



ELSA Net NEWSLETTER

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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 Branch

WelcomeBC Day

On November 6, 2012 the Government of British Columbia proclaimed WelcomeBC Day as an annual event to celebrate the contributions to British Columbia by immigrants, immigrant service providers and other community partners. Recipients of four awards were celebrated for WelcomeBC Day, two for immigrant entrepreneurs and two for immigrant-supporting groups and agencies in regional communities. Individual award winners were Provincial Nominee Program nominees Yoon Bok Park, owner of Lucky 6 Industrial Co. in Chilliwack, and Alexandra Loeb, founder of Joyride Bike Parks in Rosland. Both of these immigrant entrepreneurs have established successful businesses contributing to their respective communities' economic vitality.

Campbell River and Fort St. John were the community winners, both of which have multiple organizations working together to provide immigrant services and resources to make their communities more welcoming to newcomers. In Campbell River the Multicultural and Immigrant Services Association of North Vancouver Island, North Island College's English Language Services for Adults (ELSA) program and the Campbell River Community Literacy Association were recognized for their work together. In Fort St. John, S.U.C.C.E.S.S., the Peace River North Settlement Workers in Schools Program (SWIS) and the Fort St. John Literacy Society shared the award.

Watch videos about this year's award winners:

<http://www.youtube.com/welcomebc.ca>

Annual Report

The WelcomeBC Settlement and Integration Services 2011-12 Annual Report, which provides a broad overview of the many services and resources developed through WelcomeBC, is now available at:

<http://www.welcomebc.ca/wbc/about.page>

STaRS

STaRS administration (Joe Nguyen) and STaRS helpdesk staff (Sophia Zhao and Alice Wilcox) have visited each school and provided a walk through and assistance with the system. Any provider requiring operational support for the day to day functionality of the system should contact the STaRS helpdesk. In situations where more intensive orientation is required, please complete the STaRS 2 Release 1.3 Orientation & Training Request Form and submit it to the STaRS Helpdesk, email: stars@elsanet.org, the team will determine the most effective method to assist schools.

Immigrant Integration Branch Training Activities

The IIB has been continuing with a number of training activities to support WelcomeBC service providers. The Branch

is currently reviewing ELSA training priorities and projects for the New Year, in consultation with ELSA Net. As soon as priorities and project plans have been confirmed, we will communicate the details through ELSA Net.

ELSA 6/7 Training

Training supports for ELSA 6/7 instructors both in urban centres and smaller communities were very successful. We thank instructors for participating and their supervisors for supporting this training initiative.

Child-Minding Orientation

An orientation session for child-minding workers was held by the Branch on November 19 and November 20. Further information on the next session of this training will be communicated as soon as it is scheduled in 2013.

Formative Assessment Training

The Branch in partnership with ELSA Net has supported the development of online training components for a blended (part in-person, part online) Formative Assessment training for all levels of ELSA. The online component for ELSA 6/7 was launched in November. Online components for the other levels will be launched over the coming year.

WelcomeBC.ca

WelcomeBC has expanded its information resources to help newcomers make informed decisions about where to settle in British Columbia:

Cost of Living calculator

The WelcomeBC Cost of Living Calculator was launched in June 2012 to help prospective newcomers research how far their salary goes in BC's regions and 2013 will see some significant expansion in functionality. This will include the ability to incorporate a second income, more options for family size, the ability to adjust down payments on a home, and more all wrapped in an improved interface. We are also taking the time to integrate research to more accurately reflect the spending patterns.

The calculator is available at: www.welcomebc.ca/costofliving

WelcomeBC Newcomer's Guides: Local Editions

As part of an effort to provide newcomers with information about the wealth of opportunities available throughout BC's regions, WelcomeBC is building on a successful pilot of Local Newcomer's Guides for Vernon and Prince George and 12 new Local Newcomers' Guides will be launched in 2013. These co-branded versions of the B.C. Newcomers' Guides are being created especially for online distribution and available for download from www.welcomebc.ca. By 2014, there will be 26 guides in total providing regionally-specific settlement and immigration information to WelcomeBC clients across jurisdictions.

ELSA Net Update

Message from ELSA Net President

TESL Ontario Conference,
Nov 8-10, 2012, Toronto Sheraton Centre

It was great to see an increased B.C. presence at this out of province event, including Brenda and Colleen from ELSA Net, Nina Miller from MOSAIC and Dale Hunter from VCC.

With almost three times as many participants as our last ELSA Net conference, the breadth of offerings at TESL Ontario was impressive. So many new things to think about: Job Embedded Professional Development, Post-TESL Training Certificates, blended learning like LearnIT2Teach, etc. One of my favorite small takeaways: a very cool publication that can be downloaded or ordered at www.pch.bc.ca/sympolsofCanada.

Of course, many of us were interested in hearing about CIC's future directions such as:

- Newcomers engage early and participate actively
- CIC to be able to report back to Canadians on outcomes
- Change from iCAMS to iCARE database system for all services
- Meeting national and regional priorities as listed in CFP
- CLBs (Canadian Language Benchmarks) - recently validated and revised; align with CEFR & Essential Skills.
- PBLA (Portfolio-Based Language Assessment) - standard practice across country by 2015

And, of course, the new citizenship application requirements were a big topic of conversation in Ontario too. We are looking forward to hearing more from Yves Saint-Germain at our ELSA Net AGM.

Katie Graham

Message from ELSA Net Executive Director

What a difference a year can make! A lot has changed as we head into our AGM Dec 7, yet our vision remains the same - Excellence in Settlement Language Services. In research that we have conducted regarding the evolution of ELSA Net, this organization started with conversations amongst a small group of Lower Mainland LINC providers in early 1992 as a platform through which to work cooperatively and find a common voice. LINC Net was formed, and in 1998 LINC Net became ELSA Net. With funding accessed in fall of 2000, ELSA Net's outreach became provincial. Looking at our small beginnings, we can feel gratified that this grassroots initiative has now been active for 20 years!

It is important to remember our roots as we move into a period of transition and change. We thank all of you who participated in the PEERS process that facilitated our ELSA Net paper entitled 'Contributions to the Settlement Language Sector', being launched at our 10th annual AGM this year (since becoming incorporated as a society).

Language is also making terrific inroads on the national front. The Settlement Language National Network was launched at a very informative cross-country panel symposium at the recent TESL Canada Conference in Kamloops. This is a

network being initiated through TESL Canada in an effort to get more lines of communication happening throughout the country. As chair of the SLNN, I encourage you to view our newly dedicated TESL Canada settlement language web page for more information on our initiatives: http://www.tesl.ca/tesl/Settlement_Language_National_Network.htm

In addition, a Newcomer Language Advisory Body (NLAB) recently met in Ottawa (Nov 22-23), with many key issues on the table. One such was placement of students based on CLB testing - CIC is now looking at a model that formalizes placement according to student achievement rather than reinforcement of entry benchmarks. This is the model currently in use in BC, and we can feel gratified that promising practices developed here are having an impact on a national model now being formulated by Citizenship and Immigration Canada. Tutela is soon to have more information on NLAB proceedings and initiatives, so please remember to tap into this valuable information source.



We at ELSA Net are looking forward to continuing the conversation with all of you as we move into a period of change, transition and hopefully new opportunities - so stay tuned!

Brenda Lohrenz

ELSA Net Update

ELSA Net Training Schedule

Jan. 18, 2013	All levels (Beginners)	Technology and Teaching (Beginners Workshop)	1:30 - 4:30
Feb. 1, 2013	All levels (Advanced)	Technology Certificate Program (Advanced level) - Module 1	9:30 - 4:30
Feb. 15, 2013	All levels	Field Trips and Guest Speakers Training workshop and Sharing Session	9:30 - 4:30
Feb. 22, 2013	ECE Workers	Training workshop and Sharing Session	9:30 - 4:30
Mar. 1, 2013	Coordinators and Managers	Training workshop and Sharing Session	9:30 - 4:30
Mar. 8, 2013	All levels (Advanced)	Technology Certificate Program (Advanced level) - Module 2	9:30 - 4:30
Apr. 19, 2013	Lit - Level 1	Formative Assessment Toolkit Training	1:30 - 4:30
May 3, 2013	Support Staff	Training workshop and Sharing Session	9:30 - 4:30
May 24, 2013	All levels (Advanced)	Technology Certificate Program (Advanced level) - Module 3 and Sharing Session	9:30 - 4:30
May 31, 2013	ELSA 2 - 3	Formative Assessment Toolkit Training	1:30 - 4:30

STaRS Help Desk Report

***Sophia Zhao and Alice Wilcox,
STaRS Help Desk, ELSA Net***

The Help Desk met with the STaRS Working Group and Ministry staff on October 29 to discuss bugs and issues since R1.3. We also discussed the development of a quick reference document, and are currently working with the Working Group to complete these documents for most STaRS processes. This guide will have quick steps,

checklists and tips for STaRS users in order to use the system more effectively.

If you have any questions or encounter any bugs while using STaRS, please do not hesitate to contact the Help Desk. With your help we are able to send examples of bugs and issues to the development team for review and resolution.

The Help Desk can be reached at: Alice Wilcox at awilcox@elsanet.org or (604) 639-3221 and Sophia Zhao at stars@elsanet.org or (604) 639-3225.

National Update

CIC Plans for the Future

This past spring, the Centre for International Migration and Settlement Studies at Carleton University published a special issue of *INSCAN* on the topic of Settlement Language Training in Canada. It highlights several developments in the fields of ESL and FSL across the country. In particular, it laid out CIC's focus for the further development of its Settlement Language Training programs.

CIC plans include:

- Investing in professional development to ensure quality of training.

- Further development of online learning options including programs which blend online learning with face-to-face instruction.
- The Milestones Project to develop high-stakes tests calibrated to the CLBs for levels 3 to 9+.
- Use of Portfolio Based Language Assessment (PBLA) in LINC classrooms across the nation. Pilot projects are underway in several cities across Canada.

The entire issue of INSCAN may be read at http://www3.carleton.ca/cimss/inscan-e/v24_se.pdf.

Language Skills and the Social Integration of Canada's Adult Immigrants

Troubled by a lack of social integration for some populations, Derwing and Waugh published an article this year that calls for policy changes to increase support for Canada's adult immigrants.

They found that even for newcomers holding professional degrees in their country of origin and high levels of official language skills, challenges and barriers to full social integration remained. The main challenge was a lack of pragmatics skills, sometimes referred to as "soft skills". This includes the ability to interrupt, tease, complain, or disagree appropriately according to culture-specific norms. Although pragmatics skills are difficult to learn from a textbook, Derwing and Waugh express that these skills do need to be addressed directly. Citing examples of businesses that have included this training for their employees, Derwing and Waugh call for further inclusion of pragmatics training in both LINC classrooms and the workplace.

Another barrier to integration was newcomer accents. In a study, Derwing and Munro (forthcoming) found that native English speakers perceive Mandarin speakers to be more difficult to understand than Slavic speakers, even after the Mandarin speakers have lived in Canada for seven years. Derwing and Waugh conclude that the issue of communication between native and non-native speakers needs to be addressed from several angles.

- Pronunciation instruction in LINC classes needs to be increased and improved.
- An awareness-raising initiative could educate native-born Canadians on the benefits of immigration.
- An expansion of community connections could increase social integration.

The study may be found online at http://www.irpp.org/pubs/IRPPstudy/IRPP_Study_no31.pdf.

Feature Article

Technology in the Classroom: Adding to Learning

By Nathan Hall, Global Village, Calgary, AB

The relationship between education and technology has a long history. The language learning classroom has transitioned from projectors, tape recorders, and blackboards to laptops, cell phones, and interactive whiteboards. Regardless of the type of technology used, its purpose has been to provide students with the necessary tools to build their language skills. Recently, this has also grown to include a focus on knowledge-building through collaboration. An important part of knowledge-building is a student's ability to draw from their experience and knowledge of the topic they are studying in order to build a foundation for future learning. For example, the blending of technology and pre-reading exercises provides students with the tools to develop higher-level thinking skills while collaborating with their peers.

Following are two different pre-reading plans along with the tools necessary to complete them. These concepts and tools can be adapted for use in various contexts, and with every skill level.

Plan #1: Word Clouds

Tools:

- Text printing: Online tools that extract the text from a website, removing ads and photos.

Print Friendly - www.printfriendly.com

Print What You Like - www.printwhatyoulike.com

Joliprint - www.joliprint.com

- Word cloud generator: Free online word cloud generators.

Wordle - www.wordle.net

Tag Crowd - www.tagcrowd.com

Wispy - www.wispy.me

- Sharing new words: Online post-it boards that students can use to share information they find.

Wallwisher - www.wallwisher.com

Scrumblr - www.scrumblr.ca

Corkboard Me - www.corkboard.me

Procedure:

- Find a text for the students to read. The vocabulary should be at a level where the learners are able to draw from prior knowledge in order to discuss the topic of the text. The text can either be typed up or found online and pasted into the word cloud generator or word processing document. With online texts, make use of one of the text printing tools listed above to remove any of the unwanted pictures or ads. Paste the text into one of the word cloud generators listed above to create an image that you can download and print. Make sure to print out a copy for each student in the class.
- Create an online post-it wall for the students using one of the three tools listed above. Wallwisher is an excellent choice as it is incredibly simple to use and can be accessed on a variety of devices such as laptops, tablets, and smartphones. Copy the web address of the new wall and write it on the whiteboard of the classroom.
- In the classroom, introduce the general topic of the reading and then hand out the word cloud to each



Word of the day: fascinate
Make a sentence with this word and post it here. Remember to put your name on the post.

"Tim" says
Harry Potter books are very fascinating.
5 months ago

"Anton" says
I have always been fascinated by the Japanese culture.
5 months ago

"Roger" says
The Pyramids of Egypt are still very fascinating.
5 months ago

"Jennifer" says
The magician fascinated the audience.
5 months ago

"Tarun" says
Our fascination with technology is not good for our health.
5 months ago

"Carol" says
Martin Luther King Jr was a fascinated speaker.
5 months ago

Mr Sha says
Carol, fascinated is a verb. You need to use the adjective form of the word here. What is that?
5 months ago

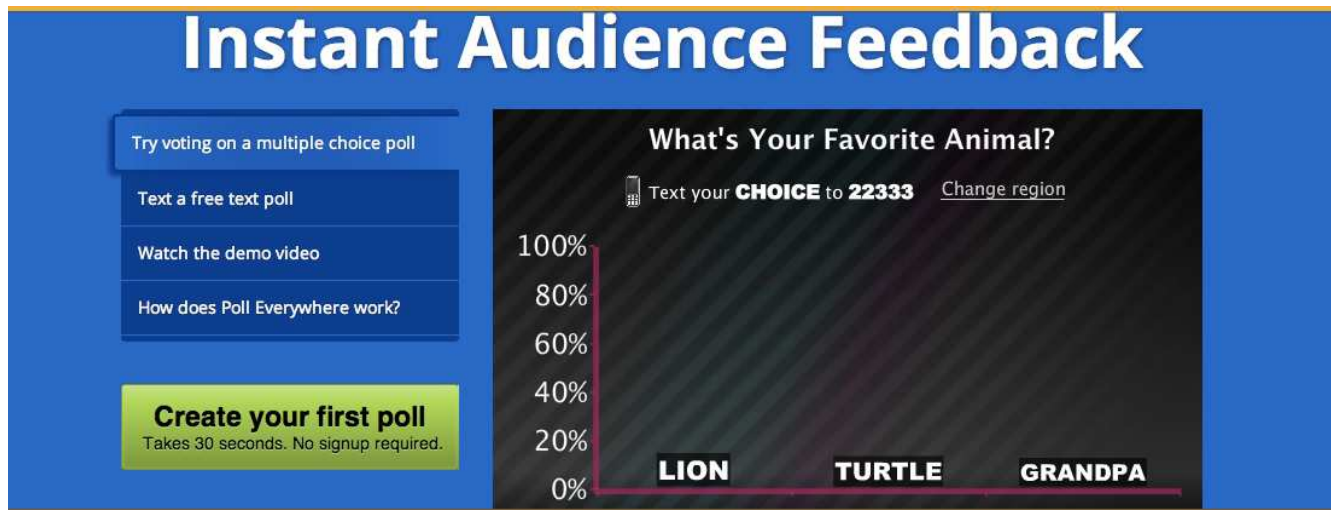
"Corinne" says
Walt Disney world has fascinating fireworks every night.
5 months ago

"Jose" says
I was fascinated by the animals in the zoo.
5 months ago

"Aaron" says

Wispy.me

Feature Article



student before putting them in pairs or small groups. Explain to them that the large words are used multiple times in the reading and the smaller words are used less often. Ask them to brainstorm in their pairs or groups what they think the reading is about and have them make connections between the words. This can be followed up by a class or group discussion. Put these ideas on the whiteboard to reference later on.

- Once they are done, have each student choose a word they would like to learn more about. Go over the concept of scanning a text for information. Hand out the text and have each student scan the text for their word. Students should attempt to ascertain the meaning of the word from the context, and then search for the definition in an English-only dictionary. Next, have the students post their word and definitions on the online post-it board you set up before class. Once each student is done, pull up the online post-it board and have students work in groups to discuss the words on the board. After that, have students read the text in its entirety, followed by comprehension questions and a follow-up discussion.

Plan #2: Online Polls

Tools:

- Online survey: Free online polling or survey tools.
Poll Everywhere - www.polleverywhere.com
Get Polling - www.getpolling.com
Pollmo - www.pollmo.com

Procedure:

- Locate a text that you would like your students to read and make enough copies for each student in the class. Before class, create a series of agree / disagree

questions based on the topic of the reading. They should include a combination of literal, inferential, and evaluative questions. Add the questions to one of the poll generators listed above and make a series of surveys based on the questions. Poll Everywhere is a good choice since the questions can be combined into a single survey rather than having individual polls for each question. Poll Everywhere also shows the results in real-time, which can be displayed on a large screen at the front of the class.

- At the start of the lesson, introduce the topic of the reading and briefly discuss as a class. Once they have finished sharing their ideas, have them complete the poll online. In classes that don't have enough computers, have the students work in pairs or small groups to answer the questions. If it is possible, have the real-time results displayed at the front of the classroom so students can immediately see how their answers change the results. Once all of the students have had a chance to answer the questions, discuss the final results as a class. If students have come across anything new in the reading, such as vocabulary or phrases, have them share these findings with the rest of the class.
- Finally, hand out the text to each student and have them read it over individually. Bring the class back together to review the survey results again. Discuss how they would now answer the survey questions in light of the information in the reading.

In the end, the purpose behind technology in the classroom should be to add to the learning experience, not simply to add technology. The benefits to both the student and the teacher are not only felt immediately, but can be experienced over the long term through increased connectivity and knowledge-building.

Resources



The Westcoast Reader Online Learning Community

By Nila Gopaul, Editor, The Westcoast Reader

We are excited to announce the creation of The Westcoast Reader Online Learning Community! A number of factors led to the development of this new site, along with our Facebook and Twitter pages: the buzz around personalized learning within the Ministry of Education; the Premier's special report and technology council, which highlights a vision of education in the 21st century; exorbitant printing and mailing costs; the decline of traditional media; and the feedback that we have received from our readership across the province in over 300 communities.

Furthermore, the Ministry of Advanced Education recently stated that it recognized that beyond The Westcoast Reader's current readership of 125,000, there is a much larger population, approaching one million, who would benefit from an early-reading and Canadian acculturation resource. Many people are unaware that The Westcoast Reader now serves approximately 20 categories of readership—from elementary school students to senior citizens and, of course, ESL and Literacy learners.

Reaching an additional 875,000 individuals with a print edition alone would prove a challenge. The Westcoast Reader team had to find much more innovative ways to both support immigrant

integration and to also help Canadian-born individuals who need strong literacy skills in today's knowledge-based and "high-tech" society.

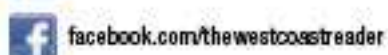
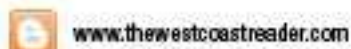
We all recognize that the world is learning and communicating differently. The Westcoast Reader Online Learning Community is not here to replace the print edition. On the contrary! Our website/online community offers things that print cannot. Here are just a few of them:

- Readers can comment on the articles and ask questions—we will reply within 24 hours.
- Every article comes with a number of useful links that complement the information in the story.
- Users can download professionally formatted PDF files for all our stories and Teachers' Notes.
- Teachers and learners can submit their own stories, photos, and lesson plans.
- We are able to offer more audio-visual aids: photos, slideshows, and audio recordings for classroom and home listening practice.
- Readers can also join us on Twitter and Facebook, where we post interesting and useful articles on various themes.

Since the website was launched, it is much easier for users to access older articles because we have a page that lists all our stories and categorizes them by readability levels.

Last but not least, we have contests with prizes, opinion polls, and, when time allows it, we post photos and videos taken at special events such as festivals.

Visit us ONLINE: www.thewestcoastreader.com



Resources

Cyberspace



Practice Grammar and Vocabulary to Help End World Hunger

By *Bonnie Sibley*,
Abbotsford Community Services

Freerice.com is run by a nonprofit agency that has two goals:

1. To provide education to everyone for free.
2. To help end world hunger by providing rice to hungry people for free.

What is freerice.com?

This is a level-based learning game offering a variety of subjects including English grammar and vocabulary.

How does it work?

Freerice will donate 10 grains of rice to the UN World Food Programme (WFP) for every correctly answered question. Each participant begins with the image of an empty bowl and each correct answer will result in 10 grains of rice deposited into their bowl.

The levels range from 1 (easiest) to 60 and the level can be changed at any time. The target word is written and there is also an option to listen to the word. If the learner answers incorrectly, the correct answer is displayed and the word is repeated several turns later.

Participants can use the site without signing in, but the greatest impact can be felt when working in groups. The site will track points and rank registered groups. Build a group for your classroom.

How do I create a group?

1. Register yourself at <http://freerice.com/user/register>
2. Teacher information is at the bottom of the page with a link to group creations.

3. Fill in the required fields on the group page.
4. Upload an image.
5. Choose if it is “open” (anyone can join) or “closed” (invited only).
6. Choose your subjects.
7. Hit the “Create” button.

If you create a “closed” group, you will need to send out an invite link. You can find this by going to the group profile, click “Edit” and click “Get Invite Link”. You can register up to 40 members and each will have a login name and password. Give them the link to your group and let them “Join”.

My students give this site their stamp of approval!

Ted Talks for ELSA 4/5

By *Patricia Fahrni*, *Online Learning Developer*,
MOSAIC

MOSAIC has been running English for the Workplace as blended programs (part face to face classroom, part online classrooms) since 2011, and ELSA 4/5 joined in this year. MOSAIC teachers have developed great techniques for online teaching and have also found effective ways to use existing online resources. Here is how MOSAIC teachers use one online resource: Ted Talks <http://www.ted.com/talks> .

Ted Talks work well due to the following:

- **Authentic language samples**
Teachers can select Talks that demonstrate authentic use of vocabulary and language taught in class.
- **Appropriate duration**
Teachers can choose the appropriate length. CLB 5 listening task features include monologues and presentations up to 5 minutes. MOSAIC finds Talks of around 3 minutes are ideal, longer with text support.

Resources

- **Wide choice of interaction type**
Talks are short informal monologues: descriptions, processes, opinions, persuasions.
- **Optional captioned view**
Students can review and practice with the captions, and work up to listening without captions.
- **Transcripts available**
Teachers can use Talks transcripts as a base for cloze activities, dialogue practice, etc. Remember to cite the source!

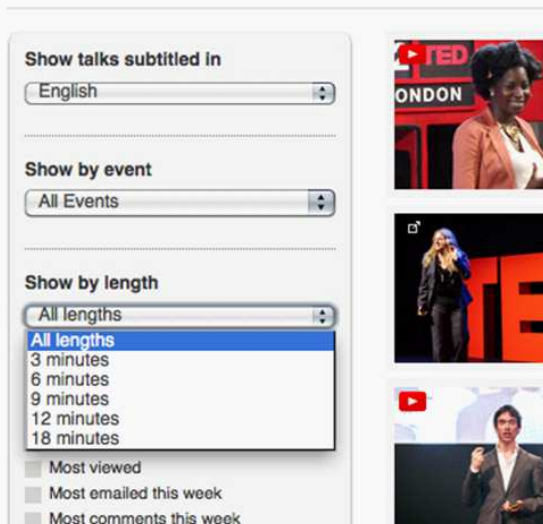
Favourite Ted Talks of MOSAIC teachers include:

- Ted Talks describing a process, such as Terry Moore: How to Tie your Shoes, 2:59.
- Ted Talks describing a plan or system, such as Matt Cutts: Try something new for 30 days, 3:27
- Ted Talks for group projects, such as Gever Tulley teaches life lessons through tinkering, 4:08.



Talks

Great talks to stir your curiosity. Browse by length, or rating (inspiring, jaw-dropping)



Show talks subtitled in
 English

Show by event
 All Events

Show by length
 All lengths
 3 minutes
 6 minutes
 9 minutes
 12 minutes
 18 minutes

Most viewed
 Most emailed this week
 Most comments this week



Decoda Literacy Library

The **Decoda Literacy Library** has books you can borrow for free! Decoda pays the delivery and return costs. You can return the books using the prepaid return label enclosed with your delivery. (Borrowers are responsible for return postage on audiovisual resources and games.) Check out our website <http://decoda.ca/resources/library/> to search the online catalogue and request books, browse materials lists by topic, or learn more about borrowing. And, you can always contact us (email library@decoda.ca or call 604-681-4199) for help or ideas.

Here is a sample of resources in the library on teaching and technology:

Blogs, wikis, podcasts, and other powerful Web tools for classrooms. 3rd ed.

Will Richardson. Thousand Oaks, Calif. : Corwin Press, 2010.

Digital discoveries: guide to promising practices in online learning for adult literacy learners.

Vicki Trottier with support from Joanne Kaattari. Barrie, ON: Community Literacy of Ontario, 2011.

Digital storytelling guide for educators.

Midge Frazel. Eugene, Or.: International Society for Technology in Education, 2010.

Empower English language learners with tools from the Web.

Lori Langer de Ramirez. Thousand Oaks, Calif.: Corwin Press, 2010.

Social media for educators: strategies and best practices.

Tanya Joosten. San Francisco: Jossey-Bass, 2012.

Teaching Generation Text: using cellphones to enhance learning.

Lisa Nielsen and Willyn Webb. San Francisco: Jossey-Bass, 2011.

Teaching the iGeneration: 5 easy ways to introduce essential skills with Web 2.0 tools.

William M. Ferriter, Adam Garry. Bloomington, IN: Solution Tree Press, 2010.

The technology toolbelt for teaching.

Susan Manning, Kevin E. Johnson. San Francisco: Jossey-Bass, 2011.

Web 2.0 how-to for educators.

Gwen Solomon, Lynne Schrum. Eugene, Or.: International Society for Technology in Education, 2010.

To borrow any of these titles, and more, email library@decoda.ca.

Resources



Tutela.ca is a pan-Canadian online resource and community for ESL/FSL professionals. A shared Federal-Provincial initiative, funded by Citizenship and Immigration Canada (CIC), the name Tutela.ca originates from the Latin word tutela which means guardianship and tutelage.

Why join Tutela?

Join our growing community to:

- Get access to tons of EAL and FSL resources, including learning activities, worksheets, templates, teacher training resources and much more; rate and comment on the resources you have used
- Connect and collaborate with like-minded EAL and FSL professionals and expand your Personal Learning Network (PLN) through public forums and special interest groups
- Suggest and share your own useful resources, whether these are classroom resources, research papers that offer insight into best practices, or policy documents
- Find out and participate in our events or organize and post your own event
- Post jobs. If you are an employer, you can be sure you'll get immediate responses from a wide selection of qualified candidates in no time

Your participation and contributions help make Tutela the go-to place for ESL/FSL professionals!

Once you've joined Tutela, you can use, rate and contribute resources. Every month several resources are highlighted. These are resources that other members have found especially useful. This month's featured resources are:

[CANADIAN LANGUAGE BENCHMARKS: ENGLISH AS A SECOND LANGUAGE FOR ADULTS](#)

After a comprehensive national consultation and a rigorous validation process, the Centre for Canadian Language Benchmarks (CCLB) has released the revised Canadian Language Benchmarks. The new benchmarks

are user-friendly, well-formatted and easy to navigate. Also added to the new document are overview charts for at-a-glance comparisons across levels and a knowledge and strategies section for each benchmark.



[FORMATIVE ASSESSMENT TOOLKIT](#)

This is a collection of assessment resources from CLB literacy - CLB 8. Most tools are ready to use or can be adapted to suit your needs. There are also templates, a best practices section and plenty of links and references.

[LANGUAGE COMPANIONS](#)

Three Language Companions spanning CLB Literacy-CLB 8 provide a framework for Portfolio-Based Language Assessment (PBLA). The Language Companions offer a take-home resource for learners and an opportunity for instructors to effectively work with learners in understanding their language progress.

Don't forget to rate and comment on the resources you have used.

Child Care Resources

Benefits of Using and Learning Technology as a Child Care Professional

By Naznin Dhanani, ECE Resource Coordinator, ELSA Net



In today's changing world the benefits of using and learning technology are tremendous. As a child care professional you will be able to enhance the quality of your child care program.

How will technology help to improve program quality?

1. Increase responsiveness to parents and staff-parent relationships
2. Expand professional development such as creating resources, online training, research and webinars
3. Provide opportunities to advocate, network and collaborate
4. Encourage staff development and communication

5. Support documentation such as children's records, parent and staff newsletters, evaluation, reports and program management
6. Develop skills to create a website and distribute information such as daily schedules, menus, photos, applications and more.



Important Resources:

Goodwill Community Foundation: LearnFree

This website has innovative online learning opportunities from Computer Basics to Microsoft Office to Apple. It even includes lessons for learning English and other basic skills! <http://www.gcfllearnfree.org>

Early Childhood Investigations offers free webinars to early childhood educators. The series is presented by leading authors, experts, and leaders.

www.earlychildhoodwebinars.org/presentations

Boardmaker software creates picture communication symbol-based boards and activities with ease.

<http://www.mayer-johnson.com/>

Connect Ability is a free visuals engine which will help you build visual supports.

<http://connectability.ca/visuals-engine/>

Do2learn provides thousands of pages of social skills, behavioral regulation activities, learning songs and games, communication cards, academic material, and transition guides for employment and life skills.

www.do2learn.com

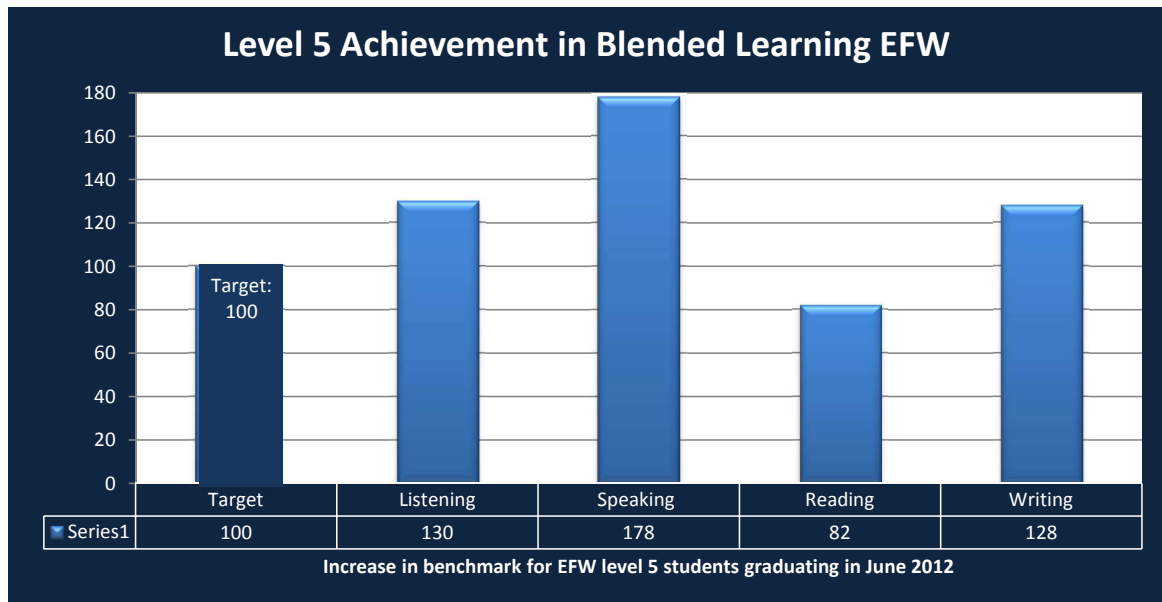
The National Child Traumatic Stress Network is an online resource for professionals and families seeking to learn more about child traumatic stress. It includes a Refugee Services Toolkit. <http://learn.nctsn.org/>

From Our Members

Can ELSA level 4 and 5 students learn English successfully online? MOSAIC students say yes!

By Nina Miller, MOSAIC

Since July 2011, MOSAIC English for the Workplace (EFW) students have been spending up to 50% of their learning hours in an online classroom, through a blended learning model, and results show significantly increased learning outcomes in speaking, listening and writing (see graph).



MOSAIC’s blended program is based on learning to perform real world tasks, both online and in the classroom. In class, students give presentations, conduct business meetings, practise language structures and discuss cultural concepts. Online activities continue face-to-face classroom tasks: students interact in forums, give feedback, do collaborative research, and do intensive listening and reading practise.

Because up to half of the hours are online study from home, students can arrange their study times to fit their busy work-life schedules. Instructors observe

that students share more online than they do in classroom, develop closer relationships and have more time to reflect and review, promoting critical thinking and deeper learning. Students experience a greater variety of authentic materials and texts and read and write much more than those in regular ELSA classes.

This is what MOSAIC EFW level 5 learners have to say about how the online program helps them progress quickly in developing language and workplace skills:

Writing, Typing and Working Together

“It helps me to improve my writing and typing. We have chance to see other classmates’ writing and we don’t have to spend more time in class because our teacher corrects our mistakes and gives us a chance to improve our writing. The other thing we have a Wiki. In the Wiki we learn how to work in groups and I learn how to work with partners and I think it’s very good for me” Parisa

Intensive Listening and Note-taking practise

“It was very difficult for me, listening. So, when I started online classes I had to practise listening and taking notes when listening. That helped me a lot to improve my listening, my writing and it was very good.” Rosa

Essential Skills: Problem Solving and Computer Use

“I think working alone on online classes has helped me personally learn how to solve problems because I don’t have a teacher tell me how do the exercise, so I have to think and take a decision and just do the exercise how I think. ...It’s good for me. I love it because it’s helping me improve my computer use skills.” Rosa

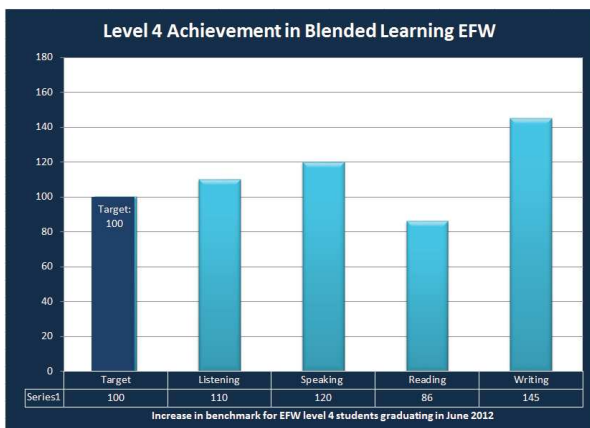
From Our Members



Employability Skills

“As a new immigrant in Canada, I joined the EFW program at MOSAIC. After one month, I realized that by equipping me with English skills, this program also assists me in improving my employability skills. With the online component of the program, I had the chance to practice my writing. Thanks to this program, I got an international job position in my field. I strongly recommend this program to every new immigrant who wants to learn English. The EFW program at MOSAIC is for you; it will help you to improve your English, to know the expectations of employers in the workplace in Canada and to achieve your goals.” Eric

MOSAIC has been so impressed with how students progress and take ownership of their learning through the blended program that it has started introducing an online component into its regular ELSA classes. MOSAIC has found that instructors are quick to embrace the new technology, when they see the learning benefits to the students, and come to understand that the focus is not the technology, but on adapting a student-centred teaching approach to an online environment.



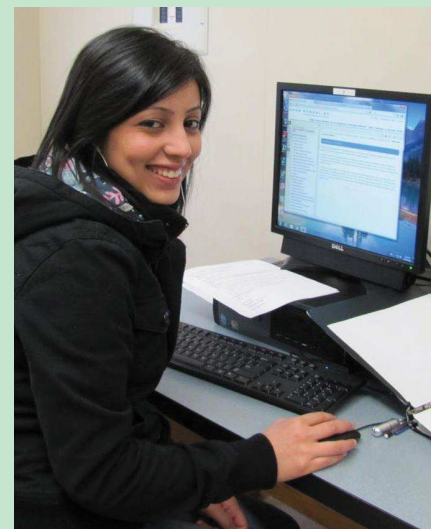
GPS with an ELSA class

By Yvonne Chard, ELSA Coordinator, Delta School District

Recently I was able to purchase two GPS units for our ELSA program. I was inspired to do this after one of our student drivers lost his way on a field trip to the Food Bank in Surrey.

In preparation for using the GPS units on a field trip, teachers took the units home over a weekend to become familiar with them. Then, last June, we took the two units on a bus trip. Although the bus driver knew exactly where he was going, the students were really interested to follow the journey on the GPS units. They passed them around, and the young men from India were especially interested in following the streets on the unit. We went to three different stops, and so were able to show the students how to either put in an address, or to look for a point of interest. One was the Delta Hospital and it was easy to find.

We expect that we will get a lot of use from the units for field trips, or for locating businesses in the area. Our students are always pleased to have an understanding of new technological equipment. We hope in the future, they'll be better able to find their way around their new community, and also to use them when necessary when students are driving to a field trip.



From Our Members

Use of Technology by ISSofBC ELSA Teachers

By Janis Fair, ISSofBC

In order to enhance the learning experience of students and to provide them with further learning opportunities outside the classroom, teachers at ISSofBC use a variety of e-learning tools. Computer labs and Smart Boards allow teachers to introduce new technology and to integrate it seamlessly into lessons.

The following are some examples of the most popular types of technology that our teachers use.

Blogs:

Our teachers use blogs to post homework and reminders, embed videos, listenings and readings, add links to other websites and much more.

Some teachers use tools such as learnclick.com to create interactive activities which can be embedded on their blog sites. They also use their blogs to put links to other collaborative online tools such as Voice Thread.

Facebook:

Some of our teachers use Facebook to provide students with a 'safe' place to communicate with their teacher and classmates outside of classroom time. It also provides a great opportunity to teach about privacy settings, online safety, respectful interactions and appropriate language for online communication.

Moodle:

We use this free e-learning platform to deliver lessons online with our blended ELSA and EFW 6/7 program. The students love the combination of online and classroom learning! Moodle offers many tools such as forums, workshops, wikis and chats which teachers can use to set up collaborative and interactive learning opportunities.

Student Website:

We use our student website to provide e-learning and settlement links organized by topics and skill area. The website also includes a calendar page with upcoming community events; a password-protected student section with in-house produced videos, lessons, and interactive activities; and a password-protected teacher section which supports the student section.

Lights, Camera, Flash Drive: Using video to provide students with feedback on speaking samples in an ESL classroom

By Dean Schimpf, North Island College

Two or three times a week, students in my Literacy - ELSA 3 class record speaking samples for their e-portfolios on an iPhone. I create video feedback of these artifacts using iMovie software and the built-in camera on my iMac. Files are rendered in .m4v format and given to students on their personal flash drives for review. Typically, students will replay this feedback several times and take notes for their own reference.

Students have responded with enthusiasm for the opportunity to engage with feedback in this manner. The advantages they have noted are

- The ability to control the pace and frequency of engagement;
- The benefit of being able hear my voice and see my mouth when dealing with issues related to pronunciation;
- The number of different language skills involved (listening, writing, and also speaking with me for clarification or expansion);
- A general sense of warmth which is more easily conveyed by the spoken rather than written word.

Finally, as one student noted and research suggests, video-recorded feedback takes less time for the instructor to prepare and administer. And as she further noted, this means students can do more speaking samples more often. This might be the strongest argument for using a video platform for providing feedback to students, at least on occasion, for any type of artifact we ask them to produce.

Acknowledgement

The author would like to thank Gu, Lina, and Meryem for their valuable comments and eagerness to help us learn. The feedback loop, that is your feedback on my feedback, has been very rewarding.

(Picture: An ELSA student at North Island College listens to feedback and takes notes)



From Our Members

Untold Stories: History of Immigrants in Vancouver

By Andrea Solnes, ISSofBC

The importance of Vancouver's immigrant heritage is portrayed in an exhibit currently featured at the Museum of Vancouver. As part of its 40th year anniversary celebrations, ISSofBC's Untold Stories: History of Immigrants in Vancouver is a multi-media exhibit that brings together personal stories of immigration and the role that ISSofBC has played in supporting newcomers. Through intimate video interviews and portraits of six immigrants, as well as artistically created information panels and three-dimensional models, visitors are given a glimpse of the historical narrative of Vancouver's immigrant history.



Download *ELSA Activities Lit to Level 7* to accompany *Untold Stories: History of Immigrants in Vancouver* at www.issbc.org/40th; scroll down to Teaching Resources



ISSofBC Untold Stories exhibit
CEO, President and Minister

ELSA Activities Lit to Level 7 to accompany Untold Stories: History of Immigrants in Vancouver offers ELSA students the opportunity to attend the exhibit and explore the topics of immigration and multiculturalism through these personal stories and through guided, illustrated Field Trip Activities. Further, Pre Field Trip Activities such as sharing reasons for coming to Canada, and Follow Up Activities such as students creating and recording their own interviews, allow for reflection and expression of students' own experiences as immigrants. Follow Up Activities within each level offer opportunities for students to share the stories, opinions or interviews by submitting them to ISSofBC's website.

Untold Stories: History of Immigrants in Vancouver is presented in partnership with Museum of Vancouver located at:
1100 Chestnut Street (in Kitsilano)

October 18, 2012 - January 6, 2013

Tuesdays-Sundays 10 am to 5 pm (closed Mondays)

To arrange a visit for your class, contact:

Jane Lougheed, Education Program Coordinator

604 730-5307 or jlougheed@museumofvancouver.ca

To receive a discounted rate of \$6.50 per student, quote:

"ISSofBC Untold Stories" when you book with Jane.

If you would like to preview the exhibit before you take your class, you are welcome to visit on your own for free. Simply show your teaching credentials (i.e. a business card) to the admission staff.



Immigrants from the posters

From Our Community

TESL Canada Conference 2012 - Opportunities to Embrace Technology

The TESL Canada 2012 conference was held at Thompson Rivers University in Kamloops, BC from October 11th to the 13th. There were over 800 delegates in attendance; among them was a very strong representation of the settlement sector from across Canada. There was an especially strong presence of ELSA instructors and staff.

Brenda Lohrenz, Colleen Rogan, and Shawna Williams, all from ELSA Net, attended the conference and between the three of them were involved in eleven workshops, presentations, and symposia events. Theirs were among approximately 300 workshops and presentations to choose from; there was certainly something for everyone. Alas, conference delegates are never able get to all the presentations they want, and of course many people were not able to attend the conference at all. Thanks to technology, the TESL Canada organizers have made it possible for many of these presentations to be shared electronically.

If you visit the official conference website, there is a link to a page with over sixty conference presentations (www.tru.ca/tc2012/program/handouts.html). The presenters have mostly shared their PowerPoint presentations, but some have also shared handouts and links to their websites. This is an excellent way to get a sense of the variety of presentations that were at TESL Canada, and to explore a number of topics.

Soon, the conference organizers will also be posting videos of selected presentations to the TESL Canada website (www.tesl.ca). You can be a fly on the wall watching many of these presentations, not quite as interactive as being there in person, but it is the next best thing.

Finally, the conference organizers ensured that they incorporated other social media into the event by using Facebook and Twitter. Their Facebook page (www.facebook.com/TeslCanada2012) was used to promote the conference in advance, to announce program changes and events during the conference itself, and to



Celebrating the launch of the Settlement Language National Network

share photos and information following the event. It also provided a venue for conference delegates to post their comments. Their Twitter account (twitter.com/TESLCanada2012) provided another forum for delegates to receive and to share information about conference events. Nathan Hall, who contributed the feature article for this newsletter, stated that joining Twitter was the best professional development he has ever done.

Initial feedback for the conference has been very positive; delegates had a great time networking and learning. Now, with technological advances, this experience can be shared with those who were unable to attend in person.

The next TESL Canada conference will be held in Regina, Saskatchewan in the spring of 2014.



Augusta Avram, ELSA instructor; Shawna Williams, IRC; Karen Densky, Conference Co-chair; Colleen Rogan, IRC.

From Our Community



Vulnerable Populations - The Moving Ahead Program

By Jane Godfrey, Manager of Community Development, DIVERSEcity

The goal of the Moving Ahead program is to assist vulnerable immigrants and refugees who have settled in Canada by providing the information and support they need to become independent and fully participating members of Canadian society.

It provides a client-centred, holistic and integrated model which aims to support vulnerable immigrant and refugee newcomers to “move ahead” in their settlement and integration into their new community. The model offers an integrated case management approach for vulnerable immigrant and refugee newcomers that is culturally and linguistically appropriate, intensive in its support, holistic in its approach to integration, and applies an assets based approach in placing the client at the centre of the service.

Services include:

- Intake and In-Home Assessment
- Case management of Individual Client Files, including program exit, transition and follow up support services
- Settlement Information and Counselling
- Practical Assistance & Supported Access to Services
- Peer Support and Mentoring
- Life Skills Workshops (12 topics aimed at adult clients)

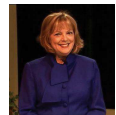
- Workshop Series (Food Security, Parenting, and Physical Activity and Wellness)
- Social and Emotional Support Groups
- Literacy, Life Skills and Essential Skills Development Courses

DIVERSEcity Community Resources Society is pleased to work together in partnership with Options Community Services Society, Pacific Community Resources Society and Langley Community Services Society to achieve the goals of the program in facilitating successful outcomes for newcomers engaged in the Moving Ahead Program.

BC TEAL Conference

Featured speakers:

Janet Zadina,
Educational Neuroscientist,
Brain Research and Instruction



Garfield Gini-Newman
National Senior Consultant,
The Critical Thinking Consortium



Brain-Compatible Language Learning

April 26-27, 2013

DOUGLAS COLLEGE
NEW WESTMINSTER, BC

For more information:
<http://www.bcteal.org/conferences/2013-annual-conference>



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