



Alberta Teachers of English
as a Second Language

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www.atesl.ca

President's Message

Dear ATESL Members:

Planning for the ATESL 2016 conference is well underway! The conference will be held in Edmonton at the Fantasyland Hotel from October 14th to 15th, and the theme of this year's event is *Inspiring through Inclusion and Communication*. Details about the exciting line-up of keynote and invited speakers as well as the Call for Presentations are available at atesl.ca. Please be sure to submit your proposal to program@atesl.ca before the June 15th deadline. Registration will open soon, so check the website for updates. I would like to thank conference co-chairs Phil Zirkwitz and Jeff Hendrick and the entire planning committee for their hard work and commitment to organizing an inspiring ATESL conference.

While I regularly attend local ATESL meetings in Edmonton, during the month of March, I had the opportunity to visit the Red Deer, Calgary, and Southern Alberta ATESL chapters. It was fantastic to meet ATESL members at each of the local meetings and to contribute to each of the events. Thank you to Nancy Bain, Sylvia Rossi, Nadia Khan, Shawna Vervloet, Sabine Ricioppo, and Janet Kwong and their local teams for organizing quality professional development opportunities.

In early May, a membership survey was administered to gather ideas and suggestions about the ATESL website and ATESL services. The survey data will inform the redesign of the ATESL website as well as inform the development of the strategic plan, *Envisioning the Future*. If you were among the 103 participants who completed the survey, thank you very much for your contributions! Over the coming months, the Strategic Planning Committee together with the ATESL Board will be developing ATESL's strategic plan.

Mark your calendars and plan to attend the Pronunciation in Second Language Learning and Teaching Conference (PSLLT) at the University of Calgary, August 12th to 13th. ATESL is the proud sponsor of the *Teaching Tips* session, which will be held on Saturday afternoon from 3:30 to 5:00. Entry to the *Teaching Tips* session is complimentary for ATESL members. Please visit the conference website for more details (<http://llc.ucalgary.ca/psllt2016/>).

On behalf of the ATESL Board, I would like to extend our heartfelt support and solidarity for the Fort McMurray evacuees and their families during this very challenging time. If you have not already done so, I encourage you to donate to the Canadian Red Cross.

ATESL is seeking to fill several board positions for 2016-2017 and co-chairs for the 2017 ATESL conference in Calgary. If you are interested in shaping quality professional development opportunities in our province as an ATESL representative, please be sure to let me know.

Respectfully yours,
Wendy

Wendy Chambers, PhD, ATESL President (president@atesl.ca)



Provincial Executive

2015-2016

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Calgary Local Report

Back in March, the Calgary Local hosted a well-attended panel discussion entitled “Maximizing Your Employability as an ELT Professional”. Twelve panelists – managers, directors and coordinators from a variety of post-secondary institutions, immigrant serving agencies and private schools – each provided their perspective on how teachers can boost their employment advantage. One common piece of advice was to carefully research a program before applying so that you fully understand the context of the learners and can tailor your application specifically to that context. The importance of being able to demonstrate Intercultural Communicative Competence was also emphasized. The role of the teaching portfolio in a job interview, on the other hand, was debated; some managers felt this was an essential tool while others noted they would not take time out of an interview to review a portfolio. After the session, a feedback survey was sent out to all participants, and some of the comments received were:

“It was very helpful to see the whole range of ESL education in Calgary all at once. Very easy to 'group' types of programs & think about where one might want to work.”

“Really like the range of managers from different schools. They were all looking for different types of ‘fit’ for their teaching staff.”

“[My insight is] how much potential employers consider both your skills AND whether you will work well with their existing employees and culture.”

In May, the Calgary Local welcomed Kim MacDonald (Bow Valley College) and Corrie Davidson (Columbia College) for another PD double header. During Kim’s session, “Working toward Generative Dialogue in Group Tasks”, participants first considered ways to foster an atmosphere of heterarchy rather than hierarchy in the classroom and activities for raising learners’ awareness of their existing biases. With this foundation in place, we can introduce activities designed to help learners truly listen to each other. In Corrie’s session, “Visual Literacy”, we vastly expanded our toolkit of techniques for using visuals such as charts and graphs, word clouds, fotobabbles (talking photos) and the images in our textbooks. Thank you to both Kim and Corrie for their dynamic, highly interactive, eye-opening presentations!

Looking ahead to the fall, we are planning a session in September around Intercultural Communicative Competence, and of course we look forward to the provincial conference in October. Between now and October, we will be looking for a new co-chair; if you are interested in details on what this position entails, please email calgary@atesl.ca, but here’s a preview. It is a chance to give back to the ELT community in Calgary; it will enhance your professional network; it will look great on your resume; it’s super-fun! 😊

Silvia Rossi & Nadia K

Edmonton Report

The ATESL Edmonton Local organized not one, but two meetings for the month of April. The first one was a very well attended Mental Health Sensitivity Training Seminar.

The objectives of this seminar were to 1) gain perspective into the lived experience of Syrian refugees, 2) understand their mental health status particularly post-traumatic stress disorder (PTSD), and 3) have a direction on how to act if needed.



Thank you to Dr. Fatima Al Sayah, Dr. Mohammad Alghamdi and Dr. Samer Aldandashi for delivering this session at Sacred Heart.

As always, the month of April marks the time when TESL Master's students at the University of Alberta deliver their final projects. Attendees of the second meeting in April gained some insight into the results of the following students' work: Sami Ghariani presented on *Enhancing Vocabulary Use in ESL Speaking Activities*; Yitao Wang talked about *Developing Language Support Materials for LING 101: Using the Adjunct Model*; and Tabitha Gillman provided us with *An Analysis of Present Perfect Timelines in ESL Textbooks*.



Yitao Wang, Tabitha Gillman, and Sami Ghariani (April, 2016, Edmonton)

The last meeting before the summer break was held on Friday, May 27 at Metro Continuing Education (7835 76 Avenue), with three capping project presentations from UofA TESL Masters students:

- Elina Stop – Analysis of Vocabulary Frequency in ESL Textbooks
- Moncef Abbassi - Canadian Short Stories to Teach Language and Culture to Advanced ESL Learners
- Oksana Oleksyn - Using Web Resources to Enhance L2 Listening Comprehension

Congratulations to all of the TESL Master's students who graduated this year!

Newsletter Information

The ATESL Newsletter is published quarterly.

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

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

Contact: Irene Wood at services@atesl.ca

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

Professional Development Bursaries

Apply for an ATESL Professional Development Bursary

Deadlines: March 15, September 15

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

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

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

Southern Alberta Report

On March 30, 2016 Shawna Vervloet, Chairperson for ATESL's Southern Chapter, hosted the first meeting in the South in over three years. The meeting included presentations and discussion with regard to Online Teaching and Learning, Integrating Pronunciation into the ESL Class and Integrating CALL into Task Design.

Dr Jennifer Foote joined the South group to discuss Integrating pronunciation into ESL classes. Jennifer shared ideas of how to incorporate pronunciation into your classes and pedagogically sound tips for maximizing the time ESL instructors spend on pronunciation in class. This session offered practical suggestions for addressing pronunciation in our ESL classes. It also gave an overview of which aspects of pronunciation are the most vital to intelligibility, and thus most important to cover in class. Finally, there were suggestions for resources and activities that can be used outside of class, for learners who need extra help. This presentation offered ideas that are applicable to a wide range of language levels.

Dr Wendy Chambers presented on Integrating CALL into Task Design. With the tremendous expansion of the interactive and collaborative capabilities provided by Web 2.0 technologies and with the advancement of handheld devices such as mobile phones and tablets, integrating computer-assisted language learning (CALL) into task-based language teaching (TBLT) holds promise to actively engage learners in exciting new opportunities that extend beyond the traditional brick and mortar classroom. What instructors need to keep in mind when selecting and using technology in the English language classroom were also discussed. This session introduced a number of innovative technology-based tools together with practical ideas and tips for effectively integrating CALL into task design.

In the near future, Southern ATESL members will be receiving invitations to events, mini-conferences and Professional Development sessions in the Calgary area as well.

Respectfully submitted,
Shawna Vervloet

TESL Canada Report to ATESL – May 2016

Last November, TESL Canada unveiled a strategic plan that identified a goal to establish a strong presence in Ottawa. After careful deliberation and consultation with external advisors, the Board of Directors has taken the decision to move the Executive Director position to Ottawa. The posting will go out very soon.

The Calgary office will remain intact for the foreseeable future and all the administrative duties relating to teacher certification, accreditation of teacher training programs, and membership will continue to be managed from the Calgary office, most likely until the end of 2016 and perhaps longer.

TESL Canada has a temporary office manager in place to oversee the Calgary office for the time being and long-term plans for will eventually be made in consultation with the new Executive Director.

Respectfully submitted,
Sally Scholefield, TESL Canada Representative for ATESL



Alberta Teachers of English
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ATESL Conference Report

We have officially launched our ATESL Conference Facebook Page and Twitter account. The Facebook page can be found at https://www.facebook.com/ATESL2016/info/?tab=page_info&pnref=story and the Twitter handle for the conference will be #ATESLConference2016. Please post any questions, comments or points of view that you may have.

Planning for the various committees has gotten underway and the members for the six committees will be gathering on May 26th at Norquest College in downtown Edmonton to discuss various items of the conference that will involve multiple committees. In particular, we will be discussing what the committees have done and are planning in the short term as well as what will enhance the attendees' experience of the conference such as presentations, food, entertainment, and take-home "swag" and souvenirs.

Attendees will soon be able to register online as we are in the process of finalizing all the details.

Thank you,

Phil Zirkwitz and Jeff Hendrick, 2016 ATESL Conference co-chairs



Alberta Teachers of English
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Focus on Research by Marian Rossiter & Marilyn Abbott

We are pleased to introduce our tenth Focus on Research column by Karen Matthews and Judy Sillito. In this article, Karen and Judy summarize key points from the inspiring digital storytelling session that they contributed to at the 2015 TESL Canada/ATESL Conference. We invite you to explore the references and websites referred to in this article, to discuss the power of storytelling and possible applications of digital storytelling with your colleagues, and to use digital stories to promote the development of your students' literacy and media skills in a relevant, meaningful manner.

Digital Storytelling with Adult English Language Learners by Karen Matthews & Judy Sillito

Digital storytelling (DS) refers to a specific methodology of workshop-assisted creation of short, personal, multi-media stories developed by the Center for Digital Storytelling in the early 1990's in Berkeley, California (www.storycenter.org). This model has now been disseminated throughout the world and adapted to education, health, community development, and social justice settings. DS practitioners, drawn to its emphasis on the empowerment of the storyteller, continue to invent new applications. In this article we will describe how we adapted this methodology for adult EAL learners (literacy to advanced levels) and discovered its power as a tool for language development and meaning-making in intercultural settings.

A standard three-day DS workshop consists of several steps: introducing the process; sharing personal narratives; writing scripts and recording them as voiceovers; collecting images and music to illustrate the stories; compiling all these components in video editing software; and sharing the stories according to the wishes of the storytellers.

An adapted DS process can be implemented across a multi-week EAL session. The teacher designs supporting tasks to develop language proficiency and computer literacy. Our experience reflects the findings of other DS practitioners who work with immigrant learners that DS "offer[s] a very powerful method for community development and community-based learning. Indeed, many of our participants... talked extensively about the power of telling one's own story" (Brushwood Rose & Granger, 2009).

In the classroom, we begin by familiarizing learners with digital stories, as well as the process of creating them. Watching and discussing exemplars of DS can lead to rich discussion. With a little prompting, learners generally identify that these stories are short, personal, sad, or funny, and that they are made up of voice, music, pictures, video, and text.

The teacher starts with general questions: Why do we tell stories? How is storytelling done in different cultures? Brainstorming different types of personal stories (love stories, adventure stories, stories of important people in one's life, migration stories) can stimulate potential stories for the next stage, the story circle.

In the story circle, learners are supported through a variety of narrative-based activities to *own their insight*, *own their emotions*, and *find the moment*. A good EAL classroom is one that has already been established as a safe place for taking risks necessary for learning. Therefore, creating an atmosphere of trust to hold the story circle is usually relatively easy. Nevertheless, we recommend extra care be given to reviewing guidelines that support deep, respectful listening and productive feedback. Once this support is in place, stories flow easily.

The story circle, aside from being an integral part of the DS process, is a great motivator for learning. When learners come to the circle, most will say "I don't have any stories", or they will be forthcoming with the *safe story*, what we call their *alibi story*. This is the story that can be told easily because it lives nowhere near their own learning edge in terms of both language and identity, but it is not necessarily the story that needs to be told. A curious part of story circle is that the very reluctance of each learner in the story circle is appeased by the similar timidity of their classmates; one story lends courage to the next; alibi stories give way to personally crucial stories that are superbly motivating for the learners.

Often storytellers focus on a noteworthy event or topic, but a more meaningful story will emerge if the event is associated with a key moment of change or personal transformation. This is wonderfully illustrated by **Sana's Story**:

Sana came to the story circle with a grand idea for her story: to tell the history of Iraq. I suggested this was a big topic for a three-minute video, but she was adamant. Then I remembered the question we often ask to help storytellers articulate a moment of insight: Why this story, why now? Her son was only six when they arrived, she said, as her eyes filled with tears. He was forgetting where he came from, that his country was not just a war on TV, but a vibrant culture with ancient roots. She wanted him to feel proud. There! She had named the story - the story only *she* could tell. And so she began and ended her "History of Iraq" with that story, her story.

As the story scripts become ready, the learners work in pairs, with volunteers or with the teacher, to record the voiceovers. Recording their own stories in their own voices gives language learners a unique opportunity to engage in an intimate way with their English voice, self-determine the degree of pronunciation correction they aspire to, and reflect in a novel way with their story through the multiple listenings that are necessary in the production stage.

When it comes to recording, most everyone hates the sound of their own voice. Dealing with an emergent sense of identity that is so inextricably bound with language and culture makes this a trickier precipice for immigrant and refugee learners. As a result, learners are inspired to invest extended time to read and re-read, rehearse, and repair (called homework in some contexts) so that their story is captured in an expression of English that is in alignment with their felt capacity. For some learners, this means using new idiomatic expressions that capture the meaning of the moment being described. For others, it might mean working with an interpreter to first capture the essence of the story, and then having the teacher help build the story using simple sentences with limited vocabulary.

The digital part of the journey is supported with a tutorial on video software and digital resources such as creative commons sites for sharing music and images without infringing on copyright.

Digital stories are multi-modal in nature. Storytellers manipulate the elements of voice, image, sounds, and music as they create their stories. They play with texture, pacing, and tone to highlight moments of emotion or insight from their original written text. Storytellers who encounter limitations in their use of language are often drawn to the use of symbols to express meaning. This fugue-like complexity mirrors the complexity of speaking one's native language, with its accompanying gestures, inflections, and body language. The DS process allows for a deeper, more focussed expression of personal story than the English language learner usually encounters in the classroom or community. Most students appreciate the opportunity to break their isolation and have their voices deeply heard.

The final phase is the showing and sharing part (with popcorn), which is especially impactful in the EAL setting. Learner stories often reveal unexpected reflections that empower both the teller and the listener with the dignity of a shared humanness - true and raw - that the stories illuminate.

Sharing of real life stories can be risky. Often stories - and silences - emerge that are unplanned and unbidden; always, both the story and the storyteller must be heard. It is good practice for program administrators and learners to understand the boundaries of ownership and sharing. Because the stories are invariably rich, it is tempting for an

institution to harvest them for their own purposes. However, the story always belongs to the teller, and the teller must retain the control on sharing, and the prerogative to change that decision at any point.

Another area of concern in the EAL context is with assessment. A digital story is a worthy addition to any portfolio, but we recommend not using the final artifact as an assessment tool. Rather, we recommend that the myriad of tasks that scaffold the process be used as assessment tasks. For example, crafting a writing assessment on a summary of a classmate's story rather than on the teller's own work; constructing a speaking task around clarifying meaning in pair work after the story circle; or developing a listening task about the software instructions. In certain contexts a digital story can be graded, but for most immigrant learners the experience is so blended between self-exploration and identity-construction in a new culture that to extract the English competencies for assessment would be as disturbing to the process as scoring the artistic quality of a hand-drawn picture.

In 2015, a group of LINC teachers in Edmonton attended a professional development workshop centred on DS. The intent was to provide a novel opportunity for reflective practice, strengthen a community of practice built around shared stories, and equip teachers with the knowledge and skills to use DS in the classroom.

The teachers were surprised and deeply touched by the power of the process. This experiential piece was a main factor in their confidence to take this approach into their own classrooms. One full day was added to the workshop to address LINC specific applications and in the end, nine of the ten teachers felt well-equipped to take DS into their classrooms.

We continue to be humbly inspired by many wondrous stories, and the storytellers who share them with us.

Karen Matthews, M.C.E., has two passions: digital storytelling and teaching EAL. She took facilitation training with Storycenter in Berkeley, California, and is TESL Canada certified. karen@weaseltale.com

Judy Sillito, M.Ed., is a program manager with an interest in alternative approaches to language instruction. She feeds her love of teaching doing digital storytelling workshops. judy@weaseltale.com

Karen and Judy are founders of **Weasel Tale**, a consulting group for digital storytelling.

References

- Brushwood Rose, C. & Granger, C. (2009). *Digital Stories of Coming to Learn: Experiences of access and narrative (im)possibilities in a community-based digital storytelling workshop for immigrant women*. Research report prepared for the Canadian Council on Learning.
- Gregori-Signes, C. (2008). Integrating the old and the new: digital storytelling in the EFL language classroom. *Greta Journal*, 16(1-2), 43-49.
- Lambert, J. (2013). *Digital Storytelling: Capturing lives, creating community*. New York, London: Routledge.
- Malin, E. (2015). *Sharing stories: sharing understanding*. Cardiff, Wales: Beyond the Border Storytelling Festival.

Websites

www.weaseltale.com www.storycenter.org www.wevideo.com

Sample Stories:

<http://youtu.be/mmlip3NJ7OE>
<https://youtu.be/eZYkebAjBjg>
<https://youtu.be/eZG-U4myglc>
<https://youtu.be/qGkyzywMBw>



RURAL ROUTES



Alberta Teachers of English
as a Second Language

Hello ATESL members! We hope that 2016 is already shaping up to be a wonderful year for you. The Rural Routes team has provided us with an overview of the services they provide to ESL practitioners across Alberta. Read on to know more about Rural Routes in their own words.

Rural Routes is an Alberta provincial initiative that offers a broad range of **FREE** [professional development services](#) to rural and small urban ESL programs and providers. Rural Routes is responsive to the needs of ESL instructors, teachers, coordinators, learning facilitators, volunteers, and tutors who work with adult newcomers. Our services are delivered via face-to-face sessions, telephone, email, or online, and are designed to meet the needs of the ESL community. Services include:

PD Workshops that reflect the ATESL revised Best Practices document, rural ESL programming, and incorporates, whenever relevant, the Canadian Language Benchmarks (CLB). A handout package full of relevant materials is provided at each workshop.

Mentorship sessions that are organic in nature and ESL practitioner-driven. Mentorship sessions vary based on need and can consist of a series of progressive conversations, referrals, resource reviews, or ESL-related organizational support. Tip sheets have been developed for use with mentoring sessions.

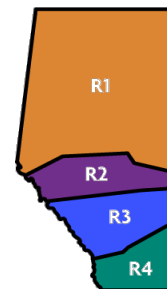
Rural Routes Online, which offers web-based PD workshops that have been adapted for an e-learning platform and pedagogy. Our latest online schedule is available for [download \(PDF\)](#).

An **ESL needs assessment tool** that supports ESL programs and individuals with identifying professional learning needs, professional growth plans, and training priorities. This tool adopted the principles of the ATESL Best Practices document (2009) into manageable 'I can' statements that describe knowledge, experience, and confidence.

A **website** that is an online source of information on ESL resources, upcoming events, discussions, our services, and more!

Our team of experienced ESL professionals are available to support your ESL needs. To book your services, contact your regional consultant:

- Jeanne Spearman at RuralRegion1@NorQuest.ca
- Jacky Rivas at RuralRegion2@NorQuest.ca
- Luisa T and Jeanne S both share RuralRegion3@NorQuest.ca
- Luisa Totoda at RuralRegion4@NorQuest.ca



For general inquiries, contact Barb Hudkins, Project Manager at RuralRoutes@NorQuest.ca or visit our website at www.norquest.ca/ruralroutes.

UNIVERSITY OF ALBERTA TESL MED CAPPING PROJECT SUMMARIES



Canadian Short Stories to Teach Language and Culture to Advanced Adult ESL Learners (Moncef Abbassi)

Using authentic literature to develop learners' linguistic skills and intercultural communicative competence is fundamental for ESL learners who live in a Canadian multicultural society. The purpose of this study was to explore the use of Canadian short stories in the ESL classroom as a means to develop learners' linguistic competence and intercultural communicative competence.

An extensive review of the literature related to developing ESL learners' language proficiency and their intercultural communicative competence was conducted. I chose to focus on Canadian multicultural short stories because they hold potential to offer a variety of themes and topics to which second language learners can relate, and also because multicultural short stories empower learners to challenge the dominant culture and "assert... that being different by no means equates with being un-Canadian" (Mukherjee, 1988, p. viii). I used Byram's (1997) model of intercultural communicative competence to evaluate the short stories. I also evaluated the stories' readability using Flesch Reading Ease and Flesch-Kincaid Grade Level. In addition, I used Laufer's (1992) lexical coverage of 95% as a criterion to evaluate the suitability of the short stories to learners at CLB 6 to 8 levels. Ten multicultural Canadian short stories were selected for inclusion in the project and each met the linguistic and cultural criteria. A set of research-informed tasks for teaching short stories to upper-intermediate and advanced adult ESL learners that attend to the linguistic and cultural dimensions were also developed. A number of pre-reading, while-reading, and post-reading tasks were created for one short story, *Borders* by Thomas King, to serve as an example illustrating how to integrate language and culture using interactive text and reader response processes.

Community Programming for Adult ESL Learners (Amanda Cameron)

The development of communicative competence for Canadian immigrants requires a community-based response. Language proficiency can facilitate the integration process by enhancing social and economic opportunities for immigrants, increasing their capital. In addressing these concerns, community programming (ESL-specific and broader community/mainstream) and volunteering within Edmonton were explored as feasible opportunities for learners to access in their settlement and integration process. This guide will assist service providers to refer adult ESL learners to opportunities within the community based on three needs: ESL instruction, greater interaction opportunities with proficient speakers, and/or more acculturation/integration opportunities. The programs listed in the guide are accessible, free or of low cost, and offered by community-based organizations. Community organizations and established ESL schools that have been catalogued in *A Directory of ESL/EAL Programs and Services in Selected Urban Centres in Alberta* for the period of April 2016-August 2016 (LARCC, 2016) were excluded. Community leagues have been excluded, as well, but they are recognized as institutions that offer the same potential benefits as the community recreation centres, community adult learning centres, public libraries, and immigrant serving agencies that have been incorporated into the guide. The programs that these organizations offer are opportunities that may be accessed by adult ESL learners to develop communicative competence, supplement classroom learning, or encourage integration.

Enhanced Vocabulary Use in ESL Speaking Activities (Sami Ghariani)

This study explored the theoretical and pedagogical underpinnings that can promote vocabulary learning in ESL speaking activities. It aimed to identify in the literature the speaking activities and design features that have been found to enhance lexical acquisition. The vocabulary-enhancing speaking activities examined in this study were discussions, information transfer, role plays, retelling, and formal presentations. To determine the extent to which commercially produced ESL teaching materials used researched-informed activities that purported to develop the acquisition of active vocabulary, five intermediate adult ESL listening and speaking textbooks were surveyed for speaking activity types and design features that promoted vocabulary use. The following activity design features were used in this study to categorize the textbook interactive speaking activities: (1) the speaking activity requires interaction and negotiation; (2) the target vocabulary is placed in the activity written input; (3) the activity is designed so that learners must attend to the target vocabulary in order to complete the task successfully; (4) the activity has a clear outcome; (5) the target vocabulary is placed in a

meaningful context in the activity written input. Additionally, pre-planning, as speaking activity implementation factor, was also used as a criterion in categorizing textbook activities as vocabulary-enhancing speaking activities. The results indicated that only a few speaking activities in the texts included these design features. Also, it was observed that the textbooks relied heavily on one type of activity, discussions. Role plays and formal presentations were less frequent, while information transfer, information gap and retelling activities represented less than 1% of the total number of the speaking activities. A research-informed example of how to enhance a speaking activity from one of the texts for vocabulary use was provided.

An Analysis of Present Perfect Timelines in ESL Textbooks (Tabitha Gillman)

Grammar timelines usually consist of a horizontal line and various dots, crosses, and dotted lines that indicate the temporal and aspectual meanings of verbs. Timelines are used as a pedagogical tool in English as a Second Language (ESL) grammar instruction that, coupled with communicative activities, has been shown to contribute to successful second language learning (Norris & Ortega, 2000). To date, relatively little literature exists that addresses the characteristics of effective timelines. In this paper, I focus on timelines for the present perfect tense-aspect form (e.g., *I have lived here since 1987*). The discussion begins with a review of how authoritative grammars describe the various meanings of the present perfect, as well as current theories on using graphics for learning. This literature review informed the creation of an analytic protocol that was applied to the evaluation of three popular ESL grammar textbooks' timeline depictions of the present perfect. Results of this analysis indicate that several key features of the form's meaning are frequently not represented. Based on this analysis, three timeline alternatives are discussed in terms of their potential effectiveness.

Supporting ESL Literacy Students with Learning Difficulties (Monica McFadzean)

Many adult newcomers to Canada are non- or low-literate due to having had no, little or interrupted educations. Although Canada supports their transition into Canadian society in part through the provision of language instruction, not all English literacy learners experience satisfactory levels of success. Instructors sometimes suspect learners of having learning disabilities, yet assessment of non- and low-literate adult English learners is problematic, as is differentiating between intrinsic limitations and emotional and behavioural disorders that may affect learning. Studies have been conducted to discern how to support juvenile ESL literacy learners with learning disabilities as well as literate post-secondary ESL learners, but adult literacy learners with learning difficulties comprise a neglected demographic. Practical teaching strategies and resources designed specifically for adult English literacy learners with learning difficulties are needed. This literature review discusses six teaching strategies – classroom adjustments, Individualized Educational Programs, metacognitive strategy instruction, multisensory instruction, Peer-Assisted Learning Strategies, and phonological awareness – that the literature suggests might be of use to instructors of adult ESL literacy learners manifesting learning difficulties. It also references some resources that support the teaching strategies discussed. Repositories for teaching strategies and adult-appropriate resources must be developed and made available for instructors and administrators. Responsibility must be delegated and taken to ensure that all struggling adult ESL literacy learners receive the same level of academic support as other Canadians to enhance their potential as new Canadians.

Using Web Resources to Enhance L2 Listening Comprehension (Oksana Oleksyn)

Listening is one of the most important skills that learners must develop because understanding target language aural input helps to improve other skills (Vandergrift, 2011). It takes a long time to develop authentic language listening comprehension skills, and many second language learners find it difficult because of insufficient exposure to the target language, a speech rate they can't cope with, speech variability, and the necessity to process linguistic input in real time (Field, 2003). Some researchers suggest that students need extensive practice listening to authentic language to automatize the skills of processing the information they hear (Rigway, 2000). As classroom time is limited. While it is easier for advanced students to find and use these materials, it can be difficult for intermediate ESL learners in the absence of guidance on what resources to use and how to effectively use them for learning purposes. The purpose of this project was

to identify the most common challenges that English as a second language learners face when developing listening comprehension skills, to ascertain some possible causes of these challenges, and to report on ways in which freely available internet resources can be used to improve learners' aural processing. In particular, I explored the materials and modes of presentation recommended in the second language acquisition literature to develop intermediate-level learners' comprehension of real-life authentic language listening and the methodological approaches that address learners' listening problems most efficiently. I also provide recommendations for instructors to help students become independent learners through employing technology for extensive listening. Additionally, I suggest a list of criteria for evaluation and selection of web-based listening materials and an annotated list of internet websites where instructors can find free high quality recordings for classroom practice or recommend for students' independent learning.

Individualizing Grammar Instruction (Galyna Ozarko)

Adult ESL instruction in Canada has adopted a communicative approach to second language teaching. The role of grammar in communicative methods, including task-based language teaching, was often neglected. However, research has shown that some focus on form is necessary for learner interlanguage development to occur (e.g., White, Spada, Lightbown, & Ranta, 1991). It has been well established that learners' ability to benefit from grammar instruction depends on their individual characteristics, especially language learning aptitude. This article presents an overview of research studies that investigate the relationship of language aptitude with grammar. It starts with a discussion of different conceptualizations of the construct of language aptitude and its role in mediating the effectiveness of grammar instruction. This is followed by a review of aptitude-by-treatment interaction research aimed at identifying optimal methods of teaching grammar and factors that can mitigate aptitude effects. The results of the present study show that aptitude plays an important role in grammar acquisition, especially in communicative learning contexts. Components of aptitude have a differentiated effect on language learning at various stages of proficiency, with phonetic coding ability being crucial at the initial stages of SLA. While memory in language analytic ability are important across the stages, memory becomes most influential for advanced learners and defines the limits of ultimate attainment for each learner. This review of research on language learning aptitude has revealed that, although this characteristic is the least susceptible to modification of all the IDs, there are ways to mitigate its effects on L2 learning. Explicit teaching of grammar rules, the use of various modalities in grammar instruction, providing learners with a variety of language learning strategies to choose from, encouraging learner autonomy, as well as manipulating features of task design, can all maximize learners' chances for success, regardless of their aptitude profile.

Analysis of Vocabulary Frequency in ESL Textbooks (Elina Stop)

Many newcomers come to Canada with language proficiency that allows them to enter the workforce and educational institutions, while others require language instruction. English as a second language (ESL) newcomers to Canada require language proficiency for survival, especially when dealing with unsimplified materials in the real world (Nation, 2011). Nation (2009) argued that it is important for language learners to be able to read textbooks and other available learning materials at their proficiency levels to facilitate their language development. Schmitt, Jiang, and Grabe (2011) affirmed that reading comprehension relies on the percentage of known vocabulary items (terms and information) included in a text. In this study, four textbooks from two popular (ESL) textbook series and CLB reading materials from *CLB Support Kit* (CCLB, 2012b) were assessed for vocabulary coverage and consistency of vocabulary use. Forty reading passages and eight CLB exemplars from the *CLB Support Kit* were analyzed using Vocabprofile in the Compleat Lexical Tutor at different Canadian Language Benchmark (CLB) levels. Comparisons were then made to determine vocabulary frequency distribution across textbook series and two publishers. Raw and mean numbers and percentages of tokens, word types, and word families were used to describe vocabulary coverage of each textbook. Lexical variation was also determined and compared between CLB levels, publishers and CLB exemplars. Findings showed that lexical variation and text coverage varied within and across series and that they were not consistent when compared with CLB exemplars. Results suggested that publishers should take into consideration CLB guidelines and exemplars in textbook development to provide level-appropriate reading resources.

Incorporating Self-Assessment into EAP Writing Instruction (Eunice Tham)

In recent years, interest in self-assessment (SA) in higher education has been growing. While some researchers focus on developing theoretical frameworks for SA activities, others examine the influence of SA methods such as rubrics and checklists, and self-revised essays on learning outcomes. These researchers working in the area of second language acquisition (SLA) have provided a strong rationale for including SA in English for Academic Purposes (EAP) courses. However, there is a lack of practical applications to support SA in English as a second language/English as a foreign language writing classes. The purpose of this project was to explore effective ways in which SA can be incorporated into EAP writing instruction. Due to the lack of practical applications of SA in ESL or EAP writing classes, I searched the SLA literature for rationale to support the use of SA in language learning and for research-informed practices for integrating SA into EAP writing instruction. Based on the literature, I developed a list of commonly-cited classroom SA tools and several templates that instructors can easily adapt for different types of writing assignments. Finally, to demonstrate how SA can be used in ESL writing instruction, I selected chapter one from a popular ESL/EAP textbook, *Learning English for Academic Purposes*, to illustrate best practices for implementing SA activities in several writing lessons. This project provides some useful suggestions for integrating SA into EAP writing materials and may contribute to a better understanding of SA procedures instructors can implement in their classes to enhance ESL/EAP learners' writing skills.

Developing Language Support Materials for LING 101: Using the Adjunct Model (Yitao Wang)

International students face many language-related challenges when they participate in academic lectures with their native speaker classmates. Especially in listening comprehension, unknown vocabulary, the speed of a lecturer's presentation, and lack of strategy training impede second language learners' comprehension of academic lectures. Scholars have recommended various solutions to address these problems including academic / technical vocabulary teaching, auditory word recognition, instruction of listening strategies, and adjunct model language support. Based on the literature review of the adjunct model of content and language integration, I designed language support materials derived from the content of an introductory course in linguistics for the benefit of undergraduate visiting students from Asia. The materials were designed to be used in optional tutorial sessions over a ten-week period during the term in which students were registered in an introductory linguistics course. Discussion of the development of the materials highlighted the tension between content and language learning. To improve the effectiveness of the adjunct tutorial materials, it is important that both content learning objectives and assessment criteria be reflected in the adjunct instruction. The ultimate goals of this project were to develop materials that would serve to support the improvement of ESL students' language skills and enhance their academic outcomes. Although challenges and obstacles remain to be addressed, it is hoped that the proposed materials will benefit low-proficient ESL students who are taking mainstream academic courses during a study abroad experience. The paper also calls for more engagement of the language instructors to support ESL students in the mainstream academic classrooms.



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