



Thought Nugget

There are many things that we are learning in class about the coronavirus. Every one of us has been learning positive and different ways of thinking. It's good to share what we are thinking. I love my classmates.

They are always giving me great ideas and I'm so glad to be with them and learning together. - Akiko, author from "Stories of Us"

Events

[TESL Saskatchewan/SK TEAL Saskatchewan Virtual Conference](#), April 17, 2021

[TESL Atlantic Virtual Conference](#), April 30-May 1, 2021

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TCEF Professional Grant - Now Open!

TESL Canada is happy to announce **two** spring 2021 **\$250 TCEF (TESL Canadian Educational Foundation) Professional Learning Participation Grant**. These grants are intended to support **two** TESL Canada members to participate in an online professional learning opportunity (e.g. registration for an online webinar or conference, a short online professional course) to enrich and enhance their professional qualifications and expertise. For details about selection criteria please consult the [TCEF Professional Learning Participation Grant handout](#).

Applicants must be

1. a TESL Canada member at the time of application. New members are welcome to apply
2. certified by TESL Canada or by a province

To apply

1. Submit a letter of interest (300 words) that clearly explains (1) why you are applying for this professional learning participation grant, (2) how it might benefit your teaching/research, and (3) your individual need for this support.
2. Submit one letter of support from a colleague or a person in a supervisory role that supports your professional learning participation. **Must be received by April 1st, 2021.**
3. Grantees must show evidence of registration in the online professional learning opportunity to receive the award.

Submission details

Applicants must submit their letter of interest (PDF document) by April 1st, 2021 to admin@tesl.ca and kathy.whynot@gnb.ca

Subject line: **TCEF Professional Learning Participation Grant**

Library of Newcomer Stories

[The Stories of Us](#) is a project by the [Department of Imaginary Affairs](#), a national nonprofit that aims to seek, collect, and share stories of new and developing Canadians from coast to coast to coast. [The Stories of Us](#) project is focused on building an ESL library of newcomer stories, online and offline, written by newcomers themselves.



Image: Department of Imaginary Affairs, 2018

In volume 3, Issue 1 (September 2020) we announced the contest finals of The Stories of Us project. Take a look at the stories created by Rhonda Collis' and Heidi Schlack's LINC classes, [Life and Learning in the Times of COVID-19](#).

Check out the growing [library](#) of printable stories, levelled according to Canadian Language Benchmarks (CLB) and translated to the learner's language with side-by-side English translations. The stories include follow-up activities Instructors can use with their students.



CTESL Online Practicum: Best Experience Ever!

I recently completed my Bachelor of Education in Adult Education and also my Certificate in Teaching English as a Second Language (CTESL) at the University of New Brunswick. It was my good fortune to complete the practicum requirement for my CTESL in an online environment.*

We know there are “challenges” in online education – perhaps too well. My concern is we allow what we perceive as negatives or drawbacks, to hold us back from something that can be so positive and beneficial. After all, finding working solutions for those challenges just adds to the educational experience – for the learner and the educator.

My practicum became an opportunity to reflect on traditional strategies and methods we may use in the classroom and how to incorporate those into a successful online activity. For example, one of the last activities I did was working with transitional/connecting words and originally intended to be done as partners using flashcards. One student would start a sentence up to and including the chosen connecting word and another student would then finish the sentence. The concept being taught was the same, but the presentation had to be completely different. After reviewing transition words, we did a class reading activity where the students then went through and highlighted all the transition words. Lastly, breakout rooms were used for smaller groups to talk about an assigned topic where they were to each use one or two

transition words in their conversation. We can always provide a quality learning opportunity, regardless of the setting.

Assessment of learning is another area that looks a little different when not meeting with students in-person. However, some of the assessment tools used in Avenue, the learning management system used in this LINC program, were awesome and I would even suggest superior to how we might assess in a more “traditional” setting.

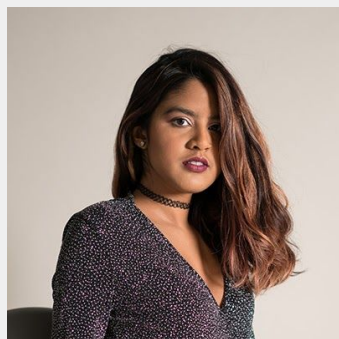
Full disclosure, I missed being able to use handouts and having the class participate in tactile activities. However, sometimes we miss something just because that is what we have always done – worst reason ever for not trying something new. I truly feel that having done an online practicum has made me a better teacher overall and that is why I consider it the best experience ever!

* Practicum was completed at the YMCA in Saint John, NB in the LINC program. Mentor/Instructor: Anna Morneault.

Geraldine currently resides in Hampton, NB and works at the New Brunswick Community College. She is a brand new TESLNB member who is looking forward to semi-retirement and the opportunity to spend more time as a TESL instructor.

TCEF Spring 2020 Recipient Spotlight

As a recipient of the TCEF Professional Learning Grant, I was able to immerse myself in a rewarding online TESOL Certificate course. I initially started the program to fuel my passion for learning while stuck in the COVID-19 lockdown, and quickly found the course to be very enriching. The course heightened my awareness of the complicated nature of the English language and also helped provide a refresher of knowledge learned way back in Elementary school.



I have always been fascinated by languages and learning about different cultures. As I grow older, I want to move this fascination towards creating inclusive educational frameworks for learning. Ultimately I plan to use the knowledge learned from this course to help marginalized youth gain the language skills necessary for pursuing their own dreams.

I would like to thank the TESL Canadian Educational Foundation for providing me with this grant to complete the 120-Hour Advanced TESOL Certificate offered through OnTESOL. It has been an unforgettable learning experience, especially for someone who isn't a native English speaker like myself. I struggled with English from a very early age and found myself immersing myself more and more with the language as an avid reader, writer, and now as an educator.

Submitted by Lisa B.

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