

# TESL Nova Scotia Spring 2023 Conference - Saturday, June 3, 2023

## Schedule Overview

All concurrent sessions are in-person at Acadia University's Patterson Hall in Wolfville, NS. All times in Atlantic Daylight Time.

All sessions, except where noted, are scheduled for 45 minutes and are followed by a 15-minute break.

8:45 am	<b>Check-In, Networking, Coffee &amp; Snacks</b> <i>Patterson Lobby</i>		
9:45 am	<b>Opening Remarks</b> <i>Patterson Lobby</i>		
10:00 am	<b>Will ChatGPT Create Further Inequalities in Education?</b> By Andy Ho  <b>Hybrid Session</b> <i>Patterson 107</i>	<b>Integration of Culture and Education: Intercultural Teaching Module for EAL Classrooms</b> By Amna Umair & Mona Heidary  <i>Patterson 206</i>	<b>Informal CLBA/OSA Language Assessment</b>  By Jennifer Tanudjaja  <i>Patterson 213</i>
11:00 am	<b>Introducing National LINC Online Curriculum for CLB 3-5</b> By Jayne Geldart  <b>Hybrid Session</b> <i>Patterson 107</i>	<b>Unlock Your Mind: Boosting Critical Thinking at the Literacy Level (60-Minute Workshop)</b>  By Farshad Shafiei Moghadam  <i>Patterson 206</i>	<b>How to Better Understand Korean English Language Learners</b>  By Jihyun Park  <i>Patterson 213</i>
12 noon	<b>Lunch Break</b> Box Lunch Provided (Attendees selected options with registration) <i>Pick up lunch in Patterson Lobby, eat in Patterson or elsewhere on campus</i>		
1:00 pm	<b>Virtual Keynote / Hybrid Session:</b>  <b>Shifting from the English-Only mindset in the EAP classroom: Does a plurilingual approach offer an alternative?</b> By Dr. Steve Marshall, Simon Frasier University  <i>Broadcast in Multiple Session Rooms - Patterson 107, 206</i>		

	<b>Followed by Networking Coffee Break in Patterson Lobby</b>		
2:15 pm	<p><b>Maximizing Tutela: Tools and Strategies</b></p> <p>By Diane Ramanathan</p> <p><i>Patterson 107</i></p>	<p><b>Keeping up with English: Adapting to Language Change and Language Variation</b></p> <p>By Sandra Powell</p> <p><b>Hybrid Session</b></p> <p><i>Patterson 206</i></p>	<p><b>Reciprocal Reading (Student Focused Reading): An Alternative to the Normal</b></p> <p>By David Threadgold</p> <p><i>Patterson 213</i></p>
3:15 pm	<p><b>Future Proof your Classrooms: Digital Citizenship and Language Learning</b></p> <p>By David Neilsen &amp; Anita Premkumar</p> <p><i>Patterson 107</i></p>	<p><b>Adults Learn to Read with TIES Resources</b></p> <p>By Donna Clarke &amp; Jeremy Wilson</p> <p><b>Virtual Presenters/Hybrid Session</b></p> <p><i>Patterson 206</i></p>	<p><b>Intercultural Communicative Competence (ICC) in ESL/EFL Classrooms</b></p> <p>By Carlos Peralta, Rita Andraous, Hanieh Azizi, &amp; Esther Tong</p> <p><i>Patterson 213</i></p>
4:05-4:15 pm	<p><b>Closing Remarks</b></p> <p>Patterson 107</p>		

## Session Descriptions

Title	Summary	Presenter Bios
<b>Session 1 (10:00am)</b>		
<p><b>Will ChatGPT Create Further Inequalities in Education?</b></p> <p><b>(Room 107/Hybrid)</b></p>	<p>In this presentation, ChatGPT's potential influence on educational inequalities is examined through the lenses of the global digital divide and knowledge gap theory. The discussion highlights challenges for developing countries and invites audience input on integrating AI in TESL while minimizing adverse consequences, fostering a collaborative learning experience.</p>	<p>Andy Ho, a Hong Kong-based educator and blogger, speaks at top corporations and teaches English abroad. Andy's currently pursuing his International Master of Teaching English at Saint Mary's University, Canada.</p>
<p><b>Integration of Culture and Education: Intercultural Teaching Module for EAL Classrooms</b></p> <p><b>(Room 206)</b></p>	<p>This session aims to introduce the participants to a teaching module designed by the presenters which integrates culture and education in EAL classrooms. The presenters will offer a detailed description and analysis of this teaching module and share strategies to implementing this module in classrooms.</p>	<p>Amna Umair is an international graduate enrolled in the IMTE program at Saint Mary's University. She has over 13 years of experience as an EAL instructor.</p> <p>Mona Heidary is an international graduate enrolled in the IMTE program at Saint Mary's University. She has 12 years of experience as an EAL teacher.</p>
<p><b>Informal CLBA/OSA Language Assessment</b></p> <p><b>(Room 213)</b></p>	<p>In 2020, the normal practice of an assessor sitting face-to-face with a learner and conducting a language assessment was abruptly halted. Informal CLBA/OSA is an assessment procedure designed to allow language learners to be assessed remotely. Come learn about how the process works and try some test sections out for yourself.</p>	<p>With 20 years of language assessment specialization and multiple certifications, Jennifer Tanudjaja serves as the Manager of Assessment Tool Development &amp; Training at Achēv overseeing the CLBPA and OSA</p>
<b>Session 2 (11:00 am)</b>		
<p><b>Introducing National LINC Online Curriculum for CLB 3-5</b></p> <p><b>(Room 107/Hybrid)</b></p>	<p>The National LINC Online Curriculum and Online PBLA Project is an innovative online courseware. Developed for LINC Programs, this fills a language learning gap for self-directed, asynchronous learning,</p>	<p>Jayne Geldart has been working in the EAL field for 25+ years. Much of her work was with an immigrant services association in Halifax. While there, she helped build a leading LINC Literacy Program. Now, she is working as an</p>

	offering “off the shelf” eLearning units that learners can do anytime. This versatile courseware can also be used with blended or synchronous models.	independent consultant and is the Lead Writer for the NLOC Project.
<b>Unlock Your Mind: Boosting Critical Thinking at the Literacy Level</b> <b>(Room 206)</b>	This workshop highlights the value of boosting critical thinking skills for literacy learners, to support them with skills such as problem solving, independent thinking, and decision-making.	Farshad Moghadam is a literacy instructor at ISANS. With a master's degree in education with a focus on Educational Linguistics, he has been teaching language in various contexts since 2012.
<b>How to Better Understand Korean English Language Learners</b> <b>(Room 213)</b>	Attend this session to learn more about your Korean language learners from the perspective of a mid-career Korean English language teacher currently studying English in Nova Scotia.	Jihyun Park has been teaching in South Korea since 2008. She works primarily adolescent learners, but also has robust experience being an English language learner herself.
<b>Session 3 (2:15 pm)</b>		
<b>Maximizing Tutela: Tools and Strategies</b> <b>(Room 107)</b>	Looking to increase your engagement on Tutela? Want to know what content is available? In this session you will review the content on Tutela, strategies for navigating the collection, resources and webinars.	Diane Ramanathan is a community outreach coordinator for Tutela.ca. She is also part of the TES/FL team at Algonquin College and a LINC Home Study instructor for Achev.
<b>Keeping up with English: Adapting to Language Change and Language Variation</b> <b>(Room 206 /Hybrid)</b>	Like it or hate it, language changes, and different standards emerge in different communities. Teachers need to be aware of language change and make decisions about language usage. Today, we discuss 3 cases (gendered language; loss of irregular past tense forms; email conventions), considering our own attitudes and how we present language to our learners.	Sandra Powell has encountered a lot of language change and variation in over 40 years of teaching. She currently teaches at Mount Saint Vincent University in the M.Ed. TESOL program.
<b>Reciprocal reading (Student Focused Reading): An alternative to the normal</b> <b>(Room 213)</b>	Are you bored of individual reading tasks for your students? Is your reading in class repetitive? Do your students get a full understanding of the text? Try an alternative that moves away from a question-based approach and puts learning firmly in the student's	David Threadgold is a teacher and CELTA trainer. His teaching has taken him around the world to such locations as Japan, Saudi Arabia, China, Singapore, UK and Australia.

	hands, incorporating aspects of speaking, listening and writing.	
<b>Session 4 (3:15pm)</b>		
<b>Future Proof your Classrooms: Digital Citizenship and Language Learning (Room 107)</b>	This session will discuss digital citizenship and further explain how incorporating technology standards is an essential part of 21st century language learning. We'll address academic integrity in the digital classroom, the new wave of AI (ChatGPT) and ways teachers can harness technologies to re-humanize the classroom.	David Neilsen held several positions with ISANS including PBLA Head Instructor. He currently supervises LINC and Sector-Specific programming with a special focus on online learning.  Anita Premkumar is an ESL professional with over a decade of experience in teaching English as a second language. Currently, she work sat ISANS as a Project Coordinator & Researcher, leading a project focused on identifying and implementing best practices for synchronous teaching in the PBLA/LINC context.
<b>Adults Learn to Read with TIES Resources (Room 206/Hybrid)</b>	The Literacy Centre of Expertise at TIES is excited to share our newest resource for adult EAL learners. We will introduce 40 phonics-based stories to use across the levels. In these interactive-digital stories you will meet a wide demographic and explore real-life problems and possible solutions.	Donna Clarke is the Literacy Centre of Expertise at TIES in Calgary. She is dedicated to her students, community building, evidence-based teaching and is guided by a belief in equity. She is driven to excellence by the students she spends her day with.  Jeremy Wilson is a LINC Literacy Instructor the Literacy Centre of Expertise Curriculum/Project Developer . He has devoted himself to improving his teaching practice to best serve literacy learners and has also focused on instructional design that meets the unique needs of these learners.

<p><b>Intercultural Communicative Competence (ICC) in ESL/EFL classrooms</b></p> <p><b>(Room 213)</b></p>	<p>Intercultural communicative competence (ICC) is crucial in ESL/EFL lesson plans as it helps learners understand and appreciate cultural differences, avoid miscommunication, and build relationships. Incorporating ICC in lessons can promote empathy, respect, and global citizenship, leading to more effective communication and deeper reflection in today's diverse and interconnected world.</p>	<p>Carlos Peralta (he/him) is an experienced language teacher with a strong educational background in teaching English and integrating technology in education. He has successfully implemented digital exams, designed writing rubrics, and taught ESL curriculum to improve students' conversational abilities.</p> <p>Rita Andraous (she/her) is an IMTE graduate student with 8 years of rich teaching experience. She possesses strong communication, organizational, adaptability, and problem-solving skills. She is worked as English Teacher and Project Translator. She is fluent in English, Arabic and French.</p> <p>Esther Tong (she/her) is from Malaysia. She speaks English, Mandarin and Malay. She taught at Curtin University as an EAP lecturer for 10 years. Esther is very passionate about coaching students into academic success. She has developed learning modules and conducted many academic and language workshops for teachers and students.</p> <p>Fatemeh Azizi (Hanieh) (she/her) is a first-year graduate student completing International Master of Teaching English at Saint Mary's University, Halifax. She has over ten years of teaching English experience and excellent organizational skills. She has worked in various roles, including educational supervisor and IELTS instructor. She is a resourceful, inventive problem-solver and adaptable to her environment and responsibilities.</p>
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