



school, workplace & community

ATESL 2013

CONFERENCE PROGRAM

November 1 & 2, 2013

SAIT Polytechnic



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Greetings from the Conference Co-Chairs

Welcome to the Alberta Teachers of English as a Second Language Conference 2013. The theme for this year's conference is "Transitions". This theme seemed particularly appropriate because we, as teachers and practitioners of ESL, deal with changes and transitions in every aspect of our professional and personal lives and the lives of our students.

Professionally we have all had to make adjustments between the many areas of our chosen profession at various times in our careers. As professionals, we shift from demands placed upon LINC instructors, to the needs of ESL in the workplace, to formal academic education for both adults and children, to the unique needs of ESL literacy education. Some of us move between the classroom and program development. Others have made the challenging adjustment from the classroom to administration and facilitation.

However those who have made the greatest transition are our students. That is really why we are here!

At this year's conference, let's take the time to focus on ourselves, our students, and our profession. We hope you feel inspired to make some transitions of your own.

Gregory Meaker and Gerry Landreville

The ATESL 2013 Conference Planning Committee

Program Committee	Audrey Olson, Dora Di Lullo-Patten, Silvia Rossi, Chriss Szabo
Treasurer	Andrea Ferron
Publicity	Dan Reid, Vivienne Jones, Julie Furber, Janet Halls
Venue	Greg Meaker, Gerry Landreville
Hospitality	Roberta Wallace, Lorry Kelly
Volunteers	Chris Wharton, Lorelei Anselmo, Laura Di Lullo
Publishing	Marcia Kim, Nadia Mubashir Khan
Registration	Maureen Stewart, Janice McCrimmon
Keynote Speaker	Hana Imai, Diane Hardy
Poster Sessions	Celia Logan, Fiona Lucchini
Members at large	Hazel Arnaldo, Donna Judd, Vicki Kagatani

ATESL President's Message

On behalf of the ATESL board, I am pleased to welcome all of you to our conference for 2013: Transitions – school, workplace, and community. Such a relevant theme! Transitions are a familiar experience for all of us and in many areas of our personal and professional life. As a professional organization, ATESL continues to evolve and adapt. I've been able to visit all four of our locals and meet with members across the province. We are a dynamic and dedicated group and this conference is our annual opportunity to share with each other, learn from each other and become inspired. It is wonderful to see so many of you choosing to participate in this professional development in this year of tightening budgets and competition for your PD funds.

Some amazing voices local to Alberta have been invited to be your Keynote speakers. We are excited about the opportunity to hear Dr. Tracey Derwing, Will Ferguson, and Amanda Lindhout address us this year. These are presentations not to be missed. The entire program has appealing presentations and poster sessions that cover a broad range of topics and which are going to prove a challenge to choose between. Thank you to all of our presenters who are contributing to the knowledge sharing that will happen over the course of the weekend.

A special thank you must go out to our Conference Committee members, volunteers, and especially to our co-chairs, Gerry Landreville and Greg Meaker. They have all worked to make this a positive experience for everyone attending, and we appreciate this dedication and service on our behalf. We are also grateful to the funders, who have provided grants, and sponsors, who have made donations to enhance our experience. Take advantage of our social media to share thoughts, questions, links and pictures throughout the conference. Make a point to visit the Publishers' displays, connect with old friends and new in the Hospitality area, attend as many sessions as you can and make this weekend an opportunity for rejuvenation and inspiration.

Sheri Rhodes

ATESL Board

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Keynote Speakers



Will Ferguson is a travel writer and novelist based in Calgary. The author of fourteen books, including *How to be a Canadian*, which he wrote with his brother Ian, he is a three-time winner of the Leacock Medal for Humour. He was named the head writer on the Vancouver Winter Olympics Closing Ceremonies, penning material for the likes of William Shatner and Michael J. Fox, and has received the Pierre Berton Award from Canada's National History Society. His most recent novel, *419*, won the 2012 Scotiabank Giller Prize. His website - [Will Ferguson](#)



Tracey Derwing is a professor of TESL in the Department of Educational Psychology at the University of Alberta. Dr. Derwing's publications appear in journals such as *Language Learning*, *Studies in Second Language Acquisition*, *Applied Linguistics*, and *TESOL Quarterly*. Dr. Derwing has served as an editor of the *TESL Canada Journal* and the *Canadian Modern Language Review* and has inspired generations of ESL professionals. Her website - [Tracey Derwing](#)



Amanda Lindhout is a Canadian humanitarian and former journalist. As Founder and Executive Director of The Global Enrichment Foundation (GEF), Amanda Lindhout has gained international acclaim for her work supporting development and aid in Somalia. Since GEF's inception in 2010, her award-winning humanitarian work has provided aid and education to over 300,000 people living in this war-torn country. Her website - [Amanda Lindhout](#)

Publishers & Exhibitors

Advance Consulting for Education, Inc.

Cambridge University Press

Canadian Academic English Language (CAEL) Assessment

English Central

Eye On Literacy

Grass Roots Press

NAS Software, Inc.

New Readers Bookstore

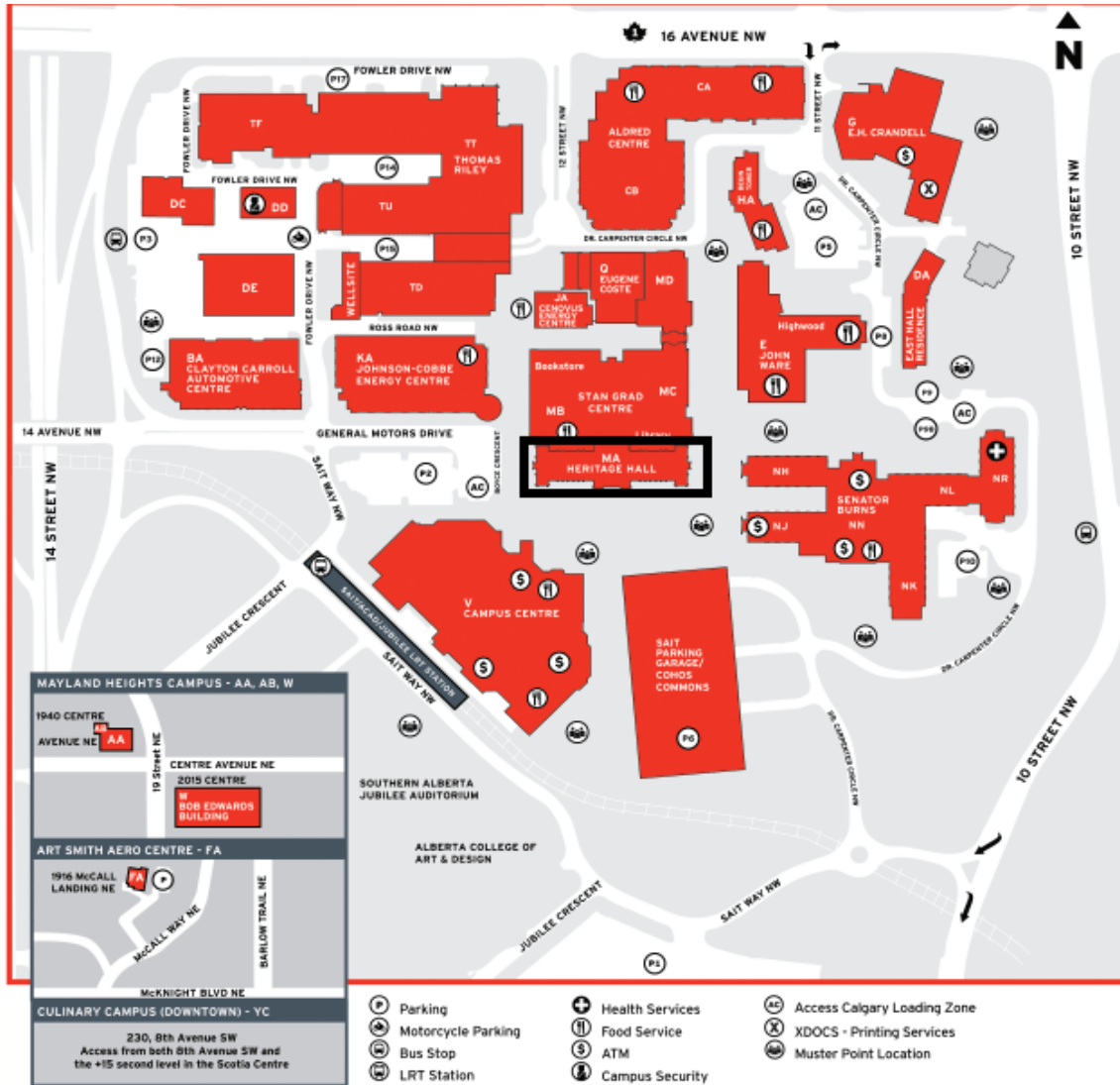
Oxford University Press

Pearson ELT

Thompson Language Center

Facilities – SAIT Campus

The conference will be held in Heritage Hall. Parking is available in the SAIT Parking Garage.



Conference Overview

Refreshments are available throughout Friday and Saturday in the Atrium of Heritage Hall

Thursday, October 31

8:00 – 9:30 p.m. “Halloween Welcome” for out of town visitors at the International Hotel

Friday, November 1

7:00 a.m. Registration opens in Lobby of Heritage Hall

Publishers in MacDonald Hall, behind Registration

8:15 Welcome in Atrium of Heritage Hall

8:30 Keynote: Will Ferguson

9:45-10:45 Session One presentations

11:00-12:00 Session Two presentations

12:00 – 1:00 Poster Sessions, Lobby of Heritage Hall

Lunch, presentation of Dawn Seabrook de Vargas award, announcements

1:15-2:15 Session Three presentations

2:30-3:30 Session Four presentations

4:00 AGM begins in Atrium – be sure to be signed in. Includes presentation of ATESL Lifetime Membership Award

5:30 – 7:00 Wine and Cheese with Whisper Not Jazz, Atrium

Dinner out at your leisure. Reserved seating at:

Pulcinella Italian food 1147 Kensington Crescent NW

The King and I Thai food 822 11th Ave SW (Downtown)

Globefish Japanese Food 322 14th Street NW (very close to SAIT)

Presenters – be sure to visit the Hospitality Room next to the Publishers in MacDonald Hall to pick up your thank you gift

Conference Overview

Visit the Hospitality Room in MacDonald Hall Friday or Saturday to relax or chat with a colleague, pick up presenter gifts, or share ideas with the source of the live conference twitter

Saturday, November 2

7:00 a.m.	Registration opens Publishers in MacDonald Hall, behind Registration
8:00	ATESL Board Meeting in MA 128
8:30	Welcome and announcements in Atrium of Heritage Hall
8:45-9:45	Keynote: Tracey Derwing
10:00-11:00	Session One presentations
11:15-12:15	Session Two presentations
12:15-1:15	Poster Sessions, Lobby of Heritage Hall Lunch, announcements and prize draws in Atrium
1:30-2:30	Session Three presentations
2:45-4:00	Closing and final keynote: Amanda Lindhout

Presenters – be sure to visit the Hospitality Room next to the Publishers in MacDonald Hall to pick up your thank you gift

Grants

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

Thank you to:

Alberta Human Services

Citizenship and Immigration Canada

Sponsors

We sincerely thank our sponsors for their donation of goods and services in support of the conference.

About Canada ramona_brown@rogers.com

Bella Hair and Skin

Bonterra Restaurant

Bow Valley College Bookstore

Cabella on 17th – Alison Lewis

Calgary Catholic Immigration Society

Lava Hair

Lorry Kelly – Avon

Mount Royal University Recreation Centre

Mount Royal University Bookstore

Myhre's Deli

Norquest University Bookstore

Ooh La La Womenswear

SAIT Bookstore

Savour

Shawn Hubbard – Royal Lepage

Steeling Home

Tammy and Dean Pollock

Trinity Western University TESOL Certificate and MA TESOL Programs

Country Hills Toyota

United Library Services

University of Calgary Bookstore

UPS – 4st Street SW

Friday November 1

Registration opens 7:00 a.m.

WELCOME – Atrium of Heritage Hall

Keynote: **Will Ferguson**

Room	MA 105	MA 106	MA 110	MA 112	MA 117	MA 118	MA 119	MA 122	MA 128
9:45-10:45		Paul Holmes Working with employers - the AWES perspective	Bonnie Nicholas Working with wikis in the ESL classroom	Jacque Harrison Joel Rhein A CLB based curriculum for post secondary institutions	Stephen Kuntz Krista Schwabl A rose by any other name?: Forming a consensus model	Lisa Rochman Amy Abe Helen Lewis Maroro Zinyemba Essential skills in the language classroom	Rose Elliot Incorporating pragmatics in intermediate proficiency ESL lessons	Barbara Penner Reading circles: An intensive, in-depth quest of the curious	Tracey Derwing Anne Chandler Bonnie Dawson Debra Elliot Rose Elliot Kent Lee Deborah Ricketts Leah Sallis Jake Scheffer Laurie Sheffer Helping native speakers to be better listeners of accented speech

BREAK

11:00-12:00	Natalia Aleko Glen Cochrane Building your PLN – the source of your self-directed professional development	Dianne Tyers Jayne Carlisle Cari-Ann Roberts Jennifer Nowak Celia Logan Georgina Waldie, Joanne Pritchard Rewards and challenges of teaching on short-term international non-profit projects	Monica Fraser The use of portable e-readers in an ESL extensive reading program	Albert Maganaka Bijana Tratnik Heather Plaizier Shiraz Amiry Language assessment for adult immigrants in Calgary and Edmonton	Sheri Rhodes Christina Musa Silvia Rossi Rebecca Shinduke Chriss Szabo Cynthia Wannamaker Let MRU "ignite" you	Lori Diepenbroek Myles Maloney Eaman Mah Communication skills for health professionals	Katharine Gahan Wendy-Ann Felkowsky Elizabeth Flaming Marilyn Huff Jessica Martinez Elaine Mugeridge Osclean Ulmer Engaging women in cultural transition a.k.a. Girl-Talk		Tara Holmes Judy Carter Lesli Nessim Cheryl Thomas Portfolio-based language assessment (PBLA): Engaging learners
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12:00-1:00	<p>Lunch , Dawn Seabrook de Vargas Award, announcements / prize draws POSTER PRESENTATIONS – Lobby of Heritage Hall Glenn Cochrane, Natalia Aleko National online conference for EAL/ESL professionals: <u>What to expect?</u> Bonnie Dawson Foreign language accents: Immigrants’ attitudes and TESL implications Azar Rabbani Strategy awareness: A lead to competent speakers ATESL Board Accreditation update</p>									
Room	MA 105	MA 106	MA 110	MA 112	MA 117	MA 118	MA 119	MA 122	MA 128	
1:15-2:15			Judy Thompson Pronunciation at a glance	Cari-Ann Roberts Rural ELL - Adapting to changing demographics in small communities	Heather Perry The product vs the process approach to writing	Elsie Johnson Doreen Dean Endless connections with visual images	Dianne Tyers Christina Musa Teaching critical thinking skills in academic preparation courses	Jake Evans Cheryl Whitelaw Intercultural insights: The online business writing (OBW) project	Erin Waugh Yuji Abe Kerry Louw Free online resources for teaching pragmatics	
2:30-3:30		Jun Deng Leila Ranta Learning to make appropriate requests in English: The grammar of pragmatics	Frances Zaborniak Volunteer teacher training in TESL in Tanzania, Africa	Jacque Harrison Joel Rhein ESL Pathways project: Field test development and implementation	Gerry Russo The curious incident of the novel in the classroom	Leah Sallis Kent Lee Teaching citizenship in the LINC classroom	Barb Hudkins Jacqueline Rivas Gavin Palmer Sara Gnida Laura Branner Luisa Totoda Rural Routes: Services, tools and resources for ESL practitioners	Brianna Hilman Language acquisition, professional recognition and identity	Evelyn Neame Teaching listening: Research, tips, and techniques	
4:00-7:00	AGM, Lifetime Membership Award, followed by Wine and Cheese – in the Atrium									

Saturday November 2

Registration opens 7:00 a.m.

8:00 ATESL Board Meeting in MA 128

8:30-8:45 Welcome and announcements in Atrium of Heritage Hall

8:45-9:45 Keynote: **Tracey Derwing**

Room	MA 105	MA 106	MA 110	MA 112	MA 117	MA 119	MA 122	MA 128
10:00-11:00	Ron Thomson Computer assisted pronunciation training for vowels and consonants	James Edel Nancy Hayne Dushmantha Ranawella Incorporating numeracy into lesson planning and the classroom	Leila Ranta Grammar instruction in adult ESL: Where are we now and where should we be going?	John Warkentin Allison Dennis Nancy Robertson Cayti Beyer Gerardo Gonzalez Courses and resources for IEHPs (internationally educated health professionals)	Marcia Kim Task-based learning in EAP	Silvia Rossi Using lesson observations for teacher performance management	Lucy Taylor TESL within other subjects (Sociology, Nursing, Business, etc.)	

BREAK

11:15-12:15	Gerry Landreville Roberta Wallace Deborah Ricketts Literature in transition	Herly Urbiztondo-Cervera Ric Cervera Transcending transitions to second language acquisition: The newcomers' experience to literacy	Glen Cochrane Natalia Aleko Learn to Use tutela.ca	Marian Rossiter Requesting in the adult ESL classroom	Roswita Dressler Exploring linguistic identity in dual language learners			
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12:15-1:15	Lunch and announcements POSTER PRESENTATIONS Marwa Haroun <u>English language needs of EFL medical students</u> ATESL Board <u>Accreditation update</u> Brock Wojtalewicz <u>Transitioning into academic literacy: Vocabulary development in upper elementary</u>							
Room	MA 105	MA 106	MA 110	MA 112	MA 117	MA 119	MA 122	MA 128
1:30-2:30		Karen Matthews Judy Sillito Heart, hope and voice: Engagement and narrative approaches	Olena Bishop Reading comprehension for adults through text structure awareness	Chris Wharton Doug Waite Using debate in the ESL classroom	Yuji Abe Free Resources for teaching essential skills for English in the workplace	Dianne Tyers Understanding and managing aggressive student behaviour	Kim Chab Armstrong Mentoring for instructors of adult ESL	Jim Jackson Dora Di Lullo-Patten David Klein Life beyond ESL
2:45-4:00	Final keynote and closing: Amanda Lindhout in Atrium of Heritage Hall							

Friday
9:45-10:45

MA 106 - Working with employers – the AWES perspective

Paul Holmes

How do you work with employers? How do you enable them to support ESL learners in the workplace? How do you help the company learn? This presentation will discuss better practices in working with employers to support ESL speakers. The presenter will draw upon a decade of experience with newcomers and their employers in various sectors. Included will be an introduction to AWES's most recent research, a working paper on organizational learning.

MA 110 - Working with wikis in the ESL classroom

Bonnie Nicholas

Instructors who are just beginning to think about integrating digital technology with language learning may be wondering where to start. This presentation will discuss setting up and using a wiki as a hub for students' online learning. Creating a wiki is quick and easy and doesn't require any specialized computer knowledge. Wikis can help both instructors and learners transition from paper and pencil to the digital world. Tips on formatting and adding content to a wiki will be shared, as will student feedback. Come and learn how easy it is to make a professional-looking wiki that will motivate your students!

MA 112 - A CLB based curriculum for post secondary institutions

Jacque Harrison, Joel Rhein

Presenters will give an overview of an innovative curriculum for use in ESL departments in Public Post Secondary Institutions, which provides Canadian Language Benchmarks (CLB)-based certificate pathways for adult ESL students into mainstream post-secondary programs or the workforce. The curriculum integrates CLB outcomes at CLB level 5 – 9 and embeds Essential Skills, intercultural, citizenship and English for Academic Purposes competencies. It uses a task based approach with integrated needs assessment tools, which support both students as well as the teacher. All courses in the ESL Pathways Project use a Portfolio Based Assessment model.

MA 117 - A rose by any other name?: Forming a consensus model

Stephen Kuntz, Krista Schwabl

University students are informed about paraphrasing source information, yet their written work often contains a form of plagiarism known as “patchwriting” (Abasi & Akbari, 2008), which is defined as “[copying] from a source text and then [deleting] some words, [altering] grammatical structures, or [plugging] in one-for-one synonym substitutes” (Howard, 1996, p. 233). Complicating matters is that perceptions of what is acceptable paraphrasing can vary in academic fields of study (Roig, 1997, 1999, 2001). The goals of this workshop are to highlight some of the complexities involved with producing acceptable paraphrases, and to gain insight into instructors’ paraphrasing practices.

MA 118 - Essential skills in the language classroom

Lisa Rochman, Amy Abe , Helen Lewis, Maroro Zinyemba

This panel will address Essential Skills instruction in the English as an Additional Language or English for Specific Purposes classroom. The topics covered will include the value of creating an Occupational Language Analysis (OLA) when teaching an ESP class; assessment of Essential Skills in an ESL/ESP classroom (including formal and informal testing); the role of pragmatics in oral and written communication; the creation of resources that engage students and create a supportive learning environment; balancing ESL and ES instruction in the classroom; and, instructors’ experiences in integrating ES into the curriculum versus teaching ES discretely from language and content outcomes.

MA 119 - Incorporating pragmatics in intermediate proficiency ESL lessons

Rose Elliot

Rose will share available resources for developing pragmatic competence in learners at CLB 5-8 levels. An annotated bibliography and a reference list of resources will be made available to assist in accessing resources for each identified pragmatic knowledge content category. Formal recognition of pragmatic knowledge as an aspect of language ability and its inclusion in official documents has been recent (CCLB, 2012). Her Masters of TESL project focused on analyzing the extent to which teachers have access to appropriate materials to facilitate their students’ development of pragmatic competence. Centre for Canadian Language Benchmarks. (2012). *CLB Support Kit*. Ottawa, ON: Author.

MORE SESSIONS ON NEXT PAGE

Friday
9:45-10:45

MA 122 - Reading circles: An intensive, in-depth quest of the curious

Barbara Penner

Much ballyhooed in theory, student-centeredness is not what many language learning adults are used to. The transition from passive to active learner, from audience to orator, from reader to summarizer, contextualizer, visualizer, connector and discussion leader can be eased through an adaptable, practical activity. A module for students beyond CLB 6 called Reading Circles was developed early in 2013 at NorQuest College. The process integrates reading current, unadapted articles, peer-to-peer vocabulary and cultural capital development, on-line research, and teamwork. Learn what we've discovered; view video excerpts of student panels teaching each other what they learned for themselves.

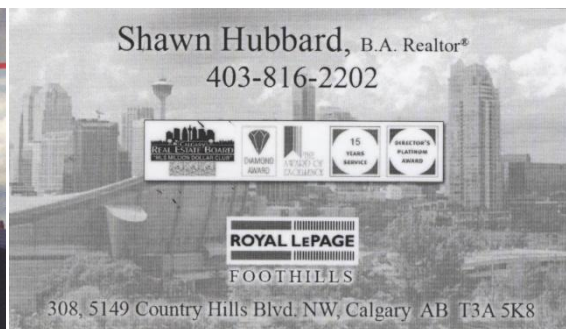
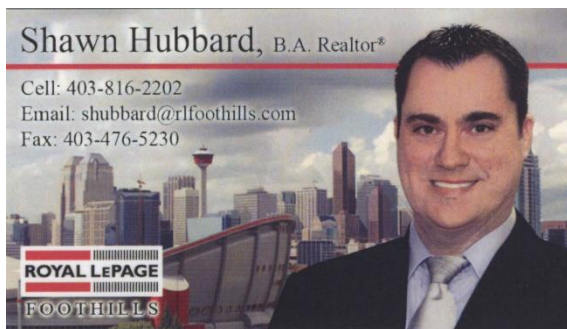
MA 128 - Helping native speakers to be better listeners of accented speech

Tracey Derwing, Anne Chandler, Bonnie Dawson, Debra Elliot, Rose Elliot, Kent Lee, Deborah Ricketts, Leah Sallis, Jake Scheffer, Laurie Scheffer

Some learners of English have significant intelligibility and comprehensibility problems that can be attributed to their accents, and would benefit from pronunciation instruction. However, it is often falsely assumed that the full responsibility for clear communication lies with the L2 speaker. In fact, research has shown that native listeners can be helped to improve both their understanding of accented speech and their willingness to interact with L2 speakers. We will review relevant studies and show an amusing YouTube video that we created to be used with university-aged people to raise awareness regarding their own responsibilities for successful communication.

Sponsors

We sincerely thank our sponsors for their donation of goods and services in support of the conference.



Friday
11:00-12:00

MA 105 - Building your PLN - the source of your self-directed professional development

Natalia Aleko, Glen Cochrane

In this hands-on computer lab, participants will be introduced to the concept of a Personal Learning Network (PLN) with online examples. The lab will then show language teachers some of the social network and web 2.0 tools that they can use to start building their own PLN. Participants will be given ample time to explore platforms and communities on their own and ask questions. The concepts of presence and identity will also be discussed, in connection with the upcoming National Online Conference in January, 2014.

MA 106 - Rewards and challenges of teaching on short-term international non-profit projects

Dianne Tyers, Jayne Carlielle, Cari-Ann Roberts, Jennifer Nowak, Celia Logan

In this session, participants will hear the experiences of Alberta-based teachers who recently volunteered on short-term non-profit English language teaching projects in small rural communities in Bolivia and Rwanda. The teachers will share their key learnings about English language teaching based on the challenges and rewards they encountered in the very basic teaching contexts they were in. They will also share their photos and stories, some humorous, to illustrate their experiences. Participants will leave the session with a deeper understanding of how volunteering in a developing country on a short-term project can be a unique and life-changing professional development experience.

MA 110 - The use of portable e-readers in an ESL extensive reading program

Monica Fraser

Portable electronic devices are generally untapped reading tools that have the potential to produce beneficial results in ESL extensive reading programs. However, few guidelines are available to assist instructors in using these tools as there is a lack of research conducted with learners in an ESL context. This presentation will provide information about the impact of using portable e-readers for extensive reading on ESL learners' reading attitudes, behaviours and skills, and the learners' and instructor's satisfaction with the use of e-readers and the extensive reading program.

Friday
11:00-12:00

MA 112 - Language assessment for adult immigrants in Calgary and Edmonton

Albert Maganaka, Biljana Tratnik, Heather Plaizier, Shiraz Amiry

We provide a glimpse into the parallel work of the Language Assessment, Referral and Counselling Centre (LARCC) of Catholic Social Services in Edmonton and the Immigrant Language and Vocational Assessment-Referral Centre (ILVARC) of Immigrant Services Calgary. Presenters will share the socio-demographic profiles of adult immigrants and refugees served during the last fiscal year, and note patterns of similarity and variance, in clientele and service, between Alberta's two largest cities. We hope to nourish collective reflection on best practices for community agencies in large municipalities in order to assist newcomers with language learning needs to integrate successfully into our province.

MA 117 - Let MRU "Ignite" you

Sheri Rhodes, Christina Musa, Silvia Rossi, Rebecca Shinduke, Chriss Szabo, Cynthia Wannamaker

An Ignite presentation uses 20 slides and 5 minutes to share a single idea that can transition into the classroom. You will hear a number of Ignite presentations as instructors from Mount Royal University in Calgary share their favourite teaching ideas, provide insights into classroom wellness, look at curriculum renewal and guide you in technology use. Resources will be shared. Appropriate for ESL and EAP.

MA 118 - Communication skills for health professionals

Lori Diepenbroek, Myles Maloney, Eaman Mah

CSHP is a unique course for internationally educated health care professionals who intend to re-enter the health care field. The course offers instruction targeting health care professionals' interaction with patients, colleagues and their cultural knowledge of patient care/interaction in the Canadian/Alberta context. This workshop will provide an overview of the project and practical pronunciation and intercultural pragmatic activities. Samples of students' video-taped interactions will be viewed and participants will have a chance to engage in typical activities used in class.

MORE SESSIONS ON NEXT PAGE

Friday
11:00-12:00

MA 119 - Engaging women in cultural transition a.k.a Girl-Talk

Katharine Gahan, Wendy-Ann Felkowsky, Elizabeth Flaming, Marilyn Huff, Jessica Martinez, Elaine Muggeridge , Oschean Ulmer

How do you respond to questions immigrant women have about Canadian culture? Are they comfortable talking about sensitive issues? Consider facilitating a women's group which explores topics that help women transition into Canadian culture. In this session, we share our real life, hands on discussion group and give suggestions on how to create a safe space for these conversations. Bring your questions and share your experiences.

MA 128 - Portfolio-based language assessment (PBLA): Engaging learners

Tara Holmes, Judy Carter, Lesli Nessim, Cheryl Thomas

Portfolio-Based Language Assessment (PBLA) will soon become a feature of all LINC classrooms. Are you curious about this new initiative? In this session, we will give an overview of PBLA and answer the questions: What is it and what are the key components? Two teachers who have used PBLA in their classrooms and are now introducing PBLA to colleagues will talk about how it has affected their classroom practice and how learners have responded. We will look at a sample portfolio and introduce resources for teachers who would like to learn more and connect to a PBLA community of practice.

Friday
12:00-1:00

Poster Sessions – Main Lobby of Heritage Hall

National online conference for EAL/ESL professionals: What to expect?

Glen Cochrane, Natalia Aleko

Join us to discover a great opportunity for professional learning! English Online Inc. presents the First National Online Conference for EAL/ESL Professionals taking place in January of 2014. This poster session will explain the details and the unique features of this online national event. The differences between online and in-person conferences will be explored, highlighting the added features of online distributed content.

Foreign language accents: Immigrants' attitudes and TESL implications

Bonnie Dawson

This study explores the relationships among accent, identity, and sense of belonging for adult ESL immigrants to Canada. Forty-two adult ESL students at a post-secondary institution participated in a survey about their attitudes towards their accents, the value they attribute to their first language (L1) and first culture (C1), and their sense of belonging in Canada. They valued both maintaining their first language and being able to use English clearly; however, the majority demonstrated a desire to sound like a native speaker rather than retain their accents. Their sense of belonging was modest. Implications for the ESL classroom are discussed.

Strategy awareness: A lead to competent speakers

Azar Rabbani

The poster discusses the ways that adapting a TBLT approach to teaching speaking skills can lead EFL learners to an in-built awareness on how and which learning strategies can enhance their conversational skills, specifically, and their communications skills, in general, after they leave an EFL class. Furthermore, it shows the efficiency of verbal protocols as well as reflective interviews at the end of each semester assisting both the instructor and the learners to promote the way they teach and learn. It, further, elaborates on the implications of the study for both ESL/EFL instructors and learners.

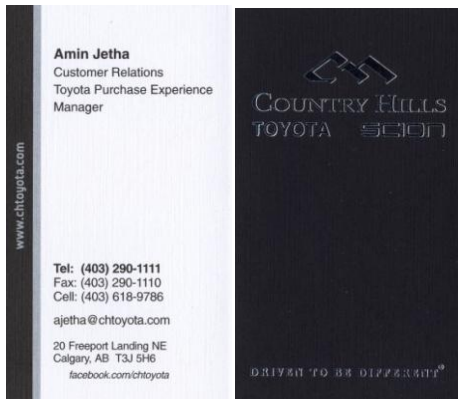
Accreditation update

ATESL Board

This poster will present a review of the history of accreditation in Alberta as well as the findings, actions and recommendations of the 2012 task force and the subsequent Board decision leading to the motion to be put forward at the 2013 AGM.

Sponsors

We sincerely thank our sponsors for their donation of goods and services in support of the conference.



Geneva Watches

Kindly donated by
Tammy and Dean Pollock

Friday
1:15-2:15

MA 110 - Pronunciation at a glance

Judy Thompson

This workshop showcases a simple system for teaching ESL learners how to confidently pronounce English words by severing their dependence on crazy English spelling. New and experienced teachers will:

- Learn the Speaking Made Simple methodology
- Explore ways to incorporate the program into existing curricula
- Receive hands-on exercises to use in their next ESL class

The method takes less than an hour to learn and adapts well to existing programs for all student levels.

MA112- Rural ELL – Adapting to changing demographics in small communities

Cari-Ann Roberts

Bow Valley College began offering ELL courses in small communities around Calgary in 2011. Over the past 2 years, successes have been celebrated and many lessons have been learned. As the Regional ELL Team Lead, Cari-Ann Roberts will share her experiences, including an overview of BVC's rural program delivery, its challenges and the ways BVC has adapted its programming and approach to meet the needs of newcomers living outside of Calgary.

MA 117 - The product vs. the process approach to writing

Heather Perry

Two of the most commonly used approaches to teaching writing are the product approach and the process approach. In this presentation, we will define both approaches and discuss the advantages of each. We will then look at activities to use for each approach. Teachers will come away with a toolkit of writing activities that are appropriate for a wide range of student language proficiencies. The process of writing can seem like a daunting task for our students, but by taking advantage of the product and process approaches, students can learn how to break down the writing process into manageable tasks.

MORE SESSIONS ON NEXT PAGE

Friday
1:15-2:15

MA 118 - Endless connections with visual images

Elsie Johnson, Doreen Dean

As teachers foster L2 learners' ability to recognize, interpret, and express themselves orally through pictures, greater acquisition of the language is achieved. This workshop will identify how connections to visual literacy (learning to interpret images), cultural literacy (learning the characteristics and expectations of social groups), and literacy with print (learning to read and write language) are possible with the use of adult wordless picture books. (Jalongo, Dragich, Conrad, and Zhang 2002)

MA 119 - Teaching critical thinking skills in academic preparation courses

Dianne Tyers, Christina Musa

In this session we will first define the concept of critical thinking and determine the sub-skills that compose the overall skill of critical thinking. We will then discuss the role of critical thinking skills in student success in higher education settings, particularly given the importance placed upon these skills in North American cultures. Finally, we will look at a series of motivating and interactive activities with which to develop your students' critical thinking skills in academic preparation courses.

MA 122 - Intercultural insights: The online business writing (OBW) project

Jake Evans, Cheryl Whitelaw

Originally an in-company Business Writing Course for newcomer business professionals developed by NorQuest College's CIE, the OBW project aimed to bring the successes of this face-to-face course offering to the online learning environment. The project team -- a subject matter expert and instructional designer -- developed a course map for offering Business Writing online, and the pilots conducted in 2012-13 revealed surprising insights for this learner group, which could be applied in any online course offering. This session will discuss the OBW project set-up, the course design and delivery, and delve into these insights in detail.

Friday
1:15-2:15

MA 128 - Free online resources for teaching pragmatics

Erin Waugh, Yuji Abe, Kerry Louw

Learners need pragmatic competence (soft skills) for effective communication at school, in the workplace and in the community. It is challenging to learn these skills without an instructor and equally demanding to teach without classroom-ready materials that address pragmatics in the Canadian context. At NorQuest, we're working on projects to create Canadian content support materials for teachers that are user-friendly and easily accessible. In this workshop, participants will be introduced to some new CLB-referenced lesson plans, activities and web audio resources for teaching pragmatics.



The Canadian Academic English Language (CAEL) Assessment is a standardized test of English designed to describe how well a student can *use* English. Based on the Canadian tertiary education system, CAEL is task-based and integrated with the reading, writing and listening components all on the same topic. CAEL is an alternative to the British IELTS and American TOEFL. CAEL is accepted by post-secondary institutions across Canada as well as a growing number of professional organizations. Find out more at www.cael.ca

Friday
2:30-3:30

MA 106 - Learning to make appropriate requests in English: The grammar of pragmatics

Jun Deng, Leila Ranta

It is now understood that ESL instruction for adult learners needs to include a focus on pragmatic knowledge, which is needed to function effectively in social situations. Although it may appear that learners often “know” English grammar without knowing how to use it appropriately, pragmatic competence necessarily builds upon grammatical knowledge. For example, the ability to make polite requests in English requires understanding of the meaning of modal verbs. In this presentation, we will examine Chinese learners’ use of modal verbs to make requests in English and explore how pragmatics and grammar instruction can be better linked.

MA 110 - Volunteer teacher training in TESL in Tanzania, Africa

Frances Zaborniak

Presenter will give a slide show with accompanying talk on her experiences teaching English teachers in Tanzania, Africa. This presentation is an opportunity for those ESL teachers, retired or still active, who wish to extend their expertise to a developing country while immersing in a new culture. This experience can enrich your lives while helping fellow teachers who work in extremely challenging conditions.

MA 112 - ESL Pathways project: Field test development and implementation

Jacquie Harrison, Joel Rhein

We report on Phase II of the ESL Pathways Project. In Phase I, innovative curriculum supporting certificate pathways for adult ESL students into public post-secondary institutions or the workforce were developed. In Phase II, the process to run a field test with an experiential learning course at CLB levels 5 – 9 will be described. Revision to the curriculum guidelines, further development of materials and assessments will result in a comprehensive curriculum package. An update on Phase III of the project, including the development of resources and support to the transition and/or the roll out of the curriculum will be given.

Friday
2:30-3:30

MA 117 - The curious incident of the novel in the classroom

Gerry Russo

Curiously, intermediate ESL students tend to lack the vocabulary needed to discuss novels, movies and stories, largely because the language we use to do this is rooted in metaphors of geometry, paths, railroads and even textiles. Despite this, we follow plotlines with all of their twists, turns and ups and downs in novel studies with our students and expect them to tell us what's going on and what they think about it. Exploring these domains explicitly with learners can help them to talk about plotlines, prevent them from going off on a tangent, digressing, or otherwise getting derailed.

MA 118 - Teaching citizenship in the LINC classroom

Leah Sallis, Kent Lee

This presentation focuses on the use of the *Discover Canada: Rights and responsibilities of citizenship* study guide for Canadian citizenship (CIC, 2011). We first report on a study that explored if, to what extent, and for what purposes ESL instructors in Alberta use *Discover Canada* as a resource for teaching citizenship concepts (e.g., Canadian history, rights, responsibilities, law) in LINC classrooms. We then explore potential instructional resources, as well as present guidelines and opportunities for workshop participants to adapt them to create engaging citizenship tasks that promote critical thinking and encourage student involvement in the community.

MA 119 - Rural Routes: Services, tools and resources for ESL practitioners

Barb Hudkins, Jacqueline Rivas, Gavin Palmer, Sara Gnida, Laura Branner, Luisa Toteda

Rural Routes is an Alberta-wide provincial initiative that provides FREE services to ESL programs and services in rural and small urban communities. Our specialist team of consultants provides highly rated personalized services, and is now supported by the new interactive and information- rich [Rural Routes website](#) and ESL Practitioner Development Toolkit designed to support the roles of ESL practitioners. Join us for a lively discussion so you can learn more about our FREE services; take a guided tour of the website; and learn how you can participate in the intercultural series pilot offered through the NorQuest Centre for Intercultural Education.

MORE SESSIONS ON NEXT PAGE

Friday
2:30-3:30

MA 122 - Language acquisition, professional recognition and identity

Brianna Hilman

The goal of my presentation is to show one example of the challenges faced by an adult English learner dealing with language acquisition, her own identity, and recognition of credentials. Recent ideas of investment relate to how power affects language acquisition, access to the workplace, and in turn, notions of identity, especially for professionals. I would like to show, through a case study, the emerging social problems related to the acquisition of adult learners, how these problems are preventing many highly qualified professionals from entering the workforce, and the effect this has on the identity of adult language learners.

MA 128 - Teaching listening: Research, tips, and techniques

Evelyn Neame

In 1997, Dr. Larry Vandergrift called listening the Cinderella skill because it often received the least attention from both teachers and instructional materials despite providing valuable input for second language learning. This presentation examines the present day validity of his claim by discussing current practices instructors use to teach listening skills in adult ESL classes in Edmonton, based on survey data and three focus group interviews. In addition, promising trends in research are highlighted and recommendations offered. The session ends by providing examples of activities participants can use to develop effective listening skills in their own classrooms.

4:00 - ATESL AGM located in the Atrium. Please be sure to sign in.

5:30 - Conference wine and cheese with entertainment by **Whisper Not Jazz**, including ESL instructor and trombonist extra-ordinaire, John Warkentin

Looking for an international dining experience with colleagues?

Reservations have been made at the following:

1. Pulcinella Italian food
1147 Kensington Crescent NW (in Kensington)

pulcinella.ca 403-283-1166

2. The King and I Thai food
822 11th Ave SW (Downtown)

Kingandi.ca 403-264-7241

3. Globefish Japanese Food
322 14th Street NW (very close to SAIT)

Globefish.ca 403-521-0222

Saturday
10:00-11:00

MA 105 - Computer assisted pronunciation training for vowels and consonants

Ron Thompson

This presentation will begin with a reflective activity in which participants will be asked to discuss why they agree or disagree with a series of beliefs and practices found in current pronunciation teaching practice. The aim is to develop practice in thinking about why we do what we do. Responses to the same statements taken from a survey of ESL teachers will then be discussed. The remainder of the presentation will describe how to use English Accent Coach, a free online tool for improving English learners' ability to perceive and produce English vowels and consonants.

MA 106 - Incorporating numeracy into lesson planning and the classroom

James Edel, Nancy Hayne, Dushmantha Ranawella

Dealing with numbers is an important aspect of daily life for ELLs, yet it is often neglected in ELL curricula. In this workshop, we will share ideas on how numeracy can be incorporated into our lessons. Giving learners opportunities to practice skills related to everyday numeracy inside the classroom engenders confidence outside the classroom, and allows learners to more fully participate in society in a meaningful way. This workshop would be of benefit to all ELL practitioners.

MA 110 - Grammar instruction in adult ESL: Where are we now and where should we be going?

Leila Ranta

For many ESL teachers, providing grammar instruction is an important part of their job. Yet this is the topic where research on second language acquisition (SLA) and traditional approaches diverge the most. The aim of this presentation is to provide an overview of the current state-of-the-art both in terms of grammar teaching practices and SLA theory and research. We begin by examining findings from a survey of ESL teachers' teaching practices and an analysis of grammar textbooks. This will be followed by a presentation of lesson plans that illustrate useful principles for enhancing the effectiveness of grammar instruction.

Saturday
10:00-11:00

MA 112 - Courses and resources for IEHPs (internationally educated health professionals)

John Warkentin, Allison Dennis, Nancy Robertson, Cayti Beyer, Gerardo Gonzalez

This panel discussion will focus on the training options currently available for Internationally Educated Health Professionals as well as some of the issues faced in their accreditation process in Alberta.

MA 117 - Task-based learning in EAP

Marcia Kim

This presentation will discuss task-based learning in the EAP classroom. Task-based learning is a language learning approach in which students perform a task that involves them using the target language naturally. The tasks mirror situations the students may encounter in real life.

The presenter will share task supported lesson ideas to highlight some of the features of task-based learning and teaching. These ideas emphasize learning by doing and meet the academic needs of EAP students. Audience members will be encouraged to share their own task-based lesson ideas with each other.

MA 119 - Using lesson observations for teacher performance management

Silvia Rossi

Lesson observations have long been used as a tool for teacher performance management. Ongoing research into the effectiveness of observations for teacher improvement as well as the development of new observation tools have given managers different options for the implementation of lesson observations. The goal of this workshop is to provide participants with the opportunity to evaluate ways of implementing lesson observations in order to generate a best practice strategy suitable for their particular context. Participants will discuss whether observations can actually improve teacher performance, the advantages and disadvantages of different tools, and they will evaluate different processes for observations.

MORE SESSIONS ON NEXT PAGE

Saturday
10:00-11:00

A 122 - **TESL within other subjects (Sociology, Nursing, Business etc.)**

Lucy Taylor

TESL is not restricted to English language courses *per se* but is represented as a component within the subject matter of a broad range of college and university curricula. Students must achieve in their chosen area of study and, to accomplish this, need effective language skills. Specialized course content must be balanced with TESL methodology. This workshop addresses the use of TESL methodologies in the teaching of specialized subject areas, with a culturally diverse student population and diverse range of English language capabilities. Its aim is to exchange ideas, demonstrate methods, solve challenges and advance teaching effectiveness.

Saturday
11:15-12:15

MA 105 - Literature in transition

Gerry Landreville, Roberta Wallace, Deborah Ricketts

Have you ever been bored teaching literature? Feeling like you're pulling teeth? Please join us in this workshop to learn more innovative ways to make literature fun, to help your students gain greater independence and learn to work collaboratively while gaining skills in discussion, reading, vocabulary and the elements of literature. This workshop will be participatory and will provide a structure that will be appropriate at all levels.

MA 110 - Transcending transitions to second language acquisition: The newcomers' experience to literacy

Herly Urbiztondo-Cervera, Ric Cervera

Transitions change, alienate, isolate and transform the person. These are realities of migration. Whether the force of migration comes from the "inside" or the "outside" realm, every newcomer has a unique individual struggle. The ability to articulate such struggle is crucial in the successful integration to the new environment. One important component to meaningful integration is language. Through productive language acquisition, there is real empowerment that would make every immigrant a promising member of Canadian society. One challenging dimension of such language acquisition should operate on the *grassroots* level. Such an approach reconsiders and reinforces literacy in a dynamic way.

MORE SESSIONS ON NEXT PAGE

Saturday
11:15-12:15

MA 117 - Learn to use Tutela.ca

Glen Cochrane, Natalia Aleko

Tutela.ca is a repository and a national community of practice for Canadian English as a Second Language (ESL) and French as a Second Language (FSL) professionals. Join this workshop and learn how to use Tutela.ca to your advantage. Get connected to ESL professionals across Canada and grow your Personal Learning Network!

MA 119 - Requesting in the adult ESL classroom

Marian Rossiter

In this session, I present research on the performance of requests by 15 adult intermediate proficiency ESL learners, 15 advanced proficiency ESL learners, and 15 native speakers of English. Analyses of eight role-plays and eight written discourse completion tasks showed that many aspects of learners' requests were more native-like at advanced proficiency levels; other aspects, however, were not. I discuss the research findings and their implications for ESL classroom instruction. In addition, I present examples of ESL materials, as well as guidelines for analyzing and adapting them to enhance adult ESL learners' pragmatic competence in social, academic, and employment settings.

MA 122 - Exploring linguistic identity in dual language learners

Roswita Dressler

This study explores linguistic identity in young dual language learners. In a multilingual classroom, students are speakers of two or more languages and as they begin to understand themselves as separate from their parents, they also begin to express a linguistic identity. This linguistic identity consists of some or all of three aspects: expertise (i.e., linguistic competence), affiliation (i.e., formal or informal connections) or inheritance (i.e., familial connections). The findings from this study demonstrate the children's emerging bilingual identity and the use of the Language Portrait Silhouette tool in initiating dialogue in the classroom around linguistic identity.

Saturday
12:15-1:15

Poster Sessions – Main Lobby of Heritage Hall

English language needs of EFL medical students

Marwa Haroun

This study aimed at assessing and meeting EFL medical students' English language needs at different stages of their study. In 2008, the needs of the medical freshmen and sophomores studying at Beni Suef University, Egypt, were assessed. Based on these needs, the English for medical purposes online course was designed, its website (www.medenglish.org) was launched and its effectiveness was assessed. In 2013, in a follow-up study, the needs of then medical sixth-year students and interns were reassessed. A training English program based on these needs was designed and offered before graduation. Finally, the English language needs in both stages were presented.

Accreditation update

ATESL Board

This poster will present a review of the history of accreditation in Alberta as well as the findings, actions and recommendations of the 2012 task force and the subsequent Board decision leading to the motion to be put forward at the 2013 AGM.

Transitioning into academic literacy: Vocabulary development in upper elementary

Brock Wojtalewicz

My Master's research involves utilizing online software to measure the productive vocabularies of learners in upper elementary (grades 4 to 6). Suitable for both English language learners and native English speakers, this vocabulary profiling tool will be made freely available to teachers. Students' writing samples will be analyzed and compared to a corpus of written texts which reflect the academic demands in upper elementary, representing math, science, social studies, language arts, etc. Educators will be able to use this software, not only to assess learners' vocabulary knowledge and development, but also to custom-tailor lesson content to their learners' lexical needs.

Saturday
1:30-2:30

MA 106 - Heart, hope and voice: Engagement and narrative approaches

Karen Matthews, Judy Sillito

Join Judy and Karen for a journey through narrative and arts-based approaches that extend beyond the EAL classroom and into the community. Both digital storytelling and singing in a community choir give voice, enhance engagement and assist with connection to the larger community. Digital stories are short, learner produced, multimedia narratives that often reflect learners' challenges, determination, and hopes. The essence of digital storytelling is not technology, nor even the artifact produced; it is a technique for deep listening, reflective practice, and social change. Explore the benefits and dilemmas of integrating digital stories and song into the classroom and beyond.

MA 110 - Reading comprehension improvement for adults through text structure awareness

Olena Bishop

The workshop participants are invited to follow in the steps of advanced adult ESL students in the reading class of Maple Leaf Academy ESL School in Calgary, who spent 20 academic hours learning how to recognize expository text structure at the paragraph and overall text levels, how to use this structure to spot the hierarchy of ideas in the text, to produce a summary, and consequently, improve their reading comprehension. During the presentation, participants will model some of these steps to find out if this technique could be used in teaching expository texts reading comprehension in the real classroom environment.

MA 112 - Using debate in the ESL classroom

Chris Wharton, Doug Waite

This workshop will take participants through some theory and practical tips for using debate in the ESL classroom. Doug and Chris will present a simple 12-step process that will give ESL teachers the confidence to run successful debates in their own classrooms. The presenters currently teach Benchmark 7/8 at SAIT Polytechnic in the English Language Foundations (ELF) Program, but they feel that debate is a valuable activity at any level of proficiency. Workshop participants will have the opportunity to partake in an actual debate following the 12-step process outlined in the first part of the workshop.

Saturday
1:30-2:30

MA 117 - Free resources for teaching essential skills for English in the workplace

Yuji Abe

NorQuest College's Centre for Intercultural Education has created tools and delivered workplace training to promote faster and more effective integration for newcomers to the Alberta workplace. The specialized skill set that has been developed by working with over fifty client workplaces in industry, business and communities provincially and nationally over the past five years integrates intercultural skill development and the Essential Skills Framework. In this workshop, the facilitator will share resources such as lesson plans to integrate essential skills and intercultural communication skills into CLB guided language training and workplace preparation for internationally educated adult learners.

MA 119 - Understanding and managing aggressive student behaviour

Dianne Tyers

In this session, participants will be introduced to different frameworks with which to analyze and understand aggressive student classroom behaviour. The frameworks come from a variety of academic fields including intercultural communication, education and counseling. These frameworks will be applied to real life scenarios in order to develop practical classroom management strategies with which to mitigate and/or diffuse the aggression.

MORE SESSIONS ON NEXT PAGE

Saturday
1:30-2:30

MA 122 - **Mentoring for instructors of adult ESL**

Kim Chaba-Armstrong

Instructors helping other instructors who are new to a teaching situation transform through mentoring is the focus of this research based presentation. Three online surveys covering the mentee, mentor and administrator perspectives were developed to solicit Alberta Teachers of English as a Second Language (ATESL) listserv participants' opinions about mentoring. The results regarding benefits, challenges, needed elements, procedures, and supports will be "discovered" by participants and recommendations based on the survey results and previous mentoring literature will be revealed for the development of mentoring programs in the Alberta context. Instructors and administrators should find this presentation useful and practical.

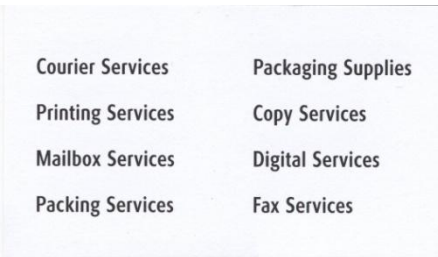
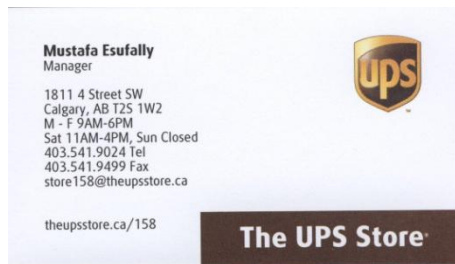
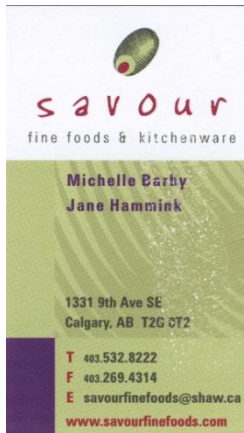
MA 128 - **Life beyond ESL**

Jim Jackson, Dora Di Lullo-Patten, David Klein

How can the specific, hard-earned skills of an ESL teacher be applied to the larger world? Changes around the world have put the future of the ESL profession in question. Yet today, ESL teachers have some of the most sought-after skills in a changing marketplace. How can these skills make the transition to other sectors? This presentation will give some real-life tips about how to use the specific skills of teaching ESL in a broader training context. The skills of an ESL teacher are like Lego™ bricks – what are you going to build?

Sponsors

We sincerely thank our sponsors for their donation of goods and services in support of the conference.



Bios of our Presenters

(alphabetical by surname)

Amy Abe has over ten years experience in the classroom. She has spent the last six with NorQuest's ESL Intensive program as the Associate Chair, an instructor, and curriculum materials developer.

Yuji Abe works for the Centre for Intercultural Education with NorQuest College. He develops and facilitates EWP and intercultural training programs. He has taught ESL Intensive and LINC.

Natalia Aleko, Lead of Teacher Services for English Online Inc., coordinates the First National Online ESL Conference and shares her love of research and professional development with her colleagues on Tutela.ca.

Shiraz Amiry is the Counseling Team Leader and a Language Assessor at ILVARC. He has been with ILVARC/Immigrant Services Calgary for the last 20 years providing services in different capacities.

Cayti Beyer has worked with International Medical Graduates since 2005 and has put together courses, processes and programs for the levels of assessment that IMGs must progress through successfully.

Olena Bishop is currently teaching Reading to adult ESL students at Maple Leaf Academy, Calgary, while completing her MA in TESL with the U of C under supervision of Dr. Hetty Roessingh.

Laura Branner just joined the Rural Routes team in September. She also teaches ESL at Lethbridge College, and has been there since 2007. Laura especially enjoys working with adult learners.

Jayne Carlielle is an ESL instructor (RDC) and a LINC Home Study Online Instructor (BVC). She has volunteered in Rwanda three times.

Judy Carter has been a LINC PBLA Lead Teacher at NorQuest College. She has used PBLA with her students and assisted her colleagues with the introduction of PBLA into classrooms.

Ric Cervera (PhD (Educational Management), MA (English), BA (Philosophy), TESOL and Adult Education certificates), originally from the Philippines, has been a university professor, human resource director, program coordinator, and researcher.

Kim Chaba-Armstrong has been teaching for over 13 years in Edmonton and Japan. She finished her TESL Master's at the University of Alberta and is currently teaching at NorQuest College.

Anne Chandler's (B.Ed, Hons, Liverpool University) teaching ranges from nursery school to training agricultural extension workers. Anne is currently in the TESL MEd program at the University of Alberta.

Glen Cochrane, Coordinator of Teacher Services for English Online Inc., contributes to professional development and teacher networking and is enthusiastic about educational technology, distance learning and the intersection with language learning.

Bonnie Dawson recently completed a Master's in TESL at the University of Alberta on the topic of L2 accent and identity.

Doreen Dean has a Bachelor of Education Degree in Special Education and is TESL Certified. Currently, she teaches LINC 3 at the Edmonton Mennonite Centre for Newcomers.

Jun Deng is an associate professor at the Central-South University in China, currently pursuing a PhD at the University of Alberta. Her research is on intercultural communication and pragmatics.

Allison Dennis is the coordinator for the Alberta International Medical Graduate (AIMG) Program.

Tracey Derwing is a professor of TESL at the University of Alberta. Her interests lie in oral language skills development and immigrant settlement and integration.

Lori Diepenbroek is currently teaching the CSHP course at MacEwan University. She is a graduate from the U of A TESL program (M.Ed) and has focused on pragmatics as well as pronunciation.

Dora Di Lullo-Patten is a fixture in Alberta's ESL world and a force of nature who has turned her formidable experience to developing curricula for the Calgary Board of Education.

Roswita Dressler, Ph.D., is a former German, French, and ESL teacher and currently a Research Associate with the Language Research Centre at the University of Calgary.

James Edel has taught in Asia and received an MA in TESOL from Trinity Western University (Langley, BC) in 2008. He is currently a literacy instructor at Columbia College.

Debra Elliot holds an MSc in Linguistics and a TESL Diploma, both from the University of Alberta. She is especially interested in teaching pronunciation and pragmatics.

Rose Elliot recently graduated from the U of A with her Master's of TESL. She is at the Edmonton Mennonite Center for Newcomers trying to incorporate pragmatics into settlement themes at LINC 2.

Jake Evans is an intercultural communications facilitator with the CIE. He's engaged in applied linguistic/ intercultural research and in delivering intercultural and ELT workshops in corporate and health care contexts.

Wendy-Ann Felkowsky, M.Ed (TESL), B.Ed., is presently teaching at NorQuest College in the LINC program. She has taught ESL in Canada for a number of years, as well as in France and Ethiopia.

Elizabeth Flaming, B.A., TESOL Cert., is currently an IA at NorQuest College. She has previously worked and volunteered in various ESL settings in Canada.

Monica Fraser has worked as an ESL instructor for more than 10 years. She is currently teaching in the ESL Intensive program at NorQuest College in Edmonton.

Katharine Gahan, B.A., TESL Dipl., began teaching ESL as a volunteer. She is one of the original creators of Girl Talk and has been teaching LINC at NorQuest College for the past six years.

Sara Gnida, M.Ed., has experience in curriculum, test development, and teaching, including writing the ATESL Best Practices document, involvement in writing the ATESL Curriculum Framework and designing the ATESL Resources Database.

Gerardo Gonzalez a medical doctor from Venezuela with a specialty in obstetrics and gynecology who immigrated to Canada and took the CSHP course at Mount Royal University.

Marwa Haroun (PhD) is a lecturer of EFL Methodology and Instruction at Beni Suef University (BSU). She holds a Master's degree (MA-TESL) from Northern Arizona University and a Ph.D. from BSU.

Jacque Harrison, MEd (Curriculum and Instruction), is a project facilitator and curriculum developer with 15 years experience, including program manager of the ESL Outreach department at VCC for six years.

Nancy Hayne has taught ELL both overseas and in Canada for 13 years. She developed a LINC Employment program and developed and facilitates an ESL literacy program at Columbia College.

Brianna Hilman is a PhD student at the University of Calgary. She is interested in the challenges facing internationally trained professionals.

Paul Holmes is a consultant with the Alberta Workforce Essential Skills Society (AWES) working with employers and newcomers. His background is in ESL, EWP, intercultural studies, and Workplace Essential Skills.

Tara Holmes has been working on the PBLA initiative with Joanne Pettis since 2010. She is the author of several resources that relate to teacher-based assessment and the CLB.

Barb Hudkins has an Education Degree from the U of A and diploma from MacEwan University. She has led projects, worked on community engagement and development programs, and is tech savvy.

Marilyn Huff (B. Ed) is teaching in the LINC Program at NorQuest College. She has previously taught high school, English via distance learning, and adult upgrading.

Jim Jackson is a recovering ESL teacher creating e-learning materials for clients in Calgary and the US. He is a believer in the power of storytelling to teach almost anything.

Elsie Johnson has worked in the literacy field for over twenty years. She has a Bachelor of Education Degree and is TESL Certified. She presently teaches LINC Literacy at EMCN.

Marcia Kim teaches in the English for Academic Purposes program at the University of Calgary. Her professional interests are primarily in the areas of EAP, language assessment, and teacher development.

David Klein has been immersed in Calgary's IELTS community when not jet setting around the globe. This multilingual language educator is looking for a new country to hang his hat.

Stephen Kuntz has spent 20 years at the U of A, instructing in literature, ESL, and EAP. Currently he directs a writing centre and is working on a plagiarism awareness project.

Gerry Landreville has been an MRU instructor for over 16 years and also works with the ACE program (student teacher training program). He is the conference co-chair.

Kent Lee is currently working as an ESL instructor in the Youth in Transitions program at NorQuest College and is also pursuing a PhD in TESL from the University of Alberta.

Helen Lewis (M.Ed) is an ESL instructor and curriculum developer at NorQuest College and an Essential Skills Practitioner in training. Helen has developed curriculum for Health and Business ESP courses.

Celia Logan has been an ESL instructor for 25 years, starting in Montreal and now in Calgary, her home town. She currently teaches at Bow Valley College.

Kerry Louw is part of a team of intercultural and pragmatics specialists, including Yuji Abe and Erin Waugh, who work to develop English in the workplace and intercultural training programs.

Albert Maganaka is the Program Coordinator-cum-Language Assessor at LARCC. He holds a Ph.D. in Extension Education and has worked in Ghana, India, and the Philippines as Development Worker and Educator.

Eaman Mah has taught various levels at MacEwan University for 16 years and is now coordinating the CSHP program. She is a graduate of the M.Ed TESL program at the U of A.

Myles Maloney is a former nurse who has taught in various professional bridging programs. He works at NorQuest College and with the Communication Skills for Health Professionals program at MacEwan.

Karen Matthews, M.C.Ed, has taught adults in non-profits for 30 years. Currently at EMCN, she has a Masters in Workplace Learning and TESL Canada certification. She adores facilitating digital stories.

MRU Ignite presenters: Christina Musa – fiery, Sheri Rhodes – curious, Silvia Rossi – dynamic, Chriss Szabo – funny, Cynthia Wannamaker – forthright, Rebecca Shinduke – passionate.

Evelyn Neame is a recent graduate of the Master's TESL program at the University of Alberta, has been involved in the ESL field since 2008, and is passionate about language learning.

Lesli Nessim is the LINC Assistant Manager at NorQuest College. She has been involved with the PBLA pilot as one of the Edmonton lead teachers for the past two years.

Bonnie Nicholas, M.Ed, teaches in the LINC program at NorQuest College. She has been using Wikis since 2007 and recently reached the milestone of her 5000th page edit on Wikispaces.

Jennifer Nowak was a K-3 teacher with the Calgary Board of Education for 25 years before moving on to ESL. She currently teaches with the Calgary Immigrant Educational Society.

Gavin Palmer has been in the ESL world for more than 15 years and lived and taught in five different countries. He has facilitated PD courses to administration and students.

Barbara Penner of NorQuest College willingly represents co-curriculum developers Amy Abe and Gerry Russo and colleagues Irina Krashnikova and Peter Edmondstone, who piloted the module being shared with ATESL.

Jessica Martinez Perez, B.A., BSW, is currently a settlement support worker at NorQuest College. She has taught ESL in Mexico for many years and is passionate about her work with newcomers.

Heather Perry, Master of Educational Studies in TESOL; Canadian Language Benchmarks assessor. She has worked as a teacher, language assessor, curriculum developer, and teacher trainer for the past eleven years.

Heather Plaizier has worked since 1999 in various roles at LARCC. She served as a Regional Trainer for the CCLB. She investigated “Sense of Place” during her Master’s degree.

Darren Poppleton is the ‘floater’ in the BVC ELL Department. Darren has also worked overseas and in private schools. He gets bored doing the same thing for too long.

Joanne Pritchard taught high school ESL for nearly 30 years. She has also taught EFL in West Africa and China. She currently teaches computer enhanced literacy at Bow Valley College.

Azar Rabbani is teaching TEFL and ESP courses to undergraduate students at present. Her research interests are mainly teaching skills as well as assessment and evaluation.

Dushmantha Ranawella received an MA in Linguistics from Kelaniya University (Sri Lanka) and was a lecturer in English for 11 years. She teaches ESL at CCIS (Calgary Catholic Immigration Society).

Leila Ranta is an associate professor in the TESL program at the University of Alberta. She has long been involved in both research on ESL grammar instruction and teacher education.

Joel Rhein holds a Master’s degree in Adult Education. He is a curriculum developer and instructor at VCC and worked on the ELSA6/7 Curriculum and the ELSA6/7 for Smaller Communities Curriculum.

Deborah Ricketts has taught ESL for eight years and worked at MRU for seven. Main interests include Business English, pronunciation, and language assessment.

Jacqueline Suchite Rivas has various experiences working with ESL/ELL adult learners and has a deep compassion and understanding for the challenges and daily struggles that ESL programs and learners face.

Cari-Ann Roberts is Regional ELL Team Lead for Bow Valley College and responsible for ELL course delivery to several small communities surrounding Calgary. She is pursuing a Master’s degree with UBC.

Nancy Robertson is the coordinator of Communication Skills for Health Professionals at Mount Royal University.

Lisa Rochman (Ph.D) is the Chair of Language Training at NorQuest College, where previously she was a LINC instructor and curriculum developer. Lisa is an Essential Skills Practitioner in training.

Silvia Rossi is responsible for English language teacher training programs at Mount Royal University. She also observes teachers as part of their performance appraisal process.

Marian Rossiter is Associate Professor in the TESL program at the University of Alberta, where she teaches and researches the development of communicative competence by non-native speakers of English.

Gerry Russo is a teacher of English language at NorQuest College in Edmonton. He holds a PhD in applied linguistics. In his spare time, he designs and builds model rockets.

Leah Sallis recently graduated with a TESL Master's in Education from the University of Alberta. Her research explored the use of citizenship materials in LINC classrooms.

Jake and Laurie Scheffer are both working towards Master's degrees in TESL at the University of Alberta. They plan to teach English overseas when they retire.

Krista Schwabl, an ESL instructor at Norquest College, just completed the University of Alberta TESL Master's Degree and conducted research to explore university instructors' and students' paraphrasing perceptions.

Judy Sillito, M.Ed., has been in EAL for over 30 years. She feeds her love of teaching through intercultural communication work and teaching newcomers in choir and camping contexts.

Lucy Taylor (PhD) has over 20 years experience teaching TESL, Sociology, Business, and Globalization and Communication in Europe and Canada. She is currently teaching and mentoring women to advance professionally.

Cheryl Thomas is a LINC instructor at Metro School in Edmonton. For the past 2 years she has also been a PBLA Lead Teacher, using and facilitating the roll-out of PBLA.

Judy Thompson is an internationally recognized TEDx speaker, author, and teacher. Prior to starting Thompson Language Center, Judy was a LINC Instructor, an ESL teacher, and a CLB Assessor.

Ron Thomson is an Associate Professor in the Department of Applied Linguistics at Brock University. He has previously taught EFL/ESL in Asia, the Middle East, and Canada.

Luisa Toteda taught ESL in Italy and at an international school in Vancouver. She wrote some ELL courses and presently teaches ELLs at Bow Valley College and Rocky View Schools.

Biljana Tratnik, B.A., is the ILVARC Assessment Team Leader as well as the Regional CLBPT Trainer. She has been with ILVARC since 2001 and has extensive language assessment experience.

Dianne Tyers has worked in ESL for 22 years in teaching, management, training, and program development positions with public and private sector educational organizations. She runs Advance Consulting for Education.

Oschean Ulmer (B.A. Applied Linguistics, TESOL) is currently teaching at NorQuest College in the LINC program. She has taught ESL in Canada, China, and Korea.

Herly Urbiztondo-Cervera (PhD (Educational Management), MA (English), BA (Mass Communication), TESOL Certificate), originally from the Philippines, has been a university professor, program coordinator, researcher, co-author, and workshop facilitator.

Doug Waite teaches at SAIT Polytechnic and continually finds ways to improve his instruction. He encourages his students to interact with each other more than with him.

Georgina Waldie has delivered Enhanced Language Training (ELT) to internationally educated professionals, facilitated workshops on Cultural Diversity and Intercultural Communication, developed curriculum, and taught LINC and other English Language programs.

Roberta Wallace is a 30 year veteran currently teaching at MRU. She enjoys curriculum development and has taught community based ESL, literacy, and academic preparation programs.

John Warkentin has instructed Communication Skills for Health Professionals (CSHP) at Mount Royal University since 2010.

Erin Waugh is part of a team of intercultural and pragmatics specialists, including Yuji Abe and Kerry Louw, who work to develop English in the workplace and intercultural training programs.

Chris Wharton teaches at SAIT Polytechnic in the English Language Foundations (ELF) Program. His major areas of interest include learner autonomy, academic writing, and materials development.

Cheryl Whitelaw has expertise in program and developmental evaluation, applied research, and innovation in learning, especially e-learning. She is the Applied Research Manager at NorQuest College's CIE.

Brock Wojtalewicz is pursuing an MA in Educational Research at the University of Calgary under the supervision of Hetty Roessingh. His areas of interest include vocabulary acquisition and L2 writing.

Frances Zaborniak is a retired ESL teacher doing volunteer work in developing countries. She has an extensive background working with varying ages and educational backgrounds in the field of TESL.

Maroro Zinyemba (M.Ed) is an ESL instructor, Essential Skills trainer, and curriculum developer. She has developed in-house occupational language analyses for NorQuest College.

Looking Ahead

Fall, 2014 - Join us in Edmonton for our annual ATESL conference. Would you like to be involved in planning this event? Contact the Edmonton Local.

October, 2015 – TESL Canada and ATESL will welcome you to Lake Louise for the national conference.

Recycling

Please remember to leave your nametag, extra papers, etc. at the Registration Desk for recycling.

Feedback

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