



ALBERTA TEACHERS
OF ENGLISH AS
A SECOND LANGUAGE

ATESL Newsletter

President's Message

President Dora DiLullo Patten



Dear fellow ATESL members,

2020 has been a year fraught with many challenges for us all, from both a personal and professional perspective. I am proud to say that the members of our ATESL board met these challenges full on and the successes we have seen this year are a reflection of their ingenuity and commitment to our professional organization and in turn, our students. I would like to take this opportunity to describe new initiatives and other achievements of 2020 as well as thank those volunteers that make ATESL a success.

Conference 2020

This year our online conference, first of its kind in second language teaching, was delivered online. The conference was not only well attended but also provided a much-needed financial boost to ATESL.

Another action that ATESL took was to give more flexibility to the definition of student-teachers and programs so that they could pay a reduced rate for attending the conference. They are, after all, the future of our field.

As you may recall, in honour of our 40th year, we offered 40% off the regular conference rate to members who qualified. We are pleased to announce that ATESL has continued the initiative.

Thank you to Gabriela Jessome and Indira Cevallos for managing the conference, for their hard work and resourcefulness and the many volunteers, without whom we could not have had such a successful conference.

Conference 2021

We recently sent out a survey asking you what your preference was for the format for the 2021 conference. The responses showed an overwhelming support for another online conference with 48.2% responses and given the current situation with the pandemic. A hybrid conference was second with 26.8% and 25% preferred a face to face conference. Given your responses, we will move forward with putting out a call for conference managers for our second online conference. Please keep an eye out for this posting and consider how you might want to be a part of another exciting conference.

ATESL Board

I am pleased to announce the ATESL Board team, as per the ATESL AGM 2020:

Dora Di Lullo-Patten, President
Lori Kennedy, Past President
May Yeung, Secretary
Jessica Legacy, Treasurer
Nancy Robertson, Calgary Co-Chair
Priscilla Lee, Calgary Co-Chair
Fiza Abedin, Edmonton Co-Chair
Daniel Green, Edmonton Co-chair and Social Media Coordinator
Alana Johnson, Southern AB Local Co-chair
Lauren Barrows, Southern AB Local Co-chair
Jim Hawrylenko, Rural Routes Representative
Wendy Chambers, TESL Canada Representative
Irene Wood, Business Manager

I would also like to thank the following members who have made contributions to ATESL but have completed their terms:

Colyn deGraaff, Past President
Jake Scheffer, Treasurer
Celeste Bickley, Secretary
Debbie Severinsen, Rural Routes Representative
Maureen Souply, Social Media Coordinator
Maria Dumitrescu, Calgary Co-chair
Maryna Siek, Edmonton Co-chair
Jenny Bourne, Southern AB Co-chair

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Amy Abe.

I would like to thank the former and
present, dedicated individuals for their
commitment to ATESL.

President Elect

It is with great pleasure that I announce
Gabriela Jessome as the President Elect
for ATESL. Gabriela's experience, skills
and qualities will make a valued
addition to our ATESL team. She was
instrumental to the success of the 2020
conference and I am personally
excited to be collaborating with her.
Welcome, Gabriela.

Interprovincial Partnerships

ATESL continues to meet quarterly with
its counterparts across the country,
discussing issues pertaining to the ESL/
ELL profession. ATESL hosted the final
meeting of 2020. The next meeting is
scheduled for the spring of 2021.

Social Media

Daniel Green has stepped into the role
of social media guru. He was
instrumental in augmenting our social
media profile, in particular, for the
conference. We encourage you to
follow us on Facebook, LinkedIn, and
Twitter for regular updates about the
industry, events happening in the
community, and to find like-minded
colleagues to network and learn with.

Best Practices

The Best Practice Guidelines for Adult
ESL/LINC Programming in Alberta is now
in the second stage. This 22- month
project began in late spring. Project
Consultant, Herly Cervera and Project
Manager, Sara Gnida continue to
revise the prior document and develop
new areas. They are continuing to work
on the Inclusion section of the Best
Practices, including finishing up a draft
of the Best Practices for Supporting
Learners with Disabilities, indigenization,
LGBTQ2S+ and technology. They are
incorporating information they
acquired from a survey that was sent
out to all ATESL members.

Advocacy Committee

The advocacy group has been very busy
this year. Among their portfolios are:
learning disabilities; ESL students'
transition to work; access to citizenship;
2SLGBTQ+; supporting literacy teachers;
employment conditions for ESL teachers;
trauma informed practice; and
supporting teachers with online teaching.

Charitable Branch Investigation Committee

ATESL is considering the option of having
a charitable designation branch to its
organization. Other provincial
organizations have shared with us the
advantages of having such a
designation. We are currently recruiting
members to join this committee. If you
are interested in being a part of this
committee, please contact Irene at
atesl.admin@atesl.ca

Respectfully submitted by:
Dora DiLullo Patten
ATESL President

2020 Conference Recap

Indira Cevallos & Gabriela Jessome

Alberta Teachers of English as a Second Language is an organization that has demonstrated how much they are committed to its members. This year has been unprecedented, and the board members understood the importance of supporting the members' professional development more than ever.

There were many changes in education and quick mitigations were taken in most educational facilities. Many professionals had to face these changes without knowing what to do, but as with dedicated professionals, creativity took place. ATESL understood immediately how important it was to continue supporting its members. Therefore, the first virtual conference took place on October 16th and 17th on an online platform. The organization of the conference was led by three conference managers, Indira Cevallos, Gabriela Jessome, and Maryna Siek.

The 41st conference's theme was "Seeds of Possibility: Curiosity, Drive, and Innovation." This theme provided a perfect opportunity to the speakers, guest speakers, and keynote speakers to share their expertise on a wide variety of topics. This first virtual conference opened the world and attracted 449 attendees who took in a total of 60 presentations from 87 speakers, including keynotes and invited guests. Attendees connected from across Canada, from British Columbia all the way to New Brunswick & Nova Scotia including all provinces in between, and from countries around the world including United States, Qatar, Costa Rica, Australia, United Kingdom, Lebanon and China. The conference was planned and executed by an effective team of members who took part in the different committees. The conference would have not been as successful without their unconditional support.

We want to thank everyone who were part of this project: Diana Agudelo, Allison Bajt, Sarah Baskerville, Celeste Bickley, Debbie Severinsen, Daniel Green, Renuka Jantz, Alana Johnson, Lori Kennedy, Jess Legacy, Eaman Mah, Rosemary McMahon, Fady Mina, Majid Nikouee, Tyla Olsen, Jacky Rivas, Greg Skrypiczajko, May Yeung, Doug Vantour, Audrey Wong, Maryna Siek, and Irene Wood.

This year has been a year of sharing and learning. The ATESL 2020 Conference was a clear example of how a group of people can make a difference during difficult times. We appreciate everyone's support for this project by believing in it. Thank you to all the attendees who connected from different parts of the country and around the world. Thanks to all the speakers for sharing their knowledge and expertise in the different sessions. Thanks to all the attendees for helping each other and sharing tips on the platform. Everyone's passion for teaching and learning made this conference memorable.

Respectfully submitted by: Indira Cevallos and Gabriela Jessome

Calgary Local Report

Priscilla Lee & Nancy Robertson

We would like to wish all ATESL members a very happy new year!

We are currently planning the PD sessions for the year. We aim to offer a diverse range of topics to recognize the various contexts and issues that we encounter in the ELL teaching field from remote teaching, PBLA, literacy to mental health. Until further notice, we are planning to deliver all our sessions online. One of the great benefits of the remote environment is that we can extend the invitations to members all across the province, and we hope you will consider joining us!

We will begin the local PD program on Thursday, January 28 from 6:30 to 8:00 pm. Bob de Hoog, from Bow Valley College, will present Assessment CLB Writing: Profiles of Ability. This workshop will offer some ideas and ask for some suggestions regarding common questions about the profiles of ability listed in the CLB guide. More information will be sent shortly.

If you have any suggestions for a PD session or would like to present, please do contact us at calgary@atesl.ca. We value your input!

Respectfully submitted by Nancy Robertson, Priscilla Lee & Peggy Jubien

Edmonton Local Report

Fiza Abedin & Daniel Green

In September, we held our AGM and had a presentation by Salwa Mohamud on Somali heritage and cultural practices. There was no meeting in October as the ATESL conference was held online this year. Our November PD session invited Lucie Moussu who presented on the philosophy and pedagogical practices of writing centers. Participants learned how sessions are conducted, the goals of each session, and some pedagogical tips all instructors can utilize to make better writers. Unfortunately, due to COVID-19 restrictions, the winter social was cancelled this year. In the new year, we are looking forward to a January presentation on keeping online learning engaging by HeeChung Choi, with presentations on grammar teaching strategies and level calibration being planned after that!

The ATESL Edmonton Local AGM was held on September 25, 2020 where we elected new members to the chapter. We would like you to meet this year's executives!

New Co-Chair: Fiza Abedin

Fiza Abedin has worked in the LINC program since 2015 in various roles. She has taught CLB 1-4 in that time and is currently the PBLA Lead Teacher and a part-time Coordinator at ASSIST Community Services Centre. Fiza is currently pursuing an MEd in Teaching English as a Second Language from the University of Alberta. She enjoys working with her peers to come up with effective teaching strategies and co-developed the practicalpbla.weebly.com to help teachers with implementing PBLA in their classrooms. She would love to go back to teaching one day!

Existing Co-Chair: Daniel Green

Daniel is currently a PBLA lead and literacy instructor at One World ...One Center (ECSD). He is also completing his last year of the M.Ed TESL program at the University of Alberta. He has worked as a language instructor for over nearly 9 years both overseas and here in Canada.

2020/2021 ATESL Board

President -Dora DiLullo Patten

President Elect- Gabriela

Jessome

Past President- Lori Kennedy

Treasurer- JJess Legacy

Secretary - May Yeung

Calgary Co-chairs-

Priscilla Lee & Nancy

Robertson

Edmonton Co-chairs-

Fiza Abedin & Daniel Green

Southern Co-chairs -

Lauren Barrows & Alana

Johnson

Rural Routes Representative-

Jim Hawrylenko

TESL Canada Representative-

Wendy Chambers

Business Manager -

Irene Wood

Advocacy Committee

Wendy Ilott

Alexandra Marshall

Wanda Chell

Eman Ghanem

Becca Scheiris

Herly Cervera

Sue Collis

Amy Abe

Lori Kennedy

Dora Di Lullo-Patten

(Edmonton Local Report continued)

Outside of the classroom he is most interested in pursuing research in material and curriculum design and digital recorded feedback. He has enjoyed becoming more involved with the ATESL community and looks forward to bringing more great PD opportunities to the Edmonton area.

Existing Treasurer: Rosemary McMahon

Rosemary is the Program Manager of three LINC schools (Sacred Heart, One World...One Centre and St. Francis) with the Edmonton Catholic Separate School Division (ECSD). She has worked with ECSD for over 30 years. Her work has led her to a women's only LINC Curriculum for St. Francis and completion of the ACE Certificate in Language Program Management. Apart from the regular duties of a Program Manager, her main focus and passion over the last few years has been the creation and growth of LINC Literacy Schools at Sacred Heart, St. Francis and OWOC.

New Communications Officer : Maryna Siek

Maryna Siek is a passionate educator with a keen interest in e-learning and developing innovative approaches in adult education using tech, art and entertainment. Currently, she works as a Faculty Moodle/Ed Tech Advisor at NorQuest College. Before, she worked as a LINC instructor in different modes of delivery: face to face, blended and online teaching learners from CLB 1-6. When Maryna is not working, you can find her delving into bestsellers or true crime podcasts.

Existing Secretary: Marie Fontaine

Marie Fontaine has been an ESL instructor for over twenty years. She has extensive experience teaching ESP and business English in various educational institutions in Germany. Upon her return to Canada in 2015, Marie volunteered at CJSR FM 88, the University of Alberta's campus radio station, where she developed her skills as a news reporter. In the summer of 2016, she was thrilled to work with Multicultural Health Brokers in their intensive English training program for immigrant and refugee women. Before joining the team at Sacred Heart School as a LINC instructor in May 2018, she spent a year as the LELL coordinator at P.A.L.S. where she enjoyed training volunteers and acquainting herself with the Canadian Language Benchmarks.

She is an ATESL member and a highlight for her in 2019 was presenting at the ATESL conference in Calgary the use of art in creative task-based language teaching. Her areas of professional interest include developing effective materials for the LINC classroom and making use of videos in assessment tasks.

Outside the classroom, Marie is an accomplished artist and musician and is currently working on a crime novel.

Existing Hospitality: James Hawrylenko

Jim is currently a LINC instructor with NorQuest College having taught in all three modes of instruction: face-to-face, blended and online. Prior to his return to teaching, he was involved in international education with post-secondary institutions in Edmonton managing educational projects and customized training in China and coordinating teacher training programs and the recruitment of international students from South America, the Middle East and Southeast Asia. With a keen interest in refugee populations having worked in refugee resettlement in Malaysia, Azerbaijan and Croatia, Jim volunteers with both Catholic Social Services and the Edmonton Immigrant Services Association in addition to volunteering with other groups and community leagues. Jim has an MA in Adult Education and Global Issues (Athabasca University), a Certificate in Teaching ESL (Uof S) and a Bachelor of Education degree (Uof A). When not teaching or enjoying the Rocky Mountains, he likes to fly off for new adventures and experiences having most recently visited Newfoundland, Mexico and Croatia.

Respectfully submitted by: Fiza Abedin and Daniel Green

Southern Alberta Local Report

Lauren Barrows & Alana Johnson

Happy New Year from Alana and Lauren, the Southern Alberta co-chairs!

We would like to introduce Lauren Barrows, the new co-chair who joins Alana Johnson in the Southern Alberta chapter. Lauren is the Manager of the English Language Institute at the University of Lethbridge and has worked in language education for over 20 years.

In 2020, we have done what we could to make and maintain connections with our families, friends, colleagues, and students. It hasn't been easy. At times, many of us felt like we didn't have enough connection to others, and at others, we may have been overwhelmed by the amount of virtual interactions and engagements. We are living through an extraordinarily challenging time and it takes a toll on us in a lot of different ways.

For those of you who are wanting more connection to your Southern Alberta colleagues, we are planning a virtual event on February 2, 2021, *Motivating the Unmotivated: Motivating and Engaging EAL Learners*. Watch your inbox for details in early January.

Throughout 2021, we will continue to hold more events, virtual and maybe in-person too, following the protocols in place by our province and communities. We are tentatively planning for meetings in late April/early May and November 2021. If you have an idea for an event, training session, would like to share your knowledge, or would like to promote an existing event to ATESL members in Southern Alberta, please get in touch at southernab@atesl.ca!

Respectfully submitted by Lauren Barrows & Alana Johnson

Rural Routes Report

The Rural Routes program at Norquest College is part of the community adult learning system in Alberta. Across Alberta, more than 100 communities run a community adult learning program funded by Advanced Education. These programs are mandated to provide primarily foundational learning: literacy, numeracy, digital literacy and English as a Second Language. CALPs range from large operations in places such as Taber to one-person offices in places such as Falher or Elk Point.

In the cities, funding flows through ECALA, Calgary Learns and CARE (Red Deer). The CALPs are connected through the Community Learning Network, which provides professional development for adult education and many other services. <https://calp.ca/>

ESL practitioners receive professional development through Rural Routes (RR). RR is staffed by two advisors and a manager/ advisor, each covering a different section of the province. In addition, we have the services of a consultant supporting numeracy and online tutoring. We provide in-person and online training in the form of workshops, webinars, mentoring, site visits, study groups, and participation in regional meetings and chat groups. At the moment, our catalogue of workshops lists around 70 different topics related to teaching ESL. <https://eslruralroutes.norquest.ca/services/workshops.aspx>

In 2019-2020, we delivered more than 230 workshops and over 200 instances of mentoring. We ran study groups on the Canadian Language Benchmarks, multi-level classes, English grammar and responding to student writing. Study groups allow ESL practitioners to meet and share experiences and insights even if they live and work in opposite ends of the province.

Thanks to Advanced Education funding, all services are free of charge. For online training, anyone can register on the Rural Routes website <http://eslruralroutes.norquest.ca> Our pre-pandemic routine consists of contacting the CALPs in our region, arranging site visits and in-person trainings, travelling to deliver training, deliver online webinars, run study groups, deliver mentorships, on-board new coordinators, and managing the resulting paperwork.

This year, of course, everything is online. We were the first PD provider off the ground in late March with support for CALPs faced with online teaching for the first time, running 16 webinars between March and June to help our clients with the transition to online teaching. We hope to be back on the road in the new year with in person workshop delivery and site visits.

Most of our workshops are developed by TESL professionals with many years experience teaching ESL. Where we don't have in-house expertise, we contract subject matter experts to develop content and often to deliver webinars. We have brought in guests to present on volunteer engagement, assessment services, temporary foreign worker protection and support, trauma in refugees, pathways to immigration, and other topics. Requests for workshop development comes from our clients as well as from developments in the field of TESL.

The ESL Tutor Handbook is an example of a resource developed by Rural Routes. This little 550 page illustrated handbook <https://eslruralroutes.norquest.ca/resources/content/rural-routes-esl-tutor-handbook.aspx> combines with our basic ESL Tutor Training workshop and a ten-hour Moodle course to provide a strong start for anyone who is new to the ESL tutor role. The handbook and the revised workshop were launched in 2020.

The Rural Routes Resource Guide was also launched in 2020. This is a searchable pdf containing descriptions, classifications and links to a range of free, reliable, and carefully curated ESL resources <https://eslruralroutes.norquest.ca/resources/content/rural-routes-esl-resource-guide.aspx> While it was developed for the Rural Routes context, it is of value to any ESL instructor.

Visit our website at eslruralroutes.norquest.ca You are welcome to join our webinars or get in touch to find out more.

Respectfully Submitted by: Dorte Weber
Team Lead, Rural Routes

TESL Canada Report

Wendy Chambers

As reported in detail at the ATESL Annual General Meeting (AGM) in October, TESL Canada has experienced an extraordinary year, not unlike ATESL, as the board of directors and committees members have worked diligently to address a shifting landscape in response to COVID restrictions and regulations across the nation.

TESL Canada held its AGM online via Zoom on December 3rd at 5:00 pm (MST), and there were 51 members in attendance, including many members from Alberta.

TESL Canada's financial situation continues to gain strength. The audited financial statements for the years of 2017, 2018, and 2019 were presented during the AGM. In the spring, TESL Canada applied for and received a CEBA loan from the Government of Canada for \$40,000. This loan comes with a maximum forgiveness of \$10,000 and the remaining amount of \$30,000 will be paid back by December 31, 2022.

Also taking place during the AGM was the appointment of the board of directors for 2020-2021, and it is as follows:

- President: Paula Kristmanson (NB)- Chair of Executive Committee
- Vice-President: Donald Moen (ON)- Chair of Governance Committee
- Past-President: Judy Sillito (AB)- Chair of Nomination Committee
- Secretary: Kathy Whynot (NB)- Chair of TCEF
- Treasurer: Eric Viologo (MB)- Chair of Finance Committee
- Professional Development Chair: Yalda Ahmadvand (BC)
- Standards Chair: Dmitri Priven (ON)
- Settlement Language National Network Chair: Elsie Johnson (AB)
- Outreach Chair: Amrita Gill (MB)
- Journal Advisory Committee Chair: Xuemei Li (NL)

As a TESL Canada board member, I am also a member of two committees, namely, the Standards committee and the Settlement Language National Network committee. Each committee meets on a quarterly basis.

ATESL members are encouraged to join a committee and may do so as a community member. If you are interested, please connect with the committee chairs directly or contact me (email below).

The next TESL Canada AGM will be held in the spring, and at that time, Paula Kristmanson, will be stepping down as President after serving a 3-year term. In her place will be Don Moen who has served as Vice President since January 2019.

Of special note, I would like to recognize and thank Sheri Rhodes who has stepped down from her role as the Outreach Chair after years of dedicated service and commitment to TESL Canada.

Wishing you and your family and friends a safe, healthy, and happy holiday season.

Respectfully submitted by Wendy Chambers
ATESL TESL Canada Representative
wchambers@atesl.ca

Advocacy: How are you doing?

Sue Collis & Lori Kennedy

How are you feeling these days? Tired? Overwhelmed? Lonely? An Alberta Teachers' Association survey from June 2020 revealed that their teachers are feeling exhausted (70%) and isolated (63%) and feel that they have lost the emotional connection they had with students prior to COVID (75%). It is probably safe to say that ATESL members are feeling the same way.

Your Advocacy Committee has identified support for teachers during COVID as one of our interest groups for the upcoming year and are working to find novel ways to support teachers and help them stay connected with their coworkers during these unprecedented times.

For starters, here are a few suggestions for both teachers and administrators.

For teachers, use the 3-C approach: **care, connect and compassion** with a sprinkle of technology. **Care** for yourself and try a wellness app. Headspace offers a free basic course in meditation.

Yale University offers a free Coursera course called the Science of Happiness and from the reviews, you won't be disappointed! Try to **connect** with colleagues. Do a yoga class together or book a virtual lunch date. Finally, and most importantly, have **compassion** for yourself because teaching online is hard.

Organizations can help by **creating a virtual place so staff can connect**. Columbia College in Calgary created a 'LINC Staff Wellness' group and have been organizing a variety of activities to stay connected with coworkers. The group is open to all staff, and individuals are free to participate as they wish. The daily lunchroom provides a place to meet, there is an organized yoga class twice per week where staff follow a 30-minute video shared from YouTube, and memes and jokes are shared on the daily inspiration channel. Organizations can also offer training for staff. NorQuest College in Edmonton uses Headversity. This is a resilience training app that can set up a custom program for your small or large organization.

What are you or your organization doing to combat fatigue and isolation? We would love to hear what and how you are doing these days. Please contact Lori Kennedy at lkennedy@atesl.ca if you would like to share your suggestions.

Respectfully submitted by Sue Collis and Lori Kennedy

Advocacy: Dear Advocacy Folks

Dear Advocacy Folks,

As a LINC teacher, I am interested in helping my students meet the program outcomes and equip them with the skills needed to build their life in Canada. When the recently administered needs assessments showed that they want to learn about Canada, so they can take the Canadian Citizenship Test in the near future, I was excited about their choice and decided to educate myself about obtaining the Canadian Citizenship process. However, I was taken aback when I skimmed Discover Canada, the guide required for the test, because of the depth of the information about Canada's history and the required language proficiency to understand it. My class includes students with different CLB levels and embarking on this task seems like a Mission: Impossible (sorry Tom Cruise!). I am overwhelmed and don't know where to begin!!

Sincerely,
Lost in Medicine Hat

Dear Lost in Medicine Hat,,

I understand how overwhelming it can be when you have to teach high content instructional materials that require linguistic proficiency levels that students might not have. I think knowing that you are not alone and the fact that there are ready-made materials that can give some direction of where to start might be helpful. Here are a few resources:

(A) Materials:

(i) Citizenship Resource: a guided activity resource based on the same topics/ chapters in the Discover Canada guide. All the chapters provide activities and organize them by CLB levels 1-8.

Toronto Catholic District School Board (2010). Citizenship Resource: A classroom resource for teaching citizenship topics to adult English language learners: Canadian Language Benchmarks 1-8. Retrieved from <http://atwork.settlement.org/downloads/atwork/Citizenship%20Resource/Citizenship%20Resource.pdf>

(ii) Citizenship Study Materials Manitoba Labour and Immigration (2011). Citizenship Study Materials for Newcomers to Manitoba; Based on the 2011 Discover Canada Guide.

Retrieved from <https://www.icmanitoba.com/wp-content/uploads/2019/11/Citizenship-Study-Materials-for-Newcomers-to-Manitoba.pdf>

(iii) Know Canada: which is a simplified version of Discover Canada Community Foundations of Canada. (2018). Know Canada: A plain language study guide for the citizenship exam. CALP: Canada. Retrieved from https://www.ecala.org/wp-content/uploads/2018/11/KnowCanada_Final_webversion.pdf

(iv) Websites to practice the test: OCASI : Citizenship Counts <http://www.citizenshipcounts.ca/>

V-Soul.com (2020). Free Online Canadian Citizenship Practice Test - Alberta. Retrieved from: http://www.v-soul.com/onlinetest/calgary_alberta_citizenship_test.php

Apna Toronto.(2020).Pass, first time: Canadian citizenship test <http://www.apnatoronto.com/canadian-citizenship-test-practice/>

Please know that since the Discover Canada guide is based on Canada's political and economical past and present, attempting the Canadian citizenship test requires focused instructional courses. For example,

(B) Organizations to connect with:

(i) Catholic Social Services offers an online course <https://newcomers.cssalberta.ca/calendar>
Contact: Emrah.Keskin@cssalberta.ca

(ii) Immigrant Services Calgary <https://www.immigrantservicescalgary.ca/our-services/settlement-integration-support/citizenship-preparation-classes>
Contact: teresal@immigrantservicescalgary.ca

(C) Conclusion

You might be happy to know that the ATESL Advocacy Committee has identified citizenship preparation as one of our key strategic issues and we are working to advocate for more accessible citizenship teaching materials.

Best wishes,
The Advocacy folks

Advocacy: COVID Teaching Protocols

Here we are... A new term but no new certainty. Some of us are teaching online only, some are meeting half the class in the morning and the other half in the afternoon, and some of us are going back to teach full time. One thing we all have in common is that teaching during COVID 19 is anything but normal. Many of us heading back into classrooms are stressed about what that could mean and what the possible best practices could be.

We know you don't have time to research how to keep yourselves and your students safe while also preparing to teach in a whole new way, so we have done the research for you. Please remember, we are ESL teachers, not immunologists. Each source of information is provided and we encourage you to check it out for yourselves as well. We have taken some of the top questions in teachers' minds and tried to answer them here.

Preparing for Instruction

I will be wearing a mask, is there other PPE I should consider?

- If you are teaching pronunciation or are working with deaf learners, you may want to consider the transparent face masks that many companies are selling or make your own. (Instructions for making your own mask can be found here [Hearing, Speech and Deaf Centre \(2020\)](https://www.hsdcc.org/accessible-deaf-friendly-face-mask/). How to make an accessible mask. Retrieved from <https://www.hsdcc.org/accessible-deaf-friendly-face-mask/>
- Face shields do not sufficiently replace masks, Alberta health has told public school teachers to wear face masks when wearing face shields.

How can I adapt my teaching to help reduce the spread?

- Create a way to communicate with all of your learners quickly to give updates and assignments (groups texts? website updates?) and train your learners to check it regularly.
- Remind students of what they need to do before attending school. One teacher recommended sending messages to students on WhatsApp to remind them to bring their masks and to call 811 (instead of coming to school) if they or family members have any cold symptoms.
- Create consistent cohorts of students in class. If trying socially distanced group work, always have learners work with the same few people.
- Avoid activities involving singing, shouting or speaking loudly indoors (practicing plosives may be off the table right now).
- Train each cohort on how to share assignments and instructional content electronically so that when students have to self isolate their peers will help them keep in touch.
- Using personal electronic devices to view handouts is preferable to paper copies being handed back.

What is the best way to set up my classroom??

- Have all desks face forward if possible.
- As much as you can, keep doors and windows open to increase air circulation.
- Consider restricting access to areas that the students don't use regularly
- Keep areas near HVAC inlets and outlets clear.
- Arrange seating away from areas with high airflow (i.e. not in front of air vents).
- Clean equipment between uses if students or staff share anything. One teacher who is in a face to face context just carries a container of Lysol wipes with him everywhere- He finds it handy to sanitize as he goes.
- Consider installing cues such as stickers or signs at frequently touched surfaces (e.g. water fountains, doors) to encourage people to avoid directly touching with their hands.
- Create a "no sharing policy" - all students should have their own supplies.

What if my learners or I feel sick?

- Designate a room(s) in the school as an isolation room/wellness room for sick individuals to wait for their rides home. Schools with large populations can consider more than one room for this purpose.
- Clean and disinfect the area used by any individuals suspected of having COVID-19. This includes all surfaces within two metres/six feet of the ill person. Remove all items that cannot be cleaned (paper, books etc.), and store them in a sealed container for a minimum of three days.
- Teach appropriate and non-stigmatizing language and ensure students know how to describe symptoms of COVID-19 to tell a staff member immediately if they feel ill.
- Have a plan in place for your class in case you need to go home immediately (for yourself or to care for someone sent home).
- Ensure the area is cleaned immediately after the student with symptoms has gone home. Before the room is cleaned, place a sign on the door indicating it cannot be used. Remove the sign once the room is cleaned.

What kinds of records should I keep?

- Maintain and have available the following documents in case they are needed for case and contact tracing:
- Class list, attendance record and seating chart for each cohort, including each student's name, date of birth and contact information.
- Do you have any resources to help me share information with learners?
- Free posters to give guidance scroll down to "posters" on this page <https://www.alberta.ca/k-to-12-school-re-entry-2020-21-school-year.aspx#masks>
- Offer AHS parents guides to students they come in a variety of L1s which you can use to support learning in English same documents. (Scroll down to parent's guide on this page <https://www.alberta.ca/k-to-12-school-re-entry-2020-21-school-year.aspx#masks>)

Advocacy: Covid Teaching Protocols (cont)

(p. 2) OHS Alberta (2020) COVID-19 INFORMATION OCCUPATIONAL HEALTH AND SAFETY GUIDANCE FOR WORKERS DURING A PANDEMIC <https://open.alberta.ca/dataset/194e93ad-31aa-4700-8fda-d89ab3c225a8/resource/005c0f0a-e04d-41de-b88a-a77a21dde8aa/download/lbr-covid-19-information-occupational-health-and-safety-guidance-for-workers-during-pandemic.pdf>

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Ontario IHSA.ca (2020). Infrastructure Health and Safety Association Guidance on in-person classroom training during COVID-19. Retrieved from: <https://www.ihsa.ca/pdfs/alerts/COVID19/guidance-on-in-person-classroom-training-during-covid-19.pdf>

ATESL New Board Member Biographies

Gabriela Jessome - President Elect

Gabriela's life-long commitment to learning began with a public accounting certification from the Universidad Autonoma de Yucatan in Mexico. Then, she completed a Master's in International Marketing at UCLA in the USA. Her mastery of the English language helped her achieve her dream of studying abroad. So, she decided to become an English teacher to help others achieve their dreams. She obtained her ESL Teacher Level 2 certification in the USA followed by her TESOL/TESL/TEFL certifications and Post-TESL Training in Canada. Gabriela is currently working as a Coordinator at St. Francis Women's LINC Program, Edmonton Catholic Separate School division, Student Support Services. Her motto is that to teach is to plant the seeds for a better future. In her spare time, Gabriela runs Zumba and Folklore classes. She loves camping during the summer and spending time with her husband, daughter, 2 cats, and 2 dogs.

May Yeung - Secretary

May has undergraduate degrees in psychology, education, and is currently completing her master's degree. May has always gravitated to EAL and has worked in a variety of settings amongst ages 3 to 70. Currently with MacEwan's EAP program for the past two years, she is awaiting her first publication.

Jessica Legacy - Treasurer

Jess Legacy has a PhD in English from the University of Edinburgh. She is a LINC English instructor at CARE and a college instructor at Red Deer College. She is committed to fostering an inclusive community in Central Alberta. Jess teaches and facilitates with humour, and encourages critical thinking and lifelong learning. When she is not teaching, she enjoys crocheting, beer and spending time with her family.

Fiza Abedin - Edmonton Co-chair

Fiza Abedin is a PBLA Lead Instructor and a part-time coordinator for the LINC program at ASSIST Community Services Centre. She began teaching in LINC in 2015 and has taught CLB levels 1 to 4 including split level classes. Fiza is currently pursuing an MEd in Teaching English as a Second Language from the University of Alberta. She enjoys working with her peers to come up with effective teaching strategies and co-developed the practicalpbla.weebly.com to help teachers with implementing PBLA in their classrooms. She would love to go back to teaching one day!

Priscilla Lee - Calgary Co-chair

Priscilla obtained her Masters in Applied Psychology from Nanyang Technological University (Singapore) and her bachelors degree from Monash University in Melbourne, Australia. She has worked with children, at-risk youth, and international clients in various roles throughout her career. She is currently working at The Immigrant Education Society (TIES) as the Manager of Drop-in ESL and Volunteer Programs. She enjoys working on different projects and areas within the not-for-profit sector, and welcomes any and all opportunities for collaboration and development.

Lauren Barrows - Southern AB Co-chair

Lauren Barrows is the Manager of the English Language Institute (ELI) at the University of Lethbridge. At the ELI, she manages language programs for international students and professionals. Before joining the University of Lethbridge, Ms. Barrows spent over fifteen years in the high-stakes test development industry, and developed language tests for major domestic and international testing organizations as well as several branches of the US and Canadian Governments. She has an MA in Linguistics and Applied Language Studies and TESL Certificate from Carleton University, and is currently pursuing an educational doctorate at the University of Toronto with a specialization in international education and policy.

Jim Hawrylenko - Rural Routes Representative

Jim is currently a LINC instructor with NorQuest College having taught in all three modes of instruction: face-to-face, blended and online. Prior to returning to teaching, he was managing educational projects and customized training in China and coordinating teacher training programs and recruiting international students from South America, the Middle East and Southeast Asia for post-secondary institutions in Edmonton. With a keen interest in refugee populations having worked in refugee resettlement in Malaysia, Azerbaijan and Croatia, Jim volunteers with both Catholic Social Services and the Edmonton Immigrant Services Association in addition to other arts and cultural volunteering gigs. Jim has an MA in Adult Education and Global Issues, a Certificate in Teaching ESL and a Bachelor of Education degree. When not teaching or enjoying the Rocky Mountains, he likes to fly off for new adventures and experiences. Jim is currently awaiting a COVID vaccine so he can resume his travels.