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Special thanks go to:

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Technology Fair Chair—Sharon Rajabi and Assistant Chair—Kevin O'Brien
Conference Chair—Barbara Krukowski
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Research Symposium Presenters
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MESSAGE FROM THE TESL ONTARIO PRESIDENT

As in years past, we have an exciting line-up of plenary presentations, papers, workshop sessions, technology fair and research symposium. The fourth annual panel discussion will bring together representatives from the various ministries which fund ESL in Ontario. A huge thank you to Conference Chair, Barb Krukowski, and the conference committee in planning this year's event.

Please plan on attending the Annual General Meeting on Thursday afternoon. I would like to take this opportunity to extend a special thank you to the Directors of the TESL Ontario Board who served this past year! It bears reminding, all Directors serve the association on a volunteer basis and the time commitment can be extensive, as well as rewarding.

In celebration of ESL Week, the submissions from our Annual Poster Contest are hanging throughout the Second Floor of the Sheraton Centre. And may I take this time to extend an invitation to the President's Reception to be held Thursday evening in the Dominion Ballroom (immediately following the AGM), for the official unveiling of the winning poster and the runner ups.

Acknowledgements must go to Citizenship & Immigration Canada and the Ontario Ministry of Citizenship & Immigration, for once again sponsoring LINC, Adult ESL and ELT instructors to attend the conference. The commitment of these ministries speaks to the importance they place on professional development and each of you working in the field.

Lastly, a special thanks to Renate - TESL Ontario Executive Director, Reza - Certification Coordinator and the office staff - Eva and Peg. Our association is fortunate to have such committed and capable staff.

Enjoy the conference!

Sheila Carson
TESL Ontario Chair



MESSAGE FROM THE CONFERENCE CHAIR

TESL Ontario's 37th Annual Conference, "Language for a Changing World" is certain to meet the expectations and needs of everyone who attends. Building on the success of, and lessons learned last year, we are confident that your entire conference experience will leave you informed, inspired and invigorated!

Our five plenary speakers will offer insight into a range of themes that you are sure to find appealing and thought provoking. Dr. Bob Courchêne and Dr. Hedy McGarrell have succeeded in bringing us three research symposia that will provide insight into the latest developments and approaches in the delivery of English as a Second Language; and once again Sharon Rajabi and Kevin O'Brien have coordinated an impressive technology fair. Our fourth annual Panel Discussion features representatives from the four ministries involved in the delivery of ESL who will share their thoughts on current trends and initiatives. More details on each of these special features are contained elsewhere in the brochure.

To round out your conference experience we hope you will attend the AGM and President's Reception on Thursday. Don't miss out on Friday night's dinner and entertainment event; it's free, but you must pre-register.

It's only through the efforts of many people that a conference of this magnitude and caliber can come to fruition. Many thanks to the very capable and supportive TESL Ontario office staff, Conference Committee members, presenters and volunteers whose commitment and hard work have made it happen. I truly appreciate your dedication.

Barb Krukowski
Conference Chair



October 2, 2009

Greetings to the English as a second language teachers, learners and learner advocate members of TESL and the delegates to the annual Ontario conference of TESL (Ontario).

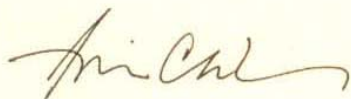
Canada admits over 250,000 immigrants per year as permanent residents or refugees, making us the country that welcomes the highest number of newcomers per capita in the world. A unique feature of our immigration policy is that we offer full citizenship to all of these newcomers three years after their admission to the country. This visionary feature of Canadian immigration policy has earned us credit and admiration around the world for our success in integrating newcomers into our society.

Yet we all know that the move to a new country to build a life is fraught with challenges and difficulties. In my travels across Canada, I have learned that one of the most daunting barriers to full integration into Canadian society is language skills. The work of TESL is doing in every province and territory of Canada is therefore indispensable to the strength of our nation because you enable many of our immigrants to become more fully functioning and contributing members of our society.

The Institute for Canadian Citizenship, which I founded as my legacy project at the conclusion of my mandate as Canada's 26th Governor General, strives to enable new Canadian citizens to become more informed about Canada, more engaged in Canadian society, and thus more fully integrated into Canada and committed to the communities in which they work and live.

Your work is fully consistent and complementary to that which we hope to achieve and I commend you for it. Please accept my very best wishes for a successful conference.

Sincerely,



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Gold



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Bronze



PROGRAM OVERVIEW

Wednesday, December 9

7:00-10:00 PM	REGISTRATION OPEN
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Thursday, December 10		Friday, December 11		Saturday, December 12	
7:30 AM-3:30 PM	REGISTRATION OPEN	7:30 AM-3:30 PM	REGISTRATION OPEN	7:30 AM-3:30 PM	REGISTRATION OPEN
8:30-9:30 AM	CONCURRENT SESSIONS	8:30-9:30 AM	CONCURRENT SESSIONS	8:30-9:30 AM	CONCURRENT SESSIONS
10:00-11:00 AM	PLENARY: LYNDA GOLDMAN & CONCURRENT SESSIONS	9:00 AM-12:00 PM	RESEARCH SYMPOSIUM: SESSION 2	10:00-11:00 AM	PLENARY: JULIE KEREKES & CONCURRENT SESSIONS
11:00-11:30 AM	COFFEE BREAK	9:30-11:45 AM	PANEL DISCUSSION	11:00-11:30 AM	COFFEE BREAK
11:30 AM-12:30 PM	PLENARY: MARINA NEMAT & CONCURRENT SESSIONS	10:00-11:00 AM	CONCURRENT SESSIONS	11:30 AM-12:30 PM	PLENARY: JAYME ADELSON-GOLDSTEIN & CONCURRENT SESSIONS
1:00-2:00 PM	CONCURRENT SESSIONS	11:00-11:30 AM	COFFEE BREAK	1:00-2:00 PM	CONCURRENT SESSIONS
1:00-4:00 PM	RESEARCH SYMPOSIUM: SESSION 1	11:30 AM-12:30 PM	CONCURRENT SESSIONS	2:30-3:30 PM	CONCURRENT SESSIONS
2:30-3:30 PM	CONCURRENT SESSIONS	12:30-1:30 PM	PLENARY: CAROL CHAPELLE		
4:00-5:00 PM	ANNUAL GENERAL MEETING	1:00-2:00 PM	CONCURRENT SESSIONS		
5:00-6:30 PM	PRESIDENT'S RECEPTION	2:00-5:00 PM	RESEARCH SYMPOSIUM: SESSION 3		
		2:30-3:30 PM	CONCURRENT SESSIONS		
		4:00-5:00 PM	CONCURRENT SESSIONS		
		6:00-9:00 PM	FRIDAY NIGHT DINNER AND ENTERTAINMENT		

THURSDAY AT-A-GLANCE

8:30 AM	EXHIBITS OPEN—MEZZANINE LEVEL & SECOND FLOOR	
8:30 AM-4:00 PM	TBN	CROSS-CULTURAL TRAINING PROGRAM FOR LANGUAGE INSTRUCTORS
8:30-9:30 AM	TAA	ONLINE LEARNING ACTIVITIES FOR LINC 3 AND 4
	TAB	CLB MODULES FOR TEACHERS
	TAC	COPYRIGHT AND LICENSING SOLUTIONS
	TAD	LEARNING TO RIDE A UNICYCLE: HELPING STUDENTS DEVELOP WRITING SKILLS FOR THE COLLEGE LEVEL
	TAE	MAKING QUESTIONS COUNT
	TAF	A CASE STUDY APPLICATION OF LEARNER UPTAKE AND ERROR CORRECTION
	TAG	BECOMING AN IELTS EXAMINER
	TAH	"DID YOU HEAR THAT STORY ON NPR?": TEACHING ADVANCED LISTENING SKILLS WITH AUTHENTIC MATERIALS
	TAI	PROJECT-BASED LEARNING: LEARNERS ENGAGING TO CHANGE THE WORLD
	TAJ	AFFORDANCES AND CONSTRAINTS TO THE SUCCESSFUL INTEGRATION OF INTERNATIONALLY EDUCATED PROFESSIONALS: THE CASE OF K-12 TEACHERS AND COLLEGE PROFESSORS IN ONTARIO
	TAK	DEALING WITH CONFLICT IN THE ADULT ESL PROGRAM
	TAL	YOU'RE HIRED, NOW WHAT? AN IMMIGRANTS GUIDE TO SUCCEEDING IN THE CANADIAN WORKPLACE
	TAM	BENCHMARKING APPLIED CAREER PROGRAMS: PROVIDING PATHWAYS FOR ELLS
9:30-11:00 AM	TAN	A NEW LOOK AT SELECTED READING STRATEGIES
10:00-11:00 AM	TAO	PLENARY: WHEN "YES" MEANS "NO" OR "MAYBE": HELPING STUDENTS UNDERSTAND NON-VERBAL COMMUNICATION IN THE CANADIAN WORKPLACE – LYNDA GOLDMAN
	TAP	PRACTICAL DEMONSTRATION OF A BLENDED COURSE
	TAQ	TEACHING THE 21ST CENTURY STUDENT-CLICKERS IN THE CLASSROOM-STUDENT RESPONSE SYSTEMS
	TAR	NARRATIVE CONTRIBUTIONS TO APPLIED LINGUISTICS
	TAS	FOREIGN TRAINED PROFESSIONALS' (FTP) LANGUAGE SKILLS – PERCEPTIONS AND MISPERCEPTIONS
	TAT	LANGUAGE BENCHMARKING IN ONTARIO COLLEGES: AN UPDATE ON COLLEGES INTEGRATING IMMIGRANTS TO EMPLOYMENT'S LANGUAGE BENCHMARKING ACTIVITY
	TAU	TEACHING SYLLABICATION TO LITERACY LEARNERS
	TAV	SETTING LANGUAGE STANDARDS FOR ACCREDITATION IN HEALTH CARE
	TAW	EDUCATION AND HIV/AIDS: WINDOW OF HOPE
	TAX	WHAT NOT TO TEACH WHEN TEACHING PRONUNCIATION
	TAY	BLENDING TOEFL PREP WITH EAP – ACADEMIC CONNECTIONS
	TAZ	LEARNING ABOUT LEGAL RIGHTS IN THE ESL CLASSROOM
11:00-11:30 AM	COFFEE BREAK—FOYER, MEZZANINE LEVEL & SECOND FLOOR	
11:30 AM-12:30 PM	TBA	PLENARY: PRISONER OF TEHRAN: MY STORY OF SURVIVAL IN AN IRANIAN PRISON – MARINA NEMAT
	TBB	CHANGE MATTERS: SO DOES LANGUAGE
	TBC	CREATING PD: READING CIRCLES FOR LITERACY PRACTITIONERS
	TBD	THE LIFE OF A "FOREIGN EXPERT" IN SOUTHERN CHINA OR TAKING YOUR ENGLISH EXPERTISE ONE GIANT STEP FURTHER
	TBE	DEVELOPING AND TEACHING A CURRICULUM FOR ELT ACCOUNTING: IS THIS A LANGUAGE OR A BUSINESS PROGRAM?
	TBF	YES, READING IN THE L1 IS IMPORTANT, BUT WHAT KIND OF BOOKS?
	TBM	LINC 5-7 CLASSROOM RESOURCES
11:30 AM-1:00 PM	TBG	WHAT IS YOUR CQ? DEVELOPING AND USING CULTURAL INTELLIGENCE TO MANAGE DIFFERENCES AND CREATE HARMONY IN A MULTICULTURAL ENVIRONMENT
	TBH	THREE BIRDS WITH ONE STONE
11:30 AM-1:30 PM	TBI	LINC 5-7 CLASSROOM RESOURCES
	TBJ	ENGAGING LITERACIES: TECHNOLOGY TOOLS IN THE ESL CLASSROOM
	TBK	ESSENTIAL SKILLS IN THE ESL CLASSROOM

THURSDAY AT-A-GLANCE (CONTINUED)

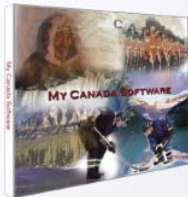
11:30 AM-2:30 PM	TBL	INTEGRATING CLB ASSESSMENT INTO YOUR ESL CLASSROOM
1:00-2:00 PM	TPA TPB TPC TPD TPE	INTERACTIVE ESL GAMES ESL WRITER REACTION TO FOCUSED FEEDBACK USING "TRACK CHANGES" DEVELOPING PEER-LED LANGUAGE-LEARNING OPPORTUNITIES ESL ON THE MOVE: EFFECTIVE USE OF IPOD TOUCHES AND OTHER MOBILE DEVICES FOR LANGUAGE LEARNING STRATEGIES FOR SUCCESS IN PRACTICE TEACHING
1:00-4:00 PM	TPF	RESEARCH SYMPOSIUM: TEACHERS IN A CHANGING CLASSROOM - NEEDS AND TRENDS
1:30-3:00 PM	TPG	COMMUNICATING ACROSS CULTURES: A PROBLEM-SOLVING APPROACH
1:30-3:30 PM	TPH	INCORPORATING COACHING TECHNIQUES INTO THE ESL CLASSROOM
2:00-3:30 PM	TPI	LEXICAL LEARNING: FROM MEMORY TO USE
2:30-3:30 PM	TPJ TPK TPL TPM TPN	TURNINGPOINT HANDS-ON DEMONSTRATION LINC 1-4 CLASSROOM ACTIVITY BOOKS/E-LEARNING MATERIALS HIGHER LEVEL OF ENGLISH LEARNING: A SOCIAL AND CRITICAL PERSPECTIVE OF CHINESE EFL LEARNERS' LANGUAGE AWARENESS TESL ONTARIO INSTITUTIONAL RECOGNITION CAN DO – TEACHING LANGUAGE FOR THINKING
3:00-4:00 PM	TPO	MUSIC FOR ESL NEURONS: USING SONGS IN THE ESL CLASSROOM
4:00-5:00 PM		ANNUAL GENERAL MEETING —CONFERENCE B/C, MEZZANINE LEVEL
5:00-6:30 PM		PRESIDENT'S RECEPTION —DOMINION BALLROOM, SECOND FLOOR
6:30 PM		EXHIBITS CLOSE

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FRIDAY AT-A-GLANCE

8:30 AM	EXHIBITS OPEN—MEZZANINE LEVEL & SECOND FLOOR
8:30 AM-4:00 PM	FBE CROSS-CULTURAL TRAINING PROGRAM FOR LANGUAGE INSTRUCTORS
8:30-9:30 AM	FAA WHAT'S NEW AT THE CCLB? FAB PLAN FOR LESS STRESS IN YOUR JOB FAC ENGLISH IS STUPID: A WORKING TEXTBOOK FOR SPEAKING ENGLISH FAD EASY AND EFFECTIVE PEER REVIEW IN ESL WRITING CLASSROOMS FAE SENECA COLLEGE - PLACING STUDENTS WITH THE TOEIC TEST FAF HEALTH/NUTRITION/FITNESS FOR NEWCOMERS FAG USING INTERNET RESOURCES IN TEACHING ENGLISH PRONUNCIATION FAH GLOBAL EXPERIENCE ONTARIO FBF TEACHER TRAINING ON LEARNING NEW TECHNOLOGY
9:00-11:00 AM	FAJ LINC 5-7 CLASSROOM RESOURCES FAK RETHINKING EAP
9:00 AM-12:00 PM	FAL RESEARCH SYMPOSIUM: COMMUNICATIVE COMPETENCE REVISITED
9:30-11:45 AM	FAM 4 TH ANNUAL PANEL DISCUSSION—FUTURE DIRECTIONS
10:00-11:00 AM	FAN INTRODUCTION TO THE ONLINE LANGUAGE ASSESSMENTS FAO ENGLISH FOR THE WORKPLACE - ENHANCING THE LEARNING FAP RE-IMAGINING LANGUAGE INSTRUCTION FOR NEWCOMERS TO CANADA FAQ FOREIGN ACADEMIC CREDENTIAL RECOGNITION IN CANADA FAR EFL TEACHER EDUCATION IN CHINA AND MOLDOVA: A COMPARATIVE STUDY FAS USING CLB TOOLS TO FACILITATE EMPLOYMENT FAT USING ASSESSMENT TOOLS, LESSONS LEARNT FAU LANGUAGE AND POWER: APPLYING CRITICAL DISCOURSE ANALYSIS TO SECOND LANGUAGE EDUCATION FAV VOCABULARY LEARNING STRATEGIES THAT REACH ACROSS LEVELS WITH OPD2E
11:00-11:30 AM	COFFEE BREAK—FOYER, MEZZANINE LEVEL & SECOND FLOOR
11:30 AM-12:30 PM	FAW INTEGRATING TECHNOLOGY IN THE ESL CLASSROOM FAX MIXED ABILITY GROUPS: FROM PASSIVE VIEWING TO COOPERATIVE PRODUCTIONS FAY INNOVATION IN TODAY'S ADULT CLASSES WITH VENTURES
11:30 AM-1:00 PM	FAZ TEACHING LISTENING STRATEGIES FBA EMBRACING A TASK-BASED APPROACH TO TEACHING FBB CREATING MEANING FROM THE WRITTEN WORD
11:30 AM-1:30 PM	FBC TOSS THE MARKERS!
11:30 AM-2:30 PM	FBD TRAINING ON USING CLB 5-10 EXIT ASSESSMENT TASKS
12:00-2:00 PM	FPA USING THE INTERNET IN THE LINC CLASSROOM: A HANDS-ON WORKSHOP
12:30-1:30 PM	FPB PLENARY: TESOL AND COMPUTER TECHNOLOGY – CAROL CHAPELLE
1:00-2:00 PM	FPC BRINGING MULTICULTURALISM INTO YOUR CLASSROOMS FPD LITTLE THINGS THAT MAKE A BIG DIFFERENCE FPE TESL ONTARIO INSTRUCTOR CERTIFICATION FPF LISTENING TO YOUR STUDENTS: QUALITATIVE AND QUANTITATIVE SURVEYS
1:00-2:30 PM	FPG THE ELEMENTS OF A GENERIC ELT CURRICULUM: THE DEVELOPMENT, IMPLEMENTATION AND ON-GOING EVALUATION OF AN ELT PROGRAM DESIGNED FOR INTERNATIONALLY EDUCATED PROFESSIONALS FROM DIVERSE PROFESSIONAL BACKGROUNDS
1:30-2:30 PM	FPH THE LESSON PLANNER FPI INSHA'ALLAH: UNIQUE CHALLENGES IN TEACHING ENGLISH TO ARAB & MUSLIM STUDENTS
1:30-3:00 PM	FPJ THE POWER WITHIN - USING MOTIVATIONAL SPEECHES IN THE ESL CLASSROOM FPK TEACHING MULTILEVEL CLASSES: GLASS HALF EMPTY? HALF FULL?

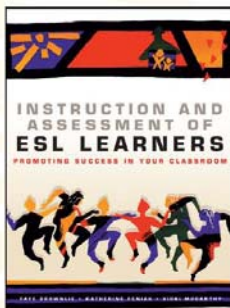
FRIDAY AT-A-GLANCE (CONTINUED)

2:00-4:00 PM	FPL	ESL TEACHING FOR SUSTAINABILITY
2:00-5:00 PM	FPM	RESEARCH SYMPOSIUM: TECHNOLOGY—TRENDS AND ISSUES
2:30-3:30 PM	FPN FPO FPP FPQ	ONLINE LEARNING ACTIVITIES FOR LINC 3 AND 4 MULTILINGUAL DOES NOT MAKE US MULTICULTURAL BY DEFAULT TRANSITIONING FROM GLOBAL ENGLISH TO INTERNATIONAL ENGLISH SELF-IDENTITY VS. CULTURAL IDENTITY: RESEARCH PERSPECTIVES IN A MULTICULTURAL SOCIETY
2:30-4:00 PM	FPR	5 MINUTES PREP, 2 HOUR INTERACTIVE LESSON
2:30-4:30 PM	FPS	CATEGORIES & FUNCTIONS: BASIC CONCEPTS IN EMPIRICAL GRAMMAR
3:00-4:30 PM	FPT	RESOURCE SPECIALISTS...WHAT WE DO AND HOW WE HELP
3:00-5:00 PM	FPU FPV	ENGAGING THE ADULT ESL BRAIN TEACHING WRITING WITH STRUCTURE AND STYLE
3:30-5:00 PM	FPW FPX	80 WAYS TO KEEP THEM TALKING THE MEANINGS OF CONTINUOUS VERB FORMS
4:00-5:00 PM	FPY FPZ FQA FQB	PENGUIN READERS - YOU'VE LISTENED, BUT HAVE YOU HEARD? MAKE YOUR OWN GAMEBOARDS! DESTINATION ROM: THE ROLE OF CULTURAL ATTRACTIONS IN THE ESL CLASSROOM LUCRATIVE OVERSEAS TEACHING OPPORTUNITIES – UNITED ARAB EMIRATES!
5:00 PM		EXHIBITS CLOSE
6:00-9:00 PM		FRIDAY NIGHT DINNER AND ENTERTAINMENT—SHERATON HALL, LOWER CONCOURSE LEVEL



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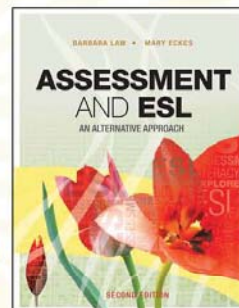
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SATURDAY AT-A-GLANCE

8:30 AM	EXHIBITS OPEN—MEZZANINE LEVEL & SECOND FLOOR	
8:30-9:30 AM	SAA	MULTIMEDIA WORKSHOP: SUMMARY AND ABSTRACT
	SAB	MUSIC AND LANGUAGE ACQUISITION: LET'S START AT THE VERY BEGINNING
	SAC	SCRAPBOOK STORYTELLING: STORIES TIED TO MEMORIES, PHOTOS AND JOURNALING
	SAD	THE ACQUISITION OF THE SIMPLE PAST TENSE BY MANDARIN AND TAMIL ESL LEARNERS
	SAE	TESL ONTARIO'S ASSOCIATION HEALTH & DENTAL PLAN
	SAF	TEACH GRAMMAR? WHO ME?
	SAG	ESL CLASSICS - SONGS FOR LEARNING ENGLISH
	SAI	COLLABORATIVE AWARENESS READING TRAINING (CART): TEACHING READING STRATEGIES FOR SUCCESS
	SAJ	DEVELOPING ACADEMIC LITERACY
	SAK	A STUDY OF EFL DOCTORAL WRITERS' WRITING STRATEGY USE
	SAL	NEW TECHNOLOGIES TO PROMOTE WRITTEN OUTPUT FOR LITERACY DEVELOPMENT
	SBL	LANGUAGE ASSESSMENT FROM THE PERSPECTIVE OF NEW LITERACY STUDIES
	SBO	GREAT WRITING: LESS GRADING, SMARTER GRAMMAR MORE VOCABULARY
9:00-11:00 AM	SAM	STORY WRITING MADE SIMPLE AND EFFECTIVE
9:30-11:00 AM	SAN	61 NEW WEB ACTIVITIES FOR TESL TEACHERS!
10:00-11:00 AM	SAO	PLENARY: A PRAGMATIC(S) APPROACH TO TEACHING AND LEARNING ESL – JULIE KEREKES
	SAP	ESL ON THE MOVE: EFFECTIVE USE OF IPOD TOUCHES AND OTHER MOBILE DEVICES FOR LANGUAGE LEARNING
	SAQ	TEACHING ENGLISH TO ARABIC SPEAKERS: CULTURAL AND LINGUISTIC CONSIDERATIONS
	SAR	COMPETENCIES OF NONNATIVE ENGLISH SPEAKING TEACHERS (NNEST) AND THE NATIVE ENGLISH TEACHERS (NEST) IN ENGLISH LANGUAGE TEACHING (ELT)
	SAS	VOCABULARY ACQUISITION AND DICTIONARY USE
	SAT	CELEBRATING PROGRESS IN A LITERACY CLASSROOM
	SAU	EMOTIONAL INTELLIGENCE: REVISITED AND APPLIED
	SAV	TRICKS FOR TEACHING TOUGH SOUNDS
	SAW	HIGH NOTES FOR LOWER LEVELS
	SAX	ACQUIRING L2 VOCABULARY THROUGH VOCABULARY-FOCUSED ACTIVITIES
	SBK	WRITING MADE ENGAGING
	SBM	NEW LITERACIES, CRITICAL LITERACIES AND MULTIMODALITIES: CHALLENGES FOR TEACHER EDUCATION IN BRAZIL
11:00-11:30 AM	COFFEE BREAK—FOYER, MEZZANINE LEVEL & SECOND FLOOR	
11:30 AM-12:30 PM	SAY	PLENARY: USING THE GROUP DYNAMIC TO BUILD LANGUAGE LEARNERS' COMMUNICATION SKILLS – JAYME ADELSON-GOLDSTEIN
	SAZ	PRACTICAL DEMONSTRATION OF NEW WEB 2.0 TOOLS FOR TEACHING ENGLISH
	SBA	TEACHING NEWCOMER FINANCES
	SBB	YOUR WRITING IS INFORMED BY WHAT YOU READ: CONNECTING READING TO WRITING DEVELOPMENT
	SBC	VOICING L2 ACADEMIC VOCABULARY ACQUISITION: PERCEPTIONS OF TEACHING AND LEARNING STRATEGIES FOR SPOKEN USE IN ENGLISH FOR GENERAL ACADEMIC PURPOSES (EGAP) AND DISCIPLINE-SPECIFIC COURSES
	SBD	THE BENEFITS OF ACCENT MODIFICATION FOR INTERNATIONAL GRADUATE STUDENTS
	SBN	LIGHTS, CAMERA, ENGLISH!
11:30 AM-1:00 PM	SBE	FOCUS ON RHYTHM
	SBF	USING STORY WRITING TO TEACH ENGLISH
	SBG	BUSINESS COMMUNICATION AND WORKPLACE CULTURE
	SBH	FIRST TIME TEACHING
11:30 AM-1:30 PM	SBI	BREAK THROUGH INTO CREATIVITY!
11:30 AM-2:30 PM	SBJ	USING SAM: TEACHER TRAINING ON SUMMATIVE ASSESSMENT MANUALS FOR CLB 1-4
12:00-1:00 PM	SPA	THE EFFECTIVENESS OF SUPPLEMENTAL ONLINE VS TRADITIONAL TUTORIALS ON STUDENTS' ENGLISH PROFICIENCY AND LEARNING ACHIEVEMENT

SATURDAY AT-A-GLANCE (CONTINUED)

1:00-2:00 PM	SPB	CONFLICT AND COOPERATION IN LANGUAGE TESTING: A GAME THEORY APPROACH
	SPC	ACHIEVING COHERENCE IN ESL WRITING: RESEARCH-BASED SUGGESTIONS FOR INSTRUCTION
	SPD	WHAT DO ESL TEACHERS NEED FOR THEIR PROFESSIONAL DEVELOPMENT?: THE VOICE FROM ONTARIO
	SPR	LINC 5-7 CLASSROOM RESOURCES
1:00-3:00 PM	SPE	USING THE INTERNET IN THE LINC CLASSROOM: A HANDS-ON WORKSHOP
	SPF	THE GRAND FINALE!
	SPG	REVOLUTIONARY METHOD OF RESEARCH FOR ESSAY WRITING
	SPS	OUTLOOK ON A NEW COORDINATED LANGUAGE ASSESSMENT AND REFERRAL SYSTEM FOR ONTARIO
1:30-3:00 PM	SPH	DISCOVER YOUR TECHNOLOGY LOAD
	SPI	DEVELOPING PRAGMATIC COMPETENCE THROUGH DRAMA
1:30-3:30 PM	SPJ	DYNAMIC PRESENTATION SKILLS
	SPK	USING STUDENT PERSONAL RESPONSES TO TEACH ENGLISH
	SPL	HOW TO SUCCEED IN CORPORATE ESL TRAINING
2:00 PM	EXHIBITS CLOSE	
2:30-3:30 PM	SPM	FROM INTERMEDIATE TO ADVANCED - TAKING VOCABULARY SKILLS TO THE NEXT LEVEL
	SPN	WHY DONCHA JUSPEA KINGLISH?
	SPO	"I MUST BORROW YOUR NOTES": TEACHING POLITENESS STRATEGIES
	SPP	HOW DO YOU SPELL THAT?
	SPQ	ANATOMY OF A BENCHMARK

We're Recruiting



The Higher Colleges of Technology (HCT) is a system of 16 Colleges in 7 centers in the United Arab Emirates, one of the most progressive and modern countries in the Middle East.

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HCT is currently recruiting for January, 2010.

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Requirements:

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- Knowledge of contemporary teaching practices and computer assisted learning

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Recruiting
in Canada

AN ORIENTATION FOR PARTICIPANTS

The registration desk will be on the Second Floor near the escalators. Registration hours: Wednesday from 7:00-10:00 pm, Thursday through Saturday from 7:30 am-3:30 pm.

Included in your registration fee:

- Education (Technology Fair, Research Symposium, Plenary Presentations and Concurrent Sessions) as outlined in the Conference Program. Admittance is restricted to maximum capacity per session; pre-registered attendees will be given priority access.
- Access to Exhibit Areas on the Mezzanine Level/Second Floor (Thursday: 8:30 am–6:30 pm, Friday: 8:30 am–5:00 pm, Saturday: 8:30 am-2:00 pm)
- Coffee break (coffee/tea/juice) at 11:00-11:30 am daily in the Exhibit Areas on the Mezzanine Level/Second Floor.
- President's Reception on Thursday from 5:00-6:30 pm in the Dominion Ballroom on the Second Floor.
- Friday Night Dinner and Entertainment from 6:00-9:00 pm in Sheraton Hall on the Lower Concourse Level.

GETTING THE MOST OUT OF YOUR TESL ONTARIO CONFERENCE EXPERIENCE

Whether you are a first time or veteran attendee at TESL Ontario, here are some tips that will ensure you get the most out of your time with us:

- Read this brochure completely and familiarize yourself with the numerous selections from which you can choose.
- Be prepared when you register online – register with an email address we can use to contact you, know your session selections (use the chart on page 18) AND have your credit card or Interact information handy.
- You must make your session selections online during your initial registration; *changes or additions cannot be made* after your registration has been submitted.
- REMEMBER: After you process your payment on InternetSecure, click on the button to return to your registration to get your registration confirmation, session selections and receipt.
- You will receive a registration confirmation when you register, confirming your session selections and your payment. The information you provide in your online registration will be used to create your name badge.
- You will be sent an email before the conference packed with important information. Please read the information that we send you and print any information you will need to make your conference experience more enjoyable.
- When you receive your conference materials at registration, review the material immediately; you'll be provided with important information that will save you time and frustration.
- **Volunteer** at the registration desk or as a door monitor! Volunteers will have a "Volunteer" ribbon on their name badge, be provided with a Certificate of Appreciation and will be entered into a draw for each completed shift (e.g. each session you are a door monitor). You'll also meet new people and give back to your profession at the same time.
- The Sheraton has extended the conference hotel room rate of \$199 plus taxes per night to 3 nights pre- and post- conference, so you may want to consider arriving early or staying late to experience more of Toronto life.
- If you are arriving by car, allow extra time for the volume of commuter traffic. Coming from Hamilton, for example, might normally be a one hour drive during non-peak hours. On a weekday morning the volume of traffic might increase that to 2 hours or more.
- Session evaluations will be conducted online, after the conference. Please take time to complete the online evaluation when you return home from the conference. We value your feedback and take your suggestions into consideration when planning the next conference

EVERYONE WHO COMPLETES THE ONLINE EVALUATION AFTER THE CONFERENCE WILL BE ENTERED INTO A DRAW TO WIN: A GIFT CERTIFICATE OR A 1 YEAR TESL ONTARIO MEMBERSHIP OR A 3 DAY PASS TO NEXT YEAR'S CONFERENCE.

QUESTIONS & ANSWERS

You may have some questions with regard to changes from past years or other logistical matters. So in anticipation, we have provided some helpful answers as follows. Please let us know if you have further questions that are not answered.

Q. Why are there so many changes from past years?

A. While there were many different factors that contributed to our decisions (including your feedback), cost was definitely a consideration. In making changes, we have eliminated some expenses, which will help offset the more expensive venue that we are now in.

Q. Why have you eliminated hard copies of the conference brochure?

A. The first reason is environmental; by moving to the electronic format we have saved a number of trees. Secondly, the cost of mailing hard copies was significant and delivery times were inconsistent.

Q. Why are you not providing wine with the Friday night dinner?

A. Although we have supplied complimentary wine in the past, our funders have requested public money not be used for this purpose. While the dinner remains free to those who request a ticket, wine will be available for purchase by the glass or bottle.

Q. Why have you done away with a uniform lunch period?

A. The decision to eliminate a lunch break in the middle of each conference day allows us to offer more workshops and presentations. It also provides a fuller conference day which appeals to those who are only able to attend one day, and it allows delegates to build in their own break(s) when it suits their needs. Please take a break when you need one.

Q. Where can I go for lunch outside the hotel?

A. The Sheraton Centre Toronto Hotel is connected to the PATH and many options are just steps away. Go to the Concourse Level and turn right onto the PATH; walk 2 minutes and you will find a cluster of fast food restaurants. The farther down the PATH you venture, the more options you will find. There's also a Tim Horton's just outside the Bay and Queen Street exit on the Lobby Level.

Q. Why did you do away with the Saturday box lunch, which last year was available only to plenary participants?

A. This caused a great deal of confusion last year. We decided not to include it this year due to costs, as well as space; since we have larger numbers we are no longer able to accommodate everyone in one place.

Q. Why doesn't TESL Ontario provide muffins with the morning coffee? Why isn't there a break in the afternoon?

A. This is strictly a matter of economics; while the cost of a single cup of coffee may not seem like much, multiply it by 1500 cups twice a day for 3 days and it becomes significant. Similarly for muffins. If we were to do this the cost of the conference would increase substantially.

Q. I tried to register on-line last year, but it was a frustrating experience. Why do we have to do it that way?

A. Online registration is the fastest and most efficient way for the volume of registrations and it provides instant acknowledgment that your registration has been received, which is not the case when registrations are mailed or faxed.

Q. What do I do if I did not make some or all of my session selections? How do I know what sessions have space for me to attend at the conference?

A. You will be provided with a list of sessions that have limited space available. You may line up outside the door of the room where the session will take place. Door monitors will give pre-registered attendees priority access. At the scheduled start time of the session, the door monitor will allow any empty seats to be filled, to the maximum capacity of the room.

Q. What happens if a session that I wanted to register for is full?

A. If you really want to attend a session that is full, you may line up at the room where the session will take place. Door monitors will give pre-registered attendees priority access. At the scheduled start time of the session, the door monitor will allow any empty seats to be filled, to the maximum capacity of the room.

Q. How do I find the sessions that I'm pre-registered for?

You will be emailed pre-conference information the week prior to the conference, including a listing of all sessions, the room they will be held in and a hotel map. Be sure to print this information and bring it with you. All pre-registered conference attendees will receive a personal program in their registration kit.

Q. Why can't we go back to the Holiday Inn?

A. Our conference had outgrown the Holiday Inn both in terms of break-out rooms and bedrooms. In order to accommodate the number of delegates we are attracting, the move to a larger venue was absolutely necessary.

CONFERENCE REGISTRATION INFORMATION

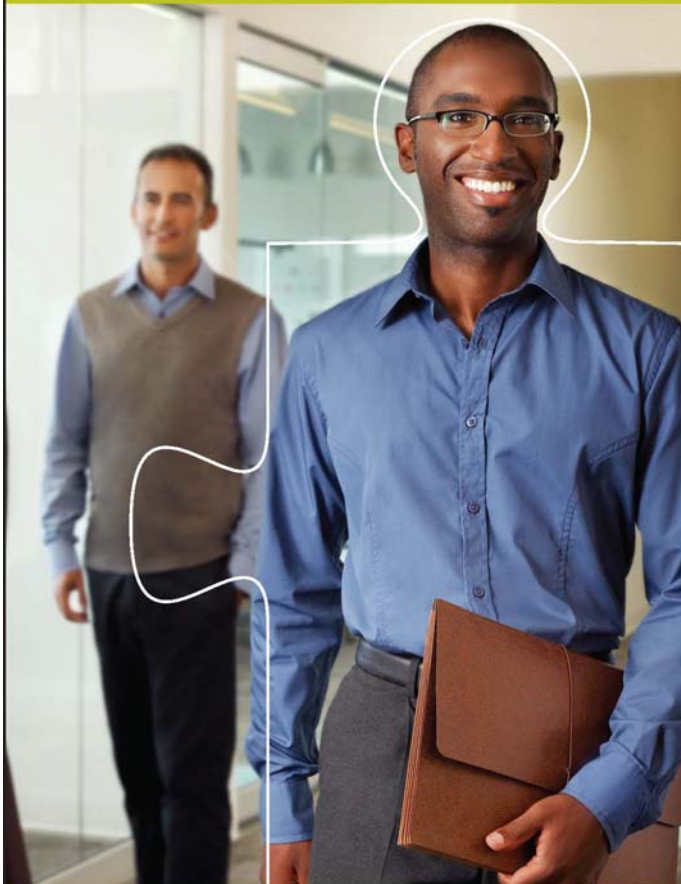
- Online registration opens on October 26 and closes on November 22.
- All registrations must be processed online; mailed or faxed registrations will not be accepted.
- All registrations must be paid by credit card or Interact; cheques or cash will not be accepted.
- Sessions fill up quickly; complete your session choices (1st, 2nd, 3rd, 4th) on the grid provided on page 18 and register online starting October 26th.
- All session selections must be made online at the time of registration; changes or additions cannot be made after your registration has been submitted.
- **REMEMBER:** After you process your payment on InternetSecure, click on the button to return to your registration to get your registration confirmation, session selections and receipt.
- Changes/updates to the conference program will be posted on our web site www.teslontario.org.

Security Features Used by InternetSecure to Keep Your Credit Card Safe:

- **Verified by Visa™ and MasterCard® SecureCode™** - Verified by Visa™ and MasterCard® SecureCode™ are programs that use a simple password verification process that protects your credit card from fraudulent use.
- **Payment Card Industry Data Security Standard (PCI)** - In the age of identity theft, the Payment Card Industry (PCI) Data Security Standard is a stringent measure designed to protect customer data. Visa and MasterCard, along with other payment card companies, have collaborated to create this single set of worldwide requirements for consumer data protection across the entire industry.
- **Visa CVV2, MasterCard CVC2, Amex CID** - This is a 3 or 4 digit value that appears on the signature stripe on the back of credit cards. It is intended to confirm that the buyer has the physical card in their possession at the time they are completing the purchase.
- **Address Verification Service**—Your billing address is compared to that which your bank has on file.

CONTACT YOUR CREDIT CARD COMPANY IF YOU HAVE ANY QUESTIONS ABOUT PASSWORDS / SECURITY.

**Come and See us on the Mezzanine Level at Booth No. M21
We look forward to meeting you!**



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Certain conditions apply.
Auto insurance is not available in Manitoba, Saskatchewan or British Columbia due to government-run plans.

REGISTRATION INSTRUCTIONS AND FEES

How do I register? Register online at www.teslontario.org from October 26 until November 22 using any credit card or Interact card; complete instructions are included online. If you do not have access to the internet, use a computer at work or at the library. Be sure to complete your session selection form (page 18) before accessing online registration as you must make ALL session selections during your initial registration. After November 22 you must register on-site.

TESL ONTARIO 2009 Conference Registration Fees			
	Member	Student	Non-member
ON OR BEFORE NOVEMBER 22, 2009			
One Day	\$150	\$130	\$260
Two Day	\$220	\$180	\$300
Three Day	\$250	\$215	\$330
AFTER NOVEMBER 22, 2009			
One Day	\$180	\$145	\$270
Two Day	\$245	\$200	\$340
Three Day	\$270	\$240	\$370
GST Included. Registration # R126198043			

Cancellation Policy—Requests for refunds must be received in writing by TESL Ontario by November 22 and will be subject to a \$50.00 administration fee. All refunds will be issued following the conference.

Presenters—If you are planning only to give a presentation, registration for the conference is not necessary. If you are planning to attend the conference, you should register as a regular attendee.

Members—Must be a current member of TESL Ontario or another TESL Canada Provincial Affiliate. If you are unsure whether your membership is up to date, please contact the TESL Ontario office at: membership@teslontario.org or 416-593-4243 ext. 1 or (within Ontario only) 1-800-327-4827 ext. 1.

Students—Must be in full-time attendance at a post-secondary institution and in possession of a valid student card.

Non-members—May pay the member's rate if a membership form and accompanying fee (page 87) has been submitted to TESL Ontario.

How do I select my sessions? Sessions fill up quickly; complete your session choices (1st, 2nd, 3rd, 4th) on the grid provided on page 18 and register online starting October 26th. All session selections must be made online at the time of registration; changes or additions cannot be made after your registration has been submitted.

Can I register after November 22? Registrations will be accepted on-site, but no sessions can be reserved.

Will I receive confirmation of my registration and a receipt for my fee? When you complete an online registration, a receipt and confirmation of sessions will be emailed to you immediately. Please be sure to keep a copy of your receipt as proof of registration, for renewal of certification and income tax purposes. Other important conference information will be sent to you by email, so please register with an email address which we can use to contact you,

What do I do if I did not make some or all of my session selections? How do I know what sessions have space for me to attend at the conference?

You will be provided with a list of sessions that have limited space available. You may line up outside the door of the room where the session will take place. Door monitors will give pre-registered attendees priority access. At the scheduled start time of the session, the door monitor will allow any empty seats to be filled, to the maximum capacity of the room.

How do I get my badge and conference materials? The registration desk will be on the Second Floor near the escalators. Registration hours: Wednesday from 7:00-10:00 pm, Thursday through Saturday from 7:30 am-3:30 pm.



SESSION SELECTION FORM 2009

Registration is available online at www.teslontario.org; all registrations and session selections must be processed online.

Many of the sessions overlap in time; the registration system will not allow you to register for sessions that conflict with each other.

PLEASE INSERT THE SESSION CODE (eg TAA, FAZ, SPD) THAT YOU WISH TO REGISTER FOR INTO THE APPROPRIATE BOX.

THURSDAY	8:30-9:30 AM	10:00-11:00 AM	11:30 AM-12:30 PM	1:00-2:00 PM	2:30-3:30 PM	
1 st choice						
2 nd choice						
3 rd choice						
4 th choice						
FRIDAY	8:30-9:30 AM	10:00-11:00 AM	11:30 AM-12:30 PM	1:00-2:00 PM	2:30-3:30 PM	4:00-5:00 PM
1 st choice						
2 nd choice						
3 rd choice						
4 th choice						
SATURDAY	8:30-9:30 AM	10:00-11:00 AM	11:30 AM-12:30 PM	1:00-2:00 PM	2:30-3:30 PM	
1 st choice						
2 nd choice						
3 rd choice						
4 th choice						

All session selections must be made online at the time of registration; changes or additions cannot be made after your registration has been submitted.

Since 1993 

tables T01 T02
at the conference

Canadian

COMING SOON

Big Things In Canada - Book 1

Intermediate

6 Big Roadside Attractions - Lots of Exercises
(December 2009)

Big Things In Canada - Book 2

Intermediate

6 More Big Roadside Attractions - Many More Exercises
(May 2010)

Sophie Wang's Phonics Book For Adults - LINC Themes

Literacy

(December 2009)

Canadians I'd Like To Meet

High Beginner

10 Canadians - Lots of Exercises
(December 2009)

Canadian Places I'd To Like to Visit

High Beginner

10 Canadian Places - Lots of Exercises
(May 2010)

Let's Get Started

Beginner

An Illustrated 10 Book Thematic Vocabulary Building Series
(December 2009)

Let's Move On - Prefixes & Suffixes

High Beginner - Intermediate

A Four Book Vocabulary Building Series
(December 2009)

Deb Scott's 50 Question Activities

Varied Levels

50 Activities Relating to Questions
(December 2009)

Resources for ESL

**Canadian ESL Books
You Can Buy &
Legally Photocopy**

under the following conditions

A PURCHASING TEACHER

- photocopies are for her/his students only

A PURCHASING SITE

- photocopies are for students at one address only

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MEZZANINE LEVEL

HALF LEVEL ABOVE LOBBY

From the **Lobby**—

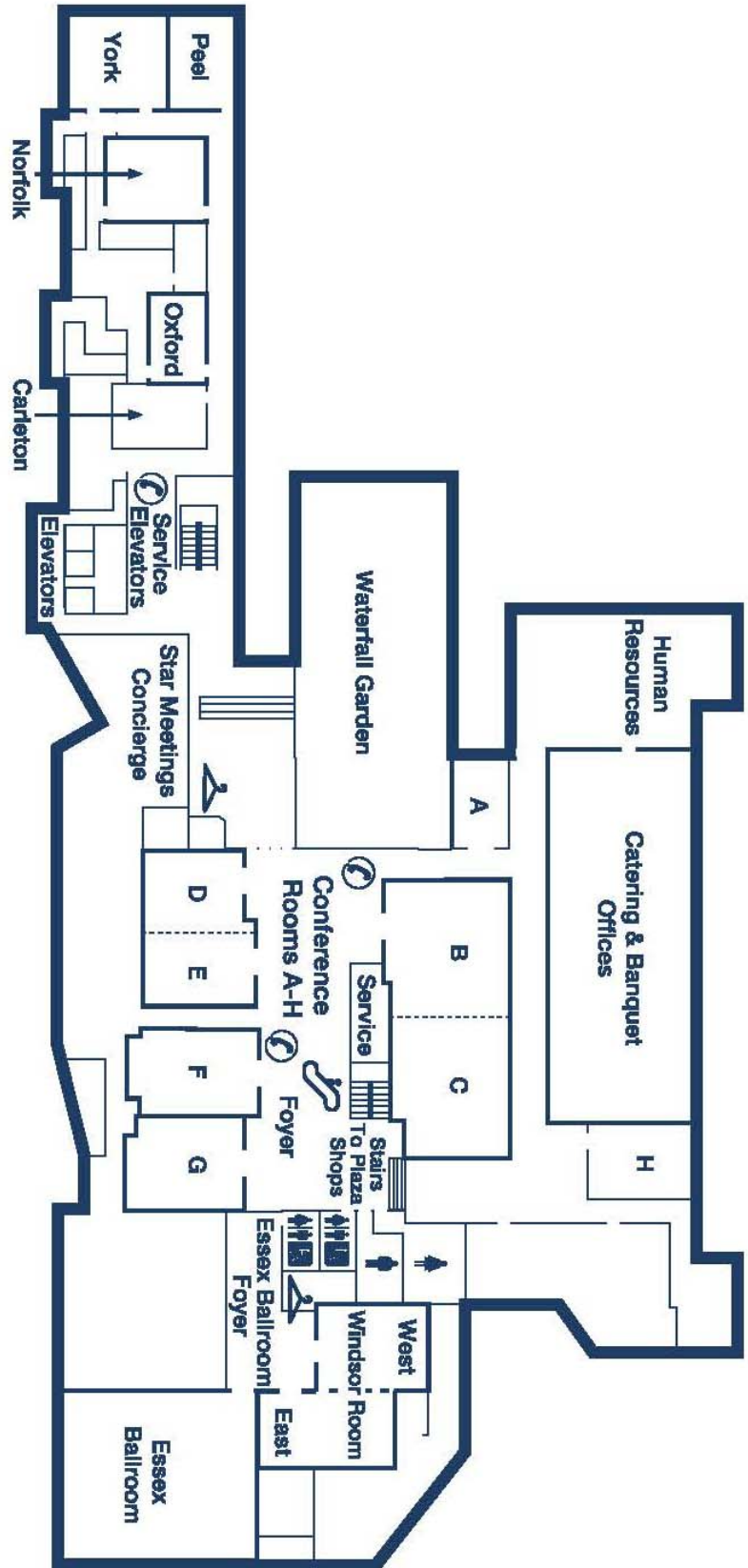
Take the escalators up to the Second Floor. Turn right, walk 10 steps and you'll see the stairs down to the Mezzanine Level on your left.

Alternately, take the stairs or Richmond Tower elevators (when you're facing Traders, walk to your left until you see the sign) up to the Mezzanine Level.

From the **Second Floor**—

Take the stairs or the Richmond Tower elevators down to the Mezzanine Level.

EXHIBITS
MEETING ROOMS
TECHNOLOGY FAIR



SECOND FLOOR

ONE FLOOR ABOVE LOBBY

From the **Lobby**—

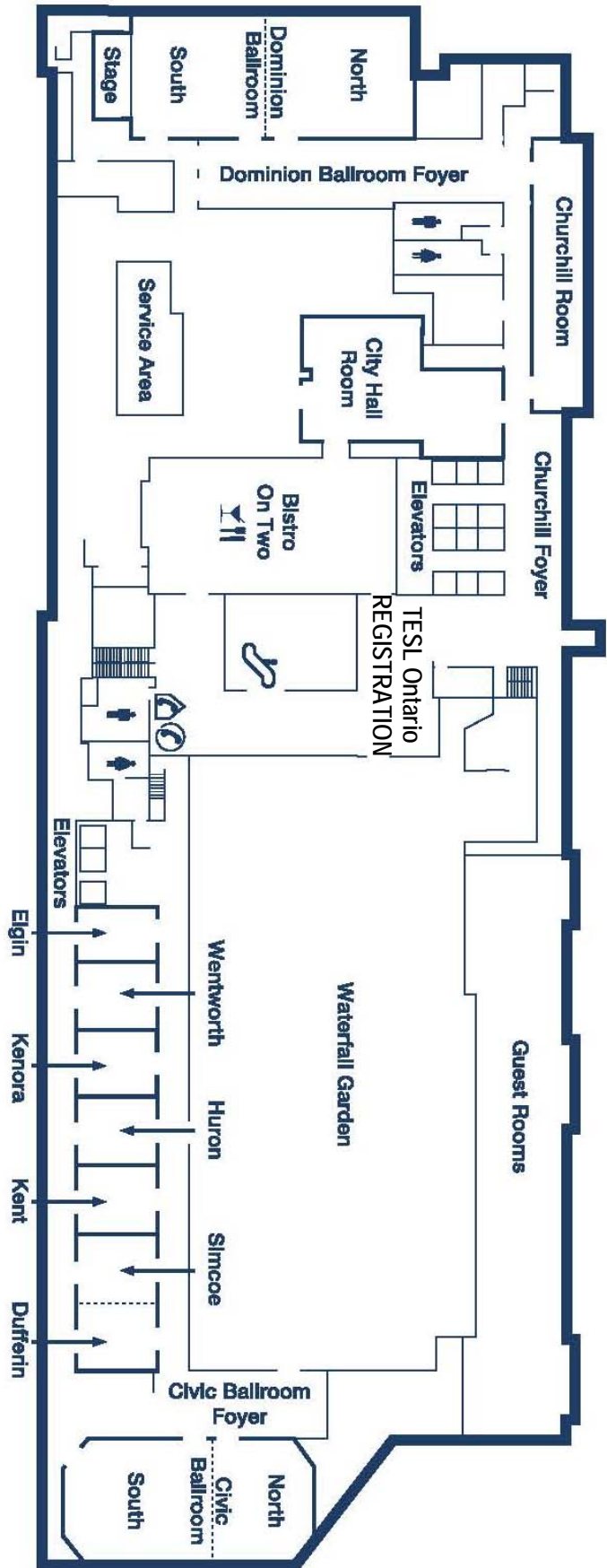
Take the escalators up to the Second Floor.

Alternately, take the Richmond Tower elevators (when you're facing Traders, walk to your left until you see the sign) up to the Second Floor.

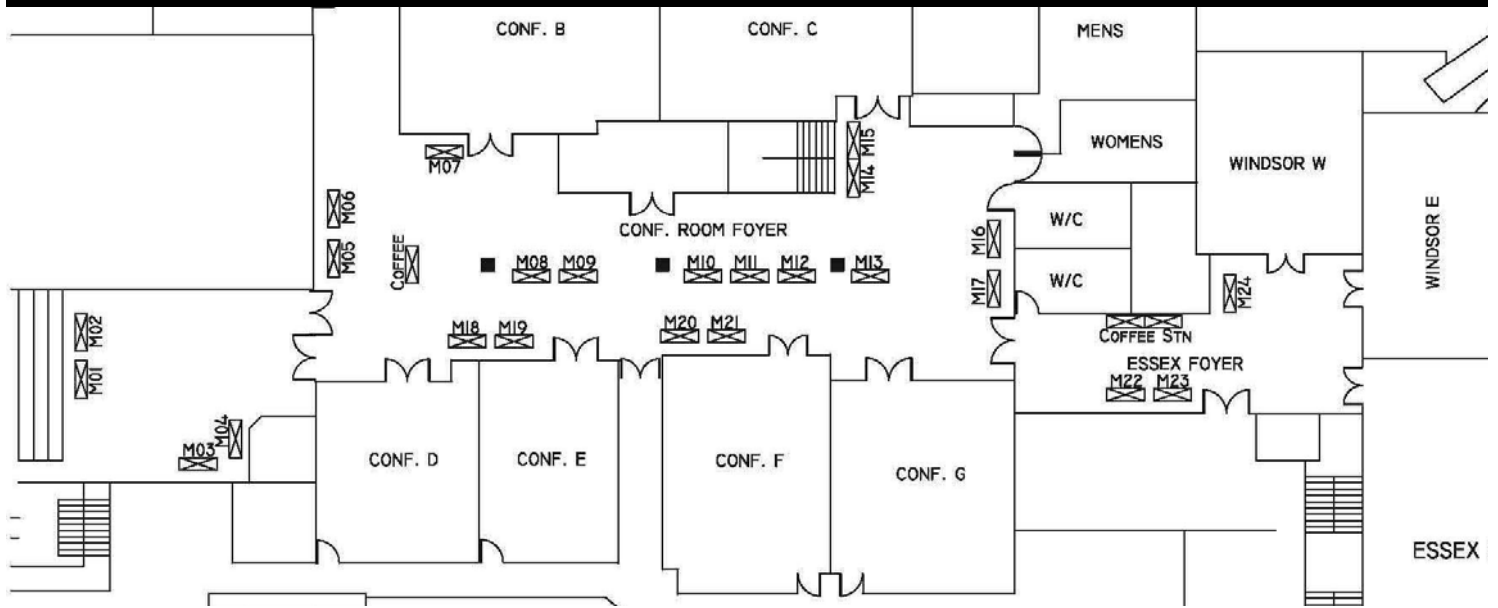
From the **Mezzanine Level**—

Take the stairs or the Richmond Tower elevators up to the Second Floor.

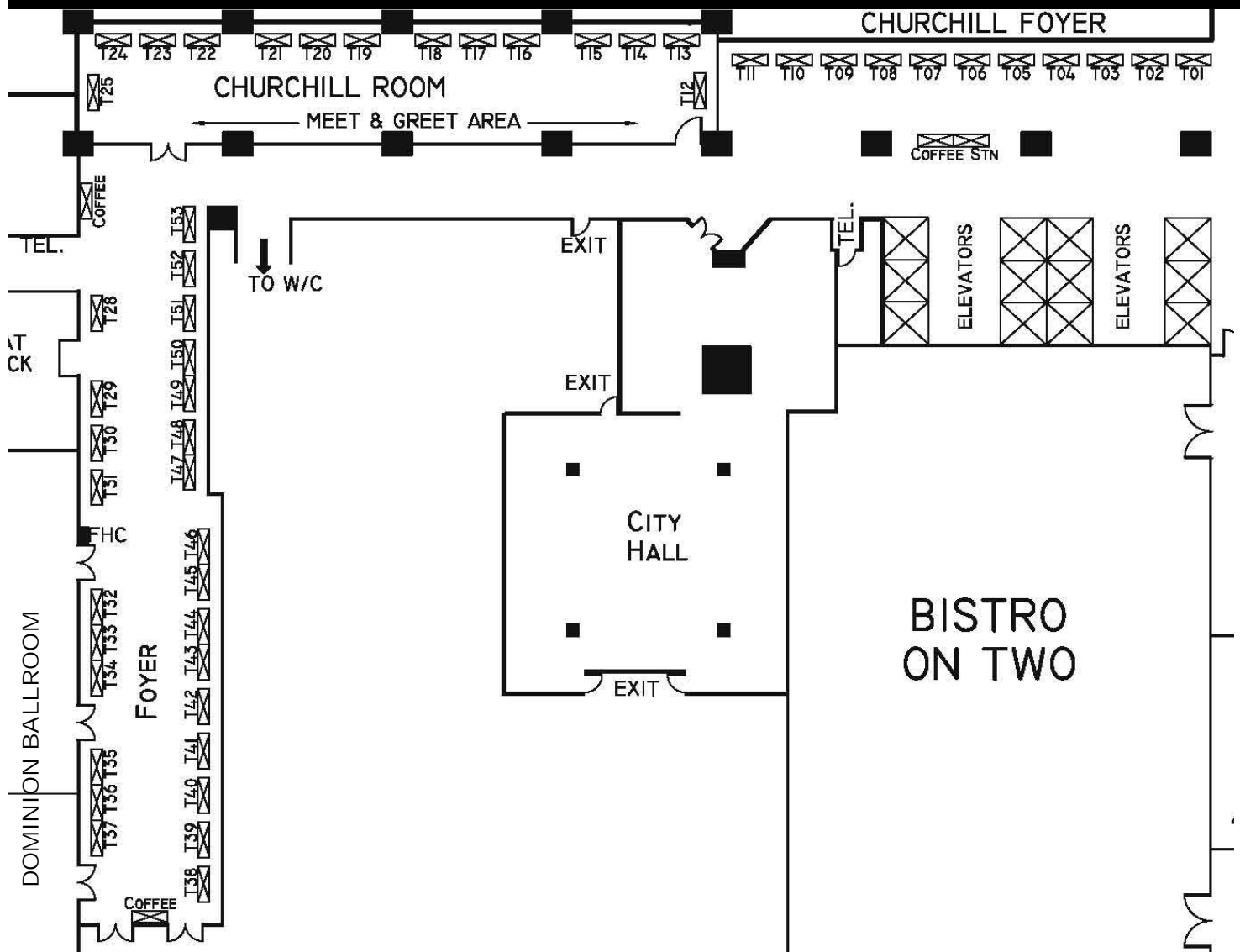
REGISTRATION
EXHIBITS
MEET & GREET
PLENARY SPEAKERS
RESEARCH SYMPOSIUM



EXHIBITS—MEZZANINE LEVEL



EXHIBITS—SECOND FLOOR



2009 EXHIBITORS

Alphabetical by Organization

Access Copyright.....	M20
Advance Consulting for Education, Inc.....	T04
Bell Educational Trust.....	M05
Bound 2 Learn.....	T28
Cambridge University Press.....	T32-34
Canada Revenue Agency.....	T30
Canadian Resources for ESL.....	T01-02
Centre for Canadian Language Benchmarks.....	T53
Centre for Education and Training - LINC Home Study Program.....	M07
CIC – Ontario Region.....	M04
Classroom Connections.....	T06
Conestoga College.....	M09
English Central.....	T16-18
ESL Jigsaws.....	T09
ESL Transcend Publishing Inc.....	T12
ETS Canada.....	M18-19
Frontier College New Readers Bookstore.....	M16
Global Experience Ontario.....	M08
Les Editions CEC.....	T11
Michael T. Owen and Associates Insurance Agencies Inc.....	M01
Monarch Books.....	M06
NAS Software Inc.....	T10
Nelson Education.....	M10-12
Ontario Council of Agencies Serving Immigrants (OCASI).....	M03
Ontario Institute of Agrologists.....	T08
OTIP.....	M02
Oxford University Press.....	T47-52
Pearson Longman ESL.....	T38-46
Portage & Main Press/Chestnut Publishing.....	T25
Robotel Inc.....	T07
The Higher Colleges of Technology, Abu Dhabi – U.A.E.....	M17
The Personal Insurance Company.....	M21
The Resource Centre.....	T35-37
Toronto Catholic District School Board.....	T29
Turning Technologies Canada.....	T03
UTP Guidance Centre.....	T05
World Education Services.....	T31

EXHIBIT HOURS

Thursday, December 10 — 10:30 am to 5:00 pm

Friday, December 11 — 10:00 am to 6:00 pm

Saturday, December 12 — 9:00 am to 2:00 pm

PLENARY SPEAKER

LYNDA GOLDMAN

THURSDAY, DECEMBER 10

10:00—11:00 AM

DOMINION BALLROOM—SECOND FLOOR



WHEN "YES" MEANS "NO" OR "MAYBE": HELPING STUDENTS UNDERSTAND NON-VERBAL COMMUNICATION IN THE CANADIAN WORKPLACE

In the new TV show, *Lie to Me*, the world's leading deception expert studies facial expressions and involuntary body language to discover if someone is lying.

In the Canadian workplace, an employee from China nods in agreement, despite not understanding his new project, to avoid offending his manager. An employee from Indonesia feels deeply disrespected when his manager casually leans back and crosses his leg, showing the bottom of his shoe. And an employee from Venezuela is confused and hurt when her Canadian colleague moves away from her, after she warmly touches the woman's arm several times.

Welcome to the world of non-verbal communication in the Canadian workplace. When people from many cultural backgrounds work together, verbal communication is only part of the picture. Non-verbal misunderstandings cause confusion, frustration and mistrust—long after ESL classes are completed. In this overview of non-verbal communication you will learn:

- 5 key areas when non-verbal miscommunication takes place
- 3 crucial aspects of body language that immigrants must understand
- 5 simple non-verbal techniques that immigrants can use to increase their chances of success in the Canadian workplace

Lynda Goldman (formally Lynda Berish) is a published author of 31 books, corporate communications consultant, business writer, and seminar leader for corporations, associations and business schools.

As an ESL instructor at Concordia University's Centre for Continuing Education for 15 years, Lynda worked with international students from many cultural backgrounds. During this time, she co-authored 27 best-selling ESL textbooks for Prentice Hall Canada, including the *Canadian Concepts* and *English Fast Forward* series.

Lynda then moved into the corporate arena, giving seminars on business etiquette to corporations such as Pfizer and TD Bank, and wrote *How to Make a Million Dollar First Impression* and *Prescription for Success* for the pharmaceutical industry.

"You're Hired, Now What? - An Immigrant's Guide to Succeeding in the Canadian Workplace," is her newest book, published by Oxford University Press in 2009.

Lynda currently writes corporate communications and marketing materials, with an emphasis on cross-cultural communications, and is a sought-after speaker on cross-cultural communication skills.

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PLENARY SPEAKER

MARINA NEMAT

THURSDAY, DECEMBER 10

11:30 AM—12:30 PM

DOMINION BALLROOM—SECOND FLOOR



PRISONER OF TEHRAN: MY STORY OF SURVIVAL IN AN IRANIAN PRISON

In 1982, 16-year-old Marina Nemat was arrested on false charges by Iranian Revolutionary Guards and tortured in Tehran's notorious Evin prison. At a time when most Western teenaged girls are choosing their prom dresses, Nemat was having her feet beaten by men with cables and listening to gunshots as her friends were being executed. She survived only because one of the guards fell in love with her and threatened to harm her family if she refused to marry him. Soon after her forced conversion to Islam and marriage, her husband was assassinated by rival factions. Nemat was returned to prison but, ironically, it was her captor's family who eventually secured her release. An extraordinary tale of faith and survival, *Prisoner of Tehran* is a testament to the power of love in the face of evil and injustice.

Marina Nemat was born in 1965 in Tehran, Iran, and migrated to Canada in 1991. Her memoir of her life in Iran, *Prisoner of Tehran*, has been published in 24 countries and has been an international bestseller.

In 2007, Marina received the inaugural Human Dignity Award from the European Parliament, and in October 2008, she received the prestigious Grinzane Prize in Italy.

She is now an Aurea Fellow at University of Toronto's Massey College, where she is working on her new book.

There will be an autograph session immediately following Marina Nemat's presentation. Bring a copy of her book with you or purchase one after the plenary.

PLENARY SPEAKER

CAROL CHAPELLE

FRIDAY, DECEMBER 11

12:30—1:30 PM

DOMINION BALLROOM—SECOND FLOOR



TESOL AND COMPUTER TECHNOLOGY

Why do so many teachers like the way that computer technology helps provide learners with valuable language learning experiences? I will describe how technology can offer learners comprehensible input, help with comprehension, feedback on performance and meaning-focused conversation. Examples come from research on multimedia computer-assisted language learning and computer-mediated communication. These examples demonstrate how important the teacher is in helping students learn English with computer technology.

Carol A. Chapelle, Professor of TESL/Applied Linguistics, is Co-Editor of the Cambridge Applied Linguistics Series. Her research explores issues at the intersection of computer technology and applied linguistics. Recent books are *Computer Applications In Second Language Acquisition: Foundations For Teaching, Testing, And Research* (Cambridge University Press, 2001) and *English Language Learning And Technology: Lectures On Applied Linguistics In The Age Of Information And Communication Technology* (John Benjamins, 2003). Other books focus on language assessment and research methods: *Assessing Language Through Technology* (Chapelle & Douglas; Cambridge University Press, 2006), *Inference And Generalizability In Applied Linguistics* (Chalhoub-Deville, Chapelle & Duff, editors; John Benjamins Publishing, 2006), *ESOL Tests And Testing: A Resource For Teachers And Administrators* (Stoyhoff & Chapelle; TESOL Publications, 2005). Her most recent books are *Building A Validity Argument For The Test Of English As A Foreign Language* (Routledge, 2007) and *Tips For Teaching With CALL* (Pearson-Longman, 2008).

She is Past President of the American Association for Applied Linguistics (2006-2007) and former editor of *TESOL Quarterly* (1999-2004). Her papers have appeared in journals such as *TESOL Quarterly*, *Language Learning*, *Language Testing*, and *Language Learning & Technology*, as well as in *Handbooks and Encyclopedias of Applied Linguistics*. She teaches courses in applied linguistics at Iowa State University and has taught in Arizona, Denmark, Hawaii, Michigan, Spain, and Canada. She has lectured at conferences in Canada, Chile, England, France, Japan, Iceland, Mexico, Morocco, Scotland, Singapore, South Korea, Spain, and Taiwan.

PLENARY SPEAKER

JULIE KEREKES

SATURDAY, DECEMBER 12

10:00—11:00 AM

DOMINION BALLROOM—SECOND FLOOR

A PRAGMATIC(S) APPROACH TO TEACHING AND LEARNING ESL



Communicative approaches to teaching and learning ESL have long recognized the value of teaching language through meaning, with a focus on conveying messages affectively, both to boost motivation and to get better learning results. In other words, it is commonly recognized that there is more to learning a second or additional language than mastering vocabulary, pronunciation, grammar, and mechanics. I will present a practical/pragmatic approach to TESL by focusing on what we know from the field of interlanguage pragmatics – how people learn to effectively convey and understand each other’s messages. Through an examination of my findings over the past decade, I will emphasize three important concepts for a pragmatic(s) approach to TESL:

- 1) Effective communication is co-constructed, and does not depend solely on the person who is speaking, but also on the listener(s).
- 2) Successful communication between two (or more) people is determined by getting the desired outcome – not by speaking in a perfectly grammatical way.
- 3) With changing modes of communication and technical advances, the rules for appropriate communication evolve, and ESL instruction must also do so.

Julie Kerekas (Ph.D. Stanford University) is an Assistant Professor in the Second Language Education program at the Ontario Institute for Studies in Education, University of Toronto. Her research and teaching focus on language and power in conversational and institutional settings, particularly workplace ESL, as well as on the professional development of second language teachers. Current projects examine cross-linguistic comparisons of interlanguage pragmatics in electronic communications; interactional dynamics in employment interviews and other institutional gatekeeping encounters; the consequences of immigrant status and second language speaker/learner status for employment seekers in Toronto/Canada contexts; and discourses of language teachers in professional development programs. She has published articles in *Journal of Pragmatics*, *Language in Society*, *Prospect*, and several invited book chapters.

PLENARY SPEAKER

JAYME ADELSON-GOLDSTEIN

SATURDAY, DECEMBER 12

11:30 AM—12:30 PM

DOMINION BALLROOM—SECOND FLOOR

USING THE GROUP DYNAMIC TO BUILD LANGUAGE LEARNERS' COMMUNICATION SKILLS

When our ESL learners work on language-learning tasks in small groups, they can develop key communication skills and group management strategies that extend well beyond the task's original objective. In fact, effective group work requires the same interpersonal and intrapersonal skills that play a critical role in learners' career development, their civic participation and their academic success.

In this lighthearted look at the benefits and challenges of group work in ESL classes, we'll explore the importance of direct instruction in skills such as organizing information, delegating responsibility, sharing and managing resources, clarifying, negotiating, and building consensus. We'll also reflect on strategies to exploit and manage the group dynamic. And, because multilevel instruction is a fact of life, we'll consider ways to facilitate mixed-level and same-level groups in single-level and multilevel classes. The plenary handout includes a theoretical overview of research on learner collaboration, tips for managing group work, and several reproducible activity templates.



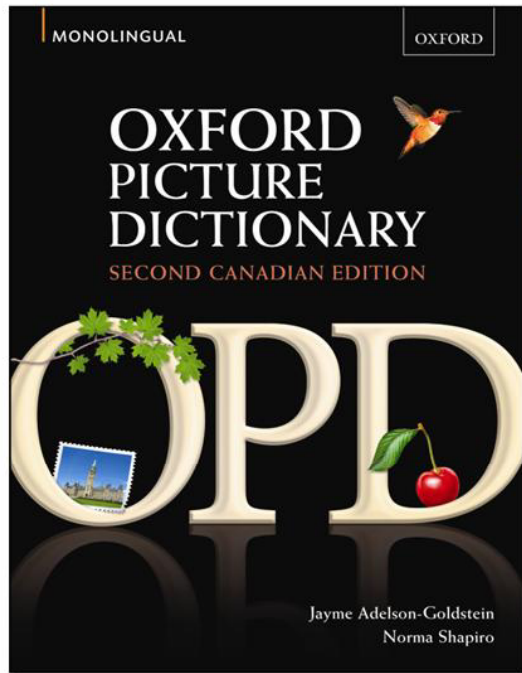
Jayme Adelson-Goldstein has been a member of the ELT community for more than 25 years. In addition to classroom instruction, she has focused on curriculum development and teacher education for adult and secondary ESL programs. Her workshops and talks on multilevel instruction, vocabulary development, cooperative learning, questioning strategies and learner-centered instruction have been well received throughout the U.S. and Canada, and most recently, online.

Jayme is the author of numerous ESL titles including *The Oxford Picture Dictionary*, (first and second editions). She is also the series director of Oxford University Press' newest adult ESL course: *Step Forward: English for Everyday Life*. Her affiliations have included Los Angeles Unified's Division of Adult and Career Education, the Outreach and Technical Assistance Network (OTAN), and the California Adult Literacy Professional Development Project (CALPRO). She and her husband, Gary, (author of the "tween" novel series: *The Mythfits*) are the proud parents of a musician, Emily, and the bemused owners of an odd little dog, Baxter.

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The Oxford Picture Dictionary, Second Edition



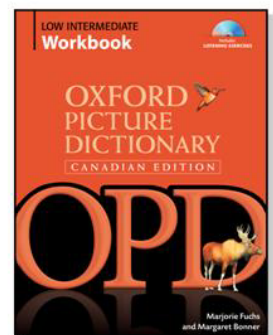
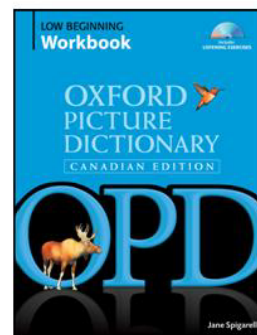
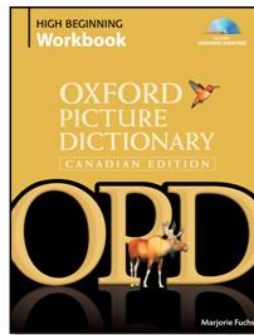
Jayme Adelson-Goldstein is an ESL teacher-trainer, consultant, and author. She is currently specializing in professional development for the adult division of Los Angeles Unified School District. As an ESL consultant, Jayme conducts teacher-training workshops on topics such as vocabulary development, focused listening, co-operative learning, and multi-level instruction across the US and Canada.

Plenary: Saturday December 12th, 11:30am - 12:30pm

Using the Group Dynamic to Build Language Learner's Communication Skills

Workshop: Friday December 11th, 10:00am - 11:00am

Vocabulary Learning Strategies that Reach Across Levels with the OPD2/E



You're Hired... Now What?

An Immigrants Guide to Success in the Canadian Workplace

You're Hired... Now What? is for any immigrant who wants to succeed in a professional Canadian environment. The topics are relevant to anyone who is new to the Canadian workplace, with a focus on the issues that can arise from cultural differences.

Plenary: Thursday December 10th, 10:00am - 11:00am

When "Yes" means "No" or "Maybe": Helping Students Understand Non-Verbal Communication in the Canadian Workplace

Workshop: Thursday December 11th, 8:30am - 9:30am

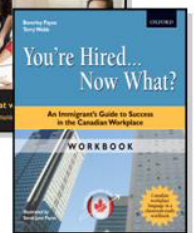
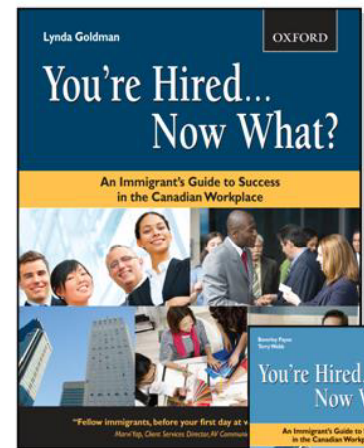
You're Hired, Now What? An Immigrants Guide to Succeeding in the Canadian Workplace



Bestselling author Lynda Goldman co-wrote the *Canadian Concepts* series (as *Lynda Berish*) and *How to Make a Million Dollar First Impression*.

Goldman is also an accomplished ESL instructor, and corporate trainer.

Her expertise shines through in this comprehensive introduction to the Canadian workplace.



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TECHNOLOGY FAIR



TECHNOLOGY LAB Essex Ballroom, Mezzanine Level

THURSDAY

8:30-9:30 AM

TAA

ONLINE LEARNING ACTIVITIES FOR LINC 3 AND 4

10:00-11:00 AM

TAP

PRACTICAL DEMONSTRATION OF A BLENDED COURSE

11:00-11:30 AM

BREAK (COFFEE/TEA/JUICE STATIONS ON MEZZANINE LEVEL/SECOND FLOOR)

11:30 AM -1:30 PM

TBI

LINC 5-7 CLASSROOM RESOURCES

2:30-3:30 PM

TPJ

TURNINGPOINT HANDS-ON DEMONSTRATION

FRIDAY

9:00-11:00 AM

FAJ

LINC 5-7 CLASSROOM RESOURCES

11:00-11:30 AM

BREAK (COFFEE/TEA/JUICE STATIONS ON MEZZANINE LEVEL/SECOND FLOOR)

12:00-2:00 PM

FPA

USING THE INTERNET IN THE LINC CLASSROOM: A HANDS-ON WORKSHOP

2:30-3:30 PM

FPN

ONLINE LEARNING ACTIVITIES FOR LINC 3 AND 4

4:00-5:00 PM

FPZ

MAKE YOUR OWN GAMEBOARDS

SATURDAY

9:30-11:00 AM

SAN

61 NEW WEB ACTIVITIES FOR TESL TEACHERS!

11:00-11:30 AM

BREAK (COFFEE/TEA/JUICE STATIONS ON MEZZANINE LEVEL/SECOND FLOOR)

11:30 AM - 12:30 PM

SAZ

PRACTICAL DEMONSTRATION OF NEW WEB 2.0 TOOLS FOR TEACHING ENGLISH

1:00-3:00 PM

SPE

USING THE INTERNET IN THE LINC CLASSROOM: A HANDS-ON WORKSHOP



TECHNOLOGY FAIR



TECHNOLOGY PRESENTATION ROOM Windsor East, Mezzanine Level

THURSDAY

8:30-9:30 AM

10:00-11:00 AM

11:00-11:30 AM

11:30 AM - 1:30 PM

2:30-3:30 PM

TAB

TAQ

TBJ

TPK

CLB MODULES FOR TEACHERS

TEACHING THE 21ST CENTURY STUDENT - CLICKERS IN THE CLASSROOM - STUDENT RESPONSE SYSTEMS

BREAK (COFFEE/TEA/JUICE STATIONS ON MEZZANINE LEVEL/SECOND FLOOR)

ENGAGING LITERACIES PROJECT

LINC 1-4 CLASSROOM ACTIVITY BOOKS/E-LEARNING MATERIALS

FRIDAY

8:30-9:30 AM

10:00-11:00 AM

11:00-11:30 AM

11:30 AM - 1:30 PM

2:00-4:00 PM

FAA

FAN

FBC

FPL

WHAT'S NEW AT THE CCLB?

INTRODUCTION TO THE ONLINE LANGUAGE ASSESSMENTS

BREAK (COFFEE/TEA/JUICE STATIONS ON MEZZANINE LEVEL/SECOND FLOOR)

TOSS THE MARKERS!

ESL TEACHING FOR SUSTAINABILITY

SATURDAY

8:30-9:30 AM

10:00-11:00 AM

11:00-11:30 AM

12:00-1:00 PM

1:30-3:00 PM

SAA

SAP

SPA

SPH

MULTIMEDIA WORKSHOP: SUMMARY AND ABSTRACT

ESL ON THE MOVE: EFFECTIVE USE OF IPOD TOUCHES AND OTHER MOBILE DEVICES FOR LANGUAGE LEARNING

BREAK (COFFEE/TEA/JUICE STATIONS ON MEZZANINE LEVEL/SECOND FLOOR)

THE EFFECTIVENESS OF SUPPLEMENTAL ONLINE VS TRADITIONAL TUTORIALS ON STUDENTS' ENGLISH PROFICIENCY AND LEARNING ACHIEVEMENT

DISCOVER YOUR TECHNOLOGY LOAD





Thursday, December 10
1:00—4:00 PM

TPF—TEACHERS IN A CHANGING CLASSROOM - NEEDS AND TRENDS

NOT QUITE EVERYTHING YOU'VE ALWAYS WANTED TO KNOW ABOUT PEDAGOGICAL GRAMMAR: PERSISTENT QUESTIONS, CONTEMPORARY ANSWERS, AND FUTURE DIRECTIONS

Laura Collins—Concordia University, Montreal

Preparing teachers for a changing classroom includes identifying the trends that have arisen with respect to the teaching of grammar, and evaluating the research evidence in support of those trends for different populations of language students. A number of studies have demonstrated that attention to language form in the classroom can result in measurable benefits to language learning. Accordingly, attention has shifted from whether grammar should be taught, to the various issues that arise when it is. We will look at research findings that can inform our understanding of a selection of these issues. Topics covered may include learner characteristics (is grammar teaching only effective with some types of learners?); rules (is it better to give students rules or have them come up with them on their own?); contrastive practice (is there a role for comparisons with students' first language?); task type (what kinds of activities best promote grammar learning?); and timing (when is a focus on grammar likely to be the most effective?). We will also consider factors to take into consideration when teachers evaluate the relevance of the research evidence for their own contexts, and identify some areas of grammar teaching that merit greater research attention in the future.

BETWEEN POLICY AND PRACTICE: TEACHERS IN THE LINC CLASSROOM

Eve Haque—York University

The federal government has funded a series of implementation documents that serve to elaborate the LINC policy for teachers and learners. One of these primary documents is the *Canadian Language Benchmarks 2000 (CLB 2000)* which regulates and informs what is taught in the LINC classroom and how teachers assess learners. The dominant place that the Benchmarks have in LINC programs raises a number of interesting issues related to what Stritikus (2003) has termed the “policy-to-practice connection” in the ways that teachers choose to acknowledge and realize or not realize language policy in their classroom. For this study, 25 experienced LINC teachers located in different teaching contexts and institutions within a large Canadian city were interviewed and various classes were observed. This presentation will explore the range of constraints within which LINC teachers work, as well as the ways that teachers negotiate both the requirements of LINC policy and the needs and expectations of classroom learners, who are rarely the monolithic group assumed in the policy and the curricular documents.

USING A WEBCT DISCUSSION FORUM DURING THE TESL PRACTICUM: REFLECTION AS SOCIAL PRACTICE

Susan Parks—Université Laval

Within teacher education, the use of reflection is considered an important strategy for promoting learning by encouraging critical thinking by teachers about their beliefs and approach to teaching. In the past, such reflections, which frequently involved journal writing, were basically conducted as individual work. More recently, the increasingly widespread availability of ICT tools such as the discussion forum opens up new possibilities for transforming this activity into a form of social practice. Drawing on data from a study involving pre-service TESL teachers engaged in a WebCT discussion forum during their practicum, this paper explores how the latter's postings provided evidence of both cognitive and social presence.

**Friday, December 11
9:00 AM—12:00 PM**



FAL—COMMUNICATIVE COMPETENCE REVISITED

THREE DECADES OF CHANGES AND NON-CHANGES IN GRAMMATICAL COMPETENCE

Keith Folse—University of Central Florida

Though all four areas of communicative competence—grammatical, sociolinguistic, discourse, and strategic—are undoubtedly important in becoming proficient in a language, the area of which most learners and most classroom teachers are keenly aware is probably grammatical competence. Grammatical competence includes both words and rules, since the line between what is a grammar rule and what is the behavior of a given word sometimes overlap. Thirty years after the introduction of communicative competence in our field, we know a great deal more about grammatical competence. A major contributor to our increased knowledge about our language has been the use of new technology in examining the growing availability of large corpora for different variations of English. Thirty years ago, we relied on our intuition about how to use a certain word or grammatical structure, but in 2009, we know a lot more about the intricacies of English. In this talk, I will give examples of how grammatical competence within ESL is different in 2009 than it was in 1979. I will also talk about how our knowledge either has changed or could change the way we teach ESL.

FROM COMMUNICATIVE TO ACTION-ORIENTED: NEW PERSPECTIVES FOR A NEW MILLENNIUM

Enrica Piccardo—Ontario Institute for Studies in Education - University of Toronto

A decade after the publication of the Common European Framework of Reference (CEFR) for languages, have the announced aims been attained, at least partially? Have attitudes towards language learning and teaching, both among practitioners and researchers, changed? Moving from the first results of the Encouraging the Culture of Evaluation among Practitioners project (ECEP) which is being carried out at the European Centre for Modern Languages of the Council of Europe, this communication will focus on some major concepts of the new philosophy the CEFR has introduced in Europe and on their impact both at the institutional level and in everyday's practice. In particular, the shift towards a more complex vision of language learning, which still considers communication as a major factor but which includes several others of linguistic, cognitive, emotional, cultural and social nature as well as the introduction of a general idea of transparency, coherence and quality assurance, will be discussed.

COMMUNICATIVE COMPETENCE: LEARNER PERSPECTIVES

Linda Steinman—York University

This study seeks to expand the conceptualization of communicative competence to include emic perspectives of language learners. The data suggest that finely-tuned episodes define communicative competence for the learners; validation is more interactional (social) than individual; competence is situated rather than absolute; and learners are concerned with maintaining competence in their first language while they are developing competence in their second language. Communicative competence appears as a social process, and a series of milestones rather than a final destination. The perspectives of these learners along with our changing times signal that it is time to revisit what constitutes communicative competence. The study looks to sociocultural theory for a better understanding of the findings.



**Friday, December 11
2:00—5:00 PM**

FPM—TECHNOLOGY - TRENDS AND ISSUES

CAN TESOL HARNESS TECHNOLOGY?

John Allan

Web based technologies are advancing at a rapid pace. Students are using social media pervasively through their mobile devices and the Internet. TESOL professionals are struggling to learn and apply existing technologies in their routines for administration and teaching. This session surveys recent advancement in software technology and their burden on the individual staff member. In addition, a review of attempt within the TESOL profession to adapt to these stressors is offered.

MAKE YOUR ESL STUDENTS CLICK: CLASSROOM RESPONSE SYSTEMS IN SECOND LANGUAGE TEACHING

Walcir Cardoso—Concordia University & Centre for the Study of Learning and Performance

Classroom Response Systems (clickers) are becoming increasingly commonplace in educational settings, especially in the so-called sciences classrooms (e.g., Fies and Marshall, 2006). Surprisingly, the use of clickers is not as widespread in foreign and second language education (e.g., Kabak and Cardoso, 2009). One of the goals of this study is to address this gap in the literature. The presentation will start with an introduction to clickers and their *raison d'être*. This will be followed by a discussion of a case study conducted in an ESL secondary classroom in Montreal, which measured learners' perception of the use of clickers and how it contributed to learning. Overall, the results are consistent with the consensus that students perceive clickers as a positive addition to their classes, as their use: increases participation and the general enjoyment of classes (e.g., Caldwell, 2007), contributes to learning (e.g., Bluff, 2009), fosters interactions (e.g., Mazur, 1997), and allows learners to assess their performance in relation to that of their peers (Bluff, 2007). The presentation will end with a discussion of a set of pedagogically-sound and tested ideas on how to implement clickers in an ESL learning environment.

EVALUATING COMPUTER TECHNOLOGY FOR LANGUAGE LEARNING

Carol A. Chapelle—Iowa State University

Many teachers, educators, and publishers are excited about the potentials for technology use in ESL, but how do they know whether technology can really help? Rigorous evaluation of any language learning materials is difficult. Students learn English from a number of different sources, and therefore isolating the effects of any one factor is a challenge. Nevertheless, teachers and researchers have been determined to learn how, when and why technology is used by—and is useful for—second language learners. This paper will describe some of the ways that the effectiveness of technology has been investigated in second language studies by drawing upon examples from published qualitative and quantitative research. Research includes comparisons between classes using technology and those that do not, surveys of learners experience and opinions about the use of technology, discourse analysis of learners' performance in computer-assisted learning tasks, and interviews with learners about how they use technology inside and outside the classroom. Symposium participants will increase their understanding of the origin of information they obtain about technology for language learning and reflect on the way that they evaluate the learning materials they use in class.

VOLUNTEER OPPORTUNITIES

We Need Your Help!

Show your support and be part of the action! Over 1500 ESL Professionals will gather in Toronto this December for the TESL Ontario 2009 Conference. Lend your expertise and be a part of the Volunteer Team ... sign up today!

When: December 7-12, 2009

Where: Sheraton Centre Toronto Hotel, 123 Queen Street West

Volunteer as little or as much time as you like. We require many conference volunteers who are willing to donate a small portion of their time to assist with the smooth running of our very large conference. You will need to register and pay the conference fee if you would like to participate in the education sessions or networking events. You will not miss any session time by volunteering!

TO BECOME A CONFERENCE VOLUNTEER

- When registering online, check the box to be a volunteer
- Download an information/application form from www.teslontario.org
- Send an email to conference@teslontario.org

Prepare Conference Registration Materials (before the conference) - December 7, 8, 9
Collate attendee name badges, registration kits and delegate bags.

Registration Desk Volunteer (at the conference)* - December 10, 11, 12

Welcome attendees to the conference, distribute name badges, registration materials and delegate bags.

Session Door Monitor (at the conference)* - December 10, 11, 12

Welcome attendees to the session, admit pre-registered attendees by checking for session code on their badge, admit those waiting to fill empty seats to room capacity at official start time.

** An orientation session is mandatory for all volunteers who will work at the registration desk or as a session door monitor. Daily orientation sessions will take place at 7:00-7:30 am for registration desk volunteers and 7:30-8:00 am for all session door monitors.*

The Benefits?

- Certificate of Appreciation
- *Volunteer* ribbon on your name badge to recognize your contribution among all attendees
- Working in a team environment, alongside other ESL Professionals
- Networking, Networking, and more Networking!
- A draw for a gift certificate for each completed shift (e.g. each time you are a door monitor at a session).

For more information or to sign up, please contact conference@teslontario.org.



FRIDAY, DECEMBER 11, 2009

9:30–11:45 AM

**ROOM—Conference B/C
(Mezzanine Level)**

FAM – “Future Directions”

TESL Ontario will be hosting our fourth annual Panel Discussion to be held at our 37th TESL Ontario Conference. The aim of this panel discussion is to raise the profile of ESL, raise awareness of issues in the field, and to continue to bring stakeholders together. The panel discussion has now become a very successful piece in our conference puzzle, and the session continues to be fully booked each year. This year’s theme is “Future Directions” with the goal of identifying current trends, updating initiatives and the sharing of recommendations.

The panel members represent Ministries directly involved in ESL, namely Citizenship and Immigration Canada, Ministry of Training, Colleges and Universities, the Ontario Ministry of Citizenship and Immigration, and the Ministry of Education.

Moderator: Renate Tilson—Executive Director—TESL Ontario.

Panel Participants

Darlyn Mentor—Director, Settlement Programs—Citizenship and Immigration Canada, Ontario Region

Darlyn Mentor started her career over 15 years ago, working in the settlement sector, as a multicultural liaison officer in the well known SWIS Program. Her career path has involved her working in a number of organizations over the years, including community based not for profit agencies, foundations and government. Her experience, before joining Citizenship and Immigration Canada (CIC), includes working in the development and management of programs at the local, national and international levels. She has spent several years working at the establishment of the Canadian Race Relations Foundation and next, as a Program Manager at the Ontario Trillium Foundation. She has extensive experience as a funder, community developer and in program management. Darlyn began working at CIC at a Regional Program Advisor capacity, leading the Francophone Minority Community Initiative at a regional level and is currently the Director, Settlement Programs, CIC Ontario Region.

Catherine Finlay—Director of Immigration Programs—Ontario Ministry of Citizenship and Immigration

Catherine Finlay is currently the Director of Immigration Programs at the Ontario Ministry of Citizenship and Immigration. Her responsibilities include Opportunities Ontario: Provincial Nominee Program – a provincial immigration selection program, Global Experience Ontario serving internationally trained individuals, Adult Non-Credit English and French as a Second Language training services, and newcomer settlement and bridge to work programs. Catherine has had an extensive and diverse career in the Ministries of Health, Consumer and Business Services, Government Services, and Citizenship and Immigration in operations, policy, strategic planning, corporate support and finance, and communications. A senior executive with a strong customer service orientation, Catherine has, throughout her career, taken the lead in transforming business and services to make it easier for individuals, business and stakeholders to interact with government. A service excellence highlight was the introduction of the first ever government money-back guarantee for new online certificate services. Catherine and her team are currently working with service partners on the redesign of the Adult Non-credit ESL/FSL language training program to ensure it is more learner-focused and results oriented.

Patti Redmond—Director of the Programs Branch—Ministry of Training Colleges and Universities

Currently Patti holds the position of Director of the Programs Branch with the Ministry of Training, Colleges and Universities. Programs Branch brings combined employment and training and postsecondary expertise to the practical work of program design, program development, program standards, and program evaluation. It will help link policy directions with operations and service delivery.

Previously she was the Director of the Skills Investment Branch at MTCU where she had responsibility for adult literacy programs and employment programs for youth and adults including the internationally trained. Prior to this, Patti worked for several years at the Ministry of Municipal Affairs and Housing in the area of social housing development and administration.

Richard Franz—Acting Director of the Student Success/Learning—Ontario Ministry of Education

Richard Franz is the Acting Director of the Student Success / Learning to 18 Strategic Policy Branch of the Ontario Ministry of Education. This branch is responsible for developing policies, programs and legislation to support the government's Student Success / Learning to 18 strategy. The work includes reviewing and updating the requirements for the Ontario Secondary School Diploma, guidance and career education and cooperative education. The branch, in consultation with external and internal stakeholders, develops policies and guidelines for the Specialist High Skills Major programs, dual credits, a provincial skills certificate and adult education.

Mr. Franz has been with the Ministry of Education for eight years. Previously he has held senior policy advisor positions at the Ministry of Community and Social Services and the Ministry of Municipal Affairs and Housing as well as having served as Executive Director of a community organization in Chicago.

Mr. Franz holds a Bachelors of Arts with Distinction and a Masters of Education from the University of Illinois at Champaign-Urbana.

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FREE WEBCASTING

Details on how to access the Webcasting will be made available in early 2010. Watch your emails from TESL Ontario in the New Year.



President's Reception

**Thursday, December 10
5:00—6:30 PM
Dominion Ballroom—Second Floor**

In celebration of ESL week, it is my pleasure to invite you to attend the President's Reception on Thursday, December 10th from 5:00 to 6:30 p.m., immediately following TESL Ontario's Annual General Meeting.

The event will be held in the Dominion Ballroom on the Second Floor of the Sheraton Centre Toronto Hotel. It is an opportunity for you to view the numerous submissions for our ESL week poster contest and recognize the grand prize winner and the runners up, who will be present to share in the celebration.

Punch and appetizers will be served; a cash bar will be available. Please RSVP on your conference registration form to reserve your ticket.

See you at the conference!

*Sheila Carson
TESL Ontario Chair*

FRIDAY NIGHT DINNER AND ENTERTAINMENT

(This is included in the cost of registration but must be reserved in advance)

Friday, December 11

6:00—9:00 PM

Sheraton Hall—Lower Concourse Level



FEATURING...

CADENCE

Four men. Four microphones. No instruments.



Combining the lyricism of Stan Getz, the sophisticated harmonies of the Count Basie Big Band and the devil-may-care attitude of Louis Prima, this fabulous foursome has been entertaining audiences worldwide for over a decade with their innovative jazz arrangements, genre-hopping covers and eclectic originals. With an infectious energy and a good measure of wild stage antics, this cool cat rat pack of musical misfits is guaranteed to leave you shouting out for more. "One of the finest quartets to make an appearance in the a cappella scene," Cadence continues to thrill its fans night after night by pushing a cappella music to new heights and demonstrating that the human voice has no limits.

"Like four thieves who've been stealing the show for years," (Toronto Star) Cadence has played to sold-out concert halls and toured jazz festivals across the globe, sharing the stage along the way with artists such as Bobby McFerrin, Quincy Jones and Gordon Lightfoot. Cadence's distinctive sounds have been heard on television and syndicated radio stations worldwide.

Wherever they are performing, incredulous audiences are left raving about Cadence's instrumental imitations, vocal acrobatics, and charismatic stage presence.

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Pearson is pleased to host the Friday Night Entertainment on December 11.

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SESSIONS LISTED BY TEACHING SECTOR

Please note that this is a guideline only – many sessions are applicable to more than one sector.

ALL TEACHING SECTORS

TAC	COPYRIGHT AND LICENSING SOLUTIONS	THURSDAY	8:30AM-9:30AM
TAL	YOU'RE HIRED, NOW WHAT? AN IMMIGRANTS GUIDE TO SUCCEEDING IN THE CANADIAN WORKPLACE	THURSDAY	8:30AM-9:30AM
TAO	PLENARY: WHEN "YES" MEANS "NO" OR "MAYBE": HELPING STUDENTS UNDERSTAND NON-VERBAL COMMUNICATION IN THE CANADIAN WORKPLACE	THURSDAY	10:00AM-11:00AM
TAP	PRACTICAL DEMONSTRATION OF A BLENDED COURSE	THURSDAY	10:00AM-11:00AM
TAQ	TEACHING THE 21ST CENTURY STUDENT-CLICKERS IN THE CLASSROOM-STUDENT RESPONSE SYSTEMS	THURSDAY	10:00AM-11:00AM
TAR	NARRATIVE CONTRIBUTIONS TO APPLIED LINGUISTICS	THURSDAY	10:00AM-11:00AM
TBA	PLENARY: PRISONER OF TEHRAN: MY STORY OF SURVIVAL IN AN IRANIAN PRISON	THURSDAY	11:30AM-12:30PM
TPJ	TURNINGPOINT HANDS-ON DEMONSTRATION	THURSDAY	2:30PM-3:30PM
FAH	GLOBAL EXPERIENCE ONTARIO	FRIDAY	8:30AM-9:30AM
FAW	INTEGRATING TECHNOLOGY IN THE ESL CLASSROOM	FRIDAY	11:30AM-12:30PM
FPD	LITTLE THINGS THAT MAKE A BIG DIFFERENCE	FRIDAY	1:00PM-2:00PM
FPV	TEACHING WRITING WITH STRUCTURE AND STYLE	FRIDAY	3:00PM-5:00PM
FPW	80 WAYS TO KEEP THEM TALKING	FRIDAY	3:30PM-5:00PM
FQA	DESTINATION ROM: THE ROLE OF CULTURAL ATTRACTIONS IN THE ESL CLASSROOM	FRIDAY	4:00PM-5:00PM
SAE	TESL ASSOCIATION HEALTH & DENTAL PLAN	SATURDAY	8:30AM-9:30AM
SAM	STORY WRITING MADE SIMPLE AND EFFECTIVE	SATURDAY	9:00AM-11:00AM
SAN	61 NEW WEB ACTIVITIES FOR TESL TEACHERS!	SATURDAY	9:30AM-11:00AM
SAZ	PRACTICAL DEMONSTRATION OF NEW WEB 2.0 TOOLS FOR TEACHING ENGLISH	SATURDAY	11:30AM-12:30PM
SBE	FOCUS ON RHYTHM	SATURDAY	11:30AM-1:00PM
SPG	REVOLUTIONARY METHOD OF RESEARCH FOR ESSAY WRITING	SATURDAY	1:00PM-3:00PM
SPH	DISCOVER YOUR TECHNOLOGY LOAD	SATURDAY	1:30PM-3:00PM
SPJ	DYNAMIC PRESENTATION SKILLS	SATURDAY	1:30PM-3:30PM

ADULT ESL/LINC

TBN	CROSS-CULTURAL TRAINING PROGRAM FOR LANGUAGE INSTRUCTORS	THURSDAY	8:30AM-4:00PM
TAA	ONLINE LEARNING ACTIVITIES FOR LINC 3 AND 4	THURSDAY	8:30AM-9:30AM
TAB	CLB MODULES FOR TEACHERS	THURSDAY	8:30AM-9:30AM
TAE	MAKING QUESTIONS COUNT	THURSDAY	8:30AM-9:30AM
TAI	PROJECT-BASED LEARNING: LEARNERS ENGAGING TO CHANGE THE WORLD	THURSDAY	8:30AM-9:30AM
TAJ	AFFORDANCES AND CONSTRAINTS TO THE SUCCESSFUL INTEGRATION OF INTERNATIONALLY EDUCATED PROFESSIONALS: THE CASE OF K-12 TEACHERS AND COLLEGE PROFESSORS IN ONTARIO	THURSDAY	8:30AM-9:30AM
TAK	DEALING WITH CONFLICT IN THE ADULT ESL PROGRAM	THURSDAY	8:30AM-9:30AM
TAN	A NEW LOOK AT SELECTED READING STRATEGIES	THURSDAY	9:30AM-11:00AM
TAS	FOREIGN TRAINED PROFESSIONALS' (FTP) LANGUAGE SKILLS – PERCEPTIONS AND MISPERCEPTIONS	THURSDAY	10:00AM-11:00AM
TAU	TEACHING SYLLABICATION TO LITERACY LEARNERS	THURSDAY	10:00AM-11:00AM
TAV	SETTING LANGUAGE STANDARDS FOR ACCREDITATION IN HEALTH CARE	THURSDAY	10:00AM-11:00AM
TAW	EDUCATION AND HIV/AIDS: WINDOW OF HOPE	THURSDAY	10:00AM-11:00AM
TAX	WHAT NOT TO TEACH WHEN TEACHING PRONUNCIATION	THURSDAY	10:00AM-11:00AM
TAZ	LEARNING ABOUT LEGAL RIGHTS IN THE ESL CLASSROOM	THURSDAY	10:00AM-11:00AM
TBB	CHANGE MATTERS: SO DOES LANGUAGE	THURSDAY	11:30AM-12:30PM
TBC	CREATING PD: READING CIRCLES FOR LITERACY PRACTITIONERS	THURSDAY	11:30AM-12:30PM
TBG	WHAT IS YOUR CQ? DEVELOPING AND USING CULTURAL INTELLIGENCE TO MANAGE DIFFERENCES AND CREATE HARMONY IN A MULTICULTURAL ENVIRONMENT	THURSDAY	11:30AM-1:00PM
TBH	THREE BIRDS WITH ONE STONE	THURSDAY	11:30AM-1:00PM
TBI	LINC 5-7 CLASSROOM RESOURCES	THURSDAY	11:30AM-1:30PM
TBK	ESSENTIAL SKILLS IN THE ESL CLASSROOM	THURSDAY	11:30AM-1:30PM
TBL	INTEGRATING CLB ASSESSMENT INTO YOUR ESL CLASSROOM	THURSDAY	11:30AM-2:30PM
TPA	INTERACTIVE ESL GAMES	THURSDAY	1:00PM-2:00PM
TPE	STRATEGIES FOR SUCCESS IN PRACTICE TEACHING	THURSDAY	1:00PM-2:00PM
TPH	INCORPORATING COACHING TECHNIQUES INTO THE ESL CLASSROOM	THURSDAY	1:30PM-3:30PM
TPI	LEXICAL LEARNING: FROM MEMORY TO USE	THURSDAY	2:00PM-3:30PM
TPK	LINC 1-4 CLASSROOM ACTIVITY BOOKS/E-LEARNING MATERIALS	THURSDAY	2:30PM-3:30PM
TPM	TESL ONTARIO INSTITUTIONAL RECOGNITION	THURSDAY	2:30PM-3:30PM
TPO	MUSIC FOR ESL NEURONS: USING SONGS IN THE ESL CLASSROOM	THURSDAY	3:00PM-4:00PM

LANGUAGE FOR A CHANGING WORLD
TESL ONTARIO 2009 CONFERENCE

FBE	CROSS-CULTURAL TRAINING PROGRAM FOR LANGUAGE INSTRUCTORS	FRIDAY	8:30AM-4:00PM
FAA	WHAT'S NEW AT THE CCLB?	FRIDAY	8:30AM-9:30AM
FAC	ENGLISH IS STUPID: A WORKING TEXTBOOK FOR SPEAKING ENGLISH	FRIDAY	8:30AM-9:30AM
FAD	EASY AND EFFECTIVE PEER REVIEW IN ESL WRITING CLASSROOMS	FRIDAY	8:30AM-9:30AM
FAF	HEALTH/NUTRITION/FITNESS FOR NEWCOMERS	FRIDAY	8:30AM-9:30AM
FAK	RETHINKING EAP	FRIDAY	9:00AM-11:00AM
FAN	INTRODUCTION TO THE ONLINE LANGUAGE ASSESSMENTS	FRIDAY	10:00AM-11:00AM
FAO	ENGLISH FOR THE WORKPLACE - ENHANCING THE LEARNING	FRIDAY	10:00AM-11:00AM
FAP	RE-IMAGINING LANGUAGE INSTRUCTION FOR NEWCOMERS TO CANADA	FRIDAY	10:00AM-11:00AM
FAQ	FOREIGN ACADEMIC CREDENTIAL RECOGNITION IN CANADA	FRIDAY	10:00AM-11:00AM
FAS	USING CLB TOOLS TO FACILITATE EMPLOYMENT	FRIDAY	10:00AM-11:00AM
FAT	USING ASSESSMENT TOOLS, LESSONS LEARNT	FRIDAY	10:00AM-11:00AM
FAU	LANGUAGE AND POWER: APPLYING CRITICAL DISCOURSE ANALYSIS TO SECOND LANGUAGE EDUCATION	FRIDAY	10:00AM-11:00AM
FAV	VOCABULARY LEARNING STRATEGIES THAT REACH ACROSS LEVELS WITH OPD2E	FRIDAY	10:00AM-11:00AM
FAX	MIXED ABILITY GROUPS: FROM PASSIVE VIEWING TO COOPERATIVE PRODUCTIONS	FRIDAY	11:30AM-12:30PM
FAY	INNOVATION IN TODAY'S ADULT CLASSES WITH VENTURES	FRIDAY	11:30AM-12:30PM
FAZ	TEACHING LISTENING STRATEGIES	FRIDAY	11:30AM-1:00PM
FBA	EMBRACING A TASK-BASED APPROACH TO TEACHING	FRIDAY	11:30AM-1:00PM
FBB	CREATING MEANING FROM THE WRITTEN WORD	FRIDAY	11:30AM-1:00PM
FBC	TOSS THE MARKERS!	FRIDAY	11:30AM-1:30PM
FBD	TRAINING ON USING CLB 5-10 EXIT ASSESSMENT TASKS	FRIDAY	11:30AM-2:30PM
FPA	USING THE INTERNET IN THE LINC CLASSROOM: A HANDS-ON WORKSHOP	FRIDAY	12:00PM-2:00PM
FPE	TESL ONTARIO INSTRUCTOR CERTIFICATION	FRIDAY	1:00PM-2:00PM
FPF	LISTENING TO YOUR STUDENTS: QUALITATIVE AND QUANTITATIVE SURVEYS	FRIDAY	1:00PM-2:00PM
FPH	THE LESSON PLANNER	FRIDAY	1:30PM-2:30PM
FPJ	THE POWER WITHIN - USING MOTIVATIONAL SPEECHES IN THE ESL CLASSROOM	FRIDAY	1:30PM-3:00PM
FPK	TEACHING MULTILEVEL CLASSES: GLASS HALF EMPTY? HALF FULL?	FRIDAY	1:30PM-3:00PM
FPL	ESL TEACHING FOR SUSTAINABILITY	FRIDAY	2:00PM-4:00PM
FPN	ONLINE LEARNING ACTIVITIES FOR LINC 3 AND 4	FRIDAY	2:30PM-3:30PM
FPO	MULTILINGUAL DOES NOT MAKE US MULTICULTURAL BY DEFAULT	FRIDAY	2:30PM-3:30PM
FPQ	SELF-IDENTITY VS. CULTURAL IDENTITY: RESEARCH PERSPECTIVES IN A MULTICULTURAL SOCIETY	FRIDAY	2:30PM-3:30PM
FPR	5 MINUTES PREP, 2 HOUR INTERACTIVE LESSON	FRIDAY	2:30PM-4:00PM
FPT	RESOURCE SPECIALISTS...WHAT WE DO AND HOW WE HELP	FRIDAY	3:00PM-4:30PM
FPU	ENGAGING THE ADULT ESL BRAIN	FRIDAY	3:00PM-5:00PM
FPX	THE MEANINGS OF CONTINUOUS VERB FORMS	FRIDAY	3:30PM-5:00PM
FPY	PENGUIN READERS - YOU'VE LISTENED, BUT HAVE YOU HEARD?	FRIDAY	4:00PM-5:00PM
FPZ	MAKE YOUR OWN GAMEBOARDS!	FRIDAY	4:00PM-5:00PM
FQB	LUCRATIVE OVERSEAS TEACHING OPPORTUNITIES - UNITED ARAB EMIRATES!	FRIDAY	4:00PM-5:00PM
SAA	MULTIMEDIA WORKSHOP: SUMMARY AND ABSTRACT	SATURDAY	8:30AM-9:30AM
SAB	MUSIC AND LANGUAGE ACQUISITION: LET'S START AT THE VERY BEGINNING	SATURDAY	8:30AM-9:30AM
SAC	SCRAPBOOK STORYTELLING: STORIES TIED TO MEMORIES, PHOTOS AND JOURNALING	SATURDAY	8:30AM-9:30AM
SAD	THE ACQUISITION OF THE SIMPLE PAST TENSE BY MANDARIN AND TAMIL ESL LEARNERS	SATURDAY	8:30AM-9:30AM
SAG	ESL CLASSICS - SONGS FOR LEARNING ENGLISH	SATURDAY	8:30AM-9:30AM
SAL	NEW TECHNOLOGIES TO PROMOTE WRITTEN OUTPUT FOR LITERACY DEVELOPMENT	SATURDAY	8:30AM-9:30AM
SAP	ESL ON THE MOVE: EFFECTIVE USE OF IPOD TOUCHES AND OTHER MOBILE DEVICES FOR LANGUAGE LEARNING	SATURDAY	10:00AM-11:00AM
SAS	VOCABULARY ACQUISITION AND DICTIONARY USE	SATURDAY	10:00AM-11:00AM
SAT	CELEBRATING PROGRESS IN A LITERACY CLASSROOM	SATURDAY	10:00AM-11:00AM
SAU	EMOTIONAL INTELLIGENCE: REVISITED AND APPLIED	SATURDAY	10:00AM-11:00AM
SAV	TRICKS FOR TEACHING TOUGH SOUNDS	SATURDAY	10:00AM-11:00AM
SAW	HIGH NOTES FOR LOWER LEVELS	SATURDAY	10:00AM-11:00AM
SAX	ACQUIRING L2 VOCABULARY THROUGH VOCABULARY-FOCUSED ACTIVITIES	SATURDAY	10:00AM-11:00AM
SBA	TEACHING NEWCOMER FINANCES	SATURDAY	11:30AM-12:30PM
SBF	USING STORY WRITING TO TEACH ENGLISH	SATURDAY	11:30AM-1:00PM
SBG	BUSINESS COMMUNICATION AND WORKPLACE CULTURE	SATURDAY	11:30AM-1:00PM
SBH	FIRST TIME TEACHING	SATURDAY	11:30AM-1:00PM
SBI	BREAK THROUGH INTO CREATIVITY!	SATURDAY	11:30AM-1:30PM
SBJ	USING SAM: TEACHER TRAINING ON SUMMATIVE ASSESSMENT MANUALS FOR CLB 1-4	SATURDAY	11:30AM-2:30PM
SPF	THE GRAND FINALE!	SATURDAY	1:00PM-3:00PM
SPI	DEVELOPING PRAGMATIC COMPETENCE THROUGH DRAMA	SATURDAY	1:30PM-3:00PM
SPK	USING STUDENT PERSONAL RESPONSES TO TEACH ENGLISH	SATURDAY	1:30PM-3:30PM
SPM	FROM INTERMEDIATE TO ADVANCED - TAKING VOCABULARY SKILLS TO THE NEXT LEVEL	SATURDAY	2:30PM-3:30PM
SPN	WHY DONCHA JUSPEA KINGLISH?	SATURDAY	2:30PM-3:30PM
SPQ	ANATOMY OF A BENCHMARK	SATURDAY	2:30PM-3:30PM

LANGUAGE FOR A CHANGING WORLD

TESL ONTARIO 2009 CONFERENCE

COLLEGE/UNIVERSITY

TAB	CLB MODULES FOR TEACHERS	THURSDAY	8:30AM-9:30AM
TAD	LEARNING TO RIDE A UNICYCLE: HELPING STUDENTS DEVELOP WRITING SKILLS FOR THE COLLEGE LEVEL	THURSDAY	8:30AM-9:30AM
TAE	MAKING QUESTIONS COUNT	THURSDAY	8:30AM-9:30AM
TAF	A CASE STUDY APPLICATION OF LEARNER UPTAKE AND ERROR CORRECTION	THURSDAY	8:30AM-9:30AM
TAG	BECOMING AN IELTS EXAMINER	THURSDAY	8:30AM-9:30AM
TAH	"DID YOU HEAR THAT STORY ON NPR?": TEACHING ADVANCED LISTENING SKILLS WITH AUTHENTIC MATERIALS	THURSDAY	8:30AM-9:30AM
TAM	BENCHMARKING APPLIED CAREER PROGRAMS: PROVIDING PATHWAYS FOR ELLS	THURSDAY	8:30AM-9:30AM
TAT	LANGUAGE BENCHMARKING IN ONTARIO COLLEGES: AN UPDATE ON COLLEGES INTEGRATING IMMIGRANTS TO EMPLOYMENT'S LANGUAGE BENCHMARKING ACTIVITY	THURSDAY	10:00AM-11:00AM
TAV	SETTING LANGUAGE STANDARDS FOR ACCREDITATION IN HEALTH CARE	THURSDAY	10:00AM-11:00AM
TAX	WHAT NOT TO TEACH WHEN TEACHING PRONUNCIATION	THURSDAY	10:00AM-11:00AM
TAY	BLENDING TOEFL PREP WITH EAP – ACADEMIC CONNECTIONS	THURSDAY	10:00AM-11:00AM
TBG	WHAT IS YOUR CQ? DEVELOPING AND USING CULTURAL INTELLIGENCE TO MANAGE DIFFERENCES AND CREATE HARMONY IN A MULTICULTURAL ENVIRONMENT	THURSDAY	11:30AM-1:00PM
TPB	ESL WRITER REACTION TO FOCUSED FEEDBACK USING "TRACK CHANGES"	THURSDAY	1:00PM-2:00PM
TPC	DEVELOPING PEER-LED LANGUAGE-LEARNING OPPORTUNITIES	THURSDAY	1:00PM-2:00PM
TPE	STRATEGIES FOR SUCCESS IN PRACTICE TEACHING	THURSDAY	1:00PM-2:00PM
TPG	COMMUNICATING ACROSS CULTURES: A PROBLEM-SOLVING APPROACH	THURSDAY	1:30PM-3:00PM
TPH	INCORPORATING COACHING TECHNIQUES INTO THE ESL CLASSROOM	THURSDAY	1:30PM-3:30PM
TPI	LEXICAL LEARNING: FROM MEMORY TO USE	THURSDAY	2:00PM-3:30PM
TPN	CAN DO – TEACHING LANGUAGE FOR THINKING	THURSDAY	2:30PM-3:30PM
FAA	WHAT'S NEW AT THE CCLB?	FRIDAY	8:30AM-9:30AM
FAD	EASY AND EFFECTIVE PEER REVIEW IN ESL WRITING CLASSROOMS	FRIDAY	8:30AM-9:30AM
FAE	SENECA COLLEGE - PLACING STUDENTS WITH THE TOEIC TEST	FRIDAY	8:30AM-9:30AM
FAG	USING INTERNET RESOURCES IN TEACHING ENGLISH PRONUNCIATION	FRIDAY	8:30AM-9:30AM
FAK	RETHINKING EAP	FRIDAY	9:00AM-11:00AM
FAQ	FOREIGN ACADEMIC CREDENTIAL RECOGNITION IN CANADA	FRIDAY	10:00AM-11:00AM
FAX	MIXED ABILITY GROUPS: FROM PASSIVE VIEWING TO COOPERATIVE PRODUCTIONS	FRIDAY	11:30AM-12:30PM
FBB	CREATING MEANING FROM THE WRITTEN WORD	FRIDAY	11:30AM-1:00PM
FBD	TRAINING ON USING CLB 5-10 EXIT ASSESSMENT TASKS	FRIDAY	11:30AM-2:30PM
FPF	LISTENING TO YOUR STUDENTS: QUALITATIVE AND QUANTITATIVE SURVEYS	FRIDAY	1:00PM-2:00PM
FPI	INSHA'ALLAH: UNIQUE CHALLENGES IN TEACHING ENGLISH TO ARAB & MUSLIM STUDENTS	FRIDAY	1:30PM-2:30PM
FPJ	THE POWER WITHIN - USING MOTIVATIONAL SPEECHES IN THE ESL CLASSROOM	FRIDAY	1:30PM-3:00PM
FPK	TEACHING MULTILEVEL CLASSES: GLASS HALF EMPTY? HALF FULL?	FRIDAY	1:30PM-3:00PM
FPS	CATEGORIES & FUNCTIONS: BASIC CONCEPTS IN EMPIRICAL GRAMMAR	FRIDAY	2:30PM-4:30PM
FPX	THE MEANINGS OF CONTINUOUS VERB FORMS	FRIDAY	3:30PM-5:00PM
FQB	LUCRATIVE OVERSEAS TEACHING OPPORTUNITIES – UNITED ARAB EMIRATES!	FRIDAY	4:00PM-5:00PM
SAF	TEACH GRAMMAR? WHO ME?	SATURDAY	8:30AM-9:30AM
SAI	COLLABORATIVE AWARENESS READING TRAINING (CART): TEACHING READING STRATEGIES FOR SUCCESS	SATURDAY	8:30AM-9:30AM
SAJ	DEVELOPING ACADEMIC LITERACY	SATURDAY	8:30AM-9:30AM
SAK	A STUDY OF EFL DOCTORAL WRITERS' WRITING STRATEGY USE	SATURDAY	8:30AM-9:30AM
SAL	NEW TECHNOLOGIES TO PROMOTE WRITTEN OUTPUT FOR LITERACY DEVELOPMENT	SATURDAY	8:30AM-9:30AM
SAP	ESL ON THE MOVE: EFFECTIVE USE OF IPOD TOUCHES AND OTHER MOBILE DEVICES FOR LANGUAGE LEARNING	SATURDAY	10:00AM-11:00AM
SAX	ACQUIRING L2 VOCABULARY THROUGH VOCABULARY-FOCUSED ACTIVITIES	SATURDAY	10:00AM-11:00AM
SBB	YOUR WRITING IS INFORMED BY WHAT YOU READ: CONNECTING READING TO WRITING DEVELOPMENT	SATURDAY	11:30AM-12:30PM
SBC	VOICING L2 ACADEMIC VOCABULARY ACQUISITION: PERCEPTIONS OF TEACHING AND LEARNING STRATEGIES FOR SPOKEN USE IN ENGLISH FOR GENERAL ACADEMIC PURPOSES (EGAP) AND DISCIPLINE-SPECIFIC COURSES	SATURDAY	11:30AM-12:30PM
SBD	THE BENEFITS OF ACCENT MODIFICATION FOR INTERNATIONAL GRADUATE STUDENTS	SATURDAY	11:30AM-12:30PM
SPA	THE EFFECTIVENESS OF SUPPLEMENTAL ONLINE VS TRADITIONAL TUTORIALS ON STUDENTS' ENGLISH PROFICIENCY AND LEARNING ACHIEVEMENT	SATURDAY	12:00PM-1:00PM
SPC	ACHIEVING COHERENCE IN ESL WRITING: RESEARCH-BASED SUGGESTIONS FOR INSTRUCTION	SATURDAY	1:00PM-2:00PM
SPD	WHAT DO ESL TEACHERS NEED FOR THEIR PROFESSIONAL DEVELOPMENT?: THE VOICE FROM ONTARIO	SATURDAY	1:00PM-2:00PM
SPP	HOW DO YOU SPELL THAT?	SATURDAY	2:30PM-3:30PM

LANGUAGE FOR A CHANGING WORLD
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ELEMENTARY

TBF	YES, READING IN THE L1 IS IMPORTANT, BUT WHAT KIND OF BOOKS?	THURSDAY	11:30AM-12:30PM
TBJ	ENGAGING LITERACIES: TECHNOLOGY TOOLS IN THE ESL CLASSROOM	THURSDAY	11:30AM-1:30PM
ELT			
TAV	SETTING LANGUAGE STANDARDS FOR ACCREDITATION IN HEALTH CARE	THURSDAY	10:00AM-11:00AM
TBD	THE LIFE OF A "FOREIGN EXPERT" IN SOUTHERN CHINA OR TAKING YOUR ENGLISH EXPERTISE ONE GIANT STEP FURTHER	THURSDAY	11:30AM-12:30PM
TBE	DEVELOPING AND TEACHING A CURRICULUM FOR ELT ACCOUNTING: IS THIS A LANGUAGE OR A BUSINESS PROGRAM?	THURSDAY	11:30AM-12:30PM
TBG	WHAT IS YOUR CQ? DEVELOPING AND USING CULTURAL INTELLIGENCE TO MANAGE DIFFERENCES AND CREATE HARMONY IN A MULTICULTURAL ENVIRONMENT	THURSDAY	11:30AM-1:00PM
TPE	STRATEGIES FOR SUCCESS IN PRACTICE TEACHING	THURSDAY	1:00PM-2:00PM
TPL	HIGHER LEVEL OF ENGLISH LEARNING: A SOCIAL AND CRITICAL PERSPECTIVE OF CHINESE EFL LEARNERS' LANGUAGE AWARENESS	THURSDAY	2:30PM-3:30PM
FAA	WHAT'S NEW AT THE CCLB?	FRIDAY	8:30AM-9:30AM
FAR	EFL TEACHER EDUCATION IN CHINA AND MOLDOVA: A COMPARATIVE STUDY	FRIDAY	10:00AM-11:00AM
FAX	MIXED ABILITY GROUPS: FROM PASSIVE VIEWING TO COOPERATIVE PRODUCTIONS	FRIDAY	11:30AM-12:30PM
FBD	TRAINING ON USING CLB 5-10 EXIT ASSESSMENT TASKS	FRIDAY	11:30AM-2:30PM
FPG	THE ELEMENTS OF A GENERIC ELT CURRICULUM: THE DEVELOPMENT, IMPLEMENTATION AND ON-GOING EVALUATION OF AN ELT PROGRAM DESIGNED FOR INTERNATIONALLY EDUCATED PROFESSIONALS FROM DIVERSE PROFESSIONAL BACKGROUNDS	FRIDAY	1:00PM-2:30PM
FPP	TRANSITIONING FROM GLOBAL ENGLISH TO INTERNATIONAL ENGLISH	FRIDAY	2:30PM-3:30PM
FPR	5 MINUTES PREP, 2 HOUR INTERACTIVE LESSON	FRIDAY	2:30PM-4:00PM
FPX	THE MEANINGS OF CONTINUOUS VERB FORMS	FRIDAY	3:30PM-5:00PM
FPZ	MAKE YOUR OWN GAMEBOARDS!	FRIDAY	4:00PM-5:00PM
SAP	ESL ON THE MOVE: EFFECTIVE USE OF IPOD TOUCHES AND OTHER MOBILE DEVICES FOR LANGUAGE LEARNING	SATURDAY	10:00AM-11:00AM
SAQ	TEACHING ENGLISH TO ARABIC SPEAKERS: CULTURAL AND LINGUISTIC CONSIDERATIONS	SATURDAY	10:00AM-11:00AM
SAR	COMPETENCIES OF NONNATIVE ENGLISH SPEAKING TEACHERS (NNEST) AND THE NATIVE ENGLISH TEACHERS (NEST) IN ENGLISH LANGUAGE TEACHING (ELT)	SATURDAY	10:00AM-11:00AM
SPB	CONFLICT AND COOPERATION IN LANGUAGE TESTING: A GAME THEORY APPROACH	SATURDAY	1:00PM-2:00PM
SPI	DEVELOPING PRAGMATIC COMPETENCE THROUGH DRAMA	SATURDAY	1:30PM-3:00PM
SPL	HOW TO SUCCEED IN CORPORATE ESL TRAINING	SATURDAY	1:30PM-3:30PM
SPO	"I MUST BORROW YOUR NOTES": TEACHING POLITENESS STRATEGIES	SATURDAY	2:30PM-3:30PM
TAB	CLB MODULES FOR TEACHERS	THURSDAY	8:30AM-9:30AM

SECONDARY

TAE	MAKING QUESTIONS COUNT	THURSDAY	8:30AM-9:30AM
TAW	EDUCATION AND HIV/AIDS: WINDOW OF HOPE	THURSDAY	10:00AM-11:00AM
TBG	WHAT IS YOUR CQ? DEVELOPING AND USING CULTURAL INTELLIGENCE TO MANAGE DIFFERENCES AND CREATE HARMONY IN A MULTICULTURAL ENVIRONMENT	THURSDAY	11:30AM-1:00PM
FAB	PLAN FOR LESS STRESS IN YOUR JOB	FRIDAY	8:30AM-9:30AM
FAD	EASY AND EFFECTIVE PEER REVIEW IN ESL WRITING CLASSROOMS	FRIDAY	8:30AM-9:30AM
FBB	CREATING MEANING FROM THE WRITTEN WORD	FRIDAY	11:30AM-1:00PM
FPC	BRINGING MULTICULTURALISM INTO YOUR CLASSROOMS	FRIDAY	1:00PM-2:00PM
FPK	TEACHING MULTILEVEL CLASSES: GLASS HALF EMPTY? HALF FULL?	FRIDAY	1:30PM-3:00PM
FPR	5 MINUTES PREP, 2 HOUR INTERACTIVE LESSON	FRIDAY	2:30PM-4:00PM
FPX	THE MEANINGS OF CONTINUOUS VERB FORMS	FRIDAY	3:30PM-5:00PM
SAL	NEW TECHNOLOGIES TO PROMOTE WRITTEN OUTPUT FOR LITERACY DEVELOPMENT	SATURDAY	8:30AM-9:30AM

STUDENT RESPONSE SYSTEM CLICKERS PUSH MY BUTTONS



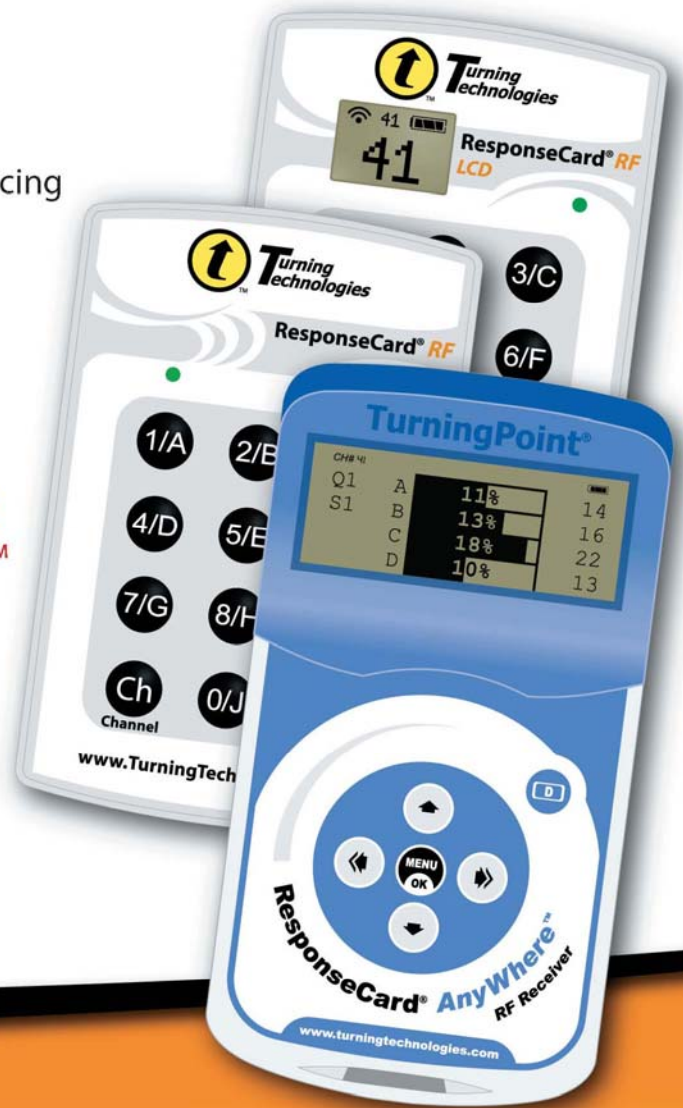
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8:30AM-4:00PM

TBN CROSS-CULTURAL TRAINING PROGRAM FOR LANGUAGE INSTRUCTORS

(This session is repeated on Friday)
Herman de Souza—Equity 2000

A day long cross-cultural workshop to provide skills and resources to language instructors to enhance their effectiveness of delivering culturally sensitive language instruction. Group animation techniques and interactive exercises that draw on examples and illustrations from participant's own experiences of working in cross-cultural environments are used throughout the workshop. This collective group experience creates a counterpoint from which individual participants can explore their own cultural biases and conflicts. A lunch break will take place from 12:30-1:30 pm.

Category: Full Day Workshop
Level: Adult ESL/LINC
Focus: Cross-cultural Competence
Audience: Teachers with Experience

8:30AM-9:30AM

TAA ONLINE LEARNING ACTIVITIES FOR LINC 3 AND 4

(This session is repeated on Friday afternoon)
Jim Edgar—Algonquin College

Participants will be guided through a hands-on exploration of online interactive activities that complement the LINC 3 and 4 classroom activity books (2009) that were developed by an Algonquin College team funded by Citizenship and Immigration Canada. These web-based learning objects are now accessible at Settlement.Org, and they have been packaged as SCORM learning objects for future use in a virtual learning environment. Participants will also examine ways of extending these activities using collaborative social media.

Category: 60 min Technology Fair Lab
Level: Adult ESL/LINC
Focus: Electronic Classroom/Technology
Audience: All participants

TAB CLB MODULES FOR TEACHERS

Marianne Kayed—CCLB
Anne Senior—CCLB

This presentation will introduce teachers to online CLB professional development modules, including the new and improved CLB Boot Camp. The CLB Boot Camp introduces key concepts on the Canadian Language Benchmarks to teachers and provides opportunities for interactive involvement and interaction with other teachers in an online environment. This session will walk teachers through key features of the module and give ideas for how the training modules can be used. This session is of interest to instructors new to the CLB as well as teachers who want to refresh their knowledge on CLB, as well as TESL trainers.

Category: 60 min Technology Fair Presentation
Level: Adult ESL/LINC, ELT, College/University
Focus: Methodology/Strategies/Curriculum
Audience: All participants

TAC COPYRIGHT AND LICENSING SOLUTIONS

Kristy White—Access Copyright

Whether you're an educator at a private language school or a government-funded adult language learning centre, you have lessons to plan, classes to teach, and you need access to copyright protected materials to get your job done. In this session, you'll learn that between a photocopy licence with Access Copyright, the public domain, and fair dealing, you can have legal access to the publications you require to maximize your institution's educational potential.

Category: 60 min Publisher's Workshop
Level: All
Focus: Copyright Licensing
Audience: All participants

TAD LEARNING TO RIDE A UNICYCLE: HELPING STUDENTS DEVELOP WRITING SKILLS FOR THE COLLEGE LEVEL

Kathleen Moran—Waterloo-Wellington/Conestoga College

This session is designed to show faculty ways to engage the learner so that the student learns to write successfully in composition classes and in program-related courses. Using practical examples, the focus of the presentation will be about how to engage the students, how to walk them through the composition process (specifically research essays), and how to help them learn to ride the unicycle, which is college-level composition.

Category: 60 min Workshop
Level: College/University
Focus: Assessment/Evaluation
Audience: Teachers without Experience

WE NEED VOLUNTEERS!

*Door Monitors
 Registration Desk
 Technology Fair*

Check the box on your registration form.

TAE MAKING QUESTIONS COUNT

Vesna Nikolic—Dufferin Peel Catholic District School Board
Eileen Paulsen—Toronto Catholic District School Board

Can your questions make or break your ESL class? Can they make you a better teacher? What does research say about teacher questions? What makes them effective? To what extent can you help your learners communicate and learn more by using effective questions? Would you like to find the answers to these questions? (Don't worry. No questions asked during the workshop.)

Category: 60 min Workshop
Level: Adult ESL/LINC, College/University, Secondary
Focus: Methodology/Strategies/Curriculum
Audience: All participants

TAF A CASE STUDY APPLICATION OF LEARNER UPTAKE AND ERROR CORRECTION

Jesse Khudoo—University of Toronto
Sandra Gillespie—Aoyama Gakuin University - Japan

This presentation focuses on a case study of learner uptake and error correction in a tutorial context. Presenters will state the phenomena under study, highlight the guiding research question(s) and significance of the investigation. We then briefly review the relevant literature and detail the methodology. Findings and discussion will focus on the setbacks and progress of the participant and relate the implications of these findings to a larger teaching and learning context.

Category: 60 min Workshop
Level: College/University
Focus: Methodology/Strategies/Curriculum
Audience: All participants

TAG BECOMING AN IELTS EXAMINER

Sherley Loucks—Conestoga College

IELTS is an internationally recognized language proficiency test used for multiple purposes, including immigration and university entrance. This presentation will give an overview of the IELTS test and explain what is involved in becoming an IELTS examiner.

Category: 60 min Workshop
Level: College/University
Focus: Assessment/Evaluation
Audience: All participants

TAH DID YOU HEAR THAT STORY ON NPR?: TEACHING ADVANCED LISTENING SKILLS WITH AUTHENTIC MATERIALS

Mary Ritter—Columbia University, American Language Program

This paper discusses the ways in which live streaming of broadcasts from NPR, the CBC, and the BBC can be incorporated into the teaching of listening and pronunciation to advanced students of ESL without any infringement of copyright. Example exercises and handouts from work used at Columbia University will be provided.

Category: 60 min Paper
Level: College/University
Focus: Methodology/Strategies/Curriculum
Audience: All participants

TAI PROJECT-BASED LEARNING: LEARNERS ENGAGING TO CHANGE THE WORLD

Mary Anne Peters—Mohawk College
Julianne Burgess—Mohawk College
Elizabeth Sadler—Mohawk College

In project-based learning, learners choose an issue of concern, learn about it, and then communicate their ideas to others. We will share our experience using project-based learning in the LINC for Youth Video Project at Mohawk College, in which young adult immigrants of different language levels work together to produce a documentary on an issue affecting them. Together we will explore the potential of project-based learning for developing language, group work skills, and empowerment.

Category: 60 min Workshop
Level: Adult ESL/LINC
Focus: Methodology/Strategies/Curriculum
Audience: All participants

TAJ AFFORDANCES AND CONSTRAINTS TO THE SUCCESSFUL INTEGRATION OF INTERNATIONALLY EDUCATED PROFESSIONALS: THE CASE OF K-12 TEACHERS AND COLLEGE PROFESSORS IN ONTARIO

Dr. Ping Deters—OISE/University of Toronto, Seneca College

This presentation reports on findings from a qualitative research study on the experiences of internationally educated teachers (IETs) in Ontario. Data for this study comprise in-depth, semi-structured interviews with 33 IETs from diverse ethnolinguistic and professional backgrounds, case studies of 8 IETs, and interviews with 15 Canadian educational professionals who work with IETs. The findings examine the affordances and constraints to successful entry into the teaching profession, and to successful professional acculturation.

Category: 60 min Paper
Level: Adult ESL/LINC
Focus: Community/Equity Issues
Audience: All participants

TAK DEALING WITH CONFLICT IN THE ADULT ESL PROGRAM

Grainne ODonnell—Toronto District School Board

When interpersonal conflict arises in the ESL program, instructors and administrators can feel they are alone in dealing with situations for which they are often unprepared and untrained. In this session, we will discuss resources, approaches and techniques that will make it easier to address these emotionally fraught situations effectively, confidently and appropriately.

Category: 60 min Workshop
Level: Adult ESL/LINC
Focus: Program Administration
Audience: All participants

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OCTOBER 26 TO NOVEMBER 22

8:30AM-9:30AM (CONTINUED)**TAL YOU'RE HIRED, NOW WHAT? AN IMMIGRANT'S GUIDE TO SUCCEEDING IN THE CANADIAN WORKPLACE****Lynda Goldman**

"How do we succeed in Canada?" is Canadian immigrants' biggest question. Immigrants are hired for skills, but fired for not fitting in. Immigrants have to understand and fit into the Canadian workplace culture in order to succeed.

The new book, "You're Hired. Now What?" with its companion ESL workbook, is designed to help immigrants fit into the Canadian workplace. From communicating to building relationships with co-workers and managers, readers develop vital skills for success in Canada.

Category: 60 min Publisher's Workshop**Level:** All**Focus:** Community/Equity Issues**Audience:** All participants**TAM BENCHMARKING APPLIED CAREER PROGRAMS: PROVIDING PATHWAYS FOR ELLS****Hana Imai—Bow Valley College****Diane Hardy—Bow Valley College**

This session will draw on five years of research undertaken at Bow Valley College in Calgary to analyze the language proficiency levels needed for entrance to applied programs. Using the Canadian Language Benchmarks (CLB) and an adapted methodology published by Vancouver Community College, researchers examined the language tasks (listening, speaking, reading and writing) required in these courses, assigned a corresponding entry level benchmark, and provided recommendations for addressing the needs of ELLs in mainstream programming.

Category: 60 min Paper**Level:** College/University**Focus:** Benchmarking**Audience:** All participants**9:30AM-11:00AM****TAN A NEW LOOK AT SELECTED READING STRATEGIES****Cheryl Richman—Toronto District School Board****Donna Hanson—Toronto District School Board**

Enhance your learners' reading skills through practice in chunking, using collocations, vocabulary development and speed. We will demonstrate these strategies with examples at various CLB levels.

Category: 90 min Workshop**Level:** Adult ESL/LINC**Focus:** Methodology/Strategies/Curriculum**Audience:** All participants**10:00AM-11:00AM****TAO PLENARY: WHEN "YES" MEANS "NO" OR "MAYBE": HELPING STUDENTS UNDERSTAND NON-VERBAL COMMUNICATION IN THE CANADIAN WORKPLACE****Lynda Goldman**

In the new TV show, Lie to Me, the world's leading deception expert studies facial expressions and involuntary body language to discover if someone is lying.

In the Canadian workplace, an employee from China nods in agreement, despite not understanding his new project, to avoid offending his manager. An employee from Indonesia feels deeply disrespected when his manager casually leans back and crosses his leg, showing the bottom of his shoe. And an employee from Venezuela is confused and hurt when her Canadian colleague moves away from her, after she warmly touches the woman's arm several times.

Welcome to the world of non-verbal communication in the Canadian workplace. When people from many cultural backgrounds work together, verbal communication is only part of the picture. Non-verbal misunderstandings cause confusion, frustration and mistrust—long after ESL classes are completed. In this overview of non-verbal communication you will learn:

- 5 Key areas when non-verbal miscommunication takes place
- 3 crucial aspects of body language that immigrants must understand
- 5 simple non-verbal techniques that immigrants can use to increase their chances of success in the Canadian workplace

TAP PRACTICAL DEMONSTRATION OF A BLENDED COURSE**John Allan—Niagara College**

This model course provides EFL learners with more organization, variety and consistency in their learning. Learning with this resource occurred in a blended mode. Course features included: Student of the day, Calendar, Upcoming Events, Safety Word, Technical Word, Safety Word Poster, Glossary Creation, Teacher Details, Google Search, Google Translate, a link to the sponsoring company's website, Job Search, TeacherTube, ESLVid.com, BBC Learning RSS feeds, Forums and 12 additional standard features.

Category: 60 min Technology Fair Presentation**Level:** All**Focus:** Electronic Classroom/Technology**Audience:** All participants**Accommodations****Sheraton Centre Toronto Hotel**

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TAQ TEACHING THE 21ST CENTURY STUDENT - CLICKERS IN THE CLASSROOM - STUDENT RESPONSE SYSTEMS
Kimberly Rowntree—Turning Technologies Canada

Turning Technologies Canada is committed to offering the industry's easiest, most powerful, fully interactive student response systems available. Our leading-edge TurningPoint software adds student response functionality to MS PowerPoint, Word and Excel. Educators ask questions throughout their lesson, presentation or lecture. Students use PDA's, laptops or keypads to submit real-time response. TurningPoint allows you to collect student information and generate paperless reports on student assessments, tests, quizzes and peer reviews all from your PowerPoint presentation.

Category: 60 min Technology Fair Presentation
Level: All
Focus: Electronic Classroom/Technology
Audience: All participants

TAR NARRATIVE CONTRIBUTIONS TO APPLIED LINGUISTICS
Linda Steinman—York University

The world is made up not only of atoms but also of stories. Narrative is a human impulse, a method of inquiry and a source of data in applied linguistics. Accounts offered by both learners and teachers provide important and often overlooked longitudinal, emic perspectives. This paper will address ways in which narratives serve as data and contribute to our knowledge of second language teaching and learning. Implications for teaching will be discussed.

Category: 60 min Paper
Level: All
Focus: Narrative
Audience: All participants

TAS FOREIGN TRAINED PROFESSIONALS' (FTP) LANGUAGE SKILLS – PERCEPTIONS AND MISPERCEPTIONS
Maria Glass

According to a 2009 COMPAS survey, 87% of Canadian employers perceive foreign trained professionals' (FTP) language skills as inadequate. Most FTPs, however, believe their language skills are fine. Given that most FTPs attend ESL classes, I engaged in exploratory surveys with FTP and ESL teachers to further explore COMPAS' appalling results. My goal was to investigate how ESL teachers' perception of FTPs' language skills compares with FTPs'. The findings will be shared in this presentation.

Category: 60 min Paper
Level: Adult ESL/LINC
Focus: Methodology/Strategies/Curriculum
Audience: All participants

TAT LANGUAGE BENCHMARKING IN ONTARIO COLLEGES: AN UPDATE ON COLLEGES INTEGRATING IMMIGRANTS TO EMPLOYMENT'S LANGUAGE BENCHMARKING ACTIVITY
Rebecca Carnevale—CIITE
Bernice Klassen—Algonquin College

This presentation provides an update on Colleges Integrating Immigrants to Employment's (CIITE) language benchmarking activities. CIITE refined a language benchmarking model for use in Ontario colleges. The model was used to examine six selected college programs in nine colleges by benchmarking the language demands of each program using the CLBs. An exciting result was an agreed upon range of benchmarks by all colleges involved. CIITE will share lessons learned and potential next steps.

Category: 60 min Paper
Level: College/University
Focus: Language Benchmarking
Audience: All participants

TAU TEACHING SYLLABICATION TO LITERACY LEARNERS
Tracy-Lynne Ahier—Conestoga College

At its most basic level, English is an alphabetic language. Literacy teachers begin by teaching sound-spelling relationships and then proceed to consonant-vowel-consonant combinations. However, once literacy students begin to grasp the most common CVC and CVCe words, they need a strategy to decode multisyllabic words. This workshop will demonstrate a strategy for beginner ESL and literacy students to be able to identify words quickly and accurately and convert printed word into spoken language.

Category: 60 min Workshop
Level: Adult ESL/LINC
Focus: Methodology/Strategies/Curriculum
Audience: All participants

TAV SETTING LANGUAGE STANDARDS FOR ACCREDITATION IN HEALTH CARE
Andrea Strachan
Gail Stewart—Assessment Consulting Services

The Regulated Health Professions Act (RHPA) mandates that regulators certify only those applicants who are 'fluent' in either English or French. To do this, regulators often rely on standardized language proficiency tests such as TOEFL or IELTS. This paper describes the process and findings of a standard setting project in which a panel of employers, patients, Canadian-trained practitioners, foreign-trained practitioners, and ESL professionals recommended 'cut scores' on two large-scale language assessments (TOEFL, IELTS) and one profession-specific assessment (MELA).

Category: 60 min Paper
Level: Adult ESL/LINC, ELT, College/University
Focus: Assessment/Evaluation
Audience: All participants

10:00AM-11:00AM (CONTINUED)**TAW EDUCATION AND HIV/AIDS: WINDOW OF HOPE**
Lisa Melo—Dufferin Peel Catholic District School Board
Melissa Ouellette—Dufferin Peel Catholic District School Board

Presenters will provide teachers of English language learners with ready-made lesson plans on an issue of concern to all. The focus will be on Education and HIV/AIDS in Africa in conjunction with a DVD entitled Window of Hope, which is distributed by the World Bank. The lesson plans include statistics and information about HIV/AIDS and how education is key to combating this disease.

Category: 60 min Workshop
Level: Adult ESL/LINC, Secondary
Focus: Community/Equity Issues
Audience: Teachers with/without Experience

TAX WHAT NOT TO TEACH WHEN TEACHING PRONUNCIATION

Andrea Toth—City College of San Francisco; Laney College

Pronunciation courses are often marginalized leaving pronunciation teachers feeling isolated and many ESL teachers lack adequate training to teach pronunciation effectively. Consequently, teachers rely heavily on the content in commercial textbooks to identify students' pronunciation trouble spots and guide them through exercises and drills. The effectiveness of certain types of exercises in popular textbooks are questioned on practical and pedagogical grounds by the presenter and alternative, more effective exercises are recommended.

Category: 60 min Paper
Level: Adult ESL/LINC, College/University
Focus: Methodology/Strategies/Curriculum
Audience: All participants

TAY BLENDING TOEFL PREP WITH EAP – ACADEMIC CONNECTIONS

Julia Williams—Renison University College

Have you ever wished that you could prepare your students to write the Test of English as a Foreign Language (TOEFL) within the context of an English for Academic Purposes (EAP) course? A new four-level textbook series accomplishes just that. Academic Connections textbooks present academic study skills that are supported by online assessments produced by the Educational Testing Service (ETS). Topics cover physical science, arts and literature, business and marketing and social sciences.

Category: 60 min Publisher's Workshop
Level: College/University
Focus: Methodology/Strategies/Curriculum
Audience: All participants

TAZ LEARNING ABOUT LEGAL RIGHTS IN THE ESL CLASSROOM

Carol Olson—CLEO

Community Legal Education Ontario (CLEO) has developed materials at a range of levels, available free online, for use in Adult ESL and LINC programs. CLEO is dedicated to promoting low-income and disadvantaged people with the legal information they need to understand and exercise their legal rights. This workshop will introduce activities based on CLEO's tenant law and employment law series, as well as topics from their Six Languages Text and Audio Project.

Category: 60 min Workshop
Level: Adult ESL/LINC
Focus: Methodology/Strategies/Curriculum
Audience: All participants

11:30AM-12:30PM**TBA PLENARY: PRISONER OF TEHRAN: MY STORY OF SURVIVAL IN AN IRANIAN PRISON**

Marina Nemat

In 1982, sixteen-year-old Marina Nemat was arrested on false charges by the Iranian Revolutionary Guard and tortured in Tehran's notorious Evin Prison. At a time when most Western teenaged girls are choosing their prom dresses, Nemat was listening to gunshots as her friends were being executed. She was condemned to die but survived because one of the guards, whose family was well connected to the Khomeini regime, pleaded for her life. But the price Ali exacted was high: Nemat would have to marry him. Ironically, it was Ali's family who eventually secured her release after he was assassinated. She rejoined her own family but was further traumatized by their reluctance to acknowledge her ordeal. Six years later, she left Iran with her new husband and escaped to Canada.

TBB CHANGE MATTERS: SO DOES LANGUAGE

Seema Abbasi—City of Mississauga

The presentation will cover importance of best communication practices and patterns within a highly diverse perceptual learning environment of the New Millennium. It will also introduce effective language usage to reduce conflicts and enhance respectful and healthy communication practices to increase efficiency and productivity. Moreover, it will increase awareness and sensitivity with reference to dealing with persons with disabilities (contextual: Accessibility for Ontarians with Disability Act (AODA)). The presentation will encompass the right language trends for our Changing World.

Category: 60 min Paper
Level: Adult ESL/LINC
Focus: Community/Equity Issues
Audience: All participants

11:30AM-12:30PM (CONTINUED)

TBC CREATING PD: READING CIRCLES FOR LITERACY PRACTITIONERS

Valerie Millar—Bow Valley College

ESL literacy practitioners often feel isolated and have limited opportunities for professional development specific to the unique needs of our learners. Reading circles familiarize us with the literature and build a community of practice where we learn from each other and reflect on our teaching as ESL literacy practitioners. This workshop will provide details in setting up a reading circle, as well as a demonstration of a short reading followed by a discussion.

Category: 60 min Workshop
Level: Adult ESL/LINC
Focus: Methodology/Strategies/Curriculum
Audience: All participants

TBD THE LIFE OF A “FOREIGN EXPERT” IN SOUTHERN CHINA OR TAKING YOUR ENGLISH EXPERTISE ONE GIANT STEP FURTHER

Margo Remus Joseph—Canadian Foundation Centre for International Education

Teachers with ESL experience are “naturals” for EFL opportunities. But teaching EFL has inherent challenges – with sometimes no English around you. Consider topics such as –

- all-encompassing non-English/Western cultural milieu [sound, taste, smell, feel]
- resources in a closed society, [suspicious of “foreign devils”], developed over millennia
- culture, proud of its “civilization” its traditions
- a country leaping from third world status to world leader within only a generation or two

Category: 60 min Paper
Level: ELT
Focus: Methodology/Strategies/Curriculum
Audience: All participants

TBE DEVELOPING AND TEACHING A CURRICULUM FOR ELT ACCOUNTING: IS THIS A LANGUAGE OR A BUSINESS PROGRAM?

George Chammas—COSTI Immigrant Services

In ELT, language teachers are frequently challenged to develop a language curriculum that focuses on a subject that is usually unfamiliar to them (Accounting, IT, Health Care, etc.) In this presentation, the presenter will demonstrate how he utilized common work situations for accountants to develop a sector-specific curriculum for ELT accounting. While targeting the four language competencies in addition to grammar and pronunciation, the presenter will discuss how he blended Accounting/Business topics with language teaching.

Category: 60 min Workshop
Level: ELT
Focus: Methodology/Strategies/Curriculum
Audience: All participants

TBF YES, READING IN THE L1 IS IMPORTANT, BUT WHAT KIND OF BOOKS?

Aiko Sano - OISE/UT

Parents of ESL students are eager to support their children's academic success and many are aware that having children engage in reading in their L1 is important. This presentation aims at proposing practical advice to the parents, teachers and librarians what books to suggest to bilingual students by illustrating the gap that exists between the genre of books they should read and the availability of books in their L1 at schools and libraries.

Category: 60 min Paper
Level: Elementary
Focus: Methodology/Strategies/Curriculum
Audience: All participants

TBM LINC 5-7 CLASSROOM RESOURCES

(This session is repeated on Saturday afternoon)

**Margaret Stasiak—Toronto Catholic District School Board
 Anne Hajer—Toronto Catholic District School Board**

This presentation will introduce the features and uses of the newly-published LINC 5-7 Classroom Activities, funded by Citizenship and Immigration Canada and developed by the Toronto Catholic District School Board. The activities are CLB-based, reproducible and user-friendly. Participants will learn about the print activities, audio CDs and e-activities.

Category: 60 min Workshop
Level: Adult ESL/LINC
Focus: Electronic Classroom/Technology
Audience: Teachers with/without Experience

11:30AM-1:00PM

TBG WHAT IS YOUR CQ? DEVELOPING AND USING CULTURAL INTELLIGENCE TO MANAGE DIFFERENCES AND CREATE HARMONY IN A MULTICULTURAL ENVIRONMENT

Melissa Pedersen—The Centre Skills Development & Training HDSB

Maria Brzeska—The Centre Skills Development & Training HDSB

As Canada, and particularly Ontario, becomes increasingly multicultural, we often do not know what we don't know about other cultures. Although we are aware of other cultures we often see them through our own “cultural eyes”. This interactive workshop will look at the concept of “Cultural Intelligence” and provide participants with tools for improving group dynamics in a multicultural setting (workplace/classroom). Activities are adaptable for use in higher level LINC/ESL or ELT classrooms. Handouts and suggested classroom activities will be provided.

Category: 90 min Workshop
Level: Adult ESL/LINC, College/University, ELT, Secondary
Focus: Community/Equity Issues
Audience: All participants

11:30AM-1:00PM (CONTINUED)**TBH THREE BIRDS WITH ONE STONE**
Andrew Taylor—Newcomer Centre of Peel

People in general learn language by hearing it and testing it in real communication and our LINC/ESL students are not an exception. The more they can listen and talk without fear, the better and faster they'll learn their target language. Let me demonstrate how "Killing Three Birds with One Stone" in the classroom while engaging the students in highly communicative activities that are a combination of grammar, pronunciation, vocabulary, interviews, and idioms can be absolutely fun, dynamic, and effective.

Category: 90 min Workshop
Level: Adult ESL/LINC
Focus: Methodology/Strategies/Curriculum
Audience: All participants

11:30AM-1:30PM**TBI LINC 5-7 CLASSROOM RESOURCES**
(This session is repeated on Friday morning)
Anne-Marie Kaskens—Toronto Catholic District School Board
Jim Edgar—Algonquin College

This presentation will introduce the features and uses of the newly-published LINC 5-7 Classroom Activities, funded by Citizenship and Immigration Canada and developed by the Toronto Catholic District School Board. The activities are CLB-based, reproducible and user-friendly. Participants will learn about the print activities, audio CDs and e-activities.

Category: 120 min Technology Fair Lab
Level: Adult ESL/LINC
Focus: Electronic Classroom/Technology
Audience: Teachers with/without Experience

MEET AND GREET
Churchill Room-Second Floor

The meet and greet area is a
meeting place
 for conference attendees.

It's a place where you can:

- meet conference attendees
 - sit down and relax
 - use the message board
-

TBJ ENGAGING LITERACIES: TECHNOLOGY TOOLS IN THE ESL CLASSROOM

Jim Cummins—OISE/University of Toronto
 Sukayna Dewji—Toronto District School Board
 Ellen Lee—Toronto District School Board
 Mario Lopez—OISE/University of Toronto
 Jacqueline Ng—OISE/University of Toronto
 Lillian Skerletovich—Toronto District School Board
 Nadia Sidial-Whitney—Toronto District School Board
 Saskia Stille—OISE/University of Toronto

The Engaging Literacies Project aims to explore the potential of technology to promote students' reading development, writing skills, vocabulary exploration, and collaborative work. It discusses the effectiveness of technology tools (e.g. Desktop Author Program, e-Lective Language Learning, Online Literacy Engagement Surveys) to facilitate students' academic achievement by motivating their literacy learning, engaging in innovative literacy practices, and positively increasing the audience for their projects and consequently the constructive feedback they receive.

Category: 120 min Technology Fair Presentation
Level: Elementary
Focus: Electronic Classroom/Technology
Audience: All participants

TBK ESSENTIAL SKILLS IN THE ESL CLASSROOM
Marianne Kayed—CCLB
Colette Pépin—CCLB

This presentation explores Essential Skills and how they can be incorporated into the ESL classroom through lesson plans. It explores resources that enable teachers to plan lessons with Essential Skills and explores the relationship between CLB and Essential Skills. A free copy of the guidebook "Language for Work: CLB and Essential Skills for ESL Instructors" will be distributed to each participant.

Category: 120 min Workshop
Level: Adult ESL/LINC
Focus: Methodology/Strategies/Curriculum
Audience: Administrators, Teachers with Experience

11:30AM-2:30PM**TBL INTEGRATING CLB ASSESSMENT INTO YOUR ESL CLASSROOM**
Catherine Beckingham—CCLB Trainer

How does CLB assessment fit into our everyday classroom planning? How can we set up tasks to build for success? This workshop, based on the CCLB publication "Integrating CLB Assessment into your ESL Classroom" © 2005 by Tara Holmes, will help ESL practitioners develop an understanding of assessment for learning. The workshop, developed with funding from Citizenship and Immigration Canada, is one of three workshops in a series that will be offered throughout Ontario.

Category: 180 min Workshop
Level: Adult ESL/LINC
Focus: Assessment/Evaluation
Audience: Teachers with/without Experience

1:00PM-2:00PM**TPA INTERACTIVE ESL GAMES**
Annette Losier—Conestoga College
Laura Purdy—Conestoga College

Learn and play games that you can adapt to any level. Come ready to participate, move around, and laugh!

Category: 60 min Workshop
Level: Adult ESL/LINC
Focus: Methodology/Strategies/Curriculum
Audience: Teachers without Experience

TPB ESL WRITER REACTION TO FOCUSED FEEDBACK USING "TRACK CHANGES"
Catherine Danforth—University of Ottawa

Written feedback on compositions may or may not result in language development (Hyland & Hyland, 2006), but writing teachers feel compelled to provide it and increasingly respond online using "Track Changes" (Ferris & Hedgecock, 2005). The literature is not clear how students view this format. This study reports on how a class of intermediate/advanced ESL writers react to receiving such feedback on their draft of a set of three journals over the course of one semester.

Category: 60 min Paper
Level: College/University
Focus: Methodology/Strategies/Curriculum
Audience: All participants

TPC DEVELOPING PEER-LED LANGUAGE-LEARNING OPPORTUNITIES
Christopher Brierley—Ryerson University
Blake Walker—Ryerson University

English Language Support at Ryerson University was created to specifically support students whose first academic language is not English. Language learners who are quite proficient in their day-to-day language skills still need time to develop their academic language proficiency. This session describes student-led English-language writing and speaking support programs and shares some of the outcomes of the students who have taken part in the experience.

Category: 60 min Workshop
Level: College/University
Focus: Methodology/Strategies/Curriculum
Audience: All participants

TPD ESL ON THE MOVE: EFFECTIVE USE OF IPOD TOUCHES AND OTHER MOBILE DEVICES FOR LANGUAGE LEARNING
(This session is repeated on Saturday morning)
Aga Palalas—George Brown College

Mobile-Assisted Language Learning (MALL) literature reports promising ESL/EFL practices employing handheld devices. Students agree that MALL can be an effective way to learn English. This presentation discusses a mobile learning pilot and its findings, including students' progress, as well as the affordances and caveats of "learning on the move." A brief overview of MALL principles and research are presented as a backdrop for discussion of practical usages of iTouches and MP3 players.

Category: 60 min Workshop
Level: Adult ESL/LINC, ELT, College/University
Focus: Electronic Classroom/Technology
Audience: All participants

TPE STRATEGIES FOR SUCCESS IN PRACTICE TEACHING
Irene S. McKay—George Brown College
Tina Intini—George Brown College

The presenters have developed three strategies to prepare TESL students for practice teaching. These are tutoring ESL students, conducting case studies with ESL students, and acting as teachers' aides. The presenters demonstrate the procedures for the implementation of these strategies. Participants view video of TESL students involved in these activities, and receive ready-to-implement materials and resources in a comprehensive handout.

Category: 60 min Workshop
Level: Adult ESL/LINC, ELT, College/University
Focus: Certification
Audience: All participants

1:00PM-4:00PM**TPF RESEARCH SYMPOSIUM: TEACHERS IN A CHANGING CLASSROOM - NEEDS AND TRENDS****NOT QUITE EVERYTHING YOU'VE ALWAYS WANTED TO KNOW ABOUT PEDAGOGICAL GRAMMAR: PERSISTENT QUESTIONS, CONTEMPORARY ANSWERS, AND FUTURE DIRECTIONS**

Laura Collins—Concordia University, Montreal

BETWEEN POLICY AND PRACTICE: TEACHERS IN THE LINC CLASSROOM

Eve Haque—York University

USING A WEBCT DISCUSSION FORUM DURING THE TESL PRACTICUM: REFLECTION AS SOCIAL PRACTICE

Susan Parks—Université Laval

SEE PAGES 32-34 FOR DETAILED INFORMATION

1:30PM-3:00PM

TPG COMMUNICATING ACROSS CULTURES: A PROBLEM-SOLVING APPROACH

Derek Martin—CultureWorks ESL Inc.

In our profession, we are faced with challenges, as well as rewards, stemming from the need to communicate in a context of cultural differences. The aim of this workshop is to explore the following questions: How can we communicate effectively with our students? How can we best prepare our students for success in a Canadian academic context? The workshop will be a combination of theory, discussion, and reflection.

Category: 90 min Workshop
Level: College/University
Focus: Methodology/Strategies/Curriculum
Audience: All participants

1:30PM-3:30PM

TPH INCORPORATING COACHING TECHNIQUES INTO THE ESL CLASSROOM

Andrea Griggs—Catalyst Communication

Come and learn how coaching can enhance your teaching. Coaching is a creative and thought-provoking process designed to help individuals reach their goals and maximize their potential. In this workshop you will learn what coaching is, get a chance to coach each other, and try some coaching activities you can use in your classroom. Come prepared to participate. Led by a certified coach and TESL teacher.

Category: 120 min Workshop
Level: Adult ESL/LINC, College/University
Focus: Methodology/Strategies/Curriculum
Audience: Teachers with Experience

2:00PM-3:30PM

TPI LEXICAL LEARNING: FROM MEMORY TO USE

Stephanie Sambo—Sheridan College
Monia Ponti—Sheridan College

This workshop is based on a research study inspired by the Lexical Approach and the desire to help ESL learners to become more efficient and effective at learning and using new lexis. The tools and methods employed are designed to enable learners to become more engaged readers and therefore better writers. The workshop takes participants through the process and offers insights learned through our research. Samples of students' lexical logs and reflective journals will be shared.

Category: 90 min Workshop
Level: Adult ESL/LINC, College/University
Focus: Methodology/Strategies/Curriculum
Audience: Teachers with Experience

2:30PM-3:30PM

TPJ TURNINGPOINT HANDS-ON DEMONSTRATION

Kimberly Rowntree—Turning Technologies Canada

Are you interested in engaging your audience? Would you like to take your PowerPoint presentations from interesting to WOW? Join us for this Technology Lab to explore the versatile and exciting features of TurningPoint – hands-on! No computer? No problem! Our technology allows you to offer an interactive presentation anywhere in the world – in the classroom, in the library, in the field, or at the zoo – complete with polling features, and paperless graphs and reports.

Category: 60 min Technology Fair Lab
Level: All
Focus: Electronic Classroom/Technology
Audience: All participants

TPK LINC 1-4 CLASSROOM ACTIVITY BOOKS/E-LEARNING MATERIALS

Jim Edgar—Algonquin College
Kathleen Johnson—Algonquin College

This presentation showcases the CLB-aligned, teacher-friendly LINC 1-4 classroom activity books that were developed by an Algonquin College team funded by Citizenship and Immigration Canada. Participants will learn about the four teacher-friendly photocopiable resource books, blackline master and audio CDs, as well as the e-activities that complement the print-based materials. The web-based learning objects are now accessible at Settlement.Org, and they have been packaged as SCORM learning objects for future use in a virtual learning environment.

Category: 60 min Technology Fair Presentation
Level: Adult ESL/LINC
Focus: Electronic Classroom/Technology
Audience: All participants

TPL HIGHER LEVEL OF ENGLISH LEARNING: A SOCIAL AND CRITICAL PERSPECTIVE OF CHINESE EFL LEARNERS' LANGUAGE AWARENESS

Yamin Qian—OISE, University of Toronto
Zhao Kangxian
Liu Fang—IELE, Guangdong University of Foreign Studies, P.R. China

This research attempts to identify Chinese EFL learners' language awareness (James & Garrett, 1992) in social and critical domain, particularly, a) varieties of English; b) competent language learners; and c) legitimate EFL English teachers. 60 university students participated in a questionnaire survey study. Findings reveal that these Chinese EFL learners are unaware of the role of language in social life (van Lier, 1995). Implications for curriculum and pedagogy will be discussed.

Category: 60 min Paper
Level: ELT
Focus: Methodology/Strategies/Curriculum
Audience: All participants

TPM TESL ONTARIO INSTITUTIONAL RECOGNITION
Reza Mazloom-Farzaghy—TESL Ontario

This presentation will explain the TESL Ontario initial institutional recognition, recognition renewal, and appeals processes and requirements.

Category: 60 min Workshop
Level: Adult ESL/LINC
Focus: Program Administration
Audience: Administrators, Teachers with Experience

TPN CAN DO – TEACHING LANGUAGE FOR THINKING
Dara Cowper—Centennial College
Jane Merivale—Centennial College

How to discuss and debate the no-no: Canadian political issues, while learners increase vocabulary use and produce an academic survey report. This workshop explores an example of a project-based, collaborative assignment in an EAP course about Canadian Studies. The learners found the assignment positively influenced their interest in the course, in the political issues and in each other. The final reflective activity illustrated the sense of achievement learners felt.

Category: 60 min Workshop
Level: College/University
Focus: Methodology/Strategies/Curriculum
Audience: Teachers with/without Experience

3:00PM-4:00PM

TPO MUSIC FOR ESL NEURONS: USING SONGS IN THE ESL CLASSROOM

Jane Batterink—Durham District School Board
Susan Vogl Blakelock—Durham District School Board

Have you ever wanted to use songs in the adult ESL classroom, but didn't know where to start? Do you know whether or not music is an effective learning tool? This workshop will combine practical examples of how to integrate songs into your lessons with an overview of current research into brain function and how the brain responds to music. Examples of songs related to grammar, LINC themes, idioms, social issues and Canadian culture will be provided. A variety of classroom-ready strategies will be demonstrated. Our hope is that participants will be motivated to create and use their own musical materials.

Category: 60 min Workshop
Level: Adult ESL/LINC
Focus: Methodology/Strategies/Curriculum
Audience: Teachers with/without Experience

SPECIAL EVENTS

Plenary Presentations

Lynda Goldman
 Thursday, 10:00—11:00 am

Marina Nemat
 Thursday, 11:30 am—12:30 pm

Carol Chapelle
 Friday, 12:30—1:30 pm

Julie Kerekes
 Saturday, 10:00—11:00 am

Jayne Adelson-Goldstein
 Saturday, 11:30 am—12:30 pm

Research Symposium

Teachers In a Changing Classroom: Needs and Trends

Thursday, 1:00—4:00 pm

Communicative Competence Revisited
 Friday, 9:00 am—12:00 pm

Technology—Trends and Issues
 Friday, 2:00—5:00 pm

Annual General Meeting

Thursday, 4:00—5:00 pm
 Conference B/C

President's Reception

Thursday, 5:00—6:30 pm
 Dominion Ballroom

Fourth Annual Panel Discussion

Future Directions
 Friday 9:30 am—11:45 am
 Conference B/C

Friday Night Dinner and Entertainment

featuring CADENCE
 Friday, 6:00—9:00 pm
 Sheraton Hall

8:30AM-4:00PM**FBE CROSS-CULTURAL TRAINING PROGRAM FOR LANGUAGE INSTRUCTORS***(This session is repeated on Thursday)***Herman de Souza, Equity 2000**

A day long cross-cultural workshop to provide skills and resources to language instructors to enhance their effectiveness of delivering culturally sensitive language instruction. Group animation techniques and interactive exercises that draw on examples and illustrations from participant's own experiences of working in cross-cultural environments are used throughout the workshop. This collective group experience creates a counterpoint from which individual participants can explore their own cultural biases and conflicts. A lunch break will take place from 12:30-1:30 pm.

Category: Full Day Workshop
Level: Adult ESL/LINC
Focus: Cross-cultural Competence
Audience: Teachers with Experience

8:30AM-9:30AM**FAA WHAT'S NEW AT THE CCLB?****Marianne Kayed—CCLB**

This presentation will provide an update and information on new projects and activities of the Centre in 2009-2010. This will cover research and development for both CLB and NCLC, as well as updates on several multi-year projects.

Category: 60 min Technology Fair Presentation
Level: Adult ESL/LINC, ELT, College/University
Audience: All participants

FAB PLAN FOR LESS STRESS IN YOUR JOB**Tim Westhead—Queen's University**

Do you want to decrease your daily stress level on the job? Want to make your teaching life happier? Want to maintain more control? Take some useful planning tips, and learn about dozens of excellent time-savers from a thirty-year classroom veteran and former department head who's still smiling! Includes ideas for new and experienced ESL teachers, grade 9 to 12. Website: www.timwesthead.com

Category: 60 min Workshop
Level: Secondary
Focus: Methodology/Strategies/Curriculum
Audience: Teachers with/without Experience

FAC ENGLISH IS STUPID: A WORKING TEXTBOOK FOR SPEAKING ENGLISH**Judy Thompson—Sheridan College**

The six rules of speaking English outlined in 'English is Stupid' are simple and absolute. They qualify all English conversation, from "Mama" to the throne speech. Understanding spoken English, specifically how it is different from written English, frees students from concerns about their accents or grammar mistakes and leaves them confident about using the vocabulary they have. Fluency develops from there. The presentation shows how to adapt exercises from the book to any ESL level.

Category: 60 min Publisher's Workshop
Level: Adult ESL/LINC
Focus: Methodology/Strategies/Curriculum
Audience: All participants

FAD EASY AND EFFECTIVE PEER REVIEW IN ESL WRITING CLASSROOMS**Angela Meyer Sterzik—Conestoga College****Karen Scott-Murray—Conestoga College/St. Louis Adult Learning Centre**

Checklist peer review can be an effective tool in process-oriented ESL writing classrooms. It can achieve a dialogue between the reader and writer, provide scaffolding to improve writing, and increase independent revision skills thereby increasing writing fluency. Peer review requires teachers to train students how to appropriately give feedback. This workshop presents teachers with tools and guidelines to easily and effectively include peer review in L2 writing classes to achieve improved, independent, mature writing.

Category: 60 min Workshop
Level: Adult ESL/LINC, College/University, Secondary
Focus: Methodology/Strategies/Curriculum
Audience: All participants

FAE SENECA COLLEGE - PLACING STUDENTS WITH THE TOEIC TEST**Martine Allard—ETS Canada**

ESL Programs across Canada save time and money by using the TOEIC test as a placement tool and to monitor progress of their students. This session will provide an overview of how the TOEIC test can work for you to efficiently place students into the appropriate level for their ESL learning. Seneca College is among some of the many schools that benefit from valid, reliable and meaningful test results, allowing them to focus on teaching.

Category: 60 min Paper
Level: College/University
Focus: Assessment/Evaluation
Audience: All participants

REGISTER ONLINE AT WWW.TESLONTARIO.ORG
OCTOBER 26 TO NOVEMBER 22

FAF HEALTH/NUTRITION/FITNESS FOR NEWCOMERS**Lamees Dantas—ATEC**

The rising concern among newcomers in the classroom have been questions concerning health, nutrition and fitness. The questions are usually geared towards the changes in their physique, energy, skin, moods etc. I feel that it's a topic that needs to be reviewed and taught in more detail within our classrooms. I'll present various lesson plans, ideas, literature, facts, handouts and vocabulary which will aid instructors to further teach this theme.

Category: 60 min Workshop
Level: Adult ESL/LINC
Focus: Methodology/Strategies/Curriculum
Audience: All participants

FAG USING INTERNET RESOURCES IN TEACHING ENGLISH PRONUNCIATION**Jennifer St.John—OLBI, University of Ottawa**

Often pedagogical materials which are scripted do not reflect the natural prosodic features of speech, thus making the transition for ESL learners from the classroom to the real world particularly challenging. Accessing internet resources is one way in which teachers can provide authentic speech samples when teaching English pronunciation. This presentation will demonstrate how various ESL and non-ESL internet sites can be exploited for use in an ESL pronunciation course for advanced-level learners.

Category: 60 min Paper
Level: College/University
Focus: Methodology/Strategies/Curriculum
Audience: Teachers with Experience

FAH GLOBAL EXPERIENCE ONTARIO**Benilda Silkowska-Masior—Global Experience Ontario, Ministry of Citizenship and Immigration**

The presentation by Global Experience Ontario (GEO) provides information on how to access services offered by GEO. Established in December 2006 under the Fair Access to Regulated Professions Act, 2006, GEO is an information and referral centre for internationally trained individuals (ITIs) within the Ontario Ministry of Citizenship and Immigration.

Category: 60 min Panel
Level: All
Focus: Licensing and Registration
Audience: All participants

FBF TEACHER TRAINING ON LEARNING NEW TECHNOLOGY**John Allan, Jim Edgar, Rob McBride, Kevin O'Brien**

This session will inform participants of a new project that will provide LINC providers across Ontario with a series of services related to teacher training using online LINC resources. The outcomes from this project are a LINC Ontario specific Learning Object Repository and Learning Management System. Training will be provided for teachers wanting to integrate and align online learning, the LMS (Moodle), LINC learning objects within their current LINC programs. Also, formal and informal online TESL PD will be provided for teachers on integrating web 2.0 thinking and tools into their instruction.

Category: 60 min Workshop
Level: Adult ESL/LINC
Focus: Technology/Teacher Training
Audience: All participants

9:00AM-11:00AM**FAJ LINC 5-7 CLASSROOM RESOURCES***(This session is repeated on Thursday morning)***Anne-Marie Kaskens—Toronto Catholic District School Board
Jim Edgar—Algonquin College**

This presentation will introduce the features and uses of the newly-published LINC 5-7 Classroom Activities, funded by Citizenship and Immigration Canada and developed by the Toronto Catholic District School Board. The activities are CLB-based, reproducible and user-friendly. Participants will learn about the print activities, audio CDs and e-activities.

Category: 120 min Technology Fair Lab
Level: Adult ESL/LINC
Focus: Electronic Classroom/Technology
Audience: Teachers with/without Experience

FAK RETHINKING EAP**Vera Beletzan—Humber College
Marina Engelking—Seneca College**

EAP's preparatory paradigm has entrenched the field on the academic periphery, impacting its discipline identity and development, and isolating its practitioners from the academic community for which they prepare their learners. This session focuses on EAP practice, research trends, and concepts as they relate to the current status of EAP within higher education. Participants will discuss: Is the preparatory paradigm working? What is changing in HE that requires a paradigm shift? What will it be?

Category: 120 min Workshop
Level: Adult ESL/LINC, College/University
Focus: Methodology/Strategies/Curriculum
Audience: Administrators, Teachers with Experience

9:00AM-12:00PM**FAL RESEARCH SYMPOSIUM: COMMUNICATIVE COMPETENCE REVISITED****THREE DECADES OF CHANGES AND NON-CHANGES IN GRAMMATICAL COMPETENCE****Keith Folse—University of Central Florida****FROM COMMUNICATIVE TO ACTION-ORIENTED: NEW PERSPECTIVES FOR A NEW MILLENNIUM****Enrica Piccardo—Ontario Institute for Studies in Education - University of Toronto****COMMUNICATIVE COMPETENCE: LEARNER PERSPECTIVES****Linda Steinman—York University**

9:30AM-11:45AM**FAM PANEL DISCUSSION: FUTURE DIRECTIONS****Moderator:** Renate Tilson—Executive Director—TESL Ontario**Panel Participants:****Darlyn Mentor**—Director, Settlement Programs—Citizenship and Immigration Canada, Ontario Region**Catherine Finlay**—Director of Immigration Programs—Ontario Ministry of Citizenship and Immigration**Patti Redmond**—Director of the Programs Branch—Ministry of Training Colleges and Universities**Richard Franz**—Acting Director of the Student Success / Learning—Ontario Ministry of Education

TESL Ontario will be hosting our fourth annual Panel Discussion to be held at our 37th TESL Ontario Conference. The aim of this panel discussion is to raise the profile of ESL, raise awareness of issues in the field, and to continue to bring stakeholders together. The panel discussion has now become a very successful piece in our conference puzzle, and the session continues to be fully booked each year. This year's theme is "Future Directions" with the goal of identifying current trends, updating initiatives and the sharing of recommendations.

The panel members represent Ministries directly involved in ESL, namely Citizenship and Immigration Canada, Ministry of Training, Colleges and Universities, the Ontario Ministry of Citizenship and Immigration, and the Ministry of Education.

SEE PAGES 36-37 FOR DETAILED INFORMATION.**10:00AM-11:00AM****FAN INTRODUCTION TO THE ONLINE LANGUAGE ASSESSMENTS****Gilliam Kearns**—The Centre for Education & Training

Introduction of the Canadian Language Benchmarks-Online Self-Assessment (CLB-OSA). The presentation will introduce the assessment tool, outline the key features of the tool and its intended users. These assessments available in English and French, are low stakes, task-based assessment instruments based on the 12 Canadian Language Benchmarks, in two language skill areas of Reading and Listening. The tools assess general English or French proficiency on a scale from Benchmark 1 to 9.

Category: 60 min Technology Fair Presentation
Level: Adult ESL/LINC
Focus: Assessment/Evaluation
Audience: All participants

FAO ENGLISH FOR THE WORKPLACE - ENHANCING THE LEARNING**Terry Webb**—Thames Valley District School Board/G.A.**Wheable Centre****Beverley Payne**—Thames Valley District School Board/G.A.**Wheable Centre**

This workshop will present a new Oxford University Press Workplace ESL workbook that takes into consideration some of the research around optimal learning strategies as well as the need for authentic Canadian based materials. Research considerations, learning strategies and sample workbook pages will be shared .

Category: 60 min Workshop
Level: Adult ESL/LINC
Focus: Methodology/Strategies/Curriculum
Audience: All participants

FAP RE-IMAGINING LANGUAGE INSTRUCTION FOR NEWCOMERS TO CANADA**Khaled A. Islaih**—Muslim Community Services

Globalization is changing the role of language in our lives. Upon immigration, language is used to reconstruct identity. English learners need language skills to overcome psychological anxiety and find meaningful life experiences. Traditional ESL model used in language instruction is based on colonial assumptions. It is enforcing linguistic disadvantages among ESL learners. Indeed, it deteriorates their sense of identity. In contrast, this workshop will discuss an inclusive linguistic register to enhance newcomer linguistic competence to realize a better potential.

Category: 60 min Workshop
Level: Adult ESL/LINC
Focus: Methodology/Strategies/Curriculum
Audience: All participants

FAQ FOREIGN ACADEMIC CREDENTIAL RECOGNITION IN CANADA**Kevin Kamal**—World Education Services

The recognition of international academic credentials is key to access and integration of immigrants to Canada's labour market. This workshop will focus on the role academic evaluation services play in facilitating the recognition of international academic credentials. Access to employment, higher education, and regulated professions are key discussion topics. The session will also include information on the role of the Alliance of Credential Evaluation Services of Canada (ACESC).

Category: 60 min Workshop
Level: Adult ESL/LINC, College/University
Focus: Community/Equity Issues
Audience: All participants

FAR EFL TEACHER EDUCATION IN CHINA AND MOLDOVA: A COMPARATIVE STUDY

Yamin Qian—OISE, University of Toronto

Victorina Ghisusca—OISE, University of Toronto

This comparative study presents two EFL teacher education programs offered by two universities in China and Moldova after the dissolution of the former USSR. The communist political history of these two countries allows a comparison between these two programs. Employing the framework of Freeman and Johnson (1998), we will focus on: a) the syllabus, b) the history of educational institutions, and c) staffing. Further implication for immigrant teachers from Asian countries will be discussed.

Category: 60 min Paper**Level:** ELT**Focus:** Methodology/Strategies/Curriculum**Audience:** All participants**FAS USING CLB TOOLS TO FACILITATE EMPLOYMENT**

Anne Senior—CCLB

This presentation from the Centre for Canadian Language Benchmarks provides hands-on experience on how to use three Canadian Language Benchmark referenced tools with learners who are preparing to work in Canada. The three tools: WLA Pre-Screening Tool, Work Ready and ESL Book 2 incorporate checklists, diagnostics, case studies and practical tips for helping immigrants make the successful transition to employment.

Category: 60 min Workshop**Level:** Adult ESL/LINC**Focus:** Methodology/Strategies/Curriculum**Audience:** All participants**FAT USING ASSESSMENT TOOLS, LESSONS LEARNT**

Julia Chemali—TCDSB

Hanna Cabaj—TCDSB

Joanne Hincks—TCDSB

Eileen Paulsen—TCDSB

This presentation is a summary of the results of two types of assessment conducted with ESL, SLT and ELT students, and lessons learnt from these experiences. The DPCDSB Adult ESL Placement Test (new version) was used as a pilot project with a number of ESL learners from different TCDSB Adult ESL locations to measure learning outcomes. The CLB 5-10 Exit Assessment Tasks was used as an exit assessment with learners who took ELT for internationally trained ESL teacher and SLT for Childcare. Presenters will share information regarding factors affecting learners' progress, issues that surfaced in relation to learners taking the test, and a close look at the tools used in both assessments.

Category: 60 min Paper**Level:** Adult ESL/LINC**Focus:** Assessment/Evaluation**Audience:** All participants**FAU LANGUAGE AND POWER: APPLYING CRITICAL DISCOURSE ANALYSIS TO SECOND LANGUAGE EDUCATION**

Ali Hadidi—York University

This presentation reviews some of the literature on critical discourse analysis/study of texts used to exercise, maintain, defy, and define power and will apply it to ESL pedagogy. The topic of ideology in relation to the use of genuine materials in the classroom will be discussed and it will be shown how dull reading and writing ESL exercises can be transformed to exciting, informative classroom activities that both stimulate and educate using certain lexicogrammatical devices.

Category: 60 min Paper**Level:** Adult ESL/LINC**Focus:** Methodology/Strategies/Curriculum**Audience:** All participants**FAV VOCABULARY LEARNING STRATEGIES THAT REACH ACROSS LEVELS WITH OPD2E**

Jayme Adelson-Goldstein—Lighthearted Learning

Come see how targeted vocabulary instruction and increased awareness of vocabulary learning strategies can increase all learners' comprehension, retention and use of new language. The author of The Canadian OPD2e (The Canadian Oxford Picture Dictionary, Second Edition) will provide a series of hands-on multilevel activities that increase learners' active vocabulary and provide explicit practice using the five types of vocabulary learning strategies. The OPD, sample multilevel activities and the Vocabulary Teaching Handbook will be provided.

Category: 60 min Publisher's Workshop**Level:** Adult ESL/LINC**Focus:** Methodology/Strategies/Curriculum**Audience:** All participants**11:30AM-12:30PM****FAW INTEGRATING TECHNOLOGY IN THE ESL CLASSROOM**

Samuel Sheinberg—NAS Software Inc.

Our presentation will cover ESL, EAP, pronunciation and career related software programs and an upgraded version of the very popular Tense Buster program. All of these programs can be used independently and in classroom or lab settings and have been created with a wide range of ESL levels in mind. The titles that will be presented cover a variety of important skills such as grammar, pronunciation, oral comprehension, reading, listening and speaking. As well, all of the software includes authoring tools and online versions.

Category: 60 min Publisher's Workshop**Level:** All**Focus:** Electronic Classroom/Technology**Audience:** All participants

11:30AM-12:30PM**FAX MIXED ABILITY GROUPS: FROM PASSIVE VIEWING TO COOPERATIVE PRODUCTIONS****Serafina Filice—University of Calabria, Italy**

Teaching mixed ability classes is a challenge and a reality for both the novice and the experienced teacher worldwide. What problems do these groups present? How can we deal with them? The talk will discuss an experience with an adult heterogeneous group based in Italy and suggest a practical approach of how the passive viewing of a film can yield positive motivating results.

Category: 60 min Paper
Level: Adult ESL/LINC, ELT, College/University
Focus: Methodology/Strategies/Curriculum
Audience: All participants

FAY INNOVATION IN TODAY'S ADULT CLASSES WITH VENTURES**Rob Edelmann—Cambridge University Press**

Teaching adult newcomers often means teaching multi-level, continuous intake classes, missed classes, finding engaging and relevant content consistent with CLBs, while still controlling your prep time. Come explore how Ventures helps you and your Adult/LINC students succeed. New components of this comprehensive, five-level series address the complexities of the classroom while increasing flexibility and support. This innovative program is taking Canadian classrooms by storm. Fresh ideas for Teachers and Administrators. <http://www.cambridge.org/us/esl/venturesadulted/>

Category: 60 min Publisher's Workshop
Level: Adult ESL/LINC
Focus: Methodology/Strategies/Curriculum
Audience: All participants

11:30AM-1:00PM**FAZ TEACHING LISTENING STRATEGIES****Marijke Wertheim—Woodsworth College, University of Toronto**

An overview of theory and practice for teaching specific listening strategies to ESL students at high-intermediate to advanced level. The focus is on "teaching vs. testing," on guiding student practice in applying strategies, through carefully designed classroom activities, for more effective listening in both academic and everyday contexts. The session aims to share this approach to teaching listening as an aid to new teachers and a source of new ideas for experienced instructors.

Category: 90 min Workshop
Level: Adult ESL/LINC
Focus: Methodology/Strategies/Curriculum
Audience: Teachers with/without Experience

FBA EMBRACING A TASK-BASED APPROACH TO TEACHING
Tania Iveson—English Central

This is a hands-on workshop, complete with practical examples, of how to incorporate a task-based framework into your everyday lessons. We will look at what makes an effective task, how students benefit from working with tasks, and the potential pitfalls to avoid. Come prepared to share, participate and have a bit of fun.

Category: 90 min Workshop
Level: Adult ESL/LINC
Focus: Methodology/Strategies/Curriculum
Audience: All participants

FBB CREATING MEANING FROM THE WRITTEN WORD**Carrie Purcell—Oxford University Press****Heather Buchansky—Oxford University Press**

This workshop will present current research on approaches to teaching reading skills in the ESL classroom. A variety of resources will be drawn on including the new upper-intermediate level of Creating Meaning (reading and writing skills) as well as the Oxford Bookworms adapted readers series. These will be employed to illustrate techniques and practices of both intensive and extensive reading exercises with new lesson plans and creative activities.

Category: 90 min Publisher's Workshop
Level: Adult ESL/LINC, College/University, Secondary
Focus: Methodology/Strategies/Curriculum
Audience: All participants

11:30AM-1:30PM**FBC TOSS THE MARKERS!****Carolyn Flores—The Centre Skills Development & Training, HDSB**

It's time to toss out your markers! Make learning fun, easy and interactive by using the computer and projector as your whiteboard. If you can type, then see how your teaching could become more effective and efficient. You can copy, save and reuse any lesson that you create. With internet you can tune into listening websites, read current news releases, and find images instantly for picture vocabulary. It's an easy and practical way to teach!

Category: 120 min Technology Fair Presentation
Level: Adult ESL/LINC
Focus: Electronic Classroom/Technology
Audience: Teachers with Experience

TESL Ontario does not endorse or support products and services represented in conference presentations. TESL Ontario cannot guarantee the accuracy of the information contained in each presentation. The comments/opinions expressed by the presenters are entirely their own.

11:30AM-2:30PM**FBD TRAINING ON USING CLB 5-10 EXIT ASSESSMENT TASKS**

Lisa Kattelus—CCLB Trainer
Christina Bylyna—CCLB Trainer

The workshop will introduce ESL instructors to the CCLB resource - Canadian Language Benchmarks 5-10 Exit Assessment Tasks. Participants will get an overview of the materials along with practice in using the scoring tools to get accurate CLB reports of adult learners' speaking and writing proficiency. The workshop, developed with funding from Alberta and Citizenship and Immigration Canada, is one of three workshops in a series that will be offered throughout Ontario.

Category: 180 min Workshop
Level: Adult ESL/LINC, ELT, College/University
Focus: Assessment/Evaluation
Audience: Teachers with/without Experience

12:00PM-2:00PM**FPA USING THE INTERNET IN THE LINC CLASSROOM: A HANDS-ON WORKSHOP**

(This session is repeated on Saturday afternoon)
Colin Gomez—Naylor-McLeod Group Ltd. LINC

This session will introduce websites that can be used to make LINC activities exciting and fun as well as edifying. As participants in a workshop, teachers will be able to create sample activities through the use of cutting and pasting, tables and inserted objects. Beginners will learn composition basics for the first time while advanced computer users can benefit from intellectual content or aesthetic layout of activities. Sites covered include materials for LINC Levels 1-7.

Category: 120 min Technology Fair Lab
Level: Adult ESL/LINC
Focus: Electronic Classroom/Technology
Audience: All participants

12:30PM-1:30PM**FPB PLENARY: TESOL AND COMPUTER TECHNOLOGY**
Carol Chapelle—Iowa State University

Why do so many teachers like the way that computer technology helps provide learners with valuable language learning experiences? I will describe how technology can offer learners comprehensible input, help with comprehension, feedback on performance and meaning-focused conversation. Examples come from research on multimedia computer-assisted language learning and computer-mediated communication. These examples demonstrate how important the teacher is in helping students learn English with computer technology.

1:00PM-2:00PM**FPC BRINGING MULTICULTURALISM INTO YOUR CLASSROOMS**

Bahi Krishnakhanthan

Value education can assist you to raise "Champions" in your classrooms. Learn the components of bringing multiculturalism into your classrooms. Identify the core issues, study the cultural dynamics and acquire the skills of "Multicultural competence" to help your students integrate successfully.

Category: 60 min Workshop
Level: Secondary
Focus: Multiculturalism
Audience: Teachers with/without Experience

FPD LITTLE THINGS THAT MAKE A BIG DIFFERENCE
Christien Lee—Language Studies Canada

This workshop will present a number of innovative and practical teaching techniques and strategies that can make a big difference in the classroom for teachers (whatever their level of experience) and for learners. Every technique can be used without any preparation, planning, or special equipment. Topics covered will include more effective ways to use a whiteboard, error correction tricks and strategies, techniques for promoting learning and understanding, plus innovative ideas for teaching grammar and lexis.

Category: 60 min Workshop
Level: All
Focus: Methodology/Strategies/Curriculum
Audience: Teachers with/without Experience

FPE TESL ONTARIO INSTRUCTOR CERTIFICATION
Reza Mazloom-Farzaghy—TESL Ontario

This presentation will explain the TESL Ontario initial instructor certification, certification renewal, certification reinstatement, and appeals processes and requirements.

Category: 60 min Workshop
Level: Adult ESL/LINC
Focus: Certification
Audience: All participants

Accommodations

Sheraton Centre Toronto Hotel

\$199.00 plus taxes, per night.
 416-947-4955 ext. 4440 / 1-888-627-7175
<http://www.starwoodmeeting.com/Book/TESL09>

Make your reservation before November 10, 2009
 to guarantee the group rate.

NOTE: the group rate is available 3 days before and 3 days after the conference, if you wish to arrive early or depart late and enjoy the City of Toronto!

1:00PM-2:00PM (CONTINUED)**FPF LISTENING TO YOUR STUDENTS: QUALITATIVE AND QUANTITATIVE SURVEYS**
Doug Ronson—ETS Canada

Student feedback is essential to improving your teaching and curriculum. It is critical that the information – and therefore the surveys themselves – be of the highest quality since important decisions are being made based on the data. In the session, we will look at the difference between qualitative and quantitative surveys and how both can be useful. As well, we will introduce a standardized survey tool developed by ETS Canada. This presentation will be informative for any program interested in getting better student feedback.

Category: 60 min Publisher's Workshop
Level: Adult ESL/LINC, College/University
Focus: Program Administration
Audience: Administrators, Teachers with Experience

1:00PM-2:30PM**FPG THE ELEMENTS OF A GENERIC ELT CURRICULUM: THE DEVELOPMENT, IMPLEMENTATION AND ON-GOING EVALUATION OF AN ELT PROGRAM DESIGNED FOR INTERNATIONALLY EDUCATED PROFESSIONALS FROM DIVERSE PROFESSIONAL BACKGROUNDS**
Shirley Graham—LASI World Skills Inc.
Carolyn Wood—LASI World Skills Inc.
Glynis Saylor-Stokes—LASI World Skills Inc.

Learn how a generic ELT curriculum was developed into 3 courses: Oral Communication for the Professional Workplace, Workplace Culture and Writing for Professional Purposes. This presentation will explain how the need for this type of generic ELT program was identified and developed; how students' specific language needs are identified/targeted at the higher levels, with the goal of preparing internationally educated professionals to succeed first in the job interview and then in the workplace.

Category: 90 min Workshop
Level: ELT
Focus: Methodology/Strategies/Curriculum
Audience: Administrators, Teachers with Experience

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Registration Desk
Technology Fair

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1:30PM-2:30PM**FPH THE LESSON PLANNER**
Marg Heidebrecht—Hamilton-Wentworth TESL, Mohawk College

Using Jeremy Harmer's "engage, study, activate" approach, this workshop provides new teachers with a template for creating lessons that give learners meaningful connection and practise with new content. It can be applied to any level or language skill. Experienced teachers involved with teacher training might also benefit. The workshop includes theory behind the strategy, sample lesson plans, plus the opportunity for participants to start creating their own.

Category: 60 min Workshop
Level: Adult ESL/LINC
Focus: Methodology/Strategies/Curriculum
Audience: Teachers with/without Experience

FPI INSHA'ALLAH: UNIQUE CHALLENGES IN TEACHING ENGLISH TO ARAB & MUSLIM STUDENTS
Darren Conley—College of the North Atlantic - Qatar
Larissa Conley—College of the North Atlantic - Qatar

Students from Arab and Muslim countries are flooding into Canada, seeking English skills to bring back home. At the same time, ignorance of and prejudice towards the Middle East remains widespread in North America. This will be an interactive presentation of unique aspects of Arab and Muslim culture, the specific challenges that students from this cultural and religious background bring to the ESL/EFL classroom, and practical suggestions for teachers facing these challenges.

Category: 60 min Workshop
Level: College/University
Focus: Cultural Awareness
Audience: Teachers with/without Experience

1:30PM-3:00PM**FPJ THE POWER WITHIN - USING MOTIVATIONAL SPEECHES IN THE ESL CLASSROOM**
Vicky Khatib

Stress and its toxic power can poison both the spirit and the liver - teaching different ways to deal with stress and using motivational speeches to heal visible and invisible wounds will always be an efficient way to use English, since everyone is motivated to learn!!!!

Category: 90 min Workshop
Level: Adult ESL/LINC, College/University
Focus: Assessment/Evaluation
Audience: Teachers with/without Experience

FPK TEACHING MULTILEVEL CLASSES: GLASS HALF EMPTY? HALF FULL?

Vesna Nikolic—Dufferin Peel Catholic District School Board

How many single level ESL classes have you taught so far? Most were probably multilevel in one way or another. As a good teacher, you did your best. As a good teacher, you want to go beyond “your best.” Attend this workshop and examine the strategies. Discuss ways of effectively addressing the needs of your future multilevel ESL classes (yes, you will be teaching them again and again...).

Category: 90 min Workshop
Level: Adult ESL/LINC, College/University, Secondary
Focus: Methodology/Strategies/Curriculum
Audience: All participants

2:00PM-4:00PM**FPL ESL TEACHING FOR SUSTAINABILITY**Radmila Rakas—SAFSS
Anne Cairns—TCDSB

Environmental optimism is growing and green thinking is becoming the norm. As teachers, we can contribute to saving the earth for future generations through the ESL curriculum. This workshop will offer a plethora of ideas about how to green your teaching and the presenters will share extensive handouts and on-line resources they have developed around this theme.

Category: 120 min Technology Fair Presentation
Level: Adult ESL/LINC
Focus: Community/Equity Issues
Audience: All participants

2:00PM-5:00PM**FPM RESEARCH SYMPOSIUM: TECHNOLOGY - TRENDS AND ISSUES****CAN TESOL HARNESS TECHNOLOGY?**

John Allan

MAKE YOUR ESL STUDENTS CLICK: CLASSROOM RESPONSE SYSTEMS IN SECOND LANGUAGE TEACHING

Walcir Cardoso—Concordia University & Centre for the Study of Learning and Performance

EVALUATING COMPUTER TECHNOLOGY FOR LANGUAGE LEARNING

Carol A. Chapelle—Iowa State University

SEE PAGES 32-34 FOR DETAILED INFORMATION**2:30PM-3:30PM****FPN ONLINE LEARNING ACTIVITIES FOR LINC 3 AND 4***(This session is repeated on Thursday morning)*

Jim Edgar—Algonquin College

Participants will be guided through a hands-on exploration of online interactive activities that complement the LINC 3 and 4 classroom activity books (2009) that were developed by an Algonquin College team funded by Citizenship and Immigration Canada. These web-based learning objects are now accessible at Settlement.Org, and they have been packaged as SCORM learning objects for future use in a virtual learning environment. Participants will also examine ways of extending these activities using collaborative social media.

Category: 60 min Technology Fair Lab
Level: Adult ESL/LINC
Focus: Electronic Classroom/Technology
Audience: All participants

FPO MULTILINGUAL DOES NOT MAKE US MULTICULTURAL BY DEFAULT

Julia Tzvetkova—Dubai Men's College

ESL Teachers in Canada and around the world share one goal: to usher their students on the road to success by turning them into skilful communicators because the world belongs to the best communicator. The successful among them will be able to adjust their ways to the ever-changing conditions today not just by mastering another language, but by being able to manage the influence of cultural diversity on relationships at work, school and business.

Category: 60 min Paper
Level: Adult ESL/LINC
Focus: Community/Equity Issues
Audience: All participants

FPP TRANSITIONING FROM GLOBAL ENGLISH TO INTERNATIONAL ENGLISH

Johanathan Woodworth

Current research into varieties of English represents a paradigm shift in how English is perceived in the global community. The paradigm should not be one dominating Global English which homogenizes and corrupts cultures, but an international language that encourages the speakers from various domains to incorporate their L1 norms and values, and to use English as International Language (EIL) for local as well as international interaction and communication.

Category: 60 min Paper
Level: ELT
Focus: Community/Equity Issues

2:30PM-3:30PM (CONTINUED)**FPQ SELF-IDENTITY VS. CULTURAL IDENTITY: RESEARCH PERSPECTIVES IN A MULTICULTURAL SOCIETY**

Tatiana Orel

The concept of identity is becoming a prism through which many important features of modern life are being examined, evaluated and studied. We, as educators in the multicultural society, should develop awareness of personal and cultural identity among our students to mitigate the effects of cultural hybridization and to help them to preserve their cultural uniqueness.

Category: 60 min Paper
Level: Adult ESL/LINC
Focus: Community/Equity Issues
Audience: All participants

2:30PM-4:00PM**FPR 5 MINUTES PREP, 2 HOUR INTERACTIVE LESSON**

Nancy Callan—Vancouver Formosa Academy

For those unable to attend 2008, come and experience how the jigsaw cooperative learning methodology transforms quiet individual or teacher-centred study into communicative activity, with individual and group accountability built in. The paradigm of high students assisting lower students is broken, because each student has an essential role. We'll take a 30,000 feet perspective, then brainstorm follow-up activities. Teachers will leave excited about a new methodology they can make or buy and use right away.

Category: 90 min Workshop
Level: Adult ESL/LINC, ELT, Secondary
Focus: Methodology/Strategies/Curriculum
Audience: All participants

2:30PM-4:30PM**FPS CATEGORIES & FUNCTIONS: BASIC CONCEPTS IN EMPIRICAL GRAMMAR**

Brett Reynolds—Humber College

Some fundamental ideas of traditional grammatical analysis need to be readjusted. Even admired ESL dictionaries and grammars confound the notions of categories (noun, verb, etc.) and functions (subject, complement, etc.) leading to muddled descriptions (e.g., "a gerund is a verb functioning as a noun" & "possessive adjectives"). We'll take an overview of the nine basic categories and some major functions and practice principled methods for identifying them. Attendees should have basic grammatical knowledge.

Category: 120 min Workshop
Level: College/University
Focus: Methodology/Strategies/Curriculum
Audience: Teachers with Experience

3:00PM-4:30PM**FPT RESOURCE SPECIALISTS...WHAT WE DO AND HOW WE HELP**

Jennie Barnes—TESL WW / Conestoga College
 Anna Wodtka—TESL WW / Conestoga College

This session presents new ways that the Resource Specialist can support LINC curriculum delivery. It will focus on how we use community and everyday resources to provide realistic and hands-on materials for classroom teachers. The session will also demonstrate how we evaluate and respond to the specific needs of our teachers, and tailor professional development workshops that will help them get the most out of technology, realia, and community resources.

Category: 90 min Workshop
Level: Adult ESL/LINC
Focus: Program Administration
Audience: All participants

3:00PM-5:00PM**FPU ENGAGING THE ADULT ESL BRAIN**

Monica Zacharias—Thames Valley District School Board
 Veronica Faulkner —Thames Valley District School Board
 Clare Jeng—Thames Valley District School Board

It has been said, "You can't teach an old dog new tricks". During this session you will participate in creative activities that engage the brain of adult students, helping them to cope in learning a new language. At the end of each session, each participant will receive a handout that will include lesson plans and how to use the activities.

Category: 120 min Workshop
Level: Adult ESL/LINC
Focus: Methodology/Strategies/Curriculum
Audience: All participants

FPV TEACHING WRITING WITH STRUCTURE AND STYLE

Jo-Ann Pienaar

Teaching writing skills by blending structure and style into exciting, dynamic and practical lessons, which build systemically from the basics. Extremely useful for both beginning and advanced students and teachers. No more fear of the blank page. Writing is enhanced by applying six "dress-ups" and six "sentence openers" to basic paragraphs. Learn how to apply skills to writing across the curriculum. Simple, easy and astonishingly effective. Builds vocabulary. Creates original scripts.

Category: 120 min Workshop
Level: All
Focus: Methodology/Strategies/Curriculum
Audience: All participants

3:30PM-5:00PM**FPW 80 WAYS TO KEEP THEM TALKING**
Jackie Angi-Dobos—Brock University

Fast paced, fun workshop highlighting ideas to keep students speaking. Many ideas can also be used in the writing class.

Category: 90 min Workshop
Level: All
Focus: Methodology/Strategies/Curriculum
Audience: Teachers with/without Experience

FPX THE MEANINGS OF CONTINUOUS VERB FORMS
Marjatta Holt—University of Toronto

In this workshop we will investigate the four different meanings of continuous verb forms. Instead of looking at present continuous, past continuous, etc. as separate entities, we will look at the meanings across all the verb tenses and determine how different verb categories, such as transitive, intransitive, long-term action, etc., affect the use of continuous forms.

Category: 90 min Paper
Level: Adult ESL/LINC, College/University, ELT, Secondary
Focus: Methodology/Strategies/Curriculum
Audience: Teachers with/without Experience

4:00PM-5:00PM**FPY PENGUIN READERS - YOU'VE LISTENED, BUT HAVE YOU HEARD?**
David Coombes—Pearson Longman ESL

What are graded readers? How can they contribute to rapid and motivating language learning? Whether it is for building your students vocabulary, pronunciation, grammar comprehension, listening skills, stress or intonation, you will discover a wide range of practical solutions. Join us as we evaluate the benefits of a graded reading program. Through guided "hands-on" activities, participants will identify how students absorb words, phrases and sentence structures while reading.

Category: 60 min Publisher's Workshop
Level: Adult ESL/LINC
Focus: Methodology/Strategies/Curriculum
Audience: All participants

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FPZ MAKE YOUR OWN GAMEBOARDS!**Dara Douma**

If games are what your students are into, this workshop is for you. Dice games... conversation games... snakes-and-ladders-style games... dialogue games... you name it! We'll walk through some simple steps to turn a textbook-style page into an engaging small group activity in this one-hour workshop.

Category: 60 min Technology Fair Lab
Level: Adult ESL/LINC, ELT, College/University
Focus: Electronic Classroom/Technology
Audience: All participants

FQA DESTINATION ROM: THE ROLE OF CULTURAL ATTRACTIONS IN THE ESL CLASSROOM
Brian Porter—Royal Ontario Museum

Museums, art galleries, science centres, zoos and even amusement parks all offer enriching and engaging learning experiences for ESL students. This session will present Toronto's Royal Ontario Museum as a case study for developing lesson plans that include both pre- and post-visit classroom activities as well as online content for supporting standard language instruction.

The ROM is offering a discounted admission fee (\$7 off adult ticket price) to all TESL Ontario members. Book your tickets online at www.rom.on.ca, using TESL as the promotional code. Groups of 10 or more should call ROM Group Sales directly at 416-586-5801 and quote the code TESL.

Category: 60 min Workshop
Level: All
Focus: Methodology/Strategies/Curriculum
Audience: All participants

FQB LUCRATIVE OVERSEAS TEACHING OPPORTUNITIES – UNITED ARAB EMIRATES!
Sarah Reaume—The Higher Colleges of Technology (Abu Dhabi, UAE)

The Higher Colleges of Technology (HCT) is a federal government system of 16 men's and women's colleges located in the United Arab Emirates. Offering unmatched quality in education to more than 16,000 students, HCT has immediate openings for qualified ESL professionals for start dates in February/September of 2010. Does a lucrative remuneration package and a chance to live and work in a safe, rewarding and culturally diversified environment appeal to you? Find out more!

Category: 60 min Workshop
Level: Adult ESL/LINC, College/University
Focus: Recruitment
Audience: Teachers with Experience

8:30AM-9:30AM**SAA MULTIMEDIA WORKSHOP: SUMMARY AND ABSTRACT**
Zinta Williams—Pearson Longman ESL

This workshop will discuss four different models of multimedia use: as a self-study tool for students, as e-homework, as blended learning, and as distance learning. Various examples of multimedia for ESL learners will be showcased.

Category: 60 min Technology Fair Presentation
Level: Adult ESL/LINC
Focus: Electronic Classroom/Technology
Audience: All participants

SAB MUSIC AND LANGUAGE ACQUISITION: LET'S START AT THE VERY BEGINNING

Nancy Carey

Do you remember the movie: The Sound of Music? Maria takes a family on a journey from musical illiteracy to accomplishment. In this workshop we will learn and create songs based on the benchmarks using familiar and copyright-free tunes. In addition, I will share three books written by students for students and show you how to both make and personalize them for your class.

Category: 60 min Workshop
Level: Adult ESL/LINC
Focus: Methodology/Strategies/Curriculum
Audience: Teachers with/without Experience

SAC SCRAPBOOK STORYTELLING: STORIES TIED TO MEMORIES, PHOTOS AND JOURNALING

Ava Goodman

Scrapbook techniques enable learners to create their portfolio from their life experiences - family, friends, career, travel, celebrations, sports, education and holidays. When journaling techniques are combined with page design, the creation is a narrative and a memorable learning experience. Vocabulary is retained because the learner imprints the words with pictures. ***Please bring photographs of a SPECIAL EVENT or a TRIP. Bring magazines and make a page and story.***

Category: 60 min Workshop
Level: Adult ESL/LINC
Focus: Methodology/Strategies/Curriculum
Audience: All participants

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OCTOBER 26 TO
NOVEMBER 22

SAD THE ACQUISITION OF THE SIMPLE PAST TENSE BY MANDARIN AND TAMIL ESL LEARNERS
Mike Tiittanen—LINC (TDSB)

This presentation summarizes the findings (to date) of the main study for a PhD thesis in Applied Linguistics (Lancaster University, UK). The study investigates the oral production of the simple past tense by Mandarin and Tamil L1 learners. In addition, it also investigates the declarative knowledge of the simple past tense, the accuracy of regular vs. irregular past tense forms, the role of lexical aspect, types of mistakes, overproduction of the simple past tense and the oral output of past temporal adverbials.

Category: 60 min Workshop
Level: Adult ESL/LINC
Focus: Second Language Acquisition
Audience: Teachers with Experience

SAE TESL ONTARIO ASSOCIATION HEALTH & DENTAL PLAN

Mike Owen—Owen and Associates

An overview of the TESL Ontario benefits offered - Health, Dental, Life, Critical Illness and Disability Insurance. This presentation will take you through the plan, outline the benefits of participating and answer any of your questions.

Category: 60 min Workshop
Level: All
Focus: Insurance
Audience: All participants

SAF TEACH GRAMMAR? WHO ME?

Leigh Pritchard—Brock University

The dreaded word 'grammar' can throw us into a mad panic about how we can explain those out of the blue questions. This workshop will explore the basic tenants of cognitive linguistics and cognitive grammar and how they can provide a useful point of reference for teaching and learning grammar. Specifically, we will discuss current theory of cognitive grammar and spend time teasing out examples of instructional practices.

Category: 60 min Workshop
Level: College/University
Focus: Methodology/Strategies/Curriculum
Audience: Teachers with Experience

SAG ESL CLASSICS - SONGS FOR LEARNING ENGLISH
Maureen Stewart—TCDSB

ESL Classics and More ESL Classics are multi-level theme and grammar based song books. This workshop will show how these songs can be integrated into lesson planning.

Category: 60 min Publisher's Workshop
Level: Adult ESL/LINC
Focus: Methodology/Strategies/Curriculum
Audience: All participants

SAI COLLABORATIVE AWARENESS READING TRAINING (CART): TEACHING READING STRATEGIES FOR SUCCESS
Maggie Heeny—OISE, U of T/Renison University College

Length and complexity of academic texts can cause difficulties for EAP learners. This workshop presents Collaborative Awareness Reading Training (CART): a systematic four-step method of teaching reading and vocabulary strategies through scaffolded instruction. Learners work collaboratively as they build skills to become better readers by building awareness of strategies that fix comprehension breakdown. This interactive approach makes reading class fun while teaching and practising strategies.

Category: 60 min Workshop
Level: College/University
Focus: Methodology/Strategies/Curriculum
Audience: All participants

SAJ DEVELOPING ACADEMIC LITERACY
James Papple—Brock University

This workshop will introduce constructive techniques and activities for discussing issues such as plagiarism and academic honesty in the writing classroom.

Category: 60 min Workshop
Level: College/University
Focus: Methodology/Strategies/Curriculum
Audience: All participants

SAK A STUDY OF EFL DOCTORAL WRITERS' WRITING STRATEGY USE
Xiwen Xu—Huazhong Science and Technology University
Xuemei Li—Queen's University

This year-long study of 5 doctoral students in China indicates that these writers tend to use certain academic writing strategies, such as translation and imitation, than others; and that their L2 learning process in EFL contexts contributes to their choice of writing strategies. The study suggests that genre analysis with a focus on transforming the writing process from imitation/translation to self-engaging drafting may facilitate effective writing and improve writers' awareness of academic integrity in text-borrowing.

Category: 60 min Paper
Level: College/University
Focus: Methodology/Strategies/Curriculum
Audience: All participants

SAL NEW TECHNOLOGIES TO PROMOTE WRITTEN OUTPUT FOR LITERACY DEVELOPMENT
H.M. McGarrell—Brock University
Roman Pizzacalla—Brock University

Recent technological advancements have been both a help and a hindrance to English as a Subsequent Language (ESL) learners. While many technological tools have improved access to information, some reduce or eliminate opportunities for output in L2. The presenters will review a range of technological tools and assess their potential to encourage L2 output. They will focus on written output suitable for adolescents and adults, with special focus on deaf ESL learners.

Category: 60 min Paper
Level: Adult ESL/LINC, College/University, Secondary
Focus: Methodology/Strategies/Curriculum
Audience: All participants

SBL LANGUAGE ASSESSMENT FROM THE PERSPECTIVE OF THE NEW LITERACY STUDIES
Ana Duboc—University of Manitoba - University of San Paulo, Brazil

This paper is a report on a research regarding English language teaching and assessment from the perspective of the new literacy studies (Duboc, 2007). Gathered data analysis on the conceptions and practices regarding language teaching and assessment in some Brazilian Elementary schools led us to identify three recurring problems. This paper offers a re-interpretation of such problems by outlining English language classes on a critical literacy basis as well as presenting recent initiatives in Brazil.

Category: 60 min Paper
Level: Adult ESL/LINC, College/University, ELT, Secondary
Focus: Assessment/Evaluation
Audience: All participants

SBO GREAT WRITING: LESS GRADING, SMARTER GRAMMAR, MORE VOCABULARY
Keith Folse—University of Central Florida

An author of the brand-new edition of the five books in the Great Writing Series will explain how teachers can and should use activities that require less teacher grading, include a smarter selection of grammar, and promote more vocabulary learning as they help ELLs improve their composition skills.

Category: 60 min Workshop
Level: All
Focus: Methodology/Strategies/Curriculum
Audience: All participants

9:00AM-11:00AM

SAM STORY WRITING MADE SIMPLE AND EFFECTIVE
Jo-Ann Pienaar

Teach story writing simply and effectively using the "springboard" method. Employing this strategy guides students at all levels to write original scripts which are clear, focused and succinct. Unlocks creativity and demonstrates the ease and delight of story telling.

Category: 120 min Workshop
Level: All
Focus: Methodology/Strategies/Curriculum
Audience: All participants

WE NEED VOLUNTEERS!

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Technology Fair

Check the box on your registration form or email conference@teslontario.org.

9:30AM-11:00AM**SAN 61 NEW WEB ACTIVITIES FOR TESL TEACHERS!****John Allan—Niagara College****Stephen Roney—College of the North Atlantic Qatar**

This practical demonstration, with a hands-on component, examines the best ways to use Web 2.0 tools for language learning. We share our experience through this workbook. The workbook is a tear, photocopy and teach model. Come and discover some surprisingly easy and inexpensive ways of making your classes and your program exciting, interactive, multifaceted, student-centered, and engaging.

Category: 90 min Technology Fair Lab
Level: All
Focus: Electronic Classroom/Technology
Audience: All participants

10:00AM-11:00AM**SAO PLENARY: A PRAGMATIC(S) APPROACH TO TEACHING AND LEARNING ESL****Julie Kerekas—Ontario Institute for Studies in Education, University of Toronto**

Communicative approaches to teaching and learning ESL have long recognized the value of teaching language through meaning, with a focus on conveying messages affectively, both to boost motivation and to get better learning results. In other words, it is commonly recognized that there is more to learning a second or additional language than mastering vocabulary, pronunciation, grammar, and mechanics. I will present a practical/pragmatic approach to TESL by focusing on what we know from the field of interlanguage pragmatics – how people learn to effectively convey and understand each other's messages. Through an examination of my findings over the past decade, I will emphasize three important concepts for a pragmatic(s) approach to TESL: 1) Effective communication is co-constructed, and does not depend solely on the person who is speaking, but also on the listener(s). 2) Successful communication between two (or more) people is determined by getting the desired outcome – not by speaking in a perfectly grammatical way. 3) With changing modes of communication and technical advances, the rules for appropriate communication evolve, and ESL instruction must also do so.

SAP ESL ON THE MOVE: EFFECTIVE USE OF IPOD TOUCHES AND OTHER MOBILE DEVICES FOR LANGUAGE LEARNING*(This session is repeated on Thursday afternoon)***Aga Palalas—George Brown College**

Mobile-Assisted Language Learning (MALL) literature reports promising ESL/EFL practices employing handheld devices. Students agree that MALL can be an effective way to learn English. This presentation discusses a mobile learning pilot and its findings, including students' progress, as well as the affordances and caveats of "learning on the move." A brief overview of MALL principles and research are presented as a backdrop for discussion of practical usages of iTouches and MP3 players.

Category: 60 min Technology Fair Presentation
Focus: Electronic Classroom/Technology
Audience: All participants

SAQ TEACHING ENGLISH TO ARABIC SPEAKERS: CULTURAL AND LINGUISTIC CONSIDERATIONS**Shira Packer—York University, English Language Institute**

In the past few years, more Arabic speakers have come to Canada to learn English than ever before. The workshop aims to present cultural and linguistic information that is useful to English teachers of native Arabic-speaking learners. Participants will learn how to anticipate challenges with regards to teaching grammar, pronunciation, literacy, and critical thinking skills to native Arabic speakers.

Category: 60 min Workshop
Level: ELT
Focus: Methodology/Strategies/Curriculum
Audience: Teachers with/without Experience

SAR COMPETENCIES OF NONNATIVE ENGLISH SPEAKING TEACHERS (NNEST) AND THE NATIVE ENGLISH TEACHERS (NEST) IN ENGLISH LANGUAGE TEACHING (ELT)**Johanathan Woodworth**

Competence required for an English Language Teacher (ELT) is striking due to their status as a native speaker (NS) or as a Nonnative Speaker (NNS). Although the terms NNS and NS are useful for classification, the differentiating among teachers based on their status as native or nonnative speakers perpetuates the dominance of the NS in the ELT profession, contributes to discrimination in hiring practices and relegates NNSs to the second class status.

Category: 60 min Paper
Level: ELT
Focus: Community/Equity Issues

SAS VOCABULARY ACQUISITION AND DICTIONARY USE**Zinta Williams—Pearson Longman ESL**

Vocabulary Acquisition and Dictionary Use is a workshop that looks at the benefits of using dictionaries to assist students in learning vocabulary, and suggests ways a teacher can use dictionaries in a classroom setting.

Category: 60 min Workshop
Level: Adult ESL/LINC
Focus: Methodology/Strategies/Curriculum
Audience: All participants

SAT CELEBRATING PROGRESS IN A LITERACY CLASSROOM**Pascale Vigani—Conestoga College****Barb Andrews—Conestoga College**

This presentation will demonstrate a practical method for tracking the progress of Literacy learners while acknowledging their learning by incorporating portfolios into the learning/assessment continuum. The presenters will demonstrate the use of rubrics tied to LINC/Literacy outcomes. Emphasis will be placed on tracking outcomes for listening and speaking as well as reading and writing. Samples for both Stage 1 and Stage 2 Literacy will be provided.

Category: 60 min Workshop
Level: Adult ESL/LINC
Focus: Methodology/Strategies/Curriculum
Audience: All participants

SAU EMOTIONAL INTELLIGENCE: REVISITED AND APPLIED
Nina Jekova—Dufferin-Peel Catholic District School Board

Moving to a new country is a big personal change that can trigger a range of emotional problems. A significant majority of ESL students encounter many unforeseen difficulties. This workshop will provide you with practical materials for implementing Emotional Intelligence concepts in teaching Adult ESL. It will definitely help students in their full-of-challenges process of adjusting to a new linguistic and cultural environment.

Category: 60 min Workshop
Level: Adult ESL/LINC
Focus: Methodology/Strategies/Curriculum
Audience: All participants

SAV TRICKS FOR TEACHING TOUGH SOUNDS
Kate Cushing—The Centre for Skills Development & Training

I will show you simple physical tricks I've invented for getting students to recognize and produce the "tough" sounds in English – TH / R / L / Short i / OO as in "BOOK". You will practice these techniques as both "teacher" and "student". You will also receive handouts I've created which you can use in class to practice these difficult sounds. I have been teaching ESL since 1980.

Category: 60 min Workshop
Level: Adult ESL/LINC
Focus: Methodology/Strategies/Curriculum
Audience: All participants

SAW HIGH NOTES FOR LOWER LEVELS
Nora Jung—SAFSS (LINC)

Songwriters often pay more attention to rhythm than to grammar. Their words are rarely part of our everyday language and the pronunciation often follows the melody instead of speech patterns. However, we keep using songs as a tool to teach English. Focusing on lower levels, this workshop explores which criteria to consider when choosing a song. It also highlights some of the pitfalls and advantages of using songs to teach vocabulary, grammar or pronunciation.

Category: 60 min Workshop
Level: Adult ESL/LINC
Focus: Methodology/Strategies/Curriculum
Audience: All participants

MEET AND GREET
Churchill Room-Second Floor

The meet and greet area is a
meeting place
for conference attendees.

It's a place where you can:

- meet conference attendees
 - sit down and relax
 - use the message board
-

SAX ACQUIRING L2 VOCABULARY THROUGH VOCABULARY-FOCUSED ACTIVITIES

Amer Ahmed—OISE/UT
Iryna Lenchuk—Seneca Collge/George Brown College

The issue of L2 vocabulary acquisition (SLVA) through (extensive) reading has been highly debated in Second Language Acquisition (SLA) research. Building on recent work in SLVA, the workshop will emphasize the importance of vocabulary-focused activities in ESL programmes, especially at the beginner to intermediate levels of ESL proficiency. Two sample lesson plans will be presented targeting intermediate ESL learners.

Category: 60 min Workshop
Level: Adult ESL/LINC, College/University
Focus: Methodology/Strategies/Curriculum
Audience: Teachers with/without Experience

SBK WRITING MADE ENGAGING
Tyson Seburn—English Central

Teaching and practicing valuable writing skills whether in the private or academic sectors often leaves students and teachers listless and bored. This workshop aims to show how to create more engaging and entertaining writing activities by using and adapting text suggestions as well as some new ideas. Give your students effective practice while keeping interest high.

Category: 60 min Workshop
Level: Adult ESL/LINC, College/University, ELT, Secondary
Focus: Methodology/Strategies/Curriculum
Audience: All Participants

SBM NEW LITERACIES, CRITICAL LITERACIES AND MULTIMODALITIES: CHALLENGES FOR TEACHER EDUCATION IN BRAZIL

Maciel Ruberval—University of Manitoba - University of San Paulo, Brazil

The presentation considers the effects of globalization and the restructuring process of policy making in education, particularly the Brazilian National curriculum for English language teaching and its interface with teacher education based on new literacies, multiliteracies and critical literacies. The study investigates how a community of English teachers perceives, reinterprets and implements locally a top-down proposal. Due to its complexity and lack of specific theories the study relies on interdisciplinary researches.

Category: 60 min Paper
Level: Adult ESL/LINC, College/University, ELT, Secondary
Focus: Methodology/Strategies/Curriculum
Audience: All Participants

11:30AM-12:30PM**SAY PLENARY: USING THE GROUP DYNAMIC TO BUILD LANGUAGE LEARNERS' COMMUNICATION SKILLS**
Jaime Adelson-Goldstein—Lighthearted Learning

When our ESL learners work on language-learning tasks in small groups, they can develop key communication skills and group management strategies that extend well beyond the task's original objective. In fact, effective group work requires the same interpersonal and intrapersonal skills that play a critical role in learners' career development, their civic participation and their academic success.

In this lighthearted look at the benefits and challenges of group work in ESL classes, we'll explore the importance of direct instruction in skills such as organizing information, delegating responsibility, sharing and managing resources, clarifying, negotiating, and building consensus. We'll also reflect on strategies to exploit and manage the group dynamic. And, because multilevel instruction is a fact of life, we'll consider ways to facilitate mixed-level and same-level groups in single-level and multilevel classes. The plenary handout includes a theoretical overview of research on learner collaboration, tips for managing group work, and several reproducible activity templates.

SAZ PRACTICAL DEMONSTRATION OF NEW WEB 2.0 TOOLS FOR TEACHING ENGLISH

John Allan—Niagara College
Stephen Roney—College of the North Atlantic Qatar

This demonstration presents a range of activities on an ESL teaching theme: vocabulary items required for Business ESP. By running our word list through a variety of interactive tools freely available on the Web, we were able to present our students with a panoply of varied activities: enough, we hope, to make the otherwise grim task of vocabulary memorization painless and even fun. We present activities suitable for classes, and activities ideal for independent learning.

Category: 60 min Technology Fair Lab
Level: All
Focus: Electronic Classroom/Technology
Audience: All participants

SBA TEACHING NEWCOMER FINANCES
Janet Hunter—Charterfield Consulting

From day-to-day banking and credit to income tax, investments, insurance, and government support programs, there is a wide range of financial knowledge and skills for newcomers to master. In this workshop, we'll explore the highlights of this new toolkit, including teaching materials and suggested activities for beginner, intermediate, and advanced learners. Try out our online practice bank machine! The toolkit is available free from the Ottawa Community Loan Fund at www.oclf.org.

Category: 60 min Workshop
Level: Adult ESL/LINC
Focus: Methodology/Strategies/Curriculum
Audience: All participants

SBB YOUR WRITING IS INFORMED BY WHAT YOU READ: CONNECTING READING TO WRITING DEVELOPMENT
Maggie Heeney—OISE, U of T/Renison University College
Pat Skinner—Renison University College

Reading and writing skills are linked reciprocally and can be taught to support writing development. Raising student awareness of reading-writing links and actively teaching strategies can lead to improved writing. This workshop offers methods for teaching strategies and for scaffolding learning from teacher to student. The suggested strategies guide learners to be more self-aware as readers and writers, to be stronger academic writers and to avoid plagiarism when reading to write.

Category: 60 min Workshop
Level: College/University
Focus: Methodology/Strategies/Curriculum
Audience: All participants

SBC VOICING L2 ACADEMIC VOCABULARY ACQUISITION: PERCEPTIONS OF TEACHING AND LEARNING STRATEGIES FOR SPOKEN USE IN ENGLISH FOR GENERAL ACADEMIC PURPOSES (EGAP) AND DISCIPLINE-SPECIFIC COURSES
Kristine Gawne—Carleton University

Researchers have suggested a combination of teaching strategies for English as a Second Language (ESL) instructors in order for L2 learners to learn the various aspects of knowing a word (Gu, 2000, Nation, 2001, Sökmen, 2001). This presentation is a report on an investigation of adult second language vocabulary acquisition for spoken academic purposes, which is designed to better understand perceptions of teaching and learning strategies in the context of English for Academic Purposes (EAP).

Category: 60 min Paper
Level: College/University
Focus: Methodology/Strategies/Curriculum
Audience: All participants

SBD THE BENEFITS OF ACCENT MODIFICATION FOR INTERNATIONAL GRADUATE STUDENTS
Joan Dundas—Brock University
Jim Papple—Brock University

The role of accent modification in a pre-Masters program for International students will be outlined. Of interest here is how the program has evolved from a strictly Compton P-ESL model to one based more on the needs of international graduate students. The measurable results experienced by students will be highlighted.

Category: 60 min Paper
Level: College/University
Focus: Methodology/Strategies/Curriculum
Audience: Administrators, Teachers with Experience

SBN LIGHTS, CAMERA, ENGLISH!
Margaret Holec—WWWWIW

Take ESL teaching to another level by involving the students with fun filled activities and ideas. How to incorporate multiple aspects of language, theatre and read-a-thon into a meaningful block of ESL lessons. This presentation will showcase the benefits of a multi-disciplinary approach to language acquisition.

Category: 60 min Workshop
Level: Adult ESL/LINC
Focus: Methodology/Strategies/Curriculum
Audience: All Participants

11:30AM-1:00PM

SBE FOCUS ON RHYTHM
Carolyn Samuel—McGill University
Kimberley Hornburg—McGill University (TESL Student)

In this workshop, we introduce FocalSpeak (Acton, 2001), a method for teaching/learning pronunciation that aims to develop learners' control over the stress-timed rhythm of English. Participants will have firsthand experience with one activity used in this method, they will understand its relevance to various learning styles, and they will consider if/how the activity can be applied to their teaching contexts.

Category: 90 min Workshop
Level: All
Focus: Methodology/Strategies/Curriculum
Audience: All participants

SBF USING STORY WRITING TO TEACH ENGLISH
Dianne Tyers—Advance Consulting for Education, INC.
Jennifer Hay—Fort Erie Multicultural Centre

Story writing allows students to personalize the language they have learned. It is motivating and interesting because students work on their productive language skills, grammar, spelling and writing in a creative way. In this interactive workshop, we will first review the components of an effective story. Participants will then take part in various story writing activities that can be used with different levels of students.

Category: 90 min Workshop
Level: Adult ESL/LINC
Focus: Methodology/Strategies/Curriculum
Audience: Teachers with/without Experience

SBG BUSINESS COMMUNICATION AND WORKPLACE CULTURE
Katrin Alaves

The aim of this workshop is to provide an example of how topics such as "business ethics", "professionalism" and "you and the boss" can be approached when helping to prepare professionals for their new work environment.

Category: 90 min Workshop
Level: Adult ESL/LINC
Focus: Methodology/Strategies/Curriculum
Audience: Teachers with/without Experience

SBH FIRST TIME TEACHING
Michelle Wardman—Carleton University

Teaching English as a Second Language (ESL) for the first time can be an exciting yet daunting experience. This hands-on workshop aims to lessen the anxiety new teachers may experience by introducing participants to a variety of student-centered activities, teaching materials and online resources. Additional areas to be discussed include the importance of developing a teaching philosophy, being resourceful, and understanding the role that context plays in ESL classrooms.

Category: 90 min Workshop
Level: Adult ESL/LINC
Focus: Methodology/Strategies/Curriculum
Audience: Teachers without Experience

11:30AM-1:30PM

SBI BREAK THROUGH INTO CREATIVITY!
Kate Cushing—The Centre for Skills Development & Training

Supercharge your creative chi! If you feel bored, blocked, or blah'd in the classroom, join Creativity Coach Kate Cushing for some hands-on techniques that are sure to reawaken your creative energies. Kate has been teaching ESL since 1980, is a published writer, sells her paintings, teaches art to adults and children, and has created more than 700 ESL lessons since 2001!

Category: 120 min Workshop
Level: Adult ESL/LINC
Focus: Creativity
Audience: All participants

11:30AM-2:30PM

SBJ USING SAM: TEACHER TRAINING ON SUMMATIVE ASSESSMENT MANUALS FOR CLB 1-4
Judith Bond—CCLB Trainer
Vivian Holditch—CCLB Trainer

The workshop will introduce ESL instructors to the CCLB resource SAM: Summative Assessment Manuals Volumes 1 and 2. SAM, developed by the author of the Canadian Language Benchmarks, provides made-for-classroom assessment tools and supports for CLB-based programs at CLB levels 1 – 4 in universal themes including: Food & Nutrition, Health & Safety, Home, Community and Work. The workshop, developed with funding from Citizenship and Immigration Canada, is one of three workshops in a series that will be offered throughout Ontario.

Category: 180 min Workshop
Level: Adult ESL/LINC
Focus: Assessment/Evaluation
Audience: Teachers with/without Experience

12:00PM-1:00PM**SPA THE EFFECTIVENESS OF SUPPLEMENTAL ONLINE VS TRADITIONAL TUTORIALS ON STUDENTS' ENGLISH PROFICIENCY AND LEARNING ACHIEVEMENT**
Pornlak Pantahachart—King Mongkut's University of Technology North Bangkok

This research aims at 1) studying the effects of supplemental online and traditional tutorials on students' English proficiency and learning achievement; 2) investigating their attitudes toward those tutorials. The subjects are the students who enrolled in the English I course at King Mongkut's University of Technology North Bangkok. The data are statistically analyzed by dependent t-test, mean and S.D.

Category: 60 min Technology Fair Presentation
Level: College/University
Focus: Electronic Classroom/Technology
Audience: All participants

1:00PM-2:00PM**SPB CONFLICT AND COOPERATION IN LANGUAGE TESTING: A GAME THEORY APPROACH**
Bing Lei

Game theory has been used as a modeling and analytical tool of conflict and cooperation by social science scholars and researchers (e.g., Myerson 1991; Osborne, 2004; Schelling, 1984). This paper used game theory to model and to analyze conflict and cooperation between test takers and developers regarding test strategies and the interpretations of test results in language testing. Model analysis was expected to provide insights into best practices of diagnostic test item development.

Category: 60 min Paper
Level: ELT
Focus: Assessment/Evaluation
Audience: All participants

SPC ACHIEVING COHERENCE IN ESL WRITING: RESEARCH-BASED SUGGESTIONS FOR INSTRUCTION
Paul Bayan—University of Ottawa
T. Sima Paribakht—University of Ottawa

Many L2 learners exhibit significant problems in the use of discourse connectives (DC) in their writing. Yet, there are few research-supported practical suggestions for improving DC instruction in ESL classes. Based on our examination of the learners' difficulties in using DC in academic writing, this paper first briefly outlines the limitations of the traditional approaches to the teaching of DC, and proposes a framework for a systematic and principled treatment of DC in ESL classes.

Category: 60 min Paper
Level: College/University
Focus: Methodology/Strategies/Curriculum
Audience: All participants

SPD WHAT DO ESL TEACHERS NEED FOR THEIR PROFESSIONAL DEVELOPMENT?: THE VOICE FROM ONTARIO

Kangxian Zhao—OISE/UT
Hong Wang—Mount Saint Vincent University

The professional development of in-service teachers is very important to students' learning in the context of English as a Second Language (ESL). In this presentation, we will present research findings from a pilot study of ESL teachers' professional development needs in Toronto. 20 teachers from four language institutes participated in the questionnaire survey study. Implications for second language teacher education will be discussed.

Category: 60 min Paper
Level: College/University
Focus: Professional Development
Audience: All participants

SPR LINC 5-7 CLASSROOM RESOURCES

(This session is repeated on Thursday morning)

Margaret Stasiak—Toronto Catholic District School Board
Anne Hajer—Toronto Catholic District School Board

This presentation will introduce the features and uses of the newly-published LINC 5-7 Classroom Activities, funded by Citizenship and Immigration Canada and developed by the Toronto Catholic District School Board. The activities are CLB-based, reproducible and user-friendly. Participants will learn about the print activities, audio CDs and e-activities.

Category: 60 min Workshop
Level: Adult ESL/LINC
Focus: Electronic Classroom/Technology
Audience: Teachers with/without Experience

1:00PM-3:00PM**SPE USING THE INTERNET IN THE LINC CLASSROOM: A HANDS-ON WORKSHOP**

(This session is repeated on Friday afternoon)

Colin Gomez—Naylor-McLeod Group Ltd. LINC

This session will introduce websites that can be used to make LINC activities exciting and fun as well as edifying. As participants in a workshop, teachers will be able to create sample activities through the use of cutting and pasting, tables and inserted objects. Beginners will learn composition basics for the first time while advanced computer users can benefit from intellectual content or aesthetic layout of activities. Sites covered include materials for LINC Levels 1-7.

Category: 120 min Technology Fair Lab
Level: Adult ESL/LINC
Focus: Electronic Classroom/Technology
Audience: All participants

SPF THE GRAND FINALE!

Fran Marshall—Independent Resource Consultant

The Grand Finale! Keep the ESL batteries charged right up to the last minute of class. Use challenging, fun, half-hour activities that fully engage learners. The workshop provides enough easily-prepared ideas for an entire term - 20 pages of puzzles, streeters, quizzes, vocabulary, grammar, dialogues, discussions, phrasal verbs, reported speech, word games, Canadiana, a little bit of everything pages. With a successful finale, there's no clock-watching - learners do not want the class to end.

Category: 120 min Workshop
Level: Adult ESL/LINC
Focus: Methodology/Strategies/Curriculum
Audience: All participants

SPG REVOLUTIONARY METHOD OF RESEARCH FOR ESSAY WRITING

Jo-Ann Pienaar

Teach students how to do research for essays, reports and projects. Eliminates plagiarism. Fuse facts from various source materials to produce an original work. Simple and easy to apply using facts gathered on one sheet of paper - no more cue cards to sort through. You will wish you had learned this when you were at school.

Category: 120 min Workshop
Level: All
Focus: Methodology/Strategies/Curriculum
Audience: All participants

SPS OUTLOOK ON A NEW COORDINATED LANGUAGE ASSESSMENT AND REFERRAL SYSTEM FOR ONTARIO

Lyle Makosky—CLARS Advisory Committee

Through the COIA process, CIC and MCI have agreed to move to a Coordinated Language Assessment and Referral System. It would serve both ESL and LINC (including other government funded language training) through common assessment & referral protocols, standards and tests. An Advisory Committee is working on the details and implementation of this new direction. This workshop will outline the new direction and enable discussion and feedback on the outlook and plan to this point.

Category: 120 min Workshop
Level: Adult ESL/LINC, ELT
Focus: Consultation - New CLARS System
Audience: All participants

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1:30PM-3:00PM

SPH DISCOVER YOUR TECHNOLOGY LOAD

John Allan—Niagara College

Stephen Roney—College of the North Atlantic Qatar

Are you overloaded in your teaching and administrative tasks? This workshop will allow you to identify the tasks that your job requires to meet the goals of the classroom and the institution. The presenter will provide an overview of 16 categories of digital responsibility. The participants then complete a rubric to discover their technology load. Coping strategies will also be presented and discussed at the conclusion of this workshop.

Category: 90 min Technology Fair Presentation
Level: All
Focus: Electronic Classroom/Technology
Audience: All participants

SPI DEVELOPING PRAGMATIC COMPETENCE THROUGH DRAMA

Art Babayants—University of Toronto

Pragmatic Competence, (i.e. the ability to make right language choices in various contexts), is crucial for ESL learners; yet, it is one of the aspects commonly neglected by educators and coursebook writers. The workshop will provide ESL teachers with hands-on techniques (adapted from Method Acting) which aim to enhance students' ability to go beyond grammatical awareness and use the language creatively in different social contexts.

Category: 90 min Workshop
Level: Adult ESL/LINC, ELT
Focus: Methodology/Strategies/Curriculum
Audience: Teachers with/without Experience

1:30PM-3:30PM

SPJ DYNAMIC PRESENTATION SKILLS

Bahi Krishnakhanthan

Sharpen your presentation skills to persuade, inform and inspire your audience. Use poignant openings, link key points and close with a punch. Use the full power of your voice, body language and props to deliver your message to affect change in your personal, business or community life.

Category: 120 min Workshop
Level: All
Focus: Methodology/Strategies/Curriculum
Audience: All participants

SPK USING STUDENT PERSONAL RESPONSES TO TEACH ENGLISH

Samantha Burns—University of Guelph
Dianne Tyers—Advance Consulting for Education, INC.

A personal response is an individual's reaction to something that he/she has heard, read, or listened to. The response can be written or verbal. In this interactive workshop, participants will learn how to use student personal responses to improve student communication and critical thinking. Participants will take part in a variety of personal response activities which can be adapted to different student levels and backgrounds.

Category: 120 min Workshop
Level: Adult ESL/LINC
Focus: Methodology/Strategies/Curriculum
Audience: Teachers with/without Experience

SPL HOW TO SUCCEED IN CORPORATE ESL TRAINING

Teresa McGill—Gandy Associates

Canadian employers are seeking Business English training for their internationally trained professionals, but are ESL providers ready to serve this sector? This interactive workshop shares insights from 20 years in the corporate ESL field and overviews factors to consider when creating or adapting ESL programs to suit the corporate context. We'll look at a range of issues, including curriculum and materials, scheduling and logistics, instructional methods and style, evaluation, reporting and customer relations.

Category: 120 min Workshop
Level: ELT
Focus: Methodology/Strategies/Curriculum
Audience: Administrators, Teachers with Experience

2:30PM-3:30PM

SPM FROM INTERMEDIATE TO ADVANCED - TAKING VOCABULARY SKILLS TO THE NEXT LEVEL

Olga Galperin—TESL North York

Having reached an advanced level of English, many students are still at a loss for words in their daily interactions. The challenge to identify and use language chunks (collocations, phrasal verbs, idioms) in a native-like manner along with lack of cultural exposure are the main culprits of advancing through the levels. The workshop will present a range of materials that help overcome these challenges. Comprehensive handouts will be provided to the participants.

Category: 60 min Workshop
Level: Adult ESL/LINC
Focus: Methodology/Strategies/Curriculum
Audience: All participants

SPN WHY DONCHA JUSPEA KINGLISH?

Judy Thompson—Sheridan College

Written language is usually a reflection of spoken language. For many reasons, that is not so in English. To the chagrin of the ESL teacher, *speaking isn't writing said out loud*. There are things native speakers do when they speak English that they are unaware of. This presentation reviews how the language occurs for students and offers some empowering ways to bridge the gap between the language they read and the one they hear.

Category: 60 min Paper
Level: Adult ESL/LINC
Focus: Methodology/Strategies/Curriculum
Audience: All participants

SPO "I MUST BORROW YOUR NOTES": TEACHING POLITENESS STRATEGIES

Shira Packer—York University, English Language Institute

Have you ever heard language learners speak inappropriately without realizing? "Give me your dictionary." "I want you to send me the homework." This workshop aims to demonstrate the importance of teaching students how to speak appropriately in different social contexts, and it provides useful ways to incorporate this type of instruction into daily lessons. The presenter will share her own experience of incorporating politeness instruction into her teaching using communicative activities and multimedia.

Category: 60 min Workshop
Level: ELT
Focus: Methodology/Strategies/Curriculum
Audience: Teachers with/without Experience

SPP HOW DO YOU SPELL THAT?

Joan Dundas—Brock University

Students often have difficulty learning the sound to spelling correlation for English vocabulary. A pilot project that incorporates vocabulary into a Listening Discrimination program will be shared.

Category: 60 min Paper
Level: College/University
Focus: Methodology/Strategies/Curriculum
Audience: All participants

SPQ ANATOMY OF A BENCHMARK

John Sivell—Brock University
Chirawibha Sivell—Welland Heritage Council

This session will begin by reviewing some of the key text and task features (including performance conditions) that go into the designation of Canadian Language Benchmark levels, leading into small-group activities around the benchmarking of sample language teaching materials. Through discussion of the process and outcomes, participants will increase their confidence and skill with benchmarking texts and related exercises.

Category: 60 min Workshop
Level: Adult ESL/LINC
Focus: Methodology/Strategies/Curriculum
Audience: Teachers without Experience

PRESENTER BIOGRAPHIES

Seema Abbasi

Seema Abbasi, M Phil (Politics), MA English, B.Ed, 20+years of teaching and, training adults, ESL / interdisciplinary. She is a trainer with the City of Mississauga.

Jayne Adelson-Goldstein

Jayne Adelson-Goldstein is a professional development specialist and curriculum consultant. Her publications include Listen First, The Oxford Picture Dictionary Program, and Step Forward.

Tracy-Lynne Ahier

Tracy-Lynne Ahier has been working with Literacy learners for over 10 years. She currently teaches Literacy at the Conestoga LINC program in Waterloo.

Amer Ahmed

Amer Ahmed is an MA student at OISE/UT. His interests include areas such as pragmatics, psycholinguistics and L2 vocabulary acquisition

Katrin Alaves

Katrin has been gaining experience and developing courses while being a part of the continuing education program of the UGDSB. Her specialty is teaching pronunciation.

John Allan

John has been working with TESL and educational technology for the past 20 years. He is currently blending Web2.0 resources into Moodle courses.

Barb Andrews

Barb Andrews has years of hands-on experience teaching literacy. She is a teacher at the Conestoga Linc programme in Waterloo and Cambridge.

Jackie Angi-Dobos

Jackie Angi-Dobos is the Socio-cultural Events Coordinator in the ESL Services department at Brock University. Jackie has been teaching ESL for 15 years.

Art Babayants

Art is an ESL and Drama instructor with more than 15 years of teaching experience in the UK, Russia, and Canada.

Pamela Barkwell Gifford

Pamela Barkwell Gifford is an Academic Coordinator and Instructor in Brock University's ESL Services. Her main focus is Reading.

Jennie Barnes

Jennie has been teaching for over 5 years and has been the Resource Specialist for the Conestoga College LINC Program for 1 year.

Jane Batterink

Jane is a teacher with the Durham District School Board, where she has taught all levels of LINC and ESL. She has an amateur's interest in neuroscience.

Paul Bayan

Paul Bayan holds a Ph.D. in Language Education, has extensive teaching experience, and is teaching ESL at the Official Languages and Bilingualism Institute, University of Ottawa.

Vera Beletzan

Vera Beletzan is the Program Manager of the English Language Centre at Humber College in Toronto. She coordinates the EAP and TESL programs.

Christopher Brierley

Christopher Brierley coordinates the English Language Support (ELS) unit of Student Services at Ryerson University, Toronto.

Maria Brzeska

Maria Brzeska is a Settlement Information Specialist at The Centre for Skills Development & Training. She has over eleven years experience working in settlement work.

Heather Buchansky

Heather Buchansky holds a PGCE (Exeter) and is an ESL consultant with an educational publisher. She has experience teaching ESL students overseas and in Canada.

Julianne Burgess

Julianne Burgess has developed and taught the LINC for Youth Video Project since its beginning in May 2008.

Samantha Burns

Samantha Burns is an ESL/EFL teacher trainer with the Niagara Catholic District School Board. She also teaches academic preparation at the University of Guelph.

Hanna Cabaj

Hanna Cabaj is the Coordinator of the TCDSB Adult Education Program. She has worked in the delivery of language training programs in Toronto for over 20 years.

Anne Cairns

Anne Cairns is an ESL instructor at the TCDSB Eglinton Centre. She is an avid environmentalist, eager to share her insight with those who believe in the power of teaching.

Nancy Callan

Nancy Callan, author of 10 jigsaw books, has been teaching ESL to adolescents and adults for the past 16 years. She teaches at Vancouver Formosa Academy.

Walcir Cardoso

Walcir Cardoso is an Associate Professor at Concordia University, Department of Education (TESL Centre). He teaches courses in phonology and its acquisition, methodology, and technology-assisted language learning. His research includes the acquisition of phonology and the use of computer-based technology for the teaching of second language pronunciation.

Nancy Carey

Nancy Carey is an experienced teacher-trainer and singer who uses songs - both popular in media and self-written in literacy and all level classes.

Rebecca Carnevale

Rebecca Carnevale is the Project Manager at CIITE.

George Chammas

George Chammas developed the Curriculum and taught ELT for Accounting Professionals for 3 cycles. He's currently an ELT Team Leader with COSTI Immigration Services.

Carol A. Chapelle

Carol Chapelle is Professor of TESL/Applied Linguistics at Iowa State University. Her books include Computer applications in second language acquisition: Foundations for teaching, testing, and research (Cambridge University Press, 2001) and English language learning and technology: Lectures on applied linguistics in the age of information and communication technology (John Benjamins, 2003).

PRESENTER BIOGRAPHIES

Julia Chemali

Julia Chemali is currently a program Consultant with TCDSB with extensive experience in providing support for instructors in the area of program design.

Laura Collins

Laura Collins is associate professor at Concordia University, where she teaches courses on second language acquisition, pedagogical grammar, and cross-linguistic influence. She is also co-editor of *The Canadian Modern Language Review* (<http://www.utpjournals.com/cmlr/cmlr.html>) and the Applied Linguistics theme leader at Concordia's Centre for the Study of Learning and Performance (<http://doe.concordia.ca/cslp>).

Darren Conley

Darren Conley (BA Hons. Linguistics, MA Applied Linguistics/TESL) teaches EFL at the College of the North Atlantic, Doha, Qatar. He's often mistaken for an Arab.

Larissa Conley

Larissa Conley (BEEd, MA Applied Linguistics/TESL) has taught ESL/EFL for 9 years. She currently teaches at the College of the North Atlantic, Doha, Qatar.

David Coombes

David Coombes has over 10 years of ESL teaching experience in Europe and North America. Since 2004, he has been working for Pearson Longman ESL in the role of Canadian Sales Manager,

Dara Cowper

Dara Cowper, an EAP professor at Centennial College, is particularly interested in integrating both language and academic skills while engaging students in course content.

Jim Cummins

Dr. Jim Cummins is Professor and Canada Research Chair in the Curriculum, Teaching and Learning department at OISE-UT, researching literacy development in multilingual school contexts.

Kate Cushing

Kate Cushing has been teaching adult LINC, Workplace ESL, and Computers since 1980 and has created more than 700 ESL lessons since 2001.

Catherine Danforth

Catherine Danforth has taught at UOttawa in all three ILOB programs: Intensive, Immersion, and Credit courses. Her research interests are second language writing and pronunciation.

Lamees Dantas

Lamees Dantas has been an educator for almost ten years, specializing in implementing newer and more creative techniques within the classroom.

Herman de Souza

Herman de Souza has broad experience in developing and delivering newcomer settlement programs and delivering cross-cultural and diversity training programs.

Dr. Ping Deters

Dr. Ping Deters, an SLA specialist and teacher/teacher educator since 1989, has taught in diverse ESL/EFL, EAP, and settlement programs in Canada and overseas

Sukayna Dewji

Sukayna Dewji teaches ESL/LEAP at Thorncliffe Park Public School in TDSB. She facilitates ESL AQ Courses through York and Queens Universities.

Dara Douma

Dara Douma is an experienced LINC instructor and resource developer who has presented at numerous TESL Ontario and affiliate conferences, PD days and TESL workshops.

Ana Duboc

Visiting researcher – University of Manitoba - Canada; current PhD student and MA degree in English Language Studies - University of Sao Paulo, Brazil.

Joan Dundas

In response to student concerns about their spelling skills, Joan piloted a program that incorporates academic level vocabulary into ESL Services' listening discrimination program.

Rob Edelmann

Rob Edelmann has been active in the ESL community for over 20 years. His dynamic presentations have introduced new materials to thousands of ESL teachers.

Jim Edgar

Jim Edgar has worked in CALL since 1993 in Canada and overseas. He co-developed the online activities for the LINC 5-7 Classroom Activities, as well as for the LINC 1-4 Classroom Activities.

Marina Engelking

Marina Engelking teaches EAP and TESL at the English Language Institute at Seneca College, Toronto. She is co-author of the Breakthroughs English textbook series.

Liu Fang

Liu is an EFL teacher in a Chinese usually, and she is interested in translation theories and practice and language awareness.

Veronica Faulkner

Veronica Faulkner has taught Adult ESL since 2001. She is a Lead Instructor with the Thames Valley District School Board and a CLBT assessor.

Serafina Filice

Serafina Filice has taught French and Italian in Canada, and is currently teaching ESL/ESP in the Faculty of Science at the University of Calabria, Italy.

Catherine Finlay

Catherine Finlay is currently the at the Ontario Ministry of Citizenship and Immigration. Her responsibilities include Opportunities Ontario: Provincial Nominee Program – a provincial immigration selection program, Global Experience Ontario serving internationally trained individuals, Adult Non-Credit English and French as a Second Language training services, and newcomer settlement and bridge to work programs. Catherine has had an extensive and diverse career in the Ministries of Health, Consumer and Business Services, Government Services, and Citizenship and Immigration in operations, policy, strategic planning, corporate support and finance, and communications. A senior executive with a strong customer service orientation, Catherine has, throughout her career, taken the lead in transforming business and services to make it easier for individuals, business and stakeholders to interact with government. A service excellence highlight was the introduction of the first ever government money-back guarantee for new online certificate services. Catherine and her team are currently working with service partners on the redesign of the Adult Non-credit ESL/FSL language training program to ensure it is more learner-focused and results oriented.

PRESENTER BIOGRAPHIES

Carolyn Flores

Carolyn Flores, currently a LINC/ESL instructor for The Centre, has over 20 years of teaching experience and currently operates a tutoring and coaching business.

Keith Folse

Keith Folse is a TESOL faculty member at the University of Central Florida. He has taught in Malaysia, Saudi Arabia, Japan, and Kuwait. He is the author of 50 textbooks on grammar, vocabulary, speaking, reading, and composition. His research interest is the impact vocabulary knowledge has on English language proficiency.

Richard Franz

Richard Franz is the Acting Director of the Student Success / Learning to 18 Strategic Policy Branch of the Ontario Ministry of Education. This branch is responsible for developing policies, programs and legislation to support the government's Student Success / Learning to 18 strategy. The work includes reviewing and updating the requirements for the Ontario Secondary School Diploma, guidance and career education and cooperative education. The branch, in consultation with external and internal stakeholders, develops policies and guidelines for the Specialist High Skills Major programs, dual credits, a provincial skills certificate and adult education. Mr. Franz has been with the Ministry of Education for eight years. Previously he has held senior policy advisor positions at the Ministry of Community and Social Services and the Ministry of Municipal Affairs and Housing as well as having served as Executive Director of a community organization in Chicago. Mr. Franz holds a Bachelors of Arts with Distinction and a Masters of Education from the University of Illinois at Champaign-Urbana.

Olga Galperin

Olga Galperin teaches adult ESL classes with TDSB. Olga is the founder of www.englishgateway.com that develops vocabulary materials for intermediate and advanced ESL levels.

Kristine Gawne

Kristine Gawne is a recent graduate of Carleton University's Master of Arts program in Applied Language Studies. She has 6 years of ESL/EFL teaching experience including 2 years in EAP.

Victorina Ghisusca

Victorina Ghisusca is a doctoral student from OISE, University of Toronto.

Sandra Gillespie

Sandra Gillespie is an Associate Professor at Aoyama Gakuin University in Japan. She previously taught in the English Language Program at the University of Toronto.

Maria Glass

Maria Glass is a language consultant and an ESL/EFL teacher. She holds a TESL certificate, a Ph.D. in Pragmatics and a MA in Applied Linguistics.

Lynda Goldman

Lynda Goldman taught ESL for 15 years and co-authored 27 ESL textbooks including "Canadian Concepts." She currently writes corporate communications and books about communication.

Colin Gomez

Colin Gomez is a LINC and CALL instructor and program coordinator at Naylor-McLeod Group LINC in Guelph, Ontario. He has taught LINC for 11 years.

Ava Goodman

Ava Goodman instructed children on scrapbooking. She conducted programs on "Personal Journals" and digital photography with Picassa. Her Centennial ESL students created posters for reading.

Shirley Graham

Shirley Graham is the Project Manager of the Workplace Language Training Program at World Skills. She is TESL certified.

Andrea Griggs

Andrea Griggs, coach and teacher, is the President of Catalyst Communication, which offers language coaching to help professionals hone communication skills. For more information: www.catalystcommunication.ca.

Ali Hadidi

Ali Hadidi has taught ESL/EFL for 18 years in Canada and overseas. He is currently completing a Ph.D. program in Applied Linguistics at York University.

Anne Hajer

Anne Hajer has co-authored over 15 publications for ESL and LINC including the LINC 5-7 Curriculum Guidelines and the newly-published LINC 5-7 Classroom Activities.

Donna Hanson

Donna Hanson is a Program Officer with TDSB and has presented numerous workshops at TESL Ontario and other venues on various ESL topics.

Eve Haque

Eve Haque is an Assistant Professor in the Department of Languages, Literatures and Linguistics. Her research areas include language policy and planning, ethnolinguistic nationalism, language training for newcomers, TESOL teacher education and English for academic purposes.

Diane Hardy

Diane Hardy is program coordinator in the ESL and Languages Department at Bow Valley College. She's worked in the field of ESL/EFL since the 1990's.

Jennifer Hay

Jennifer Hay is an ESL/EFL teacher trainer with the Niagara Catholic District School Board, and Manager of Language Programs with the Fort Erie Multicultural Centre.

Anne Heath

Martine Allard is the Director of the English Language Institute (ELI) at Seneca College. She has worked in ESL/EFL for over 30 years.

Maggie Heeney

Maggie Heeney teaches ESL at Renison University College, Waterloo and is a Ph.D. Candidate at OISE researching reading and writing development.

Marg Heidebrecht

Marg Heidebrecht currently teaches LINC 6 "bootcamp", an intensive, academic course at Mohawk College. When not planning lessons, she's cycling or curled up with a book.

Joanne Hincks

Joanne Hincks is currently a program Consultant with TCDSB with extensive experience in providing support for instructors in the area of program design.

Margaret Holec

Margaret Holec is a passionate ESL teacher who has taught newcomers at the grass roots level for the last six years. She combines experience with innovation in her teaching.

PRESENTER BIOGRAPHIES

Marjatta Holt

Marjatta Holt, an ESL teacher for over 20 years, is teaching Pedagogical Grammar at Woodsworth College and coordinating ESL courses at the University of Toronto.

Kimberley Hornburg

Kimberley Hornburg is a fourth-year student in McGill University's Bachelor of Education, Teaching English as a Second Language program.

Janet Hunter

Janet Hunter develops educational materials for adult learners. Janet's experience includes LINC and ESL programs in Ottawa and EFL in France and Thailand.

Hana Imai

Hana Imai is program coordinator in the ESL and Languages Department at Bow Valley College. She's worked in the field of ESL/EFL since the 1990's.

Tina Intini

Tina Intini teaches Methodology in the TESL program. She also teaches ESL students in the IEP at George Brown College

Khaled A. Islaih

Khaled A. Islaih is LINC Office Manager at Muslim Community Services. He worked in other fields including economic research-United Nations, IT-Google, freelance writing and Arabic translation.

Tania Iveson

Since 1990, Tania has held teaching, training and administrative positions in Taiwan, Spain, Canada, England and Brazil.

Nina Jekova

Nina Jekova is working for Dufferin-Peel CDSB. She has extensive experience in teaching Linguistics and ESL. She holds a PhD in the theory of bilingualism.

Clare Jeng

Clare Jeng is currently a Lead Instructor at a LINC program with the Thames Valley District School Board. She is also a CLBT assessor.

Kathleen Johnson

Kathleen is a LINC instructor at Algonquin College. She is one of five writers who contributed to the LINC 1-4 Classroom Activity Books.

Nora Jung

Nora Jung is a LINC Instructor at SAFSS. She holds an M.A. degree from York University. She loves music.

Kevin Kamal

Kevin Kamal is Client Services Manager at World Education Services (WES). He manages WES' client relations and marketing initiatives.

Zhao Kangxian

Zhao is a second year doctoral student from OISE, University of Toronto. He is interested in language awareness, and internationally educated professionals.

Anne-Marie Kaskens

Anne-Marie Kaskens is with the Toronto Catholic District School Board, co-authored the LINC 5-7 Curriculum Guidelines and the newly-published LINC 5-7 Classroom Activities.

Marianne Kayed

Marianne has managed projects in pre-employment, Essential Skills, online PD, Occupational Language Analyses, and language assessment. She manages communications and partnership activities for the CCLB.

Gillian Kearns

Gillian Kearns is a Project Manager with The Centre for Education & Training for the National Implementation of the Online Language Assessment Tools.

Julie Kerekes

Julie Kerekes (Ph.D. Stanford University) is an Assistant Professor in the Second Language Education program at the Ontario Institute for Studies in Education, University of Toronto. Her research and teaching focus on language and power in conversational and institutional settings, particularly workplace ESL, as well as on the professional development of second language teachers. Current projects examine cross-linguistic comparisons of interlanguage pragmatics in electronic communications; interactional dynamics in employment interviews and other institutional gatekeeping encounters; the consequences of immigrant status and second language speaker/learner status for employment seekers in Toronto/Canada contexts; and discourses of language teachers in professional development programs. She has published articles in Journal of Pragmatics, Language in Society, Prospect, and several invited book chapters.

Vicky Khatib

Born in Montreal. Studied at Trenton State University. MA in Philology and Psychology. Taught High School-10 years, College-five years, ESL-4 years and LINC-three years.

Jesse Khudoo

Jesse Khudoo has over 18 years of experience as an Instructor in the English Language Program at the University of Toronto.

Bernice Klassen

Bernice Klassen was the Language Specialist-Consultant for the CIITE Language Benchmarking Activity.

Bahi Krishnakhanthan

Bahi facilitates workshops to raise awareness of multiculturalism, bring equity into classrooms and has compelling stories. She received the Governor General's "2008 Caring Canadian Award".

Christien Lee

Christien Lee from the UK has been teaching English since 1992. He currently works as a Toronto-based ESL consultant and is developing materials for OUP.

Ellen Lee

Ellen Lee is an elementary teacher at Thorncliffe Park Public School. She has worked with English Language Learners in grades 3, 4, and 5 for the past nine years.

Bing Lei

Bing Lei has eight-year experience of ELT teaching and evaluation. She received her M.Ed from University of Ottawa and M.A. from Carleton University.

Iryna Lenchuk

Iryna Lenchuk has an MA degree from OISE/UT. Her interests include narrative analysis and L2 vocabulary acquisition.

Xuemei Li

Xuemei Li teaches tertiary-level EFL/ESL/TESL. She researches and publishes on ESL academic writing, cultural factors in L2 learning, cross-cultural identity reconstruction, and ESL/EFL curriculum.

PRESENTER BIOGRAPHIES

Mario López-Gopar

Mario E. López-Gopar is a Ph. D. candidate at OISE-UT and a professor at the University of Oaxaca, Mexico interested in intercultural and multilingual education.

Annette Losier

Annette has experience in adult ESL and enjoys making learning fun!

Sherley Loucks

Sherley Loucks has been an IELTS Administrator for Conestoga College for the last 12 years.

Lyle Makosky

President, InterQuest Consulting; Facilitator for the CLARS Advisory Committee and COIA Language Training Working Group.

Fran Marshall

Fran Marshall is an experienced teacher and consultant - the author of widely-used ESL resources - who frequently presents at TESL Ontario, TESL Canada, affiliates and colleges.

Derek Martin

Derek teaches EAP and coordinates camp and exchange programs in Japan and Canada. He is an Intercultural Development Inventory qualified administrator and an M.Ed candidate.

Reza Mazloom-Farzaghy

Reza Mazloom-Farzaghy is the TESL Ontario Certification Coordinator. He has also been teaching adult ESL and EFL for many years.

Hedy McGarrell

Hedy M. McGarrell teaches courses in Applied Linguistics at Brock University. She has taught ESL and principles of language learning/teaching all over the world.

Teresa McGill

Teresa McGill brings twenty years of experience designing and delivering Business English training to corporate clients, including RIM, BMO, GE, FedEx and Xerox.

Irene S. McKay

Irene McKay coordinates the TESL program at George Brown College. She teaches Pedagogical Grammar and Theories of Language and Language Learning courses in the program.

Sheila McMullin

Program Advisor, Citizenship and Immigration Canada, Ontario Region; Co-chair of CLARS Advisory Committee and COIA Language Training Working Group.

Lisa Melo

Lisa Melo, secondary assessment teacher for DPCDSB. Currently she is the co-chair of ESL Subject Council. She spent last summer in Rwanda traveling and volunteering.

Darlyn Mentor

Darlyn Mentor started her career over 15 years ago, working in the settlement sector, as a multicultural liaison officer in the well known SWIS Program. Her career path has involved her working in a number of organizations over the years, including community based not for profit agencies, foundations and government. Her experience, before joining Citizenship and Immigration Canada (CIC), includes working in the development and management of programs at the local, national and international levels. She has spent several years working at the establishment of the Canadian Race Relations Foundation and next, as a Program Manager at the Ontario Trillium Foundation. She has extensive experience as a funder, community developer and in program management. Darlyn began working at CIC at a Regional Program Advisor capacity, leading the Francophone Minority Community Initiative at a regional level and is currently the Director, Settlement Programs, CIC Ontario Region.

Jane Merivale

Jane Merivale is also a professor at Centennial College, with many years' ESL experience and an interest in student s' learning autonomy through engagement.

Angela Meyer Sterzik

Angela has an MA (Applied Linguistics), has taught EFL (Austria), community ESL, and high school credit ESL, but she focuses on EAP at Conestoga College.

Valerie Millar

Valerie Millar, an experienced ESL literacy instructor and co-editor of Learning for LIFE: An ESL Literacy Handbook, leads a reading circle at Bow Valley College.

Kathleen Moran

Kathleen has been an ESL instructor both in Canada and overseas for over 20 years. She is currently teaching composition at Conestoga College.

Mardikian Mourad

Acting Manager, Language Training Unit, Ministry of Citizenship and Immigration; Co-chair of CLARS Advisory Committee and COIA Language Training Working Group.

Marina Nemat

Marina Nemat was born in 1965 in Tehran, Iran, and migrated to Canada in 1991. Her memoir of her life in Iran, Prisoner of Tehran, has been published in 24 countries and has been an international bestseller. In 2007, Marina received the inaugural Human Dignity Award from the European Parliament, and in October 2008, she received the prestigious Grinzane Prize in Italy. She is now an Aurea Fellow at University of Toronto's Massey College, where she is working on her new book.

Jacqueline Ng

Jacqueline Ng is a Ph.D. candidate at OISE-UT interested in multiliteracies and literacy education, and is teaching Academic Writing at the University of Toronto Scarborough.

Vesna Nikolic

Vesna Nikolic, the co-author of Am I Teaching Well, and currently with DPCDSB and Queen's University, has been involved in ESL for over 30 years.

Grainne ODonnell

Grainne ODonnell has over 15 years experience managing adult programs (ESL, Literacy, Employment Preparation). She has a Certificate in Mediation from St. Stephen's Conflict Resolution Service.

PRESENTER BIOGRAPHIES

Carol Olson

Carol teaches LINC and Adult ESL classes with the Toronto District School Board and has been the project lead on development of CLEO's ESL materials.

Tatiana Orel

PhD, a teacher of intercultural communication, an ESL instructor with 7 years experience in post-secondary teaching, curriculum development and assessment.

Melissa Ouellette

Melissa Ouellette, secondary English/ESL teacher for DPCDSB. She's involved in numerous ESL initiatives at board level. She spent last summer in Rwanda traveling and volunteering.

Mike Owen

Michael Owen is President of Owen and Associates, Benefit Consultant to TESL Ontario.

Shira Packer

Shira Packer, M.A., teaches Academic English Preparation at the York University English Language Institute and has nearly 10 years experience teaching including ESL/ESP/teacher training.

Aga Palalas

Aga has a comprehensive background in teaching ESL face-to-face and online as well as in curriculum development. She is pursuing her doctorate in mobile learning.

Pornlak Pantahachart

Pornlak Pantahachart has a TEFL Degree and MA in English for Business and Industry. She teaches English and is interested in instructional media and assessment.

James Papple

Jim Papple has worked in ESL for nearly a decade. He is the Speaking Coordinator in the ESL Services Department at Brock University.

T. Sima Paribakht

T. Sima Paribakht is a Professor at the Official Languages and Bilingualism Institute, University of Ottawa. She has published extensively on second language vocabulary acquisition and instruction.

Susan Parks

Susan Parks is involved in the BA TESL teacher education program at Université Laval. Her research has involved studies pertaining to L2 literacy practices in school and workplace contexts, including the use of ICTs.

Eileen Paulsen

Eileen Paulsen, Program Consultant with TCDSB Adult Education Program, has presented at many TESL Ontario conferences and community agencies that deal with immigrants to Toronto.

Beverley Payne

Beverley Payne, B.A., B.R.E., B.Ed., M.S.W., is the Workplace Lead Instructor for Thames Valley District School Board's Adult ESL Program.

Melissa Pedersen

Melissa Pedersen is ISAP Coordinator at The Centre for Skills Development & Training. She has twenty-five years experience working with Newcomers & English language skills development.

Colette Pépin

Colette, a Project Officer at the CCLB, has participated in projects involving benchmarking, portfolio development, the Common European Framework, Essential Skills and online self-assessments.

Mary Anne Peters

Mary Anne Peters has developed and taught the LINC for Youth Video Project since its beginning in May 2008.

Enrica Piccardo

Enrica Piccardo is an assistant professor at OISE ; she was previously Maître de Conférences (Associate professor) in France. She specializes in second/foreign language pedagogy and currently coordinates the Council of Europe project on evaluation. She is also the editor of the Journal Synergies Europe and a textbook author. Her current research is on cognitive and emotional aspects of language acquisition.

Jo-Ann Pienaar

Qualified in South Africa as a high school teacher of English, Jo-Ann teaches writing skills to students in Grades 4-12 as well as adults.

Roman Pizzacalla

Roman Pizzacalla is an American Sign Language/English interpreter and has recently completed an MA in Applied Linguistics/TESL at Brock University.

Monia Ponti

Monia Ponti (MA in English Language Teaching, CELTA). Monia has been teaching ESL/EFL for 8 years. Her areas of interest are: learning strategies, the lexical approach and oral corrective feedback.

Brian Porter

Brian Porter is the ROM's Asst VP of New Media and a part-time ESL instructor with the TDSB's TESL program, York University's Explore program and Halton's ESL-in-the-workplace program.

Leigh Pritchard

Leigh Pritchard is an Academic Coordinator (Grammar) with ESL Services, and a PhD student, at Brock University.

Carrie Purcell

Carrie's background is in English language and literature teaching. She entered publishing as an ESL Consultant in 2007 and has recently completed her Master's degree.

Laura Purdy

Laura has experience in adult ESL and enjoys making learning fun!

Yamin Qian

Qian is a second year doctoral student from OISE, University of Toronto. She is interested in language awareness, and internationally educated professionals.

Radmila Rakas

Radmila Rakas is a LINC instructor at SAFSS. She is an avid environmentalist, eager to share her insights with other teachers.

Sarah Reaume

With 11 years of experience with the HCT, host Sarah Reaume, provides comprehensive insight into the organization, ESL opportunities and life in the Emirates.

Patti Redmond

Currently Patti holds the position of Director of the Programs Branch with the Ministry of Training, Colleges and Universities. Programs Branch brings combined employment and training and postsecondary expertise to the practical work of program design, program development, program standards, and program evaluation. It will help link policy directions with operations and service delivery. Previously she was the Director of the Skills Investment Branch at MTCU where she had responsibility for adult literacy programs and employment programs for youth and adults including the internationally trained. Prior to this, Patti worked for several years at the Ministry of Municipal Affairs and Housing in the area of social housing development and administration.

PRESENTER BIOGRAPHIES

Margo Remus Joseph

Margo Remus Joseph has taught, coordinated programs and developed curriculum for thirty years at high school, college and internationally in China, with undiminished zeal.

Brett Reynolds

Brett Reynolds teaches EAP and TESL at Humber College. He ponders grammar while struggling with his basement renovations and writes about the results at <http://english-jack.blogspot.com>.

Cheryl Richman

Cheryl Richman is Program Officer for the TDSB. She's taught most ESL levels including LINC, college and university, as well as presented many workshops.

Mary Ritter

Doug Ronson

Doug Ronson is president of Educational Testing Service Canada Inc., which provides the TOEFL and TOEIC tests. He's been an educational publisher for 15 years.

Kimberly Rowntree

Turning Technologies Canada - leader in audience response technology. Our primary goal is to offer the industry's easiest, most powerful, fully interactive group response systems.

Maciel Ruberval

Visiting researcher – University of Manitoba – CA; PhD Student in English language Studies – University of Sao Paulo - Brazil; MA in Applied Linguistics – University of Reading – UK

Elizabeth Sadler

Elizabeth Sadler is the LINC Coordinator, Mohawk College and an ESL teacher with experience, and many good ideas, including the LINC for Youth Video Project.

Stephanie Samboo

Stephanie Samboo (MA-Linguistics, TESL Ontario certified, CLBPT assessor), has been teaching ESL for 10 years. Research interests: language acquisition, contrastive rhetoric & lexical learning.

Carolyn Samuel

Carolyn Samuel is a lecturer at McGill University. She teaches EAP and pronunciation/communication in the Faculty of Arts and oral skills methodology in the Faculty of Education.

Aiko Sano

Qualified in Japan as an EFL teacher and has taught for 10 years, currently studying at OISE/UT for her Master degree in Second Language Education.

Glynis Saylor-Stokes

Glynis Saylor-Stokes teaches Writing for Professional Purposes.

Karen Scott-Murray

Karen Scott-Murray taught EFL (Spain and Singapore), wrote the curriculum/taught ESL for Transport, community ESL, and has trained in a large variety of business settings.

Tyson Seburn

Tyson began teaching in 1998. After working as Program Director at a Toronto private college, he now manages English Central, the ESL/EFL bookstore and distributor.

Anne Senior

Anne Senior is a specialist consultant with the CCLB. She assists newcomers through settlement, bridge to employment and employment training.

Samuel Sheinberg

Samuel Sheinberg is actively involved in the language software market for over 15 years. He participates in projects focused on developing programs and online courses.

Nadia Sidal-Whitney

Nadia Sidal Whitney has been a teacher with the TDSB for the past 20 years. She has been working with newcomer ELLs at Thorncliffe Park Public School.

Benilda Silkowska-Masior

Benilda Silkowska-Masior has 17 years of experience in international training and education for health care, finance and engineering professionals and member organizations.

Chirawibha Sivell

Chirawibha Sivell is Education Coordinator at Welland Heritage Council.

John Sivell

John Sivell is a professor of Applied Linguistics at Brock University.

Lillian Skerletovich

Lillian Skerletovich is a teacher with the TDSB.

Pat Skinner

Pat Skinner teaches credit EAP at Renison University College and has a Masters in English, University of Waterloo

Jennifer St. John

Jennifer St. John is an ESL teacher at OLBI, University of Ottawa and specializes in teaching oral communication skills and phonetics applied to accent reduction.

Margaret Stasiak

Margaret Stasiak (TCDSB): ESL/LINC instructor. Involved in development and review of several publications for the ESL field, including the LINC 5-7 Curriculum Guidelines.

Linda Steinman

Linda teaches ESL and Applied Linguistics in the Department of Languages, Literature, and Linguistics at York University. She's been involved in ESL/EAP/TESL for ...ever!

Gail Stewart

Gail Stewart is an educational consultant specializing in second-language assessment.

Maureen Stewart

Maureen Stewart has taught ESL in Canada and abroad for 20 years. She is the author/songwriter for ESL Classics and More ESL Classics.

Saskia Stille

Saskia Stille is a PhD candidate at OISE-UT researching language and literacy development. She has been an adult ESL teacher and administrator for 12 years.

Andrea Strachan

Andrea Strachan works in the area of immigrant access to regulated professions, developing and implementing occupation-specific language teaching and testing tools, and advising regulatory bodies.

PRESENTER BIOGRAPHIES

Andrew Taylor

Andrew Taylor has been an ESL/LINC Teacher/Administrator for over 25 years and has presented many highly successful workshops at TESL Conferences in Ontario /Southeast Asia.

Judy Thompson

Judy Thompson is a teacher, author and speaker currently teaching Essential Communications and Speaking Canadian English at Sheridan College and writing her second book.

Mike Tiittanen

Mike Tiittanen is working towards his PhD in Applied Linguistics at Lancaster University (UK). He currently works at LINC and at Seneca College.

Andrea Toth

Andrea Toth has 23 years experience teaching ESL in Japan, Miami, Victoria and San Francisco. She holds a BA in linguistics and MA in TESOL..

Dianne Tyers

Dianne Tyers has held teaching, training and management positions around the world. She currently provides training for ESL/EFL teachers through Advance Consulting for Education, INC.

Julia Tzvetkova

For 28 years Juliana has taught EFL/ESL in Europe, Africa, North America and Asia. She presently teaches at HCT, United Arab Emirates, the Middle East.

Pascale Vigani

Pascale Vigani has years of hands-on experience teaching literacy. He is a teacher at the Conestoga Linc programme in Waterloo and Cambridge.

Susan Vogl Blakelock

Susan has taught all levels of adult ESL at DDSB for longer than she cares to admit. She likes to listen to music everywhere, especially in her classroom.

Hong Wang

Hong Wang is an assistant professor at Mount Saint Vincent University. Her research interests are teacher education and professional development, TESL, and second language acquisition.

Michelle Wardman

Michelle Wardman has taught EFL in Japan and South Korea and now teaches ESL in Ottawa. She recently completed her M.A. in Linguistics at Carleton University.

Terry Webb

Terry Webb is a Lead Instructor for the TVDSB Adult ESL Program, IELTS writer and tester, and Anthropology instructor at the University of Western Ontario.

Marijke Wertheim

Marijke Wertheim teaches Methodology of TESOL- TESOL Certificate Program at Woodsworth College, University of Toronto, and ESOL courses at the School of Continuing Studies, UT.

Tim Westhead

Tim Westhead, a nominee for the Prime Minister's Awards for Teaching Excellence, received OPSBA's 2003 award for "outstanding contributions to education throughout Ontario." Website: www.timwesthead.com.

Kristy White

Kristy is the Post Secondary Licensing Specialist and has been with Access Copyright for almost 3 years. She previously worked for Pearson Education Canada.

Julia Williams

Julia Williams works at the English Language Institute at Renison University College, University of Waterloo. Academic Connections (Pearson, 2010) is her second textbook.

Zinta Williams

Anna Wodtka

Anna Wodtka has been teaching English since 2005. She is currently a Resource Specialist and Level 1 Instructor at Conestoga College LINC Program in Kitchener.

Carolyn Wood

Carolyn Wood teaches Workplace Culture.

Johanathan Woodworth

Johanathan Woodworth is a Korean-Canadian with combined degrees in Computer Science and Pacific Asian Studies, as well as a MA in Applied Linguistics.

Xiwen Xu

Xiwen Xu is Coordinator of Doctoral Academic Writing Program at a Chinese university. His research focuses on academic writing and learner strategy use in ESL/EFL.

Monica Zacharias

Monica Zacharias has taught adults for more than 23 years. She is currently a Lead Instructor for Thames Valley District School Board.

Kangxian Zhao

Kangxian is a second year doctoral student from OISE, University of Toronto. She is interested in language awareness, and internationally educated professionals.

HOTEL INFORMATION

ACCOMMODATION

Accommodations are available at the Sheraton Centre Toronto at a discounted group rate of \$199.00 plus taxes, per night. Please reserve your room online at <http://www.starwoodmeeting.com/Book/TESL09> or contact the hotel directly at 416-947-4955 ext. 4440 or 1-888-627-7175 and indicate that you are attending the TESL Ontario Conference. To receive the group rate, please make your reservation before November 10, 2009. *NOTE: the group rate is available 3 days before and 3 days after the conference, if you wish to arrive early or depart late and enjoy the City of Toronto!*

The Sheraton Centre Toronto is in the center of Toronto's financial and entertainment districts. It is connected via the PATH to Union Station and the bus station (via the Dundas entrance of the Atrium on Bay - walk South through the Eaton Centre). There are many restaurants in and around the hotel. The Eaton Centre is accessed by the Underground PATH from the Concourse Level and is open until 9:00 pm.

The city's preeminent destination hotel for business or leisure for over 30 years, the Sheraton Centre Toronto boasts Toronto's largest year-round pool, a 24-hour fitness centre, Business Centre, Senses Spa and two levels of shops, services, restaurants and lounges.

The Link @ Sheraton-The Sheraton link has a sense of community, connectedness, and belonging while on the road. This keeps with Sheraton's core value of providing Warm, Comforting, Connections. The Link provides a place within our hotel where guests can keep up with what's important to them, where they can relax, belong and feel a part of a community. More than just lobby space, The Link @ Sheraton invites guests to come out of their room to enjoy the energy and social opportunities of being on the road. During your stay, you'll receive 24/7 access to 7 PC workstations (30-minute limit, per use), free Wi-Fi and printing. There are also comfy chairs to relax in while you watch TV to keep up on the latest news.

Standard Hotel Amenities Check in: 3:00 PM Check out: 12:00 PM

Entertainment

- Cable Television
- In-Room Movies
- In-Room Video Games

Bed Features

- The Sheraton Sweet Sleeper™ Bed
-

Bathroom

- Carrera Marble Vanity
- Curved Shower Rod
- Hairdryer
- Deluxe Bath Amenities
- Koehler Fixtures
-

Office/Telecom

- Data Port Line
- Dual-Line Telephone
- High Speed Internet Access (Charge)
- Radio/Alarm Clock
- Voicemail

Dining

- 24 Hour Room Service
- Coffee Maker
-

Room Features

- Oversized Desk
- Non-Smoking Guestrooms
- Mahogany Desk
- Rollaway Bed
- Ergonomic Desk Chair
- Mahogany Furniture
- Individual Climate Control
- Undermount Sinks
- Leather Furniture
-

Room Amenities & Services

- Wake-up Service
 - Ironing Board
 - The Sheraton Sweet Sleeper Crib
 - Iron
 - Maid Service
 - Video Check-Out
-

DIRECTIONS TO THE SHERATON CENTRE TORONTO HOTEL – 123 QUEEN STREET WEST

By Car

From East

Take Highway 401 to Don Valley Parkway, go south to Richmond Street. Exit and go west on Richmond Street to York Street. Turn right on York Street and then right on Queen Street.

From North

Take Highway 400 to Highway 401, go east to Don Valley Parkway and then south and exit at Richmond Street. Head west on Richmond Street to York Street. Turn right on York Street and then right onto Queen Street.

From Lester B. Pearson International Airport

Take Highway 401 East to Highway 427 South. Proceed to Queen Elizabeth Way and then head east to Gardner Expressway. Exit at York Street and proceed north to Queen Street.

From South

Take Queen Elizabeth Way to Gardner Expressway, and exit onto York Street. Then go north to Queen Street.

Parking

Valet parking is available at the Sheraton Centre Toronto and can be accessed from Queen Street or Richmond Street. The current cost is \$40 plus taxes for 24 hours with in/out privileges.

An alternate parking option is the 'Green P' parking at Nathan Phillips Square Garage—110 Queen Street West (across the street connected to the hotel via the PATH). Cost is \$2.00 per half hour.

Monday – Friday Day Max (7am-6pm): \$14.00

Night Max (6pm-7am): \$6.00

Saturday Day Max (7am-6pm): \$6.00

Night Max (6pm-7am): \$6.00

Sunday & Holidays Maximum (7am-7am): \$6.00

VIA Rail

If you are planning to travel by VIA rail, please call 1-888-VIA-RAIL and quote the Corporate ID #710652 to receive 5% off best available fares in all available classes in the Quebec/Windsor corridor. Trains arrive at Union Station on Front Street, 1 block west of Yonge Street, opposite the Fairmont Royal York hotel.

From Union Subway Station or GO Transit

Take the Yonge-University-Spadina Line to Queen Station. From Queen Station, take the PATH (West) to reach the Sheraton Centre OR walk west on Queen Street for one block.

From Toronto Coach Terminal (bus)

The Toronto Coach Terminal is located on the northwest side of Bay Street and Dundas Street West (south of Edward Street, east of Elizabeth Street). You can walk underground from the bus station to the hotel by entering the Dundas Street entrance of the Atrium on Bay. Enter the Eaton Centre close to the subway entrance and walk across to The Bay, take the escalator to the basement and there is a walkway which will lead you directly to the hotel.

From Toronto City Centre Airport

Porter Airlines flies from its own dedicated terminal at Toronto City Centre Airport, one of the most convenient urban airports in the world, situated just minutes from downtown. Complimentary Porter shuttle buses offer passengers a short transfer to the financial and entertainment districts. Visit www.flyporter.com or call 888-619-8622 for more information.

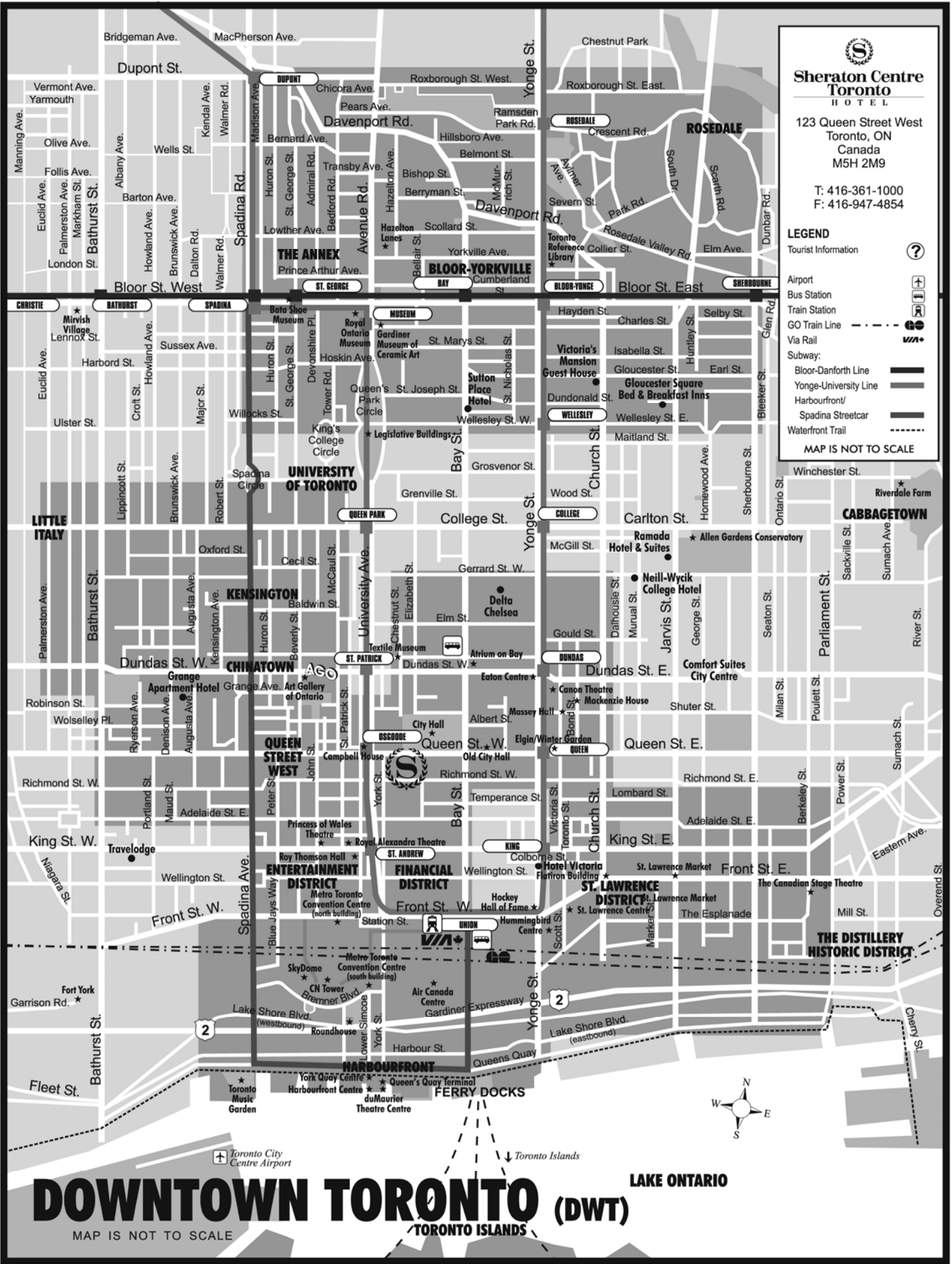
From Pearson International Airport

Airport Express bus travels between the airport, the bus terminal, and major downtown hotels including The Sheraton Centre Toronto. Accessible, scheduled service operates 20 hours a day, 7 days a week, 365 days a year; every 20 minutes during peak periods and every 30 minutes during off-peak periods. The adult fare is C\$19.95 one-way, C\$32.95 round-trip (save 10% by booking online at <http://www.torontoairportexpress.com/>).

Bus and Subway from Pearson International Airport

The Toronto Transit Commission (TTC) runs transportation to and from Pearson International. Travel between the Sheraton Center and Pearson International via the TTC requires taking both a bus and a subway for a total of two transfers. From the airport take the TTC - 192 Airport Rocket (bus) to Kipling Station on the Bloor-Danforth Subway. Then take the Bloor-Danforth Subway East to St George station and transfer to the Young-University-Spadina Subway South to Queen St Station. From Queen St Station walk west on Queen St for 1 block. The Sheraton Center is located at 123 Queen St West. The total travel time from the airport to the hotel is approximately one hour and the cost is \$2.75. *Please Note** When you pay your fare, you will need to ask the driver for a "Transfer" which will allow you to switch to the subway at Kipling Station. Be sure to sit on the right side of the bus for the best views! More information can be found at: <http://www.toronto.ca/ttc/index.htm>

Taxis from the airport have zoned fares. To get from the airport to the downtown area will cost approx \$50.00.



**Sheraton Centre
HOTEL**

123 Queen Street West
Toronto, ON
Canada
M5H 2M9

T: 416-361-1000
F: 416-947-4854

LEGEND
Tourist Information

- Airport
- Bus Station
- Train Station
- GO Train Line
- Via Rail
- Subway:
 - Bloor-Danforth Line
 - Yonge-University Line
 - Harbourfront/Spadina Streetcar
 - Waterfront Trail

MAP IS NOT TO SCALE

DOWNTOWN TORONTO (DWT)

TORONTO ISLANDS

MAP IS NOT TO SCALE

LAKE ONTARIO

Toronto City Centre Airport

Toronto Islands



P A T H

MAP



MEMBERSHIP BENEFITS

Three for the Price of One!

When you join TESL Ontario, you automatically become a member of: TESL Ontario, TESL Canada, Your Local TESL Affiliate

Professional Development

TESL Ontario Annual Conference - Members enjoy reduced fees for the annual conference featuring three exciting days of ESL workshops, presentations, symposia, well-known speakers, networking with a range of ESL colleagues and a huge publishers' display of new ESL materials. This annual event ranks amongst the top three ESL conferences worldwide in size and quality.

Group Insurance

Enjoy discounted group rates on Individual [Health and Dental](#), Travel, Life, Critical Illness, Disability and Out of Country Insurance.

New! Auto and Home Insurance.

Click on <http://www.thepersonal.com/Pages/P-Welcome.aspx?PRV=&MCA=P&LNG=EN> for a quote.

Publications

Contact - TESL Ontario's ESL Newsletter (3 issues annually) highlights professional topics and current research, conferences, association news, book reviews, and teaching suggestions.

TESL Ontario Conference Proceedings (1 issue annually) - summarizes conference proceedings.

TESL Canada Journal - the national organization's scholarly journal (2 issues annually) includes refereed articles on ESL theory and practice.

Forum

Communicate with members and other ESL professionals. You can ask questions or share your success and information about the field of ESL.

Networking

Meet and keep in touch with a wide range of ESL colleagues. Exchange information, ideas, and teaching techniques. Discuss current issues and concerns. Find out what's new on the ESL scene.

Involvement

- Membership in TESL Ontario is an opportunity to get involved, volunteer, and participate in the direction of your profession.
- Add your voice to discussions on important ESL issues by joining focus groups or giving a conference presentation.
- You may choose to expand your management skills and experience by serving on Executive Boards and committees.

Through membership, you gain professional recognition for awards and grants. This is your forum to be an advocate for ESL.



TESL Ontario MEMBERSHIP APPLICATION

27 Carlton St., Suite 405,
Toronto, Ontario M5B 1L2
Tel: 416-593-4243
Toll Free: 1-800-327-4827
Fax: 416-593-0164
Website: www.teslontario.org
E-Mail: membership@teslontario.org

- New Member
- Renewal

Please complete this form and mail with your cheque, payable to TESL Ontario Membership, at the above address. You may also pay by VISA. **Please print clearly.** An official receipt will be sent with your membership card. Membership in TESL Ontario includes membership in TESL Canada. If you are TESL Ontario certified, please note that one of the stipulations for renewal of certification is maintaining yearly membership in TESL Ontario.

Surname _____ Given Name _____ Tel: Home _____ Work _____

Mailing Address _____ Email: _____

City _____ Province _____ Name of School or Employer: _____

Postal Code _____

ANNUAL FEE SCHEDULE (Includes GST) Registration #: R126198043

- REGULAR (within Canada)..... \$86.00
- VOLUNTEER* \$60.00
- STUDENT** \$60.00
- FRIENDS OF TESL (retired/unemployed) \$60.00
- INTERNATIONAL (living outside of Canada) \$102.00

NOTES

*Volunteers please submit a letter from your supervisor
**Part-time or full-time students may use this category twice only
Submit a copy of student fee payment.

Payment Options: Cheque, Cash (do not mail cash) or VISA only

VISA # (Sorry, we cannot accept Amex or MC in the office) _____ Exp. Date: _____

Signature of Cardholder _____

TEACHING SECTOR

- Elementary
- Secondary
- ELT
- LINC
- Adult Credit
- Continuing Education (e.g. ESL)
- College/University
- Private School
- Other _____

AFFILIATE

Check one affiliate you wish to belong to:

- Durham
- Hamilton/Wentworth
- Kingston
- London
- Niagara
- North York/York Region
- Northern Region
- Ottawa
- Peel/Halton/Etobicoke
- Toronto
- Waterloo-Wellington
- Windsor
- Not Affiliated

FOR OFFICE USE

Membership Received _____ \$ Amount Paid _____

Month: _____ Year: _____ Cheque Cash VISA

Expiry Date _____ Certification Date: _____

ENGLISH AS A SECOND LANGUAGE WEEK

December 6-12, 2009

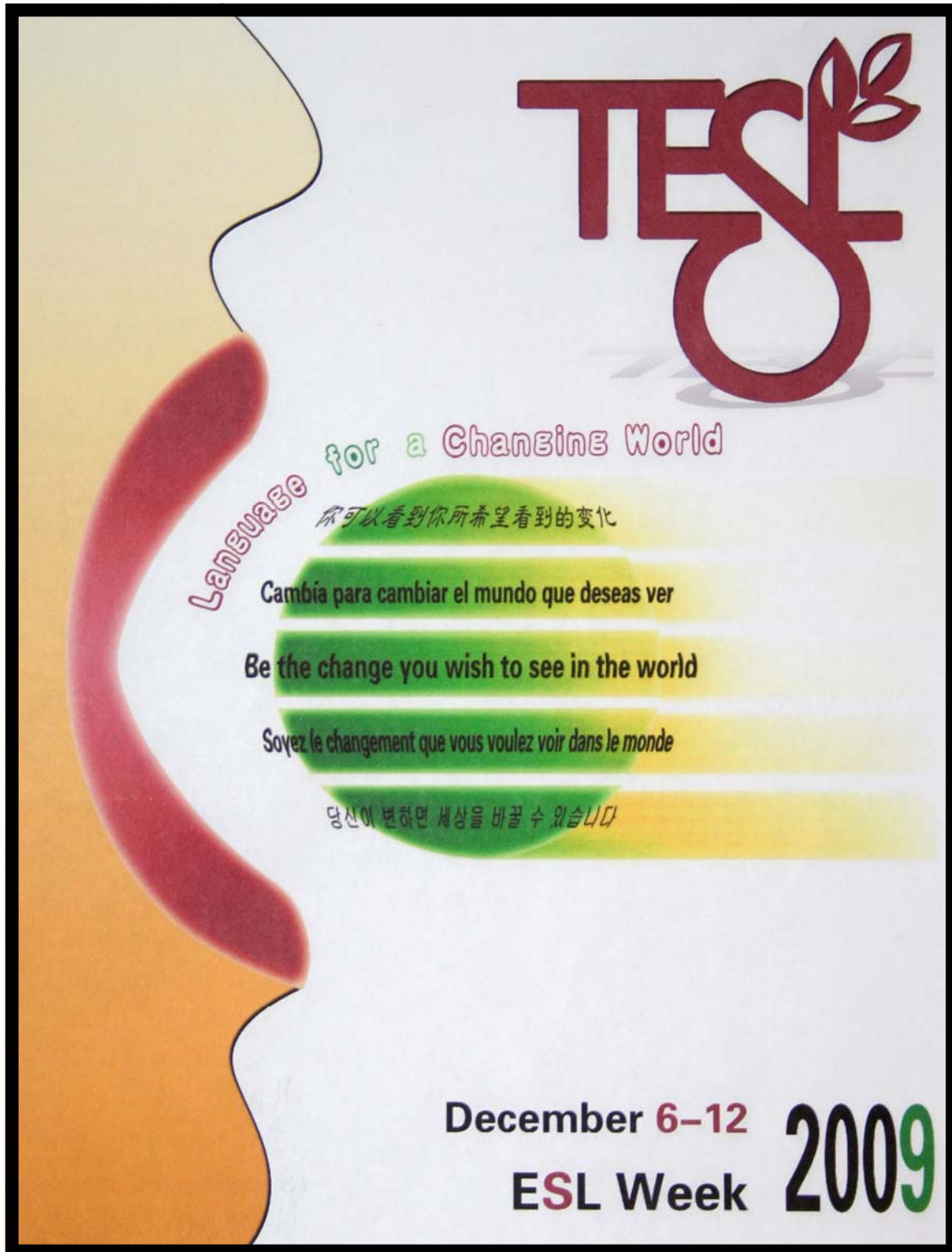
Declared in:

Town of Ajax
Town of Amherstburg
City of Barrie
City of Brampton
Town of Caledon
Municipality of Clarington
City of Cornwall
Town of Fort Erie
City of Kingston
Town of Markham
Town of Milton
Norfolk County
City of North Bay
Town of Oakville
City of Orillia
City of Oshawa
City of Peterborough
City of Pickering
Township of Scugog
City of Stratford
City of St. Thomas
City of Toronto
City of Windsor
York Region

**SEE THE DISPLAY OF ALL ESL WEEK POSTER
ENTRIES AT THE SHERATON CENTRE HOTEL TORONTO**

**2009 ESL WEEK POSTER COMPETITION
WINNER**

**Jin Fang Xu –
St. Charles West Adult Education Centre, Hamilton**



2009 ESL WEEK POSTER COMPETITION
Runner Up
Joy Im, H.B. Beal Secondary School, London



2009 ESL WEEK POSTER COMPETITION
Runner Up
Remzi Tatici, The Centre, Burlington

ESL Week 2009,
December 6-12, 2009.



Students from different countries
working together
to reach their goals

TESL Ontario Discount

Families and kids get more at the ROM:

- ROMkids weekends. Every Saturday & Sunday.
- ROMkids Store. A treasure trove of exciting toys and interactive fun.

As a member of TESL Ontario, the ROM is pleased to offer you a special discount on tickets to the Royal Ontario Museum - one of Toronto's best family destinations!

Save up to
30% off regular admission!

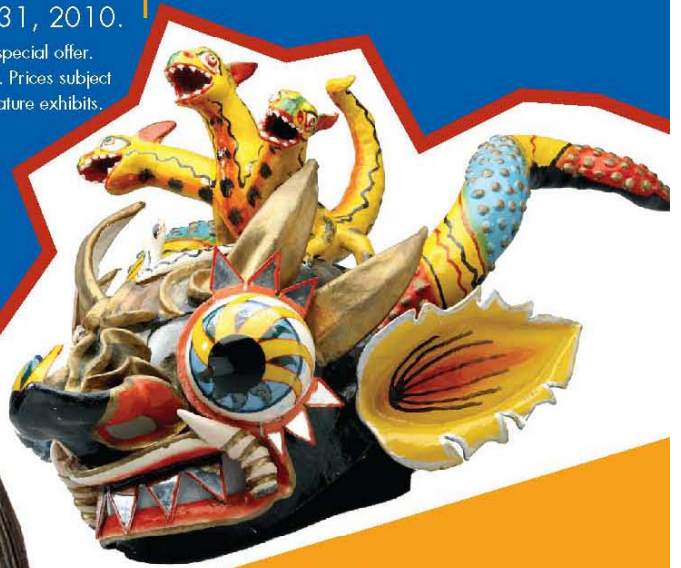
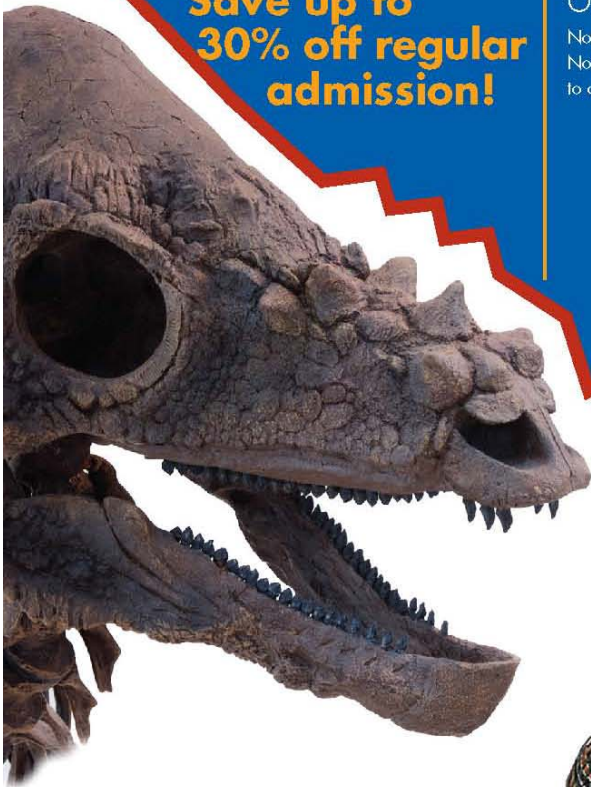
Here's How:

- Visit www.rom.on.ca
- Order tickets and use your promo code: **TESL**
- Print your tickets and just walk right in.

Offer expires: December 31, 2010.

Not valid in conjunction with any other special offer.
Not valid on Friday nights after 4:30pm. Prices subject to change. Surcharges may apply for feature exhibits.

"I visited the ROM with the kids last week and couldn't drag them out of the new Dinosaur gallery."



Ask about our corporate group events:

- Private guided tours
- Scavenger Hunts
- Group dining and shopping
- New! Corporate Days.

Call **416.586.580** or visit www.rom.on.ca/groups for more details.

ROM Royal Ontario Museum

The ROM is an agency of the Government of Ontario.
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Open Daily | Bloor St. W. at Avenue Rd.
Museum or St. George Subway stops
416.586.8000 | rom.on.ca