



Alberta Teachers of English
as a Second Language

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December 2015

www.atesl.ca

President's Message

by Wendy Chambers

Following a very successful TESL Canada 2015 conference hosted by ATESL and our AGM at the Fairmont Chateau Lake Louise, the Board is committed to continuing the great work that has been done over the past year, as well as taking initiative on new opportunities in the year ahead. Our first board meeting was held on November 26th, and we will be meeting again mid-December.

ATESL hosted the TESL Canada 2015 conference in Lake Louise last month (October 29-31). The Chateau Lake Louise was an outstanding venue, and the conference attracted 818 delegates and 48 exhibitors from across Canada and from around the world. The program included 188 presentations, including keynote speakers Jane Willis, Randi Reppen, and Diane Larsen-Freeman as well as featured speakers Crayton Walker, Douglas Biber, and Stephen Downes. Thank you to everyone who was able to attend the conference and a special thank you to those who also contributed a presentation. The success of the conference would also not have been possible without the tireless efforts, enthusiasm, and energy of Glen Cochrane and Chris Wharton (Conference Co-chairs). Many volunteers, including ATESL and TESL Canada Board members, in addition to staff members Irene Wood (ATESL Business Manager), Sumana Barua (TESL Canada Executive Director), and Sheethal Mathews (TESL Canada Administrative Assistant) contributed countless hours of time over the past year to ensure an excellent conference for the TESL community.

With each annual general meeting, there are changes to the board as new members join and we say thank you to members who have completed their terms. I would like to extend a heartfelt thank you to outgoing members Dorte Weber (Past President), Evelyn Neame (Edmonton Co-Chair), Sharon Duplessis (Central Co-Chair), Glen Cochrane (Calgary Co-Chair), and Celia Logan (TESL Canada Representative). Welcome to new board members Janet Kwong (Edmonton Co-chair), Nancy Bain (Alberta Central Chair), Shawna Vervloet (Southern Alberta Chair), and Sally Scholefield (TESL Canada Representative). In November, I met with each of the new board members for an orientation session to review ATESL by-laws and policies, practices, and initiatives. I am pleased to welcome back returning board members Yuji Abe (Treasurer), Cindy Messaros (Secretary), Sabine Ricioppo (Edmonton Local Co-Chair), Silvia Rossi (Calgary Local Co-Chair), and Nadia Khan (Calgary Local Co-Chair, Rural Routes Representative). I would also like to extend a huge thank you to Maureen Stewart for her exceptional work as the ATESL President over the past year and to Irene Wood, who continues to provide stellar, steadfast support for the Board and membership, our operations, and our many activities.

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Alberta Teachers of English
as a Second Language

Provincial Executive

2015-2016

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TESL Canada Representative

Nadia Khan

Rural Routes Representative

Tracey Derwing

Member-at-Large

Irene Wood

Business Manager

While ATESL did not receive nominations for the position of President-Elect prior to or during the AGM, after sending out a request for nominations to the membership following the AGM, ATESL received two nominations. According to the ATESL by-laws, "any temporary vacancy in the Board of Directors may be filled by appointment by the Board of Directors with such appointee to hold office until the next General Meeting." While both nominees were highly qualified and committed to the position, I am very pleased to announce the ATESL Board appointed Dr. Lisa Rochman on November 26th as President-Elect (2015-2016). Lisa brings to the board a wealth of knowledge and expertise in the field of ESL, and I am looking forward to working with her. Welcome, Lisa!

Your 2015-2016 ATESL Board of Directors:

Executive Officers

President: Wendy Chambers

President-Elect: Lisa Rochman

Past-President: Maureen Stewart

Treasurer: Yuji Abe

Secretary: Cindy Messaros

Local Chairpersons

Edmonton Co-Chairs: Sabine Ricioppo and Janet Kwong

Central Alberta Co-Chair: Nancy Bain

Calgary Co-Chairs: Silvia Rossi and Nadia Khan

Southern Alberta Co-Chair: Shawna Vervloet

Specific Appointees

TESL Canada Representative: Sally Scholefield

Rural Routes Representative: Nadia Khan

Business Manager: Irene Wood

Over the year ahead, the ATESL Board will work on a number of initiatives that are being taken up by the Strategic Planning committee and the Advocacy committee. The ad hoc Strategic Planning committee will be meeting in January to forward the work of developing a strategic plan. The goal is to prepare and administer a membership survey in Spring 2016 to elicit feedback on the strategic plan. The Advocacy committee has also been reinstated and will be meeting in January 2016 together with member-at-large, Dr. Tracey Derwing.

I am also pleased to announce the inclusion of a new column for the ATESL newsletter, "Perspectives on the Profession". In addition to ATESL Board reports and the innovative "Focus on Research" column initiated and organized by Marian Rossiter and Marilyn Abbott, the new column will feature articles by ATESL Past-Presidents (and invited columnists) who will reflect on emerging trends, issues, and challenges in the ESL field. Our first contributor is Liz Karra, who was ATESL President from 1988-1989. Be sure to read Liz's reflections on her 35-year career in the field. If you would like to be considered as a guest columnist, please let me know. I would like to sincerely thank Marian Rossiter and Marilyn Abbott for their time and dedication as the ATESL Newsletter co-editors.



Alberta Teachers of English
as a Second Language

ATESL 2016 conference will be held at the Fantasyland Hotel October 14th-15th. We are currently seeking conference co-chairs for the event. If you are interested in this exciting opportunity, please contact me at president@atesl.ca for more information.

I am looking forward to another positive and productive year ahead for ATESL. If you should have any questions or concerns, ideas or suggestions, please be sure to let me know.

Wishing you a beautiful holiday season and a joyous 2016!

Respectfully yours,
Wendy Chambers

ATESL Bursary Report

ATESL accepts bursary applications twice a year, in March and September. The Bursary committee carefully reviews eligible applications submitted by members seeking funding to participate in professional development activities. In accordance with the requirements of the bursary application, each approved applicant is expected to submit all receipts for tuition/registration expenses. In addition, each applicant must submit a 250-word summary/evaluation of the event or course they have attended. The report may be published in the ATESL Newsletter (available online at atesl.ca).

In the 2015 budget, the ATESL Board allotted \$4,000 to the bursary fund, the same amount as was allotted in 2014. During the spring intake of applications, ATESL awarded \$1285, and during the fall intake of applications, a total of \$1750.00 was awarded. In total, ATESL awarded bursaries totaling \$3035 for the 2015 financial year, \$175 more than was awarded in 2014.

In March, we received seven bursary applications. Three applications were approved. Three applicants did not demonstrate financial need, and the fourth did not adequately address the requirements of the application. This applicant was encouraged to reapply for consideration for the fall round of bursaries. The three approved applicants participated in professional development opportunities that included: attending the 2015 TESL Canada conference in Banff, and attending the ACE TESOL course offered at the Mennonite Centre in Edmonton.

In September, ATESL received six bursary applications, four of which were recommended for funding to offset the costs of attending the TESL Canada 2015 Conference. It was determined that two applicants did not demonstrate financial need.

The committee was pleased with the breadth and quality of the professional development opportunities undertaken by the bursary applicants and wishes each applicant continued success in their professional pursuits.

Bursary Committee Members (2014-2015): Cindy Messaros, Yuji Abe, and Dorte Weber

Respectfully submitted by: Cindy Messaros

We would like you to meet this year's executive for the ATESL Edmonton Local Chapter.



From left to right: Evelyn Neame (Past Co-Chair), Sabine Ricioppo (Co-Chair), Janet Kwong (Co-Chair), Nick Williams (Treasurer), Sydney Suess (Hospitality) Missing: Lynn Sawyer (Secretary), Rosemary McMahon (Communications Officer)

New Co-Chair: Janet Kwong

Janet Kwong is currently teaching at NorQuest College in the Language Instruction for Newcomers (LINC) Blended Program. She recently graduated from the TESL Master's Program at the University of Alberta and comes highly recommended: not only does she have extensive teaching experience, both in the public school system and in an ESL context, but she was also the TESL Program's Student Group Co-President. Janet has a special interest in teaching pragmatics and incorporating technology into language learning.

Continuing Co-Chair: Sabine Ricioppo

Sabine Ricioppo is currently working as a PBLA Lead Instructor at the Edmonton Mennonite Centre for Newcomers. Her passion for the area of assessment has led her to pursue a PhD in Measurement, Evaluation and Cognition. She completed the M.Ed. TESL program at the University of Alberta in 2009. Sabine has taught a variety of ESL classes in Edmonton and specializes in developing CLB-based placement tests and instructional tools for ESL teachers. She has created and pilot-tested occupation-specific language assessments for Internationally Educated Professionals and has presented numerous workshops on developing classroom based listening, speaking, reading and writing assessments based on the CLB.

Newsletter Information

The ATESL Newsletter is published quarterly.

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

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

Contact: Irene Wood at services@atesl.ca

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

Professional Development Bursaries

Apply for an ATESL Professional Development Bursary

Deadlines: March 15, September 15

<http://www.atesl.ca/bursary>

The Alberta Teachers of English as a Second Language (ATESL)

is a professional organization which promotes the highest standards of teaching and English language program provision for all learners in Alberta whose first language is other than English.

Continuing Secretary: Lynn Sawyer

Lynn Sawyer has been our Secretary for the past two years and is continuing for another term. Having completed her TESL Diploma program at the University of Alberta in 2015, she has applied to TESL Canada for the Professional Certificate Standard Two interim. She is currently teaching LINC at EMCN and subbing at CCI-LEX. The summer farming season brings her the pleasures of nurturing apples at the family u-pick apple orchard. She comes from a career in health care and has been a member of ATESL for three years.

New Treasurer: Nick Williams

Nick has been working in adult education for almost 30 years, most of that time in Slave Lake, Alberta. He recently "retired" and is enrolled in the TESL Diploma program at the U of A, expecting to complete in December 2015. He loves to travel and he has two children in their 20s. Nick has a lot of experience in distance learning and is looking forward to becoming more involved in the field of ESL.

New Communications Officer: Rosemary McMahon

There are many institutions that teach ESL and LINC in Edmonton and surrounding areas and the Edmonton Local has identified a need to increase ATESL's visibility, increase membership and engagement, and improve connections with ESL program directors in the Edmonton area. To help us meet this need, we have created the position of Communications Officer and are thrilled to welcome Rosemary McMahon to our board.

Rosemary is the Program Manager of four LINC schools (Sacred Heart, Cardinal Collins, One World...One Centre and St. Francis) with the Edmonton Catholic School District (ECSD). She has worked with ECSD for 26 years, starting as an ESL/LINC instructor and then as a Coordinator for various LINC schools. Her work has led her to write a workplace curriculum for the Royal Glenora, 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 year has been the creation of a LINC Literacy School at Sacred Heart. The intent was to ensure that literacy learners would no longer be registered in regular CLB classes and could access a learning environment suitable to their needs.

Professional Development

The University of Alberta's English Language School collaborated with ATESL to co-sponsor Jane Willis' workshop entitled "How to Teach Grammar Effectively". There were numerous registrations for the event, and 100 attendees learned specific strategies to teach grammar in ways that made effective use of the reading resources that teachers were already using. The grammar tasks were able to address some of the student learning outcomes.

The ATESL Edmonton Local met on Friday, November 27, 2015 from 4:30-6:00p.m. We elected our new Treasurer and Communications Officer, and had a presentation by Laura George from the Edmonton Public Library.

Laura George, a Community Librarian from the Edmonton Public Library spoke about the programs and services that are offered through the library for English language learners (ELL), as well as for professionals and support workers assisting in the learning of these customers. This presentation covered programs such as ELL Computer Classes, the ELL Book Club, Conversation Circles and ELL library presentations and tours. The staff at the EPL have been working hard to connect programs to the Canadian Language Benchmarks. Laura provided a basic introduction to some of the databases that may be relevant to individuals new to Canada. A few areas that these databases address are resume writing, professional skills development, language learning, reading comprehension, preparation for completing the Citizenship Test, the GED, and the General or Academic IELTS test.

Next ATESL Edmonton Local Meeting

January 27th, 2016 Edmonton Local ATESL Meeting
Presentation: TBA
Rooms A808/A809, NorQuest's Downtown Campus
10215 108 Street

Submitted by Sabine Ricioppo, Janet Kwong, and
Evelyn Neame



Calgary Report

On November 2, 58 ELT professionals participated in a special workshop with Professor Jane Willis, who was one of the keynote speakers at the Lake Louise TESL Canada conference. The title of her workshop was “After the task, what then? From meaning to form in task-based language teaching”. Participants had the opportunity to consider task sequence design and to work in groups to analyze the post-task stage of a lesson. The Calgary local would like to thank SAIT for generously providing the venue as well as refreshments.

On December 2, local ATESL members gathered in Kensington at Midtown Kitchen & Bar for our annual holiday social. Highlights from the TESL Canada conference were shared, and members contributed their ideas to a 2016 PD wish list.

Thanks to all members who actively participated over the past year, and we look forward to continuing to represent you in 2016!

Nadia Khan and Sylvia Rossi

Nadia Khan, the new Calgary local co-chair, also sits on the Rural Routes Stakeholders Engagement Committee as an ATESL representative. Nadia is an ELL instructor at Bow Valley College where along with teaching ELL she also sits on various academic and non-academic committees. She has over twelve years of Canadian and international teaching experience working with diverse groups of learners. Nadia also volunteers as an employment coach, translator, and interpreter at a local immigrant services agency.

Silvia Rossi is a Writing and Learning Strategist with Student Learning Services at Mount Royal University. She supports undergraduate students across the university in developing their academic writing skills and learning strategies. Prior to taking on this role, she was responsible for language teacher training and professional development in the Languages Institute at Mount Royal. Silvia is grateful for the opportunity to contribute to ATESL and hopes to foster a strong, diverse community of ELT professionals in Calgary.

Central Alberta Report

This fall I took over as the Chair of the Central Alberta group that has met in Red Deer for close to 10 years now. At the time that it began, I was the teacher of the one and only congregated ESL program for elementary students in the Red Deer Public School District. Since then, I have spent a year teaching in Australia, returned to RDPSD, begun teaching evening classes at CARE, and retired from the School District. I still teach two evenings at CARE and enjoy it even more now that I have more time to follow my whims, outside of Monday and Wednesday evenings. I love to hike, cross-country ski, travel, read and share food with friends in all the forms that can take!

Our small but mighty group enjoyed getting together in November for a session of sharing the conferences and sessions we have attended this fall, as well as insights taken from them. We heard about the ATA ESL Specialist Council conference, AAISA, and the TESL Canada Conference at Lake Louise.

We take a break in December and when we reconvene again on Wed. Jan. 20th, two CARE instructors will speak about travel from last summer. One spent time with the young, single, male Afghan refugees who have fled to Greece and live there in abandoned buildings. The other travelled to Lebanon. Learning more about the situations in those parts of the world can only broaden our understanding of some of our students’ lives. As well, we hope to host Wendy Chambers for a visit at that meeting.

Arrangements are still being made for the February through May meetings. We hope to hear from the Action Coalition on Human Trafficking, Sabine Ricioppo on Assessment, Leila Ranta on Grammar in PBLA, and other topics.

One of the joys of this work is that our situations are never static... we are always adapting to changes in our worlds and others. We look forward to the arrival of a number of refugee families to our community and wonder how we will all be enriched by that experience.

Nancy Bain



Conference Report

The TESL Canada 2015 Conference at Chateau Lake Louise (CLL) wrapped up late in the day on October 31. It was an action-packed three days of professional development and outstanding camaraderie. CLL was the perfect all-inclusive venue; the staff treated conference attendees like royalty. As such, it would be remiss not to pass on a huge thank you to the CLL crew for ensuring we were well looked after during our stay.

The conference attracted over 800 participants and close to 50 publishers and exhibitors from across Canada and around the world. The jam-packed program had close to 200 presentations, including pre-conference symposia and graduate student presentations on Thursday, enthralling keynote and featured speakers, inaugural lightning talks, and intriguing poster presentations.

Clearly, the conference would not have been the event it was without those who made the trek out to the Rockies and, of course, the presenters who gave their time and expertise. The success of the conference would also not have been possible without the diligence, enthusiasm, and commitment of the planning committee.

As the dust continues to settle, we are collecting constructive feedback from conference-goers and settling up our bills. In the coming months, we will be preparing the final conference report with the help of our planning committee. We are grateful to have worked with such a dedicated group of people over the past year. Thank you.

Respectfully submitted by:

Chris Wharton and Glen Cochrane

TESL Canada 2015 Conference, Co-chairs

Perspectives on the Profession

This edition of the ATESL newsletter marks the introduction of the column “Perspectives on the Profession”. The column will feature articles written by ATESL Past-Presidents and other invited columnists who will reflect on emerging trends, issues, and challenges in the ESL field. The first contributor to graciously accept ATESL’s invitation to write an article is Liz Karra. Liz was ATESL President from 1988 to 1989, and in this inaugural edition of the column, she reflects on her 35-year career working in the field of ESL in Alberta. Liz, thank you very much for sharing your experiences and insights.

Reflections on a Career in ESL

by Liz Karra

As a graduate student in Linguistics in 1975, I was asked by our Department head if I would be interested in teaching ESL part-time. My response was “What’s ESL?” His reply was the beginning of my 35-year journey from which I have gained immeasurable satisfaction and a sense of fulfillment. During that time, a highlight of my career was my time on the ATESL executive. In 1987, one of my colleagues unexpectedly nominated me for President-elect. I was taken by surprise but took on the challenge. I looked at this as an opportunity to broaden my outlook as well as my experience, while also contributing to the field by serving on the executive. From a more personal perspective, it provided me with an opportunity to network with other professionals and become known in the community. I had the good fortune of serving on a proactive board where I met those who would later become lifetime friends as well as colleagues. Our mandates covered advocacy for students, quality programming, and certification of instructors, to mention a few.

My experience on the Board led me to stay involved in various ways over the years – organizing and presenting at conferences, and serving on the accreditation committee. Although our profession has come a long way since 1975, we still have a long way to go. Many instructors are underpaid and undervalued. Programming for students is not funded on a permanent basis. Some schools are operating with teachers who require TESL training. It is crucial that we have members who are dedicated to their profession and willing to contribute both time and energy to its betterment.

With this said, my hope is that many of you who are new to the field will take up the challenge and consider reaching out beyond the classroom – join your local ATESL, run for office, present at conferences, write advocacy letters to your MP and/or MLA, supervise a practicum student, serve on conference committees, and most importantly continue to stay aware of issues related to your profession.

Liz Karra has an MA in Applied Linguistics and a MEd in Adult Ed with a TESL focus. Her career in ESL spanned 35 years, the last 15 of which were as the Coordinator of the ESL program at Grant MacEwan University. She retired in 2010.



Focus on Research

Marian Rossiter & Marilyn Abbott, University of Alberta

In our eighth *Focus on Research* column, Kerry Louw, Cheryl Whitelaw, and Yuki Abe describe some of the processes used in the research-informed work that is being done in the Centre for Intercultural Education (CIE) at NorQuest College. Much of their work focuses on the creation of resources that can be used to assist newcomers in developing the necessary skills for successful intercultural interaction and communication in the Canadian workplace. The authors highlight one particular online resource designed to promote ESL learners' intercultural competence. We invite you to access this online resource and other valuable materials developed at the Centre by clicking the links at the end of the article.

Diversity at Work: Online Simulation Activities by Kerry Louw, Cheryl Whitelaw, Yuki Abe

Thank you for the opportunity to provide information on our Centre and how we bridge the gap between research and practice: work that is our applied research focus and *modus operandi*. In this article we will describe the way we use basic research to inform our practice, and then apply it in our projects. As an exemplar, we will use our most recent resource – Online Simulation Activities, completed in October 2015. This resource was supported by Government of Alberta, Jobs, Skills, Training and Labour and we appreciate their vision, financial support and encouragement for the work we do.

The Center for Intercultural Education (CIE) is situated in NorQuest College – a 2 year college focused on health and business programming with a large student population seeking English language skills to support integration. We create resources to facilitate this integration and to support intercultural competence development. Our work includes conducting applied research in language and culture; building intercultural capacity in organizations; instructing, mentoring, coaching; and developing and delivering EWP programs. As a learning organization, the Centre integrates our emergent knowledge into the training and educational products we create.

We work to create practical and useful resources to support decision making, capacity-building and knowledge transfer for our learners, partners, and stakeholders. Our approach integrates intercultural and language learning to build community and organizational capacity through changed behaviour and expanded worldviews. We generate realistic solutions and perspectives that improve the effectiveness and quality of our learners' professional and social lives. We aim to generate desired external outcomes for individuals, communities and organizations through customized, innovative and practical intercultural training grounded in evidence-based research.

To bring our goals to the ground we apply research; that is, we use a form of inquiry to answer specific questions that have application to the real world. We begin each project by knowing the need for it – the question that needs an answer – the problem that needs a solution. Once this is ascertained we may turn to basic research to fill in the knowledge needed. Over time, by critical analysis we have found a body of evidence-based research, frames and models that support our approach. Over the same time we have learned to hold it lightly.

We hold it lightly in support of our applied work that has external applications. As we gain aptitude with what we know and experience in the Centre, we have become more adept at using basic research as foundational to our projects but not the focus of them. We take it out of the head and into the behaviors needed. Deardorff's Process Model of Intercultural Competenceⁱ contributed to this learning. The model includes the need for *attitudes* like respect and openness; *knowledge* to understand the world from a different perspective and *knowledge* of self and others' worldviews; *skills* to observe and interpret; *internal outcomes* including flexibility and empathy; but emphasizes that the foci of all of these are demonstrated through *effective and appropriate communication and behavior* in intercultural situations. This is the desired external outcome we are seeking.

As an exemplar of our applied work let's take a look at our most recent project, *Diversity at Work: Online Simulation Activities*ⁱⁱ. Much of our work in the Centre is driven by the way our society and workplaces have become more diverse over time. This project, like several before itⁱⁱⁱ seeks to engage people from different cultural backgrounds with building competence to become more effective and appropriate intercultural communicators, at work. In this project we've brought the complexity of workplace communication into clear focus by combining the action logic of characters and the choice points available to them with the richness of critical incident videos in 3 online simulation activities using pragmatic patterns. We set out to learn if online simulation using a branching stories approach is an effective intercultural learning resource.

Why action inquiry?

Through action inquiry learners are involved with a developmental approach that combines inquiry and action for the testing of information, interpretations and assumptions in engaging with diversity. Learners step outside their environment and their usual way of thinking and use new lenses. (Experiencing difference is necessary in developing intercultural competency.)^{iv}

Why critical incidents?

Critical incidents are brief descriptions of situations in which a misunderstanding arises due to the cultural differences or problems of cross-cultural adaptation and communication. Through critical incidents learners experience communication misunderstandings. These experiences encourage critical reflection. (Reflection is helpful when making sense of difference and necessary in developing intercultural competency.)^v

Why these choice points for the characters?

Learners are asked to make choices to help characters communicate effectively in the moment of misunderstanding. In doing so they experience alternative perspectives. Each character is grounded in a culture and a specific stage of Intercultural Sensitivity^{vi} which means some will act in ways different than the learner may expect. Learners engage with these differences and practice perspective taking. (Skills that develop intercultural sensitivity.)

Why simulation and branching stories?

Simulation is a technique for practicing and learning. Branching stories that use simulations help learners become familiar with new perspectives.^{vii} Learners are frequently challenged to identify and examine assumptions.^{viii} Learners build decision-making skills within simulated 'real' environments without the anxiety of learning on the job.^{ix}

Why pragmatic patterns with a competency framework?

Learners work with Canadian pragmatic patterns to become familiar with expectations in the workplace.^x The simulations support learners' capacity to make effective decisions in workplace communication around patterns of requests, feedback and onboarding. (Knowing patterns is important but experiencing misunderstanding and developing skills to negotiate meaning and achieve mutual understanding are essential to intercultural communicative competence.)^{xi}

Why stand-alone online activities?

Each simulation activity was designed as a stand-alone for learners and so has the instructions included as part of the activity. They each take approximately 20 minutes to complete online. In a previous applied research project supported by ATESL, ESL instructors expressed the need for ready-made and accessible materials.^{xii}

Therefore, although we set out to pilot simulation activities as a way to build intercultural competence we multitasked to create resources accessible for instructors and learners (CLB 5 and on).

Instructor's resources include outcomes mapped to ATESL ICC 7 Strands, 9 Essential Skills and CLB/ES Comparative Framework.^{xiii} They also include an online Independent Learner and Instructor Guide^{xiv} that contains an introduction to online simulation; navigational information for learners and instructors; a learner handout and instructor lesson plan for the simulation - Responding to Leadership Request; a debrief guide; and activity cards that can be used to encourage learners to reflect on their own perspectives and/or as an assessment activity for instructors. (Self-awareness is a core competency in intercultural development.)^{xv}

Why include the debrief?

In the simulation learners are asked to take on the perspective of a character and find the most effective solution available for them. (This relates to the revision of meaning structures from experiences and borrows from the theory of perspective transformation.)^{xvi} However, by using the debrief learners can return to any decision point and find one more piece of information to reflect on how they would act from their own perspective. (Self-reflection can move learners towards a more inclusive frame of reference. Deardorff names this - the desired internal outcome.)

Did we find simulation an effective learning tool?

In our pilots we asked learners, "What is one thing you learned from the simulations about communication in Canada?" From their responses we found instances of pragmatics, behavioral changes, cultural value orientations and perspective taking. For example, after the first simulation, learners' responses included, "To ask questions", "Direct vs indirect

communication styles”, “To drop old ways and take a chance”, “To push yourself to change”, “To be polite”, “To be open minded”, “To be proactive” and “When boss closes door, know there’s a problem”. They also often said that they enjoyed the activities.

Building intercultural communicative competence is complex. In this applied research project we used simulation for learners to experience differences and practice making choices on the options available. We did find that using simulations is one good way to help learners build capacity in intercultural communicative competence and would like to continue creating online simulations.

If you use the online simulation activities, we hope you have a good experience. We would appreciate hearing your comments and will try to answer any questions you send. Thank you.

Authors:

Kerry Louw is an Intercultural Specialist, Centre for Intercultural Education, NorQuest College. Kerry develops and uses applied research resources that integrate pragmatic and intercultural competence development.

Cheryl Whitelaw is the Applied Research Manager, Center for Intercultural Education. As an Evaluator and Integral Master Coach™ she applies developmental approaches for personal and organizational change.

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

ⁱ Dearsdorff, D. (2012). *Building Cultural Competence: Innovative Activities and Models*. Sterling, Virginia: Syllus Publishing, LLC.

ⁱⁱ Online Simulation Activities www.norquest.ca/interculturalsimulations

ⁱⁱⁱ Navigating the Interview <https://www.norquest.ca/norquest-centres/centre-for-intercultural-education/projects/completed-projects/navigating-the-interview.aspx>

Pragmatic Patterns <https://www.norquest.ca/norquest-centres/centre-for-intercultural-education/projects/completed-projects/pragmatic-patterns-for-business-professional-langu.aspx>

Intercultural Communicative Competence for TESL <https://www.norquest.ca/norquest-centres/centre-for-intercultural-education/projects/current-projects/intercultural-communicative-competence-for-tesl-in.aspx>

Critical Incidents for Intercultural Communication <https://www.norquest.ca/norquest-centres/centre-for-intercultural-education/projects/completed-projects/critical-incidents-for-intercultural-communication.aspx>

^{iv} Aldrich, C. (2005). *Learning by Doing*, San Francisco, CA: John Wiley & Sons, Inc.

^v Antal, B.A. Friedman, V.J. (2005). Negotiating reality: a theory of action approach to Intercultural competence. *Management Learning* 205 36:69 online at: <http://mlq.sagepub.com/content/36/1/69>

^{vi} Bennett, M.J. (1998). Towards ethno relativism: a developmental model of intercultural sensitivity. In R.M. Paige (Ed.), *Education for Intercultural Experience*, Yarmouth, ME: Intercultural Press

^{vii} Aldrich, C. (2005). *Learning by Doing*, San Francisco, CA: John Wiley & Sons, Inc.

^{viii} Mezirow, J. (1997). Transformative Learning: Theory to Practice. *New directions for Adult and Continuing Education*, no. 74, 5-11.

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