Please submit articles or article ideas to the editor as a Microsoft Word e-mail attachment. Please ensure your submissions arrive by the deadlines listed.

The editors make final publication decisions, but they regularly seek advice from the TEAL Manitoba Executive at its monthly meetings. If you wish to collaborate in the editing of your submission, please let the editor know. We appreciate your input and assistance.

Contact: Kevin Carter at khsuz@hotmail.com

Eunhee Buettner at tgilj1980@gmail.com

EDITORS

KEVIN CARTER

EUNHEE BUETTNER

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Teachers of English as an Additional Language

TEAL MANITOBA JOURNAL

VOLUME 28 NUMBER 1— SEPTEMBER 2012

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EDITORS' VOICE
Kevin Carter

The warm embrace of summer may have loosened its grip but taking its place is an even greater season; namely, a new school year. Children across our great province are entering the classroom with the hope that this year will be successful. For some, this means maintaining a high academic and social standard. For others, this hope is that this year will be different, that they will be able to succeed where before they could not. As educators, we too enter the classroom with hopes and desires. We strive to help all students succeed both academically and socially. There is a very fine line between students and educators in that both are trying to master content, skills, and processes. This revelation that we are all learners leads us to a very important question, what does it take to become a master of one's craft?

Sarah Elaine Eaton suggests in our first feature article that 10,000 hours are needed to attain high levels of expertise in language proficiency. The implication of applying this 10,000 hour rule is that classroom instructional time is insufficient to allow students to acquire a new language within a reasonable amount of time. Regardless of how great our program is, or how dedicated we are as educators, students will not acquire a new language at high levels of expertise through classroom instruction alone. Sarah Eaton therefore argues that educators must be able to encourage and incorporate informal learning into their programs to supplement classroom instruction in order to achieve 10,000 hours of dedicated practice necessary to develop expertise. She also provides some recommendations for educators to consider.

Applying the 10,000 hour rule to ourselves, as educators, we must also not rely solely upon our instructional time to attain a high level of expertise in teaching English as an additional language. The field of EAL is a dynamic one that requires both formal and informal learning on the part of educators. There are a number of great ways for educators to attain informal learning but I would like to highlight only two of them. The first way is to write and submit a journal article (preferably to us) because while the actual writing and publication of the article may seem quite formal, the process of reflection is where the growth in expertise is developed. Another great way to attain informal learning is to attend conferences where there are exchanges of ideas not only during the presentation sessions but also between those in attendance. There are two upcoming conferences that may interest educators. One is the TESL Canada conference held this year in Kamloops, B.C. (October 11th -13th) and the other is the TEAL Manitoba / SAGE 2012 Conference in Winnipeg on October 19th. For more information on the TEAL MB / 2012 SAGE conference, please see the program brochure in this issue of the journal or go to www.tealmanitoba.ca.

Also included in this issue are the concerns of a Mother of a young child. Yu Hee-Kyung asks the all important question, who are EAL students? This question and Yu Hee-Kyung's story may cause us to confront some of our assumptions about EAL students. Are all EAL students foreigners? Are students' struggles with English an indication that it is a new language for them? How do we determine who

are EAL students? It is hoped that this short article inspires others to write articles in response to the issues that Yu Hee-Kyung addresses. Families are an important part in the success of EAL students and it is important that we have positive relationships with them. The TEAL MB journal is therefore open to publishing the concerns, struggles, and successes of families with EAL students. These are the stories that give us perspective, direction, and inspiration.

TEAL Manitoba hopes that this year is a successful one for all EAL teachers, students, and their families. It truly takes a village to raise a child and there is no greater feeling than seeing a child blossom. Together, through formal and informal learning, this will be a very bright year. TEAL MB would like to thank all of our contributors and we look forward to seeing all of you at this year's conference. For those looking for some activities for young EAL learners, please see part two of Eunhee Buettner's activity packet in this issue of the journal.

PRESIDENT'S VOICE

Kim Hewlett

The TEAL Manitoba Executive is excited to present to you a variety of professional development opportunities for this school year. Our volunteer board consists of approximately twenty members who are eager to prepare journals, plan EAL Café gatherings, and organize conference events. Your financial support through subscriptions and membership fees enable us to serve an increasing demographic that is occurring in our K-12 and adult education programs. We would like to thank you for your interest and encourage you to submit ideas for initiatives you would like us to consider to further develop EAL programming in Manitoba.

I would like to welcome our new executive for this year! Some are returning members and others are new. It is an honor and privilege to present to you:

2012-2013 TEAL MB APPOINTMENTS:

- TEAL Manitoba President – Kim Hewlett
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- Members-at-Large: Beth Johnson, Maria Heron, Maureen Zaparnick-Lodge, Kris Noseworthy, Laurent Vauriot, Marla Strong, Marion Hutchings Reimer, Katie Cherniack, Barbara Young.

I would also like to commend June Shymko for her years of dedication and service to the Executive as she will not be joining us this coming year. June has served on the Executive for the majority of her teaching career and has been an integral part of our organization. She has been highly influential on our board and we will miss her very much!

PROMOTION OF OUR TEAL MANITOBA CONFERENCE

Our major professional development initiative this year is to organize and host the TEAL Manitoba Conference during SAGE (October 19, 2012). We invite K-12 teachers and adult educators interested in EAL programming to register for this conference as soon as possible. It will be held at Sturgeon Heights Collegiate Institute. The theme

of this year's conference is EAL in the Classroom: Addressing Content Area Learning. Judie Haynes, founder of the website EverythingESL.net and author of seven books, including *The Essential Guide for Teaching Beginning English Learners* (2012) will be our key note speaker and will also offer break-out sessions following her address.

We have also arranged some sessions following the keynote addresses to appeal to elementary, middle, senior high school, and post-secondary clientele. Several publishers will display the latest EAL materials for participants to preview. The TEAL Manitoba Conference information package and registration form can be found on the TEAL Manitoba website.

We look forward to seeing you there! Please let others know in your school, circulate the TEAL Manitoba Conference program, and encourage those who are involved with EAL students (content area teachers, teacher assistants, counselor or resource teachers, administrators, superintendents, professors, and directors of post-secondary programs) to attend!

The coming year holds many promising opportunities for development and growth. I am very appreciative of the Executive for its dedication, creativity, perseverance, commitment and many volunteer hours in keeping TEAL Manitoba responsive to the needs of EAL educators and students. Please contact me with questions, suggestions, or concerns as to how we can better serve you at khewlett@mts.net.

The EAL Learners' Fund and EAL Professional Development Fund

Throughout our history, TEAL Manitoba [formerly TESL Manitoba] has provided financial support and professional development opportunities to the Manitoba EAL community.

In an endeavour to increase this involvement, we are happy to announce that two separate funds have been set up: *The EAL Learners' Fund and EAL Professional Development Fund*. Students can apply to the EAL Learner's Fund for a bursary of up to \$500 and EAL professionals working within the Manitoba EAL community can apply for up to \$1000 funding.

For more information and application forms, please visit our website at www.tealmanitoba.ca.



APPLYING THE “10,000-HOUR RULE” TO ENGLISH LANGUAGE LEARNING: OR, WHY INFORMAL LEARNING IS ESSENTIAL FOR ACHIEVING LANGUAGE PROFICIENCY

ABSTRACT

Adult learners of English as an Additional Language (EAL) in Canada do not receive sufficient instruction through classes alone to achieve distinguished levels of proficiency or develop high levels of expertise. This article will explore what is meant by proficiency and look at language learning in terms of the model that has commonly become known as “the 10,000 hour rule” of expertise. This paper attempts to answer the question, what would it take for an EAL learner in Canada to achieve the 10,000 hours necessary to achieve high levels of expertise in language proficiency? Three adult EAL programs in Winnipeg are considered for the number of instructional hours that they offer, and how informal learning is necessary to supplement classroom instruction in order to achieve 10,000 hours of dedicated practice necessary to develop expertise. Recommendations are offered to help educators and learners understand the important role of self-regulated, informal learning in achieving language proficiency.

Keywords: English as an Additional Language, EAL, Canada, Winnipeg, 10-hour rule, expertise, proficiency, ACTFL, expert, self-regulation, formal learning, non-formal learning, informal learning.

Note: This paper was presented as the keynote address at the 2012 TEAM Conference held on May 18, 2012 in Winnipeg.

Adult learners of English as an Additional Language (EAL) in Canada do not receive sufficient instruction through classes alone to achieve distinguished levels of proficiency or develop high levels of expertise. This article will explore what is meant by proficiency

and proposes a correlation between the highest levels of proficiency and expertise as defined by researchers such as Ericsson et al. (1993 and 2007). The article adopts as a model, what has commonly become known as “the 10,000 hour rule” of expertise. Further, the paper addresses the need to incorporate dedicated practice and self-regulated informal learning as critical components of developing language proficiency.

What do we mean when we talk about proficiency?

A single definition of proficiency that is accepted by practitioners and scholars alike has yet to be found. The search for adequate measures of proficiency dates back to the 1950s (Sparks et al., 1997). TESL Canada notes that currently in Canada, no less than eleven language proficiency tests are used across the country, including the Cambridge Certificate of Advanced English (CAE), the Canadian Academic English Language Assessment (CAEL), Canadian Test of English for Scholars and Trainees (CanTEST), Canadian Language Benchmark Assessment for Nurses (CELBAN), Canadian Language Benchmark Assessment (CLBA), Certificate of Proficiency in English (CPE), International English Language Testing System (IELTS), Michigan English Language Assessment Battery (MELAB), Test of English as a Foreign Language -Internet-based Test (TOEFL IBT), Test of English as a Foreign Language- Paper-based Test (TOEFL PBT) and the Test of English for International Communication (TOEIC). Each test measures proficiency differently and serves a different context and purpose.

The American Council on the Teaching of Foreign Languages defines proficiency as “what an individual can and

cannot do with language at each level, regardless of where, when, or how the language was acquired” (ACTFL Proficiency Guidelines, 2012, p.3).

The ACTFL Guidelines are comprised of five proficiency levels: Distinguished, Superior, Advanced, Intermediate and Novice, across the four skills of reading, writing, speaking and listening. The Distinguished level of proficiency is the highest a learner can achieve in any skill. Though distinguished proficiency is described differently for each skill level, across the board it is characterized by very low occurrences of errors, the ability to process and synthesize complex information effectively and quickly, high levels of control and mastery, superior problem-solving abilities and highly sophisticated performance.

There are numerous factors that affect the achievement of proficiency. These include the learner’s cognitive abilities, natural talent, aptitude, genetics, environment, and the amount of time a person spends learning the language (Archibald et al., 2007; Mercer, 2012; Winnipeg English Language Assessment and Referral Centre, n.d.). This work examines one of these factors, the amount of time invested in learning the language.

Proficiency, Expertise and the “10,000-Hour Rule”

The characteristics described by ACTFL of a learner who has achieved a distinguished level of proficiency is not unlike the definitions other scholars use to describe an expert:

“People who have developed expertise in particular areas are, by definition, able to think effectively about problems in those areas.... experts have acquired extensive knowledge that affects what they notice and how they organize, represent, and interpret information in their environment. This, in turn, affects their abilities to remember, reason,

and solve problems” (Bransford et al., 1999, p. 31).

Ericsson et al. note that the development of expertise is closely related to the amount of time a person spends developing his or her skills (1993, 2007). To be precise, 10,000 hours of deliberate learning and practice have been found to be the length of time necessary to develop high levels of expertise. While Ericsson et al. specifically studied the development of world-class expertise, others have expanded upon their original notion by

applying the model to what is necessary to achieve high levels of proficiency in any given skill area (Prensky, 2001, McGonigal, 2010), including language learning (Eaton, 2011, Mercer, 2012). The notion was dubbed “the 10,000-hour rule” by Gladwell (2008).

The 10,000-Hour Rule Applied to Language Learning

While there is some evidence to suggest that the amount of time a learner dedicates to their language studies can impact the levels of proficiency they

can achieve, determining the amount of hours a learner spends trying to achieve proficiency is difficult to track. The activities associated with language learning will often include formal, non-formal and informal learning activities (Eaton, 2010). For example, formal courses, non-formal continuing or adult education classes and informal conversation or tutoring are all common activities in which a language learner may engage.

Other Canadian researchers have determined that classroom instruction

TESL Canada Educational Foundation

Teachers, did you know that TESL Canada has an educational fund for students?

Purpose of the Funding:

Funding is available for different educational purposes:

- To assist ESL learners in continuing their education, either by taking a course that assists other ESL learners in some way, or by working on a project that is useful as a learning resource for the ESL community.
- To assist ESL organizers working on a project with ESL learners; the project should create a useful learning resource for the ESL community.
- To sponsor a speaker at TESL Canada conferences
- To assist learners at the Learners Conference in a way decided by the Learners Conference Chair.

Criteria:

Applications are evaluated according to the degree in which they comply with the purpose of the Foundation and purpose of the funding. Only one recipient can be awarded in a fiscal year, between Oct.1 and Sept. 30. Funds can be awarded annually, preferably beginning October 1st.

Eligibility:

Any ESL learner currently in an ESL school or in a volunteer ESL organization who is recommended by the board of a provincial affiliate of TESL Canada.

Value: Funding is available up to \$500. The amount may vary.

Time Frame:

The project should be completed within 12 months after the funding.

If you have any questions, please contact the TESL Canada office at:

admin@tesl.ca
604-298-0312.

Encourage interested students to visit **www.tesl.ca** for application details.

alone is insufficient for students to achieve functional bilingualism. For example, Archibald et al. determined that students in Alberta who take second language classes in school are unlikely to develop proficiency, “Learning a second language for 95 hours per year for six years will not lead to functional bilingualism and fluency in the second language. Expectations must be realistic.” (2006, p. 3).

It should be noted that Archibald et al. were not addressing EAL specifically, but rather second language classes in the Alberta K-12 context in general. Their conclusions, however, echo what other researchers have found in terms of the number of hours needed to develop expertise (Ericsson et al, 1993; Prensky, 2001; Gladwell, 2008; McGonigal, 2010; Eaton, 2011; Mercer, 2012).

While Archibald et al. were able to examine the Alberta program of studies for second languages and were able to draw their conclusions based on their examination of those documents, determining the number of hours that adult ESL learners spend in classes is more difficult to determine. While the Language Instruction for Newcomers to Canada (LINC) program runs nation-wide across Canada and designed to provide language instruction to new immigrants, there is no indication on the government website as to how many hours may be required for each level (Government of Canada, n.d.).

What would it take for an adult English as an Additional Language (EAL) learner in Canada to achieve the 10,000 hours necessary to achieve high levels of expertise in language proficiency? There is no clear or easy answer, but the following examples may provide some insight.

Examples from Winnipeg – Insufficient class time

Examining the situation of the language classes available for adult EAL learners in one Canadian city provides a snapshot of the situation. Immigrate Manitoba provides examples of adult EAL classes for adults and their time allocation:

Example #1: Winnipeg Technical College, Evening Program

In this program, classes run for 2.5 hours per night, Monday to Thursday (Immigrate Manitoba, 2012). So, students receive a maximum of 10 hours of instruction per week. Assuming the same model as above, using a maximum of 50 weeks per year (allowing for statutory holidays and other days off), then learners would access a maximum of 500 hours of EAL instruction per year.

If we apply the “10,000-hour rule” model, we can ask how long it would take for learners in this program to achieve proficiency if this class was their only means to learn English; the answer is achieved by dividing 10,000 hours by 500 hours of instruction per year. A learner would require 20 years of continuous classes in order to achieve expert levels of proficiency.

Example #2: Winnipeg School Division Adult EAL Centre Day Part-Time Program

In this program, classes run for 3 hours per day, Monday to Friday (Immigrate Manitoba, 2012). Three hours of classes per day over five days means 15 hours per week. There are no details given about the number of weeks offered per year. If we assume 50 weeks per year (allowing for statutory holidays and other days off), this translates into a maximum of 750 hours of EAL course hours per year.

If we apply the 10,000-hour rule, learners in this program would need to attend classes for 13.3 years in order to achieve expert levels of proficiency.

Example #3: Red River College Language Training Centre

This is noted as an “Intensive English Program”, and classes run from 9:00 a.m. to 3:00 p.m., Monday to Friday (Immigrate Manitoba, 2012). Though it was not specified in the program information, if we assume a one-hour lunch break, then students would receive five hours of instruction per day, or 25 hours per week. Assuming 50 weeks of classes per year, a learner would receive 1250 hours of

instruction per year. Learners in this program would require only eight years to achieve expert levels of proficiency, if we apply the “10,000-hour rule”.

Examining the development of language proficiency in this manner may be somewhat simplistic. It is important to reiterate that at the beginning of this article it was stated that a number of factors affect a learner’s ability to become proficient in a language. These examples are not provided as contractions to that notion. Nor is the implication that the number of class hours is the only factor to consider when we ask how long it may take a learner to achieve high levels of expertise in the language, or what ACTFL defines as a Distinguished level of proficiency. These examples are offered simply to illustrate that adult learners in Winnipeg are unlikely to achieve English language proficiency by only attending classes.

Solution: Deliberate practice through self-regulated informal learning

Scholars and others are very clear that deliberate practice is necessary to achieve high levels of expertise (Ericsson et al, 1993; Prensky, 2001; Gladwell, 2008; McGonigal, 2010; Eaton, 2011; Mercer, 2012.) Ericsson et al. define deliberate practice as “considerable, specific, and sustained efforts to do something you can’t do well” (2007, p. 118).

Deliberate practice for acquiring language proficiency means engaging in informal learning outside of classes. Informal learning is less structured and less organized and often has no particular learning objectives. (Organization of Economic Development and Cooperation, n.d.; Werquin, 2007; Eaton, 2010.). Though there are differing opinions on whether informal learning is intentional (Werquin, 2007), it can be defined as “any activity involving the pursuit of understanding, knowledge or skill which occurs without the presence of externally imposed curricular criteria” (Livingstone, p. 4). According to Livingstone, informal learning includes self-directed learning or what Ericsson et al. refer to as “deliberate

practice” (1993 and 2007).

Examples of this type of deliberate, but informal language learning include self-study; homework; active participation in conversation clubs; tutoring from volunteers or friends; a trip to the grocery store with a native speaker with the objective of learning the names of food items; watching television or movies with a particular focus on using the medium to learn the language; listening to music with lyrics in English while making a deliberate attempt to learn, understand and correctly pronounce the lyrics or picking up a newspaper with the intention of trying to read and understand the stories. These are only a few examples; there are many more. What the examples share in common is the learner’s deliberate focus on improving his or her language skills as they engage in the activity.

Ericsson et al. note that “the maximal level of performance for individuals in a given domain is not attained automatically as a function of extended experience” (Ericsson et al., 1993, p. 366). Zimmerman points out that learners must go beyond developing self-awareness to develop self-regulation, and that this “involves an underlying sense of self-efficacy and personal agency and the motivational and behavioral processes to put these self-beliefs into effect” (1993, p. 217).

Reconceptualization of language learning in Manitoba

Let us reconsider the examples above, adding deliberate, self-regulated informal learning into each of them. For the sake of argument, let us assume that in addition to the number of class hours, as they have been roughly calculated above, that learners also engage in two hours per day, every day of deliberate informal practice. This would increase their intentional learning by 14 hours per week. How long would it take them to achieve the 10,000 hours necessary to develop an expert level of proficiency?

Example #1: Winnipeg Technical College, Evening Program

Classes run for 2.5 hours per night, Monday to Thursday (Immigrate Mani-

toba, 2012), which equals 10 hours of classes per week or 500 hours per year. 10,000 hours of learning = 20 years.

If we add in 2 hours per day (14 hours per week) of intentional, self-regulated informal learning, then the total number of deliberate learning hours per week increases from 10 to 24. Over 50 weeks this adds up to 1200 hours per year. The total time required to achieve 10,000 hours of dedicated learning decreases from 20 years to 8.33.

In this scenario, a learner is still unlikely to achieve expert levels of proficiency quickly, but as Ericsson et al. point out, it is not uncommon for an individual to invest ten years of dedicated study or practice in order to achieve high levels of expertise (1993, 2007). For a learner who can only attend part-time evening classes, he or she can achieve high levels of proficiency in half the time, by taking the initiative to include regular, dedicated and self-regulated informal learning.

Example #2: Winnipeg School Division Adult EAL Centre Day Part-Time Program

Classes run for 3 hours per day, Monday to Friday (Immigrate Manitoba, 2012), which equals 15 hours per week or 750 hours per year. 10,000 hour of learning = 13.3 years. If we add in 2 hours per day (14 hours per week) of intentional, self-regulated informal learning, then the dedicated learning time per week almost doubles, increasing from 15 hours per week to 29. Over a 50-week year, this means an increase from 750 hours to 1450 hours. 10,000 hours of dedicated learning would no longer take 13.3 years, but rather only 6.9 years.

Example #3: Red River College Language Training Centre

Classes run from 9:00 a.m. to 3:00 p.m., Monday to Friday (Immigrate Manitoba, 2012), which was previously estimated to be 25 hours per week, or 1250 hours of instruction per year. 10,000 hours of learning = 8 years.

If we add in 2 hours per day (14 hours per week) of intentional, self-regulated

informal learning the total learning time per week increases from 25 to 39. Over a 50-week year, the total learning time would increase from 1250 hours to 1950, shaving 3 years off the time necessary to reach 10,000 hours required to develop high levels of expertise, bringing the total time down to approximately five years.

CONCLUSIONS

These numbers may appear depressing for the language learner who subscribes to the notion that a language may be learned quickly. Basic competence could surely be achieved in far fewer hours than I have proposed here. It is worth reiterating that according to the ACTFL model mentioned earlier, there are five levels of competence across four skills. This study does not concern itself with the amount of time required to develop Novice, Intermediate, Advanced, or even Superior levels of proficiency, as described by ACTFL (American Council on the Teaching of Foreign Languages, 2012). Rather, I am concerned with the amount of time required for a learner to develop high levels of expertise, which might arguably correlate to ACTFL’s Distinguished level of proficiency. This means developing the highest levels of fluency of English across all four skills (reading, writing, speaking and listening) not simply conversational skills or a working knowledge of the language.

Let us return to the question asked at the beginning. What would it take for an adult ESL learner in Canada to achieve 10,000 hours of dedicated learning in order to achieve what Ericsson et al. (1993, 2007), among others (Prensky, 2001; Gladwell, 2008; McGonigal, 2010; Eaton, 2011; Mercer, 2012) consider to be the “the magic number” to achieve expertise?

The answer may well lie in informal learning. A critical component to achieving such a high number of hours is self-regulated and dedicated practice in the form of informal learning. Mercer (2012) notes that, “a personal willingness to invest time and effort and engage in repeated practice” is nec-

essary in order to achieve proficiency. Learners must understand that no amount of class time will ensure they achieve distinguished levels of language competence. In order for a language learner to achieve 10,000 hours of deliberate practice he or she must not rely on classes alone to achieve proficiency. Intentional self-directed study and informal learning are critical to getting sufficient practice in order to gain proficiency.

RECOMMENDATIONS

1. Explain the concept of self-regulated to EAL learners. Mercer (2012) notes that learners who develop the mindset that they are capable of developing proficiency are more likely to become proficient. Point out that personal agency and self-efficacy are critical to becoming a self-regulated learner (Zimmerman, 1995).
2. Share the “10,000-hour rule” with EAL learners. Engage learners in conversations about how long it takes to develop high levels of proficiency in a language. Explain that the model extends beyond language learning. Help learners develop realistic expectations about the investment of time needed to develop deep levels of proficiency. (Chapter two of Gladwell’s 2008 book, *Outliers: The Story of Success*, makes for an excellent reading assignment for advanced EAL learners.)
3. List the precise number of hours offered per course in publicly accessible documentation and promotional materials for courses. EAL program administrators should include the number of instructional hours in their course descriptions in order for learners to be able to determine how many hours they are investing per week in formal and non-formal classes offered by institutions.
4. Explicitly state how many hours of informal learning (including homework) are expected of learners enrolled in courses. Instead of merely pointing out that practice is helpful, develop specific expectations around how many hours per day or per week that you expect your learners to engage in

intentional informal learning and self-study. Point out how much faster they are likely to gain proficiency.

5. Make it clear to learners that they are unlikely to develop high levels of proficiency through classes alone. Help learners understand that regular, dedicated practice through informal learning is a critical component to achieving proficiency. Make it clear that learners must not rely solely on classes. Help learners to develop a long-term personalized language-learning plan that includes formal, non-formal and dedicated informal learning.

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WHO ARE EAL STUDENTS?

She often stumbles to find the words to express herself in English. She can recite the alphabet but has trouble writing some letters and pronouncing some of the sounds they represent. Her English pronunciation is sometimes not clear and she gets frustrated when she is not understood. In contrast, she confidently speaks, reads, and writes in Korean for her age. Is she an EAL student?

You may have assumed that she is from Korea and therefore is naturally an EAL student. This assumption, however, would be false. She was born in Canada and English was her first language. You see, she is the daughter of a Canadian man and I, a Korean Woman, am her mother. For the first three years of her life we lived in Canada. While I spoke to my daughter in Korean from birth, she had more exposure to English and therefore this became her dominant language, however, she started speaking later than other children as she had to process two distinctive languages. Shortly after my daughter's third

birthday we moved to South Korea. During this time my daughter attended a Korean daycare, took Korean ballet classes, and watched Korean cartoons. Her Korean knowledge in speaking, listening, reading, and writing expanded at an incredible rate, unfortunately her knowledge of English could not keep up. Having returned to Canada the question remains, is she an EAL student?

I struggle as a Mother whether to have my daughter classified as an EAL student or not when she enters kindergarten because she doesn't easily fit into either of the two categories; EAL and non-EAL students. This is my greatest con-

cern; how will my daughter identify with herself? She is Canadian, but not quite like other Canadians. She is also Korean, but was considered slightly different from the other children while in Korea. She, along with many others who are not easily classified, creates an opportunity for dialogue.

I am interested in learning more about the trials and tribulations of students who, like my daughter, are not easily classified as needing EAL instruction or not. It is my hope that this is an area of discussion among EAL specialists and that future issues of this journal may address this situation.



ACTIVITY PACKET PART TWO

activity box

ACTIVITY 1: WISHING POSITION (VINEGAR AND BAKING SODA)

Purpose/Aim:

To develop students' cognitive skills by using science.
To learn the future tense.
To study chemical reactions.

Target Age

5 – 9 (Beginner):

Language:

The future formative "Will"

Preparation:

Some vinegar and baking soda.

Instruction:

1. Ask students what will happen if vinegar and baking soda are mixed.
2. The students should guess and say what they guess by using 'will'. For example, they can make a sentence such as 'It will make smoke'.

Variation:

1. Students can do this activity with group members by asking and answering the questions by themselves if they are old



and baking soda. However, if the students are old enough to handle this activity, it will be ok to let them do this activity in groups.

enough to deal with chemical things.

2. Students can mix other things if it is not dangerous at all.

Description:

This activity is about using science to develop students' cognitive skills in an English class. It is a good activity that draws students' attention because it makes them curious about what will happen. Also, most children love magic and chemical reactions are almost like magic. Thus, most students would love this activity.

Special Point:

It is necessary for a teacher to conduct this activity and show the chemical reactions to students if the students are very young since they might make the class messy by pouring vinegar

ACTIVITY 2: BINGO

Purpose/Aim :

To improve students' listening skills.
To make students have fun with English.
To develop their

cognitive level through the game.

Target Age:

Over 6 (Beginner, Intermediate)

Language:

Listening skills and vocabulary.

Preparation:

A piece of paper, a pen and crayons

Instruction:

1. Ask students to fold their paper into 16 squares.
2. Let them listen as they are given instructions to draw different shapes such as star, triangle, square, rectangle, etc. The instruction is like 'pick up a yellow crayon and draw a triangle.'
3. After they fill in every blank, they use the paper as a Bingo game board and play Bingo.

Variation:

1. Students can change different items when they draw or write the vocabulary.
2. Students can play this game in pairs.

Description:

This activity would be successful for children who are not interested in learning English because it is fun and most children like to play Bingo. Also, Bingo is very familiar and simple so that they can play it easily.

Special Point:

It is better to ask young children to draw pictures of items and to ask older children to write vocabulary.

ACTIVITY 3: SONG INNOVATIONS

Purpose/Aim :

- To develop students' creativity.
- To improve students' thinking and speaking skills.
- To give instruction of helping \

each other by doing group work.

Target Age:

Over 8 (Intermediate, Advanced)

Language:

Some grammar patterns and expressions.

Preparation:

A song book, a sheet of paper and a pen.

Instruction:

1. Divide students into groups.
2. Ask students to make a list of their favorite children's songs in a group.
3. Create their own innovation for one of the songs. They can change the lyrics based on their experiences, wishes and imagination. They can also change the certain words.
4. Have the students perform the innovations for the rest of the group.

Variation:

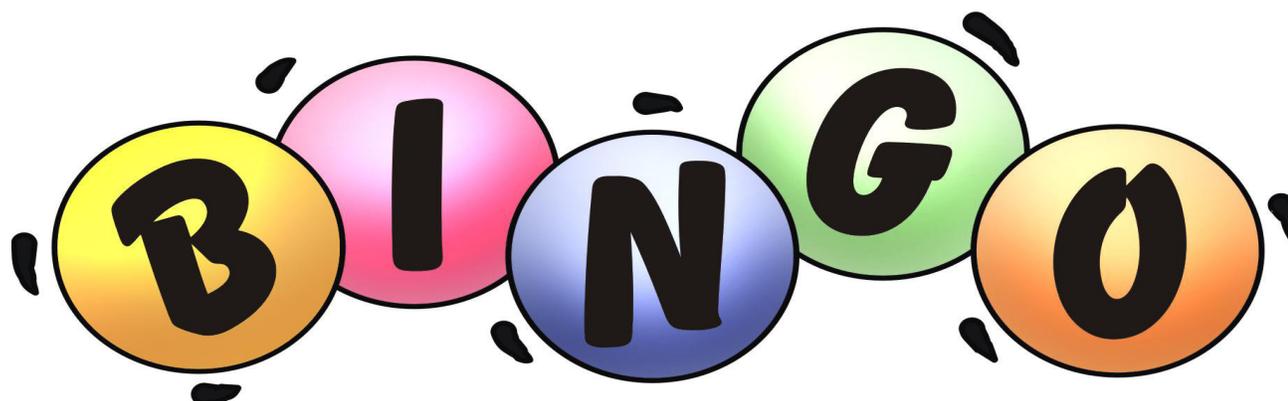
1. Students can use chants instead of songs.
2. Students can do this activity by themselves.

Description:

Song innovation is a very fun activity. Students who like singing would love this activity a lot. The good thing about this activity is that students can personalize their songs through innovation. Personalizing is very effective for students to learn new things and remember what they learned because people tend to remember episodic memory better than other memories.

Special Point:

It is comprehensible because students personalize their songs. It is good for group work.



TEAL SAGE CONFERENCE – OCTOBER 19TH, 2012

TEAL

Teachers of English as an Additional Language

EAL in the Classroom: Addressing Content Area Learning

Collège Sturgeon Heights Collegiate Institute, 2665 Ness Avenue

PROGRAM

- 8:45–9:00 a.m.**
Registration and coffee
- 9:00–9:15 a.m.**
Welcome and Awards
- 9:15–10:30 a.m.**
Keynote Part 1
- 10:30–10:45 a.m.**
Nutrition Break
- 10:45–11:45 a.m.**
Breakout sessions (TS am)
- 11:45 a.m.–1:00 p.m.**
Lunch
- 1:00–2:15 p.m.**
Keynote Part 2
- 2:15–2:30 p.m.**
Nutrition Break
- 2:30–3:30 p.m.**
Breakout sessions (TS pm)

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

KEYNOTE

Judie Haynes from EverythingESL.net

Judie Haynes taught elementary EAL for 28 years. She is the author of 7 books, the most recent being *The Essential Guide for Teaching Beginning English Learners* (2012 with Debbie Zacarian). Judie is the founder of everythingESL.net (www.everythingsl.net) a website for teachers of EALs. She provides professional development to teachers of EALs throughout the United States.



Keynote Part 1: Challenges for EAL Teachers and Students in the Content Area

Do you want to help classroom teachers in your school with their English language learners? Begin by understanding the challenges EALs face in language arts, math, science and social studies.

9:15–10:30 a.m.

Location: Gym

Keynote Part 2: Differentiating Instruction for EAL Learners through Technology.

Learn about websites that teachers can use to help EALs access content area information.

1:00–2:15 p.m.

Location: Gym

Breakout Sessions

5 Key Strategies for EAL learners in the Content Area

Judie Haynes, EverythingESL.net

Learn from the expert. Join Judie Haynes in this break out session to Learn 5 key strategies and successfully teach EALs in the content area classroom.

TS1 am 10:45–11:45

Audience: All **Location:** TBA

Working with EAL/SNE Students

Simone Kirwan, St. Amant School

This presentation will recount my experiences as a special education teacher who has worked with several students who have profound disabilities and who are also acquiring English. I will briefly look at the recent literature in this area and then discuss the strategies (both successful and unsuccessful) that I have employed in my teaching practice.

TS2 am 10:45–11:45

Audience: All and Special Education

Location: TBA

Tried and True Technology

Sherry Seymour, Instructor, University of Manitoba

Would you like to add some easy-to-use technology to your lessons or assignments? This presentation will show you how to use FREE websites and programs to capture your students' attention, teach more effectively, and help students to become more independent language learners. Sherry Seymour currently works for the Intensive English Program at the University of Manitoba. Her previous experience includes teaching EAL at the University of Alberta and at Yonsei University in Korea. She can be reached through her website: www.sherryseymour.com.

TS3 am 10:45–11:45

Audience: All **Location:** TBA

Dictionary Activities for the EAL Classroom.

Jeff Gulley, Consultant with Oxford University Press

Knowing how to use a dictionary is a skill in itself. Yet most students are unaware of what information is contained in a learner's dictionary. This workshop will discuss learner's dictionaries as an essential and flexible English language teaching resource, and provide teachers with dictionary activity ideas to help liven up dictionary use in their classrooms.

TS4 am 10:45–11:45

TS4 pm 2:30–3:30

Location: TBA

Audience: Middle Years and Senior Years

Interactive Thematic Games for EAL Stage 1 Students

Hilde Strempler, EAL Coordinator, Garden Valley School Division

How do we engage our EAL Stage 1 Learners and help them quickly attain that BICS Language? How can we encourage participation and interaction? How can we gauge what our students comprehend while they are still in their Silent Period? When learners are engaged and having fun, when they see peer models and use many visuals, when they can show what they know even without speaking, they begin to take risks and participate more readily. In this session participants will play and receive resources for many thematic games and activities to promote student engagement, interaction, and participation.

TS5 am 10:45–11:45

TS5pm 2:30–3:30

Audience: Early Years and Middle Years

Location: TBA

Canada, a New Country: Creating a Better Life

Joan Duerksen, EAL Teacher, River East Transcona School Division

When asked why they've come to Canada, the students in my EAL classes have inevitably answered, "For a better life." For many, as their lives in their new country unfold, the better life doesn't

just happen. Moving to a new country is a giant step into the unknown and effort, skill and support are often needed to make hopes and dreams come true. This session will present a model designed to encourage students to develop awareness of themselves and others through a series of guided exercises. The exercises are also intended to assist students in seeing themselves as active participants in creating a better life in their new country. The exercises act as a vehicle for English language development and for the development of inter-cultural competency. Although the model was used in working with Grade 7, 8 and 9 students, and will be described using examples from students at those grade levels, it has the potential for application to other grade levels and age groups as well.

TS6 am 10:45–11:45

Location: TBA

Audience: Middle Years

Grammar and Beyond

Tess Cordeiro, Second Language Teacher, Pembina Trails School Division

In this session, strategies for introducing grammar, activities for practicing grammar and games for playing with grammar will be presented. Pair and group activities to practice grammar structures will be demonstrated. The session will include both theory and practice. We will look at grammar in realistic contexts, its form, meaning and use. Common mistakes will be identified and discussed.

TS7 am 10:45–11:45

Location: TBA

Audience: Grades 7 and beyond

Engaging Newcomers: Dual Language and Global Citizenship Picture Books

Barbara Young, EAL Teacher (Ret.), Pembina Trails School Division

How can dual language and global citizenship picture books be used to draw in the EAL learner? How can this media be used to engage ALL students to develop

understandings and build connections? How can learnings be extended and shared? Through our engagement with and conversations about dual language and global citizenship picture books, we will reflect on their value in a classroom setting to build connections to self, to others, to text, and to the world.

TS8 pm 2:30–3:30

Audience: Early Years and Middle Years
Location: TBA

Learning resources from theIRU for teachers of EAL and/or War-affected Students

Elizabeth Brown, Instructional Resources Unit, Manitoba Education
Presentation Abstract:

The Instructional Resources Unit (Education Library) will present resources for teachers of English as an Additional Language and/or War Affected Students. The presentation will be geared to teachers of all grade levels and will be suitable for those teaching in integrated and sheltered classrooms. A variety of formats, including books, DVD's, CD's, electronic resources and kits will be highlighted. Both teacher and student resources will be included. The presentation will include information about how to access these materials from The Instructional resources Unit.

TS9 am 10:45–11:45

TS9 pm 2:30–3:30

Location: TBA **Audience:** All

Academic Research Logs

Richard Iwabuchi, CALL Coordinator, English Language Centre, University of Manitoba

In this hands-on session participants will learn how to use Zotero, a free online tool that is designed to help students (grade school–grad school) organize their research. This tool will help your students keep track of their sources and quotes and even create citations and bibliographies. Although Zotero wasn't designed specifically for EAL learners, its easy to use platform can give our students a helping hand

when organizing their academic studies. Preview the tool at Zotero.org and feel free to bring your own laptop/net-book to this workshop.

TS10 a m 10:45–11:45

TS10 pm 2:30–3:30

Audience: All **Location:** TBA

Successes and Challenges of Long-Term International Students

Karen Strobel, Director; Grant Ganczar, Assistant Director; Alexandra Humphries, Special Projects: St. James-Assiniboia School Divisional International Student Program

Many challenges face International students: Adjusting to Canadian life, values, and schools, making new friends, learning to live in a Canadian homestay and preparing for entrance to Canadian university. But the successes are many and rewarding for both students and Canadians. St. James-Assiniboia's International Student Program (ISP) has been in place for over ten years. Some of the challenges and success stories will be shared by staff from ISP.

TS11 am 10:45–11:45

TS11 pm 2:30–3:30

Location: TBA

Audience: Middle Years, High School, Post-Secondary

LINC Home Study—Canada: Accessible Language Training

Sonia Martin, Project Manager, LINC Home Study: Canada, Centre for Education & Training, Mississauga, Ontario

LINC Home Study—Canada is a government-funded program for newcomers to Canada that removes traditional barriers to language training by providing easily accessible distance instruction. This session will introduce the program, explain client eligibility requirements, and provide a tour of the online Learning Management System created by the Centre for Education & Training.

TS12 am 10:45–11:45

TS12 pm 2:30–3:30

Location: TBA

Audience: adults / Newcomers to Canada / distance education

Oral Language Development In Kindergarten to Grade 8 Classrooms

Brenda McDaniel, English as an Additional Language (EAL) Consultant, Development Unit Instruction, Curriculum and Assessment Branch Manitoba Education

In this session we will examine oral language development and its importance to literacy development. Various strategies to support oral language development in the classroom will be discussed. References will be made to the Manitoba K–12 Curriculum Framework for English as an Additional Language (EAL).

TS13 am 10:45–11:45

TS13 pm 2:30–3:30

Location: TBA

Audience: Early Years and Middle years

EAL Theory Teaching and Assessment

Margaret Aisicovich, Senior Years EAL Teacher, Kildonan- East Collegiate, RETSD

Teaching EAL effectively requires a foundation of theory in the field as well as effective teaching strategies that allow for assessment of and for learning. As a teacher of EAL students I have found some techniques that are effective both academically and socially, engaging the whole class. These techniques benefit both EAL and non-EAL students in the school, and strengthen their literacy skills.

TS14 pm 2:30–3:30

Location: TBA

Audience: Middle Years and Senior Years

Planning for New EAL Students

Lori Carlson-Judson EAL

Consultant, Portage School Division

Is planning for EAL students new for you? With more newcomer families moving to smaller centres throughout Manitoba, the need for professional development focusing on EAL has become increasingly important to teachers in these areas. The ideas shared in this workshop will provide teachers with the ideas for getting started with EAL students.

TS15 am 10:45–11:45

TS15 pm 2:30–3:30

Location: TBA

Audience: Early Years, Middle Years, Senior Years

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

Melanie Davlut, EAL Teacher, Louis Riel School Division

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.

TS16 pm 2:30–3:30

Location: TBA

Audience: Early Years, Middle Years, Senior Years

Check www.tealmanitoba.ca for session updates.

REGISTRATION

Online method preferred

Membership fees

MTS member.....\$35

Non MTS-member.....\$45

Student.....\$20

Other (EA/Retiree).....\$25

Conference fees

TEAL member.....\$30

Student.....\$20

Non TEAL-member.....\$64

(For only one dollar more you can get a TEAL membership and Conference Registration, including all journals.)

Associate/EA/Retired.....\$25

Late fee Late Fee (after October 15).....Add \$10

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

Gigi Fallorin,

TEAL SAGE 2012 Registrar

Hugh John Macdonald School

567 Bannatyne Avenue

Winnipeg MB, R3A 0G8

Phone: 204-786-5631

Fax: 204-783-6473

Email: gfallorin@wsd1.org

JOB POSTING

ASSOCIATE DIRECTOR OF CENTRE OF CONTINUING EDUCATION AND ESL — FULL-TIME POSITION STARTING JANUARY 1, 2013

The University of Regina has committed to the development of an internationalization strategy, including an expansion in the number of international graduate and undergraduate students. To support this growth, a recent review has recommended strengthening the administrative structure of the ESL program by the creation of the out-of-scope position of Associate Director (ESL), who will be an administrative and academic leader for the program.

Candidate qualifications:

Preferred:

Doctorate in Teaching English as a Second or Foreign Language (TESL/TEFL), Education, Educational Administration, Applied Linguistics or another equivalent area

TESL Canada Level 3 certification

Demonstrated strategic planning and change management experience, with more than 8 years of management experience in a post-secondary environment

Competency in other languages

Minimum:

Master's Degree in Teaching English as a Second or Foreign Language (TESL/TEFL), Education, Educational Administration, Applied Linguistics or another equivalent area

TESL Canada Level 2 certification (or equivalency to that minimum requirement)

Demonstrated strategic planning and change management experience with at least 3 years of progressive administrative and leadership experience

All qualified candidates are encouraged to apply; Canadian citizens and permanent residents will be given priority. The University of Regina is committed to employment equity.

For more detailed information on the position, please contact:

Harvey King, PhD

Director, Centre for Continuing Education

University of Regina

Regina, SK, Canada S4S 4C8

Email: Harvey.King@uregina.ca

Closing Date: Open until position filled

MTS _____ non-MTS _____



**2012 - 2013
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September 1, 2011 – August 31, 2012**

Membership Benefits:

- Receive an automatic TESL Canada membership. Membership in TESL Canada is required in order to submit your credentials for evaluation for the TESL Canada Professional Certificate.
- Receive the TEAL Manitoba Journal (4 mailings) and the TESL Canada Journal (fall and spring).
- Pay reduced conference rates at the TEAL Manitoba conference.

Please register early to receive all the benefits. We are unable to pro-rate fees or send out past journals.

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Are you applying for TESL Canada Certification? Yes _____ No _____ If yes, when? _____

Membership Categories: If you are not sure about your MTS status, you can call MTS at 888-7961.

Member of the Manitoba Teachers' Society* \$35.00 _____

Non-MTS Member** \$45.00 _____

Para- Professional Teacher-Assistant Volunteer \$25.00 _____

Full Time Student \$20.00 _____ MTS member _____ Yes _____ No

*You are a member of the Manitoba Teachers' Society if you pay MTS fees and teach in the public school system, OR in the Winnipeg School Division Adult EAL Program.

You are **NOT a member of the Manitoba Teachers' Society if you teach in a private school, OR in a college or university

Please make **cheque** payable to: **TEAL Manitoba Membership**

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C/O St. Amant School
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