

# TESL Canada 2012 Conference Symposia

Thursday, October 11, 2012

<b>Time</b>	<b>Event</b>	<b>Location</b>
7:30-9:00	<b>Registration</b>	Campus Activity Centre 1st Floor
8:15-8:45	<b>Conference Welcome</b>	TBA
<b>Morning Sessions</b>		
9:00-12:00	Symposium A: Intercultural Communication: Creating a 3 <sup>rd</sup> Cultural Space	TBA
9:00-12:00	Symposium B: CLB and CEFR in the Canadian Context: Different Needs, Complementary Approaches?	TBA
9:00-12:00	Symposium C: Assessment for Learning: New Tools and Innovations	TBA
9:00-12:00	Symposium D: Great Expectations: Students' Challenges in Meeting Norms of Academic Writing	TBA
12:00-1:00	<b>Lunch</b>	<b>Mountain Room (Campus Activity Centre)</b>
<b>Afternoon Sessions</b>		
1:00-4:00	Symposium E: CLB Support Kit: Bringing the Revised CLB into the Classroom	TBA
1:00-4:00	Symposium F: Pathways to Success – Highlighting Current Innovations in Settlement Language Delivery	TBA
1:00-4:00	Symposium G: Preparing IEPs for the Canadian Workplace: Perspectives and Programming	TBA
1:00-4:00	Symposium H: Correcting and Integrating L2 Pronunciation	TBA
4:30-7:00	<b>President's Welcome Reception</b>	TBA

Please note that the Symposia are ticketed events; however, the President's Welcome Reception is open to all conference delegates.

## Thursday, October 11 - Morning Symposia

<p><b>Symposium A</b> 9:00-12:00</p> <p><b>Room:</b> TBA</p> <p><b>Focus:</b> intercultural communication and training, post-ESL, English for work, EAP</p>	<p><b>Intercultural Communication: Creating a 3<sup>rd</sup> Cultural Space</b></p> <p>Dr. Ivelina Tchizmarova, Simon Fraser University Erin Waugh, NorQuest College</p> <p>In this workshop, Eva Tchizmarova and Erin Waugh will present research and strategies to develop intercultural communicative (IC) competence in English language learners. Eva Tchizmarova will present critical incidents on IC from a post-secondary study in BC, introducing basic steps to developing IC competency, providing practical activities for the ELL classroom, and brainstorming with participants about IC training. Erin Waugh will present findings from a workplace study on a model for developing interculturality at the organizational level in an Alberta-based company. Participants will also be introduced to a concept of intercultural and language training workshops and resources that language teachers can use in unit themes about the workplace that engage the challenges of working on multicultural teams.</p> <p><b>Ivelina Tchizmarova, Ph.D.</b> has taught EAP and linguistics for 17 years, and currently teaches linguistics at Simon Fraser University. She co-wrote “Introduction to the Description of English Grammar” with Murray Munro and Cliff Burgess in 2011.</p> <p><b>Erin Waugh</b> delivers intercultural and language training across Canada in both private and public sectors where the multicultural workplace presents unique challenges for innovative and transformative learning. Erin co-authored the guide for integrating pragmatics into the CLB.</p>
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## Thursday, October 11 - Morning Symposia

<p><b>Symposium B</b> 9:00-12:00</p> <p><b>Room:</b> TBA</p> <p><b>Focus:</b> language benchmarks, curriculum</p>	<p><b>CLB and CEFR in the Canadian Context: Different Needs, Complementary Approaches?</b></p> <p>Yves Saint-Germaine, Citizenship and Immigration Canada Daphné Blouin Carbonneau, Centre for Canadian Language Benchmarks Enrica Piccardo, University of Toronto Seonaigh MacPherson, ELSA Net BC Lisa Robertson, Camosun College Michael Burri, British Columbia Institute of Technology</p> <p>This symposium will discuss the roles of the Canadian Language Benchmarks (CLB) and Common European Framework of Reference (CEFR) in Canada, and how they compare with and relate to one another, from theory to practice, and could possibly complement each other. Their application in curriculum and teaching will be discussed, with practical examples from the post-secondary context. Practitioners will have the opportunity to provide feedback on their experiences to inform the next steps in promoting collaboration and exchange between CLB and CEFR users.</p> <p><b>Yves Saint-Germaine</b> (Citizenship and Immigration Canada) is the Director of Information, Language and Community Policy at CIC's Integration Branch. His responsibilities include setting directions for LINC and working with provinces and territories on languages issues across the immigration continuum including selection, settlement and citizenship, as Chair of the FPT Language Forum and a member of the FPT Settlement Working Group.</p> <p><b>Daphné Blouin Carbonneau (CCLB)</b> is a project manager at the Centre for Canadian Language Benchmarks. She studied second language teaching at the University of Ottawa and has worked as a teacher and CLB assessor. She recently managed the validation of the revised CLB and is currently managing a CLB-based curriculum development project.</p> <p><b>Enrica Piccardo</b> is a professor at the Ontario Institute for Studies in Education, University of Toronto. She has conducted extensive research on the CEFR and its impacts on language teaching and assessment. As part of the CLB validation process, Erica studied the similarities and particularities of the theoretical foundations of the CEFR and CLB.</p> <p><b>Seonaigh MacPherson, Ph.D.</b>, is Instructional Resources Coordinator for ELSA Net in BC. She was Project Head of the new <i>ELSA 6/7 Curriculum Guidelines</i> and a consultant for both the <i>BC EFW 6/7 Curriculum</i> and for the EAP mini-guide for the Revised CLB Toolkit. She served as an Assistant and Associate Professor of TESL and Second Language Education at the University of Manitoba.</p> <p><b>Lisa Robertson</b>, teaches ESL at Camosun College. She has worked with the CLB as the primary framework for curriculum and materials development and assessment. She has also used the CLB in numerous projects in occupation specific language training, occupational language analysis, enhanced language training, applied program benchmarking, and BC articulation of adult post- secondary ESL programs.</p> <p><b>Michael Burri</b> is the Program Coordinator of the International Student Entry Program at BCIT. As part of an extensive curriculum project, he utilized the CLB and CEFR to design the learning outcomes currently used in ISEP courses. His professional interests include pronunciation pedagogy, curriculum design, teacher training, and teacher-based assessment.</p>
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## Thursday, October 11 - Morning Symposia

<p><b>Symposium C</b> 9:00-12:00</p> <p><b>Room:</b> TBA</p> <p><b>Focus:</b> settlement, assessment</p>	<p><b>Assessment for Learning: New Tools and Innovations</b></p> <p>Colleen Rogan, ELSA Net BC Joanne Pettis, Consultant</p> <p>This session will provide an overview of new developments to support effective CLB-aligned assessment for learning. Participants will learn about the Formative Assessment Toolkit, a free set of easy-to-use formative assessment tools that is available online. Participants will also learn about Portfolio Based Language Assessment (PBLA), recently field-tested in federal LINC programs.</p> <p><b>Colleen Rogan</b> has enjoyed teaching in a variety of EAL settings since 1988. She currently works with ELSA Net as the Provincial Instructional Resource Coordinator and in the TESOL Department at Vancouver Community College. She has an M.Ed. in TESOL through the University of Calgary with a special interest in Educational Technology.</p> <p><b>Joanne Pettis</b> recently retired as Coordinator of Adult EAL Curriculum Development and Implementation for the Province of Manitoba. In 2009, she was seconded to CIC in Ottawa to develop PBLA for LINC. Since her retirement, she has continued to work on CLB and PBLA projects nationally.</p>
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## Thursday, October 11 - Morning Symposia

<p><b>Symposium D</b> 9:00-12:00</p> <p><b>Room:</b> TBA</p> <p><b>Focus:</b> EAP, academic writing, plagiarism, educational technology</p>	<p><b>Great Expectations: Students' Challenges in Meeting Norms of Academic Writing</b></p> <p>Karen Rauser, Okanagan College Ismaeil Fazel, University of British Columbia Leah Sanford, University of British Columbia Brian Rhodes, Okanagan College</p> <p>The symposium will explore issues surrounding arguably THE critical skill for success in mainstream post-secondary education: academic writing. Karen Rauser will begin by overviewing the pre-program and post-program differences in required academic writing competence, illustrated through preliminary research. Isameil Fazel will overview the key issue of plagiarism in mainstream post-secondary contexts, particularly with respect to student awareness, factors contributing to plagiarism and the teacher's role in preparing students. Leah Sanford will then focus on effective programs for supporting academic writing and how these might inform participants' educational contexts. Finally, Brian Rhodes will address the role of technology in empowering students to improve their academic writing, particularly in 'becoming their own paraphraser' to avoid plagiarism.</p> <p><b>Karen Rauser</b> (Moderator) teaches EAP writing and is a TESL instructor and the ESL Curriculum Coordinator at Okanagan College. Her current research interests include curriculum and language benchmarking, effective techniques in teaching writing, the employment challenges for multilingual English teachers, and accessible training for pronunciation teachers.</p> <p><b>Ismaeil Fazel</b>, a PhD student at the Language and Literacy Education Department, is interested in students' academic writing, writing for publication and citation practices. Before starting his Ph.D., he served as a writing teacher for many years.</p> <p><b>Leah Sanford</b> (MA, BA, TESOL), Manager of International Programs and Services and Language and Writing Programs and Services at UBC's Okanagan campus, has been involved in International Education as an educator, teacher trainer, coordinator, and manager for the past 17 years. Her interests lie in English for academic purposes, intercultural communication, and bridging the gap between upper level EAP courses and 1st-year English.</p> <p><b>Brian Rhodes</b> is the ESL Chairperson at Okanagan College. He has been teaching ESL since 1984 and has specialized as an education technologist with a particular focus on empowering teachers and learners through the use new technology.</p>
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## Thursday, October 11 - Afternoon Symposia

<p><b>Symposium E</b> 1:00-4:00</p> <p><b>Room:</b> TBA</p> <p><b>Focus:</b> language benchmarks, curriculum</p>	<p><b>CLB Support Kit: Bringing the Revised CLB into the Classroom</b></p> <p>Jennifer McKay, Centre for Canadian Language Benchmarks Anne Hager, Education Consultant Hedy McGarrell, Brock University Seonaigh MacPherson, ELSA Net BC Gail Stewart, Education Consultant Ron Thomson, Brock University Erin Waugh, NorQuest College</p> <p>The CCLB has recently developed a kit of support materials on the revised CLB. The kit, funded by Citizenship and Immigration Canada Ontario Region, includes an orientation to the revised CLB and guides on grammar, pragmatics and pronunciation. It also includes strategies, and tips on a variety of other related topics. Presenters include experts and researchers from the field who contributed to the contents of the kit. Participants will be given a glimpse of the contents through hands-on activities.</p> <p><b>Jennifer McKay</b>, <i>Senior Program Manager, CCLB</i>, a former ESL and LINC instructor, has been with the CCLB since 2005, and has worked on various projects including assessor training and calibration, instructor resources and professional development.</p> <p><b>Anne Hager</b>, <i>Writer of the Orientation to the CLB Guide and Lead Consultant for the Support Kit</i>, has over 25 years of experience working in the field of Adult ESL and is currently an education consultant specializing in curriculum development. Her work includes revisions to and development of all of the LINC curriculum guidelines, revisions to the Canadian Language Benchmarks and curricula/teaching resources for adult ESL programs.</p> <p><b>Hedy McGarrell</b>, <i>Writer of the Guide to Incorporating Grammar into a CLB Based Program</i>, is a professor of Applied Linguistics at Brock University, where she teaches graduate and undergraduate courses. Her research focuses on L2 writing development, pedagogical grammar, computers and corpora for L2 development, teacher education and development.</p> <p><b>Seonaigh MacPherson</b>, Ph.D., <i>Writer for the CLB EAP Mini Guide</i>, is Instructional Resources Coordinator for ELSA Net in BC. She was Project Head of the new <i>ELSA 6/7 Curriculum Guidelines</i> and a consultant for both the <i>BC EFW 6/7 Curriculum</i> and for the EAP mini-guide for the Revised CLB Toolkit. She served as an Assistant and Associate Professor of TESL and Second Language Education at the University of Manitoba.</p> <p><b>Gail Stewart</b>, <i>Writer of the CLB Exemplars Guide</i>, has been active in the ESL field for 27 years. Her work with the CLB began in 1995 when the first draft document was under development. In her current role as a consultant and advisor, Gail focuses on CLB-based research, test development, training, standard setting, and validation studies.</p> <p><b>Marion Rossiter</b>, <i>Co-writer of the Guide to Incorporating Pragmatics into a CLB Based Program</i>, is Associate Professor and TESL Coordinator in the Department of Educational Psychology, University of Alberta. She serves as Editor of the TESL Canada Journal and conducts research on L2 teaching/learning and the settlement of immigrant youth in Canada.</p> <p><b>Ron Thomson</b>, <i>Writer of the Guide to Incorporating Pronunciation into a CLB Based Program</i>, teaches in the Applied Linguistics/TESL program at Brock University. His current research focuses on the development of second language pronunciation and oral fluency. He is also the creator of <a href="http://www.englishaccentcoach.com">www.englishaccentcoach.com</a>, a free web-based pronunciation teaching tool.</p> <p><b>Erin Waugh</b>, <i>Co-writer of the Guide to Incorporating Pragmatics into a CLB Based Program</i>, is an Intercultural Communications Facilitator at NorQuest College in Edmonton. He designs and delivers pragmatics and intercultural courses for the workplace.</p>
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## Thursday, October 11 - Afternoon Symposia

<p><b>Symposium F</b> 1:00-4:00</p> <p><b>Room:</b> TBA</p> <p><b>Focus:</b> settlement, program delivery</p>	<p><b>Pathways to Success – Highlighting Current Innovations in Settlement Language Delivery</b></p> <p>Yves Saint-Germaine, Citizenship and Immigration Canada Colleen Rogan, ELSA Net BC Hana Tale Imai, Bow Valley College Diana Hardy, Bow Valley College Additional presenters to be announced</p> <p>This session will highlight program innovations relevant for settlement ESL in Canada and will include an overview of initiatives led by Citizenship and Immigration Canada. It is being organized by the Settlement Language National Network (a committee initiated by TESL Canada), and is intended to link settlement ESL administrators and instructors across Canada by encouraging sharing and discussion. Plenty of time for questions and table sharing will also be provided during this session, so please join us for a morning of collaboration and connecting.</p> <p><b>Yves Saint-Germaine</b>, (Citizenship and Immigration Canada) is the Director of Information, Language and Community Policy at CIC's Integration Branch. His responsibilities include setting directions for LINC and working with provinces and territories on languages issues across the immigration continuum including selection, settlement and citizenship, as Chair of the FPT Language Forum and a member of the FPT Settlement Working Group.</p> <p><b>Colleen Rogan</b> has enjoyed teaching in a variety of EAL settings since 1988. She currently works with ELSA Net as the Provincial Instructional Resource Coordinator and in the TESOL Department at Vancouver Community College. She has an M.Ed. in TESOL through the University of Calgary with a special interest in Educational Technology.</p> <p><b>Hana Tale Imai</b> has worked in both ESL and EFL contexts since 1992. In Canada, she has extensive experience in teaching and coordinating in the ELL Department at Bow Valley College, Alberta. While her current role is coordinator of innovation, she has also worked extensively in the LINC program as an instructor, team leader and coordinator.</p> <p><b>Diane Hardy</b> is a program coordinator in the English Language Learning Department at Bow Valley College. She works in the areas of youth programming, E-learning, programs for learners with interrupted formal education and innovative projects. She is the past president of ATESL.</p>
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## Thursday, October 11 - Afternoon Symposia

<p><b>Symposium G</b> 1:00-4:00</p> <p><b>Room:</b> TBA</p> <p><b>Focus:</b> internationally educated professionals, English for work, bridging programs</p>	<p><b>Preparing IEPs for the Canadian Workplace: Perspectives and Programming</b></p> <p>Brendan Walsh, Citizenship and Immigration Canada Sam Bourgi, Information and Communications Technology Council Ping Deters, Seneca College Tanis Sawkins, Vancouver Community College Chris Campbell, University of British Columbia</p> <p>This symposium will examine the multiple factors that shape the preparation of Internationally Educated Professionals (IEPs) for the Canadian workplace. Brendan Walsh (CIC) will overview the selection of IEPs and how they are supported before and after arrival in Canada. Sam Bourgi (ICTC) will overview trends pertaining to Canada's Information and Communications Technology sector and offer strategies for strengthening the contribution of Canada's immigrants. The session will then focus on implications for supporting the acquisition of language and culture required in professional contexts. Through her research, Dr. Ping Deters (Seneca College) will discuss the affordances and constraints of acculturation processes of immigrant professionals and practical implications for language and bridging programs. Tanis Sawkins will follow with an overview of two courses aimed at developing oral and socio-cultural competence in engineers and accountants. Well-placed breakout sessions will invite participants to discuss implications for their educational contexts.</p> <p><b>Brendan Walsh</b>, Director, Foreign Qualifications Review, CIC, is an Ottawa native, a graduate of Carleton University, and has over 30 years of experience working on labor market policies and initiatives for the Government of Canada. Brendan helped to research and develop the National Occupational Classification (NOC), and was the federal government lead for implementation of Chapter 7 of the Agreement on Internal Trade. Since 2010, Brendan has been a Director at the Foreign Credentials Referral Office, Citizenship and Immigration Canada, where he works on issues related to the recognition of foreign credentials for newcomers to Canada.</p> <p><b>Sam Bourgi</b>, Research Analyst, Information and Communications Technology Council (ICTC), is an author and research analyst at ICTC, where he conducts lead research, reporting and partnership development with colleges and universities. Sam develops intelligence reports and publications that assess Canada's ICT labor requirements, including the intersection of ICT with emerging occupations, enabling technologies, sub-sectors and diverse talent.</p> <p><b>Dr. Ping Deters</b>, professor in the English Language Institute at Seneca College in Toronto, has been in the field of second language education as a teacher, teacher educator and researcher since 1989. Her areas of interest include the acculturation and integration of immigrants and international students, comparative education, and curriculum and teacher development.</p> <p><b>Tanis Sawkins</b>, MA, Department Head, Professional and Career English, Vancouver Community College, SBC, has taught, designed and managed occupationally specific programs at Vancouver Community College since 1989. She has worked on benchmarking applied programs for language entrance requirements at VCC, and research and curriculum projects in the areas of engineering and accounting.</p> <p><b>Chris Campbell</b> (Moderator), a UBC doctoral student with a dual background in engineering and TESOL, is investigating the enculturation of culturally and linguistically diverse learners in undergraduate engineering programs.</p>
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## Thursday, October 11 - Afternoon Symposia

<p><b>Symposium H</b> 1:00-4:00</p> <p><b>Room:</b></p> <p><b>Focus:</b> pronunciation</p>	<p><b>Correcting and Integrating L2 Pronunciation</b></p> <p>Bill Acton, Trinity Western University Michael Burri, British Columbia Institute of Technology</p> <p>This symposium presents a new, haptic (movement + touch) based system for correcting and integrating essential English L2 pronunciation, applicable for middle-school learners or older. Participants learn a basic system, which has been designed for use by instructors with little if any background in pronunciation teaching. The symposium is experiential. At the conclusion, participants will be able to use the method and techniques in their own classrooms.</p> <p><b>Bill Acton</b> is Dean of Graduate Studies and Director of the MATESOL program at Trinity Western University. His research and teaching for the last four decades have been in the areas of pronunciation and body movement. He and his colleagues have been developing haptic-based systems of pronunciation teaching.</p> <p><b>Michael Burri</b> is the Program Coordinator of the International Student Entry Program (ISEP) at BCIT. As part of an extensive curriculum project, he utilized the CLB and CEFR to design the learning outcomes currently used in ISEP courses. His professional interests include pronunciation pedagogy, curriculum design, teacher training, and teacher-based assessment.</p>
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