

REFLECTING
&
REVITALIZING
Annual Conference, 2014, Edmonton



Atesl
turns 35
1979-2014

ATESL 2014 Conference Program
October 24th and 25th

Fantasyland Hotel
West Edmonton Mall

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Greetings from the Conference Co-Chairs

A warm welcome to everyone at this year's Alberta Teachers of English as a Second Language Conference – *Reflecting and Revitalizing*

Over the next two days, we would like you to celebrate and reflect on your accomplishments, as well as those of your students and your profession as you share ideas and learn about the latest educational trends and political developments. The current face of ESL in Alberta is changing, and we want to encourage you to think about how our past personal and professional accomplishments can help us meet the future needs of ESL in Alberta. Furthermore, we hope this conference will provide an opportunity for you to learn of new initiatives in classroom practice, program development and community advocacy through discussions and dialogue, as well as through workshops and presentations.

We are very proud to welcome two renowned keynote speakers. On Friday, author Linda Grant will speak about how teaching pronunciation helps learners become more effective speakers and listeners. On Saturday, documentary filmmaker Dr. Niobe Thompson will speak on what the human record of resilience and resourcefulness can offer us as we confront the challenges of the present. As well, we especially want to thank our colleagues who have generously contributed their expertise, time and effort by volunteering to present. Without these dedicated professionals, there would not be a conference.

In addition to attending the keynotes, workshops and presentations, we encourage you to take advantage of everything that this year's conference has to offer. In other words, attend the AGM and learn about the issues facing our organizations. Come to the *Wine and Cheese* and be entertained by two talented local Edmonton musicians. Check out the newest TESL materials at the Publishers' Displays. Acquaint yourselves and reacquaint yourselves with old friends and colleagues from across the province and beyond. We really hope that you enjoy this conference and are able to come away from it revitalized.

In conclusion, we just want to thank everyone who has helped in the planning, organization and running of this year's conference. It has definitely been our pleasure to work with such a great group of dedicated people.

Eaman Mah and Peter Myhre
Conference Chairpersons

The ATESL 2014 Conference Planning Committee

Program Committee	Andrea Cheuk • Lori Diepenbroek • Suzanne Oswald
Publicity	Terry McLean • Don Strickland
Hospitality	Susan Hofforth • Ruth Jordan
Publishing	Anne Marie Brose • Birgitta Fishwick
Registration	Sheila Baker • Annette Gosse

ATESL President's Message

On behalf of the ATESL board, I am pleased to welcome you all to the 2014 ATESL conference: Reflecting and Revitalizing: ATESL Turns 35. We are proud to launch this important milestone conference. Reflection is an important theme for us this year. Reflection doesn't mean resting on the laurels of the past, but rather to be clear about both what we have done well and what we need to do better in order to move the organization and its mission ahead. Revitalizing is a theme I hear about often in the context of the annual conference: when we meet together like this to hear inspiring speakers and eye-opening new research, and to catch up with friends and colleagues and spend a weekend immersed in what we love best, language teaching and learning, we return refreshed and revitalized to our daily work.

This year we happy to be able to present some truly remarkable keynote speakers: Linda Grant, whose work on pronunciation should make every ESL teacher sit up and take notice, Rachel Notley of Alberta NDP, and Niobe Thompson, a famous Albertan film maker. As usual, the Alberta ESL community is stepping up to share its expertise, research, insights and developments in a great array of presentations. Thank you to everyone who is contributing to another terrific ATESL conference.

A heartfelt thank you to the Conference Committee members, volunteers, and especially to our co-chairs, Eaman Mah and Peter Myhre. They have worked hard to put this conference together, and we appreciate their dedication and service on our behalf. I would also like to express our gratitude to our funders and sponsors who have contributed the grants and donations that enabled us to invite such distinguished speakers and to enhance the experience for us all.

I hope you will take full advantage of what this conference offers: take in as many sessions as you can, catch up with friends and colleagues, enjoy the venue and the entertainment. I hope you get many opportunities to reflect on your own practice and on ATESL's 35 years of work on your behalf, while soaking up energy for the teaching year ahead.

Dorte Weber

ATESL Board

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Past President	Sheri Rhodes
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Edmonton Co-chairs	Jacqueline Scott, Evelyn Neame
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Keynote Speakers



Linda Grant has pursued her interest in second language phonology for over forty years. She has taught ESL students at Georgia Tech, international teaching assistants at Emory University, and graduate students in applied linguistics at Georgia State University in Atlanta. The author of two pronunciation texts, *Well Said* and *Well Said Intro* (Cengage) and the editor of the recently published teacher resource volume, *Pronunciation Myths: Applying Second Language Research to the Classroom* (University of Michigan Press), Linda currently writes, consults, and conducts pronunciation workshops dedicated to helping teachers implement research-informed best practices in their classrooms.



Dr. Niobe Thompson is a Cambridge-trained anthropologist and documentary filmmaker with a reputation for bringing the human story to life on the screen in ways that transport, delight and inspire his audiences. After his acclaimed 2012 exploration of distance running in human evolution, *The Perfect Runner* (theperfectrunner.com), Niobe's three-part series on the newest discoveries related to our species' origins, called *Human - Miracle of a Species*, will air in Canada and around the world in 2015. Since co-founding the Edmonton-based film production company Clearwater Documentary in 2008, his films have won two Gemini Awards, five Canadian Screen Award nominations, and eleven Alberta Film Awards, making Clearwater one of the world's 100 most influential film producers, according to Realscreen. Niobe studied under Dr. Piers Vitebsky at Cambridge's Scott Polar Research Institute (PhD 2005) before becoming a Killam Postdoctoral Fellow at the University of Alberta, where he is now Research Associate at the Canadian Circumpolar Institute. His most recent book, *Settlers on the Edge*, is based on five years of research in the Russian Arctic.

Publishers and Exhibitors

Advance Consulting for Education

Alberta Distance Learning Centre

Cambridge University Press

Canadian Resources for ESL

English Central

ESL Jigsaws

Grass Roots

IDP: IELTS Australia

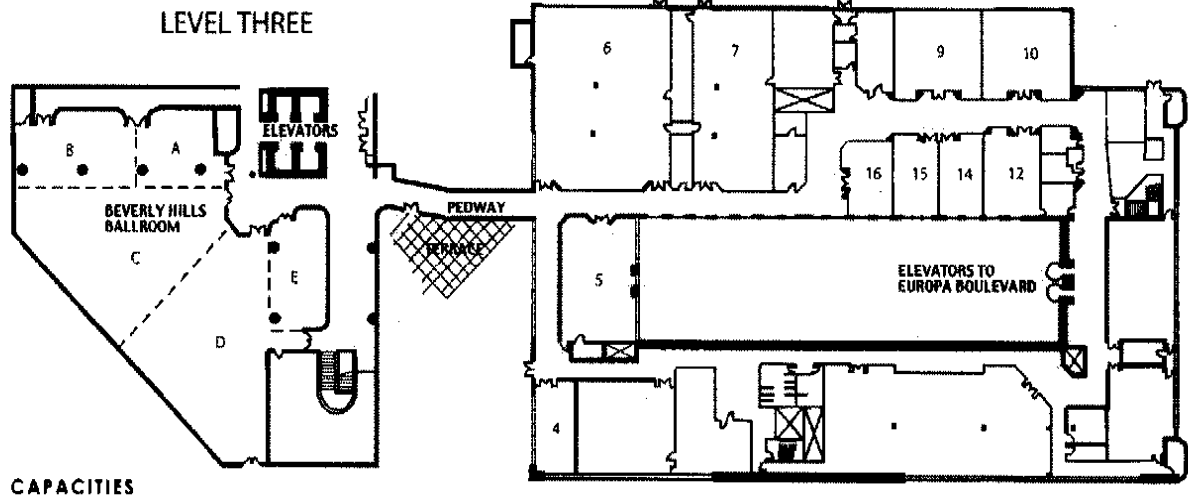
New Readers Bookstore

Oxford University Press

Pearson ELT

Facilities – Fantasyland Hotel

FANTASYLAND HOTEL MAPS – BEVERLY HILLS BALLROOM AND CONFERENCE CENTRE



Conference Overview

Friday, October 24, 2014


7:00 a.m.	Registration Opens on third floor of Fantasyland Hotel Ballroom and Conference Center Publisher Display in Pedway of Conference Center
8:30	Welcome Address by Rachel Notley MLA (Edmonton - Strathcona Constituency) – Beverly Hills Ballroom
9:00 a.m.	Keynote: Linda Grant
10:30 a.m.	Session 1 Presentations
12:00 – 1:30 p.m.	Lunch
1:30 – 2:30 p.m.	Session 2 Presentations
2:45 – 3:45 p.m.	Session 3 Presentations
4:00 p.m.	AGM begins in Ballroom – be sure to be signed in. Includes presentation of ATESL Lifetime Membership Award and the Carolyn Dieleman Fellowship
5:30 p.m.	Wine and Cheese in Ballroom with two local Edmonton musicians (Renee Suchy and Pat Strain)

 Presenters – Be sure to visit the Hospitality Suite (Beverly Hills Ballroom) to relax after your session.

Conference Overview

Saturday, October 25, 2014

8:00 a.m.	Registration Opens on third floor of Fantasyland Hotel Ballroom and Conference Center
	Publisher Display in Pedway of Conference Center
8:00 – 8:45 a.m.	ATESL Board Meeting (Room 5 Piesporter)
8:45 a.m.	Welcome and Announcements – Beverly Hills Ballroom
9:00 a.m.	Keynote: Dr. Niobe Thompson
10:30 a.m.	Session 1 Presentations
12:00 – 1:30 p.m.	Lunch
1:30 – 2:30 p.m.	Session 2 Presentations
2:45 – 3:45 p.m.	Session 3 Presentations

 Presenters – Be sure to visit the Hospitality Suite (Room 4) to relax after your session.

Grants

ATESL is grateful for the grants received from Citizenship and Immigration Canada. This support enhances the conference for all attendees and supports ATESL as a professional organization that promotes the highest standards of teaching and English language program provision for all learners in Alberta whose first language is other than English.

Sponsors

We appreciate and sincerely thank our sponsors for the contribution and donations of goods and services in support of the conference.

CAEL

Jodi McIsaac

City of Edmonton

L'Occitane en Provence

Clearwater Documentary

David's Tea

Fantasyland Hotel

IDP: IELTS Australia

MacEwan University

Metro Continuing Education

NAIT

Nelson Canada

The Face Shop

Trinity Western University

University of Michigan Press

Friday, October 24, 2014

7:00 – 8:30 a.m.	Registration, Coffee, Publisher Display
8:30 – 9:00 a.m.	Welcome Address: Rachel Notley MLA (Beverly Hills Ballroom)
9:00 – 10:00 a.m.	Keynote: Linda Grant (Beverly Hills Ballroom)
10:00 – 10:30 a.m.	Coffee Break

10:30 a.m. – 12:00 p.m. Session 1

5 Piesporter	6 Chianti	7 Madeira	9 Bordeaux	10 Beaujolais	12 Chablis (R)	14 Medoc	15 Cognac	16 Champagne
Exploring Edmonton’s Linguistic Landscape <i>(Leila Ranta, Monica MacFadzean, Rachel McGraw, Yitao Wang)</i>	Getting a Grip on Integrating Pronunciation Essentials <i>(Linda Grant)</i>	Designing CLB 1-8 Listening Assessments Using the CLB 2012 <i>(Sabine Ricioppo)</i>	Getting the Most out of the News <i>(Marilyn Huff, Wendy-Ann Felkowsky)</i>	We’re Not Just That Pretty Face on the Screen <i>(Barbara Penner, Bonnie Nicholas, Jeanne Ratzlaff)</i>	Designing Reading Assessment to Promote Learning <i>(Tara Holmes, Sarah Schmuck)</i>	Roundtable on the Establishment of a Committee of ESL Coordinators/ Program Directors in Alberta <i>(Dorte Weber)</i>	English Communication Resources for ELL Practical Nurse Students <i>(Patti Hartford, Margaret Toye)</i> * This session is 45 minutes.	Using Chromebooks in the Lower Level LINC Classroom <i>(Rose Elliot, Trudie Aberdeen, Elsie Johnson, Jazz Parmar, Noreen Khan, Santosh)</i>

12:00 – 1:30 p.m. Lunch (Beverly Hills Ballroom)

1:30 – 2:30 p.m. Session 2

5 Piesporter	6 Chianti	7 Madeira	9 Bordeaux	10 Beaujolais	12 Chablis (R)	14 Medoc	15 Cognac	16 Champagne
Alberta’s Legislative Assembly ELL Tours and Activities <i>(Justine Light, Sara Gnida)</i>	Pragmatically Speaking: Preparing Students for the Workplace <i>(Tracey Derwing)</i>	How to Foster Intercultural Awareness with Faculty <i>(Diane Hardy, Hana Taleb Imai)</i>	Round and Round and off We Go: Reading Circles Spin-offs in ESP Classes <i>(Mororo Zinyemba, Helen Lewis, Niranjana Macwan)</i>	National and Provincial Directions for Language Programming for Newcomers <i>(Elza Bruk, Yves Saint-Germain, Christine Land)</i> * This session is from 1:30 – 3:45	Intercultural Communicative Competence in ESL Programming and Instruction <i>(Yuji Abe, Cheryl Whitelaw, Todd Odgers)</i>	What You Don’t Know You Know: A Reflection on Test Taking Strategies <i>(Carmen Yu, Chandra Martini, Mauricio Ochoa)</i>	Transferable Teaching and Learning for Intercultural Communication <i>(Sung Kyung Ahn)</i>	Technology and Low Level Literacy Students <i>(Albert Penner, Tracy Sheloff)</i>

2:30 – 2:45 Coffee Break

2:45 – 3:45 p.m. Session 3

5 Piesporter	6 Chianti	7 Madeira	9 Bordeaux	10 Beaujolais	12 Chablis (R)	14 Medoc	15 Cognac	16 Champagne
Navigating Your Community for Literacy Students <i>(Jill Burnell, Nadine Franko)</i>	“How Could I Refuse?” Teaching Refusals in the ESL Classroom <i>(Marian Rossiter)</i>	Integrating CALL into Task Design: Affordances and Considerations <i>(Wendy Chambers)</i>	Fostering Intercultural Awareness in LINC Classes <i>(Krista Schwabl, Anne Capune)</i>	XXXXXXXXXX * This session is from 1:30 – 3:45	Navigating the Job Interview <i>(Kerry Louw)</i>	Benchmarking Student Reading <i>(Chya Bergman)</i>	Designing Modules for the PBLA Classroom: A Step-by-Step Approach <i>(Amanda Pike)</i>	Sharing Common Space Project <i>(Anca Roman)</i>

4:00 – 5:30 AGM (Beverly Hills Ballroom)

5:30 – 7:00 p.m. Wine and Cheese (Beverly Hills Ballroom)

Saturday, October 25, 2014

8:00 – 8:45 a.m.	Registration, Coffee, Publisher Display
8:00 – 8:45a.m.	ATESL Board Meeting (Room 5 Piesporter)
8:45 – 9:00 a.m.	Welcome and Announcements (Beverly Hills Ballroom)
9:00 – 10:00 a.m.	Keynote: Dr. Niobe Thompson (Beverly Hills Ballroom)
10:00 – 10:30 a.m.	Coffee Break

10:30 a.m. – 12:00 p.m. Session 1

5 Piesporter	6 Chianti	7 Madeira	9 Bordeaux	10 Beaujolais	12 Chablis	14 Medoc	15 Cognac	16 Champagne
Dr. Niobe Thompson	Worthy to Be Newsworthy—A Small Town Strategy for Publishing Students’ Stories <i>(James Edel, Fatima Luqman, Gerald Halabura, Joanna Wysocka)</i>	Bringing Meaning to the Language <i>(Elsie Johnson Doreen Dean)</i>	Benchmarking Speaking for ESL/EAL Students <i>(Chya Bergman)</i>	Teacher Discretion Advised: May Contain Graphic Content <i>(Amy Abe, Samiya Hussein, Glenda Souza, Adriana Sturzoiu)</i>	Reflect and Revitalize Rubrics <i>(Cara Gratton)</i>	Learning Blog: A Scaffold for Student Learning <i>(Ivy Kwan, Jessica Cheong)</i>	Planning PD Opportunities for your ESL Instructors and Tutors? Use PEISAT! <i>(Barb Hudkins, Sara Gnida, Luisa Toteda)</i>	A New Look at Picture Books <i>(Vivienne Jones, Colleen Valdez)</i>

12:00 – 1:30 p.m. Lunch (Beverly Hills Ballroom)

1:30 – 2:30 p.m. Session 2

5 Piesporter	6 Chianti	7 Madeira	9 Bordeaux	10 Beaujolais	12 Chablis	14 Medoc	15 Cognac	16 Champagne
Yes, There ARE Patterns to English Spelling! <i>(Dianne Tyers)</i>	Strategies for Developing Skilled Readers <i>(Marilyn Abbott)</i>	Making Grammar Activities Truly Enabling for Task Based Learning <i>(Leila Ranta)</i>	Teaching Language and Culture: The 5 Ps <i>(Annette Aarts)</i>	Using Dialogue Journals with ESL Literacy Learners <i>(Valerie Baggaley)</i>	Revitalize Student Learning by Assessing FOR Learning <i>(Dora Di Lullo-Patten, Trina St. Jean)</i>	Intercultural Communication Workshop: Developing Cultural Competence <i>(Heather McPherson)</i>	Supporting the Needs of ESL Literacy Learners <i>(Theresa Wall)</i>	

2:30 – 2:45 Coffee Break

2:45 – 3:45 p.m. Session 3

5 Piesporter	6 Chianti	7 Madeira	9 Bordeaux	10 Beaujolais	12 Chablis	14 Medoc	15 Cognac	16 Champagne
An ESL Toolkit for ESL Games and Activities <i>(Luisa Toteda)</i>	Challenging Assumptions in the Workplace <i>(Jennifer Jessop)</i>	Practical Strategies to Support Struggling ESL-Literacy Learners <i>(Liette Wilson)</i>	Talk It Up: Creating a Portfolio of Speech Samples <i>(Sheri Rhodes)</i>	Code-switching Forms in Email: An Exploratory and Comparative Study <i>(Susanna Gonsalvez)</i>				

Friday, October 24, 2014
10:30 a.m. – 12:00 p.m.

Room 5 (Piesporter)	Exploring Edmonton's Linguistic Landscape
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Leila Ranta • Monica MacFadzean • Rachel McGraw • Yitao Wang

Mapping the linguistic landscape of a particular place involves examining the use of written language in public spaces. This is one way of investigating languages in contact. In order to explore bilingualism in Alberta, students in a graduate course at the University of Alberta were given an assignment that required them to take photographs of signs and other written texts in other languages in Edmonton. In this presentation, we will show a compilation of images taken in the winter of 2014. We recommend this type of activity for ESL students as a way of getting to know their new environment.

Biographies

Dr. Leila Ranta is an associate professor in the TESL program in the department of Educational Psychology at the University of Alberta.

Rachel McGraw is a doctoral student in the department of Linguistics at the U of A.

Room 6 (Chianti)	Getting a Grip on Integrating Pronunciation Essentials
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Linda Grant

The integration of pronunciation into meaningful oral communication has been advocated for many years, but teachers have received little clear direction about how to achieve this integration. This workshop expands upon ideas introduced in the keynote and gives participants hands-on experience mapping pronunciation instruction onto typical ESL classroom activities. After briefly examining principles for effective integration, we will investigate a variety of teaching activities, tools, and techniques illustrating those principles.

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Room 7 (Madeira)	Designing CLB 1-8 Listening Assessments Using the CLB 2012
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Sabine Ricioppo

Participants will receive several tips from a CLB Assessor that will help them create CLB listening assessments. We will discuss how to determine benchmark level appropriate discourse and questions. Participants will have a chance to apply benchmarking principles to evaluate and modify a listening task for assessment purposes.

Biography

Sabine works as an ESL Consultant, CLB Assessor and ESL Instructor. She has extensive experience conducting workshops on benchmarking student listening, speaking, reading and writing.

Room 9 (Bordeaux)	Getting the Most Out of the News
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Wendy-Ann Felkowsky • Marilyn Huff

In this session, we will demonstrate how we have adapted the news to various LINC levels to make it interesting and enjoyable; at the same time, helping students to develop their English skills.

Biographies

Wendy-Ann Felkowsky (M.Ed) has taught in the LINC program for a number of years at NorQuest College. She has taught LINC levels 1-4.

Marilyn Huff (B.Ed) has also taught at NorQuest College for many years in the LINC program at various levels.

More Sessions on Next Page

Barbara Penner • Bonnie Nicholas • Jeanne Ratzlaff

Three instructors who have developed, delivered and discovered a lot about e-learning over the past year will share their experiences and interact with you in this face-to-face panel discussion. Our learning is drawn from synchronous/asynchronous classes, webinars, and video conferencing offerings through NorQuest College in Edmonton and throughout our regional stewardship area.

Biographies

Bonnie Nicholas has taught the new LINC Blended Class where her students have enthusiastically embraced Moodle, wikis, blogs, screencasts and other synchronous and asynchronous Web 2.0 tools.

Barbara Penner has learned from many language learners since 1993. She enjoys expanding her eclectic range of language learning experiences, hence the plunge into e-learning via video-conferencing in 2014.

Jeanne Ratzlaff has taught ESL in 4 countries (Nigeria, Kenya, Mexico and Canada). She values e-learning as a way to foster learner autonomy and community.

Tara Holmes • Sarah Schmuck

In this interactive workshop, a process for developing CLB-related reading assessment tasks to promote learning will be introduced. We will discuss common questions and challenges:

- How do I know if the text is at benchmark level?
- How do I develop questions that address the purpose of the task?
- Are one type of questions (e.g. multiple choice) better than another?
- Can I use reading tasks from published texts?
- How do I give action-oriented feedback?

Participants will practice developing a CLB-related reading assessment task and come away with practical strategies and tools for developing their own assessment tasks.

Biographies

Tara Holmes is the author of several resources that relate to teacher-based assessment and the CLBs. She is a Project Lead, together with Joanne Pettis, for the CCLB PBLA initiative.

Sarah Schmuck has many years' experience as a classroom teacher and curriculum leader. She is currently a Regional Coach for the CCLB PBLA initiative.

Room 14 (Medoc)	Roundtable on the Establishment of a Committee of ESL Coordinators/Program Directors in Alberta
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Dorte Weber

Provincially funded ESL in Alberta has experienced fluctuating and generally declining funding levels for some time.

This instability and uncertainty about the future destabilizes programs and disrupts the learning paths of immigrants working their way into the Alberta labour market. Managers, directors, and coordinators of provincially funded ESL programs are invited to a conversation with a view to forming a group that can formulate a joint response to government.

Biography

Dorte Weber is coordinator of ESL at MacEwan University in Edmonton and the current president of ATESL (until the AGM). She has 19 years' experience in the field of adult ESL as instructor and coordinator.

Room 15 (Cognac)	English Communications Resources for ELL Practical Nurse Students
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Patti Hartford • Margaret Toye

From 2012 to 2013, Bow Valley College's Practical Nursing (PN) program implemented a communications mentoring service for ELL learners. This additional support in reading, listening, conversational and cultural skills, vocabulary, and pronunciation was intended to increase learners' ability to succeed in the academic environment, clinical settings, and the workplace. An online survey and two focus groups were used to examine the ELL students' perceptions of their English language support needs and their use of and satisfaction with available resources. This presentation will discuss the major themes emerging in the data and recommend future directions for ELL support in career programs.

Biographies

Patti Hartford teaches English and ELL at Bow Valley College. Her areas of interest include motivation and learning strategies for EAP and ESP learners.

Margaret Toye coordinates the social science and humanities courses in health and human services programs at Bow Valley College. Her current research is on factors affecting Practical Nurse students' success.

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Trudie Aberdeen • Elsie Johnson • Jaspal Parmar • Noreen Khan • Santosh Kaushal

LINC instructors from the Edmonton Mennonite Centre for Newcomers (EMCN) will share their experiences using class sets of Samsung Chrome books. Six part-time classes were involved. Challenges and benefits will be discussed. In addition, the teachers will provide suggestions for anyone considering such a project with low-level English learners.

Biographies

A group of EMCN staff members who taught either a Literacy or LINC 1 class with mostly Foundation to Phase Two learners will present their collective wisdom.

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Friday, October 24, 2014
1:30 p.m. – 2:30 p.m.

Room 5 (Piesporter)

Alberta's Legislative Assembly – ELL Tours and Activities

Justine Light • Sara Gnida

Field trips to the Alberta Legislative Assembly are very popular with English language learners and teachers alike. Who hasn't got one of those treasured photographs on the steps with their class? In 2014, Visitor Services at the Legislative Assembly partnered with experienced ESL materials developers in Edmonton to reimagine their tours and materials for the classroom. This workshop will introduce the new tours organized at four language levels and present learning packages from CLB 1-8. Materials have been developed with concerns for literacy to EAP learners taken into account. All materials are aligned with ATESL Best Practices. Lastly, for those teaching in LINC, each package includes PBLA compatible follow-up tasks.

Biographies

Justine Light is an ESL instructor and materials developer in Edmonton. She has worked on a number of materials projects including Learning English with CBC and is an adjunct professor at the U of A.

Sara Gnida has taught ESL for 25+ years. A curriculum and materials developer, she has worked on projects for EAP, internationally trained nurses, ESL intensive, and resources for ongoing PD.

More Sessions on Next Page

Tracy Derwing

Two classes of CLB 5 students from NorQuest College participated in this study of pragmatic development. One class received pragmatics training while the other served as a control group. Both classes participated in pre- and post- recordings of role play scenarios. The recordings were randomly played to 51 native speakers. The listeners rated the recordings on three 9-point scales: comprehensibility, fluency and social appropriateness. The findings will be reported and interpreted through a Willingness to Communicate framework. Workplace pragmatics, which sometimes receives only cursory attention at LINC 5 or lower levels, can be effectively taught earlier in students' programs.

Biographies

Tracey Derwing is a Professor Emerita (TESL) at the University of Alberta. Her primary interest is the enhancement of L2 communication skills, including pragmatics, pronunciation, and fluency.

Diane Hardy • Hana Taleb Imai

The objective of this presentation is to share successful professional development approaches and activities that have been used to foster intercultural understanding with faculty and staff at Bow Valley College. Come and learn about introductory activities that have been effective and that you can take back and use at your organization.

Biography

Diane Hardy and Hana Taleb Imai work as coordinators of innovation and research in the Centre for Excellence in Immigrant and Intercultural Advancement at Bow Valley College. They oversee workforce development, the Intercultural Centre at BVC, and applied research.

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Maroro Zinyemba • Helen Lewis • Niranjana Macwan

How can ESL instructors facilitate meaningful learning experiences that go beyond reading an article or listening to a news story? Reflecting on the success of the “Reading Circle” model, the panelists adapted and integrated this model to the Bridge to Health Careers and Bridge to Business Careers curricula. A new model, the “Listening Circle”, was developed to further enrich learning by revitalizing listening activities. Panelists will describe how they facilitated and evaluated the “Reading” and “Listening” Circles, and they will report on the perceptions of ESL learners on these activities. The presentation will end with a discussion of challenges and areas for further development.

Biographies

Maroro Zinyemba is an ESL instructor and curriculum developer at NorQuest College. She is also an Essential Skills practitioner and an IELTS examiner.

Niranjana Macwan is an ESL instructor at NorQuest College. She is also an IELTS examiner for speaking and writing.

Helen Lewis is an ESL instructor and Essential Skills practitioner at NorQuest College.

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Elza Bruk • Yves Saint-Germain • Christine Land

Immigration shifts, changing client profiles, and increased use of technology are creating a new context for language training, both nationally and provincially. The Director of Language Policy for Citizenship and Immigration Canada, and the Manager of Language Training, Immigrant Settlement and Language Programs for Alberta Jobs, Skills, Training & Labour, will provide an overview of the current provincial and federal policies, priorities, and direction around adult language training. The role and activities of the Newcomer Language Advisory Body will also be presented. In this interactive session, participants will be asked to identify needs and priorities as well as innovative approaches, and to suggest mechanisms for effective communication between language providers and federal and provincial governments.

Biographies

Yves Saint-Germain is Director of Language Policy for Citizenship and Immigration Canada. He joined the Department of Citizenship and Immigration in 2006 and has worked extensively on development of an accountability approach for settlement programs, and on management of performance measurements.

Christine Land is the Manager of Language Training, Immigrant Settlement and Language Programs for Alberta Jobs, Skills, Training & Labour. In this role she oversees the support of innovative projects in English language learning, and informs language policy and programming in partnership with language sector stakeholders.

Elza Bruk is Dean of the Centre for Excellence in Immigrant and Intercultural Advancement at Bow Valley College. She is a member of the Newcomer Language Advisory Body, a forum for dialogue regarding national policy and programs for meeting language learning and settlement outcomes. Elza is also past president of ATESL.

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Room 12 (Chablis)	Intercultural Communicative Competence in ESL Programming and Instruction
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Yuji Abe • Cheryl Whitelaw • Todd Odgers

Come and influence ESL intercultural programming in Alberta! Do you teach cultural information and intercultural communication in your program? What do you teach and what resources do you use? In this session we'll share the findings on coordinators' and teachers' practices across Alberta. Research conducted for ATESL, funded by Alberta Human Services, asked how teachers are using the 'Integrating intercultural communicative competence into curriculum' information in ATESL's Adult ESL Curriculum Framework. This consultative session will describe the survey and share findings. The opportunity to give your input on future PD relating to teaching intercultural competence will be provided.

Biographies

Yuji Abe is an intercultural facilitator at NorQuest College. Yuji has taught ESL, LINC, and EWP and has facilitated intercultural workshops.

Cheryl Whitelaw is the Applied Research Manager in the NorQuest Centre for Intercultural Education. Since 1999, she has pursued innovation in education through instructional design, evaluation, and research.

Todd Odgers is the principal of NorQuest's Centre for Intercultural Education. He has facilitated workshops to develop intercultural competence in colleges, universities and as well as with the management and staff of many of well-known corporations.

Room 14 (Medoc)	What You Don't Know You Know: A Reflection on Test-Taking Strategies
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Carmen Yu • Chandra Martini • Mauricio Ochoa

Beyond the linguistic dimension and skills involved in language assessment processes, there are additional factors that emerge in test takers' performance posing interesting points to be discussed. This workshop will focus on accounting for and discussing those test-taking strategies coming from the individuals' competencies and experiences related to language and testing situations themselves. We will reflect on and discuss generic phenomenological experiences common to testing processes by means of sharing theoretical and empirical perspectives which allow a more in-depth understanding about the assessment process.

Biographies

Carmen Yu, M.A. is the Assessment Coordinator and Language Assessor at ILVARC (ISC). She has experience in adult ESL education, public policy research and career counseling.

Chandra Martini, M.A. is a Language Assessor at ILVARC (ISC). She has a Master's degree in English and has experience in ESL teaching, assessment and career counseling.

Mauricio Ochoa, M.A. is a Language Assessor at ILVARC (ISC). He has experience in teaching ESL learners and leading research processes in language teaching and learning.

Sung Kyung Ahn

This study examines how L2 speakers learn and practice communication, and focuses on transferable learning. Interview data was collected from 7 internationally educated nurses who want to re-enter the nursing profession, and who were enrolled in a federally funded communication course. Participants' narratives revealed that after the course, they gained confidence in communication for social and work life, their communication style changed, and their knowledge of professionally and culturally appropriate verbal and nonverbal communication increased. The study suggests that a learner-centered approach and self-reflective learning encouraged learners' critical thinking that is transferable from the classroom to life outside the classroom.

Biography

Sung Kyung Ahn is a graduate student in Educational Policy Studies at the University of Alberta. Her research interests are in immigrants' settlement and L2 speakers' communication.

Albert Penner • Tracy Sheloff

How can literacy students in LINC 1 and 2 participate in the benefits of using technology to learn English? Albert will share how he builds a class website, which students access through student emails and iPads to help his low level literacy students practice their writing and reading skills in class and at home. Tracy will share a few of her favourite websites and show how she uses them with her low level literacy students in her class and in the computer lab.

Biographies

Albert began teaching at AVC-Edmonton (now NorQuest College) eons ago. He has taught LINC levels 1 – 5, CLB levels 1 – 9, GED prep courses, as well as math and science to immigrant trades students. He has taught mainly literacy students in LINC 1, 2, and 3 for the past 5 years.

Tracy has taught children, teens and adults in Canada and abroad for more than 20 years. She is currently teaching in the LINC program at NorQuest College. Although she has taught many different CLB levels, she has a passion for teaching literacy skills to beginning-level English language learners.

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Friday, October 24, 2014
2:45 p.m. – 3:45 p.m.

Room 5 (Piesporter)

Navigating Your Community for Literacy Students

Jill Burnell • Nadine Franko

Navigating Your Community incorporates task-based learning and the development of essential skills through multi-level group work. The presentation will focus on the challenges our foundation and phase 1 literacy students face when arriving in their new community. They will discuss activities and projects to help students foster independence and confidence both inside and outside the classroom. Activities include scavenger hunts, locating landmarks, transit use, utilizing city maps, integrating technology and field trips. Assessment and self-reflection for portfolio use will also be shared.

Biographies

Jill Burnell is a Memorial University of Newfoundland graduate with over 25 years' experience as an educator. For the past 10 years she has taught ESL with Flexibility Learning Systems in Lethbridge. Jill focuses on developing literacy themes, activities and tasks that help her students successfully navigate the community.

Nadine Franko is a University of Alberta graduate with teaching experience in elementary education and ESL. She has been at Flexibility Learning Systems for the past 5 years teaching literacy students.

Room 6 (Chianti)

“How could I refuse?” Teaching refusals in the ESL classroom
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Marian Rossiter

Refusals are face-threatening speech acts in many circumstances. While refusals may be taught as responses to requests, suggestions, invitations, or offers, most ESL textbook refusals are in low-stakes situations with family or friends, and they offer few options for formulating refusals or follow-up responses. I provide an overview of English refusal forms and how they can be softened; cross-cultural comparisons of refusals from L2 research; and examples of refusals from ESL textbooks. I suggest guidelines for reflecting on and enhancing instructional materials to empower and better prepare learners to make and respond to refusals in a range of Canadian contexts.

Biography

Marian Rossiter is Associate Professor and Coordinator of the TESL program in the Department of Educational Psychology, University of Alberta. She co-authored the CLB Support Kit guidelines for teaching pragmatics.

Room 7 (Madeira)	Integrating CALL into Task Design: Affordances and Considerations
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Wendy Chambers

With the tremendous expansion of the interactive and collaborative capabilities offered by Web 2.0 technology, integrating computer-assisted language learning (CALL) into task-based language teaching (TBLT) holds promise to actively engage learners in ways that extend beyond traditional face-to-face classroom approaches. User-friendly technologies are readily accessible to language programs and instructors willing to harness the power of digital tools. While CALL offers powerful innovative possibilities and opportunities for language learners, there are also cautions to be considered. This presentation will introduce a number of key affordances and considerations to keep in mind when integrating CALL into English language task design.

Biography

Dr. Wendy Chambers is an Adjunct Professor of TESL at the University of Alberta. Her main research interests include curriculum design, e-learning, and CALL.

Room 9 (Bordeaux)	Fostering Intercultural Awareness in LINC Classes
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Krista Schwabl • Anne Capune

The presenters will share how they developed activities for CLB 4/5 classes to raise intercultural awareness and foster reflective practice about learners' integration process in Canada. Research and resources from NorQuest College's Centre for Intercultural Education were used and will be discussed.

Biographies

Krista Schwabl: Krista is a LINC instructor at NorQuest College in Edmonton, and a recent graduate of the MEd (TESL) program from the University of Alberta.

Anne Capune: With an MEd (TESL) from the University of Alberta and an Intercultural Communication Practitioners Certificate from NorQuest College, Anne has worked in LINC as instructor, coordinator, curriculum developer and project manager.

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Kerry Louw

Intercultural job interviews are high stakes interactions where different expectations meet. This workshop introduces online Navigating the Interview video resources and study guides that demonstrate how these culturally-informed perspectives show up in a job interview. The videos portray 4 diverse candidates who each bring their expertise, skills, education, and experiences from their country of origin along with their culturally-informed expectations of how to demonstrate that they are the right candidate. A Canadian hiring panel brings their expectations, explicit and implicit, of their desired candidate. Our goal is to enhance effective communication and understanding in Canadian based interviews. Links to the online resources will be provided.

Biography

Kerry Louw, M.Ed. TESL facilitates intercultural communication for the Centre for Intercultural Education, NorQuest College. She has recently completed an applied research project, Navigating the Interview supported by IQAS.

Chya Bergman

Reading workshop participants view text samples from benchmarks 1 to 8. They are given the Reading Benchmark Descriptors handout, Benchmarks 1 to 8 and samples of text, then work in groups to find approximate benchmarks for both text and comprehension questions. Workshop ends with tips on developing reading vocabulary, speed and fluency.

Biography

Chya Bergman has a Master's Degree in Education and experience teaching EAL, and she is a Reading Specialist. She is currently ELT Coordinator at LARCC and certified as an assessor for the CLBA, CLBPT, CLBLA, and ELTPA.

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Room 15 (Cognac)	Designing Modules for the PBLA Classroom: A Step by Step Approach
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Amanda Pike

This workshop will take teachers through a step by step process complete from the initial Needs Assessment to the Outcome Assessment Task. It will explore Real World Tasks, CLB Competencies, Outcome Assessment Tasks, and Rubrics with action-oriented feedback.

Biography

Amanda has been teaching adult second language learners for over 20 years. She has extensive experience in teaching ESL, Literacy, and CLB Levels 1-4. She is currently a Lead Teacher with the LINC Program at Learning Services Enhancement (Edmonton Catholic Schools) in Edmonton.

Room 16 (Champagne)	Sharing Common Space Project
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Anca Roman

Sharing Common Space is a classroom-based research project funded by the Government of Alberta. It has been conducted by a group of instructors at the Centre for Newcomers in Calgary. The objectives of this project revolve around building expertise in finding solutions to issues which arise when teaching Canadian values to newcomers, in this case the focus being around sharing common space at school, work and in the community. The presenter will share their findings so far, along with some of the resources that have been developed.

Biography

Having taught in the ESL field for over 15 years, Anca is a creative and passionate instructor dedicated to fostering a learner-centered classroom environment. One of the areas of teaching that she enjoys the most is supporting students in becoming successful and confident at communicating cross-culturally in all environments.

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Saturday, October 25, 2014
10:30 a.m. – 12:00 p.m.

Room 5 (Piesporter)

Continuation of Keynote

Dr. Niobe Thompson

Dr. Niobe Thompson is a Cambridge-trained anthropologist and documentary filmmaker with a reputation for bringing the human story to life on the screen in ways that transport, delight and inspire his audiences. After his acclaimed 2012 exploration of distance running in human evolution, *The Perfect Runner*, Niobe's three-part series on the newest discoveries related to our species origins, called *Human—Miracle of a Species*, will air in Canada and around the world in 2015. Since co-founding the Edmonton-based film production company Clearwater Documentary in 2008, his films have won two Gemini Awards, Five Canadian Screen Award nominations, and eleven Alberta Film Awards, making Clearwater one of the world's 100 most influential film producers, according to Realscreen. Niobe studied under Dr. Piers Vitebsky at Cambridge's Scott Polar Research Institute (Ph.D. 2005) before becoming a Killam Postdoctoral Fellow at the University of Alberta, where he is now research Associate at the Canadian Circumpolar Institute. His most recent book, *Settlers on the Edge* is based on five years of research in the Russian Arctic.

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Edel James • Fatima Luqman • Gerald Halabura • Joanna Wysocka

Small town newspapers publish non-sensational news about what is going on in local lives. We propose our students' lives become our news. Most of us know [envy] a good storyteller who can hold an audience. Story-tellers naturally tell good stories but each student when given this chance can create and publish stories where their cultural knowledge becomes an asset and they can invest their rich identities in their learning. This panel will feature 4 teachers with diverse backgrounds who will discuss their successes and failures in implementing an everyday-life 'newspaper'. Mundane? We think, newsworthy!

Biographies

James Edel has taught in China, Japan, and Calgary. He received an MA-TESOL from Trinity Western - Langley, BC. He's an instructor at Columbia College – Calgary.

Fatima Luqman has taught elementary levels here and in UK and has managed and taught LINC/ESL. She received a B.ED from U of C and completed ACE-TESOL at MRU. She is currently an ESL instructor and Assistant Manager of the ESL Department at Columbia College, Calgary.

Joanna Wysocka is an ESL instructor at Columbia College, Calgary. She has over 15 years of teaching experience, including ESL/LINC teaching experience in North America and EFL in Europe. Joanna holds an M.Ed (TESL) from the U of C.

Gerald Halabura is currently Department Chair of English as a Second Language programming at Columbia College, Calgary; Gerald has also taught a variety of ESL courses and Coordinated LINC programming.

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Elsie Johnson • Doreen Dean

Task-Based Language Teaching proposes the use of tasks as a central component in the language classroom because they provide better context for activating learner acquisition processes and promoting L2 learning (Ali Shehadeh, 2005). With a task-based approach, language becomes more meaningful as students engage in their own learning and strive to communicate in the real world.

In support of TBLT in the EAL literacy classroom, adult wordless picture books will be presented in this interactive workshop to develop meaning-focused activities that lead to real world language use. CLB language competencies will be targeted as tasks and outcome assessments are addressed.

Biographies

Elsie Johnson has worked with literacy students for over twenty years. She holds a Bachelor of Education Degree and TESL Certificate. Elsie is presently a lead PBLA teacher for EMCN.

Doreen Dean has a Bachelor of Education Degree in Special Education and is TESL Certified. Presently, she is a lead PBLA teacher for EMCN and the Edmonton Catholic School Board.

Chya Bergman

This workshop begins with an engaging series of videos of EAL speakers, benchmarks 1 to 8. Information about the benchmarks is provided as the videos progress through increasingly higher speaking levels. Then speaking benchmark descriptors are provided and participants view additional speaking samples at random levels. Using the Speaking Descriptors handout, groups work together to determine approximate benchmark levels. Afterwards there is discussion about how groups determined approximate benchmarks and differences in the samples that characterize each benchmark. Participants keep the Speaking Descriptors handout and references to other resources.

Biography

Chya Bergman, M.Ed, has taught EAL and is currently an ELT Coordinator and CLB Assessor at LARCC. She is a certified CLBA, CLBPT, CLBLA, ELTPA assessor. In addition, she is co-creator of Benchmarking Writing and Speaking and creator of Benchmarking Reading workshop.

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Room 10 (Beaujolais)	Teacher Discretion Advised: May Contain Graphic Content
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Amy Abe • Samiya Hussein • Glenda Souza • Adriana Sturzoiu

Join Amy Abe and her students as they walk you through a reading and writing technique that has aided in not only a more in-depth understanding of text meaning, organization, and rhetorical patterns, but has put learners on the road to developing more logical, more sophisticated, and better-argued writing. Research becomes reality as this NorQuest team shows off the benefits and potential applications of using graphic organizers in the ESL classroom.

Biographies

Amy has worn many hats at NorQuest College- associate chair, curriculum developer, resident photography enthusiast, and ESL Intensive Instructor. Amy is nearing completion of her Masters in TESL.

Glenda is a former nurse hailing from Brazil. An accomplished public speaker, Glenda is completing her ESL studies at NorQuest College and hopes to reenter the healthcare field.

Adriana is nearing completion of her ESL studies at NorQuest College. Her passion for language and people are steering her toward a career in public relations.

Samiya is celebrating a decade in Canada. After completing her ESL studies, Samiya hopes to redirect her ATESL 2014 Conference enthusiasm and energy into the healthcare field.

Room 12 (Chablis)	Reflect and Revitalize Rubrics
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Cara Gratton

What do Roman ruins have in common with rubrics? Tour some ruins and become enamoured with rubrics. After participants view, use, and discuss some speaking and writing rubrics and websites, they will create new rubrics that meet their needs.

Biography

Cara Gratton, B.A., B.Ed., M.Ed., has enjoyed teaching second language learners, both immigrants and international students, for many years. She is a home study tutor of a distance education writing course offered by Athabasca University and an ESL instructor at Grant MacEwan University in Edmonton, Alberta, Canada.

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Ivy Kwan • Jessica Cheong

When used in addition to face to face instruction, a class blog has the potential to enhance student engagement, confidence, and collaboration. It requires only basic computer skills. This presentation aims to:

- Share an overview of the benefits and challenges for maintaining a Learning Blog.
- Examine a sample Learning Blog for Stage 1 Basic Language Ability students.
- Explore practical ways to integrate Internet resources to scaffold learning.

Technology-infused teaching is an effective way to address CLB Competencies and Essential Skills. The Learning Blog essentially morphs into a personalized e-book, providing an interactive space for student voice and documentation of learning.

Biographies

Ivy is a LINC instructor. While pursuing her MEd, she experienced the many advantages of blended learning. She now advocates the “Learning Blog” as a scaffold for learning.

Jessica Cheong is a LINC instructor. Having experienced firsthand the difficulties faced by ESL learners, she is focused on fostering independence in her students.

Barb Hudkins • Sara Gnida • Luisa Toteda

During this interactive workshop, you will have the opportunity to learn about and use the newly created ESL self-assessment tool—PEISAT. This tool connects individual self-assessments to organizations’ ESL PD plans and decisions. PEISAT adapts the principles in the ATESL Best Practices document (2009) into manageable ‘I can’ statements in terms of knowledge, experience and confidence. These statements are designed to promote self-reflection and self-assessment among ESL/ EAL/ ELL coordinators, instructors, and tutors. Join us for a hands-on demonstration and guided tour of PEISAT. Participants will also walk away with a link to the online version of this tool.

Biographies

Barb Hudkins, Rural Routes Project manager, has an Education Degree from the University of Alberta and diploma from MacEwan University. She has led numerous projects, worked on community engagement and development programs, and is tech savvy.

Luisa Toteda, a Rural Routes Consultant, has taught ESL in Canada and abroad. She wrote ESL curriculum for Rocky View Schools, where she teaches adult ESL learners and International Summer School students.

Sara Gnida, a Rural Routes Consultant, has been teaching ESL for 25+ years. A curriculum and materials developer and teacher trainer, she has also worked on projects such as ATESL’s Best Practice and Curriculum Framework.

Vivienne Jones • Colleen Valdez

Do you remember how much you enjoyed reading picture books? Have you ever considered using children's books in the ESL classroom, but then worried about being condescending to your adult students? Join us in this workshop to get a hands-on look at some of the advantages and pitfalls of this material for students of all levels, using an array of older and newer publications. We look at benefits to grammar, extensive reading motivation, vocabulary acquisition, and natural phrasing and articulation (amongst other things) and then we move through a full lesson plan using fairytales and legends.

Biographies

Vivienne Jones is a cartoonist and children's story writer who masquerades as an ESL teacher. She is passionate about all visuals that promote learning, with a soft spot for Seuss.

Most of Colleen Valdez' English teaching experience has been in Mexico. There, she discovered that integrating children's stories in adult language classrooms was a good way to encourage active learning.

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Saturday, October 25, 2014
1:30 p.m. – 2:30 p.m.

Room 5 (Piesporter)	Yes, There ARE Patterns to English Spelling!
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Dianne Tyers

Students of all language proficiency levels struggle with English spelling. When asked about the peculiarities of English spelling, many English language teachers respond, “That’s the way it is, you just have to memorize it”. There is a better answer to student questions about English spelling, however.

In this fun and informative session, we identify the most common letter patterns in English spelling and explore the historical origins of these patterns. Also, we try interactive activities to use with students of all levels so that they can unravel the mysteries of English spelling.

Biography

Dianne Tyers has worked in ESL for twenty-three years in teaching, management, training and program development positions with public and private sector educational organizations. She runs Advance Consulting for Education.

Room 6 (Chianti)	Strategies for Developing Skilled Readers
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Marilyn Abbott

The development of effective reading skills is a vital component of any ESL program. Many research-based activities have been demonstrated to increase learners’ reading comprehension and enhance their reading fluency. This presentation will focus on accessible, research-informed practices that promote the reading achievement of ESL learners. Some sample activities will be presented and tried out, followed by an opportunity to share ideas for adapting these activities for individual teaching contexts. Audience members can expect to leave with several useful techniques for teaching and practicing academic reading skills.

Biography

Marilyn Abbott is an associate professor in the TESL program at the University of Alberta. Her main research interests include ESL reading and assessment strategies and teacher education.

Room 7 (Madeira)	Making Grammar Activities Truly Enabling for Task-Based Learning
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Leila Ranta

In CLB documents, an important role for grammar instruction is to prepare or enable students to perform a communicative task. But, can a kind of grammar activity serve an enabling role? According to second language acquisition research, grammar exercises (e.g., fill-in-the-blanks) cannot possibly enable learners to use new grammatical knowledge in a communicative speaking task. Luckily, useful insights for designing effective enabling activities comes from cognitive psychology. In this presentation, we will explore what makes a good pre-task grammar activity with reference to data from classroom research and with illustrative examples.

Biography

Dr. Leila Ranta is an associate professor in the TESL program in the department of Educational Psychology at the University of Alberta.

Room 9 (Bordeaux)	Teaching Language and Culture: the 5 Ps
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Annette Aarts

Teaching culture can be an inundating task, especially in multicultural Canada. How many times have you been asked “What is Canadian Culture?” In this workshop, we will break down culture into the 5 Ps, Products, Practices, People, Perspectives, and Participation in Communities. We will examine how we can create a deep cultural understanding of the target culture and promote ways in which learners can develop a sense of belonging in the new environment. Be prepared to share your own ideas of what culture means to you and take away new concepts you may not have considered before.

Biography

Annette Aarts has a Masters of Arts in Teaching a Second Language. She has 16 years’ experience teaching English and Spanish and she is a proponent of constructivist teaching practices.

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Room 10 (Beaujolais)	Using Dialogue Journals with ESL Literacy Learners
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Valerie Baggaley

Teaching real life writing to ESL literacy students can be challenging for many ESL instructors. Dialogue journals are real life writing where the teacher and learner share a sustained conversation through writing. This workshop will introduce participants to a dialogue journal and show how it differs from other kinds of writing. The workshop will also show how to incorporate it into the literacy classroom and keep the communication going. Participants will leave the workshop with a clear idea on how to use dialogue journals with ESL literacy learners.

Biography

Valerie Baggaley has taught ESL literacy for the past 10 years. She is involved in the the ESL Literacy Network and reads anything she can find on ESL literacy.

Room 12 (Chablis)	Revitalize Student Learning by Assessing FOR Learning
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Dora Di Lullo-Patten • Trina St. Jean

As teachers, we test our students for a gamut of reasons using an array of assessment tools. Assessment of learning is often done sporadically and the information gathered frequently arrives too late in the course to improve instruction. Contrarily, when teachers assess for learning, using finely-tuned assessment in real time, they are able to adjust their teaching while learning is taking place and create a more effective teaching cycle. This workshop will help teachers build their own toolkit of strategies and activities for Teacher-Based Assessment for learning.

Biographies

Dora Di Lullo-Patten M.Ed has taught ESL in Canada, Asia, Europe, Australia and Latin America. She currently teaches at Chinook Learning Services CBE and is a lead teacher for the implementation of PBLA. She is a language consultant in the Faculty of Medicine at the U of C. She is also an IELTS assessor and develops curricula.

Trina St. Jean has a B.Ed from U of A and an MFA from Vermont College. She has taught ESL in Japan and Quebec and presently teaches LINC for Chinook in Calgary where she's a lead teacher for the implementation of PBLA. Trina is also a writer of young adult fiction.

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Room 14 (Medoc)	Intercultural Communication Workshop: Developing Cultural Competence
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Heather McPherson

Trainers working in a foreign culture can often experience stress and dissatisfaction if their training approach and attitudes are not in relation to their host country's cultural and business context. I will share with you some of my findings and experiences in developing pre-move training workshops to help trainers feel better prepared for teaching overseas. To be effective in meeting the needs of local participants, international trainers must ensure the material is relevant and practical to ensure success. This workshop will provide training techniques to develop more comprehensive, culturally-specific training programs, as well as examine ways to improve cross-cultural communication.

Biography

Heather McPherson has a Masters of Education in Adult Education and Training from Colorado State University. She has been teaching and training abroad for over a decade and has designed and implemented workshops for companies and schools in Singapore and Egypt including the American University in Cairo. Heather is currently working for Norquest College in the Faculty of Foundational, Career, and Intercultural Studies.

Room 15 (Cognac)	Supporting the Needs of ESL Literacy Learners
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Theresa Wall

Adult ESL literacy learners have distinctive strengths and needs that affect their second language acquisition. How can we better support their learning in our language training programs? First, the presenter will describe common characteristics that unschooled adult ELLs may exhibit in an L2 learning environment. Next, the presentation will explore the varied factors affecting L2 acquisition for ESL literacy learners. The session will close with instructional strategies to support the needs of these students in a variety of program settings, including LINC, community based literacy programs, and employment readiness programs.

Biography

Theresa Wall is a Learning Support Specialist for adult ELLs with the Calgary Immigrant Women's Association. Her particular area of expertise lies with working with ESL literacy learners.

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Saturday, October 25, 2014
2:34 p.m. – 3:45 p.m.

Room 5 (Piesporter)	An ESL Toolkit of Educational Games and Activities
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Luisa Toteda

Have you ever pondered, “How I can make my ESL classroom or tutoring sessions more exciting for learners”? This hands-on workshop is designed for ESL instructors and tutors who work with ESL learners of CLB 4+. This workshop presents over 55 educational games and activities for making ESL classes fun. Participants will learn how to use these activities to reinforce grammar, vocabulary, and the four skills. Participants will walk away with a handout that has over 55 educational games and activities!

Biographies

Luisa Toteda, a Rural Routes Consultant, has taught ESL in Canada and abroad. She wrote ESL curriculum for Rocky View Schools, where she teaches adult ESL learners and International Summer School students.

Room 6 (Chianti)	Challenging Assumptions in the Workplace
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Jennifer Jessop

We make assumptions that can lead to misunderstandings or non-inclusive behaviours whether in our teaching, interpretation of student behaviour, or in collegial or intercultural interaction. By challenging these assumptions, we develop our collaborative skills, increase inclusivity and inspire those around us by honouring diverse needs and identities in school and in the workplace. After a discussion of different kinds of assumptions, workshop participants will have opportunities to explore and share what they have learned from assumptions made in the office and/or the classroom.

Biography

Jennifer Jessop, M.Ed. (TESL), has been teaching in Bow Valley College’s full-time ELL Program since 2004 and currently specializes in Literacy. Previously, she taught EFL in Japan for four years.

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Room 7 (Madeira)	Practical Strategies to Support Struggling ESL-Literacy Learners
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Liette Wilson

How can we best support struggling ESL-Literacy learners in the classroom, those who despite interventions, struggle to make the expected gains? In this session, the presenter describes her ongoing classroom-based action research into factors affecting learner success and best strategies arising from literacy and learning disabilities research. She shares practical ideas she is using to support the most challenged learners in her community-based ESL-Literacy classes. Incorporating principles from the ESL-Literacy Curriculum Framework and specific learning and teaching strategies, the presenter will share practical approaches to support struggling learners which in turn, encourages the success of all learners.

Biography

Liette Wilson is a facilitator in a community based ESL-Literacy program for women with 0-7 years of education with the Calgary Immigrant Women's Association.

Room 9 (Bordeaux)	Talk It Up: Creating a Portfolio of Speech Samples
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Sheri Rhodes

The fleeting nature of the speech act makes this a challenging language skill to revisit and reflect upon. I will demonstrate a variety of tasks and tools that can be used to build up a collection of audio clips. These speech samples will create a portfolio appropriate for student assessment.

Biography

With 20+ years' experience, Sheri is Curriculum Coordinator in International Education at Mount Royal University and an online teacher trainer and course writer for Advance Consulting for Education (ACE). Her special interests are in Educational Technology, Curriculum Development and Assessment. She is currently serving as Past President for ATESL.

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Susanna Gonsalvez

The last four decades have seen the expansion of research exclusively committed to code-switching in its spoken form, but systematic investigation into code-switching at the written level has been largely neglected. Consequently, code-switching form is still in its embryonic stage. This paper will report the findings of exploratory comparative research carried out in e-mails, a new form emerging from written discourse.

Biography

The presenter works as a Language Instructor in the University of Lethbridge.

Looking Ahead

October 29-31, 2015

TESL Canada and ATESL will welcome you to Lake Louise for the national conference. If you would like to participate in planning this event, please contact lakelouise2015@atesl.ca

Feedback

The conference committee and ATESL would welcome your feedback. Please fill in the online survey that will be sent you by email after the conference.