



Alberta Teachers of English
as a Second Language

June 2014

www.atesl.ca

President's Message

by Dorte Weber

I attended the TESL Canada conference in Regina in the beginning of May. It was an excellent conference in many ways. We felt very welcome on the campus of University of Regina. The President's Reception was held at the Regina Campus of First Nations University, a beautiful building (really – Google it) on the U of R campus. We were treated to a fantastic display of hoop dancing by Terrance Littleton, and earlier in the day, there were graduate students' symposia and some exciting excursions. And that was just the start. I attended keynote Suraj Caganarajah's entertaining and thought-provoking presentation on translanguaging, and a number of other excellent presentations.

Our TESL Canada rep, Celia Logan, has a report in this newsletter about the TESL Canada AGM. I strongly recommend you read it. I believe there is an opportunity for ATESL members and the ATESL board to become more involved both with TESL Canada and with the other provincial associations. It's time for us to look outside Alberta and find partnerships and cooperation to advance our profession.

In the meantime, work in ATESL goes on. I have had some good meetings to get input on how ATESL may improve on the professional development it offers its members. We are meeting in Red Deer again at the end of this month and we have a great many things on the agenda, one of which is the request for electronic voting we heard at the AGM in Calgary last year.

Even though we seem to have come to the end of winter, and construction season is upon us, I hope our members will continue to come to local meetings and events such as the mini-conference in Calgary – what a great event that is shaping up to be – or to the Edmonton local to hear about all the new research coming out of University of Alberta.

Happy Spring, everyone.
Dorte Weber

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ATESL 2014 Conference Report & Call for Proposals

Peter Myhre & Eaman Mah

TESL Canada Report, May 2014

TESL Canada just wrapped up its national conference on May 9 and 10 in Regina, Saskatchewan. The conference was attended by over 600 participants from across Canada, with more than 130 presentations and workshops dealing with the full spectrum of the ELL experience from literacy to academic learners. There were also three keynote speakers: Suresh Canagarajah from Penn State University, speaking on translanguaging; Margaret Early from University of British Columbia, speaking on multiple literacies; and Sara Weigle from Georgia State University on computer correction of ELL papers. The main conference was preceded on Thursday by a graduate student symposium, as well as six other symposia on important topics currently affecting the ELL profession, such as Portfolio-Based Language Assessments, and the National Settlement Language Sector.

ATESL would like to extend its thanks and congratulations to the co-chairs of the conference, Deborah Hulston and Linda Mitchell, who seemed to be everywhere at once, always with a welcoming smile on their face. We also want to congratulate all the dedicated volunteers who worked so hard on creating this successful conference and pre-symposia at the University of Regina.

TESL Canada held its Annual General Meeting on Friday, May 9 during the conference. It was a contentious meeting that reflected difficulties the organization has faced during the last few months. The Executive Directors of TESL Canada had all previously indicated that they were resigning or not seeking re-election. However, in a motion from the floor, the membership voted to exclude any member who had been involved in TESL Canada's Executive or chaired any of its committees in the last five years from running for any executive or committee position. This was passed in an effort to create a completely fresh start for a board that had been struggling.

Currently, TESL Canada is being run by the provincial representatives from across Canada, as well as the presidents or chairs of the provincial ELL organizations. This situation will not last long, as we are working hard to nominate a totally new slate of candidates to run for the TESL Canada Executive. As well, we are organizing an online election process for the very first time so that the entire membership of TESL Canada will be able to vote for the executives of the board. It is not an easy or painless transition process for the organization, but it is a process that has the promise of leading us forward to a more dynamic and relevant future.

Celia Logan, TESL Canada Representative, Alberta



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Newsletter Information

The ATESL Newsletter is published quarterly.

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

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

Contact: Irene Wood
at services@atesl.ca

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

Professional Development Bursaries

Apply for an ATESL Professional Development Bursary

Deadline: **September 15, 2014**

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

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

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



Alberta Teachers of English
as a Second Language

Edmonton Chapter ATESL Report

Appreciation. I am filled with gratitude when I look back on the Edmonton Chapter ATESL meetings from September, 2013 to May, 2014. I am thankful for the engaging speakers we have had: Erin Waugh, Sabine Ricioppo, Sarvenaz Hatami, Barbara Penner, Anne Chandler, Laurie Scheffer, Stacy Norrbom, Jackie Werstiuk, Irina Krasnikova and Jake Scheffer. I am greatly indebted to the dedicated, professional, and faithful volunteers we have: Rose Elliot looks after our funds flawlessly, Lynn Sawyer is a secretary par excellence, Brenda Chwyl organizes the food, beverages, and the meeting room tastefully; Charlie Ejim arranges post-meeting outings on her own initiative, and Jacqueline Scott leads tirelessly and effectively. There are others who support ATESL unofficially, such as Dr. Derwing who offers valuable input and Drs. Rossiter and Abbott who not only provide needed advice but also help to publish the ATESL Newsletter. These people have helped make the Edmonton Chapter of ATESL a success, transforming meetings into occasions where administrators, practitioners, and practitioners-in-training can connect with each other while keeping current in the English as a second language field. I leave every meeting overflowing with appreciation for the insights, thoughts, and input of all the people there. It reinforces in me the conviction that the TESL field attracts la crème de la crème: people who inspire, impress, and amaze simply by being themselves. For all this, I am profoundly grateful.

Thankfully submitted by
Evelyn Neame
Co-Chair, Edmonton ATESL Chapter

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2013 – 2014

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CA-ATESL Report: March – May 2014

The Central Alberta chapter meets the third Wednesday of each month at Central Alberta Refugee Effort from 3:30 – 5:30. Generally we have 12 – 15 individuals attend.

The March presentation was by a temporary foreign worker who told of her experiences coming from Ukraine to Red Deer. She works in a pork processing plant and dreams of attaining permanent residency and bringing her family to Canada.

Susan Glasier presented at the April meeting and it was the best attended event held this year. Susan wrote the novel [Bend Like the Willow](#), which was based on her experiences living with a Muslim man in Algeria. She read several excerpts and then took questions from the audience.

Ruby Adams, a Settlement Practitioner from CARE, will present in May. Her topic is “The Process of Becoming a Canadian Citizen”. This will be the last meeting until September when a new executive will be elected and the group will decide what professional development activities would be appropriate for the next year.

Every meeting includes time to network and have a snack brought by different members.



Alberta Teachers of English
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Calgary Chapter ATESL Report

Greetings from Calgary ATESL!

We just got back from a wonderful TESL Canada Conference in Regina (May 8-10), and we're anticipating another worthwhile experience at our very own ATESL Mini Conference on May 31 at Mount Royal University!

Here's the schedule!

9:00AM to 9:15AM	Welcome
9:30AM to 10:30AM	Concurrent Sessions
Session 1	Supporting the Needs of ESL Literacy Learners
Session 2	TESL within Other Subjects (Sociology, Nursing, Business, etc.)
10:30AM to 11:00AM	Coffee Break
11:00AM to 12:00PM	Concurrent Sessions
Session 1	Life Beyond ESL
Session 2	Networked Professional Development & Language Teaching
12:00PM to 1:00PM	Lunch
1:00PM to 3:00PM	Lighting Talks (10)
3:00PM to 3:30PM	Door Prizes/ Goodbye

Register at atesl.ca/events

\$15 for ATESL members/ \$30 for non-members

Follow us on Twitter @ATESLnews or email calgary@atesl.ca

We hope to see you then!

Chris Wharton & Glen Cochrane
Calgary ATESL Co-Chairs
calgary@atesl.ca



Hidden Gems: Students with Interrupted Formal Education

Kent Lee

The student demographics in many ESL classrooms are dictated by immigration patterns. At last count, only 10% of the 257,887 newcomers to Canada originated from Europe or the United States; the remaining 90% come from “non-white, non-English” countries, and from Australia and New Zealand (which constitute less than 1%) (Citizenship and Immigration Canada [CIC], 2012). Not only do these immigration patterns result in a mosaic of diverse cultures, but they also create a truly multilingual community. For instance, in Ontario, where the majority of permanent residents initially land, the Toronto District School Board (Toronto District School Board, 2014) reports that over half their student population speak a language other than English at home.

Through our country’s Refugee and Humanitarian Resettlement Program and the Immigrant and Refugee Protection Act, refugees, often seeking asylum from persecution and conflict in their home countries, account for about 14% of newcomers (CIC, 2012). The bulk of refugees come from Africa and the Middle East, followed by Asia and the Pacific, then South and Central America; only a few arrive from English-speaking countries. Canada’s act of humanitarianism in selecting refugees based on protection needs means that some will arrive with adaptability issues (Rossiter & Derwing, 2012). For example, a sizable proportion (39%) of them arrive in this new safe haven with zero to nine years of education (CIC, 2012) and very limited English language proficiency.

English language learners’ (ELL) academic success has commonly been evaluated via dropout rates, completion rates, or grades on standardized exams. A number of empirical studies, conducted in the Canadian context, along with government statistical reports have repeatedly found immigrant students lagging behind their native English-speaking peers (Alberta Education, 2009; BC Ministry of Education, 2013; Derwing, DeCorby, Ichikawa, & Jamieson, 1999; Gunderson, 2004; Odo, 2012; Roessingh & Douglas, 2011, 2012; Toohey & Derwing, 2008; Watt & Roessingh, 2001). For example, ESL-coded students in general require more time than mainstream learners to complete secondary and post-secondary education. ESL professionals may readily attribute one cause of this performance variance to students’ lack of grade-appropriate Cognitive Academic Language Proficiency (Cummins, 2008); others may conclude that if students are required to learn content and language simultaneously, then logically, the average ELL would need extended programs of study to meet the education system’s set standards.

Of course, other factors exist that account for the observed discrepant academic performances between ELLs and their native English-speaking peers. Over the past half decade, I have had the privilege of working with ELLs who arrive with less than optimal prior education and are thus ill-prepared for the academic demands of a classroom. Bow Valley College (2009) has coined the term LIFE, or ‘learners with interrupted formal education’, to describe this demographic; SIFE, or ‘students with interrupted formal education’, is also commonly used in the literature. Although no classification scheme exists for diagnosing or categorizing a student as LIFE/SIFE, general characteristics include: underdeveloped literacy skills in the first language, restricted content knowledge in core academic subjects, extended interruptions in formal education, and lack of familiarity with a western education system that values and emphasizes critical thinking. Beset by the ramifications of a poor previous education, many students enter my classroom having to learn how to learn, in addition to having to acquire the requisite English language proficiency for their academic and career aspirations.

Although the issues facing LIFE/SIFE may be numerous, many people have criticized the perpetuation of a deficit view of these learners. After all, despite all the hardships they have endured, my refugee students continue to demonstrate resilience and attempt to ameliorate their situations through education. Although they lag behind age-equivalent peers linguistically in English, it would be imprudent for us to ignore, among a myriad of strengths, their pre-existing linguistic and strategic competencies; many of them are multilinguals capable of navigating the chaos of living in a foreign country. In fact, they are often so adept at communication that merely labeling them as bilingual or multilingual would fail to do them justice; Canagarajah (2014) argued that they transcend traditional concepts to become translanguals, or individuals with the capacity to negotiate and create consensual understanding, thus allowing them to function in society. Nonetheless, this group undeniably underachieves in school.

Therein lies the conundrum: should we continue to try to fix deficiencies and mould these learners to fit into a system designed for native English-speaking monolinguals? Or could we tailor educational practices to capitalize on their strengths? I believe the answer lies somewhere in between. Regardless of one's stance, the goal should be the eradication of barriers that relegate LIFE/SIFE to a lower socio-economic status.

Keeping in mind that refugee learners typically face challenges beyond educational needs (e.g., settlement issues or pre- and post-migration trauma), it requires a team effort to enhance the educational experiences of LIFE/SIFEs. ATESL already promotes best practices for the profession, but I wonder if ATESL, as an organization, could do more.

Systemic barriers in ELLs' lives are real. For instance, many of my refugee students hold full-time jobs with late night hours that leave them with sore and tired eyes in the morning. They undertake juggling school and work in order to support their family and repay to the government the Refugee Transportation Loans that were accumulated during the resettlement process. While the Alberta Government, through the Department of Human Services, provides financial support via the Income Support Program for a maximum of 30 months' duration, LIFE/SIFE may need all that time to obtain a basic level of education. At the conclusion of their funded educational journey, many may only qualify for the identical menial jobs that they tried to leave prior to entering school — jobs that leave them at the same economic disadvantage. I call for the creation of more intervention programs, such as the *Bridge* program at Bow Valley College and *Youth-in-Transition* program at NorQuest College, that specifically serve immigrant youth and prepare them for further academic endeavors, and I challenge funders to help realize the benefits of continuous and further investments in our fellow Canadians from a refugee background.

Kent Lee has taught refugee students in the *Youth-in-Transition*, *Apprenticeship Prep*, and LINC programs at NorQuest College. He is also a PhD student in the TESL program, Department of Educational Psychology, University of Alberta.

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Focus on Research

Marian Rossiter & Marilyn Abbott

In this newsletter, we are pleased to introduce our first *Focus on Research* summary by Dr. Wendy Chambers. Wendy describes some of the benefits of Computer-Assisted Language Learning (CALL): enhanced collaborative learning opportunities, enriched opportunities for developing intercultural communicative competence, improved digital literacy skills, and innovative task design. She also identifies some key considerations for ESL program administrators, curriculum developers, and instructors with regard to cyber safety and security, access to technology, tool evaluation, and support for instructors.

Wendy's article offers relevant suggestions and practical advice for using computers to enhance learning and teaching in the ESL classroom. Her list of references provides excellent 'open access' resources on a variety of topics, among them: Wikis, digital storytelling, Twitter etiquette, collaborative writing through blogging, and the Pedagogy Wheel, which provides links to apps that can be used on mobile devices. We invite you to select some of the articles in the reference list for discussions with colleagues in your program (at staff meetings, on PD days). We also encourage you to revisit some of the strategies provided in the March 2014 *Focus on Research* column for establishing a reading group to facilitate ongoing professional development.

Integrating Computer-assisted Language Learning into Task Design: Affordances and Considerations for CALL

Wendy L. Chambers

With the tremendous expansion of the interactive and collaborative capabilities offered by Web 2.0 technology, integrating computer-assisted language learning (CALL) into task-based language teaching (TBLT) holds promise to actively engage language learners in ways that extend beyond traditional face-to-face classroom approaches. User-friendly digital technologies are readily accessible to language programs and instructors willing to harness the power of CALL tools. The value of including technology in the language classroom is well documented in the literature (Chapelle & Jamieson, 2008; DelliCarpini, 2012; Egbert & Petrie, 2005; Godwin-Jones, 2013; Kervin & Derewianka, 2011; Stanley, 2013; Thomas, 2014). *ATESL Best Practices for Adult ESL and LINC Programing in Alberta* (2009, Statement 49) also recognizes the value of technology for language training purposes: "Technology is used to encourage learners to explore and create language as well as to use language to explore ideas, solve problems, develop new skills, and negotiate and communicate with an expanded audience." In increasing numbers, language teachers have taken up the challenge of regularly integrating technology tools into their practice, and programs are following by taking innovative steps to include CALL as an integrated component of English curriculum. Computer-assisted language learning technologies and tools offer powerful innovative possibilities and opportunities for language learners, but there are also cautions to be considered when integrating CALL into task design.

Affordances of CALL

Computer-assisted language learning provides powerful and unique benefits not found in traditional brick and mortar classrooms, including enhanced collaborative learning opportunities, enriched opportunities for developing intercultural communicative competence, improved digital literacy skills, and innovative task design. The following provides a sampling of the important benefits CALL provides when integrated in a purposeful way into English language task design.

1. Enhanced collaborative learning opportunities

CALL accommodates written, oral, and aural forms of communication. Incorporating technology as a focus within English language task design holds potential to engage learners in a dynamic, interactive activity. Whether engaging with others to find a solution to a problem, seeking consensus to address a question, or producing a learning artifact to demonstrate understanding of a learning outcome, technology tools can provide a platform for collaborative learning. For example, blogs and wikis have been used, with positive learner outcomes and perceptions, to enhance the writer-reader relationship (Kuteeva, 2011), to support collaborative writing (Amir, Ismail, & Hussin, 2011; Aydin & Yildiz, 2014), and to serve as an online forum for blended delivery of a course (Papadima-Sophocleous & Yerou, 2013). Language instructors know the importance of interactivity, collaboration, and peer review and Web 2.0 tools such as wikis and blogs (among others) provide a flexible, easy to use approach that can be used to support and promote language learning outcomes.

2. Enriched opportunities for developing intercultural communicative competence (ICC)

Language and culture are inextricably interwoven and related (Kramsch, 1998), and there is growing recognition that culture *in* language instruction requires learners to develop “an ability to communicate effectively and appropriately in English within a culturally diverse society, such as Canada” (Chambers, et al., S7-4). Among the affordances provided by technology-based tools are opportunities to support authentic intercultural learning interactions and to focus, in an intentional and systematic way, on building intercultural communicative competence (Godwin-Jones, 2013). As Chambers et al. (2011) point out, “working collaboratively with culturally diverse learners draws attention to the perspectives, practices and products of different cultures” (p. S8-6) – a key element of ICC.

Within a task or set of tasks, a web-based tool (or set of tools) can be used as a medium for building ICC and intercultural understandings. Learners can explore one (or more) of the seven ICC strands presented in the *ATESL Adult ESL Curriculum Framework* (see Figure 1, below). For instance, they may be asked to identify and describe the significance of cultural images and symbols in Canadian cultures and their own by creating a digital storybook. Digital stories may be created using PowerPoint, Apple iMovie, or Windows Movie Maker, for example (Stanley & Dillingham 2011). Incorporating storytelling technology that accommodates images, audio, text, and video provides a powerful medium for learners to showcase their cultural understandings and produce a learning artifact to be shared, viewed, and discussed with their peers. The goal is to make culture the focus of the language class as learners view and discuss their own culture and the cultures of Canada through the lens of one another. Coupled with an intentional, integrated, guided instructional approach to address one or more ICC strands within a task or set of tasks, CALL tools provide learners with opportunities to build intercultural communicative competence.



Figure 1. Skills Strands of Intercultural Communicative Competence. Adapted from the Massachusetts Curriculum Framework (2005). (Chambers et al., 2011).

3. Improved digital literacy skills

Related to the enriched opportunities for the building of intercultural communicative competence is the improvement of learners' digital literacy skills for participation as digital citizens. Digital literacy refers to "an individual's skills, knowledge, and attitudes for actively engaging within a range of digital media within culturally and linguistically diverse (pluralistic) global contexts" (Chambers, 2012, pp. 224-225). Digital literacy is a necessary competence for participation and inclusion within our increasingly digitized and globalized lives: it provides individuals with the capacity to engage appropriately and responsibly with technology as digital citizens (Jones & Hafner, 2012).

Web 2.0 tools provide opportunities for learners to connect with others via text, audio, images, and video. While learners may feel comfortable using technology to engage with friends and family via social media (e.g., Google +, Snapchat, Facebook, Twitter, Instagram, Pinterest), their ability to use technology in a learning situation may require instructional and/or peer support (Kvavik, 2005). As a first step to including CALL within tasks, it is important to incorporate opportunities for learners to develop netiquette or digital etiquette skills. For instance, prior to including Twitter as a mode of communication within the classroom, discuss Twitter etiquette to ensure learners understand and follow the appropriate norms of communication to avoid potential miscommunications and embarrassment (e.g., <http://www.educatorstechnology.com/2013/02/11-great-twitter-etiquettes-teachers.html>). Integrating Web 2.0 tools into task design provides learners with unique opportunities to use technology for the purpose of learning, and, at the same time, it can provide learners with rules for appropriate communicative discourse style, including spelling conventions and proofreading. The goal of developing the digital literacy skills of language learners is to prepare them for interacting and collaborating in a respectful, appropriate manner as digital citizens.

4. Innovative task design

While offering CALL tools that can act as substitutes for tried and true classroom activities (e.g., flashcards, matching exercises), technology also allows for task design that was previously inconceivable. Puentedura's (2010) SAMR model, while not designed with a language learning audience in mind, clearly illustrates how technology can be used to enhance and transform learning, from using tools as a substitution for paper and pencil tasks through to augmentation (task improvement), modification (task redesign), and redefinition wherein technology allows for novel task design.

The Pedagogy Wheel (Carrington, 2013) juxtaposes the SAMR model with Bloom's (1956) taxonomy to include a set of corresponding technology tools, activities, and action verbs. For example, VoiceThread, an Internet-based platform, provides innovative task opportunities not only for learners to create dynamic multimodal (i.e., text, audio, and video) presentations, but also to provide peer feedback. Because the presentation can be viewed multiple times, learners may be better able to remember and understand the content, reflect on the content and delivery of the presentation, and provide their peers with meaningful and informed feedback. The Pedagogy Wheel offers a useful set of technology tools for instructors to use in the development of language skills and learning strategies. This has potential for wide applicability across the Government of Alberta Adult EAL/ESL Continuum (2008).

Considerations for CALL

While the benefits of CALL hold potential to enhance proficiency, skills, and experiences, there are a number of considerations for program administrators, curriculum developers, and instructors to keep in mind when contemplating an integration of CALL tools into task design. These include ensuring cyber safety and security, providing access to technology, evaluating CALL tools, and supporting instructors.

1. Ensuring cyber safety and security

Protecting the private information of language learners and ensuring a safe, protected digital learning environment is paramount when integrating CALL into task design. To protect learners from malware, spyware, fraud and phishing scams, and viruses, it is important to ensure that learners have a basic foundation of computer literacy skills including a repertoire of technological vocabulary (Foote & Light, 2011) and knowledge of Internet security. As a preliminary step for learners new to technology, it is advisable to provide an orientation to the Internet as well as the CALL tools and resources being used to accomplish the learning task. This may include showing learners how to set up a strong secure password that will help to protect personal digital information. Immigrant Settlement and Integration Services (ISIS) in Halifax, for example, offers a set of two-hour social media classes that focus on Internet safety and civility, Facebook, Twitter, and LinkedIn (Ferguson, 2014). When language and settlement programs recognize that learners require computer knowledge and respond to their needs by providing and building on foundational digital literacy skills, learners are better prepared to engage with technology tools and to use technology to learn.

One way to ensure a safe, protected digital learning environment and to protect the privacy of your learners is to, whenever possible, create a closed online community that is password protected. While most learning (course) management systems (e.g., Blackboard, D2L, Moodle) used within institutions are password protected and available only to registered learners within a program, care needs to be taken when free or proprietary Internet-based tools are used. For example, Facebook includes “closed” and “secret” group options allowing only individuals who are invited to join the community. Whenever possible, ensure a closed and password protected online learning environment for your learners where public members are not permitted access.

2. Providing access to technology

Availability and access to technology and the Internet can be challenging in Alberta, particularly in rural areas. In an e-survey conducted by Foote and Light (2010) of program coordinators, instructors and volunteers of rural Alberta ESL and literacy providers, the following barriers to the use of technology were identified: “limited or no access to computer labs, specifically for part-time and volunteer programs, no Internet access in the classroom, and a shortage of computers and other educational technologies (e.g., voice recorders, software)” (in Chambers et al., 2011). Additional challenges facing the implementation of CALL tools in task design include institutional firewalls that may be in place to block accessibility to Internet-based tools, availability of only one IP address for an entire computer lab, learners who do not have e-mail addresses (often required for registering for an online tool), and learners who may have limited digital literacy skills.

While there may be no simple solution to resolve all the challenges associated with providing access to technology, a number of issues may be resolved in the following ways:

- Provide learners with a free e-mail account.
- Be prepared to accommodate and adapt to the different digital literacy levels that emerge among learners (Chambers, 2011, p. S8-9).
- Access technology resources outside the language classroom (Foote & Light, 2010).
- Ensure each computer in a lab has its own IP address.
- Request technical support when learners need access to an Internet-based tool when using the language lab.

While the challenges that programs and instructors face in providing access to technology and the Internet are often complex and sometimes limited by funding and available infrastructure, with technical support and advance planning (and perhaps some imagination and creativity), limitations to access may be mediated.

3. Evaluating CALL tools

Programs and instructors wishing to incorporate CALL into language instruction are advised to carefully evaluate the merits of each technology tool incorporated into task design. The questions below provide a starting point to guide the evaluation of technology, learner, and curricular and pedagogical considerations.

- *Technology considerations.* Is the tool easy to navigate and use? Is the design functional, clean, and visually appealing? Is the content accurate and free from spelling and grammatical errors? Is learner’s personal information secure and password protected?
- *Learner considerations.* In what ways will the tool address learners’ learning styles, intelligences, habits of mind, background experiences, digital literacy skills, and language proficiency level?
- *Curricular and pedagogical considerations.* Is the tool responsive to curricular outcomes? Does the tool provide opportunities for targeted language skill development? Does the tool foster higher order thinking skills? Does the tool provide an opportunity for collaboration among the learners? Are authentic materials available? Is there an assessment component that provides meaningful feedback and tracks learner progress?

Curating a collection of quality CALL tools and resources that may be integrated into a task-based approach to language instruction requires considerable time and effort. However, a planned and purposeful evaluation process is necessary to ensure that the technology best suits the needs, interests, skills, and proficiency level of learners.

4. Supporting instructors

Early adopters of technology are often professionally and personally motivated to overcome challenges to provide quality CALL opportunities for learners. However, all instructors (whether early, late, or reluctant adopters) may lack essential support, structures, and infrastructure from program administrators who may not appreciate the important and significant role of CALL in the learning process (TESOL, 2008). One of the key considerations for successfully integrating CALL into practice is a commitment by programs to provide on-going, dedicated CALL professional development opportunities for instructors (Hubbard & Levy, 2006). Equally important are teacher training programs to develop language instructors’ “knowledge, skills, and beliefs in terms of the use of technology in

the ESL classroom” (DelliCarpini, 2012). To guide teacher education, the TESOL Technology Standards framework (2008) outlines four goals for language teachers:

Goal 1: Language teachers acquire and maintain foundational knowledge and skills in technology for professional purposes.

Goal 2: Language teachers integrate pedagogical knowledge and skills with technology to enhance language teaching and learning.

Goal 3: Language teachers apply technology in record-keeping, feedback, and assessment.

Goal 4: Language teachers use technology to improve communication, collaboration, and efficiency.

Accompanying each goal is a set of standards and performance indicators. While teacher training programs and program administrators may choose to address the standards set by TESOL, instructors themselves can take initiatives to seek professional development opportunities. For example, professional associations such as the Computer-Assisted Language Instruction Consortium (CALICO; calico.org) and the European Association for Computer Assisted Language Learning (EUROCALL; eurocall-languages.org) offer yearly conferences as well as peer-reviewed publications, namely, the CALICO Journal and ReCALL, respectively. In addition, instructors may be interested to peruse the professional resources available on Tutela (tutela.ca) and CLEAR (clear.msu.edu) or to read open access journals such as *Language Learning & Technology* and the *TESL Canada Journal*.

Closing Comments

Integrating CALL within a TBLT approach has the potential to respond to the needs of 21st century language learners. They may be required to compete for career opportunities that increasingly require skills and behaviours that include digital literacy, intercultural communicative competence, collaboration, problem-solving, critical thinking, flexibility, and self-motivation. In this article, I have outlined a number of key strengths of integrating CALL tools and resources into task design. These include (a) focusing attention on providing innovative learning opportunities not otherwise available in traditional classroom contexts and (b) engaging learners in new thinking processes that build digital literacy skills and encourage the co-construction of knowledge through collaboration. While there are important benefits to be gained, I have also outlined a number of considerations to be attended to when planning and preparing to implement CALL tools and resources into a TBLT approach. Like all change, keep in mind that innovation requires a period of adaption, experimentation, and reflection.

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Alberta Teachers of English
as a Second Language

ATESL 2014 Conference Report

Peter Myhre & Eaman Mah
Conference Co-chairs

The ATESL 2014 conference will be held on October 24 and 25 of this year at the Fantasyland Hotel in West Edmonton Mall. Our two plenary speakers are Linda Grant (Friday) and Niobe Thompson (Saturday).

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

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

Please consider sharing your experience, knowledge, activities, ideas or innovations at this conference. We NEED your help make this year's conference a success. Please see the Call for Proposals that follows.

We look forward to seeing you all at the ATESL 2014 conference in Edmonton.

Eaman Mah and Peter Myhre
Conference Co-Chairs



ATESL 2014 Conference

Reflecting and Revitalizing

The Fantasyland Hotel @ West Edmonton Mall

October 24 & 25, 2014

Call for Presentations

Presenter to whom correspondence will be sent:

Last name _____

First name _____

Mailing Address: _____

Email: _____

Position / Title _____ Affiliation / Employer _____

Additional presenters, in the order to be listed in the program:

Last Name	First Name	Title	Affiliation/ Employer

Streams: (Please check the ONE the best applies)

<input type="checkbox"/> CLB 1-3	<input type="checkbox"/> CLB 4-6
<input type="checkbox"/> ESL Literacy	<input type="checkbox"/> Technology/ E-learning
<input type="checkbox"/> Intercultural Communications	<input type="checkbox"/> Workplace Essential Skills
<input type="checkbox"/> Innovation and Research	<input type="checkbox"/> EAP/ ESP/ ELT
<input type="checkbox"/> Assessment and Evaluation	



ATESL 2014 Conference



Type of Presentation: (CHECK ONE)

- Paper:** discusses current research and its application in language teaching
- Workshop:** features a leader or leaders working with a group to help them solve a Problem or develop a specific teaching or research technique
- Panel:** allows several presenters to contribute to a variety of views on a topic
- Exhibitor:** demonstrates the use of products to enhance the teaching/learning process

Availability to present:

Friday

Saturday

Either day

All breakout rooms come with LCD projector and Screen. Presenters are required to provide their own laptop computers and extension cords.

Please specify any other A/V requirements you will need (e.g. flipchart paper):

Room Set-up

Please choose which room set-up would be most appropriate for your presentation:

Theatre style

Group seating with tables

Audience Limits

All sessions are open on a "first come, first served" basis. The number of participants will be determined by room capacity.

Is there a limit to the number of participants you can accommodate? Yes No

If yes, how many? _____

Please note that full conference registration fees apply to all presenters. Presenters must register before July 15th for the presentation to be included.



ATESL 2014 Conference



PLEASE PROVIDE THE FOLLOWING INFORMATION **BEFORE June 15th, 2014**

1. Presentation Title max. 7 content words

2. Presentation Synopsis as it will appear in the program booklet max.100 words

3. Biographical Statement(s) written in the 3rd person max. 30 words per presenter

Email this form to: conference@atesl.ca

PDF and MS Word versions available at: <http://www.atesl.ca>
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Deadline for submissions: June 15th, 2014