CULTIVATING CONNECTION

2021 Fall Conference Program

TESL☓NS

Schedule-at-a-Glance

Time	Concurrent A	Concurrent B
8:00 - 8:45	**Morning Yoga**	
8:45 - 9:00	**Opening Remarks**	
Session 1 9:00 - 9:50	**Implementing Hyflex Teaching in EAP Programs: Challenges and Solutions** Miguel King, *Dalhousie University* Tony Rusinak, *Dalhousie University*	**Building partnerships and increasing capacity with TESL Basics for Language Volunteers (TBLV)** Marijke Geurts, *New Language Solutions* Matthias Sturm, *New Language Solutions, Simon Fraser University*
9:50 - 10:00	BREAK	
10:00 - 10:30	**Annual General Meeting**	
10:30 - 10:40	BREAK	
Session 2 10:40 - 11:30	**Career Advancement Tips for Shy/Introverted TESL Professionals** Heather Donnelly, *Fanshawe College*	**Literacy Portfolio Expectations** Rana Ashkar, *Centre for Canadian Language Benchmarks* Setsu Kawahara, *Centre for Canadian Language Benchmarks*
11:30 - 12:00	LUNCH	
Session 3 12:00 - 12:50	**Graduate Student Perspective of an English for Academic Purposes program** Christine Doe, *MSVU* Tim Neufeld, *MSVU*	**Using Tutela H5Ps on Avenue.ca** Diane Ramanathan, *Tutela* Kathy Hughes, *Centre for Canadian Language Benchmarks*
12:50 - 1:00	BREAK	
Session 4 1:00 - 1:50	**Remote Proctoring Technology and Student Anxiety** Tony Rusinak, *Dalhousie University*	**Social Emotional Learning and Language Learning among Refugee Youth** Jordan Remedios, *MSVU* Joel Murphy, *Acadia University*
1:50 - 2:00	BREAK	

Discussion Groups
2:00 - 2:50
	1. **Cultivating Community Connections**
	    Krista Royal, Acadia University
	2. **Professional Collaboration for Adaptation and Innovation**
	    Susan Ziemba, Educational Consultant, ABCs of the Mind
	3. **Using Learning Strategies as a Means to Goal Setting**
	    Krista Welsh, ISANS
	4. **Self-Care**
	    Lauren McKenzie, SMU
	5. **Mentorship in TESL**
	    Jessica Crabill, HLIC
	6. **TESL NS General Discussion & Networking**
	    Julie MacDonald, ISANS	

2:50 - 3:00	Closing Remarks	

TESL Nova Scotia would like to acknowledge that today's conference is hosted from Kjipuktuk in Mi'kma'ki, the ancestral and unceded territory of the Mi'kmaq people.

Session Descriptions

Please direct any questions to **info@teslns.com**

Yoga for Connection – 8:00am – 8:45am

Kate Purcell is a native Haligonian and instructor at Dalhousie in the English Language Studies program. She is a lifelong student of yoga and more recently did her 200 RYT training. She believes yoga is a living, breathing practice in many senses and that it can help practitioners connect more deeply with themselves and the world around them.

Opening Remarks – 8:45am – 9:00am

Session 1A – 9:00am – 9:50am

Implementing Hyflex Teaching in EAP Programs: Challenges and Solutions

In response to the pandemic and with the evolution of teaching and learning modalities, the hyflex approach is increasingly more common in our digital and in-person classrooms. Striking a balance between the need to hold both face-to-face and virtual classes concurrently has led to hyflex being a reality for many ESL programs across the province. In this session, we will explore the challenges and solutions in this emergent teaching environment where students are taught in-person and online synchronously

Miguel King (he/him), ESL/EAP instructor at Dalhousie University. Miguel holds a Master's degree in Education, a Master's degree in Applied Linguistics, and a diploma in TESOL. His current research interests include the effects various assessment models have on language learners measured proficiency, as well as the creation of universal assessment standards to improve accessibility beyond accommodations.

Tony Rusinak, Master's in Educational Technology, DELTA. Having taught ESL in nine countries over twenty years, Tony has established himself as an EAP Instructor and Online Technologies Specialist at Dalhousie University and an IELTS expert with the British Council. His interests range from English for Academic Purposes, to online assessment technologies, to optimizing language instruction in a post-pandemic world.

Session 1B – 9:00am – 9:50am

Building partnerships and increasing capacity with TESL Basics for Language Volunteers (TBLV)

TESL Basics for Language Volunteers (TBLV) is a project by New Language Solutions funded by IRCC. TBLV was developed to offer basic TESL training and orientation for volunteers working with newcomers in informal language training (conversation circles and mentoring) or for volunteers working as teacher's aides in formal language training programs (LINC). At TBLV, we recognize that using volunteers as aides in adult ESL instruction can enable teachers to better meet learners' needs. The course is about 15 hours in length, delivered online over a period of 7 weeks. Each week a new topic is introduced, including an introduction to the CLBs, working with lower-level learners, using realia, and volunteering in an online environment. Coaches who are trained TESL professionals facilitate the online training and offer continued support afterwards. In this session we present the TBLV courseware and results from the pilot, highlighting outcomes for language volunteers. We also explain how organizations can partner with NLS to deliver this volunteer training.

Marijke Geurts (she/her) received her M.A. in Education, Language & Literature from The Netherlands. She works with NLS as online content developer, TBLV coordinator and LearnIT2teach mentor.

Matthias Sturm (he/him) is the evaluator and researcher at New Language Solutions. Matthias is also a PhD candidate in the Education Faculty at Simon Fraser University.

Annual General Meeting – 10:00am – 10:30am

Be a part of an amazing team as a TESL NS Board Member!
Open positions: President, Vice-President, Webmaster, or Member-at-Large

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Session 2A – 10:40am – 11:30am

Career Advancement Tips for Shy/Introverted TESL Professionals

This session has two objectives. Firstly, I will explain the differences between shyness and introversion. Secondly, I will provide strategies to help shy and introverted TESL professionals navigate tasks that likely cause trepidation: interviewing, networking, gaining visibility, and finding mentors/sponsors.

Heather Donnelly (she/her) is an ESL faculty member at Fanshawe College (London, ON). She has taught ESL/EAP courses for multiple post-secondary institutions in Ontario and Manitoba.

Session 2B – 10:40am – 11:30am

Literacy Portfolio Expectations

This session focuses on the key elements of a Portfolio Based Language Assessment (PBLA) portfolio in an ESL literacy context. It is grounded in PBLA practice and the Canadian Language Benchmarks document.

This session is part of the Professional Learning Sessions series developed by the Centre for Canadian Language Benchmarks (CCLB). This session focuses on the key elements of a Portfolio Based Language Assessment (PBLA) portfolio in an ESL literacy context. It is grounded in PBLA practice and the Canadian Language Benchmarks document.

It assumes that teachers are familiar with the CLB: ESL for Adult Literacy Learners (ALL) and the ESL for ALL Support Kit documents. This session will also showcase some of the newer Literacy e-modules that are now available for blended learning.

 Learning Intents:

- Review key features of a PBLA portfolio
- Explore what these look like in an ESL literacy context
- Review key ESL literacy resources that can guide PBLA implementation

Rana Ashkar (she/her) is a Project Manager with the Centre for Canadian Language Benchmarks who oversees the PBLA implementation across Canada. She has a Bachelor's in Education, is OCT trained and has a background in ESL teaching and project management.

Setsu Kawahara (she/her) is a supervisor of Language Services at Immigrant Services Association of Nova Scotia (ISANS). She has more than 20 years' experience in EAL, both overseas and in Canada. She has worked at ISANS since 2008 as a LINC instructor, EAL literacy instructor, curriculum developer, online developer, and program supervisor. Setsu has also done project work with the CCLB and the NS government and is vice-president of TESL NS and currently sits on several boards focusing on literacy and vulnerable populations.

Session 3A – 12:00pm – 12:50pm

Graduate Student Perspective of an English for Academic Purposes program

The presentation will report on the findings of a study looking at international graduate students' experience and perceptions of the English for Academic (EAP) program at an Atlantic University. Data was collected from classroom observations, questionnaires and interviews. During the presentation, we will ask for audience participation to consider the implications of the findings.

Christine Doe (she/her) is an Associate Professor in the Faculty of Education. Her research and teaching interests are focused on language teaching and assessment.

Timothy Neufeld (he/him) is a currently enrolled in the Master of Arts in Education (TESOL) program at MSVU. His research interests include language socialization and EAP.

Session 3B – 12:00pm – 12:50pm

Using Tutela H5Ps on Avenue.ca

In this session, you will learn how to find H5Ps created by teachers across the country, preview and download them, and finally import them to Avenue.ca

Diane Ramanathan (she/her) is the community outreach coordinator for Tutela.ca. She is also a LINC Home study instructor and part of the TESL program at Algonquin College.

Kathy Hughes (she/her) is Project Manager with the Centre for Canadian Language Benchmarks. She has a Master of Arts in Leadership and Training from Royal Roads University and a strong background in project management and   professional development initiatives.

Session 4A – 1:00pm – 1:50pm

Remote Proctoring Technology and Student Anxiety

With the increase in distance education, educational and assessment bodies have had to increase their ability to deliver tests effectively, securely, and reliably online. The accelerated shift online due to the pandemic has made this even more important. One of the major considerations for distance education is remote assessment for high stakes exams. Brought under the spotlight from Covid-19 closures and worries of academic integrity issues, exams need to have better security and delivery options to ensure both the instructor and the student complete exams successfully. Remote proctoring technologies have responded to this need. This presentation will explore remote proctoring technologies best practices and how to mitigate the potential test-day anxiety for test-takers.

Tony Rusinak (he/him) Master's in Educational Technology, DELTA. Having taught ESL in nine countries over twenty years, Tony has established himself as an EAP Instructor and Online Technologies Specialist at Dalhousie University and an IELTS expert with the British Council. His interests range from English for Academic Purposes, to online assessment technologies, to optimizing language instruction in a post-pandemic world.

Session 4B – 1:00pm – 1:50pm

Social Emotional Learning and Language Learning among Refugee Youth

As a part of a larger project, my research partner and I have been reviewing the literature examining impact of language learning among refugee youth in relation to their social and emotional wellbeing. Despite being well-researched areas of inquiry and critical to the successful integration into Canadian society, there is very little which explicitly connects the two important areas of research. Our review identifies, reviews, and puts forward explicit connection points between these two areas of inquiry. Four key principles were identified, which are proposed to support language educators intentionally and holistically aid refugee youth in a positive and smooth transition into Canadian society.

Jordan Remedios (he/him) is an MAEd-TESOL student at MSVU. His research interests are digital literacy among EAL students and has taught EAL in South Korea, Vietnam, and China.

Joel Murphy (he/him) is a Ph.D. student in the faculty of education at Acadia University. His area of research is experiential education, social impact measurement, and youth development.

Discussion Groups – 2:00pm – 2:50pm

Join a breakout room for an open, guided discussion. Closing remarks to follow.

1. **Cultivating Community Connections**

   This session will discuss ways that we can connect students to the school community and the local community beyond our institutions. We can discuss potential obstacles and strategies for overcoming these challenges. Hear about what other TESL folks are doing in this area and leave with some ideas to consider.

   > **Krista Royal** *(she/her) is an instructor at Acadia's ELC. She has been teaching language learners in various contexts since 2002. She moved to NS in 2020.*

2. **Professional Collaboration for Adaptation and Innovation**
   Susan Ziemba, Educational Consultant, ABCs of the Mind

   Immerse yourself in a "mind-storming" overview of collaboration for adaptation and innovation theory, followed by an open discussion with your colleagues about ideas/strategies/resources for effective ESL instruction in changing learning environments. Arrive with questions and ideas to share and leave energized with an enhanced toolbox to accelerate your students' learning!

   > *Author* **Susan Ziemba** *(she/her) applies 50 years' K-12/Adult literacy experience in her* ABCs of the Mind: How to Self-Direct My Learning, My Life *workbook series.*

3. **Using Learning Strategies as a Means to Goal Setting**
   Krista Welsh, ISANS

   In this discussion we will share experiences with setting goals in the classroom. We will also talk about the importance of learning strategies and ways of incorporating them into your everyday teaching. Lastly, we will look at ideas to connect learning strategies to classroom goals.

   > **Krista Welsh** *(she/her) has been teaching at ISANS for three+ years. She has a B.A. in Linguistics and Modern Languages from McGill University and a B.Ed from Queen's University.*

4. **Self-Care as TESL Professionals**
   Lauren McKenzie, SMU Language Centre

   Bringing our best selves into our work requires listening to and meeting our own needs. What does self-care look like for language-teaching professionals and how can we prioritize this within our workspaces?

   > **Lauren McKenzie** *received her BA with Honours from the University of Toronto and is currently completing a MA TESOL at Trinity Western University. Lauren has almost 20 years of experience working with non-native English speakers in higher education and is dedicated to seeing the community of international students achieve their goals.*

5. **Mentorship in TESL**
   Jessica Crabill, HLIC

   What do you hope to get from mentorship? How do you approach mentoring? What makes a great mentor? How could TESL NS support mentoring relationships among its members? In this session you can share your response to these and other questions and to hear what others have to say about mentorship in our profession.

   > ***Jessie Crabill*** is the Academic Director of the Halifax Language Institute of Canada and serves as the Membership Secretary on the TESL NS Board.

6. **TESL NS General Discussion & Networking**
   Julie MacDonald, ISANS

   Are you new to the organization? Interested in offering input on how TESL NS can best serve its members? Just have conference brain and need a light, collegial session to wrap up the day? Come to this general discussion room to share ideas and meet others.

   > ***Julie MacDonald*** *is a literacy teacher at ISANS. She is the outgoing president of TESL NS.*

Closing Remarks* – 2:50pm – 3:00pm

*Note the closing remarks meeting room continues from the Discussion Groups meeting room.

Get involved with your professional association!

- Contribute to the TESL NS newsletter
- Join the TESL NS Facebook group – https://www.facebook.com/groups/TESLNS/
- Present at an upcoming conference
- Attend a Board Meeting – details online at teslns.com
- Become a TESL NS Board Member

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Save the Date!

TESL NS 2022 Spring Conference

May 14, 2022
Acadia University