



# The ATESL Newsletter

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

May – June 2006

## The central graphic features the word 'ATESL' in large, green, sans-serif letters at the top. Below it, the word 'currents' is written in white, sans-serif letters on a blue, wavy banner that curves across the page. Underneath this banner, the word 'under' is written in blue, sans-serif letters. Below 'under', another blue, wavy banner curves across the page with the word 'currents' written in white, sans-serif letters. At the bottom, the year '2006' is written in large, green, sans-serif letters.

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## A Message From The ATESL Board

The winter of 2006 was an unusually mild one here in Alberta and a busy one for the ATESL board. We have reached out to the wider community in Alberta through a partnership with AHRE and have been focusing on our role as advocates for ESL instructors and students. Furthermore, we have expanded our administrative staff and plans for the 2006 conference are proceeding at an exciting pace. Here are a few highlights:

In January board members gathered in Edmonton for a two-day retreat to plan upcoming directions for ATESL. The focus of the meeting was to map out an advocacy and awareness plan for ATESL. Board members participated in a workshop, designed by Peter Faid, entitled *Taking Action: ATESL – A go-to organization*. Principles and criteria for identifying successful advocacy issues, as well as, partnerships were addressed. The board decided to investigate the following issues:

- a) Teacher Standards and Accreditation
- b) Language Support for Highly Barrired Adults

In addition, ATESL is continuing research on the possibility of offering health benefits for its membership. Sandi Somers has been tirelessly gathering information in regards to this matter, which we hope to share with you in the near future.

In March, ATESL was pleased to confirm that an agreement between Alberta Human Resources and Employment and ATESL had been reached in regards to a grant for a proposal named, *Connecting ESL Communities and Professionals*. The purpose of the project is to connect ESL communities in order to provide a mechanism to address issues and challenges surrounding language training in Alberta. ATESL will provide opportunities for ESL teachers and program administrators to collaborate with government on key issues and challenges. As part of this initiative, ATESL was involved in the organization of the *Occupational ESL “Lessons Learned” Conference* in Edmonton from March 13-15<sup>th</sup>, 2006. Various ESL providers and AHRE, as well as CIC, participated in group discussions, presentations, and break-out sessions about the occupational model of ESL delivery.

Amidst all of these new developments, ATESL welcomed a new member to the team. Gail Haynes has assumed the role of Administrative Assistant. Gail has been assisting the board with the running of the day-to-day functions. Ivan Sundal has assumed the role of Business Manager. Welcome aboard Gail! The board would also like to congratulate another Gail – Gail Kingwell. Gail was nominated for the TESL Canada Lifetime Achievement Award.

So as we all look forward to the warmer weather, the ATESL board is anticipating a very busy and productive year!

Lesley Dudley,  
ATESL President



# ATESL Professional Development Bursaries

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

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

Apply now by completing the official application form:  
[http://www.atesl.ca/participate\\_bursary.html](http://www.atesl.ca/participate_bursary.html)

## **You are eligible to apply if:**

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

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

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



## ATESL Mission Statement

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

### **We do this by:**

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

## ***Interview with Julia Williams***

***Nicole Lebeau-Pringle***

*Julia Williams was looking for an EAP text that was high enough to bridge directly into university studies. She wanted it to be high enough to replicate as closely as possible the kinds of tasks her students would be faced with once they'd left her program. She wanted fresh new topics and above all, she wanted something Canadian. She couldn't find it, so she wrote it herself.*

Prior to teaching EAP at Renison College, (affiliated with the University of Waterloo), she taught for ten years at Carleton University, first in the non-credit ESL, then later in the EAP program. Students in the program are taking EAP classes alongside regular university courses. "I wrote the book because I detected a gap between what I wanted to do in my EAP classes, and what was available in the market at the time... If you look at what they had to read and study and do for their regular courses, and then looked at what you were doing in the EAP classes...there was a huge gap in level of ability there.

"I wanted to present students with tasks that were a little more like the tasks they have to do in a regular classroom. I wanted the readings to be longer, and the vocabulary to be a little more complex, and to really develop the idea of vocabulary strategies so that they knew how to cope with the level of vocabulary that they needed for the regular classes. And I wanted something that integrated all four skills."

Although Williams set out to write a four-skills book, the editorial department of the company that published her book, Pearson Longman ESL, suggested she focus primarily on reading and writing since there was a bigger demand Canada-wide for reading-writing texts. The book, however, does contain listening and speaking activities.

Textbook authors are born when they can't find a text that scratches a particular itch. In Williams' case, it was skill development. "I wanted to address a weakness that I'd found in my own early teaching in credit (EAP), where I found that because I was in a credit class, I needed to generate marks, so I had to give students tests or assessments. But I just found, early on, that too many of my tests were one-off assignments where I'd give something, I'd correct it, and then that would be all. We'd move on to the next assignment. And there didn't seem to be enough skill-building going on there. And so I began to feel a little uncomfortable, that I was not developing their skills enough and then to be testing them. I wanted to develop material where everything would lead from simple to complex. Everything would build on the point before....so that when I was assessing the students, it was a fair assessment because those students had received a lot of feedback on very similar assignments."

*The end result was a text that contains warm-up assignments prior to every final assignment, a 'dress-rehearsal' if you will, for the main event. Both are similar in structure and content, but with a different "content bite." Williams adds: "The smaller assignments allow you the opportunity to provide feedback, or work through some kind of process approach to writing before you actually give them the much bigger task, which is generally for marks. So that way I felt comfortable that I was giving my students the best shot at success."*

Another objective Williams had in writing the book was to introduce some element of sustained content, where one subject is studied for an entire term. Although she said she hesitates to call her book a sustained content course, she recognizes the advantages, which include vocabulary recycling, and an opportunity to delve deeper into content. Her approach was to pair the units in her book. For example, the first unit is about elite child athletes, how athletes balance school, training, and family. It is paired with unit two, which is called "A Good Education." It is about the place of sports and the study of art in education; related but

different. Williams explains: “You are actually changing topics, but because the topics are related, they provide an opportunity for vocabulary recycling and a more penetrating look at some content....It’s a moderate approach to sustained content...but I’m making a move towards it without a full commitment.”

*But what about the teachers who are looking for a modular text – where they can pick and choose which units they will cover? Williams believes her book will fit the bill: “Teachers can teach in a linear fashion or hop around and pull out what they need. Each pair of units could be considered a module. You could skip around there”. At the back of her book are included some accurate writing models. Included are examples of a good short answer, and the difference between a report, a summary and a paraphrase. “That back chapter is the ultimate in modularity. You just pick the rhetorical mode that you want and you focus on that. If you look more carefully at the chapters, look in the scope and sequence; you will see that there are three chapters that relate to plagiarism under the survival academic skills column. So if you wanted to, you could take out the plagiarism parts for each of those three chapters”*

To simulate the complexity of issues her students will face in university, Williams has chosen to offer opposing viewpoints on all the topics, reflected in her choice of readings, and of listenings. She is also a big believer in teaching study skills. “You have to teach strategy and skills development so that students can succeed. The early chapters of the textbook try and cover those really essential skills, and then reinforce them again in later chapters. Again, the idea of the text is not to cover everything there is to know about improving listening skills and note taking, but because that is an integral part succeeding in an academic course, students should have an opportunity to practice that.

And so Julia Williams has written her perfect text. She hopes her fellow EAP teachers will find solace from ‘textbook itch’ within its pages.

**Public Report on the**  
**Exploring and Facilitating a Process of Intercultural Training**  
**For ESL Students, Instructors and Employers Project , Phase I**

NORQUEST COLLEGE, LANGUAGE TRAINING AND ADULT LITERACY

December 2003 -May 2005

NorQuest College, a publicly funded, board governed college has been engaged in language learning within a multicultural context for over thirty-five years. While NorQuest College is recognized for its contribution to the fields of language training, adult literacy, workforce development, ESL trades and professional development, this intercultural project marks the first research and development project to create, formalize and share a process for intercultural training.

The goal of this project was to research available models and to customize a process for intercultural training that would include a set of exercises and experiences that will have practical applications and be directly relevant and easy to implement in the ESL classroom as training for instructors and for companies that employ immigrant workers.

This project consisted of 3 main activities:

1. *Customize a process for intercultural competency training including the development of a framework*
2. *The development of a cultural competency toolkit made up of a collection of “critical incidents” and quotes*
3. *The development and delivery of a series of cultural competency workshops for three groups:*
  - I. *ESL students*
  - II. *ESL instructors and volunteers (includes literacy tutors)*
  - III. *Workplace:*

**Rationale/Need**

As citizens of a multicultural society, we are continuously required to engage with people with different cultural backgrounds from our own. These differences are not only across ethno-cultural lines but also between the different sub-cultural identities. People living in such a society require communication skills that take into account cultural differences and build intercultural sensitivity. Developing cultural competence is important for both Canadians and newcomers to support the Canadian view of multiculturalism that celebrates diversity and seeks to take advantage of the richness and creativity that is present in multiple perspectives. There is a distinct lack of resources designed specifically for immigrants, ESL in-



structors, the ESL classroom and employers who interact with immigrant workers. In the ESL context, instructors act as cultural brokers for students navigating a new socio-cultural environment and negotiating a 'new' expanded cultural identity. Instructors acting as culture brokers provide guidance as well as knowledge, awareness and skills training to support a positive and effective transition into Canadian society. Students and instructors need to learn cross-cultural skills for both to successfully interact in the classroom.

Presently, if an instructor wishes to teach cultural competency then she or he must research and build his or her own resources, thereby often leaving it lower on the priority list. Some education professionals acknowledged that they lacked the training to identify their own cultural bias in understanding some of the conflicts or situations arising in their classrooms. Instead culture tends to be addressed as a response to issues that come up in class such as a conflict connected to time, behavior, hygiene, communication, or differing values related to expression, modesty and so on. Therefore, from this starting point, NorQuest College sought to create a process that would begin in the classroom.

### **Developing a Process for Intercultural Training**

**Literature Search:** The project proposed that in order to develop a process, it was necessary to first explore what kind of processes or models of intercultural education are currently being used by both similar and dissimilar organizations.

**Liaising with immigrant serving organizations:** Besides searching for models and resources over the Internet, it was necessary to discuss and consider what would be appropriate for the context with an already recognized need. Therefore, meetings with other intercultural educators and education and cultural brokers from agencies such as the Edmonton Mennonite Centre for Newcomers and the Multicultural Health Brokers proved helpful.

During the project, to clarify my thinking and get feedback, Clare Myers, an independent intercultural consultant, gave valuable input and feedback. The model developed in this project is designed to make resources accessible and to provide a framework for the larger goal of cultural competency or intercultural communication training easier for instructors and students understand.

Students, instructors, and culture brokers were interviewed to collect critical incidents that would be widely accessible to the ESL community in Edmonton for information sharing purposes and to develop training materials and tools. These interviews were recorded and some of them were transcribed. Quotes were taken directly from the transcriptions, from the tapes or from quote captured during the interviews. Critical incidents were gathered from interviews with over 100 students and instructors. The cards were also renumbered and put in categories (Critical Incidents: School, Community, Workplace, Acculturation/Culture Shock) (Quotes: Community and Lifestyle, Being a Newcomer) (School: Teaching and Learning, Communication) for easier identification and use. Themes make it easy for instructors to use choose a critical incident or quote to begin a class discussion when issues come up providing

teachable culture moments.

The framework evolved while delivering workshops and modules and interacting with colleagues and working directly with immigrant and refugee communities especially through work with the Cultural Competency Group at the Multicultural Health Brokers Coop.

One way in which we organized the framework was to look at **The Process of Cultural Competency** developed by Dr. Josepha Campinha-Bacote in 1994. Her 5-part model, found in the nursing literature, can be transferred to other contexts and is an effective way of organizing the learning process. Her *Culturally Competent Model of Care* includes 5 components beginning with cultural desire as the basis for any of the other parts to develop. The other four components are cultural awareness, cultural knowledge, cultural skill and cultural encounter. Cultural encounter supports ongoing learning and a positive way of looking at unsuccessful or unpleasant cross-cultural interactions (what we call “critical incidents”) encouraging an attitude of curiosity. *This model is the organizing framework for the design of the workshops and modules developed for this project.*

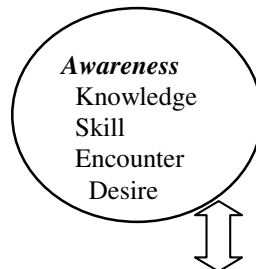
**A process of intercultural training  
for ESL students, instructors and employers**

***Organizing Principle***

*What are we trying to achieve?*

What is cultural competence?

**Developing Cultural Competence is a Process**



***Background Knowledge and Methods***

How is culture being examined?

What knowledge about oneself and others will guide the process?

How can I find out?

**Cultural Orientations**

**Cultural Assessment**

**Culture General / Culture Specific**



**Instructional Design Selecting Level of Competency**

Who are the participants?

How do I choose content and activities?

**The Intercultural Sensitivity Continuum**

**The Experiential Learning Cycle**

## Background Knowledge and Methods

**Cultural Categories:** Brislin and Cushner (1996) offer a three-part framework used to organize a series of critical incidents into workable categories. This framework offers another way to examine and explore the complexities involved in intercultural interactions.

- a. *Experiences* people are likely to have that cause intense *feelings* and engage their emotions.
- b. *Knowledge* areas that people learn are right and appropriate as they are socialized within any given culture, yet these areas incorporate many cross-cultural differences that people find difficult to understand.
- c. *Bases for cultural differences*, especially concerning how people think about and process information

**Cultural Orientations** Hofstede and Hofstede (2005) Cultural Orientations are another way to understand the tendencies and patterns seen in cultural groups and the complexity of cross-cultural interactions.

**Cultural Approach to Developing Skills** (2002) An organizing framework to look at individual factors and broader factors for understanding immigrants and refugees (Developed by the Multicultural Health Brokers Co-op)

**Culture-general approach (Etic)/Culture-specific approach (Emic):** Cultural competence is a developmental process of increasing cognitive complexity developing around the concept of the perception of difference (Bennett and Bennett, 2001). The culture-general approach aims to develop a vocabulary to talk about culture and increased understanding of the complexity. Culture-general learning develops knowledge, skills, attitudes and awareness that will support the culturally competent communicator regardless of the culture of the person they are interacting with.

### Instructional Design / Selecting Level of Competence

Milton Bennet proposes that intercultural sensitivity is not a natural human state, but that it is a process of personal growth that develops in stages along a continuum from denial to integration. Intercultural training and intercultural education are effective in providing a support mechanism for helping individuals move along the continuum of intercultural sensitivity.

**The Intercultural Sensitivity Continuum**, Bennett (1993), is a stage-based model includes six stages that are measured on an intercultural sensitivity scale. It offers appropriate learning objectives for cultural competency training as well as a useful way for trainees to understand their own intercultural competence learning.

**The Experiential Learning Cycle: Kolb's experiential learning cycle (Bennett and Bennett, 2001) can serve as comprehensive framework for instructional design. The experiential learning cycle is used to inform the sequencing of activities within a workshop or module and includes four different learning styles.**

## Project Activities

Consequently, the process that evolved simultaneously with the model/framework involved

- Design and writing Critical Incidents and Quotes: A toolkit for developing cultural competence
- Piloting cards in three ESL classes at NorQuest Westmount Campus
- Delivery of Cultural Competency Pilot for Hospital Unit Clerk (HUC) students and Dental Business Assistants (DBA) Students and two exchange sessions between HUCs / DBAs and the Adult Literacy students
- Presentation of 2<sup>nd</sup> “draft” of Critical Incident and Quotes Toolkit with new packaging and new activity guide at Mini ATESL Conference in Edmonton.
- Mini Professional Development workshop using the Critical Incident and Quotes Toolkit with NorQuest ESL instructors at Westmount Campus
- Cultural Diversity Workshop for Literacy Tutors in Red Deer

## Outcomes

**Resources:** NorQuest created resources and accompanying materials (teacher guides) entitled: Critical Incidents and Quotes: A toolkit for building cultural competence. This is a bank of strategies for dealing with intercultural issues that are specific to the ESL classroom and workplace in order to manage issues and resolve challenges in order to avert potential conflict. These resources are becoming widely accessible to the ESL community in Edmonton for information sharing purposes and to develop training materials and tools. In addition, researched recommendations have been given to the library to expand intercultural resources.

**Cultural Competency Workshops and Modules:** the Multicultural Health Brokers Coop, the University Of Calgary Department Of Social Work and the Edmonton Chamber of Voluntary Organizations delivered Twenty-Five Cultural Competency workshops to over 500 people through an initiative

1. Bennet, Milton J. *Towards ethnorelativism: a developmental model of intercultural sensitivity*. In Education for the Intercultural Experience. Paige, R. M. (ed) Yarmouth ME: Intercultural Press, 1993.

Name of Workshop	Other Workshops
Respect in the Workplace	ESL Intensive and LINC classes (Informal pilot of Critical Incident and Quote Cards Toolkit) (3 classes)
Working with Children and Families: Enhancing Cultural Awareness	CONC Bridging Course NorQuest College (Cultural Competency for the Workplace)
Working with Children and Families: Enhancing Cultural Awareness	ATESL Conference (Presentation of Critical Incident and Quotes Toolkit)
Working with Children and Families: Enhancing Cultural Awareness	Literacy Tutors (Red Deer) (Cultural Diversity)
Working with Youth: Engaging immigrant youth	Literacy Tutors Professional Development Day at NorQuest
Working with Seniors: Enhancing cultural awareness	Bissell Center Staff Retreat Professional Development (Cultural Diversity)
Skills in Intercultural Communication	Registrars Office NorQuest College (Cultural Competency for Front Line Staff)
Key Communicators Group: Edmonton Public Schools	Mini-ATESL Conference (Presentation of Critical Incident and Quotes Toolkit)
Youth Employment Strategies	

## Modules

In addition to the workshops, two different modules were designed and delivered.

1. Navigating Canadian Culture: Cultural Competency training for Intensive ESL students. (7x2.5 hours) (November 2004 – January 2005)
2. Intercultural Communication Pilot: NorQuest College Business Careers Department: Hospital Unit Clerks Program, Dental Business Assistants Program. (3x4hours) See appendix 4 for Module handbook (April and May 2005)

**Networking and Collaboration** have made contacts and collaborated with 5 agencies and made numerous professional contacts with others working cross-culturally.

- Interest from rural community leaders in accessing intercultural competency training
- Volunteering and Networking in Literacy Day 2005 resulted in a board position as ESL chair to promote involvement of new Canadians with children studying in the K-12 system

## **Continuing Education Courses: Due to commence Fall 2005**

Course 1: Introduction to Intercultural Communication

Course 2: Advanced Intercultural Communication for the Workplace

### **Concluding Comments**

Feedback from participants shows that the interest in cultural competency is growing and being noticed as a necessity for living and working in Canada (Quotes from participants in Cultural Competency Workshops)

“I noticed that intercultural communication influences our lives. People who live in an intercultural environment need to learn how to deal with some problems that are caused by the influences.”

“I was amazed at the diversity that is just across the hall from me.”

“Immigrant students want to know about Canadian culture and Canadians training in business careers need to know about immigrants.”

Phase one of this project has enabled NorQuest College to begin to fill an important need as an institution to not only provide cultural competency training but also to become a model for a culturally competent organization. In phase two the workshops that have been previously developed and piloted will be revised and made available for distribution and train the trainer purposes. We look forward to Phase Two, which will include a focus on cross-cultural competency in the workplace in urban and rural settings. This project aimed to deepen our understanding of how cultural competency training can be made relevant to the needs of immigrants living in Edmonton and those working along side immigrants in the classroom and workplace.

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### ***Canadian Language Benchmarks: Formative Assessment Resource Kit Phase II Final Public Report***

**Organization: Tara Holmes & Associates Inc.  
2 Varbrook Place N.W.  
Calgary, AB T3A 0A2**

**Contact e-mail: taraholmes@shaw.ca**

### ***Project Purpose:***

The purpose of the project was to support classroom teachers to develop effective formative assessment strategies. The project resulted in a resource package, entitled *Integrating CLB Assessment into your ESL Classroom*. The package presents a planning framework and a series of classroom examples to help Adult ESL teachers develop assessment practices based on their everyday classroom lessons.

### ***Intended Audience:***

The resource package is designed for use by classroom teachers in Adult ESL programs that use the Canadian Language Benchmarks (from CLB levels 1 – 8). The resource kit may also be used by program coordinators, staff planning inservice workshops and teacher educators.

### ***Project Objectives:***

The objectives of this project were to:

- Develop formative assessment processes and tools related to CLB outcomes for use by classroom teachers
- Provide exemplars of learner performance using the assessment tools
- Provide materials to assist staff in using the assessment resources for professional development

### ***Project Rationale:***

Ongoing assessment is an essential component of the teaching and learning process, providing an opportunity:

- To give learners regular and specific feedback on their progress related to CLB outcomes based on contexts and content that is immediately relevant.
- To help learners develop effective self-assessment strategies and become better able to set their own language learning goals and determine if they have been achieved.
- To focus on the process of learning (i.e. learning strategies) as well as the products (performance standards)
- To monitor program effectiveness and make adjustments as necessary.

### ***Description of the Resource Package:***

The resource presents a planning framework and a series of classroom examples to help Adult ESL teachers integrate CLB assessment into their classrooms. The package is divided

into three main sections:

Part I: Discusses some of the key assumptions and concepts that underlie current practice in classroom-based assessment.

Part II: Provides examples of how practicing ESL teachers incorporate CLB-related assessment in a variety of classroom contexts. Learner samples from a range of benchmark levels are included, together with discussion of how teachers give feedback to learners.

Part III: Takes teachers through key aspects of the assessment process and helps them plan for formative assessment using CLB-related tasks tailored to their own classroom situations.

An accompanying DVD includes learner speaking samples.

The resource package is designed for teachers to use together with colleagues. It is ideal for use in program-supported study groups or could be used over a series of professional development sessions.

### ***Production and Distribution:***

*Integrating CLB Assessment into your ESL Classroom* was revised and published during this phase of the project.. The initial proposal included the production and distribution of 100 copies of the resource package. Through support from Citizenship and Immigration, Edmonton Office, funding was provided to increase the production to a total of 410 copies. Copies were distributed to ESL providers within Alberta at no cost. The resource is now available for purchase through the Centre for Canadian Language Benchmarks.



## **ATESL CALGARY Mini-conference Springs into Action**

Organizers of the “Spring into Action” Calgary Local mini conference are celebrating a great turnout and a successful slate of workshops. The Saturday event was held on April 29<sup>th</sup>, 2006 and attracted 60 ESL professionals from 16 different institutions in Calgary and region – including from Blairmore, Banff and even Saskatchewan!

All of the workshops and activities were located on the main floor of the East B building on the Lincoln Park Campus of Mount Royal College. This is the home of the College’s Language Institute on the third floor. The first floor lounge area acted as the communal gathering place and just down the hall workshops were held in the ESL student’s dedicated computer lab and tech-enabled classrooms. The reception area was brightly lit by the bank of large windows and splashes of colour from flowers and linens added to the spring theme.



***The Registration Table: (L-R) Sandy Somers, Janet Chriest, Gayle Wurzer, Michael Hallworth, and Jennifer Jessop***

The conference was advertised through the ATESL website, emails to the ATESL membership, and posters sent to different ESL providers. One thing done to share the most up to date information was the use of a “wiki” to provide the schedule and activities information. “Because our ATESL webmaster was unavailable in the weeks just preceding the mini-conference, we used “wikispaces” to post the latest schedule, maps and parking information

on the web.” <<http://ateslcalgary.wikispaces.com>>

Because of a miscommunication with custodial services, the morning began with a flurry of activity to get tables set up in time for registration, publishers’ displays, and morning pastries and beverages. “Everyone pitched in and after the bumpy start, the rest of the day was relaxed and participants could mingle, visit, and learn as they liked”. Pearson Longman ESL and Virginia Wood Associates had display tables in the lounge area for the participants to browse between sessions and during the lunch break.

The day began with two workshop choices – back by popular request, a replay of “Get with it! – The Beat and the Music of English” from the Fall 2005 ATESL conference presented by Liz Groves and Charlotte Beaubier from Bow Valley College and an interactive curriculum session in the computer lab with Dr. Hetty Roessingh from the University of Calgary. This was a follow-up from her well-received session in the local this past January featuring the curriculum development tool “Learning by Design” found on the web at <http://www.learningbydesign.ucalgary.ca>

After the morning coffee, participants could either continue their work in the computer lab, or attend the session “Podcasting – You are ready for it”, presented by Sheri Rhodes from Mount Royal College. Although the concept was new for many – the workshop kept it as low-tech as possible. Relevant web links for the workshop content included two sites which list podcasts useful for ESL currently on the web:<<http://a4esl.org/p/>> and <<http://iteslj.org/links/ESL/Listening/Podcasts>> and the promise of this link for free recording and editing software called “Audacity” <http://audacity.sourceforge.net/>.

Lunch included paninis and vegetarian wraps and sandwiches, fruit and vegetable platters and cookies for after, all catered by Sodexo on campus. The chance to sit and visit with instructors from so many different backgrounds and institutions was great.

“English at Work – Business English in the Classroom” was presented after lunch by Garnet Klassen – reviewing his work on key business concepts and topics to cover in classroom work aimed at enhancing language skills in the workplace. A second workshop “Teacher, why are you laughing?” – The Humour of ESL” entertained all who attended as Sara Drabinsky shared some comical examples and facilitated others telling tales of the events that cause us to smile in the classroom. Both of these presenters are instructors at Mount Royal College.

Students from the college’s English for Academic Purposes and English for Advanced Communications hosted the workshops. They enjoyed visiting with the instructors, looking at the ESL texts on display and their free lunch.

Many positive comments were made by the participants.

One appreciated the value of attending a “hands-on” session, commenting that the session alone was “more than worth the trip.”

Another attendee was particularly inspired by the session she attended. “You could have changed my life!”

Other comments included:

“Sessions that I attended were excellent. I like the “smallness” (size) of the conference- it was very informal”

“Everything was well-structured! I really appreciate all the work done so that I could take part in this.”

“What a great idea. Often people can’t make it for 2-3 days – this is great!”

The day wrapped up with a showering of door prizes. Texts from our publishers as well as Oxford and Thomson Nelson, Tupperware, chocolates, water bottles, health journals, stationary supplies from MRC, tote bags, bath supplies, and even some ATESL travel mugs. The grand prize was a \$50 gift certificate from Future Shop.

A mini-conference can’t always please everyone, sometimes scheduling two workshops of particular interest in the same time slot for people, and making the choices difficult. In spite of this, it was clear from feedback that those who came appreciated the opportunity to attend at no cost to ATESL members. “Excellent and informative sessions for a very reasonable price!”

The Calgary Local would like to thank all those who came out, helped out and made the day such a pleasure!



[ATESL.CA](http://ATESL.CA)



## **FALL CONFERENCE**

**October 13 & 14, 2006**

### **The Coast Edmonton Plaza Hotel**

10155 105th Street  
Edmonton, AB, T5J 1E2  
Ph. (780) 423-4811  
Fax. (780) 423-3204  
Hotel Reservations 1-800-716-6199

## ***CALL FOR PRESENTATION PROPOSALS***

*The conference theme is Currents Under Currents. This theme embraces changes, movements, streaming, and trends that affect the ESL population and the profession, in addition to the less well understood factors, political and socio-cultural, that affect language learning, research and teaching. The program planning committee invites individuals or groups to submit presentation proposals relevant to the conference theme. Presentations on the conference theme and on other topics concerning the teaching of English as a Second Language are welcome.*

- *Please e-mail the Application for Presentation form and a presentation abstract to [ATESL@norquest.ca](mailto:ATESL@norquest.ca)*
- *All presentation proposals must be received no later than **June 1, 2006**.*
- *Presenters who do not receive institutional support for their conference fees will have their fees waived on the day of their presentation.*

## Types of Presentations

- A **PAPER** describes or discusses work the presenter is doing or has done in relation to either theory or practice. The presenter often has handouts and may also use audio-visual aids. A paper is most effectively presented as a lecture (addressing the audience with occasional reference to notes or a text) rather than as a rapid reading of a prepared text.

The abstract should include a summarized version of the paper: central idea, supporting evidence, and conclusion.

- A **DEMONSTRATION** shows, rather than describes or discusses, a technique for teaching or testing. Normally the presenter's statement of the theory underlying the technique takes no more than five minutes. The rest of the time is used for showing, rather than telling. The presenter usually has handouts and may also use audio-visual aids.
- A **PANEL** provides a forum for a group of individuals to discuss a particular topic in public and to interact with the audience. The discussion may begin with a presentation by the panel moderator followed by brief responses by each panel member. Typically, the panel members will be given advance notice of what the panel moderator will say so that they can prepare their statements accordingly.

The proposal should include a statement of the topic of discussion and its relevance to the ATESL membership, along with a description of why each member has been chosen to be on the panel.

- A **WORKSHOP** features one or more leaders working with a group, helping them either to solve a problem or to develop a specific teaching or research technique. There is very little lecturing by the leader (s).

The abstract should include a statement of the workshop's goal, a summary of the theoretical framework, and a precise description of the tasks to be performed during the workshop.

- A **DISCUSSION GROUP** features at least one facilitator who provides a forum for informal discussion of pedagogical or administrative topics or issues related to the field of teaching ESL. An example of a pedagogical topic would be "how to incorporate pronunciation or intelligibility tasks into lessons". An administrative topic would be "providing adequate professional development for ESL teachers" or "the challenges of meeting program standards". The proposal should state whether the forum will focus on pedagogical or administrative issues. It should also include a description of the process for determining the topics to be discussed.
- A **FILM PRESENTATION** is the showing of a film followed by a facilitated discussion or activity. Films should be no longer than 35 minutes in length. (\* available Saturday afternoon only).

## APPLICATION FOR PRESENTATION

**Correspondence:**

(Mailing address of contact person)

Name (surname first):

Institution:

Position:

Mailing Address:

Postal Code:

E-mail address:

Telephone: Work:                      Home:

**Co-presenters:**

*Names of co-presenters in the order to be listed, with preferred affiliation of each:*

***Presentation Title:***

***Presentation Abstract:***

*Please include the following information on separate typewritten pages:*

***Page 1:***

- *Presentation Title (Maximum 10 words)*
- *Presentation Abstract (Maximum 250 words, double-spaced). The abstract should be anonymous. Please do not include your name(s).*

***Page 2:***

- *Presentation summary (maximum 75 words) to be included in registration materials and final program)*
- *Biographical Information (maximum 25 words/presenter) to provide pertinent background information/experience related to presentation)*

**Additional Information:**

Topic area:

- Curriculum / materials / programs
- Teacher training / methodology
- Immigration / Settlement
- Technology/CALL
- Teacher Wellness
  
- Research
- International Education
- Employment Programs/EWP
- Intercultural Communication
- Film (\* Saturday afternoon only)
- ESL Literacy
- Assessment
- Advocacy
- Other \_\_\_\_\_

Type of presentation:

- Paper
- Panel
- Workshop
- Discussion Group
- Demonstration
- Film Presentation

Length of time required:

- 30 Minutes
- 60 Minutes
- 90 Minutes
- 120 Minutes

Maximum audience size:

- 15
- 30
- 50
- 75

Required equipment:

- Overhead projector & screen
- Slide Projector and Screen
- TV/VCR
- Computer lab with internet access (available Saturday only)
- CD/Cassette Player
- Flipchart
- Whiteboard
- LCD Projector (does not include computer)

Room set-up:

(Seating for all sessions will be theatre style. If a different seating arrangement is preferred, please specify):

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Scheduling:

(Please indicate any time at which you could **not present**):

- Friday, October 13 (time) \_\_\_\_\_
- Saturday, October 14 (time) \_\_\_\_\_

**E-mail completed application forms**

**to:** ATESL@norquest.ca

**Deadline June 1, 2006**

**FOR OFFICE USE ONLY**

Date Received: \_\_\_\_\_

Number: \_\_\_\_\_

Reader(s) \_\_\_\_\_

Accepted: Yes \_\_\_ No \_\_\_

Session No. \_\_\_\_\_

Date/Time \_\_\_\_\_

**THE ATESL NEWSLETTER**

**Published Quarterly**

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

**Announcements, workshop dates, book reviews, teaching ideas,  
and articles relevant to the field welcome**

**Editor: Thomas Jiry, 1-780-463-5576**

**tom.jiry@norquest.ca**

**Disclaimer: ATESL remains neutral to all content in the ATESL Newsletter.**