



# Accent

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## President's Message

by Dianne Leong-Fortier



Welcome to the fall issue of *Accent* and greetings on behalf of the English as a Second Language Council (ESLC). We hope you have had a restful summer break with time for reflection, family, artistic and outdoor pursuits, and professional development.

As the new school year begins in the fall 2018, the ESLC looks forward to supporting teachers in Alberta through various ways, such as offering a program of professional development through professional learning regional events, an annual conference, publications, resources, communities of practice, special interest groups, social media and our website. We believe “teachers establish effective relationships with their students, their families and Alberta

communities by being the best they can be” (ATA 2013). The ESLC is dedicated to advocating for the needs of teachers of ESL students, and we applaud the work that they do in urban, rural and unique educational school settings.

At the spring 2018 ATA Professional Development Area Conference (PDAC) in Edmonton, I connected with regional PD and teachers' convention directors and specialist council presidents, and attended breakout sessions. The opportunity to network with representatives from Fort Vermilion, Grande Prairie, High Prairie, High River, and districts in northern and southern Alberta was highly informative and humbling as they shared their professional development needs about teaching ESL students in their districts. How do we connect, network and support the professional development needs of teachers in smaller and remote districts in Alberta?

Because our members are full-time teachers, we must look at various ways to connect with each other. We are not a large organization on the scale of TESOL, but as I mentioned in the spring issue, perhaps a possible avenue would be to look at connecting members through subcommittees, blogs and communication networks.

ESLC's professional development brochures can be ordered from the ATA's website at <https://tinyurl.com/>

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ybrfacfh. Additionally, the Canadian Multicultural Education Foundation (CMEF) and the ATA have developed excellent guides for teachers working with Pakistani, Somali, South Sudanese, Central African, Arab and Karen immigrant students and with Hutterite students. The guides are available at [www.cmef.ca](http://www.cmef.ca) and [www.teachers.ab.ca](http://www.teachers.ab.ca). Another recent publication is the *Literature Review on the Impact of Second-Language Learning* ([www.caslt.org/files/media/news/Lit-review-Impact-L2-Learning.pdf](http://www.caslt.org/files/media/news/Lit-review-Impact-L2-Learning.pdf)).

*Accent* is a vibrant communication vehicle for ESLC members to share their expertise and best practices in the culturally and linguistically diverse classrooms in which they teach. The spring issue highlighted effective teaching and learning strategies, second language learning, teaching grammar, ESL benchmarks, local and international professional development, strategic planning, student literacy, the

integration of digital media and technology, authentic learning experiences and recognition awards for ELL students.

We hope you enjoy this issue of *Accent*. We encourage ESLC members to submit articles and share their teaching knowledge and best practices with teachers across Alberta. On behalf of the ESLC, I wish you a good start-up and school year. We look forward to seeing you at our 2018 annual conference in Edmonton at Chateau Lacombe November 2–3 ([www.eslcata.com/conference.html](http://www.eslcata.com/conference.html)).

## Reference

Alberta Teachers' Association (ATA). 2013. Strategic Plan. ATA website. [www.teachers.ab.ca/About%20the%20ATA/What-We-Do/Strategic%20Planning/Pages/Strategic-Plan.aspx](http://www.teachers.ab.ca/About%20the%20ATA/What-We-Do/Strategic%20Planning/Pages/Strategic-Plan.aspx) (accessed July 7, 2018).

# Editor's Corner

by Annie Fung



**H**appy back to school! I hope that you found time to rejuvenate and make time for yourselves during the summer holidays. As we prepare for the ESLC conference in Edmonton this November, I am reminded of my most memorable ones. Over the

years, every conference committee has worked hard to provide members with great professional learning and networking opportunities. In addition, every conference has highlights, but Nancy Musica, PD north director and a conference 2018 codirector, has urged me to write about one particular conference that was quite memorable and personal for me. Of course, this is a little roundabout way of reminding you to register for the upcoming conference, but in many ways, the conference set me off on a new path in ESL teaching and learning.

Many of you may remember from previous issues that I am an ESL learner whose family came from Hong Kong in the 1990s and how I've benefited from the nurturing of my ESL teachers and staff in Canada. Being ESL led me not only to a teaching path but also to finding a husband at a SLIC (Second Languages and Intercultural Council) conference in 2006! Yep, attending conferences can improve your professional learning and your love life! My now husband had newly arrived from Spain to work at Alberta Education, and we simply attended the same session, went out for coffee and the rest was history. We are both ESL and second language educators,

and live and breathe ESL every day because we continue to learn about language and cultural differences. We have had many misunderstandings but also many laughs, too, and I truly believe that we work better because we are ESL.

Furthermore, we talk all the time about how we can help turn our two-year-old son, Henry, into a trilingual learner. Speaking multiple languages has many benefits, but the most important reason for us is to help Henry stay connected with his cultural roots. As ESL educators, we appreciate the importance of parents helping to keep first languages alive at home in newcomer families.

So, needless to say, this has given me a lot to think about: How do we make Henry trilingual or, at least, help him appreciate the importance of language learning? My teacher brain says to dig deep into linguistic and pedagogical theories, but my mommy brain says to be practical and look for tried-and-true solutions from my own learning experiences. Obviously, we don't know if Henry will become fully fluent in English, Spanish and Cantonese Chinese, but we are happy to report that in the two years he's been in our lives, he's doing pretty well. So here are some ideas to think about and, perhaps, to discuss with your students and their parents. Encourage conversation and ask the parents how they help their children keep up with their first languages at home. We know that not all parents have the resources and time to facilitate this work, and some may have other preferences. It's important to listen and understand what they want for their children; however, providing families with more options and new resources and connections always helps.

Check out Joyce Purdy's article in this issue on making literacy activities do double duty in language

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teaching in your classroom. We would also love to hear about your stories or the resources you like to help ESL students and families on this topic. Please write me at [anniepyfung@gmail.com](mailto:anniepyfung@gmail.com). Meanwhile, remember to register for the conference, and I'll see you in November! Who knows? Your future life partner may be waiting for you! Best wishes for the new school year!

## Ideas and Resources for Keeping Home Languages Alive

As noted above, each family's needs and responses to ideas may be different, and we have to be inviting and culturally responsive when discussing certain topics, but, in general, parents I have talked to were receptive and appreciated my good intentions. Sharing stories about language learning and culture with each other helped, and we definitely all benefited from the experience. Not sure of where to start? Perhaps you can check out ESLC's free publication: *Understanding ESL Learners: Moving Toward Cultural Responsiveness—A Guide for Teachers* at [www.teachers.ab.ca/SiteCollectionDocuments/ATA/Publications/Specialist-Councils/ESL-3-6%20Moving%20Toward%20Cultural%20Responsiveness.pdf](http://www.teachers.ab.ca/SiteCollectionDocuments/ATA/Publications/Specialist-Councils/ESL-3-6%20Moving%20Toward%20Cultural%20Responsiveness.pdf).

1. Educate students and parents about the importance of celebrating and using their home languages.

Some large school districts may have pamphlets that talk about learning in Canadian schools, what ESL is and what families can do to help students learn English while maintaining and improving their first languages. Check with your district representatives and websites first, but don't forget to reach out to your other ESL contacts too (and those new ones you will make if you attend the conference).

As families embark on these discussions, you may feel like you have opened a new can of worms. A lot of discussion would likely focus on expectations, for example. Should we expect the children to master their home languages and English at the same proficiency levels? Is it important that young children know how to read and write or just speak and listen in their home languages? Do they

need to be taken to home language classes? Gently remind the parents that this is an ongoing discussion, and things will change as their children grow. If they decide to help children maintain and improve their home languages, the goal is to nurture their interests in them in different ways. No one should stress too much!

You may want to read or share some articles with families. For further information, check the resources cited in these articles:

"The Importance of Keeping Your Child's Home Language: Quick Reference Sheet" (by CMAS, Supporting the Care and Settlement of Young Immigrant Children in Canada)  
[https://cmascanada.ca/wp-content/uploads/courses/language\\_rich/resources/keeping\\_your\\_childs\\_home\\_lang.pdf](https://cmascanada.ca/wp-content/uploads/courses/language_rich/resources/keeping_your_childs_home_lang.pdf)

"The Home Language: An English Language Learner's Most Valuable Resource" (by Fred Genesee)  
[www.colorincolorado.org/article/home-language-english-language-learners-most-valuable-resource](http://www.colorincolorado.org/article/home-language-english-language-learners-most-valuable-resource)

"Why Is It Important to Maintain the Native Language?" (from the IDRA, Intercultural Development Research Association)  
[www.idra.org/resource-center/why-is-it-important-to-maintain-the-native-language/](http://www.idra.org/resource-center/why-is-it-important-to-maintain-the-native-language/)

2. Social media and pop culture rock!

Entice ELLs to share and learn about pop culture in their home languages if possible.

YouTube and other social media are ways for ELLs to keep up with their home languages and to connect with their cultures. Granted, some parents may have questions and different opinions on pop culture or social media. Invite them to have a conversation with their children or explore what is good for the family.

Additional topics of conversation may include Internet safety and using social media to learn not only home languages but English as well.

I loved to watch Cantonese TV shows and listen to Cantopop. Indeed, I credit my favourite Hong Kong singer for helping me to catch up with learning Chinese characters. I used to copy the song lyrics repeatedly and ask questions about what certain

words or phrases meant. I am not sure how many students would do what I did, but certainly students can pick up figurative language (for example, idioms) and other keywords and ideas from songs and TV shows.

### 3. Write to your families in your home country!

When I was young, writing my grandparents and cousins in Hong Kong was always fun. It gave me a way to practise my Chinese writing and to talk to my parents about what was going on at school while they helped me with some of the characters that I didn't know how to write. I imagine Google Translate makes it a tad easier for students now, but family time is still possible because the parents would likely want to check those letters since Google isn't always accurate with direct translations. They would have a great laugh too! Handwritten letters may be very special, but e-mails with picture and video attachments may entice certain children to write even more. Why not try both?

### 4. Documentaries galore!

We know that there is a great difference between formal and informal language, and children need explicit instruction for academic language and vocabulary. On my trips back to Hong Kong as an adult, strangers sometimes asked when I immigrated to Canada. I'd tell them I was only seven years old, and then they would wonder why I spoke Cantonese without an accent and how I was able to hold an adult conversation complete with a sprinkle of figurative language.

Looking back, I am thankful that my parents spoke to me like an adult. They were the home language experts and the best role models. They spent time with me watching Cantonese news and documentaries on TV when we were in Canada. At times, I found it boring, but I picked up a great deal of formal language and vocabulary. In addition, many shows were about current events and Chinese culture and history, so I was able to gain appreciation of my culture. At odd times, travel shows or documentaries about Canada allowed me to do language learning in reverse: learning terms like *totem pole* in English and in Chinese.

Access to these shows may be found on YouTube, Netflix, Amazon Prime and so on, though parents may have to do some previewing or digging. We also must be careful not to assume families have the resources to go online or that parents are familiar with navigating the Internet. Some help may be needed from outside agencies or interpreters, but one great source may be the kids, who are much more tech-savvy! Again, the key idea is to spark conversations and invite families to participate. Some families may not be ready or have other preferences and that's OK!

### 5. Read first language or dual-language stories!

Bigger libraries may have dual-language books available. In fact, the Edmonton Public Library has a variety of dual-language book kits for families to borrow.

You don't always need to buy books. Lots are available online, too!

The International Children's Digital Library has books from many languages (including Chinese, Persian, Arabic and so on) that are free!  
<http://en.childrenslibrary.org>

Hetty Roessingh and her students from the University of Calgary did a project called Family Treasures Grandma's Soup that documented how elementary ELLs and their grandparents worked to create dual-language books. The books are online.  
[www.duallanguageproject.com](http://www.duallanguageproject.com)

Read Conmigo (Spanish-English US).  
[www.readconmigo.org/library](http://www.readconmigo.org/library)

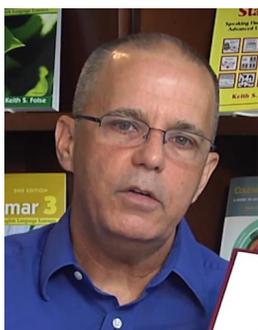
### 6. Play games!

I never got into Chinese chess or anything like that, but sometimes we sat as a family to chat and to play board games or cards. Our favourite was UNO, and while it wasn't a Chinese game, it created a fun space to use our first language. If anything, it helped our family to bond and, boy, did I enjoy beating my parents at the game. If parents are not available, siblings and other family members can enjoy this pastime and use their home language. It is also a great way to decrease screen time for kids and adults.

# Conference 2018

The program will be updated as sessions are filled. Please check [www.eslcata.com/conference.html](http://www.eslcata.com/conference.html) periodically for updates. We are planning for 25 breakout sessions, two keynote addresses and two lunchtime inspirational speakers.

## About Our Keynote Speaker Keith Folse



Keith Folse is a professor of TESOL at the University of Central Florida. He is the author of 57 textbooks on a variety of subjects from grammar to vocabulary to composition, including five bestselling books in the Great Writing series by National Geographic Learning. He will

be speaking at both keynotes and will be offering two breakout sessions.



### LOCATION

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Chateau Lacombe, Edmonton  
NOVEMBER 2–3, 2018

Register and stay tuned for updates at  
[www.eslcata.com/conference.html](http://www.eslcata.com/conference.html)

### GROUP DISCOUNT AVAILABLE

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For five or more staff members (contact Nancy Musica, [nancy.musica@shaw.ca](mailto:nancy.musica@shaw.ca))

### HOTEL DISCOUNT

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Special conference ATA room rate at Chateau Lacombe (includes parking)

# Call for Conference Directors 2019

Are you interested in helping the council and your colleagues plan ESLC Conference 2019? Why not give us a shout?

“Wow! That’s a big job and big event. I can’t do that alone!”

No problem! We are looking for directors to form a conference committee to work together to plan this conference. The ATA has resources and experts to extensively help train and guide committee members. It will be a wonderful way to network, see what makes ESLC tick, have fun and further your professional development.

Questions? Want to join? Please e-mail ESLC president Dianne Leong-Fortier at [ataeslcpresident@gmail.com](mailto:ataeslcpresident@gmail.com).



# Double-Duty Teaching: Literacy Activities That Enhance Language Acquisition

by Joyce Purdy

**M**s Miner began the school year feeling prepared and excited. However, by mid-September she felt overwhelmed and ineffective. Of 26 students, 14 were English-language learners (ELLs), all at different stages of language acquisition and from various backgrounds and cultures. How could she possibly ensure that all students were learning and engaged while also ensuring that the ELLs were acquiring language?

The good news for Ms Miner and all teachers is that common classroom literacy practices can contribute to language growth for ELLs. With slight considerations for language growth, four literacy activities that can benefit ELLs are reading aloud, vocabulary teaching, shared reading and conversations about the text.

## Reading Aloud

Reading aloud not only motivates students to read, it exposes students to texts that they may not be able to comprehend on their own. The extra benefit for children learning another language is that reading aloud exposes them to the structure of the English language as well as to rich, academic vocabulary. Vocabulary development is an important aspect of acquiring another language (explained in more detail later in this article). The teacher can weave vocabulary instruction into the read-aloud by explaining the meaning of words before, during or after the reading. If enjoyment is the primary goal of a read-aloud, explanation of vocabulary during the reading should be kept to a minimum. After the reading ELLs can then meet in a small group, with the teacher or with peers, to further discuss unfamiliar vocabulary.

Select material from a wide variety of genres to read aloud. Fiction and nonfiction books, magazines,

newspaper articles, poems and short stories that pique student interest and help to meet curricular goals can be read aloud. For example, in higher grades, the teacher could read aloud texts from social studies and science so that all students have access to the material, then difficult concepts can be discussed with the class as they arise. A wide variety of genres can also strengthen background knowledge for ELLs.

Occasionally include texts that represent the cultures of students in the classroom. Not only will students be able to identify with the characters or events in the text, they will internalize that their culture and experience is valued.

Research indicates that K–12 students benefit from being read to, although read-aloud events decrease as students advance through the grades. Reading aloud to students is a high-leverage literacy event that engages all students while contributing to ELLs' language growth.

## Vocabulary Teaching

Academic vocabulary is needed to understand concepts taught in school. If ELLs are going to succeed in school and catch up to their English-speaking peers, they must build their academic language. Teachers can help with this process by taking extra time to explicitly teach vocabulary. Depth of word knowledge is favoured over breadth of words (or number of words introduced), so teachers should select a few high-impact words to focus on and teach. For example, during the literacy event of a read-aloud, the teacher can choose three to four words to highlight and teach. The words chosen will depend on the students' proficiency level, age and grade level. For a read-aloud that the author conducted in a Grade 5/6 class consisting of a diverse group of learners, including nine ELLs, the

words *impatient*, *insult* and *reluctant* were chosen. Many students knew the meaning of these words, but through discussion of antonyms, synonyms, word parts and word use in various contexts, the students' breadth of vocabulary knowledge grew and ELLs were able to add new words to their English repertoire.

The vocabulary words can be explained briefly during the read-aloud to maintain the flow of reading. After the reading, words can be explicitly taught through these simple steps:

- Draw attention to the word and show the word in written form, for example, *impatient*.
- Pronounce the word and have students repeat the word after you.
- Reread the sentence from the text where the word appeared and explain what the word means in that context.
- Give students a definition that they can understand (for example, *impatient* means to get tired of waiting).
- Give examples of the word in other sentences or contexts; for example, "I get impatient when I am standing in a long line at the grocery store." "Sometimes I am impatient for the summer holidays to start." (Note: later in the lesson or another day, point out word parts, for example, *im* at the beginning of *impatient*).
- Ask students to give examples of the word; for example, "When have you been impatient?"
- Ask students to record the word and a definition in a personal dictionary.
- Revisit the word over the next few days and encourage students to use the word in their expressive language (speaking and writing).
- Review the word over the next few weeks.

Vocabulary teaching takes extra time, but the payoff for all students, especially for ELLs, is significant for both comprehension and language acquisition.

## Shared Reading

Shared reading is when a group or whole class of students see and read a text together. All students have a copy of the text and are invited to read along with the teacher. This activity is extremely helpful for the student who is a struggling reader and/or learning English because the teacher's voice provides

a model of good reading. The teacher sets the pace of reading, uses correct intonation and emphasis, and can demonstrate the use of reading strategies (such as rereading for comprehension, determining the meaning of an unknown word or breaking an unknown word into parts) during the shared reading event. In this way, the reading process becomes transparent for students, while at the same time, all students can participate in shared reading.

ELLs may not be able to read along at the pace of the rest of the class, but as they hear the words spoken while looking at the text, they are able to make the connection between spoken and written English. The writer watched a shared reading event in a Grade 5 classroom with a new language learner from Brazil. He did not read along with his peers, but he tracked the text with his eyes and heard the words spoken aloud by his teacher and classmates. Despite his limited proficiency in English, he was an active, engaged participant in the shared reading event. Although this strategy originated with young children, it has application through middle grades and high school, especially in diverse classrooms where students are accessing challenging curriculum and acquiring English.

## Conversations About Text

Teachers often group students in small reading groups to instruct and discuss a text. Matching an ELL with an appropriately difficult text and reading group can be a challenge. When ELLs are at a beginning or intermediate level of proficiency, the temptation is to provide simplified text so that comprehension is attained. However, when texts are stripped of rich vocabulary and complex sentence structure, the opportunity for language growth is compromised. To help bridge the gap between an ELL's current stage of language proficiency and text complexity, teachers can provide opportunities for students to converse about the text. Based on the work of Vygotsky (1978), who proposed that learning is socially mediated, scholars agree that comprehension is deepened through talk, both for native speakers of English and for ELLs. A collaborative dialogue can take place where readers express their understanding of the text, repeat and clarify unclear utterances, question others' point of

view, and exchange opinions and ideas about what the text means to them. The point here is not so much what students say but the language growth that happens through conversation as students negotiate meaning.

Initially, students may need teacher modelling of what a collaborative conversation looks like, including conversation strategies that acknowledge and respect the comments of others, turn-taking and active listening. But eventually the teacher will want to take a back seat to the discussion and let students converse on topics of interest to them in response to the common text. ELLs can be a part of this conversation even if their language skills are not as proficient as their peers; studies have shown that ELLs benefit from hearing the conversation of proficient speakers in such literacy events as book clubs and guided reading groups.

Ideally, though, ELLs should be encouraged to participate in the conversation about a text. Language input is necessary for language growth, such as reading aloud, shared reading and vocabulary teaching but so is producing the target language or language output. Therefore, structuring situations where ELLs are given the opportunity to talk is an important part of language acquisition. A student can talk quite effortlessly in one's mother tongue, but expressing oneself in a second language can be a daunting task. An ELL will need to search for the right word and may be unsure of word order or verb tense. They may ask for feedback; for example, "What word do I use for...? How do I say...?" The process of producing language requires conscious attention to that language; students then become

aware of aspects of English, which leads to language growth.

ELLs can be a part of a conversation about texts by giving them manageable tasks. They can be asked to summarize a passage, explain vocabulary, give an opinion about an issue raised in the text or predict what may happen next. Teachers may need to provide support for language output by providing sentence frames or by helping ELLs prepare what they are going to say before the reading group meets.

Conversations about text is a literacy strategy that contributes to language acquisition in many ways. ELLs can actively participate in a reading group or book club with text that is modestly difficult, when comprehension is deepened through talk for native English speakers and ELLs, and the process of expressing oneself in the target language contributes to language growth.

In conclusion, Ms Miner need not feel overwhelmed by the gap between the proficiency in English of her ELLs and the proficiency needed to comprehend and participate in literacy events. She can rest assured that read-alouds, with explicit vocabulary teaching, shared reading and opportunities to converse about a common text are literacy activities that are rich with language acquisition potential.

## Reference

Vygotsky, L S. 1978. *Mind in Society: The Development of Higher Psychological Processes*. Ed and trans M Cole, V John-Steiner, S Scribner and E Souberman. Cambridge, Mass: Harvard University Press.

# Reports from Members at Large

## Calgary and Area

by **Samantha Tomlinson, Joana Dosedall and Lisa Smith**



SAMANTHA TOMLINSON



JOANA DOSDALL

In April 2017, ESLC held an all-day Saturday workshop in Calgary in partnership with the Second Languages and Intercultural Council (SLIC). This workshop focused on supporting English-language learners through technology, specifically Google platforms.

Many of this year's networking sessions were held on weekdays in the late afternoon and evening. To allow more members to participate in professional development opportunities, the ESLC PD committee offered a half-day Saturday workshop in April 2018, focusing on cultivating culture and climate in schools. A dynamic speaker offered insight as to the experiences and feelings of newly arrived families. Participants reflected on current procedures in schools and projected plans to improve connections, especially during the first few weeks as families and students settle into their new communities and schools. As a group we reviewed ideas and resources supporting the development of a welcome package and procedures for those first few days, developing a student ambassador program and planning parent and family events.

Participants responded that the opportunity to meet and share with colleagues working to support English-language learners was beneficial to their professional development as well as their confidence in supporting the success of students. Thank you to

the participants who spent an exceptionally sunny Saturday with us!

On September 20, 2018, a welcome back wine and cheese event is planned. Join us for valuable networking and topical discussions with colleagues and ESLC members. Please bookmark the ESLC website for updates to this and future events.

ESLC members are welcome to attend events such as these. If you have contacts who would like to be notified of upcoming professional development sessions and collaborative events, please bookmark the ESLC website ([www.eslcata.com](http://www.eslcata.com)) or e-mail [eslcatapddirectorsouth@gmail.com](mailto:eslcatapddirectorsouth@gmail.com).

## Edmonton and Area

by **JoAnne Snihurowych**



JOANNE SNIHUROWYCH

At a successful ESLC event at Barnett House in April, about 40 teachers and consultants took part in a PechaKucha. We will continue to have this event in 2018/19. Format, date and time to be announced, but it will likely be sometime in

the spring 2019.

The ESLC conference will be held in Edmonton November 2–3, 2018. The conference committee met at the end of May. Several speakers, including a keynote, have been booked. Other speakers are submitting proposals. Nancy Musica e-mailed the details. The conference website has been forwarded to ESL teachers with the Edmonton Catholic School District.

Annual conferences allow teachers, consultants and district staff to participate in professional dialogue and presentations. New techniques and strategies learned at conferences support the growing population of ELLs in schools.

For more information, contact JoAnne Snihurowych, member at large, Edmonton and area, at 780-944-2001, ext 5115.

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Maggie Shane, the ATA's privacy officer, is your resource for privacy compliance support.

780-447-9429 (direct)  
780-699-9311 (cell, available any time)



The Alberta Teachers' Association

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Signed: \_\_\_\_\_

Print name: \_\_\_\_\_ Today's date: \_\_\_\_\_

For more information on the ATA's privacy policy, visit [www.teachers.ab.ca](http://www.teachers.ab.ca).

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Complete information  
regarding the English as a  
Second Language Council  
executive is available on  
the council's website at  
[www.eslcata.com](http://www.eslcata.com).

# JOIN ESLC

Being an ESLC member  
has many perks.

- Connection to Alberta Education
- Networking with like-minded professionals
- PD opportunities
- Some meetings held via Skype
- Information to help you with your professional practice
- Opportunity to advocate at a provincial level for our learners
- All expenses covered

**We're super-fun!**

If you are interested in joining the ESLC, please contact our vice-president at [ataeslcvicepresident@gmail.com](mailto:ataeslcvicepresident@gmail.com).

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