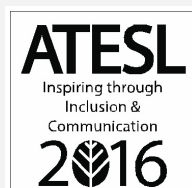




ATESL 2016 Conference — Inspiring through Inclusion & Communication

Welcome



Join us at the Fantasyland Hotel in Edmonton from October 14th to 15th for an exciting lineup of keynote speakers and invited workshop presenters from across Canada and beyond.

We are delighted to welcome two internationally renowned keynote speakers: Dr. Jonathan Newton from Victoria University of Wellington and Dr. Stuart Webb from the University of Western Ontario. ATESL is also very pleased to invite four TESL leaders to present workshops during the conference, including Dr. Scott Douglas (University of British Columbia, Okanagan), Dr. Jeremie Seror (University of Ottawa), Dr. William Dunn (University of Alberta), and Emily Albertsen (Bow Valley College). For more information about each of the keynote and invited speakers, see the [Keynote and Invited Speakers](#) page.

This is a wonderful opportunity for ATESL members to experience professional development opportunities often limited to those who can travel to national and international conferences.

ATESL is thrilled with the number of great presentations lined up for the **two day conference**.

Presenters interested in sharing their presentations and/or handouts are welcome to e-mail the files to Irene Wood (atesl.admin@atesl.ca). Presentations and handouts will be available to download from the ATESL website at <http://atesl.ca/2016handouts>

Registration remains open until October 7th at midnight. [Click here](#) for more information.

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Book your accommodations at the Fantasyland Hotel. Be sure to book at the Fantasyland Hotel by September 13th to receive the conference rate. [Click here for more information](#)

The ATESL 2016 Conference Program is now available to download.



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Schedule Overview

Friday, October 14th

7:00 - 4:00	Registration
7:00 - 4:30	Publishers and Exhibitors Display
7:45 - 8:30	Breakfast
8:30 - 9:00	Welcome Address
9:00 - 10:00	Keynote Speaker: Dr. Jonathan Newton
10:00 - 10:30	Nutrition Break
10:30 - Noon	Workshops and Presentations
Noon - 1:30	Lunch
1:30 - 4:30	Workshops and Presentations
2:15 - 2:30	Nutrition Break
4:30 - 6:00	ATESL Annual General Meeting
6:00 - 7:30	ATESL Member Wine and Cheese

Saturday, October 15th

7:00 - 8:00	Tai Chi Workshop
8:00 - 12:00	Registration
8:00 - 4:00	Publishers and Exhibitors Display
8:00 - 8:45	Breakfast
8:45 - 9:00	Welcome Address
9:00 - 10:00	Keynote Speaker: Dr Stuart Webb
10:00 - 10:30	Nutrition Break
10:30 - Noon	Workshops and Presentations
Noon - 1:30	Lunch
1:30 - 4:00	Workshops and Presentations
2:15 - 2:30	Nutrition Break
4:00 - 5:00	TESL Canada Annual General Meeting

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The ATESL 2016 Conference is using the online app Crowd Compass as the primary schedule. Download the app CrowdCompass from the [App Store](#) or [Play Store](#) and search for ATESL 2016 Conference. Use App features to browse presentations, note the ones you plan to attend, view a map of the venue, connect with exhibitors, and connect with colleagues.

Presenters interested in sharing their presentations and/or handouts are welcome to e-mail the files to Irene Wood (atesl.admin@atesl.ca). Presentations and handouts will be available to download from the ATESL website at <http://atesl.ca/2016handouts>



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Click here to register. Please contact conference2016@atesl.ca if you have any questions. We look forward to learning with you October 14-15, 2016 at the Fantasyland Hotel in Edmonton.

ATESL 2016 Conference Rates

Early bird FULL (ATESL member) until Sept. 15.	\$285
Early bird FULL (non-member) until Sept. 15.	\$325
FULL Conference (ATESL member) after Sept. 15.	\$310
FULL Conference (non-member) after Sept. 15.	\$350
Friday ONLY (ATESL member)	\$150
Saturday ONLY (ATESL member)	\$150
Friday ONLY (non-member)	\$180
Saturday ONLY (non-member)	\$180
Full-time Student Rate	\$150

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Accommodations

ATESL 2016 Hotel Reservation Information

The ATESL 2016 conference will be held in Edmonton at the Fantasyland Hotel. Participants can book their own accommodation through Fantasyland Hotel by phone or online.

Individual reservations must be made no later than **September 13, 2016**. Availability of rooms and the conference rate cannot be guaranteed after this date.

Individual reservations can be made by contacting the hotel Reservations Department directly at (780) 444-3000 or toll-free 1-800-737-3783. Callers **MUST** mention they are attending the *ATESL Annual Conference* to receive the negotiated rate.

Guests can also follow the link below to direct them to the reservation site.

<https://rooms.fantasylandhotel.com/groupLogin.asp>

ATESL Username: 2450929

ATESL Password: 2450929

The conference rate for ATESL will be \$164/night for Thursday, October 13 and \$190/night for Friday, October 14. These rates are based on single/double occupancy. Additional charges will apply for extra occupants. Guests may book additional nights at the conference rate between the dates of October 10, 2016, and October 17, 2016 by calling the hotel directly. All rooms reserved are Superior Non-Smoking – Two Beds.

All guests of the hotel will receive:

- Complimentary Wi-Fi in rooms on conference days
- Complimentary 24/hr access to Gold's Gym
- Discounted rate of \$25.00 for passes to the World Waterpark or Galaxyland on conference days

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ATESL enthusiastically thanks the following sponsors for their generous support of the 2016 conference:



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Publishers & Exhibitors

With over 400 participants expected to attend this year's ATESL conference, the publishers' display will be a popular destination for teachers, administrators, and other attendees. The displays will be centrally located in the hallways near the presentation rooms. As well, there will be nutri-break stations set up near the display tables, ensuring that there will be a lot of activity nearby. Publishers or exhibitors wishing to secure a table are encouraged to [register early](#) and will have the first opportunity to choose the location of their display.

[Download the registration form and details here.](#)

[Please browse the websites of our participating exhibitors:](#)

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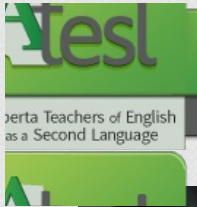
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Contact

Conference Co-Chairs:

- Philip Zirkwitz
- Jeff Hendrick

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Keynotes and Invited

Speakers

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Keynote Speakers

Friday, October 14th

Teaching with tasks: Joining the dots between classroom realities, teacher understandings and insights from research

Dr. Jonathan Newton, Victoria University of Wellington

If you teach communicatively-oriented ESL, the chances are you use language learning tasks of one sort or another on a regular basis. And yet research shows a considerable gap between how teachers commonly understand and practice teaching with tasks on the one hand, and scholarship in the field of task-based language teaching (TBLT) on the other. One consequence is that even when task-based teaching is mandated in top-down curriculum initiatives, it often fails to achieve the potential held out for it. Teachers make a difference.

In this talk, I first identify key areas in which the understandings of teachers and the views of scholars have been shown to align and misalign. I then present findings from research into how teachers are making sense of task-based teaching in a variety of countries and teaching contexts. I discuss the challenges faced by these teachers when teaching through tasks and the innovative practices they have adopted to address these challenges. The themes emerging from this research include: the pivotal role of textbooks in shaping task-based teaching; the importance of pre- and post-task phases (especially for language-focused learning); the role of the learners' first languages; and the value of task repetition and project-based task cycles. I conclude by offering a set of principles to guide teachers who seek to refine their practice of teaching with tasks.

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Dr. Jonathan Newton is a Senior Lecturer and Director of the B.Ed.(TESOL) Programme at Victoria University of Wellington, New Zealand. He has worked in language teaching and teacher education for more than 25 years in New Zealand, Malaysia and China. His research focuses on five broad areas of classroom language teaching and

learning: teaching L2 listening and speaking, L2 vocabulary learning, task-based language teaching (TBLT), intercultural language teaching and learning (ICLT), and communication training for the multicultural workplace. He has published more than 45 book chapters and articles in leading applied linguistics journals and has co-authored two books, one with Paul Nation, *Teaching ESL/EFL Listening and Speaking* (2009), and a second with Nicky Riddiford, *Workplace Talk in Action: An ESOL Resource* (2010). He is currently working on a co-authored book, *Teaching English Language Learners in Colleges and Universities: Reading, Writing, Speaking, Listening*, due for publication in early 2017.

Saturday, October 15th

The Teacher's Role in Vocabulary Learning

Dr. Stuart Webb, University of Western Ontario

Understanding English language newspapers and novels requires learning the most frequent 8,000-9,000 word families. Achieving this level of lexical development represents a considerable challenge for second language learners. In the language learning classroom, words are taught regularly to students. However, classroom time is limited, and it may only be possible to teach a relatively small proportion of the words that advanced learners may eventually know. There are many things that teachers can do apart from teaching vocabulary that help students to make meaningful progress in their lexical development. A large part of the teachers' role in vocabulary learning involves preparation and planning. There is a great deal to be learned about each word, and without a principled approach to teaching vocabulary, many words are likely to be learned to a small degree and then forgotten. In this talk I will describe the different components that are necessary in classroom vocabulary learning and discuss how teachers can help students to effectively and efficiently learn words.



Dr. Stuart Webb is a Professor in the Faculty of Education at the University of Western Ontario. He has taught TESOL and Applied Linguistics in Japan, New Zealand, and Singapore and taught EFL in China and Japan for many years before that. His research interests include vocabulary, second language acquisition, and extensive reading and listening. His articles have been published in journals such as *Applied Linguistics*, *TESOL Quarterly*, and *Language Learning*.

Invited Speakers

Rubrics that inspire: Assessing vocabulary in EAP writing classrooms

Dr. Scott Roy Douglas, University of British Columbia, Okanagan

Advanced levels of vocabulary help students from diverse linguistic backgrounds meet the writing demands of post-secondary studies. English for Academic Purposes programs are a key component of developing this vocabulary for novice academic writers. However, in lieu of standardized testing, the responsibility for assessing that vocabulary typically rests with instructors. This workshop presents a detailed

examination of the lexical demands of novice post-secondary level academic writing and explores the breadth and depth of vocabulary in use at the entry point to higher education along with the implications for vocabulary assessment. Examples from a learner corpus of post-secondary writing are provided to reflect on the characteristics of developing lexical competence in novice academic writing. Building on this reflection, important elements of effective vocabulary rubrics are explored with the goal of understanding learners and advancing their written lexical output. Workshop participants have the opportunity to begin creating their own vocabulary rubrics and apply them to authentic writing samples. The challenges of validly and reliably assessing vocabulary are discussed, and participants are encouraged to share their own experiences assessing the vocabulary of novice academic writers from linguistically diverse backgrounds.



Scott is an assistant professor in the Faculty of Education on UBC's Okanagan campus. He enjoys working with teacher candidates, graduate students, and in-service teachers exploring additional language teaching and learning. His particular research interests include language assessment and English for academic purposes curriculum and materials design.

Moving beyond the margins: Exploring the affordances of digital tools for enhanced (and more satisfying) feedback practices

Dr. Jeremie Seror, University of Ottawa

Feedback practices represent a key dimension of the work of second language educators. The messages and symbols used to accompany students' assessment of their assignments guide students' language development and provide them with valuable individualized information about the strengths and weaknesses associated with their performance on a task (Hyland, 2010). Yet, despite an overwhelming recognition of the potential feedback practices can play as an engine for learning, they also frequently remain characterized by complexity and doubt. Studies of teacher practices highlight the time-consuming and disheartening nature of a task whose full impact and effectiveness for students often remains mysterious and uncertain (Junqueira & Payant, 2015). Complicating things further, while research on the best means of providing feedback to language learners remains contested (Ferris, Liu, Sinha, & Senna, 2013; Truscott, 2007) the variety and number of techniques available to provide feedback to students have in fact increased. Indeed, innovations linked to digital technologies have contributed to the rise of new techniques that can be used to provide feedback to students. Ranging from digital annotation (Yeh & Lo, 2009) to the use of screen capture technology and screencasts (Seror, 2011), or the impact of new generation grammar and spell checkers as sources of automated feedback (Lavolette, Polio, & Kahng, 2015), teachers now have a greater set of tools to choose from to augment traditional feedback practices as well as create new ones. This talk will explore the implications of these new digital forms of feedback for second language teachers. Specific recommendations and examples of the implementation of these tools will be offered as well as an overview of their unique affordances as a means of resolving some of the longstanding challenges associated with feedback practices. Particular emphasis will be placed on these tools' ability to facilitate the use of richer, more detailed and personal feedback through the integration of annotations, voice, sound, image and motion to communicate with students beyond the margins of the page.

Ferris, D. R., Liu, H., Sinha, A., & Senna, M. (2013). Written corrective feedback for individual L2 writers. *Journal of Second Language Writing*, 22(3), 307-329.

Hyland, F. (2010). Future directions in feedback on second language writing: Overview and research agenda. *IJES, International Journal of English Studies*, 10(2), 171-182.

Junqueira, L., & Payant, C. (2015). "I just want to do it right, but it's so hard": A novice teacher's written feedback beliefs and practices. *Journal of Second Language Writing*, 27, 19-36.

Lavolette, E., Polio, C., & Kahng, J. (2015). The accuracy of computer-assisted feedback and students' responses to it. *Language, Learning & Technology*, 19(2), 50-68.

Seror, J. (2011). *Show Me! Enhanced Feedback Through Screencasting Technology*. Paper presented at the TESL Ontario Conference, Toronto, Ontario.

Truscott, J. (2007). The effect of error correction on learners' ability to write accurately. *Journal of Second Language Writing*, 16(4), 255-272.

Yeh, S.-W., & Lo, J.-J. (2009). Using online annotations to support error correction and corrective feedback. *Computers & Education*, 52(4), 882-892.



Jeremie Seror is an associate professor at the Official Languages and Bilingualism Institute at the University of Ottawa. An experienced language educator, his research has focused on the literacy development and the language socialization of multilingual students in educational settings through the documentation of language mediated activities and their impact on language learners' academic and social achievement. His projects have investigated, for instance, the

impact of content instructors' written feedback on international students' trajectories in North American universities and the impact of post-secondary immersion programs for undergraduate students seeking to develop advanced levels of biliteracy in both of their official languages (French and English). He has also drawn on his expertise with computer-assisted language learning to research the strategies and composition processes of language learners in digital spaces and the application of screen capture technologies for literacy development in second language classrooms.

Integrating Grammar into Task-Based Language Teaching

Dr. Bill Dunn, University of Alberta

Grammar is often neglected in discussions of how to implement task-based language teaching (TBLT), which can lead to misunderstanding and uncertainty regarding the role of grammar in current approaches to language teaching. Should grammar be avoided? Will grammar take care of itself if students engage in communicative tasks? This session will offer concrete examples of how to integrate grammar into second language teaching while still adhering to the general principles of TBLT. We will consider ways to address grammar across the various pedagogical phases of TBLT: pre-task, during task, and post-task. We will also consider the use of instructional tools that can support students' linguistic accuracy as they carry out tasks and help bridge the gap between their current language proficiency and the language demands of tasks. Participants in the session will explore how grammatical learning is conceptualized in a TBLT framework, how it is accomplished, and what the teacher's roles are in facilitating grammatical learning. Participants will also have the opportunity to interactively analyze sample tasks and accompanying instructional tools that could be used by students as aids while carrying out the tasks.



Dr. Bill Dunn is the Associate Dean of Teacher Education at the University of Alberta. He is also an Associate Professor in the Department of Secondary Education, where he works primarily in the field of second language education. He received his PhD from Cornell University in 2002, and began working at the University of Alberta in 2003. His areas of interest include task-based language teaching, second language teacher education, and blended learning.

Measuring Learning and Building Success in the ESL Literacy Classroom

Emily Albertsen, Bow Valley College

ESL literacy students come to Canada with an interrupted formal education and face a challenging task once they are here. They are developing their understanding of English as a language, they are building a complex set of skills and strategies for literacy, and they are deepening their knowledge of the world. They are doing all of these things at the same time, in a new language and country, while managing the responsibilities of supporting themselves and their families. This presentation will look at three goals of the ESL literacy classroom – language, literacy, and learning – and will discuss intentional, effective approaches to teaching and assessment.



Emily Albertsen has been teaching ESL literacy for ten years. She has an MA in English and has lived in Germany, Denmark, and Canada. Emily was the editor and primary writer of Learning for LIFE: An ESL Literacy Handbook and has worked on many other applied research projects in ESL literacy. She currently teaches in the Bridge Program at Bow Valley College in Calgary, where she works with youth learners.

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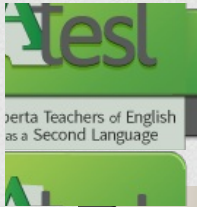
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