



The ATESL Newsletter

The Alberta Teachers of English as a Second Language (ATESL) is a professional organization which promotes the highest standards of teaching and English language program provision for all learners in Alberta whose first language is other than English.

August – September 2006

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ATESL Conference 2006 Currents Under Currents Update

Denise Lo

This year's Annual ATESL Conference, Currents Under Currents, will be held on October 13th and 14th at the Coast Edmonton Plaza Hotel and NorQuest College (Downtown Campus). You may register either online at <http://www.atesl.ca> or on paper. Register before September 15th to enjoy the early-bird rates! Like previous conferences, various workshops will be held by TESL professionals to share their research and experiences. As for keynote speakers, we are very excited to have Anna Maria Tremonti from CBC's *The Current* presenting on Friday, October 13th and Ilona Leki from the University of Tennessee on Saturday, October 14th. Besides fascinating keynote speakers, a group of publishers, from Cambridge University Press to Usborne Books, have been gathered and will be exhibiting their newest ESL publications. For further information, please visit the ATESL website at <http://www.atesl.ca>.



Currents Under Currents

ATESL Conference 2006 Keynote Speakers

Iлона Leki directs the English department's English as a Second Language program at the University of Tennessee and is chair of the university's Interdisciplinary Program in Linguistics. Her research interests focus on second language writing, academic literacy development among bilingual students, and the literacy experiences of English learners. She co-edits Journal of Second Language Writing and is author of Academic Writing: Exploring Processes and Strategies (Cambridge) and Understanding ESL Writers: A Guide for Teachers (Boynton/Cook), editor of Academic Writing Programs: Case Studies in TESOL Practice (TESOL), and co-editor (with Joan Carson) of Reading in the Composition Classroom: Second Language Perspectives (Heinle & Heinle). Her most recent research project focused on a series of case studies of L2 English university students in their courses throughout their undergraduate education in the U.S. and will be published by Erlbaum as Undergraduates in a Second Language: Four Case Studies. This research included interviews with the students and their teachers and observations of the students' classes across the curriculum. She is winner of the Jefferson Award and the 1996 TESOL/Newbury House Distinguished Research Award.

Anna Maria Tremonti joins *The Current* after two years as a correspondent and host on CBC TV's flagship investigative program "The Fifth Estate". She has spent much of her career roaming the country and the world for the CBC. Between 1991 and 2000 Anna Maria filed regular news and documentary reports for CBC Television from a rotating cast of international home bases: Berlin, London, Jerusalem, and Washington. She has covered conflict and crisis in more than 30 countries, providing the CBC with eyewitness accounts of the war in Bosnia, the Arab-Israeli conflict and the break-up of the Soviet Union.

A native of Windsor, Ontario, Anna Maria's career began in radio. She joined CBC as host of the morning radio program in Fredericton, New Brunswick, then moved to Edmonton to work as a legislative reporter. She followed this with a four-year stint in the nation's capital, pursuing political high-jinx on Parliament Hill.

For her work as a journalist Anna Maria has won two Gemini awards, and an outstanding achievement award from Toronto Women in Film and Television. She also received an honorary doctorate from the University of Windsor, the very school where she completed her undergraduate studies. She has behind her a string of partially learned languages—French, German and Arabic—which she uses to great and mysterious effect while lounging on the decks of international ocean liners.

Registration Form for the ATESL 2006 Annual Conference
 Registration at: **Coast Edmonton Plaza Hotel** 10155 105th Street, Edmonton, Alberta



*Contact info@atesl.ca for your membership expiry date

Family (Last) Name _____		Given (First) Name and Middle Initial _____	
Are you an ATESL Member? YES _____ NO _____		Membership Expiry Date _____	
Mailing Address _____			
City / Province _____		Postal Code _____	
Telephone (Home) () _____	Telephone (Business) () _____	Affiliation (Institution) _____	
Email Address _____			

Two-day conference (Friday, October 13 and Saturday, October 14) – lunches included

	Early Fee* (before Sept. 15)	Regular Fee* (after Sept. 15)
ATESL Member: Regular	\$190.80	\$212.00
ATESL Member: Student/Volunteer	\$137.80	\$159.00
Non Members:	\$265.00	\$286.20

One-day conference only (Friday, October 13 or Saturday, October 14) – lunch included

	Early Fee* (before Sept. 15)	Regular Fee* (after Sept. 15)
ATESL Member: Regular	\$137.80	\$148.40
ATESL Member: Student/Volunteer	\$84.80	\$95.40
Non Members:	\$212.00	\$222.60

- 1) Which day(s) will you be attending? Friday _____ Saturday _____ Both _____
- 2) Are you attending as a regular, student/volunteer, or non Member? _____
- 3) What is the amount that you are submitting for the conference? \$ _____
- 4) Do you have any special dietary needs or allergies? _____

NOTE: The deadline for early registration is Friday, September 15, 2006

*All prices include the GST

Historically, the conference is a time when many members receive or renew their memberships. Please complete the following information for a new membership or a membership renewal in order to qualify for ATESL membership prices.

Are you a new ATESL member? _____ Yes _____ No

Have you been accredited by ATESL? _____ Yes _____ No

Would you like to receive email ads regarding ESL/EFL jobs? _____ Yes _____ No

If YES, please write your email address here. _____

Please **CHECK** the appropriate fee, **AND** the area closest to you.

Applicable fee (including GST)

- \$31.80 Volunteer in ESL Work (one year membership)
- \$31.80 Student (one year membership)
- \$31.80 Unemployed / Retired (one year membership)
- \$47.70 Regular (one year membership)
- \$84.80 Regular (two year membership)

*What is the amount of the payment that you are submitting for membership?

\$ _____

ATESL GST # 89323 5762 RT0001

Area Closest to you

- Calgary and area
- Edmonton and area
- Lethbridge-Medicine Hat
- Grande Prairie
- Red Deer
- Other _____

Registration Form for the ATESL 2006 Annual Conference
Registration at: **Coast Edmonton Plaza Hotel** 10155 105th Street, Edmonton, Alberta

Conference Fees:

Please print and send in the above form with **your cheque or money order payable to ATESL Conference Planning Committee** to the address below:

ATESL Conference
c/o ESL Program
Alberta College Campus
10050-MacDonald Drive
Edmonton, Alberta
T5J 2B7

Membership Fees:

If you are also paying for membership fees, **please include a *separate* cheque or money order payable to ATESL membership** in the same envelope.

DO NOT MAIL CASH.

If you prefer to pay by credit card, please register on-line at <http://www.atesl.ca>

For further information about registration, please contact the Conference Registrar at atesl2006conference@hotmail.com

Confirmation of Registration will be emailed to you prior to the conference.

Refunds will be issued if written notice is received by the Registrar two weeks prior to the conference. There is a \$25.00 cancellation fee.

Receipts will be available upon request at the registration desk.

Accommodation: The **Coast Edmonton Plaza Hotel** has conference rates: comfort room \$89, superior room \$99, premium room \$109, single or double occupancy. Quote ATESL conference to receive rates. Rates can be extended 3 days prior and 3 days after the conference. Cancellations must be received prior to 4:00 on date of arrival. **For reservations phone (780) 423-4811 or call toll free 1-800-716-6199.** <http://www.coasthotels.com/home/sites/edmontonplaza/>

Room Amenities: Complimentary high speed Internet, daily newspaper, coffee-maker, iron and ironing board, free local and toll-free phone calls, TV and remote.

Hotel Amenities: Covered parking - \$8 per night, complimentary use of fitness centre that includes, exercise equipment, indoor pool, whirlpool, and sauna, and return shuttle to airport for \$25. AHAVA Day Spa available <http://www.ahavacanada.com/>

ATESL GST # 89323 5762 RT0001

He Shoots, He Scores: Demonstration of an Interactive CD-ROM

Penthes Rubrecht and Donna Mydlarski

ATESL Conference Presentation 2005

The CD-ROM “The Hockey Sweater” is based on Roch Carrier’s classic short story and the animated film of the National Film Board of Canada. It is the result of two years of teamwork. (See Note 1 for details.) The team set out to create a pedagogical environment that would place the learner in a multi-media immersion as close as possible to the cultural context being studied.

The CD aims to achieve the following six objectives:

1. To design and produce high quality multi-media learning materials to enhance the repertoire of resources for English language learners
2. To create a CD-ROM based on Canadian materials and representing aspects of Canadian culture
3. To create a CD-ROM on a topic of interest – sports – to learners of different age groups and backgrounds
4. To create a CD-ROM with original exercises at three levels of proficiency and original support materials to enhance the cultural, linguistic and literary components
5. To create a CD-ROM that is user-friendly, motivating, and can be accessed by independent learners
6. To create a CD-ROM that can be made available at low cost to many programs regardless of location

In terms of methodology, two main principles underlie the selection of content and the design of activities. First, culture is an integral part of language, and vice-versa. Second, narration plays an essential part in literacy and language learning.

The CD provides technology-mediated language practice through guided, interactive lessons in *observing, viewing, listening, reading and writing*. Furthermore, by introducing the culture of French-speaking Canada, the CD promotes a better understanding of our rich heritage. Learners will increase their literacy skills with authentic materials of literary value and steeped in Canadian culture. The theme of hockey is of high interest to adults and children alike and watching hockey is often a shared activity, particularly among fathers and their children.

A website <http://www.editions3d.ca/chandail/en> and a Teacher's Guide will provide support to learners, tutors, and teachers. A French version of the CD-ROM, *Le chandail de hockey*, is also being produced. The chart *The Hockey Sweater: Top Menu Bar and Contents* shows the main features of the CD-ROM. These are discussed in more detail below.

The Hockey Sweater Top Menu Bar and Content

<u>1st</u>	<u>2nd period</u>	<u>3rd period</u>	<u>Zone</u>	<u>Encounters</u>
<i>The Sweater</i> , NFB film	Exploring the Story	Hockey e.g. Hockey Night in Canada, Women and Hockey...	Dream Team - Hockey Album	Roch Carrier Interview Biography
Video Clips	Peewee	The Hockey Song		Sheldon Cohen Biography
(Matching) Hockey Highlights	(Matching) Hockey Clothing	The Stars (hockey cards)		Sheila Fischman Biography
Oral Questions	Comprehension	Eaton's catalogue - Order Form activity		Marcel Dargis Interview Biography Art Gallery
	(Cloze) The Winters of My Childhood, Winter Blues	Heritage e.g. Eaton's, A Family Affair; Ancient Art of Recycling, ...		
	Plot Puzzles			
	Junior			
	(Matching) Hockey Home			
	Comprehension			
	(Cloze) School Winter Blues			
	Plot Puzzles			
	Pro			
	(Matching) Hockey Clothing			
	Comprehension			
	(Cloze) Church			
	Plot Puzzles			

1st Period (Listening Period):

This period contains the full version of the film (10 minutes) as well as video clips. Learners **observe, view and listen**. Examples of exercises are matching pictures to spoken words or sentences and oral multiple-choice questions. Exercises require manipulation, such as dragging the number of the word the learner hears to the appropriate picture. Learners with limited literacy skills can successfully complete these exercises.

2nd Period (Listening and Reading Period):

The text is introduced on the screen, side by side with the film and learners are able to **associate sounds of the words with text**. Exercises are at three levels, Peewee (high beginners), Junior (intermediate) and Pro (high intermediate-advanced). This period provides practice through matching words to pictures, to definitions, written comprehension questions, cloze exercises, and plot puzzles (ordering sentences in sequence).

3rd Period: (Listening, Reading and Writing Period, Canadian Heritage)

The ideas in the film are expanded with **texts providing additional information** about Canadian heritage, the game of hockey, and hockey cards of famous players. On the front of the card is a photograph with some text and, by pressing a button, learners can flip the card over to look at the statistics. Several original pages in colour and black and white from the Eaton's catalogue 1946-47 give a sense of fashion at the time of the story, and Stompin' Tom O'Connors' well-known *Hockey Song* reflects the popularity of the game. Notes on Canadian heritage were created to accompany the screens. An example of an exercise in this period is filling out an order form for Eaton's.

Zone: (Task-based, Creative Period)

This section contains extended activities, which involve all skill areas. The Dream Team activity, for example, consists of making up a team from the selection of hockey cards presented in the 3rd period, making sure that the players are in the positions they held or hold, according to the information on the cards. Learners are then asked to describe why they have chosen a particular player or players.

Encounters: (Linguistic and Cultural Enrichment Period)

Learners get acquainted with the writer, Roch Carrier, and a Quebec folk artist through interviews created specifically for this CD. Biographies, including those of the illustrator of the film and the translator of the story (French to English), provide further background information. One of the highlights is a visit to the Art Gallery to view original paintings depicting life at the time of *The Hockey Sweater*.

A variety of learner support is available throughout the program. A multi-media dictionary, for example, offers definitions, collocations, synonyms, antonyms, homonyms and derivatives. Clicking on any word in the film script will bring up the dictionary entry for that word. Learners can hear the word and, where appropriate, see an illustration.

In summary, meaningful subject matter joins with story-telling and the integration of language and culture to form *The Hockey Sweater* CD-ROM. The result is a powerful learning resource of interest to the language, literacy, new Canadian, communications, sport and cultural communities. It is intended especially for ESL learners, aged 11 to adults in educational institutions, and for independent learners.

Note 1

The content development team consists of four second language professionals and a kinesiology expert from Alberta, Ontario, Quebec and Saskatchewan. They are supported by a linguist, a sport and cultural historian, a graphic artist, a narrator, an instructional designer, a computer programmer, a media producer as well as practitioners and learners, involved in field-testing.

Note 2

The Hockey Sweater/Le chandail de hockey team gratefully acknowledges the generous support of the following:

- ACCESS, Alberta Learning, through the Language Research Centre (University of Calgary), for the French project
- Canadian Heritage/Patrimoine canadien: Canadian Studies Program for both projects
- National Literacy Secretariat for both projects.



ESL LAPS

The Further Education Society of Alberta

Sharon Au and Laureen MacKenzie

“I came (to LAPS) to learn more, to gain more knowledge. We talk about kids, how we take care of them. I found out about it from friends in the building. The class helps me to read to my children. Now they love to read books. They want to read, they bring me books to read. Before they didn’t do that...I want to continue with classes. I have a problem with the two, they fight. I don’t know what to do. I get angry, I get stressed ...” - K.S.

Imagine entering a country you know almost nothing about save for its name. You have no connections, you have no work and you have no idea what people are saying to you because you don’t speak the language; however, what you do have is the need to support not just yourself, but a family with young children. Imagine yourself in that situation. What are you going to do?

The Further Education Society of Alberta (FESA) understands that question is far from easy to answer. The not-for-profit organization has a mission to provide life-long learning opportunities for all Canadians, whether they have been living in the country all their lives or have just recently immigrated. For people coming into Canada with little or no experience with English, the barriers to education and further success become greater hurdles to overcome when adjusting to their new life in Canada. From under FESA’s umbrella, the Literacy and Parenting Skills (LAPS) program, seeks to tackle these obstacles to smooth integration. LAPS uniquely blends developing literacy with parenting skills for at-risk families. Co-creators, Elaine Cairns and Laureen MacKenzie recognized the concept that parents care for their children and want to assist them even if their own skills are weak. Their children are powerful motivators for them to attend classes where they develop their own literacy and parenting skills and in effect, pass these on to their children. By bringing together parenting skills with reading and writing, the LAPS program aims to break the intergenerational cycle of low literacy.

“It’s been a surprise and a challenge not to be able to speak English. I have lots of problems going to the bank machine. It’s all in English. I feel shame I can’t do banking. Here I got

help. Tracy made me a paper with English words and Spanish words and that has helped a lot. I want to converse. If someone asks me a question on the street I can't answer. I've been in the class 3 months. I understand what the teacher says. She talks very clearly. I am always coming to have coffee. I want to learn enough English to communicate and develop personally. I am diabetic and I'm scared to go out. I don't want the program or teacher to change." - G

The ESL-LAPS program was created to address the unique challenges and difficulties facing immigrant families. Participants improve their English and learn more of Canadian culture. Facilitators are trained to be culturally sensitive, understanding that most families coming from other countries are already strongly rooted with one another – they just need some help rooting themselves in our society. Generally, parents have already established their own child-raising techniques, such as disciplining, eating habits, and housework. These are explored in different sessions designed to effectively introduce them to the Canadian way of life while still maintaining their own cultural identity.

Participants coming for the first time might notice that these classes are not what you expect of a normal class. For one thing, teachers are called facilitators and are there to guide and not to lecture. Discussions and interactive games replace tests and quizzes. Participants discover that the teaching and learning come not from textbooks, but rather from themselves. They learn that they already possess the strength and capability to raise a child; and in the case for immigrant parents, they discover the ability to raise children in a totally different society. The truth is, there is no “right formula” for parenting to memorize. And there is no theory that is tried, tested and true. Every family is unique and this is particularly true for families coming into a culture that might be drastically unfamiliar to their own. And that is what the LAPS program and its staff acknowledges.

Together with community partners, ESL-LAPS sessions are offered in places that are familiar and safe for people. These include anywhere from churches, community centres, immigration resource centres, cultural centres and schools. In Calgary, the programs are free of charge, which is good news for those coming into Canada without employment. Although

the main reason for immigrants to attend classes is to learn English, each person has a different goal and perspective for the class. The lack of rigidity in class structure allows facilitators to easily adjust lessons and materials to the needs of the students. For example, it wouldn't make sense to teach someone basic level English when they already have some knowledge from schooling in their home country. Or similarly, a class focused entirely on conversational skills would not benefit a person who has an excellent grasp of speaking English but has trouble reading and writing. Because the program is able to customize the lessons according to the class, the needs of each individual are more wholly satisfied.

The majority of the participants in the classes are women with most of them having young children. Although they all come from different backgrounds, most of these mothers come to classes with their children's well-being in mind. The classes also give them the opportunity to celebrate and share the uniqueness of their culture. The following are testimonials from participants of the ESL-LAPS program.

"I started the Literacy and Parenting Skills Program one year after I came to Canada. When I saw a poster for the Women's Centre I just wanted to find what it was about. I was pregnant with my first baby.....I wanted to learn English, if I work there is nothing without language. They said to study, learn to study, it gives you something to do. They make you happy and relaxed. They teach us how we learn our kids, how to sing songs with them, how we respect them they will respect us. They give us activities to do with our kids at home. They learn how to share with other children. They help us how to learn to cook. Sometime we make dinner or supper and everyone is happy eating together and we will take the recipe home to make it. This program helped me for listening, speaking. It was easy for me to go to school and start with intermediate one. When I went to school I wasn't worried about my kids, like crying, or not getting along when they went to Day Care. They were very happy. They were playing with kids here, that's why it was easy to go. I want my kids to feel they want to learn more and more. I want to continue study for my English. It is easy to find job. I've made lots of friends from many countries. When I see new woman I tell her come to the centre. It will help you. You will have lots of free time. It is like a second home to me." - F

"I am living here. My manager said come to WIN to learn English. I came because my child had story time. I have lots of new friends here, they said to come. I had a problem with breast feeding. I was just breast feeding. She is my first child. I learned how to feed her other food. The class is good because we are talking in English. We are practicing Eng-

lish. I have a lot of fun here. It is good especially for new comers to Canada, learning about Canada. I want to take more English classes to be a Dental Assistant. The people who work here are very nice people, very friendly. They have helped a lot. At Christmas they helped a lot. Ebtisam is like a Mom, not just a friend. I work with her in the kitchen. My daughter already calls her "Grandma." I came from Afghanistan and (Turkmenistan) and Europe. I learned English in Afghanistan but I forget a lot. In Canada I learned English at WIN and Women's Immigrant Association. It was difficult in my country. I came for my daughter's future, and for me too. I need to study more, I didn't pass the test. I have to work. I need English for work. I just came in June, now I'm allowed to study English but I have no chance to take LINC. I need Day Care for my daughter." – P.A.



LAPS classes are more like communities; people getting together, sharing their stories and building each other up. It offers opportunities for immigrants, who came to Canada not knowing anybody, to meet new friends. From connecting to people in classrooms, FESA and its LAPS program are helping new-coming families build a connection to Canada.

For more information about FESA and its programs such as LAPS, call them at (403) 410-1501 or visit their website at <http://www.nald.ca/fesa> and <http://www.nald.ca/laps>.

CULTURAL CONNECTIONS INSTITUTE – THE LEARNING EXCHANGE

*Language Training Programs 2005-2006
Public Report
The Learning Exchange:
Enhancing Communication Skills*

Submitted May 31, 2006
by Elaine Boychuk
Interim Executive Director

PROJECT OBJECTIVES

The Learning Exchange Program (LEX) is an innovative program funded by Alberta Human Resources and Employment (AHRE) which addresses the language learning needs of ESL learners in Edmonton. The project objective is to deliver an open access program for ESL learners ineligible for LINC or other ESL programs and unable to access responsive programming at a time and cost that match their needs. Along with language services, a further LEX objective is to provide a valuable focus for community development. As its name implies, this program provides an environment in which an exchange of learning can take place between ESL learners and volunteer teachers. LEX attracts volunteers who are looking for the opportunity to engage in the dynamic, multicultural community represented in Edmonton.

LEX presents a unique ESL delivery model in that it is the only full-time volunteer-based program of its kind in Edmonton. The LEX program runs entirely on volunteers working under the guidance, supervision and support of an ESL professional. Another unique and vital aspect contributing to the success of the LEX Program is its working relationship with Catholic Social Services – Community and Immigration Service, an organization that recruits volunteer tutors and supports programming directed toward integrating newcomers into the community. CSS acts as a referral center to LEX, recruits, screens and participates in the orientation, training, recognition and management of volunteers, and provides follow up and support services to LEX students on an as needed basis. A final unique and important component of the LEX program is its ongoing enrollment. Since the program operates on a drop-in basis, students may enter, exit and, if they so choose, re-enter the program according to their needs. This open access approach is intended to remove barriers to learning which newcomers often encounter as they struggle to deal with issues of language, resettlement, employment, childcare, family obligations, etc.

Volunteers and students alike who participate in the LEX program gain valuable skills and experience which can then be applied outside the classroom to enhance the quality of their personal and professional lives. The ability to contribute to and participate in Canadian soci-

ety in a meaningful and productive way is the ultimate intended outcome for all those involved in the Learning Exchange.

PROJECT ACTIVITIES

In the Project year 2005/2006, LEX offered, in addition to literacy, three levels of ESL instruction to newcomers:

- Beginner
- Intermediate
- Advanced

Students included landed immigrants, Canadian Citizens and refugees who were ineligible for LINC because they have exhausted their LINC hours or because they have become Canadian Citizens, those whose language skills, according to the CLB assessment, exceeded the scope of the LINC program, and those who were on waiting lists to enter LINC programs. LEX learners included a wide range of individuals including those with multiple barriers such as low levels of L1 and L2 literacy, low levels of formal education, limited employability skills, limited income, difficulty in entering the labor market in the profession in which they were trained, and those with lifestyle challenges such as seniors, parents with childcare responsibilities, and learners who are combining work and study.

Volunteer tutors taught all of the LEX classes. Thirty one new volunteers received orientation and training. All volunteers (new and continuing) received instructional support during the year both through the provision of workshops and through one-on-one consultation. Special AHRE funding was used to hold a conference for all volunteer ESL tutors in the Edmonton area. A number of agencies worked in cooperation with LEX to provide a full day of sessions designed to increase the skills and knowledge of this dedicated group of volunteers. LEX has a collection of resource materials to support the programs it offers. This collection has been used by the volunteer tutors to prepare lessons, research teaching methods, and provide variety to their instruction. Thanks to special funding from AHRE, a staff member was contracted so that a backlog of new items was reviewed for content and level, labeled, shelved and entered into the computer database.

Classes were offered Monday to Thursday, 9 a.m. – 12:00 p.m. and 1:00 – 3:00 p.m. One continuing challenge has been meeting the needs of pre-benchmark level literacy learners with no or low L1 literacy. Special ECALA funding allowed us to introduce in 2004-2005 8 hours a week of literacy instruction and in 2005-2006, this was increased to 14 hours a week. LEX funding was used to provide administrative and management support for this program. This includes the costs of supplies, photocopying, materials, staff time in maintaining student records, and overall management support.

The Learning Exchange served 320 individual students in 2005-2006. This included 141 men and 179 women in attendance. At various times throughout the year, there were wait-

ing lists when classes were filled beyond capacity. Students originated from 57 countries. The top ten countries of origin were: China, Afghanistan, Russia, Colombia, Korea, Iran, Mexico, Ethiopia, Vietnam and Sudan.

The distribution of language proficiency among students attending daily was as follows:

Beginner = an average of 20 learners
Intermediate = an average of 20 learners
Advanced = an average of 20 learners

Students were placed in the LEX program according to the following chart:

LEX Level	CLB Level
Beginner	Pre-benchmark-2
Intermediate	3-5
Advanced	6-8

CCI-LEX was able to dedicate a newly renovated classroom as a computer room. Thanks to special funding from AHRE, LEX now has 8 microcomputers in this room for all levels of LEX students and teachers to use in the future. With the introduction of multimedia computer-based instruction, students will be able to set their own pace of learning, self-select the areas of language development which need special attention, and self-test for immediate feedback on their success.

LEARNER OUTCOMES

Learners, on average, progressed one benchmark level per three months of study. Since many of our learners remained in the program less than three months, they would not have had the opportunity to progress from one level to the next by the time they exited our program. This progression rate varied, as would be expected, depending on learners' skill levels upon program entry, educational background, L1 and L2 literacy levels, etc. As LEX operates as a drop-in program, attendance in the program varies which also greatly affects the rate at which students progress. Many learners are combining work and study or have other commitments such as childcare which prevent them from attending on a regular full-time basis. Measurement of learner outcomes took place through both formal and informal assessment methods. In class tests, assignments and quizzes were given regularly. Learners were willing to work hard and to put in the extra time in order to develop their skills and achieve desired results, such as employment or entrance into an academic program, more quickly. The New Interchange series continued to be used in all classes on a regular basis. Learners received review tests every four units, a mid-term test and a final test. A student satisfaction survey was conducted.

Feedback from learners indicated that the aspects of the LEX program which are most valued and of greatest help to learners in their struggle to develop second language competency are

the quality of the lessons delivered by the volunteer teachers, the variety of teachers and teaching methods learners are exposed to, the professional yet friendly learning environment provided, and the flexibility of our programming. The credit for providing such an exceptional classroom atmosphere and for the high quality work that is accomplished within this program goes to the volunteers and students who are always so willing to do their personal best and who are so supportive of one another.

Special Project:

AHRE provided special funding for LEX to provide consultation and other services to the Calgary Immigrant Educational Society (CIES), which offers services similar to those of LEX. A needs assessment was conducted with CIES to determine the areas in which they would benefit from our experience. An identified need and interest was in the area of resources and materials. To this end, instructional and teacher support materials were purchased for CIES staff and volunteer tutors to use.

Conclusion:

There has been a lot of effort put into fostering a positive work and learning environment for all those who enter the doors of CCI-LEX and the fruit of that labor is evident in the satisfaction and success of our learners and program staff. A key element in the continued success of our program has been the development of solid relationships: between LEX and CSS as well as other immigrant serving agencies, between LEX and ECALA, PALS, etc., between program staff and volunteers, between board members and volunteers, between volunteers and learners, between volunteers and between learners themselves. We welcome anyone who would like to join us in the very important work that is being done as part of the Learning Exchange program. LEX's role as a provider of essential skills and services is a mainstay in Edmonton which strengthens the fabric of not only individual lives but the lives of our local and global communities as well.

Internet Research

Alberta Literacy Conference 2005 Presentation Summary

Yvonne Stewart

Part 1

WE will cover three areas of Internet Research:

1. Internet Search Engines
2. Using Databases
3. Joining Newsgroups

I. Before you even turn on the computer

1. Write down your research goal and keep it in mind at all times.
2. Contact someone who you think has some background in the subject. They can often save you time searching by helping you better define your topic, forward an attachment, or suggest websites.
3. Use a Thesaurus/Dictionary to help better define your search terms.
4. Skim online materials...don't READ them unless matches your research goal headings, figures, first/last sentences in paragraphs to quickly eliminate "fluff" or information useless in your quest.
5. Read the summary and look at the web address – establish whether the source is credible or not!
6. File, bookmark and organize your favorite websites for future access.

Groups have greater knowledge, skills & ability than one person SHARE your information with others :+)

II. Internet Search Engines

FAQ's

What are the most popular search engines?

- Google www.google.com (same as AOL, Netscape)
- Yahoo! www.yahoo.com
- Lycos <http://www.lycos.com> or HotBot <http://hotbot.com> (not current)
- MSN Search <http://search.msn.com> (based on Look Smart)
- AllTheWeb <http://www.alltheweb.com> (similar to Yahoo!)
- Teoma www.teoma.com (owned by AskJeeves)
- AltaVista www.altavista.com (owned by Yahoo!)
- Look Smart <http://www.looksmart.com>
- Excite www.excite.com (not current)
- Dogpile www.dogpile.com (Meta Search engine - searches 20 of the major search engines including: Google, Yahoo!, MSN, AskJeeves)

- Vivisimo searches based on subject or concept <http://vivisimo.com/>
- Copernic <http://www.copernic.com> (Canadian Pay for Search Engine)
- NetTrekker <http://www.nettrekker.com/frontdoor/> ([US Pay for K-12 Search Engine for Educational Resources](#))

Why do I get different results when I use different search engines?

Because Search engines are designed to search different:

- Titles
- Headings
- Documents
- Other Search Engines, Indexes or Directories

OR

- Some search engines rank listings based on pay-for top listing or the number of cross-linking a website does.

Search engines have different sets of criteria for organizing or ranking the information you receive as a result.

How do search engines find information?

Keywords – the words you describe what you are looking for and enter into the Search box.

How can I narrow down my results using search engines?

1. Use specific Keywords.
2. Narrow down your search by using:

“ “ “literacy math”

+ “literacy” + “math” + telling

+title:“FASD” +pre-school (FASD must be in the title, +pre-school in document somewhere

+url:halloween +title:stories (must have Halloween as part of URL)

+domain:ca +title:”Brad Pitt” (searches all Canadian domains, but can be used for domains such as: uk, com, edu, org, net, gov, etc.

+host:www.disney.com +”special offer” (if no site specific search engine exists then use this method to narrow down your pages.

⇒ literacy + math – time

* wildcards can be used in keywords when you are searching for information for both psychiatry and psychology psych*y

3. Boolean Commands (AND, OR, NOT)

Note: Boolean commands are not as popular as they once were for using with search engines therefore we recommend using the “”, +, - terms.

OR (search term must be ALL CAPS Lycos has 2 word limit)

LITERACY OR EDUCATION

Search Engine	Google*	Yahoo! Search*	Teoma*
Links to help Size, type	www.google.com Google help pages	search.yahoo.com Yahoo! help pages	www.teoma.com Teoma help pages
Size varies frequently and widely.	HUGE. Over 3 billion. Claims over 4 billion but about 1 billion are not fully Searched). Unindexed pages are retrieved if your search matches their titles or match other pages linking to them. Biggest in tests .	HUGE. Over 3 billion fully indexed, Searchable pages.	LARGE. Claims to have 1 billion fully indexed, searchable pages, and 1 billion more partially indexed.
Noteworthy features and limitations	Limit of 10 words per search, excluding OR. Indexes the first 101KB of a Web page, and 120KB of PDF's.	No 10-word limit.	No 10-word limit. Suggests terms within results to refine. Suggests pages within results with many links.
Results Ranking (term definition)	Popularity ranking using PageRank™ .	Relevancy ranking.	Subject-Specific Popularity™ ranking.
Stemming (term definition)	Stems some words. Turn off by + or " ". Single-word searches not stemmed.	No.	No.
Foreign Accents	Searches using foreign accents only match pages with those accents. If search results are restricted to an accented language, pages with and without the accents will match.	No.	No.
Boolean logic (term definition)	Partial. AND assumed between words <i>Capitalize</i> OR. - excludes. No () or nesting .	Full. Accepts AND, OR, NOT or AND NOT, and () for nesting . <i>Must be Capitalized</i> .	Partial. AND assumed between words. <i>Capitalize</i> OR. - excludes. No () or nesting .

*From the University of Berkely: <http://www.lib.berkeley.edu/TeachingLib/Guides/Internet/SearchEngines.html> [Search Engine Watch <http://www.searchenginewatch.com>]

⇒ **Warning not to just “Google” or “Yahoo” everything!**

III. Indexes, Categories and Directories

(bigger is not necessarily better)

Yahoo! >> Canada >> Education >> Literacy

Google >> More >> Directory >> Literacy

Google >> Educational >>Regional >> Canada >> Alberta >>

Google Scholar <http://scholar.google.com>

Librarians Internet Index <http://lii.org/> (US)

Virtual Learning Resource Center <http://www.virtuallrc.com/>

Freepint <http://www.freepint.com/gary/direct.htm>

DMOZ – human indexed directory University of Alberta, University of Toronto (Disabilities Technology), University of Calgary

IV. News, Discussion Groups (NIFL, Usenet)

L-Soft, <http://www.lsoft.com/lists/listref.html> category of listserv lists

<http://www.nifl.org>

V. Databases

Alberta Library <http://www.talonline.ca/searchalberta/index.jsp> (note: not all materials are available with Alberta Library card)

ERIC (no longer updated but has value)

VI Sources of information

Invisible Web (<http://www.invisible-web.net>)

VII Reference Materials

Postal Codes

Dictionary

Thesaurus

- ◆ Benefits of using search engines with directories such as Google, Yahoo!, or Teoma however, use the Search Engine Guide at the end of this presentation summary to help get the best Search Engine for what you are looking for.

**** (Part 2 of Internet Search – Alberta Literacy Conference 2005 Presentation Summary will be continued in the December 06 ATESL Newsletter)**



ATESL Mission Statement

The Alberta Teachers of English as a Second Language (ATESL) is a professional organization which promotes the highest standards of teaching and English language program provision for all learners in Alberta whose first language is other than English.

We do this by:

- ◆ encouraging and providing professional development opportunities which are consistent with generally accepted principles of adult learning and with currently understood principles of second language learning and teaching
- ◆ liaising with other organizations, local, provincial, national and international, which are engaged in education
- ◆ communicating with government, business, and the general public to create awareness about immigration, settlement of immigrants and English language learning
- ◆ communicating with English language program providers and learners to encourage awareness of issues of accountability and program standards
- ◆ administering an ESL teacher accreditation process which encourages the highest standards of teacher preparation and performance
- ◆ working collaboratively with governments to develop policies and procedures which govern the provision of English language programs and related services for immigrants to Canada
- ◆ encouraging and supporting the participation of learners in the decision-making process which determine their educational choices



ATESL Professional Development Bursaries

ATESL members are eligible for bursaries for conferences or courses of study (maximum \$500).

Deadlines for application in 2006 are: March 15, June 15, September 15, and December 15.

To apply, complete the application form at:
http://www.atesl.ca/participate_bursary.html

You are eligible to apply if:

- ◆ You have been a member of ATESL for at least two years
- ◆ You have not received a bursary from ATESL in the past two years
- ◆ Your membership fees are paid in full
- ◆ You plan to return to Alberta after your conference or course of study, if it is outside the province.

Priority will be given to candidates who demonstrate need for financial support.

Successful candidates will agree to provide a written evaluation of the event or course, which may be published in the ATESL Newsletter or web site.



TESL Canada 2006 Conference

Landmarks & Landscapes

October 19-21, 2006 – Delta Winnipeg – Winnipeg, MB

Keynote Speakers

**Dr. Anne Burns
Macquarie University
Sydney, Australia**

**Dr. Hetty Roessingh
University of Calgary
Calgary, Alberta**

*Conference details also available at <http://www.teslmanitoba.ca>
Conference Schedule available at <http://www.teslmanitoba.ca/conference/program.pdf>*

THE ATESL NEWSLETTER

Published Quarterly

Deadlines: Feb. 15, May 15, Aug. 15, Nov. 15

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