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Thanks for joining the ESL PSA

As a member, you will receive 3-4 issues of the Notes for ESL this year.

Submissions are welcome to Verena Foxx:  
vfoxx@vsb.bc.ca

## The New Reality: English Language Learners in Every Classroom 2008 PSA Conference Report

On Friday, October 24, over 300 delegates, including representatives from 29 BC school districts, several independent schools and local universities, flocked to David Thompson Secondary School in Vancouver for the ESL PSA's 18<sup>th</sup> Annual Conference.

All elements of a conference combine to make an event that people will talk about and that will or won't encourage them to return in subsequent years.

The hard work of those who, despite full time jobs, work countless hours to bring such an event to fruition is a labour of love that asks for little reward beyond the satisfaction of a job well done.

*Continued on page 4*

# Your ESL PSA Executive

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# President's Message

I feel privileged and honoured to be the newly elected president of the ESL PSA. Approximately six years ago Pat Hansen, at that time a member at large on the PSA executive, suggested I stand for office for the ESL PSA. Pat was retiring from her district ESL/D position in Williams Lake and I was fortunate enough to be appointed as her replacement. She told me how much she had enjoyed her work and how much I would benefit from being part of the ESL PSA executive group. Though convinced I would not get the position, I decided to let my name stand and have not regretted it. Rather, it has turned out to be one of the best decisions I ever made.

I have met colleagues that were kind, encouraging, and never made me feel I couldn't do the job. I have great admiration for and feel very fortunate to have met and work with a group of individuals who have full time jobs yet are committed to the PSA and always willing to share their knowledge and understandings. In particular I have had the good fortune to work with Sylvia Helmer, Joy Wild and our now past president, Sydney Dean. All three are founding members of this PSA yet continue to serve the membership and advocate for the needs of ESL and ESD learners in a variety of ways. I could not have asked for a more supportive team - encouraging me through some very difficult times in ESL/D and providing me with kindness, information, and a breadth and depth of understanding of

the many issues and challenges we are facing. I am fortunate to also call them friends.

When it was suggested that I run for president I thought about my decision long and hard before I would let my name stand. It was an intimidating prospect – having spent several years observing and hearing about the huge load a president of a PSA takes on but at the same time I reminded myself that I would be working with a supportive team, and therefore would never have to manage all alone.

Now that I have taken on the challenge, allow me to introduce both the returning and new members of your ESL/D executive for the 2008-2009 school year: **Sydney Dean**, Past President; **Karen Beatty**, Vice-President; **Analisa Feuz**, Treasurer; **Jane Monchak**, Secretary; **Verena Foxx**, Newsletter Editor; **Betty Kosel**, **Dale Shea**, **Susan Little**, **Kristin Housez**, **Versha Oza**, and **Sylvia Helmer**, all Members at Large; **Leah Moe**, Conference Co-Chair; and **Shirley Aschwanden**, who has been appointed webmaster.

You may notice that **Joy Wild**'s name is missing. She is now happily retired both from teaching in Vancouver and from the executive, having served in a variety of roles, most recently past president. I am happy to report that she has already committed to continuing to lend her wealth of background knowledge and expertise toward ongoing advocacy work for ESL/D teaching and learning.

Our current past president, **Sydney Dean**, also recently retired, will be profiled in another edition of this newsletter. I look forward to learning my new role with her by my side, benefiting from her experience and advice and having her as guide as I take on this new role.

The election of officers took place at the Annual General Meeting at our conference on October 24, 2008. We had a record turnout for the AGM and I am equally pleased to report that we had over 300 delegates at the conference. As registrar for that conference, I especially wish to thank everyone for their efforts to pull such an undertaking together. Since all members of the executive – and all those who worked so diligently to make the conference a success - are working ‘from the sides of our desks’ on top of their full-time jobs, have families and wear many other hats, a huge vote of thanks is due to all of them.

As we begin to settle into the remainder of this term and on through the school year, I will continue to keep you posted as to our efforts. At this point all members of the executive have ‘homework’ – to closely examine the goals and objectives adopted by the AGM and formulated at our Vision Day last May. As focal points are identified and specific action steps taken, I will report on our progress via the newsletter and the website. Though daunting in scope, I am looking forward to the next two years as president of and advocate for the work of the ESL PSA.

*Marlene Eccles, President*

## Conference Report ... cont'd from page 1

However, we all do look for feedback - participation, comments, smiles and, of course, taking the time to complete the conference evaluations. Many thanks go to those that took the time to provide us with written feedback. We look forward to having you ‘on our team’!

It is my great pleasure to report that the overall rating of the conference was very high – a rating of excellent to very good from 86% of delegates who responded. Further, a key attraction to a conference lies in the quality of its speakers – whether presenters or choice of keynote address. This year seems to have been ‘a winner’ on all counts. In terms of workshop presentations, ratings of excellent to very good were received from 84%. Specific names were mentioned – meaning we have a stellar starting point for tendering invitations to present next time!

In addition, the keynote, Dr. de Andrade, won rave reviews from many delegates. The only complaint in that regard was that she was not given **enough** time to speak! More about her presentation can be found elsewhere in this newsletter. Her presentation was extremely well received and a repeated recommendation made was to consider asking the chosen keynote to do a follow-up session the same afternoon. That is definitely something for the planning committee to consider.

Planning for 2009 is already underway. We welcome your ideas and suggestions and look forward to seeing and hearing from you. If you would like to help or have some suggestions, please contact the **2009 Conference Co-Chair, Leah Moe** by email: [leah.moe@sd27.bc.ca](mailto:leah.moe@sd27.bc.ca)

*Sylvia Helmer, 2008 Conference Co-Chair*

# Become a Local Chapter:

## It's easier than you think!

If your district does not have an LSA (Local Specialist Association), perhaps it is time to form one. There are a number of advantages to becoming a chapter.

First, it provides your district with a direct link to the PSA executive, so you get all the news about what your PSA is working on.

Second, your chapter will be asked about your concerns before each executive meeting, and these are brought up for discussion/action.

Third, your president will have an expenses-paid trip to the Vision Day in May, to help develop the goals of the ESL PSA for the coming year.

Fourth, the PSA will give your chapter \$100.00 to help defray costs of meetings and/or to use for the development of a project of your choice.

How do you go about forming a chapter?

1. Have a meeting of the ESL teachers from your district. In order to form a chapter, most of your members must also be members of the PSA.
2. Elect some form of executive. This can be whatever you want, as long as the ESL PSA has one main person with whom to maintain contact.
3. Write a letter to the PSA president, Marlene Eccles: [meccles@shaw.ca](mailto:meccles@shaw.ca)

and let her know her that you wish to become a chapter. Provide her with the names, addresses, e-mails, FAX #'s, etc. of your executive members. Inform your local teachers' union that you have formed an ESL PSA local chapter.

**Note:** The BCTF Guidebook states that: Local chapters "*shall be responsible to the PSA about provincial matters and to the local teachers' union on local matters. Responsibility to the local union on local matters is mandatory.*" (p.50)

4. At some point, ratify a constitution. The easiest way is to use the PSA Guidebook developed by the BCTF; it is available through any executive member and is also on the BCTF website.

That's it! Why not join the districts that have already formed LSA's?

Becoming a chapter is easy and it's a great way to be more in touch with what is happening in ESL around the province.

### How to form a local chapter?

Check out the

#### BCTF PSA Guidebook

[http://bctf.ca/uploadedFiles/PSAs/PSA\\_Guidebook/PSAGuideBook](http://bctf.ca/uploadedFiles/PSAs/PSA_Guidebook/PSAGuideBook).

Pdf: pages 50 - 54

# The Revolving Classroom Door Syndrome ( & how to slow it down )

Versha Oza, Chilliwack

Diversity in schools is a reality. There are more and more positive conversations and steps being taken to respect and include students' individual differences in language, dialect, learning styles and culture.

But respecting diversity can sometimes drive a classroom teacher to distraction. While in conversation with a teacher to decide on the best 'time' to pull-out some of her ELL/ELD students, she expressed frustration with the 'revolving door' of her classroom. 'I respect the needs of Speech kids, behavior kids, LA kids, peer kids, ELL kids, ELD kids, special needs kids, hearing kids... I respect so many kids that I have too few left in the class to work with!!' I quietly and sympathetically agreed with her, refocused the discussion to schedules and slunk away.

This interaction reflects one of the challenges that diversity brings to schools. The 'take them away and fix them' model has definite limitations and repercussions, especially in the increasingly diverse classroom environment. How can Specialist Teachers support Classroom Teachers and the diverse needs of the students in an efficient and effective manner? Students respond to and benefit from small group instruction. There are aspects to pull-out models that should not be thrown out. If a solution is to

repertoire, how and when can this be done without further stretching the average teaching day longer than it already is?

Our District, in an ELL/ESD pilot program, decided to shift the model of service in a slightly new direction. Specialist Teachers continue to serve students in small groups. These sessions allow for focused, intensive support with target students. Before schedules are set, all Specialist Teachers (LA, Speech paths, and ELL/ESD Teachers) consult to determine how to best meet a student's needs and to avoid duplication and repeated pull out. Classroom Teachers provide a general year plan so curriculum content can be front loaded and reinforced. In addition to the pull-out times, the Language Specialist teacher visits a regular classroom once a week. During these visits, the Specialist teacher works with the entire class, using and demonstrating language acquisition strategies.

These are small steps forward to increase the capacity of all teachers to teach to diverse learners. They present opportunities to shift and widen perspectives of Classroom Teachers, Specialist Teachers and all students.

*Versha Oza, Member-at-Large*

# Writing Strategies for Beginners

Betty Kosel, Vancouver

The key to a successful writing program is to find topics your students are interested in and have ideas about. A good starting point is to have them write about themselves as this will be easier for them and will help you get to know them.

1. **A**n excellent prewriting technique is to provide a topic (My Life So Far), and have the class brainstorm and create a web with the ideas generated by the topic. The information can then be sorted into paragraphs to further guide student writing. Have students suggest a topic sentence or provide them with one, and then assign the actual writing of the paragraph. This technique can be adapted for various levels. Each student can write a number of short paragraphs over several class sessions about various aspects of their life (childhood, family, hobbies, friends, future plans) that can then be word processed and made into an autobiographical booklet with photos and drawings. The teacher can reproduce a couple of the well written paragraphs, and have the students write a compare/contrast paragraph or short essay about the two individuals.
2. **P**rovide the beginning of a story, and then have students take a turn adding a sentence until the story is complete.
3. **H**ave students watch a short clip from a movie, and then write the next scene or a follow up on one of
4. **S**tudents can write an ending to an interesting piece of writing provided by the teacher.
5. **G**ive students a newspaper headlines to read. Then have them write a story using the headline as their starting point. Or alternately, provide the story and have the students write the headline.
6. **G**ive students a photo or painting and have them write a descriptive paragraph about it, or write what happened before or after the scene in the picture. Creating a picture file for this purpose is very useful. It is great fun to look through magazines and try to find pictures reflecting our multicultural mosaic.
7. **G**ive students a list of interesting vocabulary words and have them write a paragraph or story using all the words correctly.
8. **G**ive students a series of cartoons minus the captions, and have them write their own caption. *Family Circus* is probably one of the best as there is a single picture for the students to work with.
9. **F**ind a simple story or article and cut it up into separate paragraphs. Give each student a paragraph, and have them decide how to arrange

the story. Follow up by reading the story aloud and discussing the content.

10. **A**s often as possible, have students talk about the writing assignment before they set about doing it. This will help clarify for those who do not initially comprehend as they are the very ones least likely to ask for more information. Have them read their writing aloud to practice their oral skills, and to get to know each other better. Learning is enhanced when students bond with one another as well as with the teacher.

11. **S**how a power point with or without musical accompaniment, and ask the students to suggest words and phrases that come to mind as they view the pictures.

Put these on the board or overhead, and have them write a paragraph describing what they have seen.

12. **U**se graphic organizers as often as possible to help your students plan their writing, and focus on what it is they want to say.

13. **T**ry and have fun with your students every day! Laughing together is healthy and is certainly an ice breaker.

*Betty Kosel, Member-at-Large*

**A big thanks** to the staff and students at David Thompson Secondary School in Vancouver for their generous support of the ESL PSA Conference.

*Thanks also to the Conference Committee and other volunteers!*

Seasons Greetings

Meilleurs vœux

佳節祝福

Felices fiestas

Buone Feste

時候のご挨拶

Besinnliche Feiertage

Nava Varsha ki shubh

Kamanayen

Ha en god ferie!

Hapi holede



# Stages of Language Acquisition – Ways to Correlate Instruction

Karen Beatty, Langley

In her book **Getting Started with English Language Learners: How Educators Can Meet the Challenge**, Judie Haynes explains that what teachers do or what they do not do in the classroom can greatly influence the success of English Language Learners (ELLs). Haynes suggests that highly skilled classroom teachers will differentiate their instruction for their ELLs. Back in the 1980's Krashen and Terrell identified five stages of language acquisition. Though each school district has determined their own language levels, it is important to understand the language levels defined by Krashen and Terrell because they are so widely used:

**Stage 1: Preproduction**

**Stage 2: Early Production**

**Stage 3: Speech Emergence**

**Stage 4: Intermediate Fluency**

**Stage 5: Advanced Fluency**

I feel that it is important for teachers to know what stages their English Language learners are in so that they may align their instruction to the appropriate learning levels of their students. In her book, Haynes lists both typical behaviours that students exhibit at each stage and appropriate activities for English Language Learners. Clearly, a student's language level may change depending on the specific content area or task.

One thing I like to do for the classroom teachers in some of my workshops is to allow them time to review these stages and to determine where their English Languages Learners fit on the continuum of Language Acquisition. When in doubt, they can always elicit the support of the ESL teacher to determine which characteristics most clearly define their students.

Classroom teachers will be more successful if they look at these stages of second language acquisition and choose activities that are productive and effective for their students. To assist with this process, I have summarized the characteristics for each stage as identified by Haynes (2007). As well, I have listed the activities that she has suggested in her book.

**Stage One – Preproduction Students**

– are not ready to produce language but they are still acquiring language. Lessons should focus on listening comprehension and developing receptive vocabulary. Teachers will find it useful to communicate with gestures and actions.

Students comprehend simple language but cannot produce language yet.

- Minimal comprehension- up to 500 words of receptive vocabulary
- No verbal production – Silent Period
- May parrot what they hear

- Can be overwhelmed by language
- May listen attentively
- Benefit from a buddy who speaks L1

**Suggested Activities for Preproduction Students:**

- Respond to pictures and other visuals
- Participate in choral reading
- Draw pictures
- Learn simple vocabulary
- Develop listening comprehension skills
- Point, draw, highlight, underline, and gesture to show comprehension.
- Follow some one-step directions.
- Use their first language to help them.
- Be careful not to overwhelm the student

**Students I have at the Preproduction Stage:**

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**Stage 2: Early Production Students** – respond with one- or two word phrases. Lessons should expand receptive vocabulary and encourage students to produce vocabulary they already understand.

- Students develop both a receptive and an active vocabulary of about 1,000 words
- Usually speak in one or two-word phrases

Memorize and use short language chunks

Students still have limited comprehension

Respond with increasing ease to more varied directions

- Begin to produce some oral and written language
- Comprehend “main ideas” in their reading with the use of visuals

**Suggested Activities for Early Production Students:**

- Accept one or two word responses and short phrases
- Provide opportunities to participate in whole class activities
- Use picture books and real items to support language development
- Build vocabulary with visual support
- Provide listening activities
  - Taped books
- Use books with predictable text
- Seek Yes/No answers and either/or responses
- Modify content information for their language level
- Use graphic organizers, charts and graphs
- Begin fostering writing through labelling and short sentences
- Use sentence frames and provide a framework to scaffold writing
- Use Total Physical Response (TPR) and Language Experience Approach (LEA)

**Students I have at the Early Production Stage:**

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**Stage 3: Speech Emergence Students** – respond with some sentences and are ready for increased English language development. Teachers can **model correct language forms and continue to develop vocabulary.**

- Students have developed an active and receptive vocabulary of 3,000 words
- Can communicate with simple phrases and short sentences
- Can ask simple questions
- Initiate short conversations with their classmates
- Students are able to understand easy stories with the support of pictures.
- Have increased comprehension
- Make some basic errors in speech
- Reading is limited to what is understood orally
- Writing is limited to brief responses

**Suggested Activities for Speech Emergence Students:**

- Read short, modified texts in content-area subjects
- Understand simplified content materials
- Learn key vocabulary and concepts
- Complete graphic organizers with word banks
- Understand and answer questions about charts and graphs
- Match vocabulary words with their definitions
- Study flash cards with content-area vocabulary
- Participate in duet, paired, and choral reading activities
- Write and illustrate riddles
- Follow two-step directions
- Compose brief stories based on personal experience
- Listen to books on tape
- Write in dialogue journals or a means to express their thoughts and ideas

**Students I have at the Speech Emergence Stage:**

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**Stage 4: Intermediate Fluency**

**Students** – have developed improved conversational skills and can produce connected narratives. These students require support to increase their academic skills and vocabulary.

- Students have a vocabulary of 6,000 active words
- Are beginning to use more complex sentences when speaking and writing
- Are willing to express opinions and share their thoughts
- Ask questions to clarify what they are learning in class
- Can complete some work in content areas with teacher support
- Students can combine phrases and sentences into longer passages of language, oral and written
- Make some errors in written language
- Provide definitions for vocabulary words.
- Understand teacher explanations with visual
- Support
- Write personal stories and journals
- Should be able to synthesize what they have learned and make inferences

**Suggested Activities for Intermediate Fluency Students:**

- Read and understand adapted/modified texts in content-area subjects
- Learn vocabulary and concepts in science and social studies classes with teacher support

- Organize information using graphic organizers
- Highlight important information in a text
- Participate in short skits or plays
- Continued teacher support to develop learning strategies
- Continued teacher support to learn study skills

**Students I have at the Intermediate Fluency Stage:**

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**Stage 5: Advanced Fluency Students** – continue to need to have their English skills refined to further develop their academic language and skills. Teachers need to recognize gaps in academic ability and provide students with specific learning strategies.

- Speak, understand, write, and comprehend English without difficulty.
- Display academic achievement comparable to that of native English-speaking peers, though further linguistic enhancement and refinement are necessary.

**Suggested Activities for Advanced Fluency Students:**

- Support independent reading of content-area materials
- Allow first language for new concepts or vocabulary
- Expand and improve writing skills
- Continued support for learning strategies and study skills
- Teach to their individual learning style.

- Continue to support oral communication
  - Use more complex vocabulary
  - Use more complex sentence structure

**Students I have at the Advanced Fluency Stage:**

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I hope that you find this summary both practical and useful. I recommend reading **Getting Started with English Language Learners: How Educators Can Meet the Challenge** by Judie Haynes as it contains practical examples which are useful for classroom teachers and ESL specialists.

Check out Judy Haynes' website:  
[www.everythingsl.net](http://www.everythingsl.net) .

It is full of useful information, handouts and handy ideas for teachers and is a well worth look.

*Karen Beatty, Vice-President*

**A Great Resource**

**Getting Started with English Language Learners: How Educators Can Meet the Challenge.** Judie Haynes.  
Alexandria, VA: Association for Supervision and Curriculum Development (ASCD), 2007.

## Conference Keynote: “Children’s wording of their world is always relevant”

Sylvia Helmer, Vancouver

This quote aptly captures the theme of Dr. **Yaya de Andrade**’s keynote address at the ESL PSA Conference this past October. A well-respected and knowledgeable expert on trauma issues, Dr. de Andrade presented elements of her research and vast experience to help us in our efforts to support refugee learners – a very special group of ESL students. While exhorting us to remember that these children must not be told to ‘forget it, you are safe now, time to move forward’, she concurrently noted that helping them deal with the trauma of their lives to date is no easy matter for us either.

Aside from considering the source of the trauma with which these children come to our classrooms and schools, she spoke at length of the realities with which they must try to come to terms. In this context she noted that there are elements of fear, grief, anger and despair that lurk beneath the surface of the most resilient of children. Innocuous and routine school events can become triggers that cause great distress. Teachers being aware and being caring and observant advocates for their learners can ameliorate such seemingly normal routines as school bells, fire bells, earthquake drills, and even the ‘noisy and scary’ aspects of Hallowe’en.

Dr. de Andrade suggested five intervention strategies for us to make part of how we work with refugee students. They seem self-explanatory

certainly embedded in the mandate we have to support all our learners. The five strategies are:

- protect from further distress
- mobilize inner strengths
- help to integrate, to accept, to adjust
- allow ‘ventilations’ [ via stories, pictures, etc.]
- assist recovery

Near the conclusion of her presentation, Dr. de Andrade allowed the children to tell us their stories themselves. This took the form of a nine-minute video/dvd called “Of Lives Uprooted” [from NFB]. In it children from the war zones of Central America talk about the pictures they drew - depictions of the events in their lives there. This way of bringing forward their fear and distress in drawing had been a critical part of their healing process. Speaking frankly of the terror and trauma of their lives, these children taught us all the truth of the title of this brief review: “*children’s wording of their world is always relevant*”.

*Sylvia Helmer, Member-at-Large*

Check out the ESL PSA  
website

<http://www.bctf.ca/eslpsa>

# Using Internet Resources in the ESL Classroom

Cathy Zhang, Vancouver

This workshop introduced ways that teachers can use internet resources in the ESL classroom. It focused on the following internet resources: **English Zone, Tumble books, ESL Lessons Using PowerPoint, ESL Galaxy**, etc.

Using internet resources in the classroom can make teaching more efficient and learning more fun. Finally, this workshop will introduce digital sound recording to evaluate students' oral presentations.

Google search the following websites:

## 1. English Zone Website:

**<http://english-zone.com/index.php>**  
English-Zone.Com is a fun site for students to learn some idioms, practice with English verbs, test their grammar. This is also a useful site for TEACHERS. English-Zone.Com has a Teacher's Zone filled with ready-to-print materials usable for ESL teaching guides, worksheets, handouts, or quizzes. There are dozens of links to other sites for teachers as well.

## 2. ESL Kids Lab

Website: **<http://www.english-4kids.com/>**  
This website offers ESL/EFL kids lesson materials with lots of free stuff for young learners. There are tons of great ideas and tips for games. Teachers can use the videos to help the kids study by themselves or with minimal guidance. This site is FREE for educators, No Logins, Membership and other time-wasters.

## 3. ESL Tower

Website: **<http://www.esltower.com/>**  
ESLTower.com is a free ESL, EFL & ELT site that offers top quality printable and interactive English grammar and vocabulary exercises for teachers and students. These grammar and vocabulary resources will save English teachers lesson planning time and offer students a great free opportunity at online self-study. There are grammar & vocabulary quizzes, crosswords, word search and several fun puzzles that make the learning and teaching of English easy and fun.

## 4. Busy Teacher's Cafe

Website:  
**<http://www.busyteacherscafe.com/index.htm>**

## 5. English Media Lab

Website:  
**<http://www.englishmedialab.com/index.html>**  
Lots of Online Grammar Exercises, Vocabulary Videos, Pronunciation, Quizzes for Beginners, Intermediate & Advanced Level English Learners.

## 6. ESL Galaxy

Website: **<http://www.esl-galaxy.com/index.htm>**  
ESL Galaxy offers over 2368 free printable worksheets for ESL lesson plans and ESL Activities; and there are more additions every other day. The worksheets include: Board Games, Crosswords, Grammar worksheets, Vocabulary Worksheets, Theme or Topic lesson plans, Pronunciation,

Survival English, Song and Video Activities, Word Search Puzzles, Festivals & Holiday Worksheets, Prefixes/Suffixes Word Formation, ESL conversation & Communicative Activities, Game and Writing Templates, Cloze & gap fill exercises. This site also offers ESL Games and ideas for ESL Classrooms, Powerpoint downloads, Matching & Collocations, Reading & Writing Exercises, Complete Lesson Plans.

### 7. ESL Flash Cards

Website:

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

Every set of flashcards comes in color and 3 different sizes to make teaching easier. The Big set is great for vocabulary presentation; the Medium set is good for teaching small groups of students and playing language learning games. The Small sets of pictures are great for ESL games such as Down-Pass or Go Fish. Use the flashcards for teaching English, Spanish, Chinese or whatever language your students are studying. Best of all, they're all FREE! Currently there are 968 total images and 2904 total flashcards.

### 8. ESL/Language Arts Power Point Presentations:

<http://languagearts.pppst.com/index.html>

<http://jc-schools.net/PPTs-la.html>

<http://iteslj.org/t/ppt/>

### 9. TumbleBooks Victoria Library

Website:

[http://www.gvpl.ca/kids\\_and\\_teens/kids/tumblebooks\\_and\\_more.php](http://www.gvpl.ca/kids_and_teens/kids/tumblebooks_and_more.php)

The TumbleBook Library is a collection of TumbleBooks (animated, talking picture books) TumblePuzzles, and TumbleQuizzes, as well as TumbleResources for teachers. TumbleTalkingBooks is ideal

for readers of all ages and abilities and those learning English as a second language. TumbleTalkingBooks also offer high quality recordings of popular books via the Internet.

TumbleReadables feature large collection of chapter books and classic children's books created in the TumbleReadable format. Perfect for reluctant, emergent, ESL and middle schoolers who just love to read!

### 10. Booktalks Quick and Simple

Website:

<http://nancykeane.com/booktalks/>

As a school librarian and an avid reader, Nancy Keane created this wonderful website that showcases children's books since 1995. The majority of the book talks that are included here are written for books that appeal to middle school age children. These short book talks are intended to be used primarily by school library media specialists and teachers to hook students on books. I use this website to recommend new books and as a model to help my students to create their own book talks.

*Cathy Zhang, Conference Presenter*

#### More ESL Internet resources recommended by ESL PSA teachers:

##### Star Fall Reading Program

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

##### Riverdeep (Language Arts)

[http://web.riverdeep.net/portal/page?\\_pageid=820,1387783&\\_dad=portal&\\_schema=PORTAL](http://web.riverdeep.net/portal/page?_pageid=820,1387783&_dad=portal&_schema=PORTAL)

##### BBC Learning English Section

<http://www.bbc.co.uk/worldservice/learn/ingenglish/>

##### CBC Mercer Report

<http://www.cbc.ca/mercerreport/>

# “ESL Strategies: Planning Language for Diverse Groups

Leah Moe, Cariboo-Chilcotin

The workshop: **ESL Strategies: Planning Language for Diverse Groups** was well received. We began by looking at some of the common misconceptions surrounding ESL teaching and learning, followed by a review of the theory underlying second language instruction. Participants welcomed the opportunity to discuss with their colleagues the challenges and opportunities associated with the changing demographics in their classrooms. I was able to share Dictogloss and Vanishing Cloze, strategies that were new to many of the teachers. The teachers appreciated a handout that included a glossary of teaching activities that could be used by both ESL/D teachers and classroom teachers.

*Leah Moe, Conference Presenter*

## Websites for Teachers & Learners

Prepared by Betty Kosel, Vancouver

### **www.eslgold.net**

- Great audio and video content; click on *Listening* and you will have access to Randall's ESL Cyber Listening Lab (free); also check out the podcasts

### **www.esl-galaxy.com**

### **www.english-4kids.com**

### **www.readingonline.org** (see Quick Links – ESL)

- Website of the International Reading Association

### **www.abcteach.com**

- See Languages/ESL as well as Flashcards, Theme Units

### **www.nytimes.com/learning**

- Click on *News Snapshot* – daily current events activity at a grade 3-5 reading level including printable student handout and teacher's page (It is American; you can pick and choose as appropriate); also see
- Lesson Plan Archive

*... Continued on pages 17 and 18*

## More websites....

### **www.britishcouncil/learnenglish**

- Portal linking to all websites for teachers and learners of English

### **www.canadiangeographic.ca/atlas/**

- Click on *CG kids atlas* for interactive component
- Has a daily featured lesson plan and featured Canadian place

### **www.cbc.ca**

- Digital archives (see Learn, for Teachers)
- See CBC Learning Online (video and audio resources as well as the Teacher's Lounge)

### **www.canadahistory.com**

- Includes a Media Centre, but the site is still under construction

### **www.teacherplanet.com**

### **www.usingenglish.com**

- Tools and resources for students, teachers, learners and academics

### **www.tolearnenglish.com**

- Includes online placement tests as well as lessons and exercises; your students can even find pen pals

### **www.softschools.com**

- Includes worksheets, games, quizzes organized by grade and topic; most of which are completed online
- Also generates worksheets

### **www.marksesl.com**

- Extensive teacher resources
- See *Best of the Web for Teachers*

### **www.tesomax.com/topsites/**

### **www.songsforteaching.com**

- Lyrics, CDs, downloads including an ESL area

### **www.eclecticenglish.com**

- Lots of online practice for ESL learners
- A grammar test that gives a rough estimate of level of English

### **www.englishmeeting.com/esl\_video\_lessons\_pagehtm**

- Featuring Dave Sperling of Dave's ESL Café
- Good audio/video content

[www.statscan.ca/english/edu/index.htm](http://www.statscan.ca/english/edu/index.htm)

- I can only recommend *Kid's Zone: Canada Maps*, as the rest is too difficult and quite boring

[www.pinkflamingoresources.blogspot.com](http://www.pinkflamingoresources.blogspot.com)

- Click on *Resources Homepage*
- Everything from ESL teaching resources to webpage creation; list of podcast sites designed for ESL listeners
- Tons of worksheets at ESL-PDF.com

[www.bookbox.com](http://www.bookbox.com)

- Audio-visual stories for preschool and elementary levels; web-based jukebox of digital books in languages from around the world; hear the books read and see the text on screen in a multitude of languages
- Free registration. The site offers downloads of the stories for a fee, but the online books are free.

*Betty Kosel is a Member-at-Large*

## Focusing on Oral Language

Verena Foxx, Vancouver

When planning Oral Language activities in your classrooms, try to develop activities which address the following three stages of oral language:

### **Language of Social Interaction**

- BICS (Basic Interpersonal Communication Skills)
- Discussion
- Social conventions

### **Language of Literacy**

- News telling
- Narrative (Story telling)
- Description, Classification

### **Language of Thinking**

- CALP (Cognitive Academic Language Proficiency)
- Inquiry: Why? How? Because... therefore...
- Synthesizing information: evaluative, solutions

*Verena Foxx is the Newsletter Editor*

*Excerpted from Foxx's ESL PSA Oral Language workshop*



## BCTF Teaching to Diversity Website

<http://www.bctf.ca/IssuesInEducation.aspx?id=10564>

This website has been designed to provide access to information, resources, and contacts for teachers and all those who support the needs of learners in the B.C. public school system.

The site focuses on information relevant to meeting the needs of students who receive Special Education, Learning Assistance or ESL services, but who are for the most part included in mainstream classrooms. Find out about current resources for a variety of issues, find easy-to-implement strategies and many ways to include all students in learning.

The BCTF acknowledges the considerable contributions to the development of Teaching to Diversity by members of three Provincial Specialist Associations: the Special Education Association, the Learning Assistance Teachers' Association and the English as a Second Language PSA.

The following are some of the highlights of the website:

- ❖ **Resource Inventory** – the bulk of the web site's information is stored here and includes: Information regarding profiles of learner needs; Ministry of Education designations; documentation (IEPs and School Based team); assessment of student learning; lesson plans and a plethora of resources related to specific disabilities; adaptations and modification; strategies, collaboration and teamwork; transitions.
- ❖ **ProD** – Expanding your knowledge base and expertise takes a concerted effort. Listed in this section are a wide variety of choices including after school or full day workshops, special conferences or seminars, University courses and on-line courses.
- ❖ **Links** – Links on a variety of topics - Parent Support Groups, School District Student Support Services, Colleges offering Teacher Assistant training or special education post secondary courses, Sports and Leisure activities for students.
- ❖ **Parent Support** – This section, as well as others in the web page, may be useful for parents. Listed are many parent focused resource materials, books, videos and support groups.

## 2009 ESL PSA Conference



### 19<sup>th</sup> Annual ESL PSA Conference In October 2009 on the Province-wide PSA Day

Watch for more information:

<http://www.bctf.ca/eslpsa>

From a conference attendee:

Thank you for organizing this (ESL PSA conference) for ESL teachers. Every year I come, I am re-energized and thankful for the opportunity to come together with other ESL Specialists.

You make a difference to us!

