

President's Message

*Marc has been teaching in West Vancouver for over 30 years. He has taught French Immersion grades 3-7 at Ecole Pauline Johnson where he became Vice-Principal. He is specialized in ELL, Gifted Education, and Physical Education. He has taught high and low incidence children as the resource teacher.
mtremblay@sd45.bc.ca*

Dear Colleagues

By the time you read this, spring will have sprung after what seemed like a long winter, meteorologically, with so many grey days, and politically, with our new round of bargaining and negotiation. As districts across the province continue to deal with ever shrinking budgets and seek ways to make

ends meet, we must continue to stand up and speak out for our ELL programs, and most importantly, for our students. Many of our English Language Learners don't have anyone else to stand up for them if we do not. As we get closer to Spring Break we often reflect on the last terms of school and plan ahead for the rest of

the year. Did we find a balance between old and new ideas in terms 1 and 2? Did we steer the children in the path of growth and improvement? Did find time to honour ourselves in the process? In the end, did we find inspiration within ourselves and did we in turn inspire the children we teach? (Cont. on p 2)

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New on our PSA Website

Our website always has news for you: You registered for the conference perhaps by typing ESL PSA into your browser. You were re-directed so quickly you may not have noticed that our website address has changed. It is now: <http://ellpsa.ca/> Lots of PSA news and resources are hosted there. New items posted under the What's News tab include some activities for teaching *English in Motion*, posted by Barbara Mitchell Pollock, and a list of apps useful for supporting language acquisition, posted by Isabella Macquarrie.

President's message Continued

Over the Christmas holidays I came across some interesting readings from EMSTAC (Elementary & Middle Schools Technical Assistance Center). Here are some highlights.
1. Traditional Teaching: Teachers who employed more "traditional"

teaching methods, such as direct instruction seemed to make a larger difference in student learning.

... we must continue to stand up and speak out for our ELL programs, and most importantly, for our students. Many of our English Language Learners don't have anyone else to stand up for them if

regarding effects of feedback tailored to bilingual students' mathematics needs on verbal problem solving, classified student errors into difficulties with (a) knowledge of English; (b) understanding of how to produce math statements with

prose; (c) determining procedural sequence for solving problems; and (d) accurate computation. Student knowledge

The BCTF PSA Council celebrated its 40th anniversary in 2011! BC teachers and supporters of public education in BC have the option of joining one or more of 33 professional specialist associations (PSAs). PSAs span the subject, grade, interest, and learning specialist areas relevant to public education in the province. Although each PSA has its own focus and is incorporated under its own constitution, all PSAs share the same powerful purpose: to foster and provide professional development. This can be done through such actions as organizing conferences, institutes, and workshops, developing curriculum projects and position statements, communicating and liaising with other groups, and championing appropriate standards and working conditions.

Did you know that your ESL PSA has produced brochures explaining ELL services to parents in 14 languages? Locals can download these from our PSA website. I would like to end by thanking the members of the ESL PSA Executive who have continued to work so hard to keep this professional body moving forward. Their dedication has been the backbone of the organization.

Do You Know?

We're now on Twitter. For those of you who have a twitter account, Brian Smith has created an account for us. If you're tweeting out and the topic has something to do with ELL/ESD, include #eslpsa.

2. Cooperative Learning:

Both class-wide peer tutoring (CWPT) and cooperative learning have the potential to effectively and rapidly increase English language development. I came to realize that it is particularly important to provide substantial amounts of time to these classroom structures in order to ensure greater impact in student learning.

3. Feedback: Effective use of strategy feedback can lead to higher levels of math achievement. For example, a study

of these strategies increased student performance.

In summary, exemplary studies regarding teaching strategies were characterized by student engagement in higher order thinking. Researchers recommended increasing the opportunities for student learning, particularly in small groups and individual instructional groupings with high rates of student engagement and task completion assignments.

Your 2012-2013 ESL PSA Executive

	<p>Vice President: <i>Judith Robson has been on the ESL PSA for 3 years, as member-at-large and Conference Chair. She has taught in Japan, and now works in Vancouver at Eric Hamber Secondary. She has also worked at the District's Reception Centre.</i> jrobson@vsb.bc.ca</p>	<p>Secretary: <i>Stacey McEachern is a high school social studies and ELL teacher in Vancouver. She has lived abroad and completed her TESL diploma at UBC. Her goal is to advocate for the learners who need a voice in their schools and communities.</i> smceachern@vsb.bc.ca</p>	
	<p>Treasurer : <i>Analisa Feuz is a District Helping Teacher in LST with the Surrey School District. Previous to this position she taught at the elementary and secondary levels.</i> feuz_a@sd36.bc.ca</p>	<p>Member-at-Large: <i>Tennys Scott has taught English language learners of all ages in Japan, the Lower mainland, and in Prince George where she now lives. Currently, she is the coordinator for District Settlement Workers in Prince George.</i> tscott@sd57.bc.ca</p>	
	<p>Member-at-Large <i>Barbara Mitchell Pollock believes drama, music, and art improve speaking, writing, listening, and reading skills in a second language. She is presently teaching Theatre Arts at Esquimalt High School.</i> bmitchell@sd61.bc.ca</p>	<p>Member-at-Large and Webmaster: <i>Sylvia Helmer is a founding member of the ESL PSA and has held various positions on the executive. Sylvia 'retired' from the VSB last June, but remains an adjunct professor at UBC pre-paring new teachers to work with English as an Additional Language Learners.</i> shelmer@shaw.ca</p>	
	<p>Member-at-Large <i>Debbie Gomes has been teaching in Vancouver for 17 years and loves the challenges it brings every day. She is department head of ELL at Eric Hamber Secondary and is an International Advisor for the VSB as well.</i> gomes@vsb.bc.ca</p>	<p>Member-at-Large <i>Liz Seitz is a Kelowna middle school teacher who has enjoyed extensive traveling and plans to continue teaching, learning, mentoring and enjoying the diverse cultures of the world.</i> elizabeth.seitz@sd23.bc.ca</p>	
	<p>Member-at-Large <i>Brian Smith has been teaching for 10 years in West Vancouver. For the past 5 years he has been an ELL specialist. His passion is in the area of ELL writing. He is excited to be the Conference Chair again for our 2013 conference.</i> baSmith@sd45.bc.ca</p>	<p>Newsletter Editor <i>Ross Powell is a District Helping Teacher in LST with the Surrey School District. He has taught for 22 years, mostly English and ELL at secondary schools.</i> powell_r@surreyschools.ca</p>	



I want to encourage you to network with ELL teachers across the province. It is good to know that your ELL PSA advocates for and provides all teachers with valuable support; support needed to help build effective teacher capacity in the day to day activities of the classroom and professional support in the form of journals, newsletters and conferences. Most PSAs also maintain websites with teacher resources and are creating listservs for professional discussions. Consider forming a chapter – check out the details on our website: www.ellpsa.ca.

Marc Tremblay

Tutela.ca – National online community for ESL and FSL professionals

This year, CIC celebrates the 20th anniversary of the Language Instruction for Newcomers to Canada (LINC) Program, and its French equivalent *Évaluation Cours de Langue pour les Immigrants au Canada* (CLIC). These programs support newcomers in developing language skills that will enable them to better function in all aspects of Canadian

society. CIC continues to innovate in the field of language training, and the recent introduction of Tutela.ca is a good example. Tutela.ca is a national online library of teaching materials, research papers and more. It is also a place where settlement language training instructors across Canada can connect with other English as a Second Language (ESL) and French as a Second Language

(FSL) professionals, share materials and discover new approaches. Users benefit from discussion forums, events listings, job/opportunity postings and more. Tutela already has an active community of over 1300 users.

Visit tutela.ca to find out more.

Diane Tijman
District Curriculum Coordinator,
ESL and Multiculturalism
Richmond School Board #38

Just Bloggin' by Sylvia Helmer

What are we talking about?

- education systems around the world
- the ESL Standards and their need for updating
- great resources for your iPads
- 'flipped' classrooms'
- and much more.

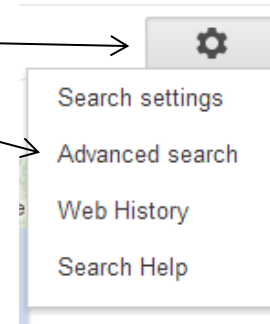
<http://supportingtall.wordpress.com/>

Contributing to the blog is easy: just follow the steps to log in – the system wants to make sure you are not a machine spewing out inane messages – and you will be 'approved' by the webmaster. If you want to be a regular contributor, let me know and we can set up an ID for you.

So check it out on our ESL PSA Blog.

New Google Tool – search by reading level

Do a Google search, then click on the wheel in the top right corner of the Google screen. That's the new(ish) drop-down Advanced Search menu. Scroll down until you see 'reading level'. There are only 3 levels, but it might be useful to teach our limited proficiency readers how to search for text more 'at their level'.



The Catherine Logan Eddy Scholarship

The Catherine Logan Eddy scholarship has been created to honour one of the long-time ESL educators in British Columbia. Before her retirement, Catherine dedicated more than 25 years to ESL pedagogy and research, working with both ESL learners and their teachers as mentor, advocate and scholar. The purpose is to recognize an immigrant student graduating from a BC Secondary School who has

combined hard work with school and community involvement, and who wishes to further her/his education/ training at a tertiary institution in BC.

Go to the ELLPSA website under 'Scholarship' for application forms –

Deadline: June 1 every year.

Student Voices

Edward-

Tagalog:

Ang ipapayo ko sa mga isudyante na nag-aaral o mag-aaral dito sa vichigh, kapag unang araw mo dito sa vichigh makipag kaibigan ka sa mga ibang tao at mabait naman ang mga teacher dito sa mga esudyante katulad namin. Marami ka naman na matututunan dito katulad ng ibat-ibang isport na hindi mo pa nalalaman at ibang iba sistema ng pag-aaral dito kaysa sa pilipinas. Dito sa vichigh medyo madali ang pinagaaralan, pero sa pilipinas sobrang hirap pero kahit madali lng pinag aaralan dito sa vichigh kailangan mo pa rin mag aral ng mabuti at respetohin mo ang mga guro dito dahil nirerespeto ka rin nila.



English:

My advice to the students who are studying or will study here at Vic High, when it's your first day here at Vic High make friends with other people and the teachers here are all nice to students like us. There's a lot of things that you will learn here, like other sports that you didn't know and the school system is very different here than in our country Philippines. Here at Vic High there are a little bit easier topics, but in the Philippines it's too hard but you will need to study hard and you should respect the teachers here because they also respect you.

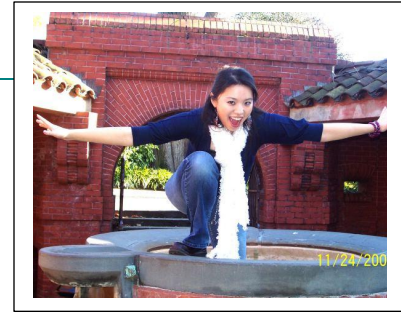
These Student Voices Stories Submitted by:
Barbara Mitchell Pollock, ESL at Vic High, Victoria

We have a blog and you are most welcome to check it out.
<http://eslvichigh.blogspot.ca/>

Student Voices

Alston Xu January 16, 2012 12:54 PM

Canadian Winter is very beautiful and full of fun. It's little cold. But people also enjoy this beautiful winter. The snow covered the roof and the ground. It lets people feel comfortable. The children clear up the snow that's behind the house. They enjoy the fun that the snow brings them. When people don't have anything to do at home, they will see the outside snow. It's so beautiful like a picture. The lake begins to form into ice. The children with adult attention go ice-skating. Their hurrah is wonderful. Some people who fear the cold will stay at home, and opening the heat to keep warm. And watch TV. This is Canadian winter. It makes people's heartbeat enjoying the winter in Canada. It will tell you what the beautiful white world is.



加拿大的冬天是非常美丽和充满乐趣。它的有点冷。但是，人们还可以享受这美丽的冬天。与屋顶和地面积雪。加拿大的冬天是非常美丽和充满乐趣。它的有点冷。但是，人们还可以享受这美丽的冬天。与屋顶和地面积雪。它让人们感到舒适。孩子们清理，屋后的积雪。他们享受雪带来的乐趣，当人没有什么在家做。他们将看到外面的雪。它是如此美丽，像一个图片等。湖开始从成冰。儿童与成人注意滑冰。他们的欢呼是美妙的。有些人害怕寒冷。将留在家里。开幕的热量，要注意保暖。看电视。这是加拿大冬季。它是人的心跳。坎达享受冬季。它会告诉你什么美丽的白色世界

Mari

In Japan's school, we have about thirteen kinds of classes, we study them thorough the year. Also our class schedule is every day different and we have 6 to 7 classes each day, 1 class lasts for 45min. But in Victoria high school, we study four subjects through 6months. And we change all subjects after we finish studying four subjects. I thought studying same subject everyday makes me bored but it was good for me. Because if I take same class every day, I do not forget what I study and able to concentrate to study subjects. In Japans, most school do not give students worst grade even they did bad work. But here, if we do not do homework or got a bad grade on test, we can get bad grade more easily than in Japan. If we got under 50% on grade, we will fell and if it's important subject to graduate you have to take that subject more 6 months. In Japan, when we get in that school, subjects are already prepared and even student do not think about future they can graduate. But in here there are subjects that we need to take for graduate and we have to plan the schedule to graduate. There are subjects that we need to take to graduate, and we have to take elective subjects such as like Textiles, wood working etc.. For addition, we need to do volunteer for 30 hours and 80 hours of physical activity.

We need to take 80 credits for total. What I am disappointed most is there are no Sports festival and Culture festival in here. In Japan we do them once a year. But here they have a lot of fun event in this school. Especially Halloween is a really big event in here. We have Halloween dance party, pumpkin carving and costume contest. Every student enjoys doing these things with wearing costume. In Japan's school, we are not allowed to eat food or drink while class but in here we can eat and drink whenever we want. In here teacher is strict about sleeping, being late for class and talking with friend while in class. That is because teacher does not want student who do not want to listen to class and these things make that class bad. In Japan, we do not need to move class a lot every time but in here every class is different room so we need to move a lot. I need to go up and down for every class so it makes me really tired. One thing happy for me is lunch time is really early. It starts at 11:32 so we do not have to starve that much. In Japan it starts at 12:20 every time so it was terrible. Biggest difference of Japan's school and Canada's is that we need to take responsibility for everything that we do.

Mari

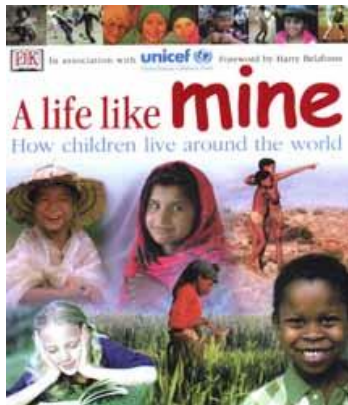
日本の学校では約13種類の授業授業がありそれを1年通して学びます。それに時間割は毎日違うもので、45分授業を1日に6から7個受けます。しかしビクトリア高校では4教科を半年かけて学びます。そして半年でまた受ける授業を変えます。私は毎日全く同じ教科を受けるのはとてもつまらないものだとは思っていましたが、やってみるととても良いものでした。日本ではいくら悪い点を取っても成績はそう悪くなることはありません。でもここでは悪い点を取ると単位を簡単に落してしまいます。そして50%以下の成績を取ると単位を落としてしまいます。以下省略<3 チャレンジすることはとても大切なことです。恐れなくてどんどんチャレンジしてください。

Student Voices in Print by Sylvia Helmer

What IS our purpose for writing? Having students write about their own experiences is a standby, but can be so much more powerful than many another writing tasks. Do our learners have stories to tell? Of course they do! Helping our additional

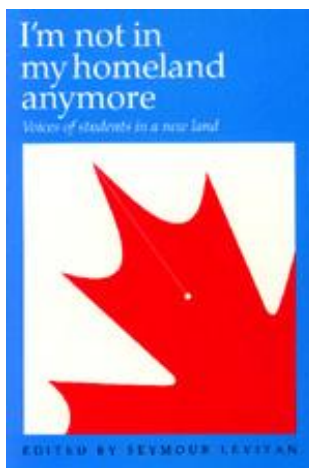
language learners tell their stories for 'real audiences' has become easier than ever given today's easy access to self-publishing applications and more. Here are some concerted efforts to document the stories our learners can tell. Some are available for

purchase; some are the in-house publications of determined and talented teachers and administrators. Be inspired and pass it forward. When will YOUR learners publish their stories?



A life Like Mine: how children live around the world
DK publishing in association with UNICEF, 2006.

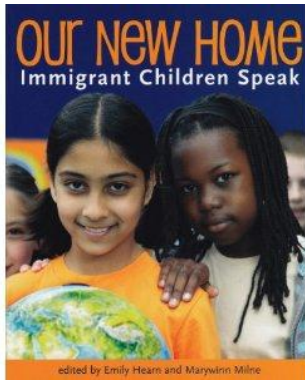
"All over the world children are leading their lives in completely different and fascinating ways. Faced with many challenges, they all have one thing in common – a passion for life."



I'm not in my homeland anymore: Voices of students in a new land

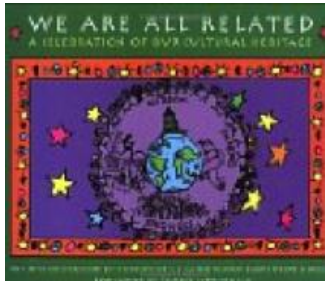
Edited by Seymour Levitan
Pippin Press 1998

This book of stories "*originated with the belief that our English as a Second Language students' lives are rich with experiences that need to be told, memories that need to be shared.*" The result was a Vancouver-based 'memories' writing project and, ultimately this book of stories.



Our New Home: Immigrant Children Speak
edited by Emily Hearn and Marwynn Milne and
published by Second Story Press in 2008

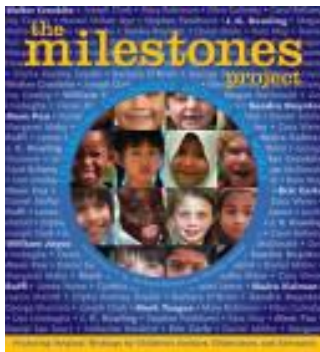
“What is it like to leave home and arrive in a place where everything is new: language, weather, customs, and people?” This book provides the stories of children from around the world, who have now made their home in Canada.



We are All Related: A Celebration of Our Cultural Heritage

Written and illustrated by students at JT Cunningham Elementary in 1996

“The drawings [are]. . . inspired by the ways of the medicine wheel might help us to have balance in our lives.”



The Milestones Project: Celebrating Childhood around the world

Illustrated by R. Steckel and M. Steckel
Random House, 2007

This volume features original writings by children’s authors as they tell stories of birthdays, new friends, new schools, getting glasses and more.

Newsletter Submissions

Send newsletter submissions to powell_r@surreyschools.ca.

Articles can be of any length, but please 'get to the point' as they say, and don't be surprised if the editor has changed things somewhat once your article gets published. Please send along some art or graphic to accompany your article separately, with a credit to the artist/photographer where necessary. You must get permission to publish pictures of children. Opinion pieces will be labeled as such.

Send all articles in plain text; I'll turn it into a format that fits.

Three newsletters are published every year: November/December, March, and June.

Not all submissions will be published.

If you talk to a man in a language he understands, that goes to his head. If you talk to him in his language, that goes to his heart.”

Nelson Mandela

Editor’s Notepad



Newsletter Editor Ross Powell.

The theme of this edition is *student voices*. It’s an appropriate theme on many levels. First, it’s important that all learners see themselves as active participants in their education system, and seeing their own stories in print is a good way to foster this. Second, it’s important that teachers learn what important background knowledge students bring to class as well as the hopes and fears these students have, and the students’ journals are a good source of this information. Reading through the stories submitted here reinforces this importance. Many of our students arrive with well-established habits of school and histories of success in school, but many don’t.

The stories of our aboriginal students reflect this importance too. Many of these students have heard terrible stories from their elders about their experiences at residential schools, and therefore come to school with apprehension and fear. Others arrive with resilience and willingness to take on the world.

It can be hard for us as supporters and advocates to negotiate these differences and create the spaces where each one of our students can see themselves as important and successful. But this is our work, and learning more about the history of our students and their expectations of the future, and learning more about the history of Canada, will help us support our students.

And there’s lots of evidence that supports allowing students to work in their first language while learning English; the evidence suggests it supports the linguistic, cognitive and emotional development of the students. The days of banning a student’s L1 at school are (hopefully) done.

Upon proof reading this edition, it appears that technology has failed my intent: converting the students’ own stories from one computer to another seems to have messed up the versions written in their own languages. Oh! dark irony.

When Analisa convinced me to take on the role of Newsletter Editor, I imagined I’d have to make many tough journalistic decisions around which submissions would get printed in this edition, which submissions would wait for the next edition, and which submissions would be rejected. Well, I haven’t had to make any of those decisions yet; there aren’t enough submissions to force me to make any...

Special thanks to Barbara Mitchell Pollack and Sylvia Helmer for their contributions to this edition.

The Summer issue of the newsletter will focus on instructional practices that support **Academic language**. If you’ve got a great idea, please send it in.