



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.

November – December 2006



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President's Message

I would like to extend warmest thanks and congratulations to the 2006 Conference Committee, on behalf of the ATESL Board. Because of their hard work, we were able to enjoy a wonderful conference. The keynote speakers were inspiring and edifying, and I heard very positive feedback about the many great breakout sessions. Thanks to a great team!

Thinking about the year ahead, I would like to encourage all ATESL members to consider our role as advocates communicating with government, business, and the general public to create awareness about immigration, settlement of immigrants, and English language learning. Recently, I have noticed an increasing number of newspaper columns and editorials about immigration. Many of these have questioned and even criticized Canada's immigration policies as they relate to immigrants who don't speak either of the two official languages. I encourage you to take part in this public discussion by talking to your neighbors, writing to the newspaper, and participating in local ATESL activities.

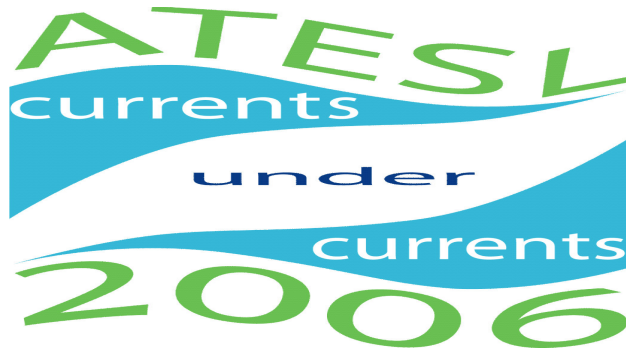
Please contact the Board with any concerns or issues related to advocacy, we are interested to hear the issues you and your students face every day.

Sincerely,

Justine Light

ATESL currents under currents 2006





CONFERENCE SUMMARY

Barbara Penner

“Current Under Currents” brought together 298 ATESL members, associated students and volunteers, and presenters for two full days on October 13 and 14, 2006. Many thanks are due, particularly to our colleagues who shared expertise, innovations, and inquiries with us in over forty break-out sessions. Our appreciation seems inadequate a response to the energy and enthusiasm that you voluntarily gave. The ambiance of the Coast Edmonton Plaza pleased many delegates; the proximity of NorQuest College permitted us to keep facility and computer equipment costs in check. We are grateful to NorQuest for waiving fees for workshop and lab space. Our keynote speakers set a professional and beneficial tone each morning. On Friday, Anna Maria Tremonti’s international journalistic experiences brought us up close and personal with the Big Picture – those global events that prompt waves of immigrants all have human faces. On Saturday, Dr. Ilona Leki’s sensitivity to learners’ needs was evident in her practical recommendations regarding feedback on students’ writing, all grounded in thoughtful research. Behind the scenes, many of you contributed to the success of this conference. We look forward to our next annual gathering when Calgary will host the twenty-eighth annual ATESL gathering.

Beyond Belief: The Faith Factor in our Language Classroom

**A Panel Discussion
ATESL Conference 2006**

Barbara Penner

A panel discussion entitled “Beyond Belief: The Faith Factor in our Language Classrooms” was held on Friday morning. This panel grew out of the desire to acknowledge the importance of faith in the lives of many adult learners of English as a Second Language. We wished also to explore ways that we can grow to be more understanding of faiths other than our own and to promote understanding in our multi-lingual, multi-cultural, and multi-faith classrooms. Six guests addressed two main questions: “What are some challenges specific to immigrants in your faith community?” and “What could we learn about your faith that would enable us to understand adult learners from your community better?” Georgina Blasetti represented the Sunni Muslim community. Upananda Dedunupitiye spoke on behalf of Sri Lankan Buddhists. Bill Diachuk presented both the Ukrainian Catholic and Orthodox faiths. Rabbi David Kunin offered a Jewish perspective. Dr. Bikkar Randhawa came from the Sikh community. The Baha’s were represented by Elaine Tahririha. Our ninety minute session flew by; many lingered with questions and one to one discussions at the end. We have much to learn and many opportunities to encourage adult immigrants to learn from each other as together we move past mere tolerance and into a deeper understanding of each other.

Beyond Belief:

The Faith Factor in our Language Classrooms

ISLAM & MUSLIMS

A Panel Discussion-ATESL Conference 2006

Georgina Blasetti

As-salamu Alaikum

This is the Muslim greeting which means “Peace be upon you.”

My name is Georgina Blasetti, and I am a Muslim convert of 25 years. I was born and raised in Alberta, but lived in the Middle East for 14 years. I am happy to be settled back in Canada and love to go to Tim Hortons; not only because of the French Vanilla, but because it feels so Canadian.

I have a very daunting task here – especially to have to sum up everything in 5-10 minutes. I am sure that many of you have already figured out some of our customs. Undoubtedly, you are all “people-persons”, because you are not only teachers, but ESL teachers.

The first thing you will probably notice about Muslims, is that we come from all over the world, with many different languages and cultures. Sometimes the culture will dominate more than the religion, so it is hard to pin down common denominators, but I will try. Also, Muslims are divided into different sects, just as in Christianity. Some of them are: *Sunni*, *Shia*, *Ismaili*, *Sufi*, etc, each with their own variations in practice.

In Islam we have five basic pillars of faith –

- Declaration of Faith
- Prayer
- Fasting
- Charity
- Pilgrimage

In our declaration of faith we say we believe in one God, *Allah*, who is the same God of the Jews and Christians. We also believe that our Prophet Muhammad is the last messenger of *Allah*, and by that statement we believe in all the other prophets of the Jews and Christians;

Adam, Noah, Abraham, Moses and Jesus, just to name a few. We also believe in angels, Satan, heaven and hell, the day of judgment, the virgin birth and forgiveness of sins.

We are required to pray at various times of the day. You have probably seen students trying to pray in a quiet corner. It would be appreciated if there could be a private place where the students could pray. Some people may opt to delay their prayers until they get home. Along with the prayer, we are required to make a ritual washing, another sight you have probably seen in the washrooms.

Muslims are required to fast for one month every year. It is called the month of *Ramadan*. During the fast, we are not allowed to eat, drink or smoke from the first light of dawn until sunset. This year *Ramadan* started on September 23 and will finish around the same time in October. So, I am fasting at this very moment. I had my breakfast at 5:30 this morning and I will eat at 6:48 tonight. At the end of the month, there will be a three day celebration called the *Eid*. The first day includes a united prayer, usually around 9:00 in the morning. You may find many Muslim students missing on that day. The celebration is similar to, say, Christmas – special food, new clothes, gifts for the children and lots of visiting.

I may just point out that women during menstruation do not have to pray or fast.

Muslims are encouraged to spend freely in the way of charity. We are required to donate 2.5% of our yearly savings to charity, as well as giving freely at any time there is a need.

Pilgrimage or the *Hajj* means that every Muslim should make the journey to Mecca in Saudi Arabia at least once in their life time. That is, if they can afford it and are healthy enough to make this journey. This event occurs every year about two months after *Ramadan*. For the Muslims not on *Hajj*, it requires one day of fasting followed by another *Eid* celebration, with the same united prayer and festivities.

I should mention that Islam follows the lunar months, which makes the Islamic Calendar year about 10 days shorter than the regular one. Each month is determined by the sighting of the new moon, which makes it impossible to determine the start and the end of the fasting the month beforehand. You could have a student who will say that he/she cannot attend class on either the 23rd or 24th of October, depending on which day the *Eid* falls.

Now, Islam is associated with the Arabic language, but we know that the majority of Muslims are not Arab. The Arab connection comes from the *Qur'an*, our holy book, which is written in Arabic. Of course it is translated into many languages so people can understand it. Countless numbers learn to read the *Qur'an* in Arabic, while some memorize it from hearing it repeated, or others by transliteration. When doing the required daily prayers one must recite in Arabic, but not when doing informal prayers.

Another distinguishing feature of Islam is the *Hijab* (covering of women). You will find the majority of women covering their hair and dressing in long sleeves and pants or skirts, but

again, culture plays a big part in how they cover. Some wear a long light coat called a *jilbab* and some women cover their face and even hands. Also, you will find some women don't wear the *Hijab* at all.

Muslims don't eat pork or pork products and some prefer to eat only meat which has been slaughtered specially for Muslims. This is what is called *Halal* or permitted; similar to *Kosher* for the Jews. Alcohol and street drugs are forbidden.

I think the most important point that needs to be discussed is the mixing of the sexes, and I will try to do it as delicately as I can. In general, mixing is not encouraged in our religion. So, now you have Muslim women immigrants attending school with men in the class. For some, coming to these classes in itself is a big step, and they are very shy and I know they would prefer not to have to pair up in a group with men. They understand that this is an open society, and that they will have to adapt, but please help to make it easier for them.

Also, shaking the hand of the opposite sex is frowned upon. Some Muslims don't mind and will offer their hand, and others will do it only to avoid embarrassment. Please don't be offended or take it personally. It is a very awkward situation but if you are aware of this, you can develop some strategy to tactfully deal with it.

Along the same lines as shaking hands, touching a member of the opposite sex is not acceptable. You know, when we are trying to make contact with the other person, either in sympathy, making a point, or telling a joke, we may touch someone on the arm or shoulder; try to avoid doing this. Conversely, man to man and woman to woman, it is very acceptable and appreciated.

Again, I would like to stress the shyness of the women; they basically come from very conservative cultures, and are very modest. For some, it may be the first time they are out without their husbands, fathers, or brothers, and away from their children. I know some women who just cannot bring themselves to come to a mixed class. If it is possible, maybe an all women's class could be scheduled. On the other hand, many women from the Muslim faith are very highly educated. I know doctors, engineers, Ph.D. students, pharmacists, etc. As well, many women were in the work force in their respective countries, and are or will be working in Canada.

So that is a short summary of what Muslims are about.

When You're Not From Around Here:
Analyzing the English Language Proficiency Demands of
College Programs

Hana Imai

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Shelley McConnell

ATESL Conference 2006 Presentation

Cultural and linguistic diversity is now a hallmark of college classrooms. As the number of second language (L2) students enrolled in college applied programs increases, there is a need to determine if an L2 student has the entry level language proficiencies required for success. Information obtained through analyzing the language tasks students encounter in classrooms, labs, and clinical experiences can assist colleges in: defining entry level English proficiency requirements; providing better and more specific information to prospective L2 students about language competencies required for success in particular programs; and designing targeted English as a Second Language preparatory or bridging courses to prepare students for success in applied programs.

Our 90 minute session began with a brief overview of the Canadian Language Benchmarks and their use as a national standard for describing communicative competencies and performance tasks. Workshop participants gained practical experience and insight into the process of language benchmarking by watching a video-taped segment of a typical college class and analyzing the language tasks expected of the students, using a modified CLB framework. In the final part of the session, presenters shared their learnings from the benchmarking process, with particular emphasis on the strengths and challenges faced by L2 learners and sampled some materials that are currently being used to expose content teachers to the misconceptions of L2 learners in college applied classrooms.



Centre for
Canadian Language
Benchmarks

Centre des niveaux de
compétence linguistique
canadiens

NEW! Canadian Language Benchmarks Exit Tasks 5 - 6 Project

The Centre for Canadian Language Benchmarks has begun development of Exit Tasks to promote and support fair, reliable assessments of intermediate-level adult ESL learners (CLB 5 – 6) according to the standards described in the *Canadian Language Benchmarks 2000*. The tools are intended to measure achievement according to the national standard.

The Exit Tasks are being developed to provide:

- ⇒ practitioners in ESL programs with easy to score exit assessments of listening, speaking, reading and writing
- ⇒ learners with reliable reports of language proficiency when they leave their training program for higher-level training or to pursue employment and community goals.

The Exit Tasks 5 - 6 are being developed with input from:

- ⇒ ESL practitioners
- ⇒ ESL learners
- ⇒ A panel of experts, with expertise in Canadian Language Benchmarks, assessment, test measurement and design, and experience working with learners in language training programs at the CLB 5 – 6 level

As part of the development process, CCLB will be conducting national pilots to ensure that the exit tasks provide valid and reliable reports that practitioners and learners can use with confidence. If you are interested in assisting with the development, or would like to learn more about this exciting new project, contact Patricia Meek, Project Manager, CCLB at (613) 230-7729 or pmeek@language.ca

Project funding provided by Citizenship and Immigration Canada and the government of Ontario

Canadian Language Benchmarks Exit Tools 7-10

What are the Exit Tools 7-10?

The Centre for Canadian Language Benchmarks has developed the Exit Tools 7-10 to promote and support fair, reliable assessments of high intermediate and advanced-level adult ESL learners according to the standards described in the *Canadian Language Benchmarks 2000*.

Who are the Exit Tools 7-10 for?

The CLB Exit Tools 7-10 are for practitioners of higher level ESL programs, providing them with fair, reliable, easy to score assessment materials that are aligned to the CLB for:

- Listening
- Speaking,
- Reading
- Writing

The CLB Exit Tools 7-10 are for learners who expect a fair, accurate and reliable measurement of their language proficiency when they leave their training program to pursue their academic, employment or community goals

How were the Exit Tools 7-10 developed?

Following sound test development principles, Exit Tools 7-10 was:

- informed by ELT practitioner input
- guided by a panel of Canadian Language Benchmark experts from across Canada, with demonstrated expertise in Canadian Language Benchmarks, test measurement and design, and experience working with learners in higher level language and workplace training programs
- written by contractors who are familiar with learners in ELT and other higher level language programs and are experienced test item writers.

What are the benefits of the Exit Tools 7-10?

The Canadian Language Benchmarks Exit Tools 7-10:

- is an easy to use, standardized assessment of learners' language proficiencies in all skills
- measures and documents learner achievement in terms of the national standard
- provides learners with reliable reports of language proficiency at the end of a training program provides learners information about language proficiency for setting personal needs and goals following the training program

Who can administer the Exit Tools 7-10?

The CLB Exit Tools 7-10 are to be administered by ELT and other intermediate/ advanced level practitioners of adult ESL programs

“Like it or not, English grammar is changing...”

Andy Woodland
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Three Hills, Alberta
ATESL Conference Presentation 2006

‘English is being destroyed.’ ‘Why can’t young people speak correctly?’ ‘What is happening to our education system?’ These tend to be the type of laments that one hears from high school English teachers, and the transition to college does not magically change things. Perhaps you have been one of those who has voiced, or at least thought such things.

One of the biggest reasons for this lament is that, since at least the 18th century, the study of English grammar has tended to be more **prescriptive** than **descriptive**. Things have been considered correct or incorrect largely on the basis of what Bishop Robert Lowth considered to be appropriate English grammar some 2 1/2 centuries ago.¹ But language is dynamic, and in the study of linguistics we learn that it is the spoken form which provides the foundation for the written form—not the other way around. When I studied a previously little known language in Pakistan, I discovered the way that people actually talked, and from that wrote up a description of the language as it was actually used. That foundation provided the basis for the literature that we helped produce in the language.

However, in the study of English and other languages with a lengthy literary tradition, we seem to have lost sight of this principle. While we make allowances for variations in pronunciation (‘s/he has an accent’) and for changes in vocabulary (due to loan words, inventions, and such), the rules of proper grammar have often been thought of as unchanging. In this, I believe that we are mistaken.

After more than 15 years outside of the North American English speaking scene, I returned to Canada from Pakistan in 2003 and began a new career as a college teacher. I had been warned not to have very high expectations of the writing skills of incoming freshman students. Various causes for this supposed decline were alluded to—you have no doubt heard (or voiced) some of them yourself...things like the overexposure to video games and other mass media, reduced pleasure reading-- but noticeable by its absence was any reference to the changes that have happened to the English language itself.

During their formative years, and throughout 5 years of home schooling while in Pakistan, my wife and I had been their primary source of our children’s spoken English, and on our trips to Canada friends and relatives had commented on how they spoke like little adults. However, with their entry into grade 5 and 7 classrooms full of mother tongue English speakers that was soon to change. At the same time I was to begin marking the papers of new college students I was also watching my own children’s English language take on a new shape. I would like to focus on one specific change that seems to have taken place in the last 20 years or so.

In a Toronto Globe and Mail article by Michael Valpy, the writer reports that University of Toronto linguist Sali Tagliamonte has measured the frequency of the usage of ‘like’ ‘as being as high as 4 per cent of all words used by teenagers in her study group.’² but did not elaborate on much about it, beyond its irritating ubiquity. After reading that article I got to thinking about the use of like. My own children had been using it regularly, in ways that are not found in English textbooks.

They would come home and report on their day’s activities, saying things like “I asked him to give me back my book, and he’s like ‘I’ll give it back when I feel like it.’ Then I’m like, ‘Give it back or I will tell the teacher,’ and then he gave it to me.

As I thought about it, I recalled how my wife and I found it difficult to know how to report speech when we were learning Pakistani languages. Whereas in English, we were taught that speech should be reported indirectly—“I asked him to give me back my book, and he said that he would give it back when he felt like it. Then I told him to give it back, or I would tell the teacher. Then he finally gave it back to me.” However, both in Urdu, the national language of Pakistan, and in Kachi Gujarati, the language that my wife and I worked in for years, speech, and even thoughts, are generally reported in the exact words that were actually used or thought. Both languages use the same word, [ke], to introduce direct quotations. This is followed by the exact words used.

For example: (Urdu)

meen nee uus see puunchaa, ke muujhee meerii kitaab vaapas doo.
I (past) him from asked (quote) to me my book return give

phiir uus nee kahaa, ke jab muujhee chaahiiee, tab meen vaapas duungaa.
then he (past) said (quote) when to me want then I return will give

aakhar meen uus nee muujhee vaapas diia.
final in he (past) to me return gave

(Kachi Gujarati)

meen uu thii puunshoo, ke moon nee maarii soopRii vaapas dee.
I (past) him from asked (quote) me to my book return give

too eeNeen kidhoon, ke zeereen moon nee Thiik laaggee, teeree hoon vaapas daish,
then he (past) said (quote) when me to good attaches then I return will give

pachaaRii maan eeNeen moon nee vaapas diidhii.
final in he (past) me to return gave

Traditional English grammar says that the English gloss for both of these statements should be as follows: “I asked him to give me back my book, and he said that he would give it back when he felt like it. Then I told him to give it back, or I would tell the teacher. Then

he finally gave it back to me.”

However, if my children were reporting such an exchange at school, they would say something like this... “I asked him to give me back my book, and he was like ‘I’ll give it back when I feel like it.’ So I’m like ‘Give it back, or I’ll tell the teacher.’ Then he finally gave it back to me.” In such an exchange, there is no doubt as to who is speaking to whom. In more literary English, however, there is often some ambiguity, which can be exacerbated by the interference of other language systems. Over the years, during our occasional visits back to Canada from Pakistan we would often find that we would have difficulty in knowing just how to report someone else’s speech. In our minds, we wanted to avoid all ambiguity, by quoting the exact words of the speaker. However, in the absence of any direct lexical or grammatical cues, and without the benefit of punctuation marks in the spoken word, our speech would sometimes be met with confusion, as the following example indicates:

“I asked him Where are you going, and he said I am going home.”

In this kind of exchange, our listeners would be puzzled, wondering who is going to whose home. We had reported speech by quoting the exact words of the speaker, without giving any grammatical or lexical cues to indicate such. As such, our audience, being used to hearing speech reported using the indirect grammatical form, was justifiably confused. For spoken English of the youth of today, however, such ambiguity is entirely unwarranted. Use of the direct speech introducer, ‘like’, as a formulaic direct quote introducing phrase makes this totally clear:

Subject + verb ‘to be’ + ‘like’ + “directly quoted speech”

In this case, the subject is usually a pronoun. The verb ‘to be’ is usually in present tense, but occasionally it may be in the past tense, and very often it is in a contracted form (pronoun +’s or pronoun +’re), which conveniently avoids the issue of whether the verb is in present (is, are) or past (was, were).

I have observed this usage in my own now junior high school aged children, in the media, and in a high school ESL classroom setting. To my knowledge, none of the speakers have learned this usage in their English grammar classes. Explanations of this phenomenon have appeared in linguistic journals in recent years, but these do not seem to reach the TESOL classroom very often.³ In the context of the classroom, even suggesting that such usage could be ‘correct’ goes against all that I ever learned in my high school English classes. Yet, as noted earlier, in my undergraduate and graduate linguistic studies, I learned that my job as an applied linguist was not to prescribe how I thought people should speak, but rather to describe how they actually **do** speak. I did this for many years while studying and documenting a language other than my own, and I need to exhibit the same open mind in looking at my own language that I had in studying someone else’s. From that viewpoint, I have to admit that the usage of ‘like’ as a way to introduce directly quoted English speech is common, consistent, and clearly understood. I believe that it represents a real change in English grammar, and is providing a way for English speakers to quote exact speech directly in an unambiguous way that has previously not been possible or natural. It might not yet be considered acceptable by the literary establishment, but I do believe that, like it or not, ‘like’

as an introducer of directly quoted material in English is here to stay.

¹This refers to comments of the 1762 grammar 'A Short Introduction to English Grammar with Critical Notes' written by Bishop Robert Lowth as cited on page 13 of 'An Introduction to Language', by Victoria Fromkin,

²Robert Rodman, Neil Hultin, and Harry Logan, Thomson Canada, Scarborough, 2001.

Michael Valpy, 'Mark their words, eh?'. *Toronto Globe and Mail*, January 29, 2005, p. 7.

³ After 'discovering' this new grammatical construction entirely on my own, a quick check of linguistic literature showed that the idea had already been documented. Wikipedia lists an extensive bibliography of sources that refer to this, under <http://en.wikipedia.org/wiki/Like>

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Valpy, Michael . 'Mark their words, eh?'. *Toronto Globe and Mail*, January 29, 2005, p. 7.

Helpful Internet Sites:

<http://en.wikipedia.org/wiki/Like>

Like It or Not, a Discourse Marker Making Its Mark on a Wider Stage. Transcription of an Interview on Voice of America radio, May 9, 2006. Accessed on October 9, 2006 at <http://www.voanews.com/specialenglish/archive/2006-05/2006-05-09-voa5.cfm>

<http://www.answers.com/topic/like>

ARE YOU GAME?

NANCY BERG
APPLIED LINGUISTICS CENTRE

TESL CANADA CONFERENCE 2006



As teachers of EAL, we know that repetition is important for our students to retain the information they are learning. The problem is tedious drilling just puts them to sleep. Games offer a way to provide repetition in a relaxing environment that I believe, properly used, can enhance what we are trying to teach.

The bad news is that these games take some time and effort and (if you don't have financial support from your program for supplies) a little money. The good news is that you only have to do it once and you have a resource you can use for years and years (providing you can convince your students not to write on your materials-there is always one in every class so keep the white-out handy☺.)

Today I want to show and discuss a few that I have found to be particularly useful. Some are modifications of materials found on the web and ideas from commercial games and TV shows.

Bingo is a wonderful resource. You can use words and pictures to practice almost anything from pronunciation to idioms. I use a program for word bingo and make picture bingos using word. You can download a great program from www.wiscocomputing.com called vocabulary power. You can use the evaluation version for 30 days and then either have to buy it or give it up. I consider it one of the best investments I have ever made. Materials needed: bingo cards, call sheet or a few extra cards, and markers (I have the old clear ones that can still sometimes be found in dollar stores but squares of construction paper, tags from bread bags etc can be substituted. Lower classes need one line and higher two.

I use hard candy as prizes but that is optional.

ESL Jeopardy is loosely based on the TV show. I got this idea about 10 years ago and I obviously wasn't alone because in the past few years I have found versions on the internet and in books. They really love playing jeopardy and you can practice almost anything with this. Materials needed: question card or sheet for you, blank grid with categories drawn on the board and chalk or marker.

Method: Put them in groups of 3 or 4 and have them name their teams which are written on the board to keep score. They guess a number between 1 and 10 to see who goes first and then we go around the room from that point. In turn, each group chooses a category and a value from 100 to 1000 points. They are strongly encouraged to discuss answers in their-group and not call out answers on their own. I give them a few seconds to discuss and then ask for the answer. If they get it right, they get the points for that category and if they get it wrong, they lose the points and we go on to the next group. I do not let them continue until they get something wrong because some groups will be stronger than others and the weaker ones won't get a fair amount of turns. They are not required to put the answer into a question as in the real game.

Board game is a multi-use resource that can also be used to practice almost anything.

Materials needed: game board (I laminate these), set of question cards, small markers (can use the ones from bingo) and a die for each group. Groups of 2 or 3 work best. I make the cards in word with 8 cards to a page. 40 cards per set works well.

Method: each person takes a card in turn and does what is asked for. If the other members of the group agree, that person rolls the die and moves that many spaces. I float around to settle any dispute.

Outburst is based on the children's version of the game which I found at a thrift store. You don't need the game to play it. All you need to do is to create a list of 10 items in a category and they try to guess all 10. I put them in groups, give them one of my portable white boards with a dry erase marker, and a cloth for erasing. You could have them call out answers, but I find that becomes chaotic with a large class. I give them the category, and they try to guess the 10 I have written down on my board. After a little time to discuss and write, they are asked to hold up their boards to see how many they got. This one is students against teacher so it doesn't matter if any groups can think of less than 10 items. They do love to beat me.

Talking Cards came from Michael Brown on the internet. His version is at <http://iteslj.org/Lessons/Brown-TalkingCards.html> I have used this for years and have made my own sets to suit what I am doing with my class. It is also multi-use because you control the types of questions that are asked. Each suit is a different category of questions.

Materials needed. A question sheet and a deck of playing cards. For lower classes I draw the suits on the board along with the symbols for queen, king, jack and ace.

Method: shuffle and deal the cards out to the students. One at a time, they tell you which card they have and you ask the corresponding question. It isn't really a game but they consider it so and ask for it often. I encourage the rest of the class to listen carefully to the question and answer as it is good listening practice while they wait for their turn.

Memory match/concentration is very popular with my classes. Word cards are white and picture cards are colored to give them a fighting chance. All one color is too frustrating when the cards are face down. I use index cards or make sets in word which can produce 8 cards to a page. I use white and colored card stock to make them durable. I use labels and/or full page stickers for these on the index cards although you can print on regular paper and glue them on if so inclined. The first couple of times with a new set they just match face up and then face down from then on for more of a challenge.

Materials: one set of cards for each group. Groups can be from 3 to 5 members.

Method: they match the picture and word cards. A successful match in the face down versions gets another turn until an unsuccessful match occurs. Then, it is the next person's turn. This is very popular and can get quite competitive. Caution them to return cards to the same position in the face down version to make it more memory and less random guess.

I hope you get as much use and value out of these ideas as I have. Thank you for your time and attention.





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.



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

Internet Research

Alberta Literacy Conference 2005 Presentation Summary

Yvonne Stewart

Part 2

(Continued from August-September/06 ATESL Newsletter)

Appendix 1: How to Choose a Search Engine or Directory ²

- Fields
- Search Logic
- Search Options
- Search Results
- Specialty Searches

Fields & File Types

If you want to search for...	Choose ...
Audio/Music	AllTheWeb AltaVista Dogpile Exalead Fazzle FindSounds.com Lycos Music Downloads Lycos Multimedia Search Singingfish
Date last modified	AllTheWeb Advanced Search AltaVista Advanced Web Search Exalead Advanced Search Google Advanced Search HotBot Advanced Search Teoma Advanced Search Yahoo Advanced Web Search
Domain/Site/URL	AllTheWeb Advanced Search AltaVista Advanced Web Search AOL Advanced Search Google Advanced Search Lycos Advanced Search MSN Search Search Builder SearchEdu.com Teoma Advanced Search Yahoo Advanced Web Search
File Format	AllTheWeb Advanced Web Search AltaVista Advanced Web Search AOL Advanced Search Exalead Advanced Search Yahoo Advanced Web Search
Geographic location	Exalead Advanced Search HotBot Advanced Search Lycos Advanced Search MSN Search Search Builder Teoma Advanced Search Yahoo Advanced Web Search

² <http://library.albany.edu/internet/choose.html>

Images AllTheWeb | AltaVista | The Amazing Picture Machine | Ditto | Dogpile | Fazzle | Google Image Search | IceRocket | Ixquick | Mamma | Picsearch

Language AllTheWeb Advanced Web Search | AOL Advanced Search | Exalead Advanced Search | Google Language Tools | HotBot Advanced Search | iBoogie Advanced Web Search | Lycos Advanced Search | MSN Search Search Builder | Teoma Advanced Search | Yahoo Advanced Web Search

Multimedia & Video All TheWeb | AltaVista | Dogpile | Exalead | Fazzle | IceRocket | Singingfish | Yahoo Video Search

Page Title/URL AOL Advanced Search | Exalead | Fazzle | Google Advanced Search | Teoma Advanced Search | Yahoo Advanced Web Search | ZapMeta Advanced Web Search

Search Logic

If you want to use ...

Choose ...

Boolean operators AltaVista Advanced Web Search | AllTheWeb Advanced Search | Dogpile | Google [OR only] | Ixquick | ProFusion

Full Boolean logic with parentheses e.g., *behavior and (cats or felines)* AlltheWeb Advanced Search | AltaVista Advanced Web Search | Exalead | Ixquick | MSN Search

Implied Boolean +/- Most search engines offer this option

Boolean logic using search form terminology Most advanced search options offer this, including: AllTheWeb Advanced Search | AltaVista Advanced Web Search AOL Advanced Search | Exalead | Google Advanced Search | IceRocket Advanced Search | MSN Search Search Builder | Teoma Advanced Search | Yahoo Advanced Web Search

Proximity searching Exalead | Google [by default] | Ixquick | ProFusion

Search Options

If you want ...	Choose ...
Alternative search items	SurfWax
A user fill-in search form	Many search engines offer this, including: AlltheWeb Advanced Web Search AltaVista Advanced Web Search AOL Search Advanced Search Google Advanced Search IceRocket Advanced Search Lycos Advanced Search MSN Search Builder Teoma Advanced Search Yahoo Advanced Web Search
Search for documents similar to those in existing results	Google ProFusion
Truncation	Exalead Ixquick
Your search stated in plain English	Ask Jeeves Brainboost Ixquick MSN Search
Translation of pages retrieved as search results, or any text or Web page, to and from selected languages	Babel Fish
An exact phrase within quotations	Most search engines offer this option
An exact phrase from a template choice	Many search templates offer this. For example: AllTheWeb Advanced Search AltaVista Advanced Web Search Fazzle Google Advanced Search IceRocket Advanced Search
Multiple search tools searched simultaneously with duplicate records removed	Chubba Clusty Copernic Don Pedro FastSeeks Fazzle Ixquick Mamma MetaCrawler ProFusion Query Server SurfWax Yooci more...

Continued

Search Results

If you want ...	Choose ...
Results based on linking, i.e., number of links from highly rated Web pages	A9 Alexa Web Search AltaVista Google Google Web Directory Teoma [Many search engines use this technology as part of their results ranking strategy]
Results clustered by concept and/or type of site (a "horizontal" in addition to a single vertical list of results)	Accumo All 4 One MetaSearch Clusty Don Busca Exalead iBoogie Infonetware metaEUREEKA Kartoo KillerInfo Mooter Teoma Turbo10 Ujiko Vivisimo
Option to search on related topics	AllTheWeb Dogpile Factbites Teoma
Clustering of results into one hit per site with the option to see all	AllTheWeb AltaVista Exalead
Results in graphical format	Kartoo Mooter Ujiko
Results with thumbnail images of retrieved sites	Don Busca Exalead IceRocket
Queries stored at the site and notification of new results	Google Alert Karnak TracerLock
Queries stored by the search service for repeat searches	Copernic

Continued ...

Specialty Searches

If you want to search ...	Choose ...
The Deep Web (not generally covered by search spiders)	Complete Planet Google Invisible-web.net ProFusion Search.Com Turbo10 [Many search engine sites offer deep Web searches. For example, see Ixquick and InfoGrid]
Blogs	Blogdex Blogdigger Bloglines BlogPulse Blogwise Bloogz Daypop Exalead Feedster Globe of Blogs Google Blog Search IceRocket Popdex Technorati
Files in FTP sites (text, multimedia, software, etc.)	FileIndexer.com Ftpsearchengines.com Oth Net
News (multiple sources searched simultaneously)	AlltheWeb: News AltaVista - News FindNews.org Google News Alerts InfoGrid NewsNow NewsTrove.com Pandia Newsfinder RocketNews Topix.net The WorldNews Network
News (RSS feeds)	Daypop Memigo NewsIsFree
RSS feeds	2RSS.com Chordata Daypop Feed-Directory.com RSSfeeds.com Syndic8.com
Saved Web pages	Furl Spurl.net
Usenet newsgroup postings	Google Groups
Reference sources (dictionaries, encyclopedias, e-mail and address lookups, calculators, quotations, news, government info, statistics etc.)	Reference Collection (U Albany Libraries)
Professionally maintained directories	About Academic Info BUBL LINK INFOMINE Librarians' Index to the Internet Resource Discovery Network Scout Report Archives Virtual Learning Resources Center WWW Virtual Library more...
Directories maintained by volunteers	JoeAnt Open Directory Project (DMOZ) Continued ...

Albany Guide to Internet Research <http://library.albany.edu/internet/checklist.html>

Appendix 2: Canadian Internet Search Engines

Search Engine:	Comments:
Anywhere.ca http://www.anywhere.ca/	Results are disappointing even with sites that have the .ca extension. More US than Canadian results. Directories have 1-2 sites of value. Alberta search engines have poor results that in some cases are not Alberta only.
CANADA on the Web http://www.canadaontheweb.ca/	
Canadian Content http://www.canadiancontent.net/	Don't bother with these.
CanadianSearch.ca http://www.canadiansearch.ca/	
Canadaopedia http://www.canadopedia.com/	
CANLinks Directory http://www.canlinks.net	
Canuckster.com	At least seven pages of Canadian Literacy results – the first three pages of results are the best.
Literacy search http://www.friendlycanadian.com	Google-based. Results are good with extended search options.
Google.ca	Better results than the Canadian or Alberta only based search engines. To narrow down searches, use “Alberta: +search term”
Yahoo.ca	
MSM.ca	
Altavista.ca http://ca.altavista.com/	

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**Announcements, workshop dates, book reviews, teaching ideas,
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