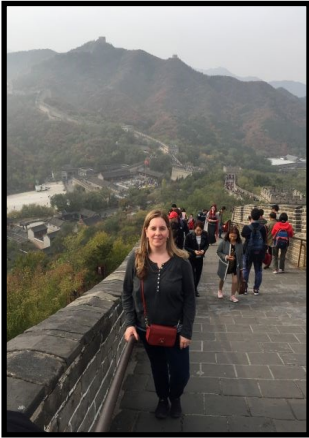




TESL New Brunswick Spring Newsletter May 2022

What's Happening?



Message from our President:

Hello TESL NB Members,

Happy Spring everyone! I hope you have all had the opportunity to get outside and enjoy some of the nice days we have had so far. I always find that I am more apt to make "New Year's Resolutions" in the Spring when I have a renewed energy for adventure. This spring, for my birthday, I was gifted a bike and I am determined that I will bike from Oromocto to

Fredericton and back. So far, I've managed to get to 12km. I will keep you posted on how it goes. What adventures do you have in mind as we move into the warmer weather?

Speaking of adventure, for many (if not all) of us, the last couple of years have been the most challenging years in our teaching/administrating careers. The majority of people outside the education field will never know all the ways we have had to adapt, shift, adjust, pivot!, whatever you want to call it. It hasn't gotten easier, but we have gotten better. Please, take the time to appreciate all the things (even the little ones) that you have accomplished. As we move steadily towards the end of the school year and the days and weeks sometimes feel long and the term feels too short, keep supporting each other and make it a point to find someone that has helped you along the way and let them know that you appreciate them.

Take Care and Stay Safe,
Erica Thomas



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Spotlight on CCNB Bathurst Language Learning Centre

Submitted by Nicole Poirier, Language Centre Coordinator, CCNB Bathurst

Hello, and welcome to the Language Centre of the Collège Communautaire du Nouveau Brunswick (CCNB)! We have been operating for over 30 years and have grown from a small branch of the CCNB's continuing education department to a comprehensive language learning, assessment, and research Centre operating nationwide.

The CCNB Language Assessment Centre (CCNB CAL) assessed over 1400 clients in 2021-2022, locals and immigrants alike, for purposes ranging from placement testing to job application requirements. We have developed a unique high-stakes test for Health called the Sector-Specific Evaluation of Language Proficiency, a video conference-based language test which assesses workplace-specific language. We are also a Test Centre for the BTC-NCLC, CLBPT as well as the CELPIP test, whose results are critical for immigration and post-secondary enrolment.

We are known for our innovation and reliability, serving newcomers, individuals, and professionals in a variety of programs. Among these are standardized federal programs such as CLIC and LINC for newcomers, and we are involved in next-generation evolutions of these programs. We have also been on the cutting edge of hybrid language training since even before the pandemic: our blended online program formats and adoption of the CEFR Action-Oriented Approach are now key services for over a dozen organizational partners. These programs feature multimodal learning which includes classes, workshops, activities, conversation circles, online learning, and independent learning. Our specialized programs include sector-specific training for internationally trained workers and blended online language training for unemployed or underemployed individuals. We have also developed our own Language Portfolio and 16 sector-specific Frameworks of Reference for language requirements at work, which we use to support employers and workers alike in understanding communication requirements in their workplace.

The CCNB CAL is also developing a micro-certification in teaching adults French as a second language in a Francophone minority context funded by IRCC. This college certificate will

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be recognized by our pan-Canadian committee in the teaching profession of French as a second language. It is a flexible, interactive training program for French as a second language teaching in which participants are supervised by experts during their training, helping them meet learning, motivational and methodological needs.



Through all of these services, it is especially fulfilling for the CCNB Language Centre team to see the impact we have on our clients. Here is what Sabrina Wu had to say about us:

"As a new immigrant moving to NB during the pandemic, I am grateful to have this French class offered by CCNB to help me mingle with the local bilingual community as my neighbors speak French and my daughter is learning French in school, it's better for me to learn some French to get engaged in both the local community and my daughter's academic learning process. It is true that during the lockdown period, my French class becomes my only entertainment in the week and only window of social life here. I believe it's extremely useful for us to settle down here in New Brunswick, I hope this practice will extend forever."

None of these services would be possible without the hard work and expertise of our partners, funders, community members, and staff. Thank you to all those supporting CCNB's language training & assessment – services which continue to increase opportunities for people from coast to coast to coast!

Insights and Expertise from Carol Salva : A profound professional learning (PL) experience

Submitted by Paula Kristmanson, Co-Secretary-Treasurer TESL NB

In November of 2021 and March of 2022, I had the opportunity to be a participant in a PL coordinated by TESL NB's Kathy Whynot, Learning Specialist for Culturally and Linguistically Diverse Schools at the Department of Education and Early Childhood Development. Along with many of my colleagues from the ESL/EAL sector, we took part in one or both of these engaging online sessions lead by Carol Salva and based on her book with Anna Matis entitled [Boosting Achievement: Researching Students with Interrupted or Minimal Education](#). Carol is both inspirational and knowledgeable. In these extremely well-organized online sessions, she shared practical evidence-based tools and strategies for the classroom as well as success stories of SLIFE (students with limited or interrupted formal education). While recognizing the challenges faced by SLIFE learners and their dedicated educators, she conveyed both hope and gratitude throughout this PL experience. She allowed for structured small group discussions and provided a wide variety of useful and insightful digital resources. Here are a couple of quotations from fellow TESL NB attendees that reiterate the value of this PL:



"Carol Salva's professional learning workshop was very informative and engaging. The language learning techniques were practical and useful for many different contexts and after a morning full of insightful discussions, I came away with a broader understanding of the challenges many of our students face every day in their language learning journeys. While parts of the workshop helped reinforce what I am already doing for best practices in the classroom, other parts provided new insights into how I can further develop as an educator. Thank you for a fantastic learning experience!" (Geoff North, TESL NB social media rep)

Carol Salva's work is accessible in all senses of the word! As an educational consultant with Seiditz Education, she shares her expertise, and that of her colleagues, in PLs like this one as well as through social media and various internet platforms. Thanks to Kathy for bringing Carol to NB!



Podcast- <https://podcasts.apple.com/ca/podcast/boosting-achievement-the-esl-podcast/id1315010383>

YouTube Channel- <https://www.youtube.com/c/CarolSalva/videos>

Blog- <https://salvac.edublogs.org/>

Twitter- @MsSalvac

Padlet- <https://padlet.com/carolsalva1>

GET TO KNOW A TESL NB MEMBER!

Name: Jennifer Settle

Current Position: English as an Additional Language Mentor in ASD-S

I have been an Educator/Guidance Counsellor for 36 years and retired from the public school system in 2018. I use the term 'retired' loosely, as I have continued in the field of education in various and diverse capacities.



Diversity in Second Language Instruction: Prior to my retirement, I completed my TESL certification through UNB, thinking that it would be an amazing post-retirement experience. It began with a secondment in March of 2016 to an inner-city elementary school, where many Syrian newcomers were welcomed to the Language Learning Centre. This experience was like nothing that I had ever done before or could ever have imagined myself doing! With the help of an incredible team of co-workers, the four months at the Language Learning Centre was a time of growth for both myself and for my students. It was challenging, yet so rewarding, plus every day was different! I had limited experience teaching elementary-age children and was excited to find ways to engage them in learning, to communicate with them, and to help them as they adapted to an unfamiliar environment. Additionally, my years of experience as a school guidance counsellor has proved to be invaluable in working with EAL students.

I have also been fortunate to be a part of the YMCA Newcomer Connections language program where I have enjoyed many short and long-term supply experiences. It is a privilege to work with the adults and to witness their sense of accomplishment as they move through the levels, with the end goal of obtaining their Canadian Citizenship.

Upon retirement from ASD-South, I quickly transitioned into a position as Language Instructor with the Saint John College at UNBSJ. Instructing young adults in an academic setting was an incredible experience. This opened my eyes to a whole new world... English as an Academic Language. These students are often highly motivated with a fervent desire to succeed and to continue with their university studies.

What I like about my present position: I currently work with high school students teaching and mentoring them in their English language acquisition. I enjoy this age group as they are dreaming and planning for life after high school. They are exploring all their options and it is rewarding to share in that process. I have met and worked with students from many countries of the world and have learned so much about different cultures. I delight in meeting a student as they enter the building for the first time with wide eyes, taking in all the sights and sounds of a busy high school. I thoroughly enjoy my role as an EAL Mentor.

A Common Goal: Regardless of our titles, we are all working towards the same goal of empowering our students to learn and for them to become more independent learners. I love this quote **by Rita Pierson, from the book *Culturally Responsive Teaching & The Brain*:**

"Every child deserves a champion; an adult who will never give up on them, who understands the power of connection and insists they become the best they can possibly be."

I strive to be that kind of teacher for my students.

TESOL Convention 2022:

“Inspiring Innovation; Empowering ELT Professionals”

Submitted by Margo Cochran

EAL Coach in ASD-S

The annual TESOL Convention is my personal favourite for professional learning in the field of English as an Additional Language (EAL). I was delighted to attend virtually; albeit not quite as powerful as being there in person, it still inspired and invigorated



me in my professional growth. This year, the TESOL Convention 2022 was physically located in Pittsburgh, Pennsylvania, but it was the first ever TESOL Convention to be a “hybrid convention”, by also offering a virtual option to many participants. Last year the entire convention was virtual. TESOL Conventions have occurred yearly for one purpose: to share expertise in English language teaching and learning to better serve and help English learners from all over the world to succeed.

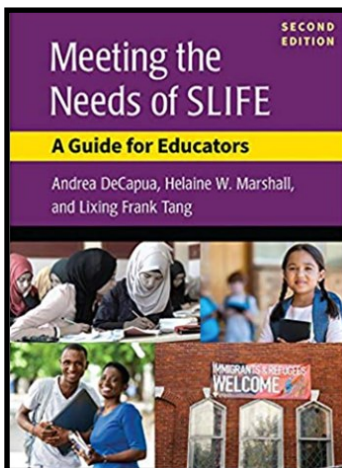
This year's focus was “Inspiring Innovation; Empowering ELT Professionals” with a specific intention for attendees to gain “culturally and linguistically innovative perspectives.” With that aim and after learning that TESOL's three core values are: inclusion, diversity, and equity, I was pleased to see that schools in New Brunswick are largely on the same page and headed in the same direction.

The TESOL 2022 Convention offered an array of world-renowned TESOL leaders, passionate keynote speakers, specially invited researchers and more than 600 in-person academic presentations and over 200 virtual presentations. There were over two thousand in-person attendees and between 6000-7000 online. As you are likely aware, TESOL also offers Preconvention Institutes, roundtable sessions with authors/researchers and graduate students forums, etc. I had attended some of those sessions in the past and found them to be the most rewarding. There were so many sessions that I can hardly choose which ones to report on, but I would like to highlight the four Keynote Speakers.

The Opening Keynote Speaker was **Hector Ramirez**, a native of Mexico and EAL teacher trainer, who entitled his keynote **“Mini-Lessons Motivate Your Learners to Assemble the Language Puzzle”**. He encouraged teachers to have an instructional daily routine; to move with adaptive technical changes; to develop mini-lessons—lessons delivered in manageable chunks—to allow their learners to feel safe. Increments will add up, leading to the successful transfer of language standards. He said that pushing students to high standards will be a productive struggle and build self-esteem. His instructional technique followed this formula: See-Think-Talk-Read-Write. Further to this, he recommended: Model-Share-Guide-Apply-Transfer-Test. His last words were “Let's celebrate hard work!”

The Presidential Keynote Speaker was **Gabriela Kleckova**, PhD, (TESOL International Association president for 2021–2022) on the subject of **“Embracing the Balancing Act: ELT Professionals Empowering Themselves”**. As we know, the lives of ELT (English Language Teaching) professionals involve a constant act of balancing, creating equilibrium inside and outside classrooms. In this keynote, she explored the topic of balance and ways to strengthen our “core” to support our overall sense of balance. She made her points by wearing a backpack on stage and talking to us about how we each wear our own packs and what we put in them. Her acronym take away was “IEDA”, which stands for “I evaluate, decide and act”. She recommends we examine our values, needs, wants and feelings and make sure they line up with what we carry in our backpacks. Dr. Kleckova teaches second language education in the Czech Republic at the University level. For TESOL's 50th anniversary, she was named one of 30 emerging leaders shaping the future of the profession.

The next Keynote Speaker was **Gisele Barreto Fetterman**, who spoke on **“Invisible Immigrant to Advocate Inclusion, Equity, and Kindness”**. As an undocumented immigrant from Brazil, she told her personal story of how she rose to become “The Second Lady of Pennsylvania.” She has fought to reduce waste and eliminate hunger in diverse communities and helped the needy through her numerous charitable organizations. She explained how she became the founder of Freestore 15104, where surplus and donated goods are distributed to neighbors in need; cofounder of 412 Food Rescue, a community-wide effort to end hunger and reduce food waste; and cofounder of For Good PGH, a nonprofit that works to advocate inclusion and inspire kindness. Her story was incredibly inspiring!



The final keynote was **Helaine W. Marshall**, speaking on **“Creating Fertile Spaces for Instructional Innovation in a Digital Age”**. These days we expect to hear talk about online teaching and learning, and certainly, it was addressed both by Dr. Marshall, as well as by many other speakers within TESOL 2022. She presented teachers who have “embraced both the opportunities and the challenges” of their current teaching contexts, responding to change with “patience, persistence, reflection, and renewal”. She shared how a colleague taught an entire Level 1 class using WhatsApp! Dr. Marshall is professor of education at Long Island University–Hudson where she teaches courses in face-to-face, blended, and online

formats. Her most recent book, a collaboration of three authors, is on a very different, but current topic: **Meeting the Needs of SLIFE: A Guide for Educators**. (SLIFE is Students with Limited or Interrupted Formal Education).

I would like to thank Anglophone School District South and our EAL Coordinator, Laura Taylor, for giving me this much-cherished opportunity to attend TESOL virtually this year! I hope that you will have the opportunity to attend the next TESOL Convention in Portland, Oregon, next March 21-24, 2023!

TESL NB's Teaching Tip

Cooperative Learning: Students Helping Students

Less teacher talk= More student to student engagement

Try to provide opportunities for students to work cooperatively in small groups or pairs.

Cooperative learning, when students actively work together to achieve a common language goal, has been shown to benefit language acquisition. The implementation of collaborative learning strategies, in the classroom, provide opportunities for students to work as a team. It provides the student with a means to increase communication in any, or all, of the four skills, as well as additional opportunities to employ strategies such as negotiation of meaning. A few examples of collaborative activities include the dictogloss, jigsaw and think-pair-share.



Another, basic, example of cooperative learning is **Numbered Heads Together** (Reading):

- * The teacher assigns each student, in a group of four, a number.
- * The teacher or student asks a question based on the reading text.
- * Students in each group, with "heads together", come up with an answer (s).
- * The teacher calls a number from 1-4. The student with that number gives and explains their group's answer.

"Numbered Heads Together" adapted from Implementing Cooperative Learning, George Jacobs & Stephen Hall, 2012

Submitted by Dawn McCluskey

Congratulations to our Book Prize Winners and Bursary Recipients!



February book winners were Tyler Burts and Lisa Valenta. They won "**ESL Games for the Classroom**" by Michael DiGiacomo, published by Zephyros Press.

March book winners were Sue Pitman and Ruth Murray. They won "**Beyond Repeat After Me: Teaching Pronunciation to English Learners**" by Marla Tritch Yoshida, published by TESOL press.



The recipients of **TESL NB bursaries** to attend upcoming Spring conferences are **Carolyn Gupta, Donna Hoffman** and **Jamie Shannon**.



TESL NB

TESL NB is a professional organization affiliated with [TESL Canada](#) that aims to support ESL and EAL teachers and instructors working in a variety of institutions in the province of New Brunswick.

TESL NB provides ESL/EAL educators with a venue for professional networking and professional development opportunities.

We welcome new members. Visit www.teslnb.ca/join-us/ to find out more.

LET'S CONNECT!

- www.teslnb.ca
- Facebook at TESLNB
- Twitter @TESL_NB
- teslnewbrunswick@gmail.com

Please reach out if you want to get involved or know more. We believe in the power and importance of professional connections.



YOUR NATIONAL ORGANIZATION



TESL CANADA

Teachers of English as a Second Language - Canada

Upcoming Webinar

"Brave Conversations" with Alex Marshall

Wednesday May 18th at 4:30 Atlantic time

In this workshop we will discuss how to create a more welcoming and inclusive environment for all EAL/ESL learners with a focus on 2SLGBTQ+ terms and identities. Together we will examine topics which are often overlooked in an ESL/EAL course, such as 2SLGBTQ+ rights and history. We will address why these concepts are often not incorporated in our classes, how to respectfully introduce them into our ESL/EAL curricula, and the importance of inclusive instruction. **Register by contacting info@tesl.ca and the zoom link will be sent to you.**

Are you interested in becoming a Language Assessor?

PLEASE SEND YOUR RESUME:

languageassessments@ccnb.ca

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Submitted by Nicole Poirier, Center Coordinator, CCNB, Bathurst