Atesl

Alberta Teachers of English as a Second Language

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December 2013   www.atesl.ca

President's Message

A couple of storms ago, we met in Calgary in SAIT's beautiful Heritage Hall to hear keynote speakers, attend presentations and workshops, and to network and catch up with friends and colleagues. And what a conference it was! We had wonderfully entertaining and informative keynotes, lots of well attended presentations and, at the wine and cheese, a jazz duo, one of whose members looked suspiciously like a well-known ESL instructor from Mount Royal! We shouldn't be surprised to find such multi-talented people among the ranks of ATESL membership, just pleased and proud! "Transitions" turned out to be a very appropriate theme for 2013, as ATESL moved away from having its own accreditation structure to referring members to the TESL Canada accreditation system. The vote on this motion at the AGM marked the end of a long and sometimes difficult process of dealing with the challenges of the accreditation scheme. It was a close vote, and the board of ATESL recognizes that many members have concerns about this decision. We will post information for members regarding TESL Canada accreditation on the website soon.

Since the conference, the ATESL board has been hard at work on some new and ongoing initiatives and projects. We were successful in receiving a grant to support the keynotes at this and the next two conferences, and we are close to submitting another proposal to the government of Alberta. The TESL program faculty members at the University of Alberta have generously offered their assistance to reactivate the newsletter (as you can see). Sheri Rhodes is acting as liaison between the ATESL board and the TESL program. We are grateful to the TESL program for their help and support.

One of the items on my own agenda for the coming year is to find a way to increase ATESL's advocacy role. It is one part of our mission that I feel can be strengthened. I am going to look for opportunities to advocate for our learners and their families, as well as ourselves as professionals.

I am looking forward to a productive year for ATESL. We have a strong team on the board with expertise in many areas and a wealth of creativity and drive. I wish everyone happy holidays and a great new year.

Dorte Weber

Provincial Executive

2013 - 2014

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Sheri Rhodes
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Wendy Chambers
Secretary

Sally Shifeng Zhao
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Sharon Duplessis
Central Alberta Local Co-Chair

Lois Prostebby
Central Alberta Local Co-Chair

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Message from the Past President

My term as President of ATESL has come and gone and, while there have been plenty of messages via email, social media, the website and even face to face, I missed out on the chance to communicate with the membership in a newsletter. We have tackled a number of issues, big and small, old and new, and overall I feel we have moved forward as an organization. We have reached some resolutions to what we struggled with as an organization, but there are always new challenges to face as we look toward the upcoming year. I am grateful that I was able to visit in each of our four locals over the course of the year. Each local is unique and has a different vibe, but it was so fun meeting all of you on your home turf! You have had some excellent local professional development over the year and it is good to see the efforts made to serve our membership at the local level.

My term as President finished for me at the ATESL Conference held the first weekend in November. What a great event it was. We had been cautioned not to expect many out with the funding constraints and other excellent PD options that required our membership to make some tough choices. We were so happy to see that the ATESL conference is highly valued by our members and we had an amazing turnout of 445 attendees. We enjoyed hearing from high profile and engaging keynote speakers, Will Ferguson, Tracey Derwing, and Amanda Lindhout. In addition to the keynote presentations, we were inspired and informed by the 50 workshops and seven poster sessions over the two days. SAIT was a great venue for connecting with friends and colleagues in the hallways, over the lunch table and visiting in the hospitality area. We hope to see the conference grow, and we look forward to more sharing of our talents at the 2014 conference in Edmonton and our 2015 TESL Canada conference at the Chateau Lake Louise.

I am grateful to have had such an incredible hardworking board of volunteers from across Alberta that made the time as President not seem quite as daunting. I especially want to say thank you to Patti Hergott as she completes her three-year term in the Presidential roles. She was an excellent leader and mentor, and I relied on her experience and insight throughout my time. I look forward to working with Dorte Weber as our President this upcoming year. She has a strong vision of how ATESL can move forward and I am happy to support her in these efforts.

For more details on the business of the past year, please refer to the Presidents' Report from our Annual General Meeting at the end of this newsletter.

Sheri Rhodes

TRANSITIONS

Tracey Derwing, University of Alberta

'Transitions' was the theme of the ATESL conference this year (2013) and it couldn't have been better timed. This is a period of great transition in the ESL field on many fronts. Not only have several key individuals in our province retired recently, leaving a "corporate knowledge" gap, but federal funders are making significant changes to policies and assessment procedures; they have also invested heavily in a revised version of the Canadian Language Benchmarks, the Tutela database, and so on. Furthermore, the federal funders are anxious to see increased use of technology within ESL, particularly to reach learners who are outside the main cities. Technology seems to have a life of its own, and it promises a vastly different approach to language teaching, even within the larger cities.

Even the nature of the learners is changing somewhat, because of the new requirement for federal skilled workers to have a Benchmark 7 in all four skills as an admission requirement to enter Canada. There will still be students at lower proficiency levels from the refugee and family class strands, as well as some of the dependents of the economic class. However, the federal skilled workers, with their strong linguistic skills set, will likely need workplace pragmatics training; companies will require more intercultural courses for both immigrants and Canadian-born, and pronunciation training will become increasingly important.

Coming back to assessment, we have already seen some major changes, with the implementation of Portfolio Based Language Assessment (PBLA), but the Milestones test that is currently in development will have a significant impact on our field. It is quite likely that it will be used to assess not only student progress, but program efficacy as well. The new national language placement and progression guidelines are meant to standardize offerings across the country. Teachers who have experience and background in assessment will be in demand.

The content of some of our programs, such as LINC, will have a stronger focus on employability, in addition to survival language and cultural information about Canada. The Government of Alberta has always had a very strong focus on employment, and can be expected to continue in that vein.

As instructors, we have never had such a plethora of resources to choose from. To name just a few, the Government of Alberta over the last several years has supported the development of some world-class materials, much of which can be found on ATESL's Alberta Initiatives Gallery, such as the most recent version of the *Best Practices Guidelines*; *Building Skills and Expertise for using E-learning with Adult ESL Learners*, and the *ATESL Adult ESL Curriculum Framework*. The *ESL Literacy Network* is another fantastic resource. We have innovative programs such as the Alberta Workforce Essential Skills Society (AWES), which has developed some useful tools around Essential Skills, but which also offers tailor-made courses and conducts research.

Many of these new ventures and resources are exciting, but they are coming at a time of budget cuts, reorganization, and general uncertainty. ESL has always been a field beset by uncertainties, but the last thirty years have seen an increased professionalization, and Alberta has been on the forefront. There are some lessons we can learn from the past as we meet our new realities. In 1988, teachers voted to institute ATESL accreditation in recognition that teaching ESL is not the preserve of anyone who can speak English; it requires a specific body of knowledge and pedagogical skills. The people who built ESL in Alberta started by advocating for their students, advocating for their field, and creating an atmosphere of collaboration with federal and provincial partners as well as colleagues in the settlement sector. They had a passion and compassion. These are things that we need to hold onto as we look forward to the future. There are many highly skilled, talented people in ATESL, who, working together, could create a vision for the several challenges that face us, including the issue of Temporary Foreign Workers. We need to transition into new directions and rekindle our ambition to ensure the best possible opportunities for our students.

STUDENT WRITING CONTEST

In the spring of 2011, the ATESL Board sponsored a writing contest in order to support adult English language learners in the sharing of their ideas and creativity in the written form. In this issue, we share the work of Birenda Kayastha, who received an honourable mention.

THE CANADIAN EXPERIENCE
BY BIRENDRA KAYASTHA

When foreigners land at Canadian airports with the splendour of god-gifted Canadian soil, they are enthralled with the golden horizon which is standing on the solid foundation of the harmony among people from all over the world. At that time, people from less-fortunate nations experience the warm feeling and fragrance of Canada's air, one of the world's first nations with many opportunities. They first meet with the prospective Canadian Experience!

After a hearty welcome from authorities, Canada's green and clean environment welcomes foreigners as they travel to their new communities. Then they flourish with the cooperative Canadian Experience.

At Canada Place, immigrants get past glimpses of Canadian glories through pictures and brochures. They find prospects of opportunities and tips for survival in Canada. Then they cherish the informative Canadian Experience.

However, when new immigrants desperately try to get professional jobs, they face undesirable situations in terms of the demand for professional Experience in Canada. If they are already experienced and qualified in their home or other countries, they should be given at least one chance to get Canadian experience with employment from Canadian companies. Companies should value the hardships of immigrants before entering Canada and perhaps give them probationary employment based on their struggles. Then they nourish the nutritive Canadian Experience.

In this way, the Canadian Experience is multi-coloured, multi-cultured and multi-lingual; resembling a rainbow between the sky and the earth. Either we applaud with happiness by saying "Woo!" to the Canadian Experience or yell with sadness by saying "Boo" to the Canadian Experience.

This beautiful prose becomes melodious poetry with mantras or psalms and is recitative by the Canadian Experience. So, let all of us sing the evergreen song, "O! 'Canadian Experience'! We love you! Please Thou Love us forever"!!!

Newsletter Information

The ATESL Newsletter *is published quarterly.*

Deadlines: **February 15, May 15, August 15, November 15**

Announcements, workshop dates, book reviews, teaching ideas, and articles relevant to the field. Contact: Irene Wood at services@atesl.ca

More information and archives at www.atesl.ca/newslettersArchive

Professional Development Bursaries

Apply for an ATESL Professional Development Bursary

Deadline: **March 15, 2014**

http://www.atesl.ca/bursary

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.

ATESL PROVINCIAL BOARD 2013-2014

Dorte Weber – President
Dorte Weber is coordinator of ESL at MacEwan University in Edmonton, where she also taught ESL from 1995-2005. From 2005-2010, Dorte was coordinator of ESL at NorQuest College. Dorte is a graduate of the TESL Master's program at University of Alberta (2006). Her interests include EAP, assessment, and the use of literature in ESL.

Maureen Stewart – President Elect
Maureen Stewart has served on the ATESL Board since 2009 in several capacities including Calgary Co-Chair, Secretary, and currently as President Elect. Maureen works at Bow Valley College as the Curriculum Development Exam Lead in the Centre for Excellence in Foundational Learning. Maureen volunteers with the Immigrant Youth Outreach Project as a tutor and mentor, sits on the Board of Governors at BVC, and is the secretary and treasurer for the Alberta International Graduate Association (AIMGA). She has worked in the literacy field since 2008.

Sheri Rhodes – Past President
Sheri Rhodes completed the M.Ed. TESL program at the University of Calgary and has 20+ years of experience in language teaching both in Korea and Canada. She is currently the Curriculum Coordinator in International Education at Mount Royal University and an online trainer and course designer for Advance Consulting for Education (ACE) in Language Teaching and Technology. She has served on both local and provincial boards of ATESL with only a few gaps since 1997 and appreciates the networking and professional development opportunities that ATESL provides.

Wendy Chambers – Secretary
Wendy Chambers has been involved in the field of English language teaching for over 15 years. She has taught in Alberta as well as overseas in Japan, China, and Kosovo. In 2012, Wendy completed her Ph.D. in the specialization of TESL at the University of Calgary. She is a co-author of the ATESL Adult ESL Curriculum Framework (2011). Wendy is currently an Adjunct Professor at the University of Alberta in the TESL program.

Dr. Sally Shifeng Zhao – Treasurer
Dr. Sally Shifeng Zhao obtained her MEd and PhD in ESL education from Britain. She has taught ESL for Academic Purposes, ESL for Specific Purposes, and ESL for Settlement. Since 2007, she has been managing the Language Instruction for Newcomers to Canada (LINC) program at Calgary Immigrant Educational Society.

Celia Logan – TESL Canada Representative
Celia Logan is the TESL Canada representative for Alberta. She has been an English as an Additional Language instructor with Bow Valley College in Calgary for the past seven years. She previously worked with various community agencies providing EAL instruction in Calgary and Montreal.

Chris Wharton – Calgary Local Chair
Chris has been teaching EFL/ESL for over 10 years. He spent the first part of his career in Japan and the last three years in Calgary teaching in the English Language Foundations Program at SAIT Polytechnic. Chris has been Calgary co-chair for the last year. He was also on the ATESL Conference Planning Committee in 2011 and 2013 as Volunteer Committee Chair.

Evelyn Neame – Edmonton Local Co-chair

Although Evelyn took her first course in teaching English as a second language in 1983, she didn't start teaching until 2008, 25 years later. She recently obtained her Master's in TESL from the University of Alberta and is passionate about teaching pronunciation, writing, and grammar. Evelyn brings a diverse work background, rich life experience, and a unique sense of humour to the ESL field and to ATESL's Edmonton Local Chapter.

Sharon Duplessis – Central AB Local Co-chair

Sharon has a thirst for knowledge and a travel bug. In 2011, she decided to take an online course offered by Walden University, to acquire a Master's Degree in Education specialization in Teaching English Language Learners. In August 2013, she travelled to Minneapolis, Minnesota, to attend her convocation. Sharon continues to work with ESL students at Ecole Camille J. Lerouge School in Red Deer as an Educational Assistant. She and her husband still enjoy travelling on vacations.

Lois Prostebby – Central AB Local Co-chair

Literacy has been the focus of Lois' entire career, mostly in her role as educator. She has been manager of the Adult Literacy Program at Red Deer Public Library since 2006. As the community has changed, this program has transitioned from a literacy program serving ABE learners to more of an ESL program. Prior to this position, she worked at Red Deer College in the Adult Literacy Program and upgrading programs for many years. Outside of work, she loves to travel, golf, and drink wine.

ATESL Awards

The Dawn Seabrook de Vargas Fellowship

The Dawn Seabrook de Vargas fellowship was created in 2009 by Citizenship and Immigration Canada, in conjunction with the LINC Projects Office in Edmonton, to honour Dawn's memory. She was a founding member of ATESL and she worked tirelessly in the field of ESL in a wide variety of areas for over 30 years. The award has been administered by ATESL and recognizes outstanding contributions and service in the field of ESL and was accompanied by a monetary award to be disbursed over 5 years. The final year for this fellowship to be awarded was 2013.

The Carolyn Dieleman Award

Carolyn Dieleman has been instrumental in shaping the field of ESL in Alberta. Her work has helped to create a professional environment founded on the implementation and sharing of new ideas, new approaches, and innovative programs. The Carolyn Dieleman Award was established in 2011 and celebrates individuals or teams who have made an impact on the delivery of and access to innovative and quality language and ESL literacy programs in Alberta. The award is given for collaborating and sharing ideas which have helped to build capacity within the field of ESL and demonstrating innovative research, responsive program design, and/or creative classroom techniques that have met the needs of learners. This award was not conferred in 2013.

ATESL Lifetime Membership Award

The purpose of this award is to recognize ESL professionals who have made exemplary contributions to the Teaching English as a Second Language field in Alberta. When awarded, recipients receive a life membership in ATESL at the AGM held at the provincial conference.

Award Winners for 2013

Dawn Seabrook de Vargas Fellowship
- Carol Smyth
- Allison Dennis

ATESL Lifetime member award
- Barb Penner

First time Presenter awards
- Jennifer Nowak, Calgary Immigrant Educational Society
- Oshean Ulmer, NorQuest College
- Nancy Robertson, Mount Royal University

Bursaries
- Evelyn Neame
- Judy Sillito
- Jun Deng
- Stacy Norrbom
- Celeste Bickley
- James Edel

Award Winners for 2012

Dawn Seabrook de Vargas Fellowship
- Cindy Messaros

ATESL Lifetime Member Award
- Ivan Sundal

Carolyn Dieleman Award
- Lisa Rochman

First time Presenter Awards
- Kara Boehnert
- James Edel
- Rose Elliot

Bursaries
- Silvia Rossi
- Rose Elliot
- Diana Agudel

Dawn Seabrook de Vargas Fellowship Awards

2013 Award Recipient: Carol Smyth

Carol Smyth is largely responsible for starting the rebirth of the ESL program at Red Deer College. She implemented a curriculum for 5 levels based on the Canadian Language Benchmarks, an innovative initiative that allowed RDC to speak in a national language regarding ESL. She nurtured the program from its infancy (one class, 5 levels) as a one-woman team assessing, teaching, and liaising with other organizations to its height (5 classes, 1 level each) in 2007.

In 2007 Carol moved to Central Alberta Refugee Effort (C.A.R.E.). Shortly after this, Carol and Elaine Durette dreamed up the idea of Central Alberta having its own Chapter of ATESL, moving the ESL community to a new standard of professionalism. Carol volunteered her time as the chapter was gaining traction. She held two positions on the ATESL board at once. She served both as Co-chair of the new Central Alberta chapter for three years as well as Secretary of the ATESL board. She is now serving her second term as secretary of the local chapter. The teachers and practitioners in the area have been benefitting from a community of support for the past five years because of Carol's dedication and commitment. She has demonstrated such commitment in keeping it going, linking up ESL professionals from our public schools, non-profits, and college in a way that didn't exist before.

Central Alberta Refugee Effort (C.A.R.E.) has also greatly benefitted from Carol's contributions. Carol is a dedicated educator with a passion for ESL teaching. She advocates for the ESL members in our community and does many things to show her empathy toward newcomers. Carol has taught LINC levels one to five and is always looking for new challenges. She is a mentor for new and experienced teachers and is committed to continual professional development. She is always eager to try new ideas and resources. Her professional standard is evident in how she prepares and shares teaching ideas with others in her field. Carol has a never-failing enthusiasm and sense of humour, constantly shares resources, ideas, knowledge, and materials, and she works incredibly synergistically on a team.

The Adult Literacy Program in Red Deer was looking for professional ESL instructors to do some training for volunteer tutors who would be tasked with working with an ESL learner. The program was thrilled when Carol stepped forward and provided several training sessions after her regular teaching load was completed. Even though most of Carol's work is classroom based, she was able to adapt her ideas and strategies for an individual tutor to use with their learner. She is always positive in her approach no matter the circumstances, and her wealth of experience and creativity are very evident. The presentations Carol made were on pronunciation, which is a huge issue in this program, and one on teaching vocabulary. She gave tutors the confidence to try some of her ideas and praised them for their commitment to making a difference in their community. Carol's laugh and enthusiasm is such a powerful motivator, she can excite anyone to work in the ESL field.

Her most recent endeavour in ESL is as the lead assessor for Central Alberta. She took on the part time position in February and has since been trained in the CLBPT and CLBA assessment tools. She is currently teaching part time and conducting assessments part time at C.A.R.E. In summary, Carol Smyth has been instrumental in having a local chapter of ATESL in Red Deer and she has contributed enormously to the ESL community here.

2013 Award Recipient: Allison Dennis

Innovation is one of Allie's greatest strengths as a member of the ESL community. Allie has worked at a significant number of institutions in her tenure as an ESL instructor, coordinator, and trainer. Through her work in the ESL community, she has showcased her innate innovative abilities and developed countless amazing activities, materials, and programs. She has often been involved in pilot programs and in the development of new curriculum. For instance, she developed the Futures in Training (FIT) program to run at St. Anne high school. The premise of this program was to provide a pathway for ESL Literacy learners to seamlessly move from high school to college in the same program. She helped many learners to connect with Bow Valley College and the Bridge Program, which is a program for at-risk immigrant youth at Bow Valley College. With this program and her innovative ideas for curriculum and projects she helped the learners to prepare for the

adult learning context and also helped to motivate learners to continue with their education. Allie developed the curriculum for this program, and she also engaged learners in interesting and unique ways. Many of the learners in FIT had low level literacy skills, but Allie fostered their ability to create and communicate in innovative ways. Learners created scrapbooks, videos, and photo montages to tell their stories. Allie allowed the learners to feel powerful and valuable in a learning context despite their low literacy skills.

Following her work at St. Anne's, Allie became an instructor in the Bridge Program. As stated by her colleague in Bridge, Danielle St-Jules, "Over the years that we worked together, Allie and I were involved in curriculum development. Allie revised and created new sections of the course guide to reflect best practices in young adult ESL literacy instruction and assessment. Drawing on her past experiences as an instructor and her own education and training, Allie was able to create comprehensive methods for assessing learners in the areas of reading and writing. She developed assessment tools and worked to make the learning objectives and assessments transparent to learners. Allie and I also instructed the BELLS course. This course focused on essential skills development through project-based learning. Allie played an important role in the development and learner buy-in to this course. She contributed many creative project ideas that the learners really connected with. For example, one term the learners hosted an art gallery of images they had taken of the environment called Beauty and the Beast. Allie is able to successfully integrate new approaches to teaching concepts that are meaningful and effective. She always had new ideas for approaching units of study and found ways to connect with the learners through engaging projects and reflective learning".

In the classroom, Allie's lessons were always engaging, interesting, and learner centred. She created most of her own materials, and readily shared those with colleagues. Working with Allie is a constant learning experience. Her vast knowledge and her ability to create incredible lessons and activities allowed all those around her to grow as an instructor. As the Bridge Program is for youth, Allie was always mindful of creating materials that were age and level appropriate in order to obtain and maintain engagement with her learners.

Allison's contributions to the ESL community are vast and she has had an impact on all those she has taught, worked with, and supervised. Allison has worked with incredibly diverse groups of ESL learners in a wide variety of programs. To name a few of Allie's positions, she is an IELTS Examiner, Instructor with the City of Calgary, Language Evaluator, Curriculum Designer, and Language Instructor for the Sudanese Physician Reintegration Project, and an Oxford Seminar TESL Certification Instructor.

One of the many interesting programs of which Allie was a fundamental part was SSHARE (Southern Sudanese Health and Rehabilitation Education). Allie was the Coordinator and Curriculum Course Developer for SSHARE. In this program Allie developed, implemented, and maintained the continuing medical education for South Sudanese doctors living in Sudan. Allison collaborated with others in SSHARE to provide support and education through language development for the South Sudanese doctors. As part of this project, Allie delivered a presentation entitled at a conference for building capacity and partnerships for the future of Sudan in 2008. In 2011, Allie travelled to South Sudan to interview the physicians and to further cement the bond she had created with them.

Allie was also instrumental in the MCAP program at the University of Calgary. Her innovative and creative talents were used in researching, developing, and implementing all materials based on the Calgary-Cambridge Guide framework. Allie also developed relevant instructional tasks and materials for enhanced proficiency levels. In her work with MCAP, she was a material developer, program coordinator, and language evaluator.

As previously stated, Allie was an instructor in the Bridge Program, but was also invaluable in the development of Bridge as a program, and in the curriculum. The contributions Allie made to Bridge and the Youth in Transition Program are innumerable. She developed rubrics for assessment of listening, speaking, reading, and writing, as well as for college readiness and overall classroom performance. Although Allie is no longer working in Bridge or Youth in Transition, many of her materials are still used by the current instructors. A colleague said of Allie, "Allie is the most innovative teacher I have ever known. She creates most of her materials from scratch, is able to think on her feet, and does it all with poise, grace and ease".

Allie has also been an active and integral member of the ATESL community. Allie acted as co-chair for the Calgary Local from 2010-2012, and was the co-chair for the ATESL Conference 2011. In her role as co-chair for Calgary, Allie organized monthly workshops and brought in a variety of guest speakers of interest to the community. As conference co-chair, Allie was incredibly organized and professional. With the committee she delivered an extremely successful and memorable conference. As the organizer of the keynote for the conference, Allie worked tirelessly to bring in two incredible keynote speakers, Stephen Lewis and Norbert Schmitt. This contribution to the ESL community in Alberta was very powerful for all those who attended the conference.

Allie has also contributed to the ESL community through copious workshops and presentations. Allie has presented at the local level for Calgary, as well as at many conferences. Allie has presented on Intercultural Communication (2009), Literacy Benchmarks (2003), Project Based Learning for LIFE (2011), Using Benchmark for Writing (2012), Professional Writing for International Physicians (2011), as well as scores of others. Allie's contribution to the ESL community in Calgary, Alberta, Canada, and internationally cannot be overstated.

One of the most remarkable aspects of Allie is her willingness to collaborate with others. She is always more than willing to humbly share her knowledge and ideas on everything from assessment, to reading, to writing development, to program delivery. She is also very receptive to ideas from others and often collaborated with colleagues to team teach. As stated by her colleague Margaret Downey, "I had the privilege of working with Allie in the Bridge program at Bow Valley College for 2 years. She was first a mentor to me as I shadowed her class before entering the program as an instructor. Later, I taught alongside Allie in the Bridge and Youth LINC programs. Allie is the kind of teacher who thinks nothing of sharing the materials she makes with anyone. If something works, she passes it on. If it doesn't work, she changes and hones it until it is brilliant- and then passes it on and gives tips on how to work it into a lesson. She has a great sense of collaboration, and anyone who has worked on a team with Allie will tell you the same. She believes that teamwork is key to making a program and department stronger, and that creating lasting bonds and trust in a teaching team are so important. I truly miss teaching with someone of Allie's caliber, and I can't say enough about this wonderful, creative, humble teacher and friend".

Currently, Allie is working as the Executive Director at AIMGA (Alberta International Medical Graduates Association). She collaborates with government, educational institutions, as well as the Board of Directors for AIMGA to provide innovative and responsive programming for internationally trained medical grads living in Alberta. Through her work with AIMGA, she is helping to address the need for more medical doctors in Alberta, and helping internationally trained physicians to find meaningful work in their chosen field.

Allie is well respected and admired by those who work and have worked with her. She is a testament to what is means to be an innovative and collaborative professional who contributes diligently to the community. Her dedication to learners and to creating an innovative and meaningful program of study is evident in all of the projects that she has been involved with. Any organization would be fortunate to have her as a team member. Her innovative and collaborative qualities have contributed to the success and longevity of several ESL programs in Calgary. Allie is an inspiring and motivated force in the ESL community and deserves our gratitude and recognition.

ATESL Lifetime Membership Award

2013 Award Recipient: Barbara Penner

Barbara Penner was nominated for this award in recognition of her contribution of expertise, advocacy and passion for the advancement of teaching excellence in the field of TESL. Barbara embodies teaching excellence whether she is teaching English for Specific Purposes, ESL Literacy, Academic English or any level in between. Barbara's teaching does more than follow ATESL best practices and adult education best practices and meet the needs of the learners in her class; her classroom is a motivating, positive environment that encourages learners to take risks, to challenge their perceived limitations and to trust In their own abilities.

Barbara's commitment to teaching excellence is also demonstrated through her mentoring of instructors. Barbara has been a Master Teacher/Mentor for TESL diploma and Master's students at the University of Alberta since 2001. Mentoring ensures that new instructors are able to benefit from the experience and knowledge that Barbara has acquired through her decades teaching in ESL. In addition to mentoring students in the U of A program, Barbara led a research team investigating peer mentoring at NorQuest College. This demonstrates her commitment to peer feedback, sharing practices, and collaboration. Her work laid the framework for the internal peer mentoring being set up within the ESL Intensive program at NorQuest, which will benefit many current and future instructors.

Barbara has developed significant high quality curriculum materials and formative and summative assessments for learners at all levels. Some of her works include Portfolio Materials Developer (e-campus), LINC and ESL Placement Test Developer Curriculum Developer, Curriculum developer including formulating CLB-based outcomes, creating and piloting sample tasks and designing rubrics. Literally thousands of students have benefited from the use of these exceptional materials through accurate class placements, engaging classroom materials, attainable outcomes and exceptional classroom experiences. Her materials have been the catalyst for further development and Innovation.

In both official and unofficial capacity by professionals throughout the province, Barbara is sought out for consultation and to sit on committees. Barbara is respected by students and peers alike. Her high standards, compassion and her insight in conjunction with her knowledge and experience all contribute to the teaching excellence that Barbara displays in her professional work.

Barbara is the epitome of a highly trained and dedicated ESL professional who significantly contributes to the growth and development of TESL across Canada through contributions of knowledge, participation, insight, materials and commitment. In additional to the teacher mentoring discussed above, the training she has provided, materials she has created and the information she has shared has had a local, provincial and national impact in improving ESL education newcomers receive.

To list Barbara's accomplishments would take pages; instead I will focus on a few high impact pieces and hope they do justice to represent the impact Barbara has had to improved standards, improved materials and improved training in the field. Interactive English, a free access learning program has benefited many learners and instructors throughout Canada. Barbara's role on this project was to gather Input for this on-line reading resource from stakeholders in the Edmonton ESL community, author plot lines for six episodes, develop CLB appropriate language guidelines, edit scripts by professional writers, adapt script to narrative, develop glossary, reading comprehension, vocabulary and other supports. This tool Is used by countless learners and has had a role in the development of quality ESL training outside the urban cores.

Barbara has been facilitating workshops throughout Alberta for over a decade. Due to space limitations I will list only a few including: New CLB document Teacher Training (Centre for Canadian Language Benchmarks), CLB 5 -10 Exit Assessment Task Teacher Training (CCLB), Introduction to TESL for International Teachers from Mexico (NorQuest College), Introduction to Teaching English as a Second Language for Canadian Volunteers (NQC). Barbara delivers high impact workshops that encourage instructors to use the new learnings as a springboard to further seek ways to improve their learners' classroom experience. Barbara has been an invited guest speakers at many programs including the University of Alberta and NAIT. Barbara has held various positions within ATESL Including Edmonton Local Secretary, Conference Co-Chair, Conference Treasurer, Conference Publicity Committee Member, and Edmonton Local Co-Chair. Her involvement with the ESL professional community has helped shaped best practices in ESL, has helped set the standard for an engaged professional, and has inspired new and experienced teachers alike. Barbara's work through the years has exemplified commitment and dedication to the profession.

UNIVERSITY OF ALBERTA TESL PROGRAM CAPPING PROJECTS

Many of the following research projects would not have been possible without the support of ATESL
and the participation of ATESL members, for which we are grateful.

1. Mentoring for Instructors of Adult ESL by Kim Chaba (MEd TESL, University of Alberta)

Although extensive research has been conducted on mentoring new instructors in the K-12 system, in English as a foreign language, and in teaching practicum contexts, there is a gap in the research on mentoring instructors teaching adults from the Canadian ESL perspective. Three online surveys for mentees, mentors, and administrators were developed to solicit ATESL listserv members' opinions about mentor programs: elements and procedures, benefits, challenges, needed supports, and recommendations regarding who should receive mentoring and when. There were 56 responses to the surveys. Findings showed that the elements of, procedures for, and benefits of mentoring were rated *very important* by most respondents, thus supporting some of the K-12 mentoring literature (e.g., Daresh, 2003; Sweeny, 2008). Also, while the mentees, mentors, and administrators provided similar responses regarding the challenges, needed supports, and recommendations for mentoring, I identified slightly different perspectives on a few factors (e.g., guidance in planning lessons, the challenges of matching participants and of defining the role of administrators, the need for mentor training, and whether mentees should receive mentoring). Therefore, developers of mentoring programs for adult ESL instructors should consider the perspectives of all three groups and enlist their help in designing and implementing a program for each instructional context.

Recommendations for ESL Mentoring Programs

Based on the survey results and previous mentoring literature, the following are important recommendations for the individuals who are developing and implementing adult ESL instructor mentoring programs in Alberta.

Mentoring Program Framework

Tailor the program to your context. Brown (2001) and Schaefer et al. (2012) cautioned that mentoring programs cannot be the same for all contexts. The level and elements of mentoring needed by a mentee depends on the mentee's education and instructional background (Ingersoll & Strong, 2011). Consider mentee, mentor, and administrator opinions when developing mentoring programs. Try to be proactive about potential challenges, and ask for the necessary supports from funders and faculty. It is also important to have an evaluation of mentoring programs to, as one mentee stated, "acknowledge past attempts and investigate what elements were successful or not." Benson-Jaja (2010), who conducted a study of a variety of mentoring programs, reported that an initial orientation is needed in an induction program, and she concluded that the components of effective mentoring programs are "(a) mentoring, (b) mentor selection/mentor match, (c) [regular] mentor-mentee contact, (d) [classroom] observation, (e) mentor training, (f) administrative support, and (g) program evaluation"(p. 115).

Mentors

Develop a mentor pool, to avoid mentor burnout and to provide options for matching. Mentors do not need to be senior instructors; they could be novices if the situation fits. Do not accept all instructors who volunteer to mentor; not everyone who is an effective teacher is an effective mentor (ATA, 2012) (one participant in this study warned about those who liked having "power" over others). Provide training opportunities for mentors, and help them understand mentee needs, such as orientation details and adaptation to their teaching situation. Mentor aids could be in the form of a manual, published research, and/or online or face-to-face workshops. Also, mentors should have a free choice regarding participation in the program, so that they are committed to the process.

Mentees

Guide mentees into the level of mentoring needed, based on their teaching experience and views. One mentor commented that stoic or overwhelmed new instructors may need a "gentle suggestion" to get them involved in mentoring. Also, mentoring could be valuable to other staff, including senior instructors, if they were struggling with a work-related issue or wanted a fresh perspective on teaching methodology.

Matching

If possible, allow potential matches to meet informally first, match participants who are teaching at the same proficiency/course level, and situate their desks in close proximity to each other.

Collaboration

Provide workshops to share ideas and knowledge to create and/or foster an environment of collaboration (Brown, 2001). District workshops on topics of common interest could also help rural instructors connect with mentors in the vicinity who could be shared (Sherman et al., 2000). One mentee noted that rural or satellite locations need a medium for delivering mentoring. Two mentees suggested that effective mentors could share their expertise in the form of publications, lectures, workshops, or narratives.

Workload

Time should be dedicated to the mentoring process, but workload should be monitored, i.e., be careful not to overload the mentee or mentor (Hobson et al., 2009); remind them not to take on too many extra activities within or outside the workplace, and give them release time if possible. Release time could be allocated as professional development time (Sherman et al., 2000). Provide some continuity in teaching assignments (e.g., being able to repeat courses or units at a certain level) to help reduce instructors' workload.

Length

The mentoring relationship should last as long as needed (provided that the relationship is still healthy). Hellsten et al. (2009) recommended one or more years, and Farrell (2012) suggested that novice teachers could use one to three years of support. K-12 mentorships are one to two years, and sometimes three, even though Ingersoll and Strong (2011) stated that research was lacking on the effects of length.

Recognition

Give recognition to both mentees and mentors, in, for example, the form of a certificate of participation or a letter of commendation for a professional portfolio. Other forms of recognition could be stipends, luncheons, or a ceremony at the end of a mentorship to acknowledge the effort given (Sherman et al., 2000).

Conclusion

Mentoring can be an effective form of professional development for mentees and mentors. Additional reasons for mentoring programs include: higher retention rates (Hobson, Ashby, Malderez, & Tomlinson, 2009; Schaefer, Long, & Clandinin, 2012), enhanced professional development (Benson-Jaja, 2010), improved teaching skills of new instructors (Ingersoll & Strong, 2011), and increased student achievement (Farrell, 2003; Sweeny, 2008). Mentoring in adult ESL programs is intrinsically valuable.

Recommended Online Resources

Citizenship and Immigration Canada. (2013, March 30). *Tutela* [Website for ESL instructors with a discussion group for mentoring new instructors of adult ESL]. Retrieved from http://www.tutela.ca

International Mentoring Association. (2013, April 2). *International Mentoring Association* [Public and members only resources for developing and sustaining mentoring programs. Mentee, mentor, and administrator resources]. Retrieved from http://www.mentoring-association.org

Teachers.net. (2013, March 30). *Teachers.net* [A K-12 website with a chat-board including topics for new teachers and mentors]. Retrieved from http://Canada.Teachers.net

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Sweeny, B. (2008). *Leading the teacher induction and mentoring program* (2nd ed.). Thousand Oaks, CA: Corwin Press.

2. ESL Students' Attitudes about their Accents and Implications for Instructors by

Bonnie Dawson (MEd TESL, University of Alberta)

In this study I explored the relationships among accent, identity, and sense of belonging for adult ESL immigrants to Canada. Forty-two adult immigrant ESL students at CLB 7, 8, and 9, in a post-secondary institution in western Canada participated in a survey about their attitudes towards their accents, the value they attribute to their first language (L1) and first culture (C1), and how their accents affect their identities and sense of belonging in Canada. They represented 30 different first countries and 19 different first languages.; all were immigrants who had the intention to stay in Canada. Their average time in English- speaking Canada was 2.5 years and their average age was 34 years old.

The survey featured demographic questions and questions about language learning and language use. In addition, the participants were asked to rate their level of agreement to various statements on the topic of accents and communication on a seven point scale ranging from *strongly disagree* to *strongly agree*. There was also an *I don't know* option.

Results

Attitudes towards Accents
Responses to the scalar question *I like my accent* varied considerably: 45% agreed, 38% disagreed, and the rest were either neutral or didn't know. Eighty-one percent indicated that they would like to sound like a native speaker (NS) if possible; moreover, 74% stated that sounding like a NS was their goal. However, 25% of respondents said they would not be happy to be mistaken for a NS. In summary, many participants in this study wanted to sound like NSs of English, but some accepted their accents.

Value Multiple Cultures
Most of the participants placed high value on their first language and first culture. The majority agreed that it was important to maintain their L1 (83%) and their C1 (83%). In addition, 95% of participants indicated that knowing about Canadian culture was important to them. A majority of participants (86%) also agreed that they felt comfortable in both their C1 and in Canadian culture. This valuing of both C1 and Canadian culture aligns with the pattern of 'integration' in Berry's (2005) acculturation model and with Canada's multiculturalism policy.

Sense of Belonging
When asked if Canada felt like home, 64% agreed and 19% disagreed. The majority (79%) reported pleasure in being asked about their first country. In addition, almost half (48%) wanted people to know they were not originally from Canada. These findings may be associated with their relatively short length of time in Canada (an average of 2.5 years). The majority (67%) said they would feel more Canadian if they sounded like a NS. It is possible that with more time in Canada, these participants will feel Canadian regardless of their accents, but unfortunately for some, their accents may restrict their ability to fully identify as Canadian.

Implications
Intelligibility is defined as "the extent to which a speaker's message is understood by a listener" (Munro & Derwing, 1995,

p. 76). This concept is distinct from 'accentedness'; research has shown that accent and intelligibility are not fully correlated. In other words, some individuals may have a strong accent and yet be highly intelligible. Understanding other people and being understood is important for ESL students, especially given the unlikelihood that adult learners will ever fully eliminate their L2 accents.

Some respondents reported that their accents impinged upon their communication. Of the particiapants who agreed that others thought they were not intelligent because of their accents, 80% reported having trouble communicating at least once a week. People who experience regular miscommunications may suffer from low intelligibility, but they can become more successful with specific pronunciation training.

ESL instructors should discuss the implications of accented speech with their students and the difference between intelligibility and accentedness. Pronunciation instruction for those with intelligibility issues should be available. It may benefit students to have a classroom discussion about 'multicompetence', Cook's (1991) term referring to the multilingual mind, and the 'L2 user,' Cook's (1999) term for someone who is no longer learning a second language, but who can use it for communication needs. Such discussions may help learners develop realistic goals for their pronunciation development. One suggestion is to look for more L2 accented voices to use in listening materials for the classroom. Piller (2002) suggests that expert L2 users are reasonable role models for L2 learners because they represent more realistic standards for L2 attainment. Intelligibility, rather than accent reduction, should be the goal of L2 learners and their instructors.

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3. How Well Do Popular Adult ESL Materials Provide Pragmatic Knowledge Learning Opportunities? by Rosalea Elliot (MEd TESL, University of Alberta)

This examination of pragmatics in ESL materials was conducted in two stages. First, I completed an evaluation of 30 ESL textbooks, currently used in seven Edmonton programs at the intermediate ESL proficiency level, to determine the amount of pragmatic content they contained. Criteria were identified for sociolinguistic (culture-focused) and pragmalinguistic (language-focused) aspects of pragmatics. Although most textbooks introduced some culture- and language-focused content, thorough and complete coverage was weak. Findings suggest that ESL instructors cannot rely on textbooks to provide adequate pragmatic content.

Part two of the project involved searching for, obtaining, and reviewing possible supplementary resources. Sixteen resources were selected for an annotated bibliography. Findings suggest that some excellent pragmatic resources are currently available. Useful materials were found in the following areas: prepared lessons for various speech acts and for a variety of cultural concepts, teacher-friendly information, sites for video input, and assessment suggestions. The author does not claim to have surveyed all possible resources.

To prepare for incorporating more pragmatic content, instructors could assemble resources focused on particular aspects of pragmatics. The books with lessons provide material that could be used without modification or could serve as examples of well-designed lessons. Because authentic language input is not always available or suitable, instructors could record contextually relevant dialogue with the help of friends or willing native speakers. Using task-based instruction with pragmatic content as a prompt or starting point for activities in the four language skills would allow integration of pragmatics without additional demands on class time. It will take effort on the part of an instructor to collect, study, organize, and integrate the supplementary materials, but this is a worthwhile initiative. The following resources are highly recommended for this purpose.

- ➢ **Description of speech acts.** Center for Advanced Research on Language Acquisition. (2009). Minneapolis, MN: Regents of the University of Minnesota. Retrieved from http://www.carla.umn.edu/speechacts/descriptions.html
  The Center for Advanced Research on Language Acquisition (CARLA) has a large website providing information on eleven areas of research including pragmatic speech acts. Six specific speech acts are highlighted: apologies, complaints, compliments, refusals, requests, and thanks. In this single website, teachers can find current empirically supported information about many important speech acts. Although the site does not provide ready-to-use materials, it is an excellent source of background information.

- ➢ **Online workplace integration language resources (OWLS) and Facilitator Guide.** Centre for Excellence in Intercultural Education., NorQuest College. (2009-2011). Retrieved from http://www.norquest.ca/norquest-centres/centre-for-intercultural-education/projects/completed-projects/online-workplace-integration-language-resources-(o.aspx
  Funded by Alberta Employment and Immigration, the OWLS resource provides teachers with 10 videos to support cultural and pragmatic content instruction. By viewing the videos for three learning objectives, learning opportunities are maximized and the connection between culture- and language-focused pragmatics is reinforced. Alternatively, instructors could pick and choose videos to supplement textbook content. With optional captions, this free resource provides ESL teachers with quality authentic oral input for their classrooms and with a guide that includes a summary of key pragmatic information. The authors have made the connection between culture and language clear and irrefutable.

- ➢ **Pragmatics: Teaching natural conversation**. By Houck, N. R., & Tatsuki, D. H. (Eds.). (2011). Alexandria, VA: TESOL.
- ➢ **Pragmatics: Teaching speech acts.** By Tatsuki, D. H., & Houck, N. R. (Eds.). (2010). Alexandria, VA: TESOL.
  Because ESL teachers realize that linguistically competent ESL learners often unwittingly use language inappropriately and because even native English instructors need to become explicitly aware of pragmatic strategies and forms, Tatsuki and Houck have published two edited books that address various aspects of language-focused pragmatics. In each chapter, a series of lessons on a given skill are provided. Most lessons were developed for intermediate to advanced ESL learners in pre-university or university courses; however, many chapters provide suggestions for modifications for other contexts.

- ➢ **Tips for teaching culture: Practical approaches to intercultural communication.** By Wintergerst, A. C., & McVeigh, J. (2011). White Plains, NY: Intercultural Press.
  Based on their view that "teaching the target language goes hand in hand with teaching about the target culture" (p. 120) and based on research findings, the authors have developed a practical resource for the ESL classroom. For instructors with little background in cultural concepts, this resource provides information for the instructor and many activities. The authors, who are experienced ESL teachers, have created a foundational volume that provides extensive coverage of cultural topics.

- ➢ **Impressions: Making positive impressions in conversation** [DVD]. By Zeldenrust, G., & Schneider, L. (2011). Language Foundations. Available for purchase at http://www.languagefoundations.ca/catalog/volume-1-impressions
  In this 22-minute DVD, four scenarios portray a newcomer navigating the process of gaining professional certification in Canada. The pragmatic information would be appropriate for all ESL students at CLB 5-8 levels, as the skills are transferable to many contexts. Although this video and accompanying workbook provide material for only four to eight lessons, they would be valuable resources for ESL instructors.
  Acknowledgements

4. The Use of Portable E-readers in an ESL Extensive Reading Program (EERP) by

Monica Fraser (MEd TESL, University of Alberta)

Interest in the use of e-readers and their role in education has risen in recent years, as the explosion in the availability of books published in digital formats has increased the sale and use of electronic reading devices (e-readers). The introduction of Amazon's Kindle in 2007 was the synergist for the growth in popularity of e-readers and the creation of new models such as the Nook in 2009 and the Apple iPad in 2010. Due to the relatively short time that e-readers have

been on the market, studies examining e-readers in the educational field are in their infancy and have been limited to elementary, college/university, and English as a foreign language (EFL) environments. Because of a lack of research conducted with learners in ESL contexts, few guidelines are available to assist instructors in using these tools. Research on the use of e-readers is needed to provide instructors with information and ideas for using these devices in ESL extensive reading programs and to prepare learners for the modern high-tech society. Thus, the purpose of my research was to determine the impact of using portable e-readers on intermediate ESL learners' reading attitudes, behaviours, and gains (i.e., in reading comprehension, vocabulary, speed and enjoyment) and to ascertain the learners' and their instructor's satisfaction with the use of e-readers and the extensive e-reading program developed for this study.

All students (*n* = 21) in one ESL reading and writing Canadian Language Benchmark 7 class at NorQuest College participated in this study. They ranged in age from 23 to 48 years (*M* = 35y), and came from a wide variety of countries and language backgrounds. Before the data collection began, the researcher administered the *Oxford Bookworms Level Test 1: Stage 3* to determine a suitable level of graded e-books to be downloaded to a class set of Sony e-readers. Data were gathered over eight weeks through a pre-study questionnaire in paper format, student reading logs, instructor observations, and a post-study questionnaire using *SurveyMonkey®*. The pre-questionnaire and *weekly reading record* data, as well as the post-questionnaire responses were downloaded to an Excel spreadsheet and analyzed using descriptive statistics. The participants' open-ended responses and the researcher's observation field notes were thematically coded and quantified.

After the recruitment process, the administration of the pre-study questionnaire, and the introductory session on the use of the Sony e-readers, the participants were encouraged (but not required) to read at least one e-book per week; they also filled out the *weekly reading record* and handed it in following their peer discussions each week. The participants were not graded on any activities. Participants completed the online post-questionnaire on the eight-week ESL Extensive Reading Program (EERP) during their scheduled computer lab.

Results

The findings from this study provided evidence of the positive impact of using portable e-readers on the EERP learners' reading attitudes, behaviours, and skills, and on the learners' and instructor's satisfaction with the use of the Sony e-readers and the extensive reading program. Results indicated that participating in the EERP increased the participants' frequency and volume of reading, which corresponded to their reports that reading e-books using the Sony e-reader in the EERP increased the number of times they read over the eight-week period. Participants in the EERP perceived greater gains overall in enjoyment, vocabulary, speed, and reading comprehension than in their previous ESL course (in which they did not use Sony e-readers). Slightly lower perceptions of improvement in speed and comprehension may have been related to the participants' unfamiliarity with reading on the Sony e-reader, which may have reduced concentration and increased content processing time.

In general, students preferred reading books on an e-reader rather than in paper format; the e-readers were easy to carry and environmentally friendly. However, restrictions on the use of Wi-Fi and the inability to read in dark places were reported disadvantages. Participants expressed high satisfaction with the ESL Extensive Reading Program because it was enjoyable and clearly defined; they were pleased with the ability to self-select e-books, but less satisfied with the range of reading topics available. For future EERPs, both the instructor and the participants recommended longer e-reader preparation, more detailed training for downloading e-books, and access to a greater selection of e-books. An instructor's general guide for using e-readers in extensive e-reading programs was created, based upon the results of this study.

5. Inductive Consciousness-Raising Tasks: Learning the Meaning and Use of the Present Perfect

by Amie R. Gondziola (MEd TESL, University of Alberta)

How to teach grammar within the communicative language classroom has been an issue of concern for many educators ever since it has become apparent that simply providing comprehensible input does not ensure high levels of grammatical accuracy (Harley, Allen, Cummins, & Swain, 1990; Lightbown & Spada, 1994). As Communicative Language Teaching (CLT) has gathered great momentum in the last three decades, it has become the preferred method of teaching in many language classrooms today (Savignon & Sysoyev, 2005). Coinciding with the rise of CLT had been an uncertainty of the status of grammar in second language curricula, which resulted in an initial temporary abandonment of grammar instruction (Nunan, 2004, p. 9). Empirical studies have since shown that grammar is beneficial and possibly necessary for L2 learning (Ellis, 2008). But how grammar should best be taught in a CLT classroom is currently under investigation and is the focus of this study.

Second language acquisition (SLA) research provides evidence of the benefits of different types of form-focused instruction (FFI) combined with communicative activities (e.g., Norris & Ortega, 2000; Spada, 1997, 2011). One of the newer techniques for teaching grammar is the consciousness-raising (CR) task (Fotos & Ellis, 1991). The term consciousness-raising was first applied to discussions of L2 teaching by Rutherford and Sharwood Smith (1985), who defined it as "the deliberate attempt to draw the learner's attention specifically to the formal properties of the target language" (p. 274). The term was then appropriated by Fotos (1993) to apply to a specific type of grammar activity, that is, "a communicative task with a grammar problem to be solved interactively as the task content" (p. 388). CR tasks are different from grammar practice exercises because they do not necessarily require the use of the forms that students are discussing. For example, it is possible to discuss the rule for adverb placement without using adverbs. This current study sought out to answer these two research questions: Does a consciousness-raising task lead to superior gains on immediate post-tests compared with a traditional teacher-fronted lesson? Is there a between-group difference in performance?

In this study, two contrasting teaching interventions were administered to separate groups, and learning outcomes were assessed through pre- and post-tests. The participants were randomly assigned to one of two treatment groups: inductive CR task (n = 10) or deductive teacher-fronted lesson (TF) (n = 9) in an adult English as a second language (ESL) context. Participants ranged in age from 23 to 69, came from a variety of linguistic and cultural backgrounds, and all were at a CLB 6 level of proficiency. Participants were taught the resultative meaning and use of the present perfect tense-aspect form in both treatments, using famous Canadian achievements as the context. Both the CR task and the TF lessons used in this study targeted the difference between the simple past and the present perfect. Deciding when to use the simple past or the present perfect is often difficult for learners because the forms "are not mutually exclusive choices: there are many situations where either of these tenses would be suitable" (Leech, 2004, p. 35). However, in this study, learners' attention was drawn to the situation where there is a very clear choice, that is, the dead vs. living distinction. More specifically, if people are no longer living, any discussion of their achievements will use the simple past. However, if they are living, and if what they have achieved or succeeded in is still relevant to them, or there is a chance that they will make a similar achievement again, the present perfect is used.

The findings of this study first showed that both groups were statistically comparable at the pre-test; there was no significant difference between the two groups at the pre-test nor at the post-test and both groups improved over time. Both groups improved significantly from the pre-test to the post-test, with no advantage to either treatment.

Learners were also tested to see if they were statistically stronger or weaker on one form (present perfect) or the other (simple past) and whether the test method (gap-fill vs. cued written production) had an effect. These between subjects group and the within subjects forms results indicated again that there was no group difference but that both groups improved over time. With respect to the present perfect, learners improved on both the gap-fill and the written production subtests; for the simple past, only scores on the gap-fill improved.

The findings of this study suggest that the present perfect can be learned through form-focused instruction and that consciousness-raising tasks are equally as effective as teacher-fronted instruction in terms of grammatical accuracy gains. Language instructors should therefore be actively encouraged to include consciousness-raising tasks in their lesson plans. CR tasks are, however, still very under-researched and there is a need for more extensive studies to explore the usefulness and benefits of such learning strategies.

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6. **Teaching Listening Effectively in ESL Classrooms by Evelyn Neame** (MEd TESL, University of Alberta)

The skill of listening involves more than just hearing; Merriam-Webster (2013) defines listening as "paying attention to sound". It is active, not passive, and has an essential role in the English as a second language (ESL) classroom, providing input for language learning. Although this skill should be a high priority, Vandergrift (1997) maintains that listening frequently receives the least attention from instructors and that the activities intended to develop listening skills often merely test them.

To determine whether this is still the case, I invited instructors of beginner and intermediate proficiency adult ESL students to complete an online survey and participate in a focus group to provide information on how they teach the skill of listening in their classrooms. Sixteen teachers from two different institutions attended focus group sessions on teaching listening: three in the first focus group, four in the second, and nine in the third. The focus group discussions were recorded, transcribed, and categorized according to theme and subtheme. The instructors were also asked to complete an online survey: fifteen surveys were completed and analyzed using descriptive statistics. The results were examined to determine the type of activities currently used when teaching listening, the existence of gaps between instructional techniques used and the methods presented in research, and the value placed on teaching listening. The study concluded with recommendations and activities to fill potential gaps.

Teaching Strategies and Activities

During the focus groups, the participants reported using 19 separate strategies to teach listening. The most popular strategy, 'listening for the main idea', was identified by Berne (2004) as one that more proficient listeners use; less proficient listeners listen word by word. Another frequently identified activity, 'pre-teaching vocabulary', has been identified by research as contributing positively to listening comprehension. Staehr (2009) found that higher levels of vocabulary knowledge positively correlated with improved listening comprehension and that vocabulary breadth predicted 49% of the variance in listening scores.

Eight activities were identified and discussed during the focus groups. The most popular by far was dictation, an activity promoted by Brown (2011), Lynch (2009), and Nation and Newton (2009). Dictations help students to determine the boundaries between words as well as to identify words, areas in which 80% of listening comprehension errors occur

(Goh, 2000). Interestingly, the focus group discussions regarding multiple choice, gap-fill and true/false exercises centered on assessing, rather than teaching, listening. This is also corroborated by research: Field's (2009) study found no correlation between performance on gap-fill and multiple choice questions and the ability to listen in real time, and the author consequently discourages their use in listening lessons.

Gaps Between Research and Discussion

Many of the strategies and activities that instructors reported using also correlated with research recommendations. There were, however, two main gaps between research and the information gleaned from the focus group discussions: metacognitive strategy use and pronunciation instruction. Vandergrift and Tafaghodari (2010) studied the effect of four months of predicting, planning, monitoring, evaluating, and goal-setting activities on the listening comprehension abilities of 106 French as a second language university students, and found that using metacognitive activities correlated positively with improvements in listening comprehension and that low proficiency students experienced the greatest gains. Vandergrift and Goh (2012) strongly promote the explicit teaching of metacognitive strategies, as they not only improve students' listening comprehension but also increase student confidence, encourage autonomous learning and, most importantly, help students learn how to listen in real time.

Al-jasser (2008), Cutler (2001), Reed (2013), and Sanders, Neville, and Woldorff (2002) recommend that ESL instructors devote post-listening time to explaining how to decode individual sounds in connected English speech and how prosody impacts intended meaning. Low-proficiency learners in particular benefit from pronunciation instruction, as they need to override the effects of their native language segmentation skills and cannot rely on their limited vocabulary knowledge to identify words. In addition to teaching word segmentation cues, Jung (2003) and Tyler and Bro (1992) also advocate the instruction of discourse cues to help learners predict what they will hear and organize what they have heard. Teaching these markers for conversational listening specifically can help students recognize the appropriate signals for turn-taking, encouraging discussion, and taking leave.

Instructors who are already over-burdened trying to find appropriate listening materials and to create effective listening lessons may not welcome additional responsibilities. Much of what research currently recommends, however, involves doing more with less: instead of completing exercises, students work in pairs and discuss their comprehension difficulties and potential solutions, or they work together to reconstruct the listening text. Time and effort spent improving listening comprehension is extremely valuable, as it can increase proficiency in other language skills (Hirai, 1999) and improve learners' self-confidence (Vandergrift & Goh, 2012). The greatest gain in modifying listening instruction is that language learners can comprehend authentic speech in real time sooner, a useful skill in the classroom and an indispensable one in the workplace and in society.

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7. The Use of *Discover Canada* in LINC Classrooms by Leah Sallis (MEd TESL, University of Alberta)

On average, Canadian citizenship is granted to approximately 160, 000 individuals each year (CIC, 2012a). For adult newcomers to obtain citizenship, it is essential that they fulfill the requirements mandated by Citizenship and Immigration Canada (CIC). This means that they must successfully complete a citizenship test in which they demonstrate their knowledge of citizenship concepts (e.g., government structure, the electoral system, history, geography, rights and responsibilities). *Discover Canada: The Rights and Responsibilities of Citizenship Study Guide* (CIC, 2011) was created to assist applicants to understand these concepts and to prepare them for the Canadian citizenship exam.

Language Instruction for Newcomers to Canada (LINC) is CIC's primary language training program, designed to "contribute to the key strategic objective of Citizenship and Immigration's settlement program, that is, the successful integration of newcomers into society and promotion of Canadian citizenship" (CIC, 2010, p. 7). The successful integration of newcomers depends on a thorough understanding of Canadian citizenship concepts, all of which are themes included in *Discover Canada.*

The Study

This study examined the use of the *Discover Canada* as a resource for teaching citizenship concepts (history, rights, responsibilities, law, etc.) in LINC classrooms. The following issues were addressed: (a) to what extent LINC instructors in Alberta use the 2011 Study Guide when teaching citizenship concepts; (b) what determines instructors' choice to use the 2011 Study Guide (or particular sections of it); (c) how, if at all, certain concepts in the Guide are incorporated into LINC lessons for the purpose of teaching citizenship; (d) and, what the readability level of *Discover Canada* is. To answer these questions, findings from a survey administered to Alberta Teachers of English as a Second Language (ATESL) and the results of a linguistic analysis of the *Discover Canada* were analyzed, and recommendations based on the results are offered for LINC instructors, program planners, materials developers, and Citizenship and Immigration Canada officials.

A quantitative online questionnaire was developed and distributed to 650 ATESL members, through *SurveyMonkey*. Following the survey, a linguistic analysis of the *Discover Canada* study was conducted. In this analysis, each section of the guide was given an average grade level of readability, determined by the Flesch-Kincaid (FK) grade level readability test. The results were compared with the expected reading ability outlined in the LINC proficiency levels (CLB, 2012). Using Lextutor software (http://www.lextutor.ca), the word frequency levels of vocabulary were analyzed to determine reading difficulty for ESL learners. The findings were compared with the expected learner skill level at Canadian Language Benchmark (CLB) 4, which is the minimum level of ESL proficiency required for citizenship application (CIC, 2012b).

Results

From the responses to the LINC instructor survey, it can be concluded that most but not all LINC instructors taught some citizenship concepts in their classrooms. A relatively small minority of instructors, however, used the 2011 *Discover Canada* as a resource for teaching these concepts. Most who did use the Study Guide reported using it less than once a month and only for specific modules within the LINC curriculum. According to the survey, *Discover Canada* was used primarily in CLB 5/6 classrooms (LINC 5).

When instructors were asked why they were not utilizing this CIC resource, their most frequent response was that the text was too difficult linguistically. The analysis performed in this study confirmed instructors' perceptions of the Study Guide. The average Flesch-Kincaid (FK) readability level for *Discover Canada* was above a grade 12 level. When the text was further analyzed, several paragraphs received FK grades of 13, 14, or 17. The linguistic analysis also indicated that the text contained a high concentration of low frequency vocabulary, as well as a large number of academic words not appropriate

for a CLB 4 reading level. This shows that *Discover Canada* lacks the appropriate readability level to be an efficient resource for teaching citizenship concepts in LINC classrooms.

In order for students to engage with citizenship concepts and for integration to be promoted in the LINC classroom, alternative materials such as the *Citizenship Resource* (TDCSB, 2010), *Being Canadian* (Cameron & Derwing, 2010), and the *Canadian Citizenship Challenge* (CIC, 2013b), should be utilized to a greater extent. These materials provide instructors with tasks that incorporate Canadian citizenship concepts with language foci, at a variety of CLB levels. The tasks included also deal with controversial issues, issues outside the classroom, and the students' everyday experiences. These types of activities are more closely aligned with the idea of critical citizenship (Fleming, 2003; Morgan & Fleming, 2011; Norton, 2000; Norton & Toohey, 2001) than *Discover Canada*. CIC's *Welcome to Canada* (2013a) is also readily available for classroom use, but requires modification by instructors.

I would recommend that CIC fund the creation of more LINC materials, developed by qualified ESL professionals, which include Canadian citizenship concepts and interactive tasks at appropriate CLB levels. Since *Discover Canada* strictly presents Canadian facts in a non-critical way, it is recommended that this Study Guide be used in citizenship exam preparation courses; it may, however, be of limited use (even if simplified) in LINC classrooms.

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8. A Case Study Exploring Perceptions of Paraphrasing by Krista Schwabl (MEd TESL, University of Alberta)

Plagiarism is a pervasive issue at academic institutions (McCabe & Trevino, 1993), despite the websites that have been developed by many universities to help students learn about textual borrowing practices such as paraphrasing (Yamada, 2003). Paraphrasing involves "restating [an] original passage in [one's] own words" (S. Kuntz, personal communication). Many university students seem to understand plagiarism and the importance of paraphrasing source information. This understanding, however, does not always transfer to their written work, which often contains a form of plagiarism known as "patchwriting" (Howard, 1995; Pecorari, 2003). Patchwriting is a composing strategy whereby students "[copy] from a source text and then [delete] some words, [alter] grammatical structures, or [plug] in one-for-one synonym substitutes" (Howard, 1993, p. 233).

Studies have revealed that patchwriting is a developmental phase that novice writers - both native speakers (NSs) and non-native speakers (NNSs) of English - move through as they strive to become more proficient in writing the genres of an academic field (Campbell, 1990; Howard, 1995). Studies have also supported the claim that patchwriting is unintentional, signaling an unfamiliarity with the academic conventions of a given discourse (Abasi & Akbari, 2008; Deckert, 1993; Pecorari, 2003). Complicating matters is that perceptions of acceptable paraphrasing can vary both within and across academic fields. Studies conducted by researchers such as Roig (1997, 2001) and Shi (2012) revealed that post-secondary instructors and students may have different perceptions of what acceptable paraphrasing is, depending on their field of study.

In response to the complexities associated with acceptable paraphrasing, I became interested in exploring what post-secondary instructors and students in various academic disciplines considered acceptable paraphrasing to be, and to what degree their perceptions were similar. In addition, I wanted to discover the underlying reasons for their perceptions. Finally, I wanted to solicit feedback on recommendations from instructors and students on how to best develop university students' paraphrasing skills.

I developed one survey for instructors and another for the students enrolled in their second-year classes. Part 1 of both surveys elicited participants' background information and their answers to six paraphrasing definitions (Powell & Teare, 2010, pp. 49-50). Part 2 of the questionnaires presented three quotes and paraphrases taken from online resources (e.g., University of Victoria Libraries, 2012). Participants were asked to read the quotes and rate the paraphrases as 'acceptable', 'somewhat acceptable', or 'not acceptable'. Participants were then asked to indicate why they rated a paraphrase as less than acceptable by selecting one or more reasons from a provided list (e.g., "key details are missing or inaccurate"). Part 3 of both questionnaires asked participants to provide feedback on recommendations for developing ESL students' paraphrasing skills. Seventy-one instructors teaching second-year courses at an academic post-secondary institution in Edmonton were sent an email consisting of an information letter, consent form, and survey link. The email also featured a request for permission to visit their classes so I could give a short talk to students to recruit student participants. Ultimately, nine instructors and 66 post-secondary students enrolled in their classes completed the surveys.

Results

Patchwriting definition and task
An analysis of instructors' and students' responses revealed variations in perceptions of acceptable paraphrasing. When asked in Part 1 to rate the definition of patchwriting, 75% of the instructors recognized that it was not acceptable, while the remainder were unsure. Of the students, 70% rated it as not acceptable, 19% found it acceptable, and 11% were unsure. For the patchwriting example of a paraphrased passage in Part 2, 38% of the instructors indicated that it was not acceptable, 40% rated it as somewhat acceptable, and 12% indicated that it was acceptable. Of the students, only 35% found the patchwriting paraphrase not acceptable; 42% rated it as somewhat acceptable, and 23% as acceptable. I concluded that if the students' paraphrasing knowledge as demonstrated in this sample is a reflection of their own paraphrasing practices, then patchwriting would be present in their written work and may be perceived as acceptable paraphrasing by some of their instructors, as perceptions can vary in different fields of study.

Feedback on recommendations
Feedback from instructors and students on recommendations indicated preferences for a paraphrasing workshop offered by the university at the start of a term (Hughes & McCabe, 2006) and an online course with paraphrasing exercises (Yamada, 2003). Other recommendations were consistent with those gleaned from existing literature and included an explanation of paraphrasing expectations by instructors (Earkes, 2012), explicit in-class paraphrasing instruction (Howard, 1993, 1995; Walker, 2008), and the need for instructors to inform their students of the support available to them (Earkes, 2012; Perry, 2010).

Further recommendations
More extensive research is needed to explore the paraphrasing perceptions of instructors and students in different academic fields of study. Furthermore, as Sutherland-Smith (2005) emphasized, instructors should re-examine their paraphrasing practices more closely so that more informed approaches can be developed to help students acquire acceptable paraphrasing skills.

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ATESL ANNUAL REPORTS PRESENTED AT THE 2013 AGM

Presidents' Report 2012/2013

We are grateful for the opportunity to have worked with many dedicated ESL professionals across Alberta both on the board and at the local level this past year.

Operational Activities

Since our last conference, ATESL approved seven bursary applications for ATESL members to attend professional development activities and accredited seven members. More detailed information is contained in these committees' respective reports.

We have continued to address our financial accounting methods, including a review of the financial reporting and procedures at the local level, clarification on how project finances are reported and how new financial activity is presented in the statements. A new procedure for the locals of submitting an annual budget for board approval will begin in the upcoming fiscal year.

Irene has done a great job keeping us on task and continuing to develop documentation for our operations. She has had an expanded role with the new website and has helped us to work through some of the initial transitions as the site went live this year. We appreciate her efforts as our business manager, handling the constant stream of communication and activity within the board.

We have attended workshops at every local in the province. Sheri Rhodes gave workshops in Red Deer and Southern Alberta. The presidency also met with members in each of the four locals to share information about the accreditation review and the motion which will be presented at the November 1st Annual General Meeting.

Accreditation

The Accreditation Task Force shared their report at the 2012 ATESL Annual General Meeting. The report contained three options that the Board considered this past year during our final review as we prepared our recommendation for the membership. We also posted the report online and welcomed final comments from the membership through the website. These options and all feedback were discussed by the board and at that meeting, the Board voted unanimously for the motion that was brought to the membership at the 2013 AGM and passed: MOTION: That ATESL will no longer accept new applications for ATESL accreditation and will refer members to TESL Canada for certification.

Website and Communication

Our efforts to address our use of the new website have been slow in crystalizing. We initially began to draft social media and website use policies and invited the membership to be involved in sharing how they would like to see us use this resource. The striking of a social media committee unfortunately wasn't successful. The hope was to incorporate the ATESL newsletter into the website and without an established template or direction, this meant that traditional newsletter was not compiled this year. Communication has occurred this past year on the website, through emails and on social media. We hope that we can continue to bring members to the website for information and grow the participation and sharing with the membership through social media.

Projects, Contracts and Proposals

ATESL successfully completed the requirements for a 2012 grant conference support contract for 250 participants from Southern Alberta and Fort McMurray through CIC.

The Resource Database project with Alberta Human Services was finally completed in December 2012; enabling the transition from an innovative project to a long-term sustainable undertaking by ATESL. The new ATESL website with the Alberta Initiatives Gallery section of the Resource Library went live following last year's conference. Lesley Dudley wrapped up this project with the report submitted in March of 2013. Our web development team of Sarah and Brett Kuehn created user manuals for the ATESL board and locals for maintaining the site. We appreciate all the efforts of this team on behalf of ATESL. Maintenance of our site has been passed now to Irene Wood and the Board, with contractors called in as needed.

Proposals were submitted successfully to Citizenship and Immigration Canada for conference support to ensure accessibility of keynotes for 2013, 2014, and 2015 ATESL conferences as well as to Alberta Human Services to cover costs for the nutrition breaks at the 2013 conference.

We also submitted a proposal to the CIC to continue to work with the Curriculum Framework document in delivering workshops to support the integration of intercultural communicative competencies within a curriculum. We are expecting to hear about this proposal soon.

Conference Planning

Plans were initially made to hold this year's conference in Central Alberta. Because of limited venue options, this didn't happen, but we'd like to thank Cindy Messaros and Jayne Carlielle for their assistance in reviewing options. Ideally, conference planning needs to begin prior to the previous conference and we have made some efforts to implement that this year, with a call for co-chairs going out in June and co-chairs Eaman Mah and Crystal Drew for ATESL 2014 in Edmonton already contracted and the conference venue and date is in final negotiations . Our province was selected to host TESL Canada 2015. In August, Sheri met with the TESL Canada Executive Director to finalize venue selection and a contract has been signed to take over the Chateau Lake Louise, October 29-31, 2015 for the national conference.

We are thankful to those members of the ESL community who give us a call or drop us an email when they think we have dropped the ball on something or they want us to know what they think about the things we do. We know there are things that need seeing to in the coming year, and appeal to all of you to let us know what you want from us and how we can

work to improve ATESL's value to its members and to the ESL community. We also need your expertise and your energy to serve on committees that drive the work forward.

Acknowledgements

We would like to acknowledge the outgoing Board members ending their terms this year, and who supported ATESL. We appreciate your input and dedication to our province and helping us as an organization to serve our members:

Patti Hergott – Past President
Bonnie Nicholas – Edmonton Local Co-chair
Maureen Stewart – Calgary Local Co-chair and Secretary
Cherie Plamping – Central AB Co-chair
Brenda MacKinnon - Southern Alberta Co-chair
Jane Brenner – Southern Alberta Co-chair
Justine Light – Accreditation Committee

We would also like to thank the outgoing Executive Director of TESL Canada, Louise Aerts, for her cooperation and support for the profession nationwide and wish her well in her new venture.

Finally, a thank you goes out to our conference co-chairs, Gerry Landreville and Greg Meaker. It is at our conferences that ATESL gets a chance to shine, our members have the opportunity to grow and connect, and we all feel renewed in our desire to be the best our profession has to offer. It is only with hard-working co-chairs and an amazing dedicated team of committee members and student volunteers that this can happen.

2012/2013 was clearly a year with a strong internal focus. The Board's efforts to improve the internal functioning of the organization will put us in a better position to resume outwards activities. Advocacy on behalf of our students and a stronger focus on communication with members are two areas we know we need to work on in 2014.

This report is respectfully submitted by:
Sheri Rhodes, President
Patti Hergott, Past President
Dorte Weber, President Elect

Calgary Local Annual Report 2012/2013

Calgary Local Committee Members 2012/2013:
Co-Chairs: Maureen Stewart and Chris Wharton
Treasurer: Kimberley Macdonald
This year was another successful one for Calgary Local. Chris Wharton joined the Board at the 2012 Conference in Edmonton as Calgary Co-Chair and Kimberley Macdonald joined as Calgary Local Treasurer in the beginning of 2013. We had presentations and workshops from a wide variety of experts, instructors, and organizations. We would like to acknowledge and thank all of the presenters for their contribution to the ATESL Calgary Local community this year. Chris Wharton and Doug Waite from SAIT entertained and educated us on *Using Debate in the Classroom*. Nicole Estabrooks from Bow Valley College taught us how to use *Visualization to Enhance Reading Comprehension*. Nancy Robertson from Mount Royal University explained *Culture and its Role in the Classroom*. *Let's Benchmark Reading* was expertly facilitated by Daniel Love from SAIT. Our first presentation of the new year was on October 9 and was an Information Share about immigrant serving agencies in Calgary. Many thanks to Maureen Stewart from the *Immigrant Youth Outreach Project* , Patrick Cotter and Cayti Beyer from *Directions for Immigrants*, and Allison Dennis from *Alberta International Medical Graduates Association* for sharing information about their programs with us.

This is Maureen's last term as co-chair. We would like to thank her for her four years of service on the ATESL Board as well as her five years with the ATESL Calgary Local in roles of Co-Chair and Secretary. Her expertise and enthusiasm will be missed. Chris will continue on for another year as co-chair. We would like to invite Calgary ATESL members to join our committee. We hope to expand the committee and involve more professionals from the community. Please contact us if you're interested in being part of the team!

Calgary Local Committee 2013/2014
Co-Chair: Chris Wharton
Co-Chair: Vacant
Treasurer: Kimberley Macdonald
Secretary: Vacant

Respectfully Submitted:
Maureen Stewart and Chris Wharton

Central Alberta ATESL Report for 2012/2013

Our Central Chapter of ATESL has had another positive year. We averaged 12 attendees at our monthly meetings, which were held for the most part at Red Deer College.

In September 2012 we had our start-up and elected a new co-chair, Lois Prostebby, secretary, Carol Smyth, and treasurer, Sharolyn Sanchez. Cherie Plamping stayed on as co-chair.

In October, Karen Park and Jayne Carlielle presented on teaching in Costa Rica and Bolivia, respectively. Both taught short-term courses.

In November, numerous people who had attended the ATESL Conference in Edmonton presented on one or two workshops that they had participated in. This was well received as not all members had been able to go to the conference, and it was also great for those of us who did to hear about some sessions that they had missed.

In January, we held our meeting at DAWES Library, the workplace of the newly elected co-chair, Lois Prostebby. We had a general "Idea Share". Various people presented on a number of topics. For our February meeting, Sharon Duplessis gave a presentation on her Master's Research which looked at student motivation.

In March, we had two ESL coordinators, Jen Hartigh from Red Deer College and Lisa Ramsey from Central Alberta Refugee Effort (CARE), present on CELPIP and IELTS. Then in April, Sheri Rhodes came to our meeting and gave a PowerPoint presentation on how to navigate the new ATESL website. At the same time, she discussed how to access the ATESL Twitter and Facebook pages, and encouraged us all to use them.

At our last meeting of the 'school' year in May, Cindy Messaros gave us a presentation on English for Specific Purposes – in the Workplace. As Executive Director of Alberta Workforce Essential Skills Society (AWES), Cindy was well qualified to talk to us about how we as teachers can present Workplace Essential Skills in our ESL classrooms. All of our students will eventually acquire jobs, so we need to prepare them for that eventuality.

At each of our meetings we had 30 minutes to network, then an hour of whatever the professional development was for that date, and finally 30 minutes of networking and clean-up. In addition, at each of these meetings one to two of our members volunteered to bring refreshments, including both food and juices (this rotation was set up at the September meeting).

We have quite the variety in our membership: a few members teach in the Public/Catholic school systems, others at CARE, some at Red Deer College, a few who took the ACE TESOL Certificate program, a couple who are tutors or volunteers, a few

Program Coordinators for ESL and Literacy, and still others who want to get back into the field. It is a varied group; therefore, there are many interests and all provide valuable contributions to our chapter. We look forward to another interesting and stimulating year.

Respectfully Submitted:
Cherie Plamping and Lois Prostebby

Edmonton ATESL Local AGM Report for 2012/2013

Our Edmonton Local Chapter had another successful year. The executive for 2012-2013 was elected at the September 2012 meeting:
- Co-chairs: Jacqueline Scott, Bonnie Nicholas
- Secretary: Evelyn Neame
- Treasurer: Rose Elliot
- Hospitality: Brenda Chwyl, Tracy Sheloff

Eight meetings were held from September 2012 through June 2013 with an average attendance of 30. The business portion of the meetings was kept short in order to concentrate on networking and professional development.   In October we hosted a Question/Answer session with professionals around housing for immigrants, legal assistance, social work issues and help for immigrant children in the school system.

At our December meeting, Leila Ranta and Justine Light presented *Correcting Learner Errors in Speaking*. In January, Erin Waugh presented *Pragmatics: How Culture Impacts Communication.* Judy Sillito presented *Hope and Narrative in the ESL Context* in February. In March, William Dunn presented *Thinking Creatively about Task-based Teaching.*

In April and May, Master's students from the University of Alberta – Krista Schwabl, Leah Sallis, Rose Elliot, Kim Chaba-Armstrong, Monica Fraser, and Amie Gondziola gave brief presentations on their capping projects.

In November, the 2012 ATESL conference was hosted in Edmonton at the Chateau Lacombe. A special thank you to the 2012 ATESL Conference Committee Co-chairs Murray Smith and Kent Lee and their amazing committee members: Yuji Abe, Celeste Bickley, Debbie Stephen, Lesli Nessim, Judy Sillito, Diana Agudelo, Amy Abe, and Stacy Norrbom.

The new executive for the 2013-2014 year was elected at the first fall meeting on September 27, 2013:
- Co-chairs: Evelyn Neame, Jacqueline Scott
- Secretary: Lynn Sawyer
- Treasurer: Rose Elliot
- Hospitality: Brenda Chwyl and Tracy Sheloff

Respectfully submitted by:
Jacqueline Scott and Bonnie Nicholas

Southern Alberta ATESL Local AGM Report for 2012/2013

The Southern Alberta chapter of ATESL executive members have been Jane Brenner- Co chair, Brenda MacKinnon – Co-chair; and Evon Jones - Treasurer and Secretary. They hosted an appreciation dinner on January 31st, 2013 for participating members. Along with the dinner we had invited a guest speaker who presented on the topic "The Lighter Side of Life".   Members were also invited to attend a "Coffee Break" which was held at 10:00 on Saturday, March 9th, 2013 at the Lethbridge Lodge. Unfortunately, both Brenda and Jane had to step down during the year and alternative co-chairs were not identified. On October 4, 2013, Sheri Rhodes assisted in planning a workshop to share the accreditation information as well as giving a presentation entitled, "Copyright in a Brave New World". She would like to thank Jenine Hawryluk and

staff for support in organizing this meeting at the University of Lethbridge.

At the time of writing this report, new co-chairs for the local have not been identified.

Accreditation Committee Report 2012/2013

At the end of the 2012 AGM, Ewa Dufrat, Justine Light, and one other individual comprised the Accreditation committee. The newly appointed committee member chose to step down, as they were not ATESL accredited. For the December 2012 application review, Martin Guardado stepped in to his previous role as committee member to help with the accreditation process. Thank you, Martin. In May 2013, Justine Light stepped down, and Dorte Weber replaced her as a temporary assignment until this AGM.

In December 2012, there were 5 applications. Of these, 2 were incomplete, 1 was denied, 1 was accredited under Option D and 1 under Option A. In May 2013 there were 6 applications. 2 were denied, 4 were approved under Option A. In August 2013, 1 person who had previously been denied appealed to the Board. The appeal was successful and the applicant was accredited under Option D.

Respectfully submitted,
Dorte Weber and Ewa Dufrat

Bursary Report 2013

The Bursary committee receives applications twice a year, March and September. The applications are for members in good standing to seek additional funds for professional development activities.

In March of this year, we received four applications. All applications were approved and, upon communicating with these individuals, one was declined as this individual had received full funding from an additional source and no longer required ATESL funding. The three individuals approved took part in these various activities: the TESOL 2013 Conference for two applicants, and the LESLLA 2013 Conference for one applicant.

In September, ATESL received four more applications; all four again met the eligibility and were approved. The professional activities undertaken by this group will be the Task-Based Language Learning 2013, ATESL 2013, TESOL 2014, and TESL Canada 2014 conferences.

The committee was pleased with the breadth of activities and the variety of individuals seeking ATESL support. The bursary process is designed to be flexible and non-restrictive. Going forward, the committee recommends a clear timeline aligning the approved professional development activity to the bursary application period. This timeline should appear on the application and process documents, so that approved activity is completed within ATESL's fiscal and operating year.

Respectfully submitted by the Bursary Committee:
Maureen Stewart, Sally Zhao and Patti Hergott (Lefebvre)