



ELSA Net

NEWSLETTER

Spring 2012 | Issue 25

The Journey Towards Citizenship

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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!*

ELSA Net Update

President's Message

Back to the Future: Federal to Provincial to Federal Funding

September 26, 1997

Dry Bones



Clearly the hope many of us had that we were finally going to have a break from constant change, so we could refocus on programming, was a bit optimistic. CIC has decided to exercise an escape clause in the BC-Canada Agreement to 'repatriate' settlement funding back to the federal government, ending B.C.'s management of federally funded ELT for adults, Welcoming Communities & Settlement, and Labour Market & Information programming.

Very likely there will be more information on the transition process available by the time this newsletter is distributed, but we do have two years,

which, if nothing else, is one more than Manitoba. And there are current procurements, like those for VIPP and Embrace BC that should be more urgent priorities. For now, it looks like ELSA programming will continue fairly normally.

This is not going to be easy. Nor will there be immediate answers to all our questions. This is a seismic change for our sector and could mean a huge loss of expertise and established relationships with Ministry staff.

Throughout the transition ELSA Net will continue to represent the concerns of ELSA providers, trying to ensure everything we do well (and often do differently than the rest of the country) is recognized, valued and preserved as much as possible. Much work will also likely need to continue on current initiatives and concerns.

As we go forward I can't stress enough the need for open communications and open minds. There will still be a comparable need for ELT for newcomers after April 2014, hopefully with a way for providers to have a common and supportive voice, and the province will still continue to play an important, but as yet undefined, role in serving newcomers.

Katie Graham, ELSA Net President

ELSA Net Training 2011/12

Overview Schedule

May 25 ECE Training Workshop and Sharing Session - Language Development in the Early Years: Information and Strategies for Teachers
Presenter: Kelly Kovach

@ Holiday Inn Express Metrotown, Burnaby

May 25 Coordinators Training Workshop and Sharing Session - Human Lens of Change: Strategies and Tactics for Bridging Transition
Presenter: Kathryn Thomson

@ Holiday Inn Express Metrotown, Burnaby

ELSA Net Update

Message from ELSA Net Executive Director

With our newsletter focus, there is a need and responsibility for us to reflect on our student's journey of attaining citizenship. Proposed changes to the Citizenship Act published Oct 15/11 in the Ottawa Gazette, prompted ELSA Net to collect feedback from our member agencies for submission to CIC (Citizenship and Immigration Canada). See <http://www.elsanet.org/site/resources/newsletter> for a link to the submission.

The amendment includes a new requirement for applicants to provide upfront evidence of language ability showing achievement of at least CLB 4 in speaking and listening, along with passing the newly revised citizenship knowledge test.

There are critical barriers that many of our clients may face on their road to citizenship. ELSA teachers are often the first enduring touchstone our students have on their arrival, and as such, we feel compelled to advocate for those who have not yet found their voice. Congratulations for the work you all do, as it paves the way towards building a stronger community and supporting our students in their quest to become engaged citizens of Canada.

Brenda Lohrenz

- June 1 ELSA and EFW 6/7 and Sharing Session –
Critical Thinking
Presenter: Seonaigh MacPherson
- @ Holiday Inn Express Metrotown, Burnaby
- June 8 ELSA Literacy–3 – Intro to Technology for
Teaching (tentative topic)
- June 15 ELSA and EFW 4/5 and Sharing Session –
Essential skills
Presenter: Mary Daniel
- @ Holiday Inn Express Metrotown, Burnaby

*Schedule may change due to availability of presenters.

One Size Fits All: A Welcoming & Inclusive Approach to Citizenship?

*By Paula Mannington,
Abbotsford Community Services*

In March of 2010, Citizenship and Immigration Canada (CIC) introduced a revised citizenship test based on the new study guide Discover Canada: The Rights and Responsibilities of Citizenship. The test consists of 20 multiple choice questions drawn from the study guide (CLB 7 reading & writing) that are either fact based (e.g. “When did the British North America Act come into effect?”) or conceptual (e.g. “What does it mean to say Canada is a constitutional monarchy?”). In addition, CIC is proposing applicants provide evidence that they have attained at least a CLB level 4 in speaking and listening before applying for citizenship.

Tougher measures to gain citizenship raise questions about who will be affected and in what ways. As any ELSA teacher can attest, newcomers to Canada vary widely in their educational backgrounds, language proficiency levels, and linguistic needs. We know that some of our students don't always progress through the current ELSA program within the allotted hours to reach a CLB level 4. Even if someone can demonstrate CLB level 4 competencies, they may not have the academic language or skills to cope with abstract concepts such as history and political structures or take a multiple-choice test. And what about our students with learning disabilities or other health or trauma related challenges? Government's one size fits all approach to citizenship is not reflective of varied experiences, learning styles or unique needs.

Alternatives to standardized testing do exist and portfolio assessments might be a great start. Allowing prospective citizens an opportunity to demonstrate what they know in a format which highlights their strengths could make the journey towards citizenship not only more accessible, but also meaningful.

Feature Article

What is Citizenship Education?

By Joel Rhein, S.U.C.C.E.S.S.

As ELSA instructors, we know that citizenship education is important for giving newcomers a foundational understanding of the political and legal systems that make our society. And, although important, citizenship education encompasses much more than molding learners into knowledgeable citizens. It is about giving newcomers the tools to make their own decisions and to become involved in their communities and country. If we want newcomers to become genuinely involved in public life and affairs, we need to teach citizenship explicitly and implicitly in our classrooms. When teaching citizenship, we should remember that any content should be topical and relevant to newcomers' lives.



More importantly, we must recognize that teaching citizenship can be - and should be - a sensitive and often controversial topic. Through citizenship education, newcomers have the opportunity to explore their values and develop their skills in English including expressing opinions and thoughts related to a variety of issues. It is important for both newcomers and Canadian society as a whole that newcomers clarify their emotions and values and learn to think for themselves. This is vital for active citizenship and for fostering and participating in a pluralistic democracy. Grappling with issues helps newcomers to learn to make reasoned judgements, respect the opinions of others, weigh different viewpoints, participate actively in debates, and resolve conflicts.

What are some suggestions for teaching controversial topics in citizenship education?

First and foremost, before bringing in sensitive topics, you need to ensure that you have established a safe environment in which learners can discuss issues openly and honestly. According to Oxfam Development Education Programme (ODEP), you might establish ground rules such as:

- having one person talk at a time and no interrupting.

- showing respect for the views of others.
- encouraging learners to challenge ideas and not people.
- encouraging learners to discuss differences openly and honestly.
- disallowing racist, sexist and hateful language.
- allow everyone to express their view to ensure that everyone is heard.
- encouraging learners to give reasons for their particular views.

Secondly, ODEP suggests you take all reasonable steps to ensure that, where political or controversial issues are brought into citizenship education, you offer a balanced presentation that includes all perspectives on the issue (2006).

Thirdly, ODEP suggests you firmly define your role as instructor when teaching a controversial topic. There are six possible roles to take on when dealing with controversial issues in the classroom. It is important that you remain flexible in your choice of approach and clear about why you are using a particular approach on a given occasion. Any of these roles may be appropriate at a particular time depending on the topic, culture of the learner, previous experience and other factors.

The Six Roles:

- **Committed:** The teacher is free to express own views. Care needs to be taken with this role, however, as this can lead to a biased discussion.
- **Objective:** Teacher transmits an explanation of all possible viewpoints without stating own position.
- **Devil's Advocate:** The teacher adopts provocative and oppositional stances irrespective of own viewpoint. This enables the teacher to ensure that all views are covered and challenged if a consensus view emerges early on. It also helps to challenge learners' existing beliefs.
- **Advocate:** The teacher presents all available viewpoints then concludes by stating own position with reasons. The teacher can then make the point that it is important for learners to evaluate all viewpoints before forming their own opinions.
- **Impartial Chairperson:** The teacher ensures that all viewpoints are represented, through learner statements or published sources. Teacher facilitates but refrains from stating own position.
- **Declared Interest:** The teacher declares own viewpoint so that learners can judge later bias, then presents all available positions as objectively as possible.

To read more about practical lessons for teaching citizenship go to <http://www.elsanet.org/site/resources/newsletter>.

Resources

Materials for teaching Citizenship:

Books

The Decoda Literacy Library has books you can borrow for free! 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 (call 604-681-4199 or email library@decoda.ca) for help or ideas.

Here is a sample of resources in the library and online on Canada and citizenship:

Arrival Survival Canada: A handbook for new immigrants

By Naeem "Nick" Noorani and Sabrina Noorani, 2008.

This is a guide to life in Canada covering different subjects such as opening bank accounts, creating a credit history, and understanding the school systems. This book teaches readers about Canadian culture, giving solutions to the most common newcomer problems.

BC/Canada (Book + audio CD)

By Donna Bowler, vocals by Antonia Robertson, 2011.

Designed for teachers of adult ESL from levels literacy to 3, this binder contains units on British Columbia and Canada, with 3 months' worth of materials for each level from 1 to 3, plus a special one-month unit for literacy. Each chapter has an annotated index with comprehensive teaching and follow-up suggestions, handouts by level, related websites and field trip suggestions, with integrated grammar exercises.

A Beginning Look at Canada. 3rd ed.

Written by Anne-Marie Kaskens, 2010.

This workbook introduces essential facts about Canada's geography, people, history and government in a clear language format. Each unit includes an information reading and comprehension exercises.

Being Canadian

By Judy Cameron & Tracey Derwing, 2010.

"A book of readings that promotes language development and Canadian citizenship skills and knowledge written at a level accessible to Canadian Language Benchmarks 3 to 7."

Canadian Language Basics: Lesson plans for LINC/ELSA level 2 with reproducible worksheets: volumes A, B & C (available separately).

By Heather Davis, Lucy Sanford, 2011.

Based on Canadian topics, each book contains 11 units based on a season and experiences of newly immigrated families and individuals. The 12th unit in each book is a Canadiana unit based on a geographical location. Written for students at CLB level 2. Includes detailed lesson plans and worksheets that follow the LINC/ELSA level 2 curriculum guidelines.

You're hired ... now what?: An immigrant's guide to success in the Canadian workplace

By Lynda Goldman. Don Mills, ON: Oxford University Press, 2010.

This book is written for immigrants entering a professional work environment in Canada. Topics are useful to anyone new to the Canadian workplace. Special focus on issues that can arise from cultural differences. There is an accompanying workbook that is available separately.

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

Decoda
LITERACY SOLUTIONS

Websites

<http://www.icmanitoba.com/sites/default/files/Citizenship-Guide-Newcomers-Manitoba%5B1%5D.pdf>

<http://www.cic.gc.ca/EnGLIsh/resources/publications/discover/index.asp>

<http://libguides.vcc.ca/canadiancitizenship>

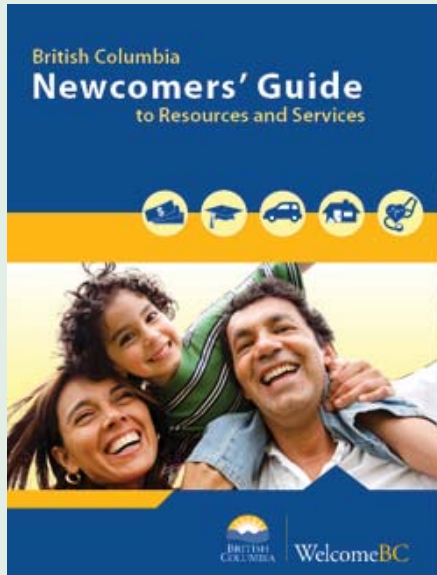
http://www.settlement.org/sys/faqs_detail.asp?faq_id=4000446

<http://www.yourlibrary.ca/citizenship/>

Resources

BC Newcomer's Guide (2012 Edition)

By Tim Tucker



It's our pleasure to announce the 2012 British Columbia Newcomers' Guide to Resources and Services. The 2012 guide has general information on topics including:

- Finding a place to live
- Money and banking
- Health care
- Education
- Cars and driving
- Employment and business
- Our legal system
- Government and citizenship
- And much more

The guide is available in 11 languages: English, Arabic, Chinese (simplified), Chinese (traditional), Farsi, French, Korean, Punjabi, Russian, Spanish and Vietnamese. An exciting addition to this year's release is Quick Response (QR) codes. These allow users to view multilingual videos related to the different chapters of the guide with their mobile device.

Additional copies of the Newcomer's Guide and promo bookmarks can be ordered at www.WelcomeBC.ca

Book Review

Room for All of Us: Surprising Stories of Loss and Transformation

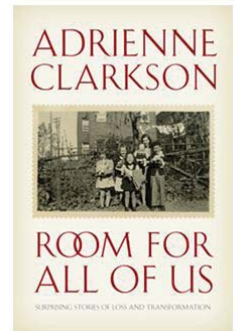
By Adrienne Clarkson

Reviewed by Janet Les (Chilliwack Community Services)

Adrienne Clarkson intersperses her own story and insights as a child immigrant from Hong Kong to becoming Governor General of Canada with personal stories of Canadian immigrants. Her friends - draft dodgers, Holocaust survivors, Ismailis, Chileans, Anglo Quebecers, and Vietnamese, Serbian and Tamil refugees - illustrate what it means to be Canadian and show us our changing country and its people.

"...We must understand that there are going to be differences and that we have to listen to each other and find out how we can work together to make sure that as long as we are within our democratic heritages we can let them be as they will let us be. Canada is at its best when it offers benevolent neglect so that people find themselves, sometimes stumbling but without obstacles put in their way..."

Well-written in the first person, this book is a great read for anyone working with immigrants.



Gateway to Canada (Second Edition)

By Virginia Sauvé

This book focuses on the Canadian experience but looks at a wide range of topics. It covers all the typical social studies subjects of the people of Canada, the land, history and the economy. It also looks at the more contemporary issues surrounding citizenship that should be looked at with students. Some of the other topics in the book include, working in Canada, arts and education, sports and recreation, different cultures, holidays and celebrations. The book then goes on to look at each of the regions independently and then wraps up with a chapter on challenges for Canadians.

For more information and a sample chapter, go to <http://www.oupcanada.com/esl/companion/9780195443356.html>

Resources

Project Shares Stories of British Columbians

By Julie Gordon

In 2009, Victoria-based writer and producer Julie Gordon received an Embrace BC grant to produce BC People, a multimedia project exploring diversity in BC through the voices of the real people who live here. Over a period of about three months, Julie and her team traveled throughout BC, interviewing 65 people in all corners of the province and from a variety of cultural backgrounds. The resulting images and narratives were compiled on a DVD and a beautiful coffee table book, which was printed last year. Here, Julie talks a little bit about the way her team approached the project.

I really wanted to do something that would showcase the diverse stories of real people who live all around the province, especially those who are in more remote areas and outside the bigger metropolitan centres. For that reason, we planned the project initially based on travel routes. We sent four photographer / interviewer teams out in order to cover as much of BC as possible. In the end, we visited 35 communities and talked to about 65 people.

It was amazing to hear all of those stories first hand - every one is unique - and we tried to convey that in the book and DVD by focusing on the peoples' own words and voices. People really opened up to us. We heard stories about growing up in BC from First Nation people and pioneering families, including the changes they had seen in their lifetimes. And we heard stories from immigrants - both recent and those who came to BC decades ago, some as refugees. People talked openly about the struggles they had faced with respect to diversity, and also about the benefits of multiculturalism and what they'd learned.

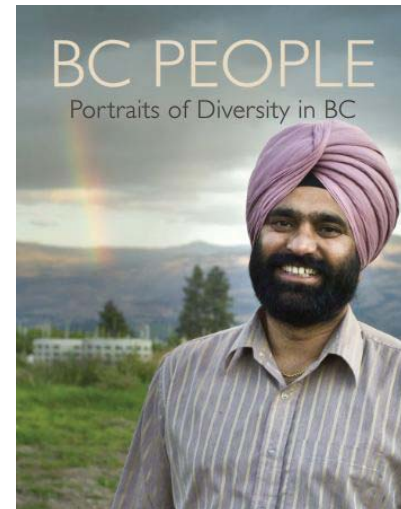
I could tell you the stories of people like Rudy Rozypalek, the flight school owner in Penticton who 'escaped' from communist Czech Republic, or Theresa Gladue, the Cree woman who is the first Aboriginal woman councilor in northern BC, but it's so much better to hear them yourself. The book contains excerpts of each interview, along with some stunning images,

and the DVD has about 35 'podcasts' on it, so people can listen to the stories themselves.

In the end, I'm really happy with the way the project turned out, and it was a wonderful experience creating it. It has really encouraged me to talk to people and to ask questions; there are just so many interesting stories all around us.

The BC People book can be found in libraries throughout BC. To learn more about BC People, or to order a DVD, visit www.bcpeople.ca.

Also, Embrace BC is now accepting 'expressions of interest' for the book and if they get enough, will do another print run. You can express your interest on the website above.



BC PEOPLE: Portraits of Diversity in BC

<http://www.bcpeople.ca/>

This is a great resource for teaching multiculturalism as well as about the different areas of BC. The website has podcasts and access to the book in electronic form. The podcasts are all audio files of the various people from the book talking about where they are from and their lives in Canada. You can also order the interactive DVD from the website: http://www.embracebc.ca/embracebc/resources/index.page?WT.svl=LeftNav#bc_people

Resources



The Active Reader Series

(from Grass Roots Press)

This is a theme-based, adult reading series. It provides balanced, integrated instruction for adults from emergent to pre-GED readers. The series ranges from a foundational level to level 5. The series' research-based instruction helps students develop a comprehensive bank of reading skills. The lower level books include activities that enhance print and phonemic awareness, word analysis and comprehension skills. The higher level books allow students to practice reading skills such as making inferences, finding main ideas, drawing conclusions, recognizing text structures, building vocabulary and word analysis. The series also comes with downloadable extension activities. For more information, go to <http://www.grassrootsbooks.net/ca/workbooks/the-active-reader>.

Cyberspace

By Mary Lim

Here are some educational tools that might be useful in or out of the classroom.

<http://www.classtools.net/>

This website has a lot of different templates that teachers can use to create online activities. It is all free and very easy to use. All tools were made for educators so it should be perfect for ESL teachers to use. Templates include an arcade game generator—with which you can create your own quiz (10 questions or more) and choose which type of activity you would like to present it with. The activities within the arcade game generator include: matching pairs, wordshoot, flashcards, manic miner and cannonball fun. Another template available is the dustbin game—which is a category sorter where you can create 4 different categories and students have to drag and drop words or phrases into the correct category. There are many other tools and templates on the website and it is straightforward and easy to use.

<http://www.edmodo.com/>

Edmodo is a secure social-networking website that teachers can use as a space to interact with students online. Teachers can also post assignments, quizzes or create polls.

<http://voicethread.com/>

This website is great for recording audio files and posting multimedia files that students and teachers can leave comments on. Registration is required but installation of software is not needed. An example of how to use voicethread with ESL students is having them do an oral report on a field trip or anything for that matter. They can post pictures with the report and other students can also make comments on it online.

<http://www.flipsnack.com/>

This is just a neat little tool that converts pdf documents into a flip book. It makes reading long pdf files more convenient as there would be no need to scroll down once converted into book form.

Child Care Resources

Children's Journey towards Citizenship

By Naznin Dhanani, ECE Resource Coordinator

The journey towards citizenship begins at an early age. Right from birth - the basic values we teach young children of caring for others, respect, sharing, taking turns, acceptance of other cultures, respect for the environment and communication tools start their journey as citizens of the world. We as child care professionals have the highest impact in guiding young children.



Research states:

“Young children are greatly affected by their surroundings and the people that care for them. Adults who have an understanding of early brain development can make a difference in the young children they interact with. Early positive interactions and relationships are essential for a child's brain development. When caring adults love, nurture, bond and interact with a young child, they are providing the necessary environment for healthy brain development (National Scientific Council on the Developing Child, 2004)”.

As child care professionals we are role models for young children. The early years are significant towards the journey of citizenship. By providing children with a safe, nurturing and responsive care environment we are creating young citizens of the country.

When children have routines and transitions that are consistent, children start to feel safe in their environment. This helps children trust the world around them and learn to care for others and their environment.

***“We cannot make the world safe for democracy unless we also make the world safe for diversity”
– His Highness Aga Khan***

Let's define citizenship:

Citizenship is about taking responsibility to improve the well-being of others in the community. It is about respecting our environment and participating in community service. As child care professionals we enhance children's lives each day through our early childhood curriculum. Through play we find opportunities for teachable moments to talk about kindness, compassion, empathy, patience, tolerance and communication.

Here are some activities to enhance children's journey towards citizenship:

- a) Create your classroom with materials and objects that represent each culture.
- b) Have a Canadian Flag in the classroom.
- c) Sing O' Canada, a simple activity for circle time.
- d) Make Canada cookies.
- e) Help children make flags, banners and bookmarks.
- f) Involve older children in the program by having them help their younger friends.
- g) Have a parade with children, youths, parents & community - get everyone involved.
- h) Have a clean-up environment day.
- i) Help children make cards for a senior's home.
- j) Create a Canadian passport for each child in the program.
- k) Send a postcard to a child's relative in another country.
- l) Have a world globe in your classroom.



Child Care Resources

Benefits of the activities:

- Children learn acceptance of self and others
- Children learn awareness of the world they live in
- Children learn the importance of our Canadian National Anthem
- Children learn about the Canadian culture and heritage
- Children learn about other cultures
- Children learn vocabulary such as names of all the provinces
- Children learn to care for others who need help and support
- Children learn to respect the environment
- Children learn to respect other's feelings
- Children learn caring for those younger than themselves - which helps eliminate bullying
- Children learn to use dialogue appropriately and learn how to resolve conflicts.
- Children learn social skills and how to engage in the community



From these activities, children learn emotional, social, physical and intellectual skills. These are the readiness skills that will help the child throughout their life. The benefits are huge for the family and the entire community. This is a preventative measure and intervention strategy that supports our multicultural society.

Documentation:

Display children's photographs.
Empower children by asking their ideas about what they learned about citizenship and document their learning.

Assessment:

Ask yourself - did I create capacity of young leaders within the community?
Assess the learning - ask yourself has my teaching helped the child to learn knowledge, skills and concepts about citizenship?
What can I do to further the child's learning about citizenship?

Resources:

Maps & Globes, Jack Knowlton,
Pictures by Harriett Barton

Me on the Map by Joan Sweeney,
Illustrated by Annette Cable

Kindness to Share from A to Z
by Todd & Peggy Snow, Illustrated by Kirsten Seving

Where are you Bear?
by Frieda Wishinsky, Illustrated by Sean L. Moore

Websites:

<http://www.cic.gc.ca/english/celebrate/menu-promotion.asp>

<http://www.timeforcitizenship.org>

<http://charactercounts.org/>

Song: Round the World with Ways to Say Hello
Skills and Concepts:

- recognizing that different cultures have different ways of saying "hello."
- encouraging respect for cultural diversity
- hearing that words are made up of sequences of individual sounds and syllables.

Listen to the song: <http://www.songsforteaching.com/happalmer/roundtheworldwithwaystosayhello.htm>

From Our Members



MOSAIC Fair
By Mark Batt, NBLC

The diversity of the Lower Mainland’s immigrant community was celebrated at the MOSAIC Fair held at Brentwood Town Centre in Burnaby on January 27th & 28th.

The MOSAIC Fair provided a colourful display of cultures through dance, music and a children’s art projects. It also helped the community-at-large understand the important work done by the staff and volunteers at MOSAIC providing newcomers to Canada with the services they require to help them adjust to their new lives in the Lower Mainland.

All of the MOSAIC information desks were extremely busy over the two day period, distributing information on Settlement, Employment, Family services, as well as information on the ELSA Program and its free childminding services.

With performances from bellydancing to Bollywood, Mexico to Madras and ages 15 to 55, the mall was alive with vivid colours, rhythmic sounds and the atmosphere of contribution and caring that we value in the Lower Mainland’s diverse multi-ethnic community.

We, at MOSAIC, look forward to continuing to serve the community and to continue to celebrate what is best in all of us.



From Our Members

Immigration: A Success Story

By *Brajinder Dhillon (Delview Adult Learning Centre)*

It was in 1947 when India was divided into two countries -

India and Pakistan. My father was killed in the riots. My aunt, who was in Canada since 1936, asked my mother and her children to immigrate to Canada as refugees.

Those days, Canada was taking refugees from Pakistan. My aunt thought that my family would have a decent living in Canada. My aunt sent us all the required immigration

papers, but my mother who, did not speak English, refused to leave India and declined the offer to come to Canada.

After I got married I found out that my husband Jag was a progressive and adventurous man. He wanted to go and settle in England or Canada. At this time my brother was studying in Canada at UBC. We asked him to apply for our immigration. It was in 1963 that my husband, my 3 year old daughter and I came to live in Canada.

In 1963 there were not that many people from India living in Canada. We would often feel lonely and homesick. We would go out to enjoy the beautiful views of Vancouver and then we would feel a little better. Jag got into the School of Community and Regional Planning at UBC and got a job in the Parks and Recreation Centre. He was paid a dollar an hour. This was not enough to pay for his tuition at UBC and we needed more money to pay the rent and buy food. One day a friend took Jag to a lumber mill and got him a job that paid enough to pay for his tuition.

I got a teaching job in Houston, BC in September 1964 but I could not carry on with my job because I had given birth to twins. The twins were four months old at the time. It was also very cold in Houston and I was not used to this severe weather change. It was difficult to manage with three children.

We had a rough time in the beginning, but after graduation my husband got a nice Provincial Government job in Victoria. We moved to Victoria in 1966. The children were growing up fast.



In 1972 we went to India for a visit. The children were happy to see a different world. We realized that during our 9 years of absence from our home country we had lost most of our friends. Even our relatives treated us like guests. We wanted to come back to Canada as soon as possible. At this moment we realized that from then onward Canada was our home.

After living in Canada for almost 50 years we realize how lucky we are. We are proud to be Canadian Citizens. During my teaching I do emphasize the fact to my students that they are lucky to live in Canada and that they must follow the laws of this country. They are free to enjoy their rights, but they also have to remember their responsibilities and duties.



From Our Members

Volunteering in the Community

*By Wendy Swalwell - ELSA 5 Instructor,
Coquitlam Continuing Education*

As an ELSA teacher who has taught levels 1 to 5 over the past 17 years, I couldn't be prouder of my ELSA 5 class. Rather than focusing on a single unit of volunteering, we have continually implemented the concept throughout the past two years. Fieldtrip and guest speaker ideas have often been exhausted for students moving up through the lower levels, so volunteering opens up an array of opportunities. At this level and higher, the students are totally capable. Everyone's confidence is boosted and their apprehension is hugely reduced by these experiences.

Probably the most important component of successfully getting your class to volunteer is your attitude as their teacher. Just remember...

- you can't force them!
- combine volunteering with something fun
- don't overwhelm them by doing it too often
- do as much of it during class time as possible
- don't pressure them, but occasionally post a volunteer opportunity on the board and ask anyone interested to speak with you at break time or after class
- remind them that by learning the process, they will know how to get their children involved as they may need volunteering hours to graduate high school

The following are some of the ways we contributed:

Terry Fox Run: Who could be more motivational to your students than Terry Fox? We had the privilege of having his coach, Bob McGill, speak to our class.



Although not many students volunteered for the run itself as it's on a Sunday, many were able to post flyers or they help at their children's schools.

Food Bank/Christmas Hampers: Our class volunteered to collect food for the Food Bank at Christmas time. They decorated boxes and presented them to each class in pairs. They had to tell them what was needed and explain vocabulary like "non-perishable goods". The class that brought in the most food won pizza as a prize. At the deadline, we collected everything and took it to the Share facility where we sorted it for the Christmas hampers.



Vivian and Ali decorating



Eko and Yelena sorting

Tzu Chi Foundation: As one our Taiwanese students was heavily involved with the Tzu Chi Foundation, he arranged for a leader to speak to our class. They are extremely organized and did a presentation on their volunteering which is recognized world-wide along with Red Cross and the Salvation Army. Although their foundation is based on Buddhist principals, their main focus is on volunteering and giving 100% back to the community. It's difficult to find an opportunity for

the entire class to volunteer, but they arranged for us to cook the soup and prepare the food for the Soup Kitchen in Port Coquitlam which is combined with the Food Bank. The students then served the food to 150 homeless/less fortunate people

and were able to communicate with them; some of them were fascinated by this outreach.



To read the full article go to
<http://www.elsanet.org/site/resources/newsletter>.

From Our Members

Journey Towards Citizenship for New Directions Students

By Annemieke Vrijmoed, New Directions, Langley

Several students and alumni from New Directions performed recently for the White Rock Chamber Music Society. This monthly classical music concert is held every second Saturday of the month at Pacific Carlton Retirement Residence in White Rock. On February 11th two students from New Directions volunteered to play. Grace Yun from level 2 played Arirang, a traditional Korean piece, on the Piri, which sounds like a mini saxophone. She also performed on the piano accompanying her two daughters



who played the violin. Crystal Kim, a student from level 3, did a Korean Fan Dance supported by her two daughters.



Last December 3 children (ages 9-13) of alumna Ada Lee performed on the piano, violin and the geomungo, another traditional Korean instrument. All students showed a lot of talent playing beautifully. The public was very supportive and enthusiastic, congratulating them after the performance. Ada later told the organizer that she wished her children could perform every month.

The evening showed the eagerness of new immigrants to integrate and contribute to Canadian society.

ELSA 7 Lifelong Learning Fair at ISS of BC

By Alla Sotnikova

What could be a better topic for ELSA students to relate to than lifelong learning!

Fortunately, this is one of the topics explored in the new ELSA 7 Curriculum, and ELSA 7 students at ISS of BC were enthusiastic to find out more about lifelong learning activities and local resources available to those who want to continue to grow as a professional and a person.

The students also wanted to share what they learned with other ELSA classes by hosting a Lifelong Learning Fair.

We decided to research local opportunities for lifelong learning in the areas of academic skills, occupational

skills, social/interpersonal skills and personal development, and so four teams were formed. Each team picked a topic and the students started their research and preparation. Throughout this project

the students were engaged in many activities that contributed to their own lifelong learning: conducting on-line research, creating posters and brochures, participating in group meetings.

The fair was a success thanks to great teamwork and the amount of effort put in this project by ELSA 7 students, but it was also a success thanks to our guests - ELSA 6 and two EFW classes who kept the hosts

very busy by asking a lot of questions. Here is what students themselves think of this project:

(continuing on page 16)



From Our Students

What the students said:

“Our team focused on researching local resources for learning occupational skills. While preparing our poster, we visited a few educational institutions and were surprised to find out how many opportunities for a lifelong learning and obtaining new skills are being offered in Vancouver. And what was even more surprising is that those courses were in great demand. Although during our research we found out that 30 to 50 percent of Canadians are involved in lifelong learning, this ‘dry’ statistical data turned out to be a vivid reality that we have seen with our own eyes.”

Charlene Luceno, Amy Chen, Olga Leonova

“While researching local resources for our topic - learning academic skills - we found out that there are so many places of higher education in Greater Vancouver. Many people go to different institutions such as colleges and universities to study and upgrade their skills. No matter what your major is, there is a program out there to help you improve your knowledge and your skills. During the Fair, people were very interested in academic learning. They asked lots of questions and most of them left with some advice in mind and brochures in hand describing many local institutions' programs. We hope this information will be useful and will help them to find a program they want to attend.”

Maria Elaeva, Sayo Yazumi, Michael Delaissey

“Our team researched resources and opportunities for learning personal development skills. We found interesting websites and many books related to our topic. Moreover, we created a brochure to help guests at our Fair learn about opportunities for personal development. In the brochure, they could find personal development tips, book references and websites. We also posted some interesting quotations on our topic, which allowed us to facilitate discussions about personal development with our guests. We ourselves learned how to maintain a healthy personality and self-awareness. We also learned how to work as a team and practised our English.”

Zhang Li Xin, Tang Xue Ping, Mandeep Kaur Chiount

“Our team prepared a poster presentation on learning social/interpersonal skills. We started by doing on-line research on the topic. After reviewing gathered information, we decided to talk about ways of developing social/interpersonal skills through participation in activities offered by local organizations. We made a brochure containing useful information: a list of cultural associations, celebrations, community centres and volunteering activities available in greater Vancouver. On the day of the Lifelong Learning Fair we communicated with lots of people of different cultural backgrounds and shared what we had learned with them. It was a good experience for us to learn how to communicate with people. We had a great time working together as a team.”

Mozhgan Tajdidi, Eri Watanabe, Wang Dan

Volunteering at NBLC (North Burnaby Learning Center)

By Maha, ELSA 5 student



My name is Maha. I came from Syria in 2010, but I am originally from Iraq. I am a student in Level 5 at NBLC. When my family came here in November, I was the one who taught them. When they started taking ELSA classes, their literacy teacher, Min, came to tell me that she wanted me to explain something to my mother. She asked me if I could come whenever I had time to help my mother. I was actually really happy. On the first day, I thought I would be helping only my mother by using our language (Arabic). But while we were learning, the other classmates started to ask me questions, and I explained the answers to them. I felt really happy to help people. In the first week I found it really difficult to explain only in English, but in the second week, I was enjoying it and having fun. The students made me feel like I was a part of the class and I really liked this feeling. The teacher, Min, also gave me a lot of advice. I'm learning a lot of things from her. I'm learning how to deal with students, when we should take it easy, and when we should push them to study. I'm really thankful for the opportunity and the skills that I'm learning from this school, the class, and the teacher.

From Our Community

Ways to Get Involved:

Events that Might be of Interest to Students

By Mary Lim, ELSA Net

May

May 11-September 16, 2012 - [Richmond Summer Night Market](#) - Fridays and Saturdays 7pm-midnight, Sundays and Holidays 7pm-11pm

May 18- September 9, 2012 - [Chinatown Summer Night Market](#) - Fridays, Saturdays and Sundays 6pm -11pm Keefer and Main Street - Between Main and Columbia St.

May 26, 2012 - [European Festival](#) - Swangard Stadium - 10am-11pm, Online tickets -\$8, At the gate - \$10, Children under 12 - Free

May 26, 2012 - [Selkirk Waterfront Festival](#) - Enjoy live entertainment, a vendor's market, tasty treats and fun activities for the kids in the beautiful Selkirk Waterfront.

June

June 2, 2012 - [Hats off Day Parade](#) - in Willingdon Heights a one-day extravaganza with a colourful main street-style parade and a big, family-friendly street party afterwards.

June 10, 2012 - [Italian Day](#) - 12pm-8pm on Commercial Drive

June 15 - 17, 2012 - [Alcan Dragon Boat Festival](#) - events at False Creek and in Richmond

June 17, 2012 - [Car Free Day](#) - <http://www.carfreevancouver.org/>

June 22- July 1, 2012 - [Vancouver International Jazz Festival](#) - Vancouver International Jazz Festival is the largest music festival in British Columbia, offering over 400 concerts including 149 for free.

June 24, 2012 - [Greek Day](#) - West Broadway Street between McDonald Street and Blenheim Street.

June 28 - July 8, 2012 - [Vancouver Greek Summerfest](#) - At Sts. Nicholas and Demetrios Greek Orthodox Church 4641 Boundary Road Vancouver, BC <http://vancouvergreeksummerfest.com/>

July

July 1, 2012 - [Canada Day at Canada Place](#) - 10:00am to 7:00pm - Capped off by the Canada Day Parade at 7:00pm and then the Canada Day Fireworks Show at 10:30 PM ALSO...Fireworks at Victoria's Inner Harbour

July 7 and 8, 2012 - [Berrybeat Festival](#) - 10am-8pm - Historic Downtown Abbotsford

July 20-29, 2012 - [International Buskers Festival](#) - Buskers from around the world will converge in Victoria and present ten days of performances on event stages along our Inner Harbour and in Bastion Square. Additional daily lunch time performances will also be presented at the Bay Centre. (<http://www.tourismvictoria.com/Event-Calendar.aspx#Results>)

July 21-22, 2012 - [Surrey Fusion Festival](#) - at Holland Park in Surrey - 11am-10pm

July 28-29, 2012 - [Caribbean Days Festival](#) - at North Vancouver's Waterfront Park <http://www.caribbean-days.ca/>

July 28, August 1, August 4, 2012 - [Celebration of Light Fireworks Competition](#) - Come sit on the sand at the beach and watch the best fireworks you're ever likely see. See 3 countries over 3 nights light up the sky in a wonderful competition.

August

August 4-5, 2012 - [Powell Street Festival](#) -The Powell Street Festival celebrate the arts and culture of Japanese Canadians and Asian Canadians

August 5, 2012 - [Naramata Fair](#) - at Manitou Park in Penticton. Parade starts at 10:30 a.m.

August 8-12, 2012 - [Penticton Peach Festival](#) - at Okanagan Lake Park.

August 11-12, 2012 - [Chinatown Festival](#) - Vancouver, Chinatown

August 18 - September 3, 2012 - [The Fair at the PNE](#) - The Fair at the PNE features live shows for kids and families, daily concerts, cultural programming, the beloved Superdogs, mini donuts and Crazy Dogs, the PNE Prize Home and unique international and local shopping at the Marketplace. Come experience the best part of summer at the Fair at the PNE! Located just 10 minutes from downtown Vancouver at Hastings and Renfrew. Children 13 and under receive free admission.

Farmers Markets: In Vancouver

Trout Lake - Saturdays, May 12 - October 20 - 9-2pm

Kitsilano - Sundays, May 20- October 21 - 10-2pm

West End - Saturdays, June 2 - October 20 - 9am-2pm

Main Street Station (Thornton Park) - Wednesdays, June 6 - October 3 - 3pm-7pm

To find more markets around BC go to:

<http://bcfarmersmarket.org/findamarket.asp>

From Our Community

Access Community Through English

By Amea Wilbur (ACE Coordinator)

I would like to take some time to tell you about a unique program through Vancouver Coastal Health Mental Health Services. Access Community through English (ACE) was launched in November 2000 as a regional unit of Vancouver Community Mental Health Services. ACE is a participatory ESL / Life Skills provision for adults aged 19-65 with mental health issues who live in Vancouver.

Participants in our program gain English language competency and community life skills. It is likely that ACE is the only ESL/Life Skills program within mental health services in North America

ACE fills a gap in service for immigrants and refugees with mental health issues. Our students face cultural and linguistic barriers to accessing health, especially mental

health services. They often live in isolation, fail to find suitable English language learning opportunities elsewhere.

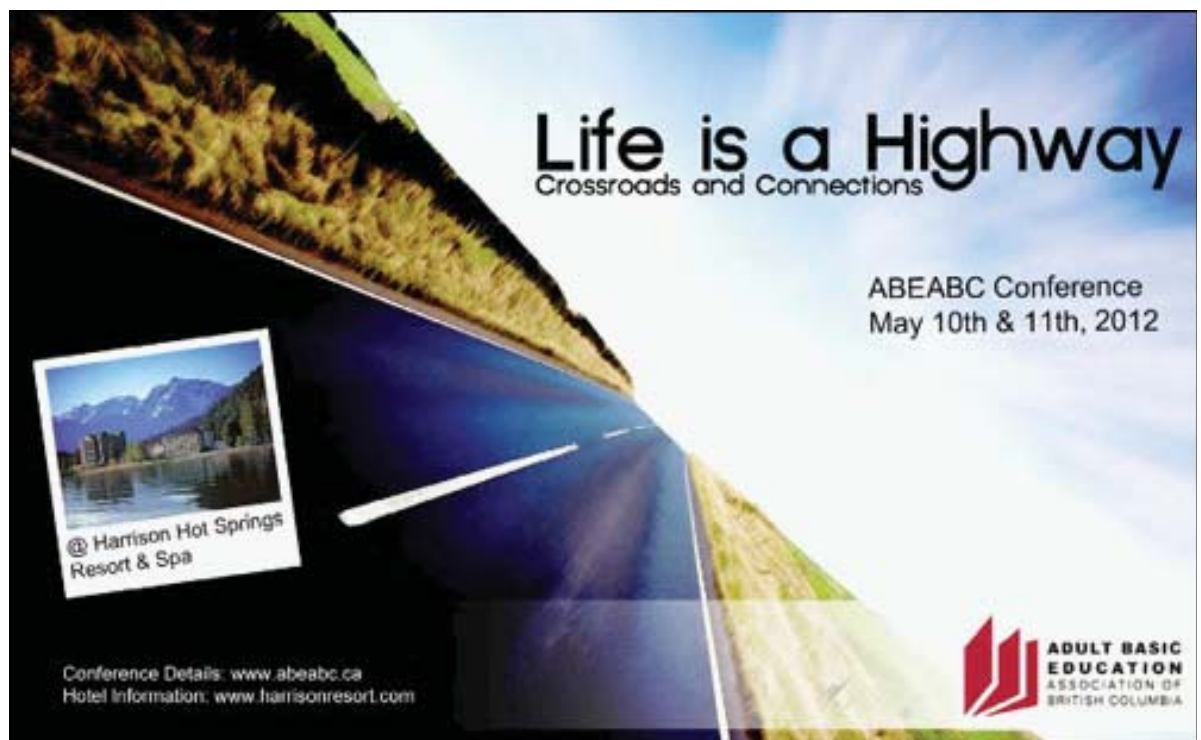
ACE provides the accommodation necessary for successful language learning for this population through its structure, safety measures, focus on community, citizenry and unique curriculum.

We usually run about 8 classes a week and are also able to provide one to one support to students through Peer Support Workers. We have teachers and an Occupational Therapist on staff as well. We are happy to accept new people and we do continuous intake. We are also able to accommodate periods of illness.

For more information about the ACE program, please email Amea Wilbur at Amea.Wilbur@vch.ca or call 604-675-3987.



More info at <http://www.abeabc.ca/conferences.htm>



From Our Community

Building BC Welcoming Communities: Promoting Health Living Across Cultures 2011-12
2012 Diversity Health Fairs' Dates and Locations

(in Chronological Order)

Mark your calendars!



Saturday May 26, 2012, 11:00 AM-3:00 PM

Abbotsford Community Services @ Ag-Rec. Abbotsford

Contact: Rimple Mohindra (Rimple.Mohindra@abbotsfordcommunityservices.com/604- 859-7681)

Saturday June 2nd, 2012, 11:00 AM-4:00 PM

Options Community Services @ Chuck Bailey Recreation Centre - Surrey

Contact: Jessica Mcguire (Jessica.Mcguire@options.bc.ca/604- 506-2839)

Saturday June 16, 2012, 10:00 AM-3:00 PM

Campbell River & Area Multicultural & Immigrant Services Association

@ Strathcona Gardens - Campbell River

Contact: Shannon Briggs (shannon.briggs@crmisa.ca/1-250-830-1010) or Jorgina Little (Jorgina.little@crmisa.ca)

Saturday June 30, 2012, 10:00 AM-2:00 PM

Intercultural Association of Greater Victoria @ First Metropolitan United Church Building - Victoria

Contact: Paulina Grainger (pgrainger@icavictoria.org) or Steven Baileys (sbaileys@icavictoria.org/1-250- 388-4728)



The TESOL Canada 2012 Conference is in BC

We invite you to participate in next TESOL 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 TESOL 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, TESOL Canada Conference Co-chairs

From Our Community

Pronunciation in Second Language Learning and Teaching

*4th Annual Conference:
Setting the Course for Pronunciation Teaching and Assessment*

Downtown Campus, Simon Fraser University
Vancouver BC
August 24-25, 2012

Plenary Speaker

Pavel Trofimovich
Concordia University, Montreal

*Teaching second language pronunciation:
From the psycholinguistic lab to the language classroom*

Roundtable on Pronunciation Assessment

April Ginther, Luke Harding, Rebecca Hincks, Sara Kennedy, Murray Munro
Moderator: John Levis

For more information visit:
http://www.sfu.ca/~mjmunro/psllt/PSLLT_2012/Home.html