



ELSA Net

NEWSLETTER

Fall 2011 | Issue 24

Lifelong Learning: Research, Reflection and Evolving Practice

Feature Article

An Hour with Marcia Tate

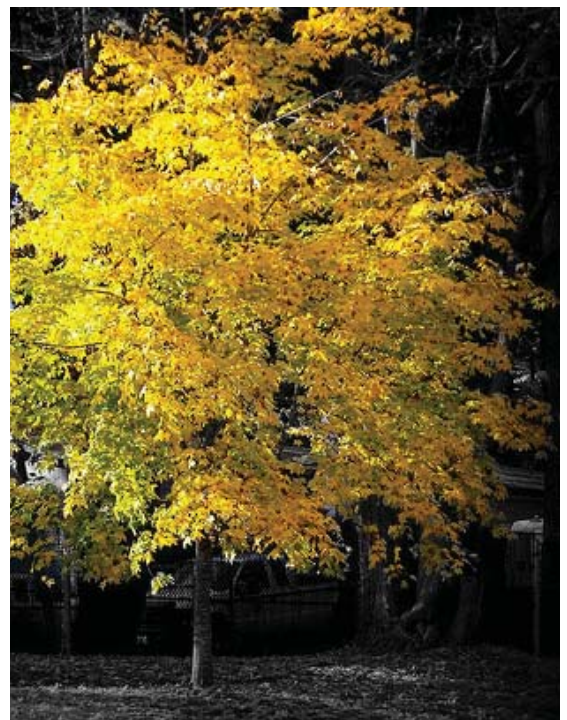
Page 6

2011
Fall Conferences

Page 8

Resources

Page 12



Contents

ENGLISH LANGUAGE SERVICES FOR ADULTS

3	Update from the Ministry
4	ELSA Net Update
6	Feature Articles
12	Resources
15	Child Care Resources
17	From Our Students
18	From Our Community

Our Mission

ELSA Net empowers its members, throughout the province of British Columbia, to help their clients achieve language and resettlement goals by providing leadership, communication networks, and resources.

Our Vision

Excellence in Settlement Language Services

Our values reflect our passion for education and support our success.

Excellence
Diversity
Unity
Communication
Accountability
Teamwork
Ethics

ELSA Net

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The ELSA Net Newsletter is available in PDF format on the ELSA Net website: www.elsanet.org.

Contributions to future editions of the ELSA Net Newsletter are welcomed at esl@elsanet.org.

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*Special thanks
to our contributors!*

Update from the Ministry

Update from the Immigrant Integration and Multiculturalism Branch, Ministry of Jobs, Tourism and Innovation

Branch Updates

On October 28th, B.C. celebrated the second annual WelcomeBC day, a day to recognize immigrant contributions to the province. This year, the WelcomeBC day recipients were Nathan Yang, founder of Kuzco Lighting Inc. in Surrey and John Eckland, owner of the historic Kaslo Hotel and the Immigrant Employment Council of BC for their outstanding economic and social contributions to the province.

The last year has been exceptionally busy, for branch staff and service providers delivering and supporting the programs under WelcomeBC and EmbraceBC with a year of program review, renewal, and expansion.

Annual Report

The 2010/11 Annual Report on WelcomeBC Settlement and Integration Services is now available at: http://www.welcomebc.ca/local/wbc/docs/wbc_annual_report2011.pdf

ELSA (English Language Services for Adults)

ELSA Lit-5 and ELSA for Francophones services procurement process was completed earlier this year and service providers began their new contracts in July. As a part of the branch's overall \$40-million, 2011/12 investment in free English language classes, immigrants will receive advanced workplace-specific, settlement-focused language training to help them find and keep jobs and settle into their communities.

ELSA levels 6 & 7 is being piloted on a limited basis in parts of the Lower Mainland, Fraser Valley and Greater Victoria. The program will be piloted in smaller communities in early 2012 to test curriculum and delivery models that are more effective for smaller communities.

Around 19,000 students are expected to benefit from the complete suite of ELSA classes offered in more than 35 communities across the province in 2011.

STaRS

The student data migration to production is on schedule for January 15th, 2012. We are working with the developer and our IT staff to complete fixes and enhancements, including ELSA 6/7, for the January 15th, 2012 due date. A number of service providers were having issue with Siebel/Internet Explorer browser and account set up. We have been working with them to ensure that the necessary support is in place to address these issues during this time.

Thanks to the working group members who participated in the STaRS2 data verification and production testing up to now; especially the personal efforts of Ewa, Yvonne,

Wes, Sophia and Joe. We will be asking the working group to continue assisting with testing before full implementation.

WelcomeBC Training

The Ministry has contracted with ELSA Net and Camosun College to provide training for ELSA 6/7 instructors on the new ELSA 6/7 Regular and EFW curricula. The instructor training plan was launched in October of 2011 and included a series of in-class training sessions designed to introduce the new curricula and initiate the formation of PODS (Practice-Oriented Discovery groups) for ELSA 6/7 instructors.

ESLSAP- ESL Settlement Assistance Program

The ministry recently expanded the delivery of the English as a Second Language Settlement Assistance Program (ESLSAP) from 42 to 45 communities around BC in order to serve learners in rural and remote communities. New communities include Invermere, Nanaimo, and Tumbler Ridge; in addition, ESLSAP has been expanded by adding 20 English Practice Groups. A comprehensive list of all 45 communities can be found at: http://www.welcomebc.ca/wbc/immigration/settle/learn/esl_sap.page?WT.svl=LeftNav

ESLSAP was awarded the 2011 Grundtvig Award by the European Association for the Education of Adults. For detailed information about the EAEA and the award, please visit: <http://www.eaea.org/index.php?k=118214>. Redesigned Settlement and Integration Program Launched in the Fall

Over the past year, the branch has worked closely with settlement service providers and other stakeholders to design and procure for services to better assist newcomers to settle and integrate into B.C. communities. The new program includes a more holistic, client-centered and integrated approach to support the social, cultural and economic integration of immigrants into Canada. The program amalgamates two former funding streams: Information and Support Services and Community Bridging Services. The program also includes new initiatives such as life skills and education courses, as well as a case management component for service delivery called the Guided Pathways process.

Settlement Services Map

A new interactive map has been created to provide information and locations of settlement services within the province. The map includes locations of services under four categories:

1. English Language
2. Community Connection
3. Settlement Information and Support
4. Employment and Labour Market

A link to the map is available: www.WelcomeBC.ca

(continuing on page 4)

Update from the Ministry

(continuing from page 3)

WelcomeBC's Client Engagement Unit

WelcomeBC's Client Engagement Unit is reaching targeted groups through WelcomeBC's 'Ask the Expert' feature answers users' questions regarding settlement services, language classes, immigration and international studies can ask WelcomeBC directly via Ask the Expert. Check out Ask the Expert today at <http://asktheexpert.welcomebc.ca>,

WelcomeBC.ca - YouTube

WelcomeBC's YouTube channel features success stories and other videos from the website. Visit the channel at www.youtube.com/user/welcomebc.ca and please return often to check out new multilingual postings throughout the year.

WelcomeBC.ca - Kiosk and Touch Screen

The new WelcomeBC exhibit display and touch screen kiosk features games / trivia, an interactive map, and e-postcards - new tools to encourage users to learn and share information about immigration, settlement and services. These resources will be available for community events. Staff members will be glad to attend and show the resources at events. For more information, please contact Melany Nugent, Public Education Coordinator, at Melany.Nugent@gov.bc.ca.

Newcomers' Guide Video Project

The Newcomers' Guide Videos are now available, these are a series of short instructional videos designed to help newcomers settle in their first few months after arrival. Topics include: How to get a Social Insurance Number card, Medical Services Plan, Driver Licensing, Using Local Transportation, and much more. The first nine videos were released in October 2011 on www.welcomebc.ca and a mobile version of the videos is available on m.welcomebc.ca. The videos are available in 11 languages (English, French, Simplified Chinese, Traditional Chinese, Korean, Spanish, Russian, Vietnamese, Arabic, Farsi and Punjabi) and includes voiceover, caption and transcript features.

WelcomeBC Day and Awards



From left to right: MLA Dave Hayer, Executive Director of the Immigrant Employment Council of BC, WelcomeBC Day award recipient Kelly Pollack, Minister of Advanced Education Naomi Yamamoto and Minister of State for Multiculturalism Harry Bloy.

ELSA Net Update

ELSA Net Board of Directors 2012

ELSA Net Society Officers

Katie Graham, President
 Corinne Vooyo, Vice President
 Jean McRae, Secretary-Treasurer
 Nina Miller, Past President



Lower Mainland - Public

Marta Batory, Richmond Continuing Education
 Louise Thorburn, Burnaby Continuing Education
 Richard Sim, Vancouver Community College - Alternate

Lower Mainland - Private

Paul Badger, Vancouver Formosa Academy
 Bernard Tang, Excel Education Centre
 Sheryl Zehr, Burnaby English Language Centre - Alternate

Lower Mainland - Non-Profit

Katie Graham, S.U.C.C.E.S.S.
 Susan Schachter, Little Mountain Neighborhood House
 Diana Smolic, Immigrant Services Society - Alternate

Surrey / Delta

Ewa Karczewska, Immigrant Services Society
 Alison Whitmore, Coquitlam Continuing Education
 Lois Taylor, Douglas College - Alternate

Fraser Valley

Corinne Vooyo, Abbotsford Community Services
 April Neave, Chilliwack Community Services - Alternate

Vancouver Island South

Jean McRae, Intercultural Association of Greater Victoria
 Winnie Lee, ICA of Greater Victoria - Alternate

Vancouver Island North

Robert Dawkes, Central Vancouver Island Multicultural Society
 Jackie Martin, Cowichan Intercultural Society - Alternate

East and South Central BC

Paul Lagace, Kamloops Cariboo Regional Immigrant Society
 Cam Martin, Ki-Low-Na Friendship Society - Alternate

North and North Central BC

Joan Haack, IMSS Prince George
 Marie Grinstrand, Northwest Community College - Prince Rupert Campus - Alternate

Assessment Centres

Wes Schroeder, Western ESL Services
 Vasso Vahlas, Surrey Language Assessment Centre - Alternate

ELSA Net Update

ELSA Net is proud to announce the launch of the new Directory of ESL Courses and Employment Programs

The ESL Directory features:

- A user-friendly and eye-catching platform
- Three ways to search the directory
- Programs organized by type, level, region or tuition
- Visuals to help make the search easier

The Directory can be found at

<http://www.elsanet.org/elsadirectory/index.php>



ELSA Net Training 2011/12 Overview Schedule

December 9	ELSA 4/5 Pronunciation and Task-based Instruction
January 20	ELSA Literacy—3 Certificate Program: Module One - Teaching Vocabulary, Pronunciation and Grammar within a Task-based Curriculum
February 3	ELSA Pre-lit and Literacy
February 17	TBD — Coordinators
March 2	ELSA Literacy—3 Certificate Program: Module Two
March 9	ELSA 4/5 Grammar
April 20	TBD — Support Staff
April 27	ELSA Literacy—3 Certificate Program: Module Three
May 25	TBD — ECE
June 1	ELSA 6/7 Project-based / Sociocultural
June 8	ELSA Literacy—3
June 15	TBD — EFW 4/5

*Schedule may change due to availability of presenters.



Feature Article

ELSA Net Conference - Fall 2011

An Hour with Marcia Tate

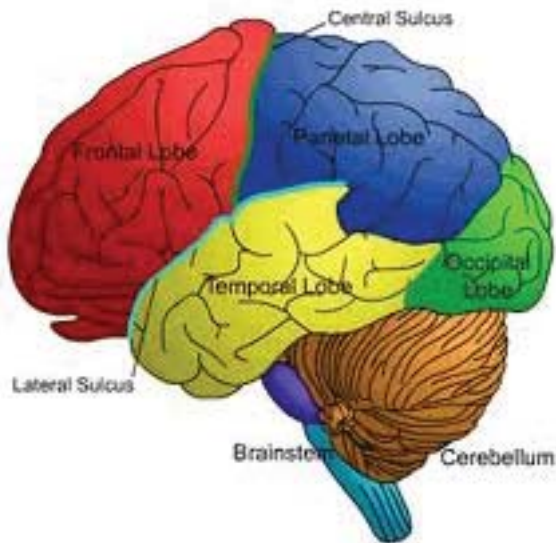


Image Retrieved from <http://www.answer-my-health-question.info/improve-brain-health.html>

OK, let's fire up those neurons! Every time you learn something you grow dendrites, and Marcia brought this home for us at our fall ELSA Net Conference with the plethora of techniques at our disposal. As we listened to stories, looked at cartoons, and actioned our way through her brain-based plenary, I could feel the learning taking place. Firing up those neurons seems simple enough, but actual information flow is a bit more involved - and this is where those dendrites come into action. They receive incoming information from other neurons (wiggle your fingers everyone) and signal to the axon (hold up your arm) which creates the chemical reaction or 'snaps' (that's right, snaps your fingers!) and 'voila', a neuro-transmission has occurred (hurray!).

This may be more information than we need, certainly when we are in a rush to get ready for our next class we aren't considering the impact on our students' synaptic transmission, but the research is in. There are learning strategies that support this information gathering process, and if we utilize them, our students will reap the benefits. In Marcia's brain compatible book 'Sit & Get Won't Grow Dendrites', she goes through the professional learning strategies that are available to engage the adult brain. These are not techniques to daunt and dismay, these are strategies all very much within our grasp and fairly straightforward to set in motion. Multiple modalities become the key, and then you are good to go. Can you consider some ways to integrate visual, auditory, kinesthetic, and tactile? I stumbled a bit on kinesthetic, but then realized that even a 'people search' activity (which many of us incorporate as a warm-up), supplies an opportunity for movement and learning. How about demonstrating agreement or disagreement using signals such as:

1. Thumbs-up : agree
 2. Thumbs-down: don't agree
 3. Five fingers: completely understand
 4. One finger or scratch head: don't understand
 5. Pat head: understand
- (Tate, 2003)

The most effective teaching techniques for increasing intelligence unite both mind and body (Wilson, 1999). Then I wondered about tactile, and manipulatives as a strategy came up. How many of us have turned to table index card games as a way of getting a grammar point across? Marcia's format is very accessible - in her book she provides the following clearly laid out sections:

(continuing on page 7)

Feature Article

(continuing from page 5)

ELSA Net Conference - Fall 2011 Publisher's Displays



- **WHAT:** Defining the strategy, often including an engaging anecdote or story to illustrate
- **WHY:** Theoretical framework, I appreciated her short, impactful research notes drawn from an extensive bibliography
- **HOW:** Sample professional learning activities, ranging across basic techniques for the lower level learning to higher more academic learning strategies
- **Reflection and application,** giving you an opportunity to consider how you could integrate a certain strategy to better engage your students.



A learning lesson plan is also provided in the resource section that gives you a chance to try things out and focus your brain-based techniques for maximum impact.

I would highly recommend this book as a classroom handbook necessity. You can also borrow it from the Decoda Literacy Library, and they will mail it anywhere in the province for free. Happy snapping everyone!

Tate, M.L. (2003). *Worksheets don't grow dendrites: 20 instructional strategies that engage the brain*. Thousand Oaks, CA: Corwin Press.

Wilson, F. (1999). *The hand: How its use shapes the brain, language, and human culture*. New York: Vintage Books.



Feature Article

BC TEAL Interior Conference October 15th, 2011

This past October, I had the opportunity to attend the Interior conference for the first time. Kelowna was beautiful in the sunshine and it was a privilege to see the architecture of the UBC campus.

As I entered the building, I was greeted with the city's declaration that October 15th would be English as an Additional Language day. It was great to see that the city of Kelowna really recognized the important work that we do.

I had the chance to look at the fascinating poster displays. They were from students working towards joining our profession. The ideas were so great - innovative ways of teaching adjective order, or teaching directions using realia and places the students already know. To recognize diversity in the class, one poster showed how a world map, string, and the students' pictures can really bring home that our classrooms are global villages.

The conference started with the normal house-keeping and "thank-you's" to the volunteers, organizers, and sponsors. We were then greeted by a woman of the Okanagan nation who sang the anthem of her people which was both gorgeous and haunting. She also taught us how to say "thank you" in the Okanagan language - which sounded like "kootz".

Now it was time for our plenary speaker - Michael Galli, President of BC TEAL. I was not exactly sure where his speech would take us, but I was excited to find out. He had pulled out many amazing quotes from a variety of famous people from Aristotle to Newton. His talk had points that confirmed my own thoughts, articulated some of my ideas, and inspired me to continue on this journey. I was even surprised to find myself tearing up at times.

With the Plenary behind us and refreshments to get me moving again, I headed for the sessions. I attended sessions on Digital Story-telling, The Sounds of English, and Teaching with Technology. They were all very informative with useful information I could bring back.

The day ended with a wine and culture event. We had the opportunity to taste a great selection of Okanagan wines. Also, there were platters of cheese & crackers, fruit & vegetables, and flatbreads with roasted veggies, chicken and an assortment of other toppings. We were entertained by a great singer, a flamenco dancer, and a Salsa dance group. Some individuals were even able to get a Salsa lesson!

All in all, I was so glad to be able to attend this conference. Next year will be the TESL Canada conference in Kamloops - which will be a great learning event as well.



Colleen Rogan delivering her session: The Sounds of English

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Tri-TESOL Conference "English Without Borders" Highline Community College, Des Moines, WA October 21-22, 2011

This year, the TESOL / TESL organizations in British Columbia (BC TEAL), Washington State (WA-ESOL) and Oregon (ORTESOL) collaborated to host a joint regional Pacific north-west conference referred to as Tri-TESOL. It was hosted by WAESOL this year at Highline Community College in Des Moines, WA, just south of Seattle. About 100 BC TEAL members journeyed across the border to attend the two-day conference. Some joined a group of dozens of teachers who took a private bus sponsored by BC TEAL.

Highlights: The salient impression was that we seemed to have had a lot of fun! I think the challenge of organizing transportation for a cross-border journey, travelling together, and then meeting up in another country encouraged a sense of camaraderie. Other highlights included the following:

- Good plenaries
- Easy registration
- Lots of sessions to choose from - applicable, professional

Feature Article

- Mixing with TESOL practitioners across borders
- (Great cross-border designer-clothing shopping - OOPS!)

The ELSA 6/7 curriculum guidelines development team—all six of us—ventured down to present on the Friday afternoon. Although we framed the discussion to include Americans in the audience, all those attending proved to be Canadian (past or present!). The next day, our BC TEAL POD session, “Life after ESL: Learning from ELL’s critical incidents,” drew a mixed Canadian and American audience, which offered more diverse perspectives.

Plenary Sessions: There were three plenary sessions at the conference.

- Dr. Keith Folse (University of Central Florida): Teaching Vocabulary in 2012: Research Findings and Practical Classroom Considerations.
- Dr. Lee Gunderson (University of British Columbia): Achieving the “Nearly” Impossible: Teaching ESL (ELL) Students to Read in Classrooms with 0--- Level to Fluent Speakers by
- Dr. Douglas Biber (Northern Arizona University):

Preparing Corpus-based Grammar Materials: Theory and Practice.

Below we have provided summaries of the two plenary presentations that focused on adult learners: Dr. Folse’s and Dr. Biber’s.



Ron Belisle (left), WAESOL President and Conference Chair with Doug Biber (centre) Plenary and Seonaigh MacPherson (right), ELSA Net IRC

Teaching Vocabulary in 2012: Research Findings and Practical Classroom Considerations by Dr. Keith Folse of the University of Central Florida. (Sponsored by Oxford University Press.)

Vocabulary Needs of ELLs:

- Native speakers know about 20,000 word families
- ELLs need to know approximately:
 - 2,000 words for conversation
 - 5,000 for authentic texts
 - 10,000 for academic texts.
- Even well-educated ELLs know about 25% of native-speaking colleagues’ vocabulary.
- To understand a text, a reader should be familiar with 98 % of the vocabulary, so this makes reading comprehension particularly challenging for ELLs.

Vocabulary Learning

- **Corpus linguistics transformed vocabulary learning and teaching**
- Highlights the importance of the frequency and collocations of words within target oral and written genres and contexts of use.
- Collocations - words don’t appear randomly but

frequently with collocates (commonly associated words).

- The more abstract or “advanced” the word may be, the more likely it is to appear with specific collocates (e.g., very vs. ‘utterly’ inept.)

Vocabulary Teaching Strategies

- Frequency lists and learner dictionaries are key resources to target words
- Multiple encounters with a word is more important than “depth” of analysis
- Vocabulary notebooks or flashcards help (Walters & Bozkurt, 2009)

Participate in **BOOK OF HOT SEAT QUESTIONS** (royalties to TESOL scholarship) by emailing your question to the author at mygrammarquestion@gmail.com.

Books by Keith Folse:

- (2011). Oxford American Dictionary Vocabulary Builder (Oxford U. Press)
- (2004). Vocabulary Myths. (University of Michigan Press).

Feature Article

Preparing Corpus-based Grammar Materials: Theory and Practice

by Dr. Douglas Biber, Northern Arizona University. (Sponsored by Longman Press.)

What is a corpus?:

- Large collection of “natural” texts stored on a computer
- Should represent a particular language variety or register (e.g. oral lecture)
- These corpora become rich sources of data to analyse “real” language use and, therefore, “real” language needs of learners in specific contexts

How and why can corpora improve ESL teaching?

- Using corpora offer research-based guidance to ESL teachers on the frequency and function of key grammatical features, which can guide their teaching.
 - o e.g. “This”/“That” : Using corpora, which is more common?
 - Frequency: “THAT” is over 5X as common in conversations than “THIS.”
 - Meaning: Furthermore, it usually has an evaluative function (e.g., “That’s right”) and rarely indicates proximity as suggested in most ESL grammars (e.g., “That book [over there] is yours.”)
- Biber suggests, corpus linguistics can improve the teaching of ESL grammar (and vocabulary) in three ways by informing the following:
 - 1) the sequence of grammatical features taught
 - 2) the choice of words used to present a grammatical feature
 - 3) the grammatical feature to include in a grammar text or lesson

Sequence: Biber and Reppen (2002) found 5 of the 6 grammar books introduced the progressive aspect before or alongside the simple aspect; however, corpus research suggests that in fact the progressive is used VERY infrequently in all registers and genres studied (simple tense used about 20X as often) and appears even less than the perfect aspect in all written genres studied (fiction, news, academic). **Therefore, it is more important to teach the simple aspect first, weight it much heavier in assessment, and emphasize it overall as compared to the progressive.**

Word Choice: In providing sample sentences in grammar lessons (as in introducing vocabulary), teachers and grammar texts have often emphasized certain action verbs like play, dance, study, etc. So, what can we learn from corpora about which verbs are used most in English? The most common lexical verbs used 40% of the time in conversational English are, in fact (in descending order of frequency):

Get, Go, Say, Know, Think, See, Want, Come, Mean, Take, Make, Give

Yet, *say, get, go, think, see, make, give* were not introduced or used in any of the 2002 texts (though this was corrected as corpus data began to be used in later publications.) Furthermore, these verbs may not be used in the way we tend to “define” them. For example, “get” is very common because of its frequency as a collocate in phrasal verbs (e.g., “I don’t get up ‘til 8:00 most mornings.”) Make continued not to be introduced despite being a tricky verb to learn. It almost never means “to create” as we tend to define it; more often it means to perform an action (e.g., to make a bed or phone call) or to produce a sound (e.g., to make a call or a joke.)

Target Grammar Feature: Using noun as pre-modifiers of nouns (e.g., ‘information technology’) were covered in only ONE of 6-8 grammar texts analysed, yet they constitute 30-40% of all noun pre-modifiers in BOTH the news and in academic texts. On the other hand, participles as pre-modifiers (using ‘ing’ or ‘ed’) of nouns (e.g., ‘outmoded technology’) were taught in four of the books despite rarely being used infrequently in any context. **Using nouns to modify nouns is one of the key features of academic texts.**

For more information, see Biber & Conrad’s (2009) *Real Grammar: A Corpus-Based Approach to English*

Feature Article

Fall Conference in Minneapolis

Low Educated Second Language and Literacy Acquisition (LESLLA)

The LESLLA Conference is unique in that it focuses on research pertaining to a particular kind of learner rather than a subject matter. Although the conference is generally quite small, it seems as if every known researcher related to LESLLA learners convenes to share ideas, research and emerging issues. This year was no different. Martha Bigelow and Patsy Vinogradov acted as co-chairs for the conference that brought to light cutting-edge research from academics and practitioners around the world.

This year’s symposium was organized around seven themes: classroom practice, teacher education, research, materials development and use, socio-cultural issues, policy, and adolescent learners. Of particular interest was the plenary address, *From Cultural Dissonance to a New Learning Paradigm*, given by Andrea DeCapua and Helaine W. Marshall.

In their talk, DeCapua and Marshall explored the deep culture involved in learning, teaching and thinking. First they outlined two distinct ways of thinking.

1) Abstract: this type of thinking exemplifies Western-style academic education. Literacy is central to this kind of thinking which is indicative of scientific reasoning, logic, and formal schooling.

2) Concrete: this type of knowledge exemplifies informal learning and taking care of the immediate needs of family and community. Its focus is on observation, sociocultural practices and mastery of skills, techniques, and procedures.

Within these general “ways of thinking”, people fall along two basic continua that affect the teaching and learning process. These are pragmatic/academic and individual/collective. The chart below shows activities valued at the four extremes of the two continua.

Academic	←————→	Pragmatic
<ul style="list-style-type: none"> ✓ Classification ✓ Sorting ✓ Sequencing ✓ Comparing and contrasting ✓ Defining 		<ul style="list-style-type: none"> • Cooking • Child care • Farming • Crafts • Religious practices
Individualism	←————→	Collectivism
<ul style="list-style-type: none"> ✓ Effort ✓ Praise ✓ Personal interest ✓ Desire ✓ Personal judgment ✓ Independence 		<ul style="list-style-type: none"> • People see themselves as they relate to others • Interdependence • “web” mentality

They used examples to illustrate ways different types of thinking may play out in an academic setting. For example: When encountering the question, “What do dogs and rabbits have in common?”, someone on the academic end of the continuum might answer, “They are both mammals”; while someone on the pragmatic end of the continuum might answer, “ A dog is used to hunt a rabbit” .

DeCapua and Marshall suggested that when learners with limited formal education enter our classrooms, they often feel isolated and alienated because their experiences of learning are far removed from the Western-style, formal classroom experience. To ease the transition, DeCapua and Marshall offer an instructional model called Mutually

Feature Article

Adaptive Learning Paradigm (MALP). In this model, the teacher adapts their instruction to include elements from the students' learning/thinking paradigm. Within MALP, they map out three aspects of learning as shown in the chart below:

ASPECTS OF LEARNING	Student with limited formal education	Western-style classroom
CONDITIONS	Immediate Relevant Interconnected	Future relevance Independent learner focused
PROCESS	Shared responsibility Oral transmission	Individual accountability Written word
ACTIVITIES	Pragmatic tasks	Academic tasks

With this model, they advise teachers to adapt their practice by accepting and honoring the conditions of learners with limited formal education, combining processes in order to bridge the gap, and using familiar language and content within academic tasks.



*LESLLA Conference
presenters and participants from left to right:*

*Paula Mannington (Abbotsford Community Services),
Colleen Rogan (ELSA Net IRC),
Rossana Chisholm (Abbotsford Community Services), and
Nora Ready (Vancouver Community College)*

New Resources to Check Out!

Life Literacy Canada: Essential Skills Day Toolkit

These materials were collected and developed to raise awareness of Essential Skills Day. Especially useful all year round are the Tip Sheets. There are tip sheets on topics such as computer use, communication, teamwork and much more.

<http://abclifeliteracy.ca/esd-toolkit>

Giving Back: Volunteering For Work Experience

These resources are part of a volunteer program called Giving Back. The resources are comprehensive and cover the practical details of volunteering. Pick and choose teaching materials and student activities from a huge collection of volunteer related themes.

Student Handout

<http://www.nald.ca/library/learning/givingback/student/student.pdf>

Instructor Notes

<http://www.nald.ca/library/learning/givingback/instructor/instructor.pdf>

Resources

War in the Land of Cain

About the Author

Debbie Denker used to be a photo/journalist for National Geographic and has had many independently written travel articles published. In fact, she was on the same National Geographic project in Afghanistan as Steve McCurry. Steve and Debbie both took that famous picture of that beautiful Afghani girl with the hauntingly blue eyes that appeared on the cover of National Geographic and has been on calendars, postcards etc. since. Her book is a true education about a very misunderstood area of the world.

About the Story

War in the Land of Cain is a compelling story of love, war, and hard choices during the brutal Afghan-Soviet conflict of the 1980's. American journalist and photographer Elizabeth Owen, running from a painful relationship and eager to jumpstart her career, dares to go where few men and virtually no women have gone before: into the war zone with the Mujahedeen in remote and forbidding Afghanistan. In the legendary Biblical "land of Nod, east of Eden" where Cain fled after killing Abel, Elizabeth finds powerful sisterhood with Afghan women as she witnesses the rending of Afghan society in a confusing war where brother fights brother, and son opposes father.

Elizabeth's objectivity is challenged by her growing love for Yusuf Hakim, a cocky, Americanized doctor working with the Mujahedeen Resistance fighters, who faces painful and often dangerous choices as he goes about his clandestine work in the ancestral province now governed by his pro-Soviet younger brother, Ayub Khan. Into this volatile brew is thrown the increasing threat of extremist Islamic fundamentalism, supported covertly by the CIA and threatening the control of moderates like Massoud Khan, Yusuf's longtime friend and mentor, and the mysterious commando leader, Rahimullah, the long-missing father of Yusuf and Governor Ayub. Elizabeth's worldview is shattered by the cruelty and randomness of war, and healed by the friendships she forms with women such as the quietly feminist refugee leader Salima Khan and the dedicated nurse Malolai. Her love for Yusuf comes ultimately to sustain her, as her Afghan friends teach her the humility of true heroism.

War in the Land of Cain is available on Amazon for

Kindle, and will be out in paperback in December.

Here is the Kindle link:

[http://www.amazon.com/War-Land-Cain ebook/dp/B005X0BM7W/ref=sr_1_1?ie=UTF8&qid=1319256935&sr=8-1](http://www.amazon.com/War-Land-Cain-ebook/dp/B005X0BM7W/ref=sr_1_1?ie=UTF8&qid=1319256935&sr=8-1)

Find out more about the book at www.warinthelandofcain.com

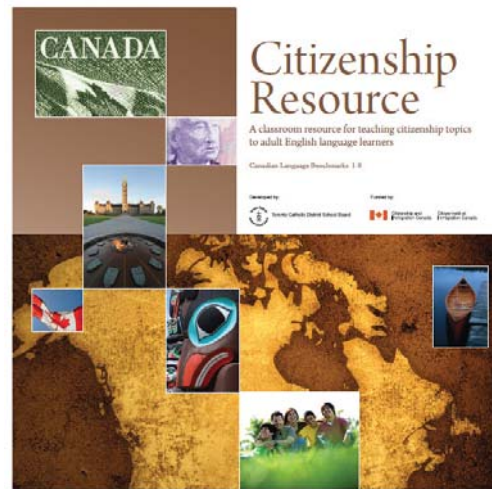
New Resources to Check Out!

Toronto Catholic District School Board. (2010). Citizenship Resource: A classroom resource for teaching citizenship topics to adult English language learners
Canadian Language Benchmarks 1-8

The main objective of the Citizenship Resource is to provide LINC and Adult ESL instructors with a framework and instructional tools for program planning and teaching Canadian citizenship concepts in the adult ESL classroom. The Citizenship Resource complements a series of CIC-funded resources for LINC programs: LINC 1-5 Curriculum Guidelines, LINC 5-7 Curriculum Guidelines, LINC 1-4 Classroom Activities and LINC 5-7 Classroom Activities. The Citizenship Resource adds new content to the existing LINC and Adult ESL curricula and related resources, and supports instructors in teaching citizenship-related themes. The themes included in the Resource relate to the content of Discover Canada: The Rights and Responsibilities of Citizenship, a study guide funded and developed by Citizenship and Immigration Canada for those preparing for the citizenship test.

(Toronto Catholic District School Board, 2010, p.1)

<http://atwork.settlement.org/downloads/atwork/Citizenship%20Resource/Citizenship%20Resource.pdf>



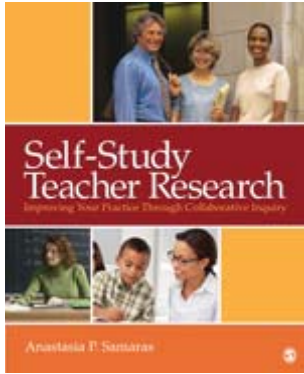
Resources

Book Review

by Paula Mannington

Self-Study Teacher Research: Improving Your Practice through Collaborative Inquiry

by Anastasia Samaras (2011). SAGE publications.



Have you ever been puzzled by something in your teaching practice, tried something new and assessed how it worked or did not work? Anastasia Samaras suggests that most teachers conduct this type of informal research every single day in classrooms that have the potential to be living laboratories for more consciously driven personal understandings

of development, work, and growth as a teacher. In this highly readable, comprehensive overview to self-study research, Samaras invites you to “get your hands dirty” and embrace wonderments in your teaching practice that are puzzling. Self-study research is defined as a “personal, systematic inquiry within one’s own teaching context that requires critical and collaborative reflection in order to generate knowledge, as well as inform the broader educational field.” The user-friendly format, detailed guidelines and numerous examples used throughout the book will appeal to both novice and experienced instructors who would like to explore practice through the methodology of self-study. The self-study movement was influenced by earlier paradigms such as teacher inquiry, reflective practice, and action research and although it evolved from the work of teacher educators in the 1990s, it has expanded to include practitioners from a variety of disciplines. Samaras claims that a self-study stance challenges teachers to rethink and reframe their practice in a personal and interpersonal way that renews both professional and program practice for the ultimate benefit of students. It is a must read book for anyone who is curious about a relatively new but increasingly popular genre of qualitative studies.

A student Study Site at www.sagepub.com/samaras offers a wealth of resources, including additional examples and activities, Web-based resources, study questions, and key terms.

Teaching Vocabulary

By Renata Jasaitis

ELSA Instructor, Vancouver Community College

At Tri-TESOL 2011, vocabulary expert Keith Folse stressed the importance of a large vocabulary for our learners. To encourage life-long vocabulary learning, we can train our students how to find useful vocabulary. In addition we can expose our learners to two valuable lists—the AWL and Oxford 3000 (recommended by Folse).

I show my ELSA 4/5 students an activity called narrow reading. This is an activity they can do any time on their own.

Here’s how it works:

1. Take two newspapers such as Metro and 24 Hours.
2. Find one popular news story covered by both.
3. Have the students quickly read each one quietly to themselves.
4. Let students ask you anything they don’t understand.
5. Next you want the students to find examples of (same) words or collocations used in both articles and examples of how the same idea was communicated with different words.
6. A Venn diagram or simply three columns can be used to record the information.
7. Let the students compare their charts in pairs before eliciting feedback.

The following example is from an article about an earthquake.

Metro	Same words/ collocations	24 Hours
cries of fear and horror	generator-powered floodlights	cries and groaning
struck eastern Turkey	rubble	struck southeast Turkey
7.2 magnitude earthquake	search	a powerful earthquake
outlying villages		surrounding districts
rescue efforts		rescue teams

This activity is an excellent way for learners to identify common and useful lexical items and it’s a good source for collecting new topic-related vocabulary.

Child Care Resources

10 ways to Support Separation Anxiety and Trauma for Children and their Families in our ELSA Childminding Programs

By Naznin Dhanani, ECE, I.T.E., ECE Resource Coordinator, ELSA Net

1) Understanding Attachment: Attachment is formed through responsive care. It is the emotional connection between children, families and caregivers. When children receive love, nurturing and consistency they learn to feel secure and start building trust. Attachment helps children grow and develop. Psychologist John Bowlby was the first attachment theorist, describing attachment as a "lasting psychological connectedness between human beings" (Bowlby, 1969, p. 194). Bowlby believed that the earliest bonds formed by children with their caregivers have a tremendous impact that continues throughout life.

2) Understanding Separation Anxiety: Separation anxiety is defined as fear of being away from their primary caregiver. Children feel very anxious when separated from their parents/caregivers. Remember that in early childhood development crying, clinging, tantrums are part of the separation process. In order to support young children it will require nurturing, caring and consistency to have a successful transition into the childminding program.

3) Trauma: In her conference workshop notes, Julie Dotsch describes the process of trauma and separation for young children:

Immigrant and refugee children are more likely to have had trauma in their life. There are many circumstances that may cause trauma including:

- Separations from family members - due to war, a parent immigrating earlier, loss of main caregiver, e.g. grandparent
- Exposure to war, violence - witness to killings, violence



- Parent missing due to violence, torture, hunted by military
- Flight - process of escaping homeland illegally, e.g. children drugged to keep them quiet
- Hospitalization - child removed from the family while in pain
- Death of a close family member - perhaps due to violence
- Severe depression, severe culture shock or severe mourning of main caregiver

*Dotsch, J. (2011), Helping children who have experienced trauma:

Workshop notes. Distributed during her workshop session of the same title at ELSA Net Conference, Vancouver, BC.

4) Observing and Recording:

Remember to take time to observe and record children's behaviors. In observing you will discover children's interests and developmental needs that will help you strategize how to meet the needs of the child. Resource: Observing Young Children: A Guide for Early Childhood Educators, Second Edition by Author, Sally Wylie.

5) Review the Childminding Environment:

To support separation between child and parent/caregiver it may require you to review the environment and ask the following questions:

a) How can I make the environment more inclusive eg: objects that represent child's sense of identity?

Child Care Resources

b) What are some of the ways that I re-arrange the space that will help the transition between child and parent?

6) Have a Gradual Entry Schedule in your Program:

Sample from Collingwood Neighborhood House - ELSA Childminding Program

First Day:

- We welcome the parents and their child and introduce the childcare workers
- We show the space room and set up activities.
- We introduce the new child to his new friends.
- After parents and the child start to feel comfortable, I start to talk about our routines and our educational program plan and give them "the information document." about the childcare including the routine and the importance of gradual entry's benefits and our policies.

Second Day:

- After 30 minutes of the arrived time of parents I ask them to start to be away from the child around the room. This way the child starts to break away dependency little by little. Also, at the same time we take the opportunity to get close to the new child by small interactions. Playing, talking, or just to be around.
- Parents will learn and participate with their child to follow the routine transitions and will do it with the child and staff (clean up time, circle time, art and craft, snack time, dancing, free play, history time, bathroom time etc.)

Third day:

- Parents will be ask to leave the room for 15 minutes, they will go upstairs (second floor in the same building) and come back to reassure the child that "mommy always came back when she promises. Parents can do this twice in the morning. (the reason will do this way is because the classrooms are located right next door room and the walls are very thin so we have to take so much care about the level of noises and specially for the mother who's anxiety levels are very high for the separation of their child and because they worry about their classmates).

- If in this day we find out that the child is ok and comfortable, we ask the mother to go to class. She will ask to come and visit for snack time if she likes or if it is convenient for the child.
- In my opinion I will say each case is different, it will depend on each child level of separation anxiety.

7) Supporting Families:

Remembering that families enrolled in the Childminding programs have left their homeland and are adapting to a whole new Country. They could be suffering from loss of family, friends, culture, language and familiar surroundings. Also, depending on their circumstances they could be coming from places of war, trauma, etc. These families may be undergoing lots of stress and culture shock while trying to adapt to Canada.

8) Readiness Skills

A healthy separation will help newcomer children prepare for readiness skills for Kindergarten:

- a) Physical Well-being
- b) Language and Cognitive Skills
- c) Social Development
- d) Emotional Development

9) Taking Care of Yourself as a Child Care Worker:

As a child care worker it is important to take care of yourself. One of the ways is by remembering that it takes time to transition children into your programs. The role of the child care worker is significant in the development of the child.

10) Resources: Take the free Online Course on Settlement Work with Newcomer Families and their Young Children. Caring for Canada's Children - Year 1 & Year 2 Presentations www.mothercraft.ca



From Our Students

NEWS from the Pilot ELSA 6/7 Classrooms

The ELSA and EFW 6/7 pilots started in November. The project- and content-based ELSA 6/7 curriculum includes a focal content and project for each of the 10 units at each level. Below are samples of student work in an ELSA 7 unit on media literacy, which were completed a part of the main project to prepare a class newspaper.

The following article was written by ELSA 7 student Gonzalo Santos Valadez at ISS-BC as part of a project to prepare a student newsletter.

Developing ELSA 6/7 Curriculum Guidelines

Instructional Resource Coordinator, ELSA Net's Seonaigh MacPherson, Coordinates the Development of ELSA 6/7 - with Positive Energy and Wisdom.

By Gonzalo Santos Valadez (ELSA 7, ISS-BC)

Happiness and optimism are part of the new plan to develop the curriculum guidelines for ELSA 6/7 because this plan is all about helping new immigrants to succeed.

Seonaigh MacPherson shows a lot of enthusiasm about the new curriculum, developed from January 2010 to August 2010, thanks to the expertise of her fabulous consulting team. This curriculum has a special focus on the new ELSA levels 6 and 7.

"I love this project; I love working with the people," Seonaigh says. The key to making this program a success is to teach the students more than language skills. You have to teach them useful language that helps them to adapt and settle in this new society and to develop their potential.

ELSA 6 and 7 contain 10 units each, with each unit focused on different topics about settlement. She also said that the most difficult part was how to serve students with different expectations.

Seonaigh believes this curriculum offers good project-based learning opportunities, such as the writing of this class newspaper. She is also encouraging students and teachers to provide feedback as a tool to improve it. For the moment the government doesn't have any plans to additional ELSA levels—such as ELSA 8—but students seem happy and encouraged to learn and succeed.

The First Step in Getting to Know Canada - CBC/Radio-Canada

By Pam Hsieh

As an adult immigrant, I am so grateful to be able to enroll in the ELSA (English Language Services for Adults) program at Immigrant Services Society of BC in Vancouver. On November 22nd, our teacher booked a guided tour of the CBC/Radio-Canada for us, because the topic we studied in November is Media. This was the very first field trip aimed at me not my kids. Despite it was chilly outside on that day, I couldn't help taking part in this trip right away.

The abbreviation CBC stands for "Canadian Broadcasting Corporation." CBC / Radio-Canada is Canada's public broadcaster and one of the country's largest cultural institutions. This media organization, Canada's national public broadcaster, was founded in 1936, so CBC/ Radio-Canada celebrates its 75th anniversary this year.



From Our Students

Our very knowledgeable tour guide told us about the history, the buildings, the facilities and the programs of CBC/Radio-Canada. He answered all the questions we asked and also led us to the integrated newsroom, cutting-edge TV control room, the nerve center of the CBC Vancouver TV newscast, and CBC Radio Ones' studio. It was amazing to be in these places where the news and broadcasts you watch and listen to everyday are being produced.

This state-of-the-art broadcast center was newly renovated and fully equipped with the highest level of professional audio, video and broadcasting technology. Our guide also informed us that CBC/Radio-Canada makes every effort to be a neutral, informative, and efficient broadcasting company that brings news about local and national events to every Canadian.

Our tour was the longest tour our guide had ever led. Indeed, we asked everything we were interested in just like curious kids, and we really learned a lot from this tour. I believe that for immigrants CBC / Radio-Canada can definitely be the first step in getting to know Canada. Don't hesitate, turn on your TV to CBC or radio to AM-690HZ or FM105.7HZ. Stay Tuned.

More information:

<http://www.cbc.radio-canada.ca>,
<http://www.issbc.org> for ELSA program



ELSA 6/7 Instructors' Training

From Our Community

Recognizing the contributions of Island ELSA Assessor Val Macdonald

By Naomi Wolfe and her North Island College colleagues



For the past 20 years, Val Macdonald has been committed to serving the immigrant community in much of the Vancouver Island region north of Victoria. Locally, she was not only an advocate but also became a

dear friend to scores of immigrants and refugees, particularly in the Courtenay/Comox area, and thus had a deep knowledge and understanding of the multiple issues and barriers faced by her clients. Only God knows how many of her own hours she put towards the well-being of the people she served.

The level of support she offered ELSA staff at Central Vancouver Island Multicultural Society, Cowichan Intercultural Society and ESL faculty at North Island College is immeasurable. Val was our ELSA assessor, our STARS data person, our official and unofficial representative at ELSA Net meetings, and a source of strength for island settlement language providers during funding shifts and government changes.

She did all of the above while raising a family, volunteering in the community, and producing, directing and acting in a number of significant local theatrical events.

Finally, Val has been a dedicated colleague and good friend. We'll miss her sweeping into our offices and classrooms with her portable office in tow, her endless anecdotes, and her cheerful and positive nature, even in difficult times. We are grateful to have worked with her and are sad to see her go.

Photo by Jose Gonzalez

From Our Community

Decoda

LITERACY SOLUTIONS

The Decoda Literacy Library has books that you can borrow for free! Browse our online catalogue <http://www2.literacy.bc.ca/catalogue/>, consult our topical resource lists <http://decoda.ca/resources/library/library-materials-by-topic/>, or email the library (library@decoda.ca) to find books. Request books through the catalogue, by email, or by phone (604-681-4199). Books will be sent to you in the mail and will be accompanied by a prepaid return label. (Borrowers are responsible for return postage on non-book materials, e.g. DVDs, games).

Here are a few of the new titles that may interest you:

Canadian language basics: lesson plans for LINC/ELSA level 2 with reproducible worksheets: volumes A, B & C.

Heather Davis, Lucy Sanford. Don Mills, ON: Oxford University Press, 2011.

With 12 units in each volume, these books contain detailed lesson plans and worksheets from fall through spring. The lessons follow the LINC/ELSA level 2 curriculum guidelines and are based on Canadian themes. Each volume may be borrowed separately.

Common ground: English in the workplace: training manual & facilitator's manual.

Douglas Parsons and Paul Holmes. Edmonton, AB: NorQuest College, 2010.

The training manual for Common Ground presents a ten module curriculum that is designed to help workers from outside Canada understand Canadian workplace safety policy, practice pronunciation clarity, learn about working in multicultural organizations, and expand industry-specific and idiomatic vocabulary. Each module contains suggested activities and handouts. The facilitator's manual contains advice

to English in the Workplace facilitators - both new and experienced, including working with ESL learners, lesson planning, and adapting coursework to individual needs.

The experiential learning toolkit: blending practice with concepts.

Colin Beard. London, UK: Kogan Page, 2010.

This resource contains over 30 internationally tried and tested learning "experiences" covering a wide range of purposes. Each activity includes practical information for delivering the experience as well as the theoretical concepts behind the activity.

Oxford picture dictionary: monolingual. 2nd Canadian edition.

Jayne Adelson-Goldstein, Norma Shapiro. Don Mills, ON: Oxford University Press, 2010.

This visual dictionary is theme-based and presents 4,000 words and phrases with meaningful, real-life contexts. The themes include food, clothing, health, housing, community, transportation and work.

The library also has the **low beginning workbook** and the **high beginning workbook**.

And, the library has copies of the book Marcia Tate referred to in her key note address at the ELSA Net conference this fall:

"Sit & get" won't grow dendrites: 20 professional learning strategies that engage the adult brain.

Marcia L. Tate. Thousand Oaks, CA: Corwin Press, 2004.

This practical handbook presents an approach to teaching adults based on research on brain-based learning, differentiated instruction, multiple intelligences and adult learning. Each strategy includes an explanation, multiple learning activities, and a section on guided reflection and application. It is intended as a professional development resource for anyone who teaches adults.

From Our Community

AMSSA's 2012 Vancouver Diversity Health Fair

Mark your calendars!



AMSSA's Eighth Annual 2012 Vancouver Diversity Health Fair is taking place on Saturday, March 3, 2012 from 10 AM to 3 PM at the Croatian Cultural Centre (3250 Commercial Dr.).

This free event, the largest health fair of its kind in Canada, will include free health screenings, cooking demonstrations, an exhibition hall with over 50 health-related organizations, the Healthy Kids Activity Zone and a multicultural performance stage. We are working hard to ensure this year's fair will be bigger and better than ever!

For more information about the event, including exhibitor and sponsorship opportunities, please visit the AMSSA website here or contact Jessica Chant, Diversity Health Fair Coordinator, at healthfair@amssa.org or 604 718-4220.

The TESOL Canada 2012 Conference is in BC

We invite you to participate in next TESL Canada 2012 conference, Oct. 11-13, 2012.

The theme for the 2012 conference, TESL Interiors: Landscapes of Literacies and Language is one reflective of the multiple dimensions that we, as language educators, have and of the varied ways that language is taught.



We invite you to present or attend TESL Canada 2012. Information on the conference call for proposals, venue, keynote speakers and more is available on the conference website: <http://www.tru.ca/tc2012>

In addition to numerous concurrent sessions on diverse topics, there will be sessions and workshops on particular aspects of relevance to those teaching and working in ELSA.

We look forward to seeing you and your colleagues in Kamloops in Fall 2012.

*Joe Dobson and Karen Densky,
TESL Canada Conference Co-chairs*

Thank you to ELSA Net

Conference Committee and Volunteers:

- Augusta Avram
- Kathleen Denkwalter
- Jeff Graham
- Lisa Herrera
- Ewa Karczewska
- Aaron Kilner
- Joy Matino
- Linda Peteheryc
- Endrene Shepherd
- Audrey Truth
- Alison Whitmore

