

# TEAL<sub>MB</sub>

Teachers of English as an Additional Language Manitoba

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## 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.

**Activity 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.

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CHECK OUT THE TEAL MANITOBA WEBSITE AT  
[www.tealmanitoba.ca](http://www.tealmanitoba.ca)

**TEAL MB  
EXECUTIVE  
2015-2016**

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# TEAL MANITOBA JOURNAL

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## PRESIDENT'S VOICE

Melanie Davlut

As the final weeks of the school year come upon us, I hope that we are able to look back on all the changes we have made. It's been an exciting year as my first year as President. It has been important for our team to reflect on things that we need to change for the next year and things that have been successful this year. We were able to provide our membership with more PD opportunities this year through our mini PDs and our MTS PD Day.

Many people have contributed to the success of these events and we thank you! I would especially like to thank our executive members for their hard work and passion in growing our group. I would also like to thank our members for joining us in building capacity for EAL teachers throughout Manitoba. As our much needed summer vacation approaches, take time for yourself, enjoy the warm days, and rejuvenate! Live, Laugh, Love so that you are able to come back refreshed in September to start all over again. We look forward to seeing you in the new year! Enjoy your summer!

Melanie Davlut  
President 2015 - 2016



## EDITOR'S VOICE

Eunhee Buettner

Another school year is coming to an end. It is the time for reflection and anticipation. Many teachers and students probably have mixed feelings, looking back and forward. I always think the time of transition makes us stronger and more mature. I hope many of you enjoy the beginning of this transition.

Speaking of transition, this year was the second year that we continued our transition from four journals to three newsletters (September, January, March) and two journals (November, June). Personally, I liked to communicate with members through newsletters by informing and briefing our mini PD sessions, providing resources, and delivering news. I think more members became involved in TEAL Manitoba through newsletters and mini PD sessions this year. Particularly, we tried to provide resources regarding newcomer refugee students including Syrian refugee students.

We also provided k-12 students a great opportunity to write their EAL experiences through a student showcase event again. We believed that such an event empowered our EAL students and let their voices be heard in our society. This year's theme was culture shock. Unfortunately, we didn't receive any submission from K-4 students this year. However, many grade 9-12 students submitted their essays, poems, and drawings. All of the submissions will be published in this issue and following issues. Finally, the three selected students for gift certificates are Ayushi Sharma (Grade 5, Arthur A. Leach school), Jahanvi, Goswani (Grade 9, Dakota collegiate), and Sakena Antar (Grade 12, Dakota collegiate). Congratulations! We plan to hold this event again next year and hope to have more submissions from various grade levels.

Last but not least, I would like thank you all for your support and contributions. We always welcome your comments and opinions for a better future of TEAL Manitoba Journal and Newsletters. We also look forward to all of the great submissions that will come next year. Have a great summer break!

# The Canadian Census

By Trudie Aberdeen, PhD

Edmonton Mennonite Centre for Newcomers

Certain new Canadians (permanent residents, convention refugees, and certain others) can participate in Language Instruction for Newcomers to Canada (LINC) classes sponsored through Citizenship and Immigration Canada (Government of Canada, 2013). These classes are competency-based and designed to help newcomers meet their basic survival needs (Bournot-Trites, Barbour, Jezak, Stewart, Bloin-Carbonneau, 2015). Adult students receive a proficiency exam so that they receive level-appropriate language instruction. They are then placed in a class in one of 12 levels called benchmarks: beginner (benchmarks 1-4), intermediate (benchmarks 5-8), and advanced (benchmarks 9-12) (Hajer, Irwin, Pettis, Senior, & Stewart, 2012). Instructors in this program offer task-based, communicative language based classes guided by a document called the Canadian language benchmarks: English as a second language for adults (CLB:ESLfa, Hajer et al., 2012). Each of the four skills (reading, writing, speaking, & listening) has four goals for learners to meet. Goals for learners include interacting with others, comprehending/giving instructions, getting things done, and comprehending/sharing information. Learners are informed of their goals through “I can ...” statements and evaluated through a personal portfolio. For more information about the LINC program or the Canadian Language Benchmarks, please refer to [language.ca](http://language.ca).

How to answer personal information questions in lower level CLB classes is often taught in respect to making small talk, introducing someone, or filling out basic forms. This time, we have a very important “real-world” task that uses these very important questions—The 2016 Canadian Census. The objective of this unit plan is to build oral language and literacy skills sufficiently so that our new Canadians’ voices can be counted!

This in depth unit plan has been designed to be implemented in the lower levels (CLB 1-4). Each instructor will need to tailor instruction to her particular learners and situation; however, I have included an overall unit plan, a list of language-building activities for each skill, and a final assessment. I have vetted each of these personally in my CLB 1 class. My methodology is to recycle similar material in multiple ways. While all four skills are similar, they are all different, too. I give learners plenty of opportunities for practice so that they can succeed.

The following activities are not meant to be completed once, but rather repeated multiple times. I recommend mixing these activities together so that learners stay interested in them and can see the connection with the four language skills.

**Listening:** For listening, my main goals were twofold: a) to be able to understand basic questions when asked, and b) to be able to predict basic answers to everyday personal information questions.

To achieve this goal, as a group I had learners make a mind-map of each learner (1). We began with me. I answered basic personal questions: What is my job?, Am I married?, Do I have children?, How many people in my house?, Do I have pets? What is a food I like?, and What is something I like to do? (2). The learners copied this mind map into their notebooks (3). They then practiced saying all seven statements about me (4). Trudie is a teacher. Trudie is single. Trudie has 1 girl. Trudie has 5 people in her house. Trudie has no pets. Trudie likes coffee. Trudie likes to read. We repeated the same series of activities with each learner in the class.

The class began by telling my personal information. As learners discovered the next person, Sanaa, they practiced telling the stories of both Sanaa and Trudie. Next we added Mohamed. The learners practiced Mohamed, Sanaa, and Trudie. Eventually, learners built up the ability to talk about all 10 members of the class resulting in over 10 minutes of rehearsed, continuous speech. While this seems to be an activity based on speaking, I use this to prepare learners for listening activities later on.

Once learners are comfortable with describing their classmates, they are shown small video clips of one-on-one interviews. I videoed (with my smartphone) various people from the community answering the above questions. These people were mostly unknown to the learners. They were given the videos to watch and then had to record the answers on a similar mind map to those used in class to describe their classmates.

Name: \_\_\_\_\_ Date: \_\_\_\_\_  
 Listening \_\_\_\_\_ Census Time \_\_\_\_\_

Task: Learners will be able to understand simple dialogues of strangers introducing themselves.

This task is designed to meet the following criteria as outlined in the Canadian Language Benchmarks: English as a second language for adults.

**IV. Sharing Information (CLB: ESLfA p. 5)**

Understand very simple information about highly familiar, concrete topics.

- Identify a few obvious factual details.
- Identify a few key words and short expressions related to immediate needs.
- Indicate comprehension with appropriate verbal or non-verbal gestures.

You will be evaluated according to these criteria ( /8):

Did you copy the mind map correctly? (1)	Y	N
Did you answer if the person was married? (1)	Y	N
Did you answer if the person has a job? (1)	Y	N
Did you answer if the person has children? (1)	Y	N
Did you answer how many people the person has living in their house? (1)	Y	N
Did you answer if the person has pets? (1)	Y	N
Did you answer what the person likes to drink? (1)	Y	N
Did you answer what the person likes to do? (1)	Y	N

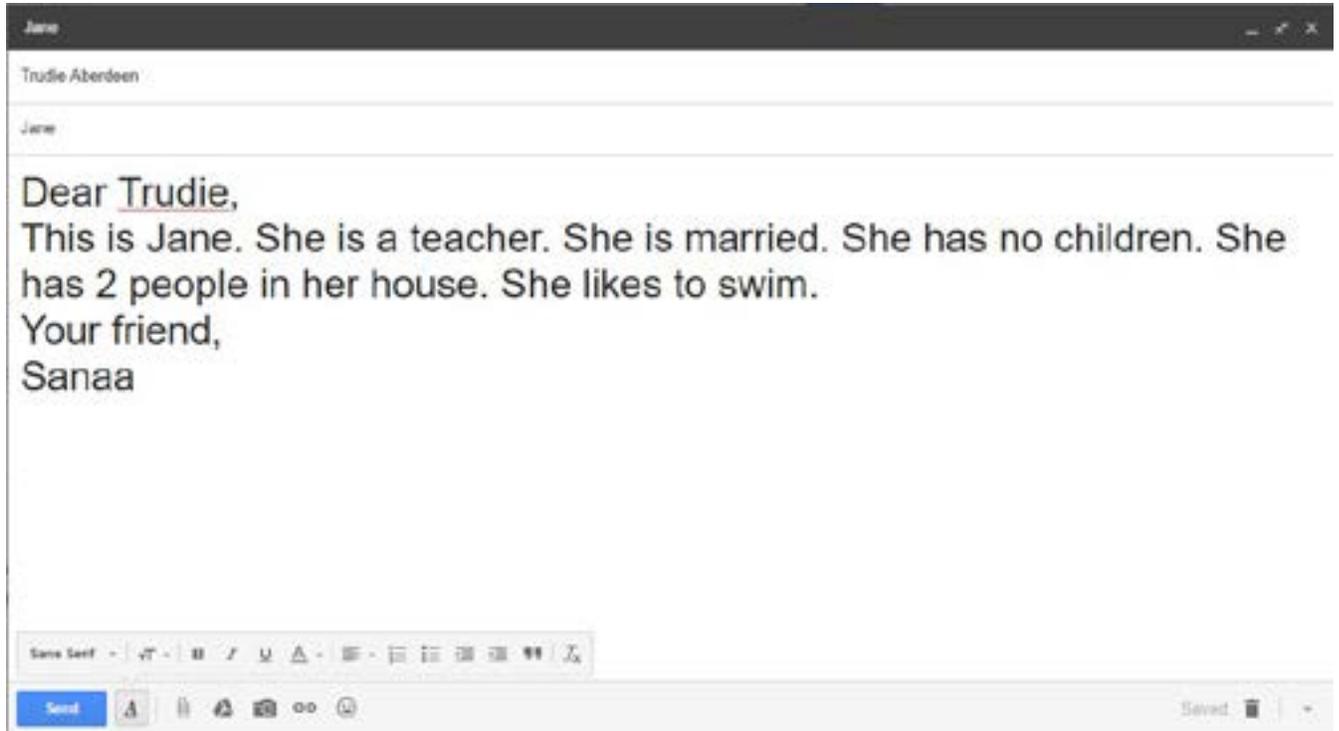
Comments:

**Writing:** For writing, my main goals involved familiarity with learner Chromebooks. Most of the learners in my class were unfamiliar with technology. Writing (and copying) in this sense revolves around keyboarding. These activities occur in conjunction with the listening activities listed above.

To achieve this goal, learners must find their appropriate Chromebook, log in to their respective accounts that have been created by the school, and open email. Once email is opened, learners must choose their

# FEATURES

teacher as an addressee, type the name of the classmate in the subject heading, and begin with Dear Trudie. They are then expected to copy 3-5 sentences that I have typed about the person. These are shown to the learners using a projector. Learners must use correct capitalization, spacing, and punctuation. They must close the email with Your friend, and their names. Below is a sample of the email that learners send to me:



This is practiced many times before the learners are evaluated. I found that it was helpful to show learners emails with the projector to see their emails on the big screen. Learners at the early levels seem to have problems with spacing and selecting the correct punctuation.

Name:

Date:

**Writing**

Census Time

Task: Learners will be able to copy a text into an email.

This task is designed to meet the following criteria as outlined in the Canadian Language Benchmarks: English as a second language for adults.

## II. Reproducing Information (CLB: ESLfA p. 112)

Copy numbers, letters, words, short phrases or sentences, for personal use or to complete short tasks.

[Texts to copy are 2 to 3 sentences in length, have a clear layout and basic information, lists have about 5 to 10 items.]

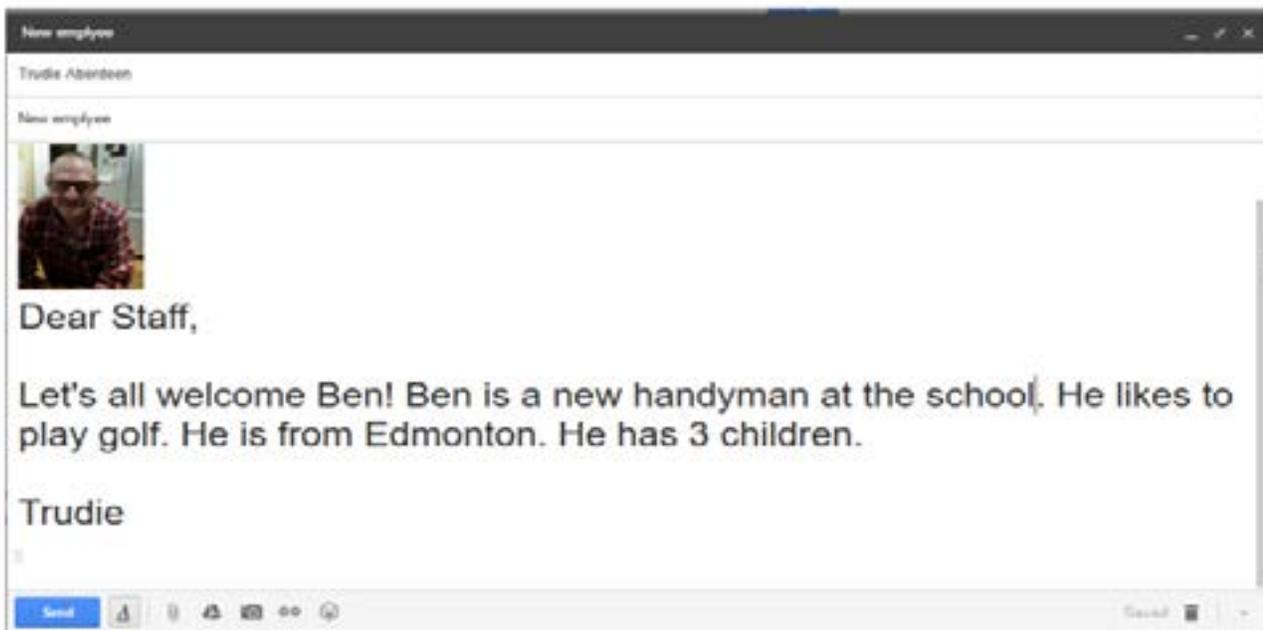
You will be evaluated according to these criteria ( /10):

Did you open the computer and enter your password by yourself? (1)	Y	N
Did you open email and select compose? (1)	Y	N
Did you select the correct addressee (your teacher) and add a subject heading? (1)	Y	N
Did you change the size on the email to HUGE? (1)	Y	N
Did you copy the sentences correctly? (1)	Y	N
Did you use capital letters? (2)	Y	N
Did you use proper spacing between words and sentences? (2)	Y	N
Did you use proper punctuation? (1)	Y	N

Comments:

**Reading:** For reading, my main goals involve being able to answer basic questions about an email. Learners will receive a short text introducing a new teacher to the school. Learners will have to read the text and answer four basic questions about him/her. This will be done through email and learners will be expected to reply to what they have read.

Below is a sample of the work that learners are expected to complete. Learners complete over 10 of these emails before they receive their final evaluation.



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1. Who gets this email?
2. Who sent this email?
3. Who is the new staff?
4. What is his job?

Name:  
**Reading**

Date:  
Census Time

Task: Learners will be able to read simple texts and answer simple questions. This task is designed to meet the following criteria as outlined in the Canadian Language Benchmarks: English as a second language for adults.

#### IV. Comprehending Information (CLB: ESLfA p. 77)

Recognizing names, numbers, and some basic details in very simple, short texts related to everyday situations and immediate needs.

-Identifies numbers, letters, a few key words and short expressions

You will be evaluated according to these criteria ( / 7 points):

Did you open the computer and enter your password by yourself? (1)	Y	N
Did you open the email? (1)	Y	N
Did you read the sentences? (1)	Y	N
Did you answer the four questions correctly? (4)	Y	N

Comments:

**Speaking:** For speaking, my main goals involve familiarity with personal information questions. Learners will be given a list of questions to practice. They will read these questions to one another. Eventually they will have a mock interview with an unknown census taker. In order to make the task more authentic, the questions will be the same, but they will be asked in a different order. In this manner, it will be clear if the learners truly understand the questions. The census taker will write down all of the learner's answers.

What is your name? Can you spell it?	
What is your address?	
What is your postal code?	
How many people live in your house?	
What are their names?	
How old are they?	
What is your job?	
Where do you work?	
How do you come to work?	
What was your first language?	
Where were you born?	
Do you speak English?	
Do you speak French?	
What is your marital status?	
How many rooms are in your house?	

Learner questions:

What is your name? Can you spell it?	
What is your marital status?	
Where were you born?	
What was your first language?	
Do you speak English?	
Do you speak French?	
What is your job?	
Where do you work?	
How do you get to work?	
What is your postal code?	
What is your address?	
How many rooms are in your house?	
How many people live in your house?	
What are their names?	
How old are they?	

Name:

Date:

**Speaking**

Census Time

Task: You will be asked to roleplay a meeting with a census taker. The census taker will ask you many questions about your personal information. You must answer the questions honestly.

This task is designed to meet the following criteria as outlined in the Canadian Language Benchmarks: English as a second language for adults.

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Did you ask the census taker to show their identification? (1)	Y	N
Did you answer all of the census taker's questions? (16)	Y	N
Did you give your correct address and phone number? (1)	Y	N
Did you spell your name correctly? (1)	Y	N
Did you state your answer correctly? (1)	Y	N

Comments:

**Instructor:** [Trudie Aberdeen](#)      **Module Planning Framework**

<b>THEME:</b> Census Time	<b>Module:</b> Basic Personal Information	
	<b>Writing</b>	<b>Reading</b>
<b>Real World Task</b>	Learners will be able to copy a text into an email.	Learners will be able to read simple texts and answer simple questions.
<b>CLB Competencies, Competency Statement &amp; Indicators of Ability</b> (CLB: <a href="#">ESLFA</a> , 2012)	<b>II. Reproducing Information</b> Copy numbers, letters, words, short phrases or sentences, for personal use or to complete short tasks. [Texts to copy are 2 to 3 sentences in length, have clear layout and basic information, lists have about 5 to 10 items.]	<b>IV. Comprehending Information</b> Recognizing names, numbers, and some basic details in very simple, short texts related to everyday situations and immediate needs. -Identifies numbers, letters, a few key words and short expressions
<b>Language Focus</b> (functions/speech acts, grammar, vocabulary, orthography/pronunciation, genre and textual features, pragmatic conventions/concerns)	<b>Textual features:</b> Learners will be able to type out a message including capitals, punctuation, spacing, and letter size.	<b>Vocabulary:</b> Learners will be able to use text structures to look for keywords in texts and answer simple words using those keywords.
<b>Language &amp; Learning Strategies</b> (optional) (Knowledge and Strategies section, CLB: <a href="#">ESLFA</a> , 2012)	<b>Textual knowledge:</b> Common cohesion links (such as pronoun references to connect sentences.) <b>Function knowledge:</b> Basic email writing conventions (such as subject lines and opening and closing conventions).	<b>Strategic competence:</b> Basic reading strategies (such as skimming to determine purposes of texts, scanning to locate specific information and guessing or inferring from contextual clues.
<b>Outcome Assessment Task</b> (adapted Real World Task incl. <b>assessment strategy</b> , e.g., role play, comprehension exercise, MP; and <b>assessment tool</b> , i.e., rubric, rating scale, or checklist) – see <i>Assessment Planning Task Booklet</i> )	Learners will copy and send an email with a message that describes who someone is. They will choose the correct person to send the email, add a subject heading, and copy an appropriate message.	Learners will look at simple emails describing new staff to their place of work. They will answer basic questions about the text.
Created by Diana Agudel-Cruz, 2014 Revised: Rose Elliot & Doreen Dean, 2014, Sabine Riccioppo, 2015, <a href="#">Trudie Aberdeen</a> , 2016		

<b>THEME:</b> Census Time	<b>Module:</b> Basic Personal Information	
	<b>Speaking</b>	<b>Listening</b>
<b>Real World Task</b>	Learners will be able to answer basic personal information questions about their personal situation.	Learners will be able to understand simple dialogues of strangers introducing themselves.
<b>CLB Competencies, Competency Statement &amp; Indicators of Ability</b> (CLB: <a href="#">ESLfa</a> , 2012)	<b>IV. Sharing Information</b> Give basic personal information in response to direct questions from a supportive listener. -Answers simple questions about personal information. -Uses alphabet to spell out words such as name.	<b>IV. Sharing Information</b> Understand very simple information about highly familiar, concrete topics. -Identify a few obvious factual details -Identify a few key words and short expressions related to immediate needs. -Indicates comprehension with appropriate verbal or non-verbal gestures.
<b>Language Focus</b> (functions/speech acts, grammar, vocabulary, orthography/pronunciation, genre and textual features, pragmatic conventions/concerns)	Speech Acts: Learners will respond to basic personal information questions.	Vocabulary related to questions: What is, <u>Age</u> you, How many, What do you, Do you like ... Grammar: Expressing preferences I love X, I like X a lot, I think X is okay, I don't really like X, I don't like X
<b>Language &amp; Learning Strategies</b> (optional) (Knowledge and Strategies section, CLB: <a href="#">ESLfa</a> , 2012)	<b>Grammatical knowledge:</b> Ability to produce: -Grammatical structures and vocabulary relating to basic personally relevant facts (such as ethnicity, home country, address, age), time, dates, money, school environment, community facilities, common actions, jobs and occupations, family, housing, clothing, etc.)	<b>Grammatical knowledge:</b> Basic grammar structures to interpret listening texts (such as simple continuous verb tenses, simple modals, comparatives and superlatives, and simple yes/no and <u>wh</u> questions.
<b>Outcome Assessment Task</b> (adapted Real World Task incl. <a href="#">assessment strategy</a> , e.g., role play, comprehension exercise, MP, and assessment tool,	Learners will complete a questionnaire asked by a census taker.	Learners will watch a short video clip in which a person is asked basic personal information questions about their personal/living situation.
i.e., rubric, rating scale, or checklist) – see <i>Assessment Planning Task Booklet</i>		
Created by Diana <a href="#">Agudel-Cruz</a> , 2014 Revised: Rose Elliot & Doreen Dean, 2014, Sabine <a href="#">Ricionno</a> , 2015, <a href="#">Trudie Aberdeen</a> , 2016		

## FEATURES

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# Out of Poverty: Living and Teaching in Asia

By: Judie Smith

*“This first hand documentation of the experience of living and teaching in several Asian countries should be required reading for those who are considering such an adventure.” – Catherine Quinlan*

In 1999 my husband and I had reached rock bottom. In spite of having university degrees, technical training and years of experience, we were unable to find employment anywhere in Canada. We were in our mid-fifties. The bank was eager to take possession of our home and the concept of living on welfare in a cardboard box was fast becoming a reality. I had been stuck on an ad in the Vancouver Sun for teachers wanted in South Korea and finally broached the topic with he who I thought would never live on the other side of the mountains.

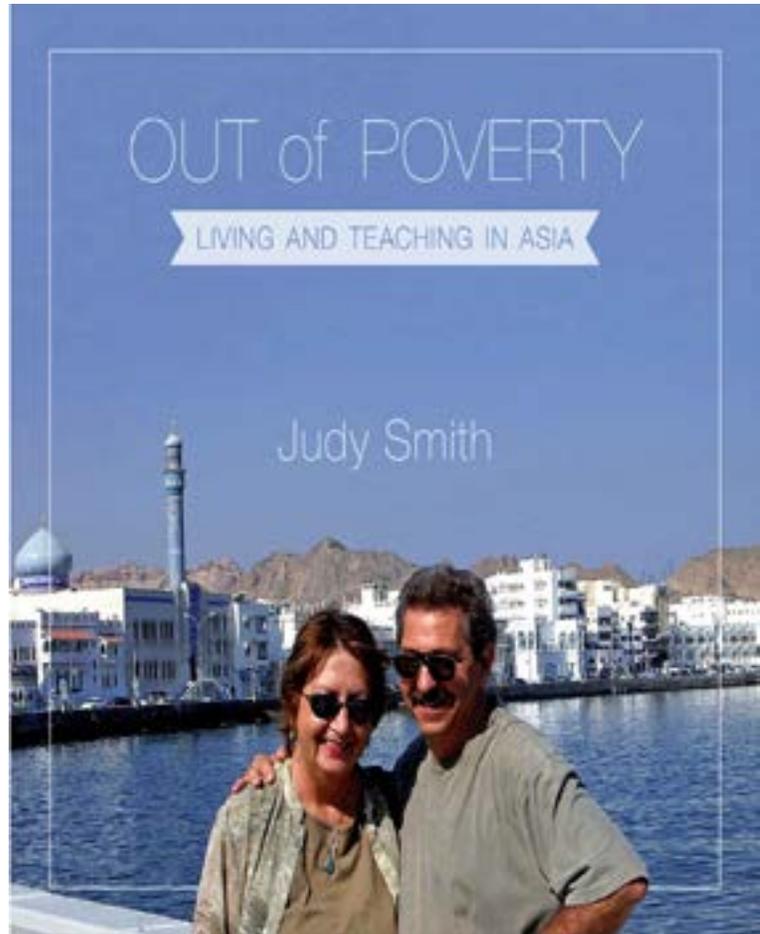
“Have you seen this ad for teaching in Korea?” I asked tremulously.

“I was just about to ask you about that.”

Two months later, we had sold two vehicles, had a huge garage sale, put our house on the market, and reduced our lives to two large suitcases, two carry-ons and a lap top. We set out for the airport grasping our newly-acquired passports, airline tickets, visas, and all the cash we had accumulated through various sales.

Thus began an adventure of teaching ESL for over ten years in Korea, Thailand, Oman, and China with brief forays into Jordan and Poland.

After we returned to live in Canada, I compiled a 280-page manuscript, *Out of Poverty: Living and Teaching in Asia*. To pique the reader’s interest, I have interspersed within the narrative 55 colour photographs, letters to home and from colleagues, poems, and short prose pieces such as this piece from Korea:



### WOMEN ON THE STREETS OF DAEGU

*A young woman dressed in a tight red leather jacket, red leather mini-skirt, and red four-inch high heels with super-long toes rides a motor bike, weaving through crowded streets. Her long hair is tied up in an elaborate bee-hive, held in place by a huge, garishly sequined clasp. Her face is plastered with thick make-up and her lips are made fuller with purple lipstick liner.*

*As she tools through the market she passes a middle-aged woman dressed in a hanbok and a young business woman striding down the street wearing a black masculine suit and carrying a leather brief case. Two young mothers stroll arm in arm with their babies tied to their backs meet an old woman who sweeps the street with a short-handled broom, her back hunched over at a right angle.*

The title of the book is taken from a serene afternoon lounging on the pristine white sands of the Arabian Sea in Oman. “So this,” my husband Roger said, “is where poverty has brought us.” Life was good in Oman, in spite of it being an Islamic culture. The accommodations---a 3-bedroom villa---exceeded any other country. The salary allowed us to purchase a new car and walk away with a savings of over \$50,000.



*A five-star hotel in Sallalah catered to Westerners which allowed women to wear bathing suits away from the stares and condemnation of Conservative Islamic men.*

We stayed for two years and might have stayed longer, were it not for the fact that the year I turned 59 the Ministry of Education decided to cap the age limit for teachers at 55.

We taught at two of the seven technical colleges in Oman, Sallalah and Ibra. Students study English only for their first two years in preparation for moving on to their chosen majors: Business, Information Technology, or Engineering where all courses are conducted in English using English textbooks. Oman is a more liberal country than others in the Middle East. It is the first time for students to study in a co-ed environment, and where women must remove their veils in class.

Due to Oman's proximity to the volatile Yemen and ISIS activity, it might not be a good idea to live there right now, although some of our colleagues have remained.

We began our teaching careers in South Korea and returned there three times, to Daegu, Guangju and Incheon. As we taught in private, after-school programs, most of our students were of elementary and middle school ages. After a full day at school, they were tired, hungry and had little interest in learning English. Our main priority was to make learning fun with activities while following a set curriculum. As no preparation was required, our time off could be enjoyed exploring the country and culture.

In Thailand, we taught at an all-boys Catholic school in the suburbs of Bangkok, catering to children in the upper echelon who were escorted to school in chauffeur-driven Mercedes. Although we loved living in Thailand, the students' behavior was horrible. Thai boys in Grade 4 do not speak. They scream. I left most of my hearing in Thailand and we left before doing serious physical harm to the children.

For our final three years of teaching we were faced with going to either Saudi Arabia or China.

If we worked for one year in Saudi we would make as much as working three years in China. I thought I could live with the restrictions in Saudi for one year.

We had almost made up our minds to slog it out in the Middle East, until one day I read about a woman who was arrested for driving a car in Saudi Arabia. She was to be punished by being stoned to death.

That settled it for me.

The next day, we headed down to the Chinese Consulate to apply for visas.

I had always resisted going to China. I imagined it to be overcrowded, noisy, and polluted with little regard for the environment or human rights.

I had formed definite ideas about China, having studied Chinese philosophy, art and history, and frequented the shops and restaurants in Vancouver's Chinatown. I had thought that the philosophy of Lao Tzu and Confucius permeated all levels of Chinese culture and was so much better than linear Western thought. Chinese medicine was better than Western medicine, as it treated the underlying cause rather than just symptoms of a disease. Chinese diet was healthier. I had thought that the revolution had created a society of equality on a grand scale; there were no longer hungry or starving people in China.

I was wrong about almost everything.

## FEATURES

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Chinese students, from our experience, are the best in the world: polite, considerate and loving. While adept at copying and learning by rote, however, it is difficult for them to create new inventions. Our task was to teach them creative and critical thought. With that goal in mind, I was given the unique opportunity to teach two passions of my life: Creative Writing and Drama. My final semester was spent teaching “The Sound of Music” to over two hundred students. I can think of no better way to exit a career I had come to love.

Unfortunately, our ages forced us to take an early retirement from the best years of our lives. Our only regret is that we didn’t start soon enough.

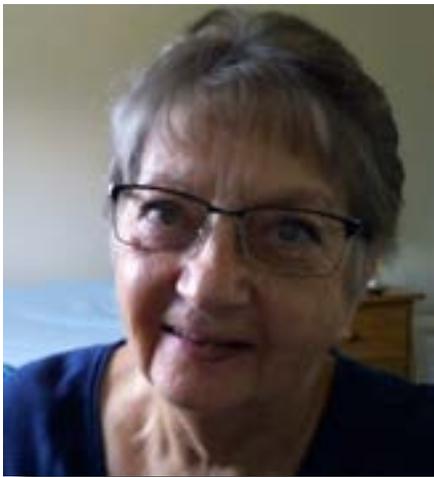
It is my hope that the stories, memories and information in *Out of Poverty: Living and Teaching in Asia* can act as a guide to those who travel after us or enjoyment to those who have had similar experiences.

Copies are available from:

**e-books:** Kindle, Kobo and Nook

**Paper books:** Amazon, Chapters Indigo, Barnes & Noble

Prices and shipping costs/times vary.



Judy Smith, R.N., BFA, is the author of *Native Blood: Nursing on the Reservation* (Oberon Press, 1994) and of numerous short stories, prose and poetry in Canadian literary magazines. She is retired and lives with her husband in Castlegar, B.C.

*This article was also published in BC TEAL earlier this year.*

# Mini-Workshop News

## TEACHERS FOR DIVERSE LEARNERS: SUPPORTING CULTURAL AND LINGUISTIC DIVERSITY AT ALL LEVELS

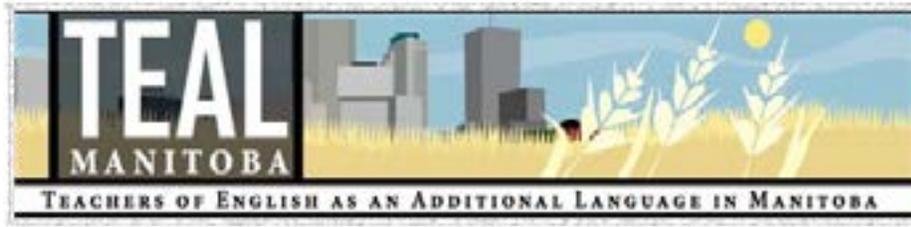
By Dr. Clea Schemidt

On April 13, 2016, a well-attended TEAL MB PD delivered by Dr. Clea Schmidt and Dr. Melanie Janzen of the University of Manitoba was held at Amber Trails School in Seven Oaks School Division.

After attendees enjoyed refreshments provided by the local restaurant Tandoor House, the mini-workshop explored issues of diversity in the teaching profession, including strategies and approaches to supporting a more diverse teaching force. Questions addressed included: Why do school communities need teachers from diverse backgrounds? What current policies and practices can be enacted to support a broad range of teacher diversity? We discussed the new Diversity Admissions Policy in the University of Manitoba's Faculty of Education <http://www.umanitoba.ca/faculties/education/future/diversity-links.html>, and considered what we can all be doing within our circles of influence to integrate diverse perspectives and facilitate the success of diverse school staff.

A big thank you to Fortunato Lim and Seven Oaks School Division for hosting this event, and to all attendees for coming out and sharing your experiences and suggestions for ways we can affirm diversity in schools!





SAGE 2016  
MB TEAL presents

## Cristina Sanchez-Lopez

*Helping EAL Students Show What They Know  
Across the Curriculum: Culturally and  
Linguistically Responsive Instruction  
for Early and Middle Years*

Friday, October 21, 2016  
9:00 a.m. - 3:30 p.m.

**General Wolfe School**  
661 Banning Street, Winnipeg, Manitoba

In this session, participants will:

- Investigate the role of concrete materials and multiple representations to help students with limited formal schooling and refugee experiences build mental models and conceptual understanding of content.
- Practice strategies to promote oral academic language and vocabulary development
- Experience lessons that integrate foundational literacy instruction across the content areas.
- Explore strategies and resources that affirm students' cultural identity and incorporate home languages into instruction.

Register on EVENTBRITE or contact  
Melanie Hobbs at:  
mellyhobbit@gmail.com or 204-295-9861

For more information contact:  
Tracey Gluska at tgluska@sjsd.net or  
Mojgan Asili at masili@pembina-trails.ca  
Or visit tealmanitoba.ca



**Cristina Sanchez-Lopez**  
Educational Specialist  
Illinois Resource Center

Cristina Sanchez-Lopez is an educational specialist at the Illinois Resource Center (IRC). She collaborates with educators in the United States and Canada on supporting English Language Learners, middle school mathematics, literacy across the content areas, multilingual education and engaging parents. Prior to coming to the IRC, Cristina taught at the elementary, middle school, and university levels in the United States and Mexico. She has numerous publications on addressing the needs of EAL learners including "Special Education Considerations for English Language Learners: Delivering a Continuum of Services".

# EAL students' Culture Shock

## CULTURE SHOCK

*By-Ayushi*

Finally I landed in Canada! I was dying in the plane because my ears were hurting when we were landing. Now I tell what happened when I came to Canada. It was summertime when I came to Canada, just like in India. When I got out of the plane then I saw people wearing different clothes than in India. In India people wear traditional clothes. The women wear suit saris and the men, they wear kurta pajamas. So my aunt and uncle came to pick us up. And from us I mean my mom, my dad and my brother and of course me. When we were driving to their house I opened the window and stuck my face out into the wind! In India I used to do the same thing. It used to be so FUN!!! It seemed wrong that the steering wheel was on the left side of the car because in India, the steering wheel is on the right. So we were at my relatives house and I noticed the house was different than in India. I asked my aunt "what is this house made of?" Then she said, " It's made out of wood." I was surprised for a second because in India, the houses are made from cement and bricks. So we went inside their house and they gave us some juice to drink... it was so good because we were so thirsty! Then we settled in their house for 2 months. Two

months later...We found a home close to my aunt and uncles place. My dad works as a chef and my mom teaches children and my brother and I go to school in our neighbourhood. I do love living in Canada, but I miss India and hope to visit their this summer. Hope you enjoyed my culture shock story, have a great day and .....TRUE NORTH



STRONG AND FREE!

!!



# STUDENT SHOWCASE

Language Winter Teachers drinks Gardens classes  
Snow Tradition Houses God  
Confusion Religion Summer Fashion  
Culture Cell phones  
Festivals Shock weather  
English Medicines Food French  
Clothes Plants Hospitals Education English



Dakota Collegiate  
Grade 9

made by  
Jahani Gaswami

## MY ESSAY

When I first came to Canada, I had never seen snow because in my country the weather is not like this. Canada is so cold that when we go outside we need to wear a jacket or gloves. When people go outside, we get cold and we just want to still be at home.

When I came to my new school, I was so nervous. In my country, we don't have to speak English. I made new friends, but I didn't speak the new language yet I am so happy.

Emmanuel



## WEATHER SHOCK

When I came to Canada it was the winter. I was excited but after some time the weather was the big shock for because the weather was the cold and everywhere snow.

In Pakistan or some other countries when we go out we don't have to wear too much clothes and winter clothes and jackets. In Canada when we go out we have to wear so many clothes and winter shoes and we have to wear clothes like, winter socks, sweaters, gloves, winter caps, jackets and without all these things you can't go out of the house because in Canada ~~was~~ weather is too cold. Some people who don't have ride and using bus to go they have to wear winter snow shoes to walk in snow.

D'

Hiboy

# STUDENT SHOWCASE

## CULTURE SHOCK

I am a strong girl  
I wonder I am who I am  
I hear the sound of my heart  
I see a beautiful things in my mind  
I want to become a Canadian  
I am a strong girl

I pretend I am fine when I come a new country  
I feel disoriented  
I touch the air and look the sky  
I worry about my way that I choose  
I cry because I can't become a Canadian  
I am a strong girl

I understand I don't need to become a Canadian  
I say I am who I am  
I dream for my future  
I try to learn a good things of  
I hope I am still myself  
I am a strong girl



Sam Le

Michaela P. Daylo

"Culture Shock is when you moved to a new place, you're bound to face a lot of changes. It's natural to have difficulty adjusting to a new culture but the good news is that culture shock is temporary" (1995) The Children's Mercy Hospital. Moving to another country has never been easy for me. I went through depression, lack of fashion, and society problems. Most of the people from my home country actually thought that I have a perfect life here in Canada but the truth is they don't know how many times I have struggled. I've asked myself before, "Am I the only one who feel these feelings or someone else felt same things?", "Were these feelings normal?", "Why is life so hard?". Those were the questions that always came up to my mind and I couldn't get a valid answer. I'm going to share my experience about depression, lack of fashion and fitting in, in the society. Everything is hard at first, it's like our lives, the beginning is always the hardest.

I'm sure that most people have experienced depression or probably going through it right now. To be honest, I went through it before. When I came to Dakota Collegiate, everything was new to me. It was like a new world, new surroundings, and new people. I didn't know anyone because most of my old friends from Grade 8 went to Kelvin High School. I was scared to talk to anyone because I didn't want to get ignored or rejected. I was all alone before, you know what I always wish? I always wish that the day will end quicker. Sometimes I didn't even want to go to school anymore, I just wanted to stay in the house and lock myself in the room. I kept on crying every night, thinking what would happen to me on the upcoming more days. Having those symptoms is what depression feels like. It was as hard as rock but I kept on telling myself that "I got this". After a month, I met new people and they became my friends. They support and guide me in every decision that I made. I couldn't even imagine how happy I was when good things happen in my life.

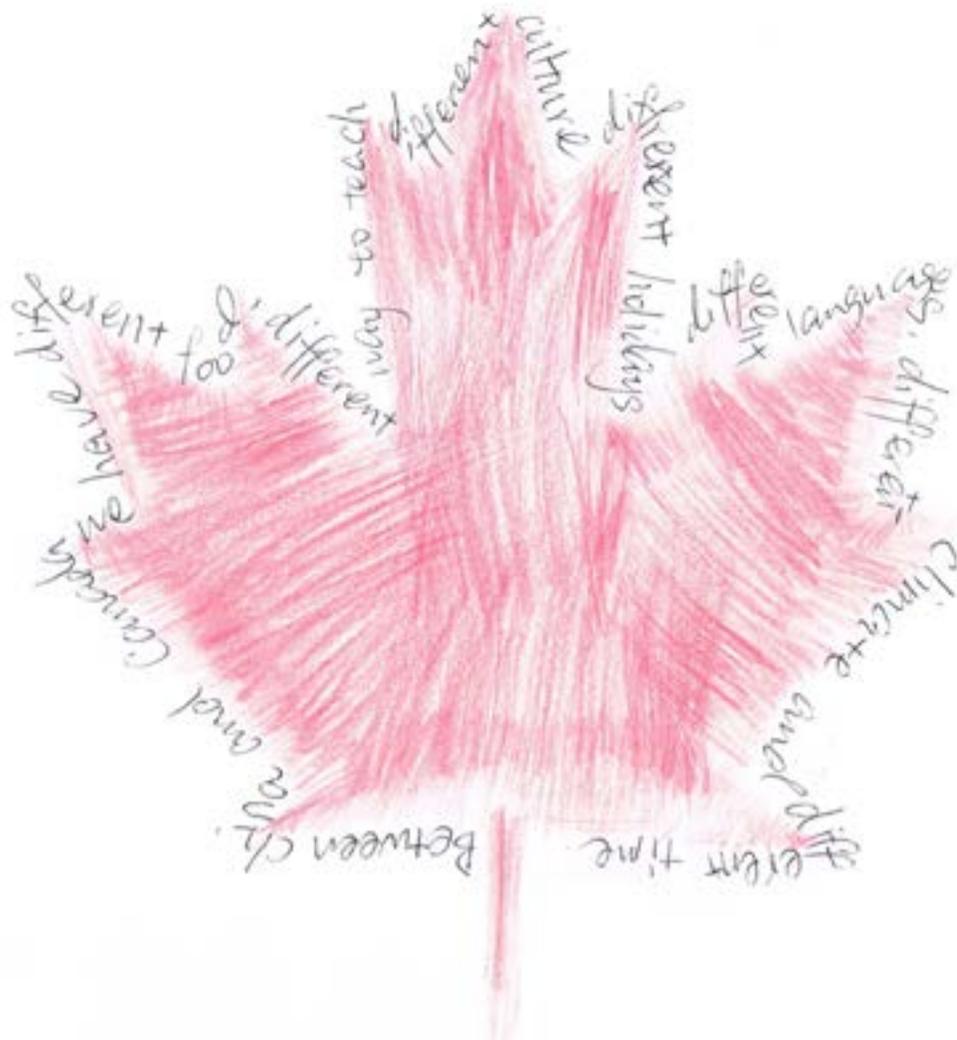
Everybody has their own style of fashion. When I was in Grade 8, people judged me on how I dressed up. I'm a girl but I always dressed up like a guy. Some people thought that I'm a lesbian but I'm not. Every time I will walk in the hallways, they will give me that dirty look, I felt embarrassed because honestly I don't know why they care

## STUDENT SHOWCASE

with the way I dress. I hate when people give me dirty looks and it happens most often so that's how I started to change my fashion. I just realized that some people actually just look on your outside and doesn't care about the inside. I asked my Mom if she could buy me girl clothes and girly things and that's how I started wearing skirts, shorts, and dresses. I wasn't really comfortable in wearing those in the first place but I get used to it.

No matter where we go in life, we all know how hard it is to fit in everything especially in the society. Being liked by other people is what fitting in is all about. You change the way you are just to be like the people around you or for them to be impress with you. Some people try so hard to fit in and I belong to those people. To act and pretend just like someone else was never easy, I always tried to do amazing things just to achieve fitting in, but on the other side I wasn't happy at all because I can't show the real me and that's what lead me to disappointment. It started to sink in that you don't need to be like by everyone because the real people will stay in your life whether you're popular or not.

I felt depressed but I have learned that no matter how tough your life gets, we shouldn't give up. I was lack of fashion but even though I got judged back then, I think I got better on dressing up now. There are things that sometimes we don't want to do but we had to, we didn't want to happen but it did, it's because everything happens for a reason. I tried to fit in and it was like putting a mask over my whole body. The real is the way I am when nobody else is watching but when other people enters, everything changes. We shouldn't pretend just to fit in. Let's show the real us and don't be afraid if you don't fit in, show the real you. If I were to sum up the depression, lack of fashion, and fitting in the society. They all caused me pain but then on the other side, it also thought me lessons in life. If those didn't happen in my life, I wouldn't be the way I am today.





2016 - 2017
TEAL Manitoba Membership
September 1, 2016 – August 31, 2017

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 newsletter and journal (3 newsletters and 2 journals annually) 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 to send out past journals.

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

Table with 2 columns: Membership Category and Fee. Includes categories like Member of the Manitoba Teachers' Society\* (\$40.00), Non-MTS Member\*\* (\$50.00), Educational Assistant / Teacher Assistant / Volunteer (\$30.00), Full Time Student (\$25.00), and 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, a college, OR a university.

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Please make cheque payable to: TEAL Manitoba Membership

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