CONFERENCE PROGRAM
Canadian Resources for ESL

26 consecutive years at the TESL Ontario Conference

visit my eStore

www.eslresources.com

Books & Audio CDs for Settlement Programs

PBLA Books

find me at tables 30/31 in front of the waterfall!

Thane@eslresources.com
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ACKNOWLEDGEMENTS

TESL Ontario gratefully acknowledges the support of:

Special thanks go to:
Conference Chair - Barbara Krukowski
Conference Presenters
Joint Program Administrators’ Meeting Presenters
Panel Discussion Presenters
Paper/Poster Submission Review – TESL Ontario Research Committee
Remote Presentations – TESL Ontario Webinar Committee
TESL Ontario Career Connections Planning Team
TESL Ontario Conference Committee
TESL Ontario Conference Volunteers

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What is IELTS...
The International English Language Testing System (IELTS) is the world’s most popular and secure English proficiency test with over 3 million test taken in 2017. It assesses all of your English skills - reading, writing, listening, and speaking. Whatever your reasons for taking IELTS, make the most of your language skills! For more information visit: ielts.ca

Why choose IELTS...
IELTS is designed by experts to fairly assess the language ability of test takers who seek permanent residency, study and/or work. With IELTS you can go anywhere in Canada, and beyond.

Why take the test with British Council – IELTS Canada?
Take IELTS with the British Council and you can expect:
• A network of test centers, in over 70 locations across Canada, sharing the same high standards;
• First class preparation courses and expert advice;
• Both manual and online booking facilities;
• Online results preview available 13 days after your test;
• Flexibility for test takers with special needs;

For more information on locations, test dates and preparation material, visit: ielts.ca.

CONFERENCE BAGS
Paragon Testing Enterprises is a private subsidiary of The University of British Columbia (UBC) that was incorporated in 2009 to commercialize the University’s English language proficiency tests. Paragon develops, delivers, and licenses English proficiency tests, including: the Canadian English Language Proficiency Index Program (CELPIP) Test, the Canadian Academic English Language (CAEL) Test, and the Language Proficiency Index (LPI) Test. It also develops, delivers, and licenses online and print self-study materials, test preparation programs, and test delivery and registration software.

Since its founding, the company has rapidly expanded its test centres across Canada, with CAEL and CELPIP test centres open in every major city in each province. Paragon is currently expanding its international test centres, with the first international CELPIP test centres now open in UAE, USA, and the Philippines.
CONFERENCE SIGNAGE

Blockchain technology has taken the world by storm, revolutionizing industries from real estate to health care. ESL Coin is the first to apply this groundbreaking innovation to teaching English as a second language, with a variety of benefits for both teachers and students. This includes:

• Faster and cheaper payments to and from anywhere in the world
• Automatic fraud and abuse prevention using smart contracts and blockchain-based identification
• Access to a free global database of potential students, clients, employees and partners, which you can also advertise to at little cost

Like many blockchain start-ups, we are launching an ICO to fund our first integrated app. Unlike others, however, we will use a substantial fraction to give back to the ESL community in the form of grants and giveaways. Go to eslcoin.org to learn how ESL Coin can help you, too!

THURSDAY REFRESHMENT BREAK – ONTARIO ROAD SAFETY RESOURCE

It's never too early to start teaching road safety.

With car crashes representing a leading cause of death for children in Ontario, teaching kids the rules of the road has never been more important.

The Ontario Road Safety Resource is a bilingual curriculum based website with integrated lesson plans, tools and activities to help teach road safety in a fun and engaging way. Developed by Ontario teachers, the site’s easy-to-follow material is age-appropriate for children from kindergarten to grade 12.

Find a complete toolkit of teaching resources at www.ontarioroadsafety.ca. Thank you for doing your part to teach Ontario’s kids road safety.

FRIDAY REFRESHMENT BREAK

The Retired Teachers of Ontario / Les enseignantes et enseignants retraités de l’Ontario (RTO/ERO) is a bilingual trusted voice on healthy, active living in the retirement journey for the broader education community. With 78,000 members across Canada, we are the largest national provider of non-profit group health insurance for the retired education community. We welcome members from the early years, school board or post-secondary sectors and those who worked in any other capacity in education. We offer a wide range of world-class programs, social networks and assistance throughout retirement.
REGISTRATION AREA

The University of Saskatchewan CERTESL program is a university-based program that prepares people to teach the English language professionally. It is aimed at meeting the needs of current and prospective instructors of English-language learners. CERTESL is an award-winning program that is accepted by all three of the TESL accrediting bodies in Canada: TESL Canada, TESL Ontario, and TESL Saskatchewan.

The CERTESL program offers three intakes per year. It CERTESL courses address the largest possible range of second/additional language learning needs: immigrants, refugees, international students, overseas students, Indigenous Canadians, and K to 12.

Our instructors are highly qualified. Their knowledge comes from both solid training and years of classroom experience.

CERTESL provides more than double the academic hours of the most widely-known programs for overseas teaching and does so at a degree-credit level of depth and rigor. Most of the courses have formal degree-credit status at the third- or fourth-year level.

Visit certesl.usask.ca for more information.

CONFERENCE COMMUNIQUÉ

FAST provides two free antiracism educational programs – Choose Your Voice and Voices into Action developed by OISE-UT. The goal of both online resources: to teach students to speak out against racism and all intolerance. In a wealth of information and original videos, topics include: the experiences of Indigenous People, Racism against Black Canadians, Antisemitism, Islamophobia, the Chinese Head Tax, Japanese Internment Camps, the Holocaust and other genocides, Canadian values and identity, and more.

Since 2005, Choose Your Voice has reached over 2.4 million students throughout Canada. Developed to meet curriculum requirements for grades 6, 7 and 8 for Social Studies, English, French and the Arts, it is also used by ESL secondary and adult students. Educators register for 29 fact sheets, lesson plans, rubrics and videos. www.choos eyourvoice.ca

Voices into Action, is online to teach high school and post-secondary students about human rights and hatred in six units with 35 videos (can be watched on YouTube with cc). Launched in October 2014, it has already been taught to over 740,000 students. Educators register for a personal Dashboard with teaching plans, hand-outs and curriculum links. www.voicesintoaction.ca

Educators register for both resources to pick and choose units suitable for their level of learners.
It gives me great pleasure to welcome you to the 46th TESL Ontario Conference. “Synergies of Language and Life” is the theme for the conference this year. We are fortunate to have two keynote speakers, each of whom interprets this theme in a different but highly relevant manner.

Technology permeates almost every aspect of our lives, both inside and outside the classroom. TESL Ontario is committed to pedagogically-principled use of technology in the classroom. It is equally committed to provision of professional development for our members through technology. Dr Deborah Healey’s remote keynote presentation on “Gamification in Education” promises to be fascinating and meets both these criteria perfectly.

The question of how to build hope and resilience among language learners, particularly those who have experienced various traumas, is not only a fascinating topic but also of direct relevance to our lives as educators in the classroom. Asmaa Cober’s keynote presentation on “Learning and Resilience” is an opportunity for us to consider how life experiences may impact learning.

As well as our keynote speakers, there are multiple reasons to be excited about the content of this year’s conference. Our Career Connections event returns with more employers than ever attending in the search for teaching talent. Through this and the accompanying Career Booster Forum, TESL Ontario continues its commitment to provide its members with career opportunities and progression.

As ever, we also look forward to our government panel in which we welcome representatives from Immigration, Refugees and Citizenship Canada, the Ontario Ministry of Children, Community and Social Services, the Ministry of Training, Colleges, and Universities, and the Ministry of Education.

Finally, in cooperation with Languages Canada, we are pleased to host a panel discussion titled “Global Perspectives on Quality Assurance and Teacher Qualifications” from members of Quality Assurance in Language Education Network (QALEN) featuring participants from Languages Canada, Orion Assessment Services, British Council, NEAS, and English New Zealand. It is truly a packed schedule!

I would like to sincerely thank Barb Krukowski, Conference Chair, and Stefanie Wolf, our Event Planner, along with all members of the TESL Ontario Conference Committee who have worked so hard to bring this conference to fruition. I would also like to express my gratitude to Renate Tilson, TESL Ontario Executive Director, and her staff: Eva, Allison, Reza, and Kevin. Their tireless work, in many ways behind the scenes, is essential in making the event happen. Finally, I wish to thank the many volunteers at the conference who offer their time, talent, and enthusiasm. It is the combined effort of all those mentioned above which ensures that the conference gets better and better year after year.

I wish to thank our presenters, government partners, sponsors and publishers for their important contributions to the event. Finally, and most importantly, I would like to thank you, the members. As educators, language learning has positively impacted all of our lives. In attending this conference, we demonstrate a shared commitment to the profession and making a difference to the lives of our students. Thank you once again for your continued support and dedication.

Sincerely,

David Hazell
Chair, TESL Ontario
Welcome to TESL Ontario’s 46th annual conference for Teachers of English as a Second Language. There are some new features this year that we hope you will find interesting and useful.

The theme “Synergies of Language and Life” acknowledges the connectivity of language teaching and learning with the lives of our learners. The theme for the annual ministry panel is “Building Thriving Communities” and federal and provincial ministry representatives will have an opportunity to demonstrate their role in contributing to newcomer success in their communities.

We are pleased to be returning to Sheraton Centre Downtown Toronto, a location familiar to many of you, and conveniently located to the many features downtown Toronto has to offer.

Deborah Healey (Ph. D. Computers in Education, MA Linguistics, University of Oregon) will be delivering Friday’s keynote remotely as she addresses ‘Gamification’. Deborah is President of TESOL and will also be participating in our first ever remote presentations that day, during which there will be a number of remote presentations. TECH Know Day on Thursday will feature various experts in technology who will do short presentations followed by an opportunity for Q and A.

Our second keynote is Asmaa Cober. Asmaa has a Masters in Social Work and currently has a practice in the Kitchener Waterloo area. She fled the war in Iraq with her family, lived in Finland and Israel, and has worked for the U.N. Asmaa will be sharing her story as well as shedding insight into working with immigrants who may be suffering from post traumatic stress.

The Career Connections Event is returning, and will feature panelists who will share their insights on alternative income options outside of the traditional classroom. The event also includes an opportunity for individuals wanting to explore employment possibilities in the field to connect with employers who want to reach out to potential employees. Check out the details on page 27 to 29 of the brochure for more information.

In addition to these features, there is a full slate of workshops and presentations, the publishers’ display as well as the poster sessions. Be sure to check out the full brochure for all of the details so you can plan your time.

I want to acknowledge the support of our committee members Sheila Nicholas, Jennifer Fieldhouse, and Kevin O’Brien, ably supported by the office team of Allison Keown and Kevin Gamble, and Renate Tilson Executive Director of TESL Ontario. Thanks also to Stefanie Wolf our Conference Planner who ensures that no detail is overlooked. I thank you all for your commitment.

Barb Krukowski
Conference Chair, TESL Ontario 2018
# TESL Ontario 2018
## Program Flow

### Thursday, November 1

<table>
<thead>
<tr>
<th>Time</th>
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<tbody>
<tr>
<td>8:00</td>
<td>Concurrent Sessions 8:30AM-9:30AM</td>
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<td>10</td>
<td>Break</td>
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<td>20</td>
<td>Concurrent Sessions 9:50AM-10:50AM</td>
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<td>Concurrent Sessions 11:20AM-12:20PM</td>
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<td>Break</td>
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<td>Concurrent Sessions 12:40PM-1:40PM</td>
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<td>Concurrent Sessions 2:10PM-3:10PM</td>
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<td>40</td>
<td>Concurrent Sessions 3:30PM-4:30PM</td>
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<td>50</td>
<td>Welcome Reception 4:45PM-6:00PM</td>
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<td>5:00</td>
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### Friday, November 2

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<th>Time</th>
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<tr>
<td>9:00</td>
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<td>Concurrent Sessions 3:30PM-4:30PM</td>
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<td>Break</td>
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We Need Your Help!

Show your support and be part of the action! Over 850 ESL Professionals will gather in Toronto this November for the TESL Ontario 2018 Conference. Lend your expertise and be a part of the Volunteer Team ... sign up today!

When: October 29 to November 2
Where: Sheraton Centre Toronto Hotel
       123 Queen Street West, Toronto, ON M5H 2M9

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 do not have to miss any session time to volunteer!

TO BECOME A CONFERENCE VOLUNTEER

• Register online at http://teslontario.formstack.com/forms/volunteers2018.

Prepare Conference Registration Materials (before the conference) – October 29 to 31
Collate attendee name badges, registration kits and delegate bags.

Registration Desk & Directional Volunteer (at the conference) – November 1 & 2
Welcome attendees to the conference, distribute name badges, registration materials and delegate bags. Provide directional assistance for attendees to locate sessions.

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!
• Daily draws for prizes
## THURSDAY AT A GLANCE

### 7:30 AM-4:00 PM
REGISTRATION/INFORMATION DESK OPEN – Provincial Ballroom, Second Level

### 8:00 AM-4:30 PM
EXHIBITS OPEN – Provincial Ballroom, Second Level

### 8:30AM-9:30AM

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
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<tbody>
<tr>
<td>8:30AM</td>
<td>T1A Keynote: Learning and Resilience</td>
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<td></td>
<td>T1B Real World Assessment Tasks to support PBLA</td>
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<td>T1C Intentions in Literacy: Getting to Great in PBLA</td>
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<td>T1D Gamify Your Moodle Course</td>
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<td>T1E Do the Rights Thing – Human Rights in ESL</td>
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<td>T1F Google Classroom and LINC: Building Communities of Practice</td>
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<td>T1H Creating Effective Rubrics and Other Assessment Tools for PBLA</td>
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<td>P1 EFL Syllabi for Developing Critical Thinking Skills</td>
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<td>P3 Mobile Learning for Adult Language Learners</td>
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<td>P4 Self-Determination Theory &amp; Day and Bamford's Principles for ER</td>
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<td>P6 Elevating MCQs - From LOTS to HOTS</td>
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<td>P7 Fostering Professional Identity Development</td>
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<td>P8 Putting the LINC into WorkLINC</td>
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<td>P9 PBLA Best Practices</td>
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<td>P10 Raise your TOEIC score in 15 weeks!</td>
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<td>P11 ICC and lecturers' perceptions</td>
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<td>P13 Lexical borrowing among Francophones in the Greater Toronto Area</td>
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<td>P14 Does Google Translate Assist or Hinder Language Development?</td>
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### 8:30AM-10:30AM

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
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<tbody>
<tr>
<td>8:30AM</td>
<td>T1G Create Harmonious Environments through Intercultural Education</td>
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### 9:50AM-10:50AM

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
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<tbody>
<tr>
<td>9:50AM</td>
<td>T2A Annual General Meeting</td>
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<td>T2B Friends for Language: Friends for Life</td>
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<td></td>
<td>T2D Using HSP and Flipgrid in the ESL classroom</td>
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<td>T2F Leveraging PBLA Practice Through Community Engagement Tasks</td>
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<td>T2H Getting Down to Brass Tacks on PBLA Assessments</td>
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### 10:50AM-11:20AM

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<th>Time</th>
<th>Session</th>
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<tbody>
<tr>
<td>10:50AM</td>
<td>COFFEE BREAK – Provincial Ballroom, Second Level</td>
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### 11:20AM-12:20PM

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<tr>
<th>Time</th>
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<tbody>
<tr>
<td>11:20AM</td>
<td>T3A Global Perspectives on Quality Assurance and Teacher Qualifications</td>
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<td>T3B LINC Works - Materials &amp; Revised CLB/ES Comparative Framework</td>
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<td>T3C Implementing PBLA in a LINC Literacy Class</td>
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<td>T3D Teaching English with Blockchain Technology</td>
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<td>T3E Teaching Canadian History in the ELL Classroom</td>
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<td>T3F TESL Ontario Directory of Best Practice Resources</td>
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<td>T3G Applying Needs Analysis Findings to EAP Curricula</td>
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<td>T3H Maximizing CLB Resources and Training</td>
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<td>T3J Private Sponsorship Refugee Groups as Sites of Adult learning</td>
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<td>T3K Anatomy of a Language Learner: Synergizing language and life</td>
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<td>T3L Dragons' Den in the LINC Classroom</td>
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<td>T3M Recreating an EAP Curriculum</td>
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### 12:40PM-1:40PM

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<tr>
<th>Time</th>
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<tbody>
<tr>
<td>12:40PM</td>
<td>T4A Navigating the Intercultural Classroom</td>
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<td>T4B Maximize the use of your Language Companion</td>
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<td>T4C PBLA: What is working for us</td>
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<td></td>
<td>T4D ESL Online: English Language Learning at Your Fingertips</td>
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<td></td>
<td>T4E The Perfect Storm - ESL for Home Reno Training</td>
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<td>T4F Mindfulness for TESOLers</td>
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<td></td>
<td>T4G Teaching English Learners through Virtual Reality</td>
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<td></td>
<td>T4H Using PBLA Resources to Address Literacy Learners Needs</td>
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<td></td>
<td>T4I The Career Booster Forum - Build your career…build your income</td>
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<tr>
<td></td>
<td>T4J The Instructor's Culture: A Valuable Asset</td>
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<td>T4K How Well Does Our EAP Program Prepare Learners?</td>
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<td>T4L Teaching the Underprepared Students: Strategies for Success</td>
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<td>T4M Settlement Language Programs and Essential Skills</td>
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### 1:40PM-2:10PM

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
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<tbody>
<tr>
<td>1:40PM</td>
<td>COFFEE BREAK – Provincial Ballroom, Second Level</td>
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</tbody>
</table>
THURSDAY AT A GLANCE CONTINUED

1:40PM-4:30PM  T5I  Career Connections

2:10PM-3:10PM  T5B  TechKnow
T5C  WhatsApp With Your Pronunciation Teaching?
T5D  The role of personalized feedback in online courses
T5E  Onyx: A portal for ON Adult non-credit ESL & FSL
T5G  Free resources to address racism, prejudice and all human rights
T5H  PBLA: Reporting and Supporting Learners Progress (repeated as F5H)
T5J  Native and Nonnative Teachers’ Assessment of Student’s Writing
T5K  International Students in Higher Education: Issues and Strategies
T5L  Language and Knowledge Requirements for Canadian Citizenship
T5M  Implementing and assessing screencasted feedback on EAP writing

2:10PM-4:10PM  T5F  Free Resources for IELTS

3:30PM-4:30PM  T6C  Top 10 resources and webinar recordings on Tutela.ca
T6D  The What, Why, and How of CLB-OSA
T6E  Teaching Canadian Workplace Culture, Eh
T6G  Teaching Writing to ALL
T6H  PBLA: Exploring Skill Using Tasks (repeated as F3H)
T6K  Counting Grains of Sand: Selecting Collocations for Teaching
T6L  Strategies to promote health with newcomers
T6M  Cultivating Workplace Communication Skills in College Classrooms

4:30 PM  EXHIBITS CLOSE

4:45-6:00 PM  WELCOME RECEPTION & AWARDS – Dominion Ballroom, Second Level

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CERTESL became the foundation for a rewarding teaching career. I’ve taught EFL in foreign countries and ESL here at home to Canadian newcomers and international students.”

Lynn Bytyqi, CERTESL graduate
Part-Time ESL Program Coordinator & Student Advisor
University of Saskatchewan Language Centre

---

An award-winning distance-delivered English as a Second Language (ESL) teacher-training program.
Three intakes of students per year.
Full-time students may qualify for student loan purposes.
### FRIDAY AT A GLANCE

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>7:30 AM-4:00 PM</td>
<td>REGISTRATION/INFORMATION DESK OPEN – Provincial Ballroom, Second Level</td>
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<td>8:00 AM-4:30 PM</td>
<td>EXHIBITS OPEN – Provincial Ballroom, Second Level</td>
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<tr>
<td>8:30AM-9:30AM</td>
<td>F1C Teaching Workplace Communication Skills</td>
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<td>F1M So That's How You Score TOEFL iBT® Writing</td>
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<td>P1 EFL Syllabi for Developing Critical Thinking Skills</td>
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<td>P2 Life in a New Language: A Focus on Identity</td>
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<td>P3 Mobile Learning for Adult Language Learners</td>
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<td>P4 Self-Determination Theory &amp; Day and Bamford's Principles for ER</td>
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<td>P5 Purposeful Annotation: Strategy for Effective Reading and Writing</td>
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<td>P6 Elevating MCQs - From LOTS to HOTS</td>
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<td>P7 Fostering Professional Identity Development</td>
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<td>P8 Putting the LINC into WorkLINC</td>
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<td>P9 PBLA Best Practices</td>
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<td>P10 Raise your TOEIC score in 15 weeks!</td>
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<td>P11 ICC and lecturers' perceptions</td>
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<td>P13 Lexical borrowing among Francophones in the Greater Toronto Area</td>
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<td>P14 Does Google Translate Assist or Hinder Language Development?</td>
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<td>8:30AM-10:30AM</td>
<td>F1F LearnIT2teach Stage 1 (Bring Your Own Device format)</td>
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<td>F2B 13th Annual TESL Ontario Panel Discussion: Building Thriving Communities</td>
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<td>F2A Practical PBLA: An Online Resource for LINC Teachers</td>
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<td>10:50AM-11:20AM</td>
<td>COFFEE BREAK – Provincial Ballroom, Second Level</td>
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<td>11:20AM-12:20PM</td>
<td>F3A Keynote: Gamification in Education: Hype or Useful Teacher Tool?</td>
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<td>F3D Optimizing Edulinc for Portfolio-based Language Assessment</td>
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<td>F3E The Changing Landscape of Computer-Based Language Testing</td>
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<td>F3F Listening and Speaking Circles</td>
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<td>F3H PBLA: Exploring Skill Using Tasks <em>(repeated as T6H)</em></td>
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<td>F3K Utilization of Research Findings: Insights from EAP Classrooms</td>
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<td>F3M HAVING FUN WITH PBLA</td>
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<td>F3C Creating a Safe Meaningful Inclusive Learning Environment - SMILE</td>
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<td>F3G Engaging Language Learners by Exploring Global Citizenship</td>
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<td>12:30PM-3:00PM</td>
<td>F4B Joint Program Administrators' Meeting</td>
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<td>12:40PM-1:40PM</td>
<td>F4A Student Virtual Tours</td>
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<td>F4H Writing Effective CLB-Aligned Comprehension Questions for PBLA</td>
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<td>F4J Synergies That SLA Research Offers Practising ESL/EFL Teachers</td>
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<td>F4K Examining fluency development during repetitive dialogic tasks</td>
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<td>F4L Redesigning for PBLA</td>
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<td>F4M Using TED Talks in your ESL Classroom</td>
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</table>
1:40PM-2:10PM COFFEE BREAK – Provincial Ballroom, Second Level

2:10PM-3:10PM
- F5A Moving Forward with PLAR
- F5C Delivering effective ESP courses in an EAP environment
- F5D Anywhere, Anytime, Anyway Learning: Blend-Sync ESL Classes
- F5E LearnIT2teach Project Update
- F5F Enhance Your Curriculum with ESL Library Print & Digital
- F5H PBLA: Reporting and Supporting Learners Progress (repeated as T5H)
- F5J Discourses of deficit, difference, and diversity in EAP
- F5K Re(examining) the use of technology in the ESL classroom
- F5L Why Teachers Need to Care about Self-Care
- F5M A 360° View of Communicative Competence at Work

2:10PM-4:10PM
- F5G Gender Identities in the Adult ESL Classroom

3:30PM-4:30PM
- F6A Fusing Indigenous and plurilingual pedagogies in ESL classrooms
- F6C Assess for Success: Understanding by Design in ELT
- F6D Essential Tech to Facilitate Academic Group Work
- F6F Getting more out of the OPD
- F6H Integrating Pronunciation Profiles into Speaking Activities
- F6J Academic Integrity in the English for Academic Purposes Classroom
- F6K Teachability of LLS among Chinese university students

4:30 PM EXHIBITS CLOSE
Advanced blockchain technology!

Easy payments without fraud or middlemen!

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Learn how ESL Coin could help your business or career at eslcoin.org or contact us on info@eslcoin.org

Know more about our first decentralized app on tryenglishapp.com
## Session Sorted by Focus

**Accreditation / Certification**
- T3A Global Perspectives on Quality Assurance and Teacher Qualifications  
  Thursday, November 1 11:20AM-12:20PM
- F5A Moving Forward with PLAR  
  Friday, November 2 2:10PM-3:10PM

**Assessment**
- F1M So That’s How You Score TOEFL iBT® Writing  
  Friday, November 2 8:30AM-9:30AM
- F6C Assess for Success: Understanding by Design in ELT  
  Friday, November 2 3:30PM-4:30PM

**Classroom Activities and Strategies**
- T1E Do the Rights Thing – Human Rights in ESL  
  Thursday, November 1 8:30AM-9:30AM
- T1G Create Harmonious Environments through Intercultural Education  
  Thursday, November 1 8:30AM-10:30AM
- T3C Implementing PBLA in a LINC Literacy Class  
  Thursday, November 1 11:20AM-12:20PM
- T3E Teaching Canadian History in the ELL Classroom  
  Thursday, November 1 11:20AM-12:20PM
- T3F TESL Ontario Directory of Best Practice Resources  
  Thursday, November 1 11:20AM-12:20PM
- T3G Applying Needs Analysis Findings to EAP Curricula  
  Thursday, November 1 11:20AM-12:20PM
- T3H Maximizing CLB Resources and Training  
  Thursday, November 1 11:20AM-12:20PM
- T3L Dragons’ Den in the LINC Classroom  
  Thursday, November 1 11:20AM-12:20PM
- T3M Recreating an EAP Curriculum  
  Thursday, November 1 11:20AM-12:20PM
- T4A Navigating the Intercultural Classroom  
  Thursday, November 1 12:40PM-1:40PM
- T4G Teaching English Learners through Virtual Reality  
  Thursday, November 1 12:40PM-1:40PM
- T4L Teaching the Underprepared Students: Strategies for Success  
  Thursday, November 1 12:40PM-1:40PM
- T4J The Instructor’s Culture: A Valuable Asset  
  Thursday, November 1 12:40PM-1:40PM
- T5G Free resources to address racism, prejudice and all human rights  
  Thursday, November 1 2:10PM-3:10PM
- T5K International Students in Higher Education: Issues and Strategies  
  Thursday, November 1 2:10PM-3:10PM
- T5F Free Resources for IELTS  
  Thursday, November 1 2:10PM-4:10PM
- T6C Top 10 resources and webinar recordings on Tutela.ca  
  Thursday, November 1 3:30PM-4:30PM
- T6G Teaching Writing to ALL  
  Thursday, November 1 3:30PM-4:30PM
- T6L Strategies to promote health with newcomers  
  Thursday, November 1 3:30PM-4:30PM
- F1E Authentic speech in the classroom  
  Friday, November 2 8:30AM-9:30AM
- F1J Integrating Reading and Writing for EAP College students  
  Friday, November 2 3:30PM-4:30PM
- F1L Vocabulary Engagement: 10 Metacognitive Activities for Vocabulary Growth  
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  Friday, November 2 11:20AM-12:20PM
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  Friday, November 2 11:20AM-12:20PM
- F3G Engaging Language Learners by Exploring Global Citizenship  
  Friday, November 2 11:20AM-12:20PM
- F3C Creating a Safe Meaningful Inclusive Learning Environment - SMILE  
  Friday, November 2 11:20AM-12:20PM
- F4D Let’s Make Something to Keep Forever  
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- F4F Cultural views of smiling: Implications for teaching ESL  
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- F5F Enhance Your Curriculum with ESL Library Print & Digital  
  Friday, November 2 2:10PM-3:10PM
- F5G Gender Identities in the Adult ESL Classroom  
  Friday, November 2 2:10PM-4:10PM
- F6F Getting more out of the OPD  
  Friday, November 2 3:30PM-4:30PM
- F6H Integrating Pronunciation Profiles into Speaking Activities  
  Friday, November 2 3:30PM-4:30PM
- F6J Academic Integrity in the English for Academic Purposes Classroom  
  Friday, November 2 3:30PM-4:30PM
Electronic Classroom / Technology

- T1D Gamify Your Moodle Course
- T1F Google Classroom and LINC: Building Communities of Practice
- T2D Using H5P and Flipgrid in the ESL classroom
- T3D Teaching English with Blockchain Technology
- T4D ESL Online: English Language Learning at Your Fingertips
- T5B TechKnow
- T5D The role of personalized feedback in online courses
- T5M Implementing and assessing screencasted feedback on EAP writing
- T5C WhatsApp With Your Pronunciation Teaching?
- T5E Onyx: A portal for ON Adult non-credit ESL & FSL
- T6D The What, Why, and How of CLB-OSA

Electronic Classroom / Technology

- F1D 'Techy' Authentic Writing Tasks for PBLA
- F1F LearnIT2teach Stage 1 (Bring Your Own Device format)
- F2C Interactive Tech Tools for Vocabulary Learning and Practice
- F2J Examining the Potentials of TELL: Learner Voices
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- F5D Anywhere, Anytime, Anyway Learning: Blend-Sync ESL Classes
- F5E LearnIT2teach Project Update
- F6D Essential Tech to Facilitate Academic Group Work

Employment Related

- T3B LINC Works - Materials & Revised CLB/ES Comparative Framework
- T4E The Perfect Storm - ESL for Home Reno Training
- T4I The Career Booster Forum - Build your career...build your income
- T4M Settlement Language Programs and Essential Skills
- T5I Career Connections
- T5E Teaching Canadian Workplace Culture, Eh
- T6M Cultivating Workplace Communication Skills in College Classrooms
- F1C Teaching Workplace Communication Skills
- F5M A 360° View of Communicative Competence at Work

Life/Work Balance

- T4F Mindfulness for TESOLers
- F5L Why Teachers Need to Care about Self-Care

PBLA for Teachers

- T1B Real World Assessment Tasks to support PBLA
- T1C Intentions in Literacy: Getting to Great in PBLA
- T1H Creating Effective Rubrics and Other Assessment Tools for PBLA
- T2F Leveraging PBLA Practice Through Community Engagement Tasks
- T2H Getting Down to Brass Tacks on PBLA Assessments
- T4B Maximize the use of your Language Companion
- T4C PBLA: What is working for us
- T4H Using PBLA Resources to Address Literacy Learners Needs
- T5H PBLA: Reporting and Supporting Learners Progress
- T6H PBLA: Exploring Skill Using Tasks
- F2A Practical PBLA: An Online Resource for LINC Teachers
- F3H PBLA: Exploring Skill Using Tasks
- F3M Having Fun With PBLA
- F4E PBLA-aligned Literacy Assessment Toolkit
- F4H Writing Effective CLB-Aligned Comprehension Questions for PBLA
- F4L Redesigning for PBLA
- F5H PBLA: Reporting and Supporting Learners Progress

Professional Development

- T2A Annual General Meeting
- T3K Anatomy of a Language Learner: Synergizing language and life
- F2B 13th Annual TESL Ontario Panel Discussion: Building Thriving Communities
- F4B Joint Program Administrators’ Meeting
<table>
<thead>
<tr>
<th>Session</th>
<th>Title</th>
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<tbody>
<tr>
<td>T1A</td>
<td>Keynote: Learning and Resilience</td>
<td>Thursday, Nov 1</td>
<td>8:30AM-9:30AM</td>
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<tr>
<td>T2B</td>
<td>Friends for Language: Friends for Life</td>
<td>Thursday, Nov 1</td>
<td>9:50AM-10:50AM</td>
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<tr>
<td>T3J</td>
<td>Private Sponsorship Refugee Groups as Sites of Adult learning</td>
<td>Thursday, Nov 1</td>
<td>11:20AM-12:20PM</td>
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<td>T5L</td>
<td>Language and Knowledge Requirements for Canadian Citizenship</td>
<td>Thursday, Nov 1</td>
<td>2:10PM-3:10PM</td>
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<td>T4K</td>
<td>How Well Does Our EAP Program Prepare Learners?</td>
<td>Thursday, Nov 1</td>
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<td>T5J</td>
<td>Native and Nonnative Teachers’ Assessment of Student’s Writing</td>
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<td>T6K</td>
<td>Counting Grains of Sand: Selecting Collocations for Teaching</td>
<td>Thursday, Nov 1</td>
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AN ORIENTATION FOR PARTICIPANTS

The registration desk will be in the Provincial Ballroom (Second Level). Hours: Thursday/Friday from 7:30 am to 4:00 pm.

Included in your registration fee:

- Education (Keynote Presentation and Concurrent Sessions) as outlined in the Conference Brochure. Admittance is restricted to maximum capacity per session based on fire code regulations.
- Access to Exhibits in Provincial Ballroom (Thursday/Friday from 8:00 am to 4:30 pm).
- A morning coffee break at 10:50-11:20 am daily and an afternoon coffee break at 1:40-2:10 pm, daily.
- Welcome Reception & Awards on Thursday from 4:45 to 6:00 pm in Dominion Ballroom (tickets are complimentary but must be reserved in advance).

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 and have your credit card information handy.
- There is NO advance session selection. All attendees will receive a list of sessions and their locations by email, just before the conference. Attendees will be required to line up at the door of the session they’d like to attend. Each room will be set up for the maximum capacity of the room; due to fire regulations no standing or sitting on the floor will be permitted.
- You will receive a registration confirmation when you register, confirming your registration and payment. The information you provide in your online registration will be used to create your name badge.
- You will be sent an email right 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.
- Volunteer to assist with preparing registration materials before the conference or at the registration desk during the conference! Volunteers will have a “Volunteer” ribbon on their name badge, be provided with a Certificate of Appreciation and there are daily draws for gift certificates. You’ll also meet new people and give back to your profession at the same time.
- The Sheraton Centre has extended the conference hotel room rate of $239 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 2-day pass to the TESL Ontario 2019 Conference!
How do I register? Starting September 25, register online at http://www.teslontario.org using any credit card; complete instructions are included online. If you do not have access to the Internet, use a computer at work or at the library.

Cancellation Policy: Requests for refunds must be received in writing by TESL Ontario by October 19 and will be subject to a $50.00 administration fee. All refunds will be issued following the conference.

Presenters: Presenters will automatically receive a complimentary registration for the day on which they are presenting. If you are planning to attend both days, you will be required to pay the one-day registration fee.

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 rate if a membership form (page 82) and accompanying fee has been submitted to TESL Ontario.

How do I select my sessions? Advance session selection is not available this year. All attendees will receive a list of sessions and their locations by email, just before the conference. Attendees will be required to line up at the door of the session they’d like to attend. Each room will be set up for the maximum capacity of the room; due to fire regulations no standing or sitting on the floor will be permitted.

Can I register at the conference? It is preferable that you register online in advance so your badge and materials will be prepared in advance, but on-site registrations will be accepted.

Will I receive confirmation of my registration and a receipt for my fee? When you complete an online registration, a receipt and confirmation 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 that can be used to contact you.

How do I get my badge and conference materials? The registration desk will be in the Lower Level Foyer on Thursday and Friday.

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<th>TESL Ontario 2018 Conference Registration Fees</th>
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<td>Two Day</td>
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HST is NOT included. #R126198043
IELTS is Canada’s preferred high stakes English language test. Trusted by over 350 Canadian organizations, it was the first test to be recognized by Immigration, Refugees, and Citizenship Canada (IRCC, formerly CIC) and Immigration Québec as proof of English language proficiency for Express Entry and other government programs. IELTS is also accepted by many colleges and universities in Canada as proof of English language ability for acceptance onto their programs.

Register for IELTS and get 30 hours of free online test preparation material with Road to IELTS
SECOND FLOOR
ONE FLOOR ABOVE LOBBY

REGISTRATION
EXHIBITS
MEETING ROOMS
POSTERS

From the Lobby:

Take the escalators up to the Second Floor.

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 Second Floor.
**EXHIBITOR LIST**

_Alphabetical by Exhibitor as at October 15, 2018_

<table>
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<tr>
<th>Exhibitor</th>
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<td>British Council</td>
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<td>Canadian Culture &amp; Communication for Nurses</td>
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<td>Canadian Resources for ESL</td>
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<td>Centre for Canadian Language Benchmarks</td>
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<td>Centre for Education &amp; Training</td>
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**EXHIBIT HOURS**

_Thursday, November 1 - 8:00 am to 4:30 pm_
_Friday, November 2 - 8:00 am to 4:30 pm_
You’re Invited!

what:
Check out the latest products, services, publications, software and teaching tools available to the ESL community.

where:
Sheraton Centre Toronto Hotel – Provincial Ballroom (2nd Floor)
123 Queen Street West, Toronto, ON M5H 2M9

when:
November 1/2: 8:00AM - 4:30PM

This invitation will provide the holder with complimentary admission to the exhibit area only.
CAREER BOOSTER FORUM

Build your Career ... Build your Income

NOVEMBER 1, 2018 12:40-1:40 PM
CIVIC BALLROOM SOUTH

MONETIZING YOUR PROFESSIONAL SKILLS
Patrice Palmer, Owner of Teacher to Teacherpreneur and Happiness @ Work

CONNECTING ACCREDITATION TO EMPLOYMENT
Reza Mazloom-Farzaghy, OCELT, MA TESL Accreditation Services Manager, TESL Ontario

COACHING FOR SUCCESS
DThura Aljubury, Sheridan College & ACCES Employment

www.teslontario.org/conference/career-connection
Visit Career Connections at the TESL Ontario conference to network with potential employers; learn about the screening, interviewing and selection process of various organizations - bring your resume! Employers will share about where they post job openings, when they hire, and their skills requirements.

Please note that employers attending Career Connections may not currently be hiring.
CAREER CONNECTIONS

WHEN
November 1, 2018
1:40 - 4:30 pm

WHERE
Civic Ballroom South
Sheraton Centre Toronto
123 Queen Street West. Toronto, ON M5H 2M9

WHAT’S HAPPENING

• Network with potential employers
• Learn about screening, interviewing & selection processes
• Discover where employers post job openings
• Find out when employers hire
• Learn about skills and qualities employers are looking for

Bring your resumé!

COMPLIMENTARY ADMISSION

TESL Ontario members and TESL students are invited to attend Career Connections.
Present this form to staff at the door of the Civic Ballroom for complimentary entry to the employer display and networking portion of the event.
Does not include entry to the Career Forum.

FIRST & LAST NAME

POSITION / TITLE

EMPLOYER / AFFILIATION / SCHOOL

MAILING ADDRESS

CITY, PROVINCE, POSTAL CODE

EMAIL ADDRESS
Alphabetical by Company
as at October 19, 2018

ACCES Employment
Canada Education & Consulting
Canadian Connection Educational Services Inc
Catholic Crosscultural Centre
Centre for Education & Training
Conestoga IELTS
English School of Canada
English Testing Canada (ETC)
Hansa Language Centre
International Centre for EAP
Outstanding Education Group
RelevantChina
Ryerson University
Seneca College
St. George’s Centre for ESL, Upper Grand District School Board
Toronto Catholic District School Board, Adult Education Program
Toronto District School Board
UASK Education
York Region District School Board

Thursday, November 1

Career Booster Forum
12:40 to 1:40 pm

Career Connections Employer Exhibitors
1:40 to 4:30 pm
Learning and Resilience

Learning never happens in a vacuum.

People bring all of their experiences with them to the classroom. Newcomers (and refugees in particular) have a life history -- experiences that greatly affect their ability to learn. Drawing on Asmaa’s experience working with refugees from various parts of the world, we’ll discuss the impact of the immigration and refugee experience, including various traumas, on the brain, and the obstacles to learning that ensue. We will also propose a different viewpoint that focuses not just on obstacles, but on hope and resiliency – with the goal of helping students to overcome these obstacles.

Asmaa Cober is originally from Iraq where she was raised by two teachers from whom she inherited the value of education and learning. During her refugee journey, Asmaa lived in four different countries and is fluent in 5 languages. For the last 25 years, she has been working with refugees in different roles. 6 of those years were spent in the classroom working with refugee children in Finland.

Asmaa Cober is originally from Iraq where she was raised by two teachers from whom she inherited the value of education and learning. During her refugee journey, Asmaa lived in four different countries and is fluent in 5 languages. For the last 25 years, she has been working with refugees in different roles. 6 of those years were spent in the classroom working with refugee children in Finland.

Asmaa is currently working as a clinical social worker at a refugee health clinic in Waterloo Region while running her own private practice. She has earned the Masters of Social Work degree from Wilfrid Laurier University and is a member of EMDRIA international as well as the Canadian Association of Social Workers.

Asmaa has an immense passion for inspiring others reach their best potential, shaped by her own refugee experience. As a refugee woman herself, she has overcome a variety of barriers, and is keenly aware of the issues and obstacles that refugees and immigrants face on their journeys. In her role as a clinical social worker and community educator, Asmaa uses humor, cultural knowledge, education, art, and faith. She uses her skills and experiences as tools to empower people to rebuild their lives and find meaning past their trauma.

Asmaa’s coworkers describe her as truly inspirational, both professionally and personally.
Take an online practice assessment of your English and French skills, based on the Canadian Language Benchmarks, at no cost!
Log on to: www.clb-osca.ca

ASSESS

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COMMUNIQUER

RÉUSSIR

Passez un test en ligne pour évaluer vos compétences en français et en anglais, selon les Niveaux de compétence linguistique canadiens, sans aucuns frais!
Connectez-vous à: www.nclc-ael.ca

Delivered by / Présenté par:

Funded by / Financé par:

TESL ONTARIO 2018 CONFERENCE
Synergies of Language and Life
Gamification in Education: Hype or Useful Teacher Tool?

Language teachers have long used games, but gamification – the use of game elements in non-game settings – is a recent concept. Businesses use gamification (points and badges) to increase customer loyalty. In education, is gamification "trendy," or could we use the motivating elements of gaming to re-think the classroom? This presentation will describe how I incorporated gamification into courses for pre-service and in-service teachers, and how the teacher-learners responded. I will also offer ways to get started for those who are interested.

This keynote presentation will be a remote presentation and displayed in a large room at the conference on a big screen with amplified sound. A moderator will be present.
It’s never too early (or too late!) to get planning.

Sign up for RTO/ERO’s FREE retirement planning workshops and plan the adventure of a lifetime.

rto-ero.org/retirement-planning

Who should sign up?

Employees from the broader education community (early years, K-12, post-secondary, etc.) within 5 years of expected retirement... or anyone else who wants to learn more about retirement planning.

Attendees could win an iPad Air
TESL Ontario will be hosting our Thirteenth Annual Panel Discussion to be held at our 46th TESL Ontario Conference in November 2018. The aim of this panel discussion is to identify current trends, updating of initiatives, sharing of recommendations, and it is designed to bring stakeholders together. The panel discussion presentations have proven to be very successful and continue to be fully booked each year. This year’s theme is Building Thriving Communities.

The panel members represent the following Ministries:

- Immigration, Refugees and Citizenship Canada
- Ministry of Children, Community and Social Services

Moderator: Renate Tilson, Executive Director - TESL Ontario.
Yvonne Ferrer, – Director of Program Management and Evaluation, Citizenship & Immigration Division, Ministry of Children, Community and Social Services

Throughout her professional career, Yvonne has held a number of managerial roles within the Ontario Government, the broader public sector and the philanthropic community. Yvonne is responsible for establishing directions for the design, development and implementation of immigration and citizenship programs, including language training, bridge training and settlement programs. Yvonne also holds responsibility for the development and delivery of Refugee Resettlement and Integration Programs. Yvonne joined the Ontario Public Service in 2006 and has held managerial positions at Ministry of the Attorney General, in addition to MCI. Before joining the OPS, Yvonne worked at the municipal level leading planning and development work related to housing and spent ten years at the Ontario Trillium Foundation managing programs and initiatives that addressed priorities in the environmental, social and arts and culture sectors. Yvonne has a Bachelor of Arts in Sociology from the University of Toronto and a Master of Public Administration from Queen's University.

Yves Saint-Germain – Director, Language Policy and Francophone Communities, Immigration, Refugees and Citizenship Canada

Mr. Saint-Germain is the Director, Language Policy and Francophone Communities, in the Settlement and Integration Policy Branch of Immigration, Refugees and Citizenship Canada (IRCC). He is responsible for establishing directions for IRCC’s Settlement Program in the areas of language policy and leading IRCC’s contributions to the Action Plan for Official Languages 2013-2018, and the newly created Francophone Immigration Policy Hub. His key priorities currently include implementation of the Pan-Canadian Language Strategy to improve coordination in the design and delivery of language programming for adult immigrants across Canada, consolidating a Francophone integration pathway to ensure that French Speaking Immigrants receive high-quality services along the entire immigration continuum, and developing a Francophone immigration strategy and Federal-Provincial-Territorial (FPT) Francophone Immigration Action Plan to help the Department increase the number of French-speaking immigrants coming to Canada. Yves holds an M.A. in Political Science from Laval University and a B.A. from the University of Ottawa.
English for Child Care

Language Skills for Parents & Providers

Marianne Brems
Marsha Chan
Julaine Rosner

Topics for high-beginning to low-intermediate language learning adults include: Health and safety; Preventing accidents; Reporting incidents; Treating illnesses and injuries; Stages of infants, toddlers, preschoolers, school-age children.

222 pages ISBN: 978-1-932318-36-4

The only books that focus on both language proficiency and child development!

Both books support parents, caregivers, au pairs, teachers, and others who work with children. — Patti Connell, Destination Imagination, CT

Sunburst Media www.sunburstmedia.com Tel/Fax (408) 245-8514

English for Child Development

Language Skills for Parents & Providers

Marianne Brems
Marsha Chan
Julaine Rosner

Topics for intermediate to high-intermediate language learning adults include: Social-emotional, motor, cognitive, and linguistic development; Describing and documenting development.

204 pages ISBN: 978-1-932318-37-1

Synergies of Language and Life

TESL ONTARIO 2018 CONFERENCE
Welcome Reception & Awards

It is with great pleasure that I invite you to attend the Welcome Reception & Awards on Thursday, November 1st from 4:45 to 6:00 pm.

Join the TESL Ontario Board of Directors for some refreshing punch and delicious appetizers while you network with colleagues from across the province and Canada in a relaxed environment. A cash bar will be available.

Please come and celebrate our recognition awards recipients with the TESL Ontario Board of Directors.

David Hazell
Chair - TESL Ontario Board of Directors

where:
Dominion Ballroom
when:
November 1 at 4:45 to 6:00 pm
r.s.v.p.
On your conference registration form
JOIN OUR FREE SEMINAR FOR INSTRUCTORS

Paragon Testing Enterprises offers Canada's leading English proficiency tests for immigrating to & studying in Canada:

Course Overview:

The CAEL Teacher Workshop gives teachers a grounding in the format and structure of CAEL, classroom tips, and information about official preparation materials. Discussion topics will include the trend toward computer-based language testing and its impact on test preparation strategies for teachers.

Training Features:

- Background information on question types, scoring, and assessment
- Tips for teaching test preparation
- Opportunity for questions and discussion
- PDF Instructor Training Manual
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- Recognized by TESL Ontario as a professional development opportunity

Nov 5, 2018, 6-9 pm

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Register now at: cael.ca/toronto-teacher-workshop/

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www.celpip.ca
www.cael.ca

Test Social Media Accounts:
@CELPIPTest or @CAELTest
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.

8:30AM-9:30AM

T1A  **Keynote: Learning and Resilience**  
Asmaa Cober - Sanctuary Refugee Health Centre

Learning never happens in a vacuum. People bring all of their experiences with them to the classroom. Newcomers (and refugees in particular) have a life history – experiences that greatly affect their ability to learn.

Drawing on Asmaa's experience working with refugees from various parts of the world, we'll discuss the impact of the immigration and refugee experience, including various traumas, on the brain, and the obstacles to learning that ensue. We will also propose a different viewpoint that focuses not just on obstacles, but on hope and resiliency – with the goal of helping students to overcome these obstacles.

Twitter: #TESL2018

T1B  **Real World Assessment Tasks to support PBLA**  
Jennifer McKay, Larry Iveson, Catherine Hodgins, Carol Adams and Diane McCargar - OCDSB

The Ottawa-Carleton District School Board has developed an online bank of real-world assessment tasks to support PBLA, with funding from Ontario (MCCSS). Participants will learn about the new resource and have a chance to hear about the project as well as additional work that is underway to create module plans.

Category: Presentation  
Level: Adult ESL/LINC  
Focus: PBLA for Teachers  
Audience: All Participants

T1C  **Intentions in Literacy: Getting to Great in PBLA**  
Setsu Kawahara and Amanda Vassallo - Immigrant Services Association of Nova Scotia (ISANS)

This session examines the significant challenges literacy and beginning learners face in meeting PBLA standards, and how incremental steps towards small goals in the process benefit these learners. We aim to intertwine the learning of language, and successful language learning habits and strategies, with that crucial development of learner autonomy.

Category: Presentation  
Level: Adult ESL/LINC  
Focus: PBLA for Teachers  
Audience: Teachers with/without Experience

T1D  **Gamify Your Moodle Course**  
Nancy Van Dorp and Jim Edgar - LearnIT2teach/New Language Solutions

Gamification in e-learning has emerged as an effective way to increase learner engagement and motivation. This session explains gamification and demonstrates ways of adding different types of games to a Moodle course. It also shows how Moodle badges can be used to recognize skills and achievements. Edulinc.org, a Moodle site funded by IRCC, is used to demonstrate these concepts.

Category: Technology Presentation  
Level: Adult ESL/LINC, College/University, ELT/SLT  
Focus: Electronic Classroom / Technology  
Audience: All Participants
T1E  **Do the Rights Thing – Human Rights in ESL**
Karen Lynn - LINC Home Study
Wally Brazy - TDSB

Social justice and human rights impact everyone in every culture. Newcomers arrive with different views of their rights. They will benefit greatly from understanding them in Canada, seen through our human rights laws. Our hard-fought and won rights are a way in to appreciating Canadian culture and history, to find work and to settle. Learn how to bring these valuable lessons into your classroom.

**Category:** Presentation  
**Level:** Adult ESL/LINC, College/University, Secondary  
**Focus:** Classroom and Community Support  
**Audience:** All Participants

T1F  **Google Classroom and LINC: Building Communities of Practice**
Zhanna Perhan and Linda Vanderstoop - CUIAS Immigrant Services, LINC School

The presentation explores Google Classroom, a free digital platform developed to facilitate paperless communication between teachers and students, and its implementation in two LINC classrooms. Through collaborative action research (Burns, 2007) two instructors, who introduced this digital tool, observed, reflected, and evaluated its use in their classrooms.

**Category:** Presentation  
**Level:** Adult ESL/LINC  
**Focus:** Electronic Classroom / Technology  
**Audience:** Teachers with/without Experience

T1H  **Creating Effective Rubrics and Other Assessment Tools for PBLA**
Susan Webb - Centre for Education & Training

Are you conducting PBLA with your class and need some ideas for simple, yet effective assessment tools to evaluate learner portfolio artefacts? We'll explore a variety of assessment tool styles - including examples of uni- and multi-level tools - that incorporate real-world tasks and relate to the CLB. Soft-copy handouts package available. (Repeat from 2017)

**Category:** Presentation  
**Level:** Adult ESL/LINC  
**Focus:** PBLA for Teachers  
**Audience:** Teachers with/without Experience

---

**8:30AM-9:30AM POSTER PRESENTATIONS**

P1  **EFL Syllabi for Developing Critical Thinking Skills**
Nicholas Musty - Kwansei Gakuin University, Japan

The researcher developed two syllabi aimed at developing critical thinking skills. One relates to culture and involves students in compiling questionnaires, writing reports and giving presentations. Another focuses on business and involves making and editing two videos related to a specific profession.

P3  **Mobile Learning for Adult Language Learners**
Jennifer Artan - Thames Valley District School Board

This poster presentation will address the potential and controversies associated with mobile learning in the Adult Language Learning classroom. With Smartphone ownership rates increasing amongst our learners, as instructors we need to explore how to leverage this tool for learning, and also how to manage the tool so that it isn't primarily a distracting force in the classroom.

P4  **Self-Determination Theory & Day and Bamford's Principles for ER**
Gonul Turkdogan - Niagara College

Attendees will hear about:
- Overview of Self-Determination Theory (SDT) & Extensive Reading (ER)
- Day & Bamford ER Principles in relation to SDT
- Review of the Literature
- Intrinsic Motivation for ER (competence, autonomy and relatedness)
- Benefit of ER
- General information about the research
- Tips, activities and useful websites for ER Teachers

P6  **Elevating MCQs - From LOTS to HOTS**
Lesline Fehr and Ahmad Hussain - Conestoga College

This poster presentation will engage attendees in identifying and ranking several multiple choice questions (MCQs) according to Bloom's taxonomy from lower to higher order thinking skills (LOTS to HOTS). Attendees will also see a number of strategies used to assess critical thinking skills based on current research.
P7  Fostering Professional Identity Development
Heather Donnelly - Fanshawe College

This poster explores the factors that both help and hinder new ESL teachers in the process of developing professional identities. It provides advice about actions than can be taken to assist new ESL instructors in forming strong and authentic professional identities.

P8  Putting the LINC into WorkLINC
Audrey Beaulne and Ryan Kavanagh - Immigrants Working Centre

This poster presentation will focus on approaches to instructing Stage I employment-seeking learners in WorkLINC, an industry-specific work-readiness program. Key points shared will be how the needs of multilevel classes are met, and how LINC instructors and employment services work together. Successes, challenges, and best practices will be highlighted.

P9  PBLA Best Practices
Roula Argiropoulos - TDSB

This will be a photography exhibit showcasing PBLA in the classroom. There will be photos of classroom bulletin boards. Participants will get ideas on how they can decorate and showcase there classroom to reflect PBLA.

P10  Raise your TOEIC score in 15 weeks!
James Heather - Nanzan University

This poster presentation will guide the audience through a 15-week TOEIC Test preparation course designed to be fun while also increasing a student's test score. Audience members will see how the instructor intertwines use of a textbook with supplemental materials to create a course filled with useful test strategies as well as fun, test-relevant activities.

P11  ICC and lecturers’ perceptions
Trang Le - Ho Chi Minh City University of Education

This presentation reports on findings from an investigation into twenty Vietnamese teachers’ perceptions of ICC. Determining how teachers perceive ICC and how much they incorporate ICC into their classes would help gaining a comprehensive picture of the current situation. Additionally, the results will provide workshops to cultivate ICC among teachers.

P13  Lexical borrowing among Francophones in the Greater Toronto Area
Tessa Troughton - University of Ontario Institute of Technology

This research investigated the relationship between length of residence in an English-speaking province and the number of lexical borrowings in the participants’ native language (French). The research addresses issues such as bilingualism, lexical borrowing, and code-switching among a Francophone population living in a primarily English-speaking province.

P14  Does Google Translate Assist or Hinder Language Development?
Ann Chen - Kingston Employment and Youth Services

Attendees will learn about a study where students’ performances in reading and vocabulary were tracked under two conditions: instructor’s explanation versus Google Translate. Findings showed no significant difference in reading comprehension between the two conditions, but a drastic difference in vocabulary scores. Strategies for improving reading and vocabulary acquisition will be offered.

8:30AM-10:30AM

T1G  Create Harmonious Environments through Intercultural Education
Yolanda Pangtay - London Cross Cultural Learner Centre

The workshop is highly interactive, allowing participants to build understanding of intercultural issues through case studies, role playing sessions, and a communication test. Further, participants will learn to manage conflicts through the lens of their own cultural frameworks by exploring the relationship between power dynamics, situational privileges, and systemic discrimination.

Category: Interactive Workshop
Level: Adult ESL/LINC, College/University, Elementary, ELT/SLT, Secondary
Focus: Classroom and Community Support
Audience: All Participants
9:50AM-10:50AM

T2A  Annual General Meeting (AGM)
All TESL Ontario members are invited to attend the Annual General Meeting.

T2B  Friends for Language: Friends for Life
Kim Cechetto - Fanshawe College
Theresa Hyland - Writing Specialist (Retired)
Louise Tamblyn - Art Therapist (Retired)
Christine Nath - ESL Professor (Retired)

London, Ontario received the first of many refugees from Syria in 2015-2016. A group of (mostly) retired ESL professionals in London Ontario became aware of the particular needs of government-sponsored newcomers waiting for LINC spaces with daycare. Thus began an intercultural adventure in language/life relationships that enriched the experience of refugees and retirees alike. Come hear our story!

Category:  Presentation  
Level:  Adult ESL/LINC, Elementary, Secondary  
Focus:  Refugee Related  
Audience:  All Participants

T2D  Using H5P and Flipgrid in the ESL classroom
Valerie Sartor - University of Akron

This presentation introduces two digital video applications for the ESL classroom and demonstrates multiple ways to incorporate these applications in teaching and also for teacher training.

Category:  Technology Presentation  
Level:  Adult ESL/LINC, College/University, Elementary, ELT/SLT, Secondary  
Focus:  Teacher Training  
Audience:  All Participants

T2F  Leveraging PBLA Practice Through Community Engagement Tasks
Shafaque Mulla - TNO-The Neighbourhood Organization

Attendees will discover creative ways to leverage their PBLA practice through community engagement tasks. This presentation will demonstrate how incorporating community-oriented tasks can enhance PBLA practice and outcomes. Helpful tips and tools on conducting community engagement tasks and samples of tried and tested classroom activities will be shared.

Category:  Presentation  
Level:  Adult ESL/LINC  
Focus:  PBLA for Teachers  
Audience:  All Participants

T2H  Getting Down to Brass Tacks on PBLA Assessments
Lisa Herrera - Consultant

What are the essentials in assessment tasks for PBLA? This workshop works backward from a productive and receptive example to explore what really needs to be in an assessment tool and why. Learn or review the basics of CLB-aligned assessment and how to keep it simple.

Category:  Presentation  
Level:  Adult ESL/LINC  
Focus:  PBLA for Teachers  
Audience:  Administrators, Teachers with/without Experience

Twitter: #TESL2018

TESL Ontario 2018 is working towards a scent-reduced environment. In order to protect those individuals with fragrance sensitivities, TESL Ontario is asking for voluntary cooperation towards a scent-free environment. Attendees, exhibitors and presenters are strongly encouraged to avoid or reduce the use of fragranced products and to replace them with unscented alternatives.
Qalen is a Network of accrediting and Quality Assurance bodies in the English language education sector, with representation in the US, Canada, the UK, Australia New Zealand, Malta, and South Africa. The network holds an annual symposium to discuss issues related to Quality Assurance and Accreditation.

One of the most complex issues that comes up at every QALEN symposium is Teacher Qualifications. Establishing minimal teacher qualification standards for the accreditation of language programs is a difficult task given the variation in qualifications that exist throughout the world. One of the long-term projects that the QALEN network has been working on is a mapping document between countries comparing different levels of qualification required to teach in accredited programs across the QALEN network.

Using this mapping document as a starting point, this panel discussion will focus on teacher qualifications, and trends related to English language teacher qualifications globally. More specifically, it will focus on the differences and similarities that we find across the different accreditation schemes, examine some of the challenges that QALEN members face in establishing standards around teacher qualifications, and discuss current and future trends related to teacher qualifications.

**ACCOMMODATIONS**
Sheraton Centre Toronto Hotel
123 Queen Street West, Toronto, ON M5H 2M9

Group rate: $239.00 plus taxes, per night
Cut-off Date: October 10, 2018
Group code: TESL Ontario 46 Annual Conference
Reservations: 1-888-627-7175

*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!*
T3E  Teaching Canadian History in the ELL Classroom
Aretha Heenan and Mira Goldberg-Poch - Historica Canada

This workshop will explore teaching resources available for ELL educators on significant moments in Canadian history, exploring the stories and perspectives of diverse groups of Canadians. The workshop will also explore key themes around Canadian identity and citizenship, such as multiculturalism and diversity. Participants will receive a resource package of educational materials by Historica Canada.

Category: Publisher's Presentation
Level: Adult ESL/LINC, Elementary, ELT/SLT, Secondary
Focus: Classroom Activities and Strategies
Audience: All Participants

T3H  Maximizing CLB Resources and Training
Anne Hajer - PBLA Regional Coach
PBLA Project Managers

This presentation introduces some of the training modules and resources found on the CCLB learning.language.ca website to support the ESL community including some newly developed tools like the online review of the CLB Support Kit and Multi-level Modules.

Category: Presentation
Level: Adult ESL/LINC
Focus: Classroom Activities and Strategies
Audience: All Participants

T3F  TESL Ontario Directory of Best Practice Resources
Julianne Burgess - TESL Ontario

Looking for teaching resources and pressed for time? You need the "TESL Ontario Directory of Best Practice Resources", introduced last year. In this presentation, you'll get to know the Directory's 24 topic areas and get acquainted with the easy-to-access materials designed for last-minute prep, long term planning and professional development.

Category: Presentation
Level: Adult ESL/LINC
Focus: Classroom Activities and Strategies
Audience: All Participants

T3J  Private Sponsorship Refugee Groups as Sites of Adult learning
Katarina Ohlsson - Seneca College

My master's thesis examined PRSGs as sites of adult learning not only for the refugees but also for their Canadian hosts. This presentation will cover some of the major findings and how these findings can help ESL teachers and others in the settlement community better understand some of the dynamics in play within PRSGs.

Category: Paper
Level: Adult ESL/LINC, College/University
Focus: Refugee Related
Audience: All Participants

T3K  Anatomy of a Language Learner: Synergizing language and life
Dr. Shazia Awan - Dalhousie University Halifax Nova Scotia

I present 'anatomy' of a language learner as the art of understanding the English language learner beyond language requirements and proficiencies and rather as someone who can be made aware to have an input in classroom pedagogy, content, curriculum and even assessments. I, as a researcher and as an educator, believe that this understanding will synergize language teaching and learning.

Category: Presentation
Level: Adult ESL/LINC, College/University, ELT/SLT
Focus: Professional Development
Audience: All Participants
T3L Dragons' Den in the LINC Classroom  
Emel Ortac and Guy Hucq - Saskatchewan Polytechnic  

This presentation looks at a collaborative LINC project for CLB 6-8 students who participated in a 5-week Dragons' Den project for a module on Entrepreneurship. Participants will see how the project was set up, challenges and how they were overcome, pitch videos, the outcome of the project for the students and teachers involved, and tips for teachers who wish to implement this in their classes.  

Category: Presentation  
Level: Adult ESL/LINC  
Focus: Classroom Activities and Strategies  
Audience: Teachers with/without Experience

T4B Maximize the use of your Language Companion  
Liset Rieger - PDSB  

In this presentation we will explore ways to maximize the use of the Language Companion. LC are a wonderful resource, not only to file artifacts for your learners portfolios. It is much more than a binder! Everyone is at different stages in their PBLA journey and we will have opportunities to share our success using LCs. Inspired teachers, successful learners. Handouts will be provided.  

Category: Presentation  
Level: Adult ESL/LINC  
Focus: PBLA for Teachers  
Audience: All Participants

T3M Recreating an EAP Curriculum  
Lindsey Gutt - York University Toronto  

Amalgamating, redefining, and clarifying an EAP curriculum for a university bridging program is no easy task. This presentation will begin by sharing the original course outcomes, and then explain how, by integrating the CLB, the outcomes were redefined, the materials were reorganized, and a bi-weekly schedule was developed to help instructors reach the new course skills and objectives.  

Category: Presentation  
Level: Adult ESL/LINC, College/University, Elementary, Secondary  
Focus: Curriculum Development  
Audience: All Participants

T4C PBLA: What is working for us  
Anthony Caldwell - ISANS  

PBLA is meeting its goals of greater learner autonomy and better coordination between LINC programs across Canada. Rollout has not been smooth though, as evidenced by PBLA’s guiding document remaining an online document in progress rather than a finished product. At ISANS, we have had our share of challenges in rolling out the PBLA program and bringing it successfully to all our LINC classes. In this presentation, I will share some of the factors that have worked for our Literacy and LINC classes.  

Category: Presentation  
Level: Adult ESL/LINC  
Focus: Program Administration / Direction  
Audience: Administrators

T4A Navigating the Intercultural Classroom  
Johanne Myles - Queen's University  
Tuula Lindholm - Humber College; Collège Boréal, Toronto/Hamilton/London Campuses  

The interactive workshop will introduce teachers to concepts related to intercultural communicative competence (ICC) development and practical strategies for integrating ICC into the classroom. Issues of cultural identity and the need for teachers to reflect on their own cultural values and their effect on their teaching will also be addressed.  

Category: Interactive Workshop  
Level: Adult ESL/LINC, College/University, ELT/SLT  
Focus: Classroom and Community Support  
Audience: All Participants

T4D ESL Online: English Language Learning at Your Fingertips  
Heather Robinet and Julie Ostien - Avon Maitland District School Board  

Learn about Anytime ESL, a fully supported online Ontario ESL program directed at CLB Levels 1-5. Experience Anytime curriculum, and learn how it can be used independently, or as a supplement to the ESL classroom. See how learners are supported in this program, and how PBLA is used. BYOD optional.  

Category: Technology Presentation  
Level: Adult ESL/LINC  
Focus: Electronic Classroom / Technology  
Audience: All Participants
T4E  The Perfect Storm - ESL for Home Reno Training
Shirley Graham and June Myles - Ottawa-Carleton District School Board

MCCSS, EDU and MAESD funded programming come together to ensure a multi-pronged approach for newcomer success. This course includes ESL language training for the home renovation industry, as well as a fast track to COOP/PLAR for their OSSD. Students are prepared for hands-on workplace training with placement in the industry. Learn how this can be done without overlap or duplication of services.

Category: Presentation
Level: Adult ESL/LINC, ELT/SLT
Focus: Employment Related
Audience: All Participants

T4F  Mindfulness for TESOLers
Krista Royal - University of South Florida

Learn how mindfulness can enrich your professional life, how to begin your own mindfulness practice, how to bring mindfulness into your classroom, and how mindfulness practices can ultimately benefit teaching and learning. After practicing mindfulness together, you will leave feeling refreshed, with new ideas and a list of suggested resources.

Category: Presentation
Level: Adult ESL/LINC, College/University, Elementary, ELT/SLT, Secondary
Focus: Life/Work Balance
Audience: Administrators, Teachers with/without Experience

T4G  Teaching English Learners through Virtual Reality
Yefei Jin - Nearpod

Technology can be a powerful medium for building vocabulary and academic ways of thinking for English learners. In this workshop, participants will review emerging research on Virtual Reality for language learning and then explore firsthand its potential through Nearpod and other tech applications to promote not only academic language but also self-advocacy and cross-cultural skills.

Category: Interactive Workshop
Level: Adult ESL/LINC, Elementary, ELT/SLT, Secondary
Focus: Classroom Activities and Strategies
Audience: All Participants

T4H  Using PBLA Resources to Address Literacy Learners Needs
Agnes Kucharska - PBLA Lead Teacher
Rana Ashkar - PBLA Project Manager

CCLB will present on the strategies that will support teachers who teach Literacy learners in a PBLA classroom. The presentation will focus on the newly developed diagnostic Literacy Tasks as well as other Literacy resources teachers can use in their classroom to help teach PBLA with literacy learners.

Category: Interactive Workshop
Level: Adult ESL/LINC
Focus: PBLA for Teachers
Audience: Administrators, Teachers with/without Experience

T4I  The Career Booster Forum - Build your career...build your income

The forum discussion includes short presentations from three experienced ESL professionals.

Monetizing your Professional Skills
Patrice Palmer - Teacherpreneur and Happiness @ Work

Are you looking for ways to combine your skills, creativity and expertise to earn additional income outside the classroom? There are many opportunities online such as teaching, writing, editing and research positions but knowing where to look is key. I will provide some ideas and tips to help you get started.

Connecting Accreditation to Employment
Reza Mazloom-Farzaghy - TESL Ontario

Who are the providers of language instruction in Ontario? What certification/accreditation do they require? How can you find them? How should you approach them? This presentation will try to answer these questions and more.

Coaching for Success
Thura Aljubury - Sheridan College & ACCES Employment

Why only teach when you can work with your TESL and earn more? With the arrival of the Syrian refugees in 2015, the need for coaches, facilitators and translators has increased. Join me to know more about working as a coach, facilitator, and interpreter/translator with your TESL for non-for-profit organisations.
**T4J  The Instructor’s Culture: A Valuable Asset**  
Adrianna Semerjian - Mohawk College

Developing a positive view of diversity and treating the students’ cultures as assets are the central tenets of Culturally Responsive Teaching. The presenter’s research suggests that the instructor’s culture should also be acknowledged and valued as a resource that can enrich teaching and learning.

**Category:** Paper  
**Level:** Adult ESL/LINC, Elementary, ELT/SLT, Secondary  
**Focus:** Classroom and Community Support  
**Audience:** All Participants

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**T4K  How Well Does Our EAP Program Prepare Learners?**  
Paul Quinn - Centennial College

This paper presentation reports on a study that investigated how effectively a college EAP program prepared its students for a content course. The presentation will describe the methodology and results of the study, and explain how the research influenced curricular revisions and affected the researcher’s own pedagogical practice.

**Category:** Paper  
**Level:** College/University  
**Focus:** Research  
**Audience:** All Participants

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**T4L  Teaching the Underprepared Students: Strategies for Success**  
Sohel Chowdhury and Sawsan Tarannum - Centennial College

As faculty in a community college in Toronto, we have been facing growing challenge to help underprepared students achieve success. This presentation will address how teachers can identify the underprepared students, what community colleges in Canada are doing to address the problem of the underprepared students, and how teachers can motivate and assist underprepared students to achieve success.

**Category:** Presentation  
**Level:** Adult ESL/LINC, College/University, ELT/SLT, Secondary  
**Focus:** Classroom Activities and Strategies  
**Audience:** All Participants

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**T4M  Settlement Language Programs and Essential Skills**  
Jennifer Mizzi - Immigrant Services Association of Nova Scotia ISANS

Are you interested in incorporating Essential Skills into your settlement language strategy? This workshop will give you the tools, strategies and information you need to successfully and easily incorporate Essential Skills into your settlement language programs.

**Category:** Presentation  
**Level:** Adult ESL/LINC  
**Focus:** Employment Related  
**Audience:** All Participants

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**T5I  Career Connections**

Network with potential employers; learn about the screening, interviewing and selection process of various organizations - bring your resume! Employers will share about where they post job openings, when they hire, their skills requirements and much more! Please note that employers attending Career Connections may not currently be hiring.

List of currently registered employers:
- ACCES Employment
- Canada Education & Consulting
- Canadian Connection Educational Services Inc
- Catholic Crosscultural Centre
- Centre for Education & Training
- Conestoga IELTS
- English School of Canada
- English Testing Canada (ETC)
- Hansa Language Centre
- International Centre for EAP
- Outstanding Education Group
- RelevantChina
- Ryerson University
- Seneca College
- St. George’s Centre for ESL, Upper Grand District School Board
- Toronto Catholic District School Board, Adult Education Program
- Toronto District School Board
- UASK Education
- York Region District School Board
2:10PM-3:10PM

T5B  TechKnow
Kevin O’Brien - TESL Ontario

The TechKnow session will have approximately 15 tables with one presenter at each table focusing on a specific use of technology. Presenters will speak for 6 minutes on their chosen topic. Following the short presentation there will be 6 minutes to answer any questions. Attendees then change tables to listen to another presenter/topic. Presenters will present their information four times and attendees can move to 4 different tables within the one-hour time slot.

Table Topics will include:
• Blended Synchronous Language Teaching
• Blockchain's Uses for Education
• Collaborative Activities with Nearpod
• Curate and Collaborate with Padlet
• Find Tutela Resources
• Google Classroom in Adult ESL
• Gotta Get Goosechasin'
• Keeping Webinar Participants Engaged
• LINC and Google Classroom
• Making Google Translate Work
• QR codes for workshops
• QUIZLET- the magic of vocabulary teaching
• Remind.com: Communication Tool
• Teaching through Virtual Reality
• TED Talks ESL App
• Using H5P effectively

T5C  WhatsApp With Your Pronunciation Teaching?
Donna Pearce and Isabell Camillo - Brock University

This presentation describes how we used WhatsApp in an EAP Pronunciation class. Sample tasks and activities will be shared, as well as suggestions for other ways to use the app, such as grammar tasks and as a virtual office hour, in order to facilitate communication with your students.

Category: Presentation
Level: Adult ESL/LINC, College/University, ELT/SLT
Focus: Electronic Classroom/Technology
Audience: All Participants

T5D  The role of personalized feedback in online courses
Muhammad Nawaz - Immigrant Settlement Association of Nova Scotia (ISANS)

This presentation will showcase the online language teaching platform used at ISANS, Halifax, to teach language courses to new and pre-landed immigrants. It will, more specifically, demonstrate feedback tools and strategies used in these courses to motivate and engage learners and enhance their retention and success in online courses.

Category: Technology Presentation
Level: Adult ESL/LINC, College/University, ELT/SLT
Focus: Electronic Classroom / Technology
Audience: All Participants

T5E  Onyx: A portal for ON Adult non-credit ESL & FSL
Sharon Rajabi and Anne-Marie Kaskens - TCDSB
Jim Edgar - LearnIT2Teach/New Language Solutions

In this update, we will do a demonstration of Onyx (formerly TELLON): a portal and learning management system for Ontario’s Adult Non-Credit ESL and FSL programs. In addition, we will do a walk through of pilot courses and units designed and developed for Onyx and share a summary of our findings including learners’ feedback.

Category: Presentation
Level: Adult ESL/LINC
Focus: Electronic Classroom/Technology
Audience: All Participants

T5G  Free resources to address racism, prejudice and all human rights
Nicole Miller - FAST-Fighting Antisemitism Together

These award-winning resources are free online to teach about past and current racism, genocide, stereotyping and all intolerance. You will be guided through this wealth of information and watch a few of the powerful videos. Meet curriculum requirements (grades 6-12) or use for adult learners. Laptops or tablets required.

Category: Interactive Workshop
Level: Adult ESL/LINC, College/University, Elementary, ELT/SLT, Secondary
Focus: Classroom Activities and Strategies
Audience: All Participants
T5H PBLA: Reporting and Supporting Learners Progress
Lisa Herrera - PBLA Regional Coach
Rebecca Hiebert - PBLA Regional Coach
PBLA Project Managers

This session will allow participants to review IRCC reporting designations. Participants will be able to practice using the IRCC designations when recording the results of a portfolio evaluation. Content from Professional Learning sessions for PBLA Lead teachers.

This session is repeated on November 2 @ 2:10PM-3:10PM.

Category: Interactive Workshop
Level: Adult ESL/LINC
Focus: PBLA for Teachers
Audience: Teachers with/without Experience

T5J Native and Nonnative Teachers’ Assessment of Student’s Writing
Padam Bahadur Chauhan - Minnesota State University, Mankato

This research paper highlights how and why the native and nonnative English-speaking teachers’ assessment of multilingual student's writing differs at a North American university. The participants evaluated the sample essay using an analytic rubric and then participated in semi-structured interviews. The paper concludes with the study’s conclusions and implications.

Category: Paper
Level: College/University
Focus: Research
Audience: Teachers without Experience

T5K International Students in Higher Education: Issues and Strategies
Giacomo Folinazzo and Alex MacGregor - Niagara College

Post-secondary institutions in Ontario are experiencing unprecedented growth in international student enrolment, administrators and faculty face challenges in ensuring the academic success of these students. In their recently published research, the authors identify student and faculty perspectives regarding challenges, expectations and best practices in the classroom.

Category: Paper
Level: College/University
Focus: Classroom and Community Support
Audience: All Participants

T5L Language and Knowledge Requirements for Canadian Citizenship
Jennifer Stone, Toni Schweitzer and Leslie Anderson - Neighbourhood Legal Services

This presentation will examine the law, policies, and available data related to language and knowledge of Canada in the context of applications for Canadian citizenship. Failure to meet these requirements account for approximately 73% of citizenship refusals. As perhaps the most vexing issue facing citizenship applicants, language educators have an important role to play.

Category: Presentation
Level: Adult ESL/LINC
Focus: Refugee Related
Audience: All Participants

T5M Implementing and assessing screencasted feedback on EAP writing
Mike Murphy - Carleton University

Research suggests screencasted feedback on writing assignments results in greater motivation and uptake than written feedback. Participants will learn about a colleague's recent experience adopting screencasts in EAP, with an overview of the literature, logistics, and perceived pros and cons, and description of his research project assessing screencasts' effectiveness.

Category: Presentation
Level: College/University
Focus: Electronic Classroom / Technology
Audience: Teachers with/without Experience

2:10PM-4:10PM

T5F Free Resources for IELTS
Dr. Sabiha Khuram - British Council

This presentation will provide teachers with key information on how to prepare their students for the IELTS test with the free resources available by British Council IELTS. It will highlight valuable resources that teachers can provide to their students in order to best succeed for the test.

Category: Presentation
Level: Adult ESL/LINC, College/University, ELT/SLT
Focus: Classroom Activities and Strategies
Audience: All Participants
3:30PM-4:30PM

T6C  Top 10 resources and webinar recordings on Tutela.ca
Diane Ramanathan - Tutela.ca

Looking for resources and PD? This session will share the most downloaded resources and most viewed webinar recordings on Tutela and how to find them. This will include how to join the TESL Ontario group on Tutela in order to access those webinar recordings as well.

Category: Presentation
Level: Adult ESL/LINC, College/University, ELT/SLT
Focus: Resources and PD
Audience: Administrators, Teachers with/without Experience

T6D  The What, Why, and How of CLB-OSA
Art Rekhtin and Jennifer Tanudjaja - The Centre for Education & Training

This session will highlight the benefits of the Canadian Language Benchmarks Online Self-Assessment (CLB-OSA) and provide a summary of features, updates and enhancements. A mini-demonstration of the tool will be delivered as part of this session. Repeat session (revamped) from 2017.

Category: Technology Presentation
Level: Adult ESL/LINC, ELT/SLT
Focus: Electronic Classroom/Technology
Audience: All Participants

T6E  Teaching Canadian Workplace Culture, Eh
Susan Webb - The Centre for Education & Training

Why not infuse a dose of Canadian culture into your workplace skills lessons! We’ll "get inside" Canadian workplace culture, working from soft skills to the four CLB skills, then exploring the Canadian culture embedded within. Finally, we’ll look at elements such as pragmatics that play a role in our unique Canadian communication style. Focus is on CLB 5 to 7 office environment.

Category: Presentation
Level: Adult ESL/LINC, ELT/SLT
Focus: Employment Related
Audience: Teachers with/without Experience

T6G  Teaching Writing to ALL
Elena Listopad - Ottawa Catholic School Board

This workshop will highlight the needs of adult literacy learners with the focus on Foundation Level. The participants will get a chance to discuss the essential writing skills the learners need to achieve in order to function in the society, as well as the main areas where these skills are applied.

Category: Interactive Workshop
Level: Adult ESL/LINC
Focus: Classroom Activities and Strategies
Audience: Teachers with/without Experience

T6H  PBLA: Exploring Skill Using Tasks
Rebecca Hiebert - PBLA Regional Coach
Lisa Herrera - PBLA Regional Coach
PBLA Project Managers

This session will review the definitions of skill building activities and skill using tasks. Participants will examine the difference between skill using activities and assessment tasks and review the role of skill using tasks in the teaching/learning process. Content from Professional Learning sessions for PBLA Lead teachers.

This session is repeated on November 1 @ 2:10-3:10PM.

Category: Interactive Workshop
Level: Adult ESL/LINC
Focus: PBLA for Teachers
Audience: Teachers with/without Experience

T6K  Counting Grains of Sand: Selecting Collocations for Teaching
Olga Makinina - Carleton University

Ever leafed through the word frequency lists and collocation dictionaries trying to decide which collocations are the most appropriate and easy/problematic for teaching when you have only limited classroom time? This paper will discuss criteria of selecting academic English collocations based on their semantic, morphosyntactic, and functional characteristics.

Category: Paper
Level: Adult ESL/LINC, College/University, Secondary
Focus: Research
Audience: Researchers, Administrators, Teachers with/without Experience
**T6L  Strategies to promote health with newcomers**
Aliya Desai, Shannon Carney and Joanne Mercer - Toronto Public Health

A Toronto Public Health Nurse will review key messages and teaching resources to promote healthy eating, physical activity, tobacco-free living, disease prevention and mental health with adult English language learners.

**Category:** Presentation  
**Level:** Adult ESL/LINC  
**Focus:** Health  
**Audience:** All Participants

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**T6M  Cultivating Workplace Communication Skills in College Classrooms**
Diane Hardy and Hana Taleb Imai - Bow Valley College

This presentation highlights two approaches to addressing workplace communication skills at an intermediate language proficiency level in college language classrooms. Participants will be introduced to examples of dynamic, engaging, and real-world learning tasks which focus on intercultural learning, pragmatic competence and digital literacy.

**Category:** Presentation  
**Level:** College/University  
**Focus:** Employment Related  
**Audience:** All Participants
Learn IT2T teach

Take that first step,
and LINC blended learning will work for you.

To learn more about our free
made-in-Canada courseware and teacher PD, attend one of our conference sessions,
or visit our table in the exhibit area.

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Funded by
Immigration, Refugees and Citizenship Canada

FINANCIÉ PAR:
Immigration, Réfugiés et Citoyenneté Canada
8:30AM-9:30AM

**F1C  Teaching Workplace Communication Skills**
Carol Derby - Immigrant Services Association of Nova Scotia

Using authentic workplace interactions as contextual background, this workshop will explore language and culture in realistic workplace scenarios. With CLB and Essential Skills, ISANS courses help learners acquire the language and culture for successful integration into the workplace. This interactive workshop will explore the features that make our programs engaging, relevant and effective.

**Category:** Interactive Workshop  
**Level:** Adult ESL/LINC, ELT/SLT  
**Focus:** Employment Related  
**Audience:** All Participants

**F1D  ‘Techy’ Authentic Writing Tasks for PBLA**
Thura Aljubury - Sheridan College

ESL Instructors have been looking for creative and innovative ways to design ‘authentic’ writing tasks ever since PBLA was implemented. In this session, the presenter shares her ‘online’ expertise with designing authentic, real-world writing tasks and assessments for different ESL programs and CLB levels.

**Category:** Technology Presentation  
**Level:** Adult ESL/LINC, College/University, ELT/SLT  
**Focus:** Electronic Classroom/Technology  
**Audience:** All Participants

**F1E  Authentic speech in the classroom**
Marijke Wertheim – University of Toronto

We are all aware of the importance of helping our students achieve their own authentic voice in English and their need for oral skills that allow them to effectively navigate the EIL world. But how do we translate this into classroom activities? This presentation will present samples of activities that break from tradition and give our students the ability to make their own meaning.

**Category:** Presentation  
**Level:** Adult ESL/LINC, College/University, ELT/SLT  
**Focus:** Classroom Activities and Strategies  
**Audience:** Teachers with/without Experience

**F1J  Integrating Reading and Writing for EAP College students**
Hala Bastawros - McMaster University

This paper proposes integrating reading and writing skills for EAP college students to improve their academic writing competence and awareness of different genres and registers through Systemic Functional Linguistics (SFL) methodology. A proposed curriculum that highlights the usefulness of implementing SFL in writing classes, and a sample lesson-unit plan are included in the proposed study. The paper posits potential benefits and reports on the challenges that might affect the proposed implementation. It also provides some remedial measures for importing the proposed methodology into college’s EAP curricula.

**Category:** Paper  
**Level:** Adult ESL/LINC, College/University, ELT/SLT, Secondary  
**Focus:** Classroom Activities and Strategies  
**Audience:** All Participants

Twitter: #TESL2018
F1L Vocabulary Engagement: 10 Metacognitive Activities for Vocabulary Growth
Rita Naughton - Southern New Hampshire University

This session presents innovative vocabulary activities to excite English language learners and encourage retention and expansion of vocabulary knowledge through the implementation of metacognitive strategies. Each of the ten activities may be used in a variety of settings and be adapted to suit different levels of English language proficiency.

Category: Presentation
Level: Adult ESL/LINC, College/University, ELT/SLT, Secondary
Focus: Classroom Activities and Strategies
Audience: Teachers with/without Experience

F1M So That's How You Score TOEFL iBT® Writing
Marian Crandall - ETS TOEFL

This presentation will give an overview of the two Writing tasks on the TOEFL iBT® test and provide an explanation of the official rubrics used to score test-taker responses. We will review benchmark responses for a specific independent writing task, and participants will practice scoring additional responses using the rubrics.

Category: Publisher's Presentation
Level: College/University
Focus: Assessment
Audience: Teachers with/without Experience

8:30AM-9:30AM POSTER PRESENTATIONS

P1 EFL Syllabi for Developing Critical Thinking Skills
Nicholas Musty - Kwansei Gakuin University, Japan

The researcher developed two syllabi aimed at developing critical thinking skills. One relates to culture and involves students in compiling questionnaires, writing reports and giving presentations. Another focuses on business and involves making and editing two videos related to a specific profession.

P2 Life in a New Language: A Focus on Identity
Vander Tavares - York University

This poster presentation explores the experiences of an adult ESL newcomer to Toronto with a focus on the ways the new language has influenced the development of her new identity. More specifically, it highlights the process of professional identity (re-)construction the learner experienced in the new linguistic and sociocultural community.

P3 Mobile Learning for Adult Language Learners
Jennifer Artan - Thames Valley District School Board

This poster presentation will address the potential and controversies associated with mobile learning in the Adult Language Learning classroom. With Smartphone ownership rates increasing amongst our learners, as instructors we need to explore how to leverage this tool for learning, and also how to manage the tool so that it isn't primarily a distracting force in the classroom.

P4 Self-Determination Theory & Day and Bamford's Principles for ER
Gonul Turkdogan - Niagara College

Attendees will hear about:
• Overview of Self-Determination Theory (SDT) & Extensive Reading (ER)
• Day & Bamford ER Principles in relation to SDT
• Review of the Literature
• Intrinsic Motivation for ER (competence, autonomy and relatedness)
• Benefit of ER
• General information about the research
• Tips, activities and useful websites for ER Teachers

P5 Purposeful Annotation: Strategy for Effective Reading and Writing
Jagrati Chauhan and Juliana Seriani - York University

We will begin with a discussion on teaching annotating skills, share and lead a discussion on the annotating strategies that we use along with the worksheets we developed to assist students, and finally lead a discussion on the strategies participants have used to help students improve their annotating skills.
P6 Elevating MCQs - From LOTS to HOTS
Leslie Fehr and Ahmad Hussain - Conestoga College

This poster presentation will engage attendees in identifying and ranking several multiple choice questions (MCQs) according to Bloom’s taxonomy from lower to higher order thinking skills (LOTS to HOTS). Attendees will also see a number of strategies used to assess critical thinking skills based on current research.

P7 Fostering Professional Identity Development
Heather Donnelly - Fanshawe College

This poster explores the factors that both help and hinder new ESL teachers in the process of developing professional identities. It provides advice about actions than can be taken to assist new ESL instructors in forming strong and authentic professional identities.

P8 Putting the LINC into WorkLINC
Audrey Beaulne and Ryan Kavanagh - Immigrants Working Centre

This poster presentation will focus on approaches to instructing Stage I employment-seeking learners in WorkLINC, an industry-specific work-readiness program. Key points shared will be how the needs of multilevel classes are met, and how LINC instructors and employment services work together. Successes, challenges, and best practices will be highlighted.

P9 PBLA Best Practices
Roula Argiropoulos - TDSB

This will be a photography exhibit showcasing PBLA in the classroom. There will be photos of classroom bulletin boards. Participants will get ideas on how they can decorate and showcase there classroom to reflect PBLA.

P10 Raise your TOEIC score in 15 weeks!
James Heather - Nanzan University

This poster presentation will guide the audience through a 15-week TOEIC Test preparation course designed to be fun while also increasing a student’s test score. Audience members will see how the instructor intertwines use of a textbook with supplemental materials to create a course filled with useful test strategies as well as fun, test-relevant activities.

P11 ICC and lecturers’ perceptions
Trang Le - Ho Chi Minh City University of Education

This presentation reports on findings from an investigation into twenty Vietnamese teachers’ perceptions of ICC. Determining how teachers perceive ICC and how much they incorporate ICC into their classes would help gaining a comprehensive picture of the current situation. Additionally, the results will provide workshops to cultivate ICC among teachers.

P13 Lexical borrowing among Francophones in the Greater Toronto Area
Tessa Troughton - University of Ontario Institute of Technology

This research investigated the relationship between length of residence in an English-speaking province and the number of lexical borrowings in the participants’ native language (French). The research addresses issues such as bilingualism, lexical borrowing, and code-switching among a Francophone population living in a primarily English-speaking province.

P14 Does Google Translate Assist or Hinder Language Development?
Ann Chen - Kingston Employment and Youth Services

Attendees will learn about a study where students’ performances in reading and vocabulary were tracked under two conditions: instructor’s explanation versus Google Translate. Findings showed no significant difference in reading comprehension between the two conditions, but a drastic difference in vocabulary scores. Strategies for improving reading and vocabulary acquisition will be offered.

ACCOMMODATIONS
Sheraton Centre Toronto Hotel
123 Queen Street West, Toronto, ON M5H 2M9

Group rate: $239.00 plus taxes, per night
Cut-off Date: October 10, 2018
Group code: TESL Ontario 46 Annual Conference
Reservations: 1-888-627-7175

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!
8:30AM-10:30AM

F1F  LearnIT2teach Stage 1 (Bring Your Own Device format)
Kevin O’Brien and Nancy Van Dorp - LearnIT2teach/New Language Solutions

This BYOD hands-on training introduces CLB-aligned courseware and PD opportunities to LINC instructors. It is the first of 4 training stages. After completing a follow-up online module, teachers can have their own courseware hosted in Moodle at edulinc.org with ongoing support from a mentor. Note that only participants working in an IRCC-funded program are eligible for the courseware and training.

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

F1G  Content-Feedback as Knowledge-Building for EAP Students
Naglaa Salem and Shereen Seoudi - Ryerson University

This training session aims to raise teachers’ awareness of EAP students’ need to apply and demonstrate critical reasoning, which is an integral part of university education. It also offers some suggestions for giving effective feedback on content generated by students in class and reinforce knowledge building and language development as a way to help them fill gaps in their academic discussions.

Category: Interactive Workshop
Level: College/University
Focus: Classroom Activities and Strategies
Audience: Teachers without Experience

F1H  Fitting Pronunciation into the ESL Classroom
Mary Ritter - New York University

How can teachers help students improve their pronunciation without doing full pronunciation lessons? In this interactive workshop, participants will explore fun pronunciation ice-breakers, warm-up exercises, pair activities, and error correction techniques that integrate easily into the curriculum they are already using.

Category: Interactive Workshop
Level: Adult ESL/LINC, College/University, ELT/SLT, Secondary
Focus: Classroom Activities and Strategies
Audience: Teachers with/without Experience

9:00AM-11:00AM

F2B  13th Annual TESL Ontario Panel Discussion: Building Thriving Communities

TESL Ontario will be hosting our Thirteenth Annual Panel Discussion to be held at our 46th TESL Ontario Conference in November 2018. The aim of this panel discussion is to identify current trends, updating of initiatives, sharing of recommendations, and it is designed to bring stakeholders together. The panel discussion presentations have proven to be very successful and continue to be fully booked each year. This year’s theme is Building Thriving Communities.

The panel members represent the following Ministries:
- Immigration, Refugees and Citizenship Canada
- Ministry of Advanced Education and Skills Development
- Ministry of Children, Community and Social Services

Moderator: Renate Tilson, Executive Director - TESL Ontario.

Twitter: #TESL2018
9:50AM-10:50AM

F2A  Practical PBLA: An Online Resource for LINC Teachers
Fiza Abedin and Alison Vickerman - ASSIST Community Services Centre

This presentation will showcase a practical resource developed by teachers, for teachers to help instructors implement PBLA in their own classes. This resource provides clear examples and explanations of PBLA expectations throughout the semester, from initial needs assessment to the end of term portfolio review, and everything in between.

Link to resource: www.practicalpbla.weebly.com

Category: Remote Session
Level: Adult ESL/LINC
Focus: PBLA for Teachers
Audience: All Participants

F2C  Interactive Tech Tools for Vocabulary Learning and Practice
Faith Marcel - OISE (University of Toronto) / Niagara College

This interactive technology workshop will allow participants to explore and create activities for teachers to help language learners practice and interact with the vocabulary they are learning. Nearpod, Quizlet Diagrams, and Kahoot! Team Mode will be showcased to develop engaging classroom vocabulary practice activities that language learners can also use for hours of additional practice.

Category: Interactive Workshop
Level: Adult ESL/LINC, College/University, Elementary, ELT/SLT, Secondary
Focus: Electronic Classroom / Technology
Audience: All Participants

F2D  Real World Tasks Through Google Classroom
Marina Antony-Newman and Olga Vartsaba - YRDSB

The presentation features Google Classroom in Adult ESL/LINC environment. Participants will join Google Classroom, follow and participate in skill-building and real-world tasks which integrate four skills. It is beneficial for teachers conducting blended courses with online component or working in multilevel classrooms, teachers developing CLB competences and implementing PBLA.

Category: Technology Presentation
Level: ELT/SLT
Focus: Classroom Activities and Strategies
Audience: All Participants

F2E  Effects of the Blended Learning Approach in LINC
Matthias Sturm - New Language Solutions
Jill Cummings - Yorkville University
Augusta Avram - Burnaby School Board

This session presents findings of the study Researching the Effects of the Blended Learning Approach in LINC (Language Instruction for Newcomers to Canada) that was undertaken by the LearnIT2Teach Project with a school board in British Columbia in 2018. LearnIT2Teach provides the EduLINC courseware and LINC instructor PD across Canada.

Category: Presentation
Level: Adult ESL/LINC
Focus: Research
Audience: All Participants

F2J  Examining the Potentials of TELL: Learner Voices
Farhana Ahmed - York University

This presentation reports on research examining technology use in an EAP university program in Ontario. Findings will share individual, contextual and pedagogical factors that influenced and shaped students' beliefs and subsequent use of technology-enhanced learning. Implications for English language teaching, teacher education, curriculum design and ongoing research will be discussed.

Category: Paper
Level: Adult ESL/LINC, College/University, ELT/SLT
Focus: Electronic Classroom / Technology
Audience: All Participants

F2K  Effects of Explicit and Implicit Instructions on Vocabulary Development
Sengul Er Dogan

The purpose of this research study is to examine and compare the effectiveness of implicit and explicit instruction on vocabulary development in fifth grade Turkish EFL classrooms. The study investigated the perceptions of EFL teachers about the implementation of these two instructional methods in their classrooms as well. The participants were 25 fifth grade students and two teachers enrolled in a fifth grade English program at a private school in Istanbul, Turkey. The data were collected from pre- and post-tests, lesson plans, and reflective journals.

Category: Paper
Level: Elementary, Secondary
Focus: Classroom Activities and Strategies
Audience: All Participants
This workshop will focus on different approaches to online teaching, drawing on our own experiences. Presenters will highlight specific activities that have been used successfully and discuss potential adaptations as well as challenges faced. Participants will be invited to share their ideas and insights surrounding online teaching and best practices.

**Category:** Presentation
**Level:** Adult ESL/LINC, College/University
**Focus:** Classroom Activities and Strategies
**Audience:** All Participants

**F2M** Differentiating Lesson Plans in a Multilevel Classroom
Jim Baron - Oxford University Press

Discover new ideas for differentiating lessons in your LINC class using OUP’s brand new edition of Step Forward. The lessons we will explore during this presentation are inclusive of students at different language levels and learning goals, while still delivering the every-day language proficiency LINC students require.

**Category:** Publisher's Presentation
**Level:** Adult ESL/LINC, ELT/SLT
**Focus:** Classroom Activities and Strategies
**Audience:** Teachers with/without Experience

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**ACCOMMODATIONS**
Sheraton Centre Toronto Hotel
123 Queen Street West, Toronto, ON M5H 2M9

Group rate: $239.00 plus taxes, per night
Cut-off Date: October 10, 2018
Group code: TESL Ontario 46 Annual Conference
Reservations: 1-888-627-7175

*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!*

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**F3A** Keynote: Gamification in Education: Hype or Useful Teacher Tool?
Dr. Deborah Healey - University of Oregon/TESOL International Association

Language teachers have long used games, but gamification – the use of game elements in non-game settings – is a recent concept. Businesses use gamification (points and badges) to increase customer loyalty. In education, is gamification "trendy," or could we use the motivating elements of gaming to re-think the classroom? This presentation will describe how I incorporated gamification into courses for pre-service and in-service teachers, and how the teacher-learners responded. I will also offer ways to get started for those who are interested.

*This Keynote presentation will be a remote presentation and displayed in a large room at the conference on a big screen with amplified sound and a moderator will be present.*

**F3D** Optimizing Edulinc for Portfolio-based Language Assessment
Jim Edgar and Nancy Van Dorp - LearnIT2teach/New Language Solutions

This session shows how to make an Edulinc course more PBLA-compatible. It will demonstrate how different types of Moodle activities and resources can comprise a PBLA module and will highlight the effectiveness of the Assignment tool in a PBLA context. The presenters will also suggest ways to leverage existing Edulinc course content, including the legacy LINC courseware and PBLA-specific resources.

**Category:** Technology Presentation
**Level:** Adult ESL/LINC
**Focus:** Electronic Classroom / Technology
**Audience:** All Participants
F3E  The Changing Landscape of Computer-Based Language Testing
Chris Koelbleitner - Paragon Testing Enterprises

This session acknowledges the difficulties test takers face when choosing between major tests such as CELPIP, CAEL, TOEFL, IELTS, and PTE. The main differences between these tests will be discussed, as well as the advantages of computer-based testing, and ideas to prepare students in the classroom and online.

Category: Publisher's Presentation  
Level: Adult ESL/LINC, College/University, ELT/SLT, Secondary  
Focus: Electronic Classroom / Technology  
Audience: All Participants

F3F  Listening and Speaking Circles
Nicola Carozza - University of Toronto

This presentation looks at how listening and speaking can be scaffolded and combined holistically to encourage active listening and note-taking skills, which can then be applied to active participation through a variety of class discussion types (seminars, debates, discussion, etc.). The goal is to garner authentic speech based on listening.

Category: Presentation  
Level: College/University, Secondary  
Focus: Classroom Activities and Strategies  
Audience: All Participants

F3H  PBLA: Exploring Skill Using Tasks
Rebecca Hiebert - PBLA Regional Coach  
Lisa Herrera - PBLA Regional Coach  
PBLA Project Managers

This session will review the definitions of skill building activities and skill using tasks. Participants will examine the difference between skill using activities and assessment tasks and review the role of skill using tasks in the teaching/learning process. Content from Professional Learning sessions for PBLA Lead teachers.

This session is repeated on November 1 @ 3:30-4:30PM.

Category: Interactive Workshop  
Level: Adult ESL/LINC  
Focus: PBLA for Teachers  
Audience: Teachers with/without Experience

F3J  Teacher Learning in PBLA: a critical analysis
Yuliya Desyatova - University of Toronto

Drawing on policy documents and empirical data from a larger project, the paper analyses how teacher learning is conceptualized and enacted in PBLA implementation. As suggested by the data, PBLA teacher training demonstrates a strong reliance on behaviourist and cognitive understandings while neglecting the sociocultural complexity of teacher learning.

Category: Paper  
Level: Adult ESL/LINC, College/University, Elementary, ELT/SLT, Secondary  
Focus: Research  
Audience: All Participants

F3K  Utilization of Research Findings: Insights from EAP Classrooms
Sardar Anwaruddin - York University

This presentation is about how thirteen EAP instructors utilized academic research to improve classroom practice. Attendees will learn four insights gleaned from the participants' experiences of research utilization. These insights are helpful not only for teachers' professional development, but also for making policies to connect research and practice in TESOL.

Category: Paper  
Level: Adult ESL/LINC, College/University, Elementary, ELT/SLT, Secondary  
Focus: Research  
Audience: All Participants

F3L  ELLs in the Academic Classroom
Jacqueline Angi-Dobos - Niagara Christian Collegiate

ESL teachers, and ESL support staff are often required to give guidance to their colleagues, teach ELL students, and follow Ministry of Education requirements. Attendees will receive resources specific to high school, that they can use to support their non-ESL trained colleagues in the academic classroom. Come prepared to share materials you use, and bring any issues that we can collectively solve.

Category: Interactive Workshop  
Level: Elementary, Secondary  
Focus: Teacher Support  
Audience: Administrators, Teachers with/without Experience
F3M  Having Fun With PBLA
Agnes Kucharska and Jeniffer Small - IWC

In this interactive workshop, the presenters will demonstrate how teachers can maintain a positive, engaging learning atmosphere while implementing PBLA. The presenters will share several creative skill-building, skill-using, and real-world assessment tasks and methods that can be applied to multiple modules.

Category: Interactive Workshop
Level: Adult ESL/LINC
Focus: PBLA for Teachers
Audience: Teachers without Experience

11:20AM-1:20PM

F3C  Creating a Safe Meaningful Inclusive Learning Environment - SMILE
Kate Maven - The Centre for Skills Development / HDSB

Both research and classroom experience support the importance of learners feeling safe and welcomed. Today, this includes sensitivity to gender & sexual orientation, as well as to the usual issues of religious and cultural differences. I will share some of my techniques-and hope you will share some of yours-for creating a classroom environment that supports English language learners with a SMILE.

Category: Interactive Workshop
Level: Adult ESL/LINC, College/University, Elementary, ELT/SLT, Secondary
Focus: Classroom and Community Support
Audience: All Participants

F3G  Engaging Language Learners by Exploring Global Citizenship
Tamara Fisher-Cullen and Mariam Awad - Georgian College

What is Global Citizenship? How can we infuse it into language learning to engage students in the classroom and in the community? Come explore how using a Global Citizenship approach can help you create meaningful language learning experiences and community involvement. You'll leave with a toolkit of online resources and hands-on activities that connect you and your learners to the world.

Category: Interactive Workshop
Level: Adult ESL/LINC, College/University, Secondary
Focus: Classroom Activities and Strategies
Audience: Teachers with/without Experience

TESL Ontario 2018 is working towards a scent-reduced environment. In order to protect those individuals with fragrance sensitivities, TESL Ontario is asking for voluntary cooperation towards a scent-free environment. Attendees, exhibitors and presenters are strongly encouraged to avoid or reduce the use of fragranced products and to replace them with unscented alternatives.

12:30PM-3:00PM

F4B  Joint Program Administrators’ Meeting

As in prior years, TESL Ontario is hoping to once again host a Joint Program Managers meeting. Details are not yet confirmed for this session. Further information will follow as it is developed.

12:40PM-1:40PM

F4A  Student Virtual Tours
John Allan

Google Expeditions has extended its functionality to allow users, in our case students, to create their own virtual tours using the app Tour Creator. In this session, participants will become familiar with virtual tours and observe a student generated tour of their neighborhood. Student enhance their vocabulary, creativity and gain confidence through sharing their virtual tour with their peers.

Category: Remote Session
Level: Adult ESL/LINC, College/University, Elementary, ELT/SLT, Secondary
Focus: Electronic Classroom/Technology
Audience: All Participants

F4D  Let's Make Something to Keep Forever
John Stevens - Retired

I have made movies, PowerPoint presentations and books with my students. I take the photos; they write the script. I produce the product. They take it home.

Category: Technology Presentation
Level: Adult ESL/LINC, College/University, Elementary, ELT/SLT, Secondary
Focus: Classroom Activities and Strategies
Audience: All Participants
F4E  **PBLA-aligned Literacy Assessment Toolkit**  
Adrienne Horvath Cortes, Alison Wilson and Serena Reis - Conestoga College

We will introduce and provide access to a PBLA-aligned Literacy assessment toolkit developed by the Conestoga College LINC Program. We will demonstrate how to use this electronic toolkit and share sample assessment tasks with the desire to ease the workload that goes into the creation of assessment tasks.

**Category:** Presentation  
**Level:** Adult ESL/LINC  
**Focus:** PBLA for Teachers  
**Audience:** All Participants

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F4F  **Cultural views of smiling: Implications for teaching ESL**  
Joan Bartel - Humber College

Do you smile at learners on the first day of class? Perceptions of the meaning of a smile vary. I discuss recent intercultural research in psychology, demonstrate some awareness-raising activities for class and suggest reflecting upon our own smiling habits and preferences.  
[Updated version of TOSCON and TESOL 2018 talks.]

**Category:** Presentation  
**Level:** Adult ESL/LINC, College/University, ELT/SLT  
**Focus:** Classroom Activities and Strategies  
**Audience:** Administrators, Teachers with/without Experience

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F4G  **Writing Effective CLB-Aligned Comprehension Questions for PBLA**  
Lisa Herrera - Consultant

In this presentation, participants learn about different question types such as multiple choice, short answer, T/F, etc. and how questions can be written to effectively check for CLB criteria and levels of comprehension at various CLB levels from 1 to 8. Examples of questions for common CLB criteria provided.

**Category:** Presentation  
**Level:** Adult ESL/LINC  
**Focus:** PBLA for Teachers  
**Audience:** Teachers with/without Experience

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F4J  **Synergies That SLA Research Offers Practising ESL/EFL Teachers**  
Michael Lessard-Clouston - Biola University

This presentation helps teachers think about second language acquisition perspectives on classroom instruction. It describes some of the research and literature on SLA, and how insights into second language learning can improve ESL/EFL classes. Examples focus on thinking about SLA and how an understanding of learning can inform one’s teaching.

**Category:** Paper  
**Level:** Adult ESL/LINC, College/University, ELT/SLT, Secondary  
**Focus:** Research  
**Audience:** All Participants

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F4K  **Examining fluency development during repetitive dialogic tasks**  
Kent Williams - Carleton University

This study examines the role of topic repetition in developing speech fluency during repetitive dialogic tasks. An individualized analysis of four intermediate-level ESL graduate students' speeches shows how topic repetition encourages learners to reuse and, incidentally, automatize previously-visited bits of language. The results provide insights for instructors interested in fluency development.

**Category:** Paper  
**Level:** College/University  
**Focus:** Classroom Activities and Strategies  
**Audience:** Researchers, Administrators, Teachers with/without Experience

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F4L  **Redesigning for PBLA**  
Tehreem Nathaniel, Shafaque Mulla and Ruffy Cadiz - TNO - The Neighbourhood Organization

The aim is to demonstrate how redesigning and reusing can be an effective methodology to work with PBLA in LINC/ ESL class settings. It is a practical workshop where attendees will be able to learn how to redesign their existing forms into reusable PBLA tools; focusing on competencies and criteria development.

**Category:** Interactive Workshop  
**Level:** Adult ESL/LINC  
**Focus:** PBLA for Teachers  
**Audience:** All Participants
F4M Using TED Talks in your ESL Classroom
Tom Sepp - National Geographic Learning/Nelson

National Geographic Learning has created many pedagogical materials to make authentic materials such TED Talks easy to use in the ESL classroom. We'll explore print and digital materials, both freely available and part of National Geographic Learning's resources. Each participant will be able to download and try out an app and request review copies of some of the print materials presented.

Category: Publisher's Presentation
Level: Adult ESL/LINC, College/University, ELT/SLT, Secondary
Focus: Classroom Activities and Strategies
Audience: Teachers with/without Experience

2:10PM-3:10PM

F5A Moving Forward with PLAR
Judith Bond, Carolyn Cohen, Marisa Mazzulla and Karen Geraci - TESL Ontario

Find out about TESL Ontario's Competency and Credit Based Prior Learning Assessment and Recognition (PLAR) project. Learn about TESL Ontario's accreditation process, how PLAR is currently used, and plans for improving the process. The session offers opportunities for participants to share perspectives on ESL instructor accreditation.

Category: Interactive Workshop
Level: Adult ESL/LINC
Focus: Accreditation / Certification
Audience: All Participants

F5C Delivering effective ESP courses in an EAP environment
Livia Faqir- Pataki

This session will explore ways to design an effective English for Specific Purposes (ESP) curriculum in a higher educational setting; best practices for content-specific language teaching and some practical examples of an ESP classroom. Challenges of ESL teachers teaching ESP will also be discussed and practical examples of how to overcome these will be offered.

Category: Interactive Workshop
Level: College/University
Focus: Program Design
Audience: All Participants

F5D Anywhere, Anytime, Anyway Learning: Blend-Sync ESL Classes
Dmitri Priven and Don Moen - Algonquin College

This is a hands-on demonstration of a blended-synchronous (blend-sync) approach to online delivery of ESL classes. This approach allows to integrate on-site and off-site students in one physical/virtual synchronous space with opportunities for real-time communication and student collaboration.

Category: Technology Presentation
Level: Adult ESL/LINC, College/University, ELT/SLT
Focus: Electronic Classroom / Technology
Audience: All Participants

F5E LearnIT2teach Project Update
Rob McBride, Jim Edgar and Matthias Sturm - The LearnIT2teach Project

This session highlights enhancements for 2018 and describes what's ahead. Presenters will discuss:
- a new courseware and training portal
- enhanced LINC courseware
- updated teacher training
The project evaluation team will review evidence on the impact of blended learning on learners and the LINC sector.

Category: Presentation
Level: Adult ESL/LINC
Focus: Electronic Classroom / Technology
Audience: All Participants

F5F Enhance Your Curriculum with ESL Library Print & Digital
Ben Buckwold - ESL Library

One of the biggest challenges teachers face today is finding affordable, professional resources that meet the needs of dynamic English language learners. Learn how the ESL Library team is developing printable and digital lessons for in-class and remote use for all ages and levels.

Category: Publisher’s Presentation
Level: Adult ESL/LINC
Focus: Adult Education
Audience: All Participants
**F5H PBLA: Reporting and Supporting Learners Progress**
Lisa Herrera - PBLA Regional Coach  
Rebecca Hiebert - PBLA Regional Coach  
PBLA Project Managers

This session will allow participants to review IRCC reporting designations. Participants will be able to practice using the IRCC designations when recording the results of a portfolio evaluation. Content from Professional Learning sessions for PBLA Lead teachers.

*This session is repeated on November 1 @ 2:10-3:10PM.*

**Category:** Interactive Workshop  
**Level:** Adult ESL/LINC  
**Focus:** PBLA for Teachers  
**Audience:** Teachers with/without Experience

**F5J Discourses of deficit, difference, and diversity in EAP**
Le Chen - University of Western Ontario

This paper draws on plurilingualism theories to explore student voice and examine the tensions that arise in Chinese students' lived experience with EAP writing. The results indicate the coexistence of and conflicts among discourses of deficit, difference, and diversity, and provide implications for promoting plurilingual pedagogies in internationalized HE.

**Category:** Paper  
**Level:** College/University  
**Focus:** Research  
**Audience:** All Participants

**F5K Re(examining) the use of technology in the ESL classroom**
Supriya Habbu - Sheridan College

This presentation reports on a replication study examining factors that influence the use of technology in the ESL classroom. Findings of the study and implications of these findings for teachers, teacher educators, and administrators will be discussed.

**Category:** Paper  
**Level:** Adult ESL/LINC, College/University, ELT/SLT  
**Focus:** Research  
**Audience:** All Participants

**F5L Why Teachers Need to Care about Self-Care**
Patrice Palmer - Happiness @ Work

"Self-care is not selfish. You cannot serve from an empty vessel". E. Brownn. Teaching requires giving of one's self to make a difference for students. The chronic use of empathy and caring is strongly associated with emotional exhaustion, professional burnout and/or compassion fatigue. Teachers will learn the importance of self-care and leave the workshop with a Personal Self-Care Plan.

**Category:** Interactive Workshop  
**Level:** Adult ESL/LINC, College/University, Elementary, ELT/SLT, Secondary  
**Focus:** Life/Work Balance  
**Audience:** All Participants

**F5M A 360° View of Communicative Competence at Work**
Andrea Strachan, Claudia Aldecoa, Diane Hipkin and Karina Winston - Touchstone Institute

This interactive workshop will introduce Communicative Competence at Work, a communication competency framework for intercultural communication in diverse workplaces. As a resource for teachers and learners, the framework describes approaches, strategies and language skills that facilitate intercultural communication. We will explore how to apply the framework to enhance ESL instruction, specifically English for the workplace.

**Category:** Interactive Workshop  
**Level:** Adult ESL/LINC, College/University, ELT/SLT  
**Focus:** Employment Related  
**Audience:** All Participants

**2:10PM-4:10PM**

**F5G Gender Identities in the Adult ESL Classroom**
Karen Low - Conestoga College  
Rommy Ibanez

Our presentation aims to build awareness around gender identities in the adult ESL classroom. Our research indicates that most teachers are apprehensive about negotiating this issue in class. We feel it is important that educators understand and reflect upon acknowledging gender differences. Our interactive workshop is intended primarily to facilitate discussion in a respectful, honest manner.

**Category:** Interactive Workshop  
**Level:** Adult ESL/LINC, College/University, ELT/SLT  
**Focus:** Classroom and Community Support  
**Audience:** All Participants
3:30PM-4:30PM

F6A  Fusing Indigenous and plurilingual pedagogies in ESL classrooms
Enrica Piccardo and Jayson Moore - OISE (University of Toronto)
Sara Potkonjak - York University
Faith Marcel - OISE (University of Toronto) / Niagara College

Language teaching in line with Canada's linguistic and cultural diversity is needed to prevent linguistic loss and cultural homogenization. This presentation explores the potential of a unique pedagogical model that fuses Indigenous and Western approaches into a digital environment for lifelong plurilingual English language teaching and learning.

Category: Presentation
Level: Adult ESL/LINC, College/University, ELT/SLT, Secondary
Focus: Research
Audience: All Participants

F6C  Assess for Success: Understanding by Design in ELT
Sheri Henderson - International Learning & Assessment Specialist

Standards-based assessment is commonplace around the world. When teachers develop and employ well-designed, clearly-worded rubrics as instructional tools, ELT learners can understand what demonstrates success. Session participants will learn about Wiggins and McTighe's philosophy of UbD and collaborate to design a rubric for use in their own classroom.

Category: Interactive Workshop
Level: Adult ESL/LINC, College/University, Elementary, ELT/SLT, Secondary
Focus: Assessment
Audience: All Participants

F6D  Essential Tech to Facilitate Academic Group Work
Sylvia Buchanan - Sylvia's IT

Group work is not easy and many students feel the whole process is unfair, which is why this presentation will introduce participants to technologies that can help facilitate group work, so individual efforts are rewarded and free loaders do not benefit from the work of others. Besides receiving a fair grade, students also gain valuable experience using software favoured by industries worldwide.

Category: Technology Presentation
Level: Adult ESL/LINC, College/University, ELT/SLT, Secondary
Focus: Electronic Classroom / Technology
Audience: All Participants

F6F  Getting more out of the OPD
Kevin McCourt - Oxford University Press

Learn how to transform the OPD into a more dynamic program through the use of the Online Teacher Resource Centre. Attendees will find out how the new OPD OTR can assist in planning and conducting lessons and learn how to utilize a variety of tools to evaluate students. This presentation was also done in 2017.

Category: Publisher's Presentation
Level: Adult ESL/LINC
Focus: Classroom Activities and Strategies
Audience: All Participants

F6H  Integrating Pronunciation Profiles into Speaking Activities
Jennifer St.John - University of Ottawa

Drawing on the profiles of five typical students in an advanced-level speaking skills course, this workshop describes activities to address specific pronunciation needs and oral communication challenges. The activities' objectives are to guide students in understanding the sound system, practicing self-monitoring skills and self-correction strategies, and dealing with communication-breakdowns.

Category: Presentation
Level: Adult ESL/LINC, College/University
Focus: Classroom Activities and Strategies
Audience: All Participants

Twitter: #TESL2018
This presentation outlines findings from an investigation into pedagogical approaches to raising plurilingual students’ awareness of academic integrity norms and expectations at the University of Toronto. Drawing on the study findings, we provide suggestions for EAP teachers and others involved in supporting students’ academic (discourse) socialization as they transition to university studies.

Category: Paper
Level: College/University, ELT/SLT
Focus: Classroom Activities and Strategies
Audience: All Participants

Teachability of LLS among Chinese university students
Richard N. Drew - Fanshawe College

This presentation is based on an M.A. TESOL dissertation which involved research carried out with first-year university students at an international college in mainland China. The focus of the study was on the teachability of language learning strategies (LLS) and the relationship between LLS and second language (L2) proficiency.

Category: Paper
Level: College/University
Focus: Research
Audience: All Participants
**PRESENTER BIOGRAPHIES**

**Fiza Abedin**  
Fiza Abedin is currently a certified PBLA Lead Instructor and a LINC Instructor (CLB 3 FT) at ASSIST Community Services. She has over 3 years of experience in PBLA and in teaching CLB 1 to CLB 4 in the LINC program.

**Carol Adams**  
Carol Adams is a Support Instructor and an ESL Instructor for the Ottawa-Carleton District School Board, and has taught ESL and LINC for the OCDSB for the past 8 years, including all levels, and most recently Preparation for Citizenship and Pronunciation.

**Farhana Ahmed**  
Farhana Ahmed is a Ph.D. candidate of Applied Linguistics at York University. She has taught ESL, EFL and EAP in Canada, Singapore, Bahrain and Bangladesh at the tertiary level. Her areas of research and interests include various digital platforms of technology-mediated language learning and teaching.

**Sarwar Alam**  
Sarwar Alam, a life-long learner, did his Graduation with honours and Masters in English. He has a dozen conference papers presented and research papers published. He is currently with St Charles, Hamilton & volunteering as an executive member of TESL Hamilton & Research Entry Expert of TESL Ontario.

**Claudia Aldecoa**  
At Touchstone Institute, Claudia works in the Communication Program as a Project Coordinator. She recently played a key role in engaging project stakeholders and in organizing and facilitating working group meetings for the project "A 360° View of Culture and Communication in the Workplace".

**Thura Aljubury**  
Thuraholds an M.Ed. from The University of Toronto OISE in Adult Education and OCELT. She is a professor at Sheridan College and works as an independent contractor with ACCES Employment doing coaching, facilitating, translating, and interpreting.

**John Allan**  
John is involved with education technology and TESL as an educator, developer and writer. He currently works in the Middle East.

**Leslie Anderson**  
Leslie Anderson is the Staff Lawyer at the Centre for Spanish Speaking People, where she has been practicing immigration and refugee law since 2011. Prior to that she was counsel for the Department of Justice and the Ministry of the Attorney General.

**Jacqueline Angi-Dobos**  
Jacqueline Angi-Dobos is the Director of International Education at Niagara Christian Collegiate in Fort Erie. Currently, she is focusing on bridging the gap between the ELL’s English level, the Ontario high school academic requirements of the classroom, and the non-ESL teacher’s expertise.

**Marina Antony-Newman**  
An ESL practitioner and an educational researcher (MA in Education, OISE/University of Toronto, OCELT, CELTA) with 15 years of Canadian and international experience in the field of teaching EFL/ESL to adults, university students and children. Currently working as an adult ESL/LINC instructor teaching a blended multilevel course incorporating technology.

**Sardar Anwaruddin**  
Sardar Anwaruddin (PhD, University of Toronto) is an experienced EAP teacher. Currently he is an adjunct instructor at Glendon College of York University. His forthcoming book is “Knowledge Mobilization in TESOL: Connecting Research and Practice” (Leiden: Brill).

**Roula Argiropoulos**  
I am a PBLA Lead Instructor with the TDSB for almost 20 years.

**Jennifer Artan**  
Jen Artan is an experienced Continuing Education Instructor with the Thames Valley District School Board. A certified Google Educator (Level 2), TESL Ontario Webinar Manager and Video Editor, TESL London Communications Chair, and a current Masters of Education student at UOIT.

**Rana Ashkar**  
Rana Ashkar is the CCLB’s Project Manager for PBLA implementation across Canada and in Ontario. She has a background in ESL teaching and project management.

**Sadaf Athar**  
An ESL teacher of 10 years plus, I have had more than 4 years international experience working with pre-literate adults and young learners. Worked for language powerhouses like the British Council and International House, I currently work for COSTI as a LINC Literacy teacher.

**Augusta Avram**  
Augusta Avram is an educator at Burnaby DSB interested in the impact technology has on the way we learn, connect, and share our voices. Augusta also enjoys the outdoors.
Mariam Awad
Mariam has been a Professor at Georgian College, in the English for Academic Purposes department for 6 years. She is a passionate educator and lifelong learner, who advocates for accessibility to learning, and aspires to create meaningful social connections between students and the greater community.

Dr. Shazia Awan
Shazia Awan completed her doctorate from the University of Exeter. Her research work focuses on cultural, racial, linguistic, social, and socio-political diversity in ELT in general and in adult education and CPD, in particular. She is currently teaching with the English language program at Dalhousie University in Halifax.

Jim Baron
Jim Baron is an EILT Consultant with Oxford University Press. This is his third year at OUP and his second in the EILT Division. He graduated from the University of Toronto in 2009 and received his Bachelor of Education from the University of Ottawa in 2010.

Joan Bartel
Joan Bartel, M.A., is a frequent local and international presenter on soft skills and immigrants’ critical communication needs for employment. She is the author of Office Soft Skills (Wayzgoose Press), a book for newcomers on effective communication in North American office workplaces, and teaches OSLT at Humber College.

Hala Bastawros
Hala Bastawros, MA, TESL, OCELT, BA is an adept University Professor and LINC Manager with 18-year specialized experience in leadership, teaching, and planning curricula. Hala is an activist of e-portfolios, SFL, and online assessment techniques; she has devised a comprehensive online assessment suite that is equally innovative, didactic, and modifiable.

Audrey Beaulne
Audrey has been a LINC instructor for over 12 years, and has taught CLBs Literacy through 5. She is currently the WorkLINC Resource Teacher at Immigrants Working Centre in Hamilton.

Linda Beckley
Linda has been an EAP teacher for CultureWorks since 2013 and has been involved in the development of online resources for CultureWorks Gateway program. Prior to that she was a systems developer for a manufacturing company, but a family move to Saudi Arabia resulted in a career change and she taught at an International primary school for 12 years. Linda is interested in educational technologies and how they can facilitate learning in both the classroom and online environments.

Judith Bond
Judith has consulted on a number of projects; benchmarking occupations for ESL speakers, writer/developer on the ALL document. She has extensive knowledge and experience of the scope of ESL in Ontario and in developing and leading projects.

Wally Brazy

Sylvia Buchanan
Sylvia Buchanan has taught ESL for over 17 years. She’s a diversely talented and innovative tech training specialist with expertise in a vast range of digital media. Sylvia holds a M.Ed. in Digital Technology, a Fine Arts degree in Visual Art, a diploma in Graphic Design & TESL Canada certification.

Ben Buckwold

Julianne Burgess
Julianne Burgess is the Program Manager for TESL Ontario's Directory of Best Practice Resources. She teaches ESL to young adult newcomers at Mohawk College and is a PhD student at Brock University.

Ruffy Cadiz
PBLA Lead for TNO-The Neighbourhood Organization teaching both Stage 1 and 2. He has been a part of the panel for TOSCON16 with other PBLA Leads in the province. He has a number of years experience teaching LINC/ ESL in Canada and abroad. A presenter to the recent TOSCON 18.

Anthony Caldwell
Anthony Caldwell has been an EAL Instructor for 16 years in Canada and abroad. He has been teaching at ISANS in Halifax, Nova Scotia for the past four years and is currently the PBLA Head Instructor there.

Isabell Camillo
Isabell is a Ph.D. Candidate in the Leadership & Policy program at Niagara University, Lewiston, NY. She teaches courses at the Goodman School of Business, Brock University, in business communication and human relations. Her interdisciplinary research areas include graduate business education, intercultural communication, behavioural ethics and accountability, and leadership psychology.

Shannon Carney
Shannon Carney is a Health Promotion Specialist for the City of Toronto. She worked for more than 3 years at Duke University Medical Centre as a staff and charge nurse in general medicine and has worked for Toronto Public Health for more than 9 years in chronic disease prevention.

Nicola Carozza
Nicola Carozza is an instructor at the International Foundation Program at UofT and a Continuing Education instructor at George Brown College. He serves as an executive member of TESL Toronto.

Kim Cechetto
Chair of the English Language Institute @Fanshawe College. She has lived and worked in many countries, including Nigeria, China, and Rwanda. She is privileged to share in presenting the work of her gifted, inspiring, retired colleagues, who saw a need in the local community and responded with creativity and commitment.
**Kim Chaba-Armstrong**
Kim Chaba-Armstrong: Content lead for the LINC Works Project. Kim has a Masters in TESL and has been teaching ESL and LINC for 19 years. She has taught LINC with NorQuest College in CLBs F-7, Youth LINC and Hybrid. This is her third curriculum development project.

**Jagrati Chauhan**
Jagrati Chauhan has over 8 years of experience teaching English for Academic Purposes at York University English Language Institute and over 20 years in language teaching. She has a PhD in English, and Masters in Linguistics and English Language Teaching. She is also an instructor and senior writer for EduPros.

**Padam Bahadur Chauhan**
Padam Chauhan, a doctoral student at Minnesota State University (MSU), Mankato, USA, is an M.Ed. in ELT from Tribhuvan University, Nepal and MA in TESL from MSU. He has taught English at high school and undergraduate levels. His research interests include assessment of L2 writing, teacher development, and bi/multilingual education.

**Ann Chen**
Current Position: English as a Second Language Instructor CLB 3-5 at KEYS. Professional Background: Blended Language Training Certificate Stage 3 and PhD in Second Language Education from the University of Cambridge. Experience: Two years as an EAP instructor at the Queen’s School of English prior to LINC

**Le Chen**
I hold a PhD degree (Applied Linguistics) from the Faculty of Education, University of Western Ontario. I have been an EAP instructor for 14 years in international and crosscultural settings. My research interests focus on plurilingualism, multiliteracies, English-medium instruction, and language policy and practice in internationalized higher education.

**Sohel Chowdhury**
Graduated from York University in Applied Linguistics, Mr. Chowdhury is currently working as Professor at Centennial & George Brown College. Both have the experience of teaching in Canada, Saudi Arabia, and Bangladesh; special interest includes technology integrated learning, Blended Learning, New Literacies, Teachers' professional development, and life-long learning.

**Asmaa Cober**
Asmaa Cober is originally from Iraq where she was raised by two teachers from whom she inherited the value of education and learning. During her refugee journey, Asmaa lived in four different countries and is fluent in 5 languages. For the last 25 years, she has been working with refugees in different roles. 6 of those years were spent in the classroom working with refugee children in Finland.

Asmaa is currently working as a clinical social worker at a refugee health clinic in Waterloo Region while running her own private practice. She has earned the Masters of Social Work degree from Wilfrid Laurier University and is a member of EMDRIA international as well as the Canadian Association of Social Workers.

Asmaa has an immense passion for inspiring others reach their best potential, shaped by her own refugee experience. As a refugee woman herself, she has overcome a variety of barriers, and is keenly aware of the issues and obstacles that refugees and immigrants face on their journeys. In her role as a clinical social worker and community educator, Asmaa uses humor, cultural knowledge, education, art, and faith. She uses her skills and experiences as tools to empower people to rebuild their lives and find meaning past their trauma.

Asmaa's coworkers describe her as truly inspirational, both professionally and personally.

**Carolyn Cohen**
Carolyn Cohen has extensive experience in the field of English as a second language training including management of the Post TESL Certificate Training initiative, senior ESL program and services administration, program evaluation, teaching, assessment, teacher and assessor training and CLB based assessment development.

**James Corcoran**
James is an Assistant Professor in the Department of Culture and Language Studies at Renison University College / University of Waterloo and a Research Officer at the International Foundation Program at the University of Toronto. James' research focuses on language, power, identity, academic literacies and sustainability in TESL / EAP.

**Marian Crandall**
Marian Crandall is an Associate Director, ETS Global Client Relations. She is responsible for outreach to TOEFL and GRE Score Users in academic, institutional, and government agency settings. Before joining Client Relations, she was an assessment specialist in the English Language Learning division for the TOEFL and TOEIC programs.

**Jill Cummings**
Jill Cummings currently works as Associate Dean Faculty Development, Yorkville University. Jill does research in Educational Assessment, Curriculum Theory and Adult Education.

**Carol Derby**
Carol Derby is manager of Language Services at Immigrant Services Association of Nova Scotia (ISANS). With an MEd and 20 years' experience, she has worked as an instructor, developer and manager at ISANS.

**Aliya Desai**
Aliya Desai is a Public Health Nurse in the Chronic Disease and Injury Prevention program at Toronto Public Health. She has a passion for promoting health and wellbeing for all. Her experience includes working with community partners to promote health throughout the lifespan.

**Yuliya Desyatova**
Yuliya is pursuing her PhD at the University of Toronto with a focus on practice-oriented classroom-based research on language learning. Her extensive experience includes teaching LINC and TESL.
Danielle Dlikes
Danielle is an EAP teacher and Education Technology Specialist for CultureWorks. Her combined experience in education, computer science, and language instruction has given her a unique approach to problem solving. She has extensive experience managing critical projects in curriculum development, teacher training, and technological practices for both teaching and administration.

Heather Donnelly
Heather Donnelly is ESL Faculty at Fanshawe College. She has also taught EAP courses for Lambton College, University of Winnipeg, University of Guelph, University of Windsor, and Lakehead University.

Richard N. Drew
Having taught EFL at universities in China for the past six years and during that time obtaining an M.A. in TESOL from the University of Birmingham, Richard has recently returned to Canada to seek out new opportunities in TESL. Currently, Richard is teaching at Fanshawe College in London, Ontario.

Jim Edgar
Jim has been a CALL practitioner, e-materials developer and teacher trainer since the mid-1990s. Currently, he is New Language Solutions’ lead educational technologist for the Onyx (Ontario MCCS) and LearnIT2teach (IRCC) projects.

Sengul Er Dogan
I studied Bachelor and Master degrees of English Language Teaching in Turkey, and I came to Canada in August, 2017 to study a TESL Certificate Program to teach in Canada. I joined the Fulbright FLTA program in 2009 for two years to teach Turkish at Five Colleges, Inc. in Massachusetts.

Livia Faqir-Pataki
A TESL Canada, TESL Ontario certified, CELTA qualified ESL teacher with a M.A. degree in English Language Teaching & Applied Linguistics from King’s College London (UK) and 20 years of international language teaching experience from the United Kingdom, Hungary and Canada. Licensed to teach ESL & EAP in various countries.

Leslie Fehr
Leslie Fehr has been a teacher for over 20 years and has taught in a variety of contexts in Ontario including high schools, LINC, EAP, and TESL programs. Currently, she teaches in the English Language Studies/English for Academic Studies Programs at Conestoga College.

Tamara Fisher-Cullen
Teaching in the EAP program at Georgian College for 18 years. She worked overseas and has completed training in International Education at the Masters level. She is enthusiastic about working in other programs and sectors to provide language students with interdisciplinary learning opportunities that increase cultural competence and language fluency.

Giacomo Folinazzo
Giacomo Folinazzo is a professor in the School of English Language Studies and TESL program at Niagara College and the academic representative on the Board of Governors. He taught in Canada and Japan for 15 years, and he is currently a PhD candidate at the University of Toronto (OISE).

Karen Geraci
Karen’s experience in adult education spans more than 20 years. She has expertise in adult education and ESL-related applied research, language benchmarking, assessment, and Essential Skills. Karen is one of two principals of inQuire consulting, a firm specializing in innovative adult education and workforce development programs and services.

Mira Goldberg-Poch

Shirley Graham
Shirley is the ESL/LINC/LBS manager with the OCDSB. Previously she was the project manager at World Skills where she implemented the Workplace Language Training program. She graduated from U of T with a BA & from Vancouver Community College TESL program. She is TESL Ontario OCELT certified.

Lindsey Gutt
Besides writing a number of EFL textbooks, Lindsey has taught ESL/EFL and assisted with curriculum development through teacher training in Asia, the Middle East, South America, Europe, and Canada since 1992. Lindsey has also presented at a number of conferences in Canada and abroad.

Supriya Habbu
Supriya Habbu is a professor at Sheridan College where she teaches EAP/ESL. She is also a TESL trainer. She has an MA (English Literature) from the University of Mumbai and an MA (Applied Linguistics) from York University.

Anne Hajer
Anne Hajer is an independent consultant who has worked in the field of Adult ESL for over 30 years. She specializes in curriculum development, teacher training and e-learning.

Diane Hardy
Diane Hardy is a Program Coordinator of Innovation and Research in the School of Global Access at Bow Valley College in Calgary, Alberta.

Dr. Deborah Healey
Dr. Deborah Healey is the 2018-2019 President-Elect of the Board of Directors of TESOL International Association. She teaches online teacher training courses for the American English Institute at the University of Oregon, primarily focusing on technology in education. She has also taught both ESL and EFL at community colleges and language institutes. She has written and presented extensively in the US and internationally, most recently in Indonesia, Georgia, Croatia, Serbia, the West Bank, Colombia, Chile, Argentina, and Thailand. Her recent areas of research include gamification, language and identity in the Middle East, massive open online courses, and online teaching approaches. Her doctorate is in Computers in Education.
James Heather
I have lived and taught in Japan for over 20 years. I have experience teaching at every level of society at both public and private institutions. Currently Assistant Professor at Nanzan University for the College of Business Administration. Recent research interests include social media and language.

Aretha Heenan
Aretha is a program officer at Historica Canada. Her background is in history and library sciences. She runs the Citizenship Challenge program, a mock citizenship exam based on the real Citizenship Test.

Sheri Henderson
Sheri holds a MSc in TESOL from Aston University (UK) and has been teaching in EFL settings overseas for the past 18 years. She has used rubrics as instructional and assessment tools with great success on four continents, most recently at Ras Al Khaimah Men’s College in the UAE.

Lisa Herrera
Lisa Herrera has an MA in Educational Administration from UBC and is a CLB Lead Trainer and PBLA Regional Coach, training Lead Teachers and classroom teachers online. She taught in LINC/ELSA for 15 years and has been Lead Instructional Coordinator for ISSofBC LINC for 10 years.

Rebecca Hiebert
Rebecca Hiebert is a dynamic presenter who has been working with the CCLB as a Manitoba-based Regional Coach since 2015. She is currently working as a Program Implementation Coordinator for the Red River College Language Training Centre, where she provides teacher training to over 60 teachers in Winnipeg.

Diane Hipkin
At Touchstone Institute, Diane provides initial training and ongoing support for CELBAN speaking assessors. She has experience with several CLB assessment tools, has taught in a LINC classroom and has worked in TESL Accreditation. Making connections between teaching, testing and accreditation to support internationally educated professionals is of special interest.

Catherine Hodgins
Catherine Hodgins is a LINC & ESL instructor and PBLA Lead for the Ottawa-Carleton District School Board, and has been involved with PBLA since 2010. Catherine was one of the developers of the Ottawa Public Health/CLB lesson plans: Language Learning for Health.

Adrienne Horvath Cortes
I am a LINC Professor, PBLA Lead Teacher and Program Coordinator at Conestoga College. I have been specializing in employment-focused language classes called LINC to Work. I currently teach CLB 5/6 LINC to Work classes.

Ahmad Hussain
Ahmad Hussain has been a teacher for 12 years. He has worked in Saudi Arabia as an instructor, teacher trainer, and program supervisor. Ahmad has also taught EAP in different post-secondary institutions in Ontario. Currently, he is teaching English language learners at Conestoga College.

Theresa Hyland
Now retired, Dr. Hyland was Director of Writing and Cross-cultural Services at Huron UC. Her research interests include writing assessment, academic referencing practices, and writing assignments across university disciplines. She served on the Research and Certification Committees of TESL Ontario, as Affiliate Representative for London, and as Chair of CWCA.

Rommy Ibanez
Rommy Ibanez and Karen Low are currently teaching EAP at Conestoga College. They have extensive teaching experience in LINC, EAP and ESP. Karen and Rommy completed their MA in Applied Linguistics from York University. They look forward to exploring gender identities in the adult ESL classroom at this year’s conference.

Larry Iveson
Larry Iveson has been an adult ESL & LINC instructor with the Ottawa-Carleton District School Board since 1985. He has been a PBLA Lead Teacher since 2010 and PBLA Regional Coach since 2013.

Yefei Jin
Yefei is the Product Manager at Nearpod. He oversees content development of Nearpod’s lessons for ELs. His research interests include 21st century learning and technology implementation for ELs. Yefei received his MEd in Education Policy from Harvard. Yefei is also the founder of LessonPick, a resource app for EL teachers.

Anne-Marie Kaskens
Anne-Marie Kaskens has been working with the Toronto Catholic District School Board for over 20 years, in ESL instruction, supervision, and on provincially and nationally funded curriculum development projects.

Ryan Kavanagh
Setsu Kawahara
Setsu Kawahara is currently a supervising team lead at ISANS. Trained early as a PBLA lead, she also brings 20 years of experience and a passion for teaching literacy and successful PBLA implementation to share with participants.

Dr. Sabiha Khuram
Doctorate in Educational Leadership from USA and a double Masters; a highly experienced trainer and leader in the educational management area. She is working as a Global Consultant IELTS Teacher Training Workshops at British Council. She has a keen interest in all areas of women empowerment and social enterprise.

Chris Koelbleitner
Chris Koelbleitner is Manager of the Instructional Products and Programs Unit at Paragon Testing Enterprises. He spent 17 years teaching in colleges and universities in Canada and Japan. His areas of professional interest include curriculum development, instructional design and assessment. He has an M.A. in English Literature and a CELTA.
Agnes Kucharska
PBLA Lead Teacher and LINC Instructor. Teaching ESL since 1999 and has taught Literacy through CLB 8. She enjoys developing new ESL teaching resources and assessments and has co-authored three ESL books. She has recently worked with CCLB on the revision and development of the LPT and the LDT.

Trang Le
Ms. Le Thuy Trang is a lecturer of English at Ho Chi Minh City University of Education. She gained a MA in Applied Linguistics at Curtin University, Australia. She was awared grants to present diverse topics of English language education at Asia TEFL, TESOL Convention, and other Regional Conferences.

Michael Lessard-Clouston
Originally from Toronto, Michael Lessard-Clouston is a professor of applied linguistics and TESOL at Biola University in La Mirada, California. He is also author of Second Language Acquisition Applied to English Language Teaching (TESOL Press, 2018).

Tuula Lindholm
Teaches English workplace communication courses to international professionals at Collège Boréal. In 2018 she collaborated with the Touchstone Institute and partners, including the Ontario Government, to publish an online 360° View of Communicative Competency at Work intercultural curriculum framework that promotes integration of newcomers in the 21st century workforce.

Elena Listopad
Elena Listopad, OCELT, B.A., has been working as a LINC/ESL instructor at the Ottawa Catholic School Board for the last 17 years teaching a wide range of courses.

Karen Low
Rommy Ibanez and Karen Low are currently teaching EAP at Conestoga College. They have extensive teaching experience in LINC, EAP and ESP. Karen and Rommy completed their MA in Applied Linguistics from York University. They look forward to exploring gender identities in the adult ESL classroom at this year’s conference.

Karen Lynn
Karen Lynn attended Victoria and Woodsworth Colleges at the University of Toronto. She has lived in Spain and been an ESL teacher for years in Toronto. With an abiding interest in social justice and its history in Canada, Karen is an equality seeker and an activist for social change.

Alex MacGregor
Alex MacGregor has been a professor in the School of English Language Studies and TESL program at Niagara College for 10 years, and has taught ESL and EFL for 38 years in Canada, Mexico, Japan, and Saudi Arabia. He is co-author of Have Your Say 3 (OUP).

Olga Makinina
Olga Makinina has a doctoral degree in Applied Linguistics and Discourse Studies from Carleton University. She has been teaching ESL/EAP at higher education institutions in Canada, the USA, and Eastern Europe, and is currently a lecturer at Carleton University. Her research interests include formulaic language and code-switching in bilingual writing.

Pamela Manson
Pamela teaches in the LINC program at Algonquin College, including allowing for remote access by students, and she mentors teachers there and elsewhere as they go through the LearnIT2teach training. She has completed the Stage 4 LearnIT2teach training, developing her own courseware activities.

Faith Marcel
Faith Marcel teaches EAP at Niagara College and is a PhD Candidate in Language and Literacies Education in the Collaborative Knowledge Media Design program at OISE/University of Toronto. Her research interests include AR, VR and integrating educational technologies in higher education to promote greater engagement and interaction for all learners.

Kate Maven
Kate Maven has a Masters degree in English, and has taught adult LINC & ESL for more than 25 years. She has received "Excellent" evaluations for her TESL Ontario and Affiliate ESL workshops since she began presenting in 2009. She has taught all levels of LINC/ESL, EAP and Workplace English.

Marisa Mazzulla
Marisa Mazzulla has worked in the fields of adult basic education and English as a Second Language since 2001. She has expertise in adult education- and ESL-related applied research, language benchmarking, assessment, and Essential Skills. She is one of two principals of inQuire consulting (www.inquireconsulting.ca).

Rob McBride
Rob is Executive Director of New Language Solutions and Project Manager, Communications and Administration, the LearnIT2teach Project. He has been active in the settlement language training and adult literacy basic skills fields for more than 30 years, as a teacher and curriculum developer.

Diane McCargar
Diane McCargar is the Computer Support Instructor for the OCDSB's ESL, LINC and LBS programs.

Kevin McCourt
Before joining the OUP team, Kevin taught in the ESL classroom for 10 years and helped developed curricula at schools in Canada and overseas.

Meredith McGregor
Meredith McGregor is the Academic Director of CultureWorks, a private EAP school in London, ON. She has taught ESL/EAP for over 10 years and also specializes in curriculum development and design. She has a PhD in Educational Linguistics (Hispanic Studies) with a research focus on digital technologies and SLA.
Jennifer McKay
Jennifer McKay, OCELT, is the Program Supervisor for the adult ESL, LINC and LBS programs at the Ottawa-Carleton District School Board. Previously, Jennifer was the Sr. Program Manager for the Centre for Canadian Language Benchmarks.

Angela Meyer Sterzik
Angela has a PhD in Applied Linguistics from York University and has been teaching EAP for 15 years. Her research interests are academic reading, writing, EAP, and teacher training. She has taught EFL for business purposes and undergraduate B.Ed (EFL stream) in Europe. She currently teaches at Fanshawe College.

Nicole Miller
Fighting racism and discrimination have always been very important to me since I grew up in South Africa under the system of apartheid. My two degrees in languages and advertising/marketing assist in my job. I train and manage staff throughout the country, while promoting the programs in Ontario.

Jennifer Mizzi
Jennifer Mizzi is a Supervising Team Lead with the Language Service team at the ISANS. In her capacity as an Essential Skills practitioner at ISANS, she has developed and delivered Essential Skills training to staff and incorporated Essential Skills into all of the Labour Market Language curricula.

Don Moen
Donald Moen is a professor at Algonquin College. He hold degrees from The University of Western Ontario (Ed.D.), University of Calgary (M.Ed.), University of Alberta (M.A.), and the University of Victoria (B.A.). His research interests include Intercultural Communication, Educational Technology, Online Education, and Educational Leadership.

Jayson Moore
Jayson is an OCT certified teacher working in the primary/junior strand. He is currently an MA student at the Eric Jackman Institute of Child Study at OISE and a research assistant for LINCDIRE.

Shafaque Mulla
Shafaque Mulla is an enthusiastic educator with a special interest in learner autonomy and reflective teaching. She is a LINC Instructor and PD Partner Lead at TNO-The Neighbourhood Organization in Toronto. She is also a conference and webinar presenter and has presented at TESL Ontario, TOSCON and on Tutela.

Mike Murphy
Mike taught EAP at the University of British Columbia, 2012-'17, before relocating to Ottawa, where he now teaches in Carleton University's academic English program. His teaching and research interests include pedagogical applications of corpus linguistics, engineering-focused EAP, and writing-related issues such as source use and feedback provision in L2 writing.

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Johanne Myles
Johanne Myles (PhD) has over 35 years of professional teaching and teacher education experience in ESL and communication skills in Canada and abroad. She has been involved in several research projects which focus on curriculum design, ESL writing and the acculturation of adult English language learners to life in Canada.

June Myles
June is the teacher of the ESL for the Trades special project for students in the Home Renovation Training program offered by the YMCA. June has been with the OCDSB for the past 6 year.

Christine Nath
My experience co-ordinating and teaching in ESL programs spanned 34 years. I also participated in developing numerous curricula (including LINC) and co-ordinated and taught in teacher training programs. In addition, I served on community committees assisting in the settlement of many groups of refugees, including Vietnamese, Kurds and Central Americans.

Tehreem Nathaniel
Working at TNO-The Neighbourhood Organization as a LINC teacher for PBLA Stage 1. She has experience teaching ESL/EFL in Canada and abroad. Tehreem is enthusiastic about practical innovation and change in teaching and learning. She has presented at workshops sharing her ideas about PBLA implementation from a teacher's perspective.

Rita Naughton
Rita Naughton teaches reading, writing and grammar to international students in both the Intensive English Language Program and the Undergraduate Bridge Program at SNHU.

Muhammad Nawaz
Muhammad Nawaz is an EAL Instructor at ISANS, Halifax and a Mount ST. Vincent University Alumnus. For 9 years, he has been teaching in-class and online language programs to new and pre-landed immigrants. Before moving to Halifax, he worked in the UAE and coordinated an Intensive English Program.

Kevin O'Brien
Active elementary, secondary and adult educator for over 40 years. He has taught Adult Literacy and ESL (including LINC) and had a variety of positions including classroom teacher, curriculum courseware developer, teacher trainer and project coordinator. Holds qualifications: TESL, Computers in the Classroom, Special Education, and Science in the classroom.

Katarina Ohlsson
I currently teach College English and ESL at Seneca College. I've been an ESL teacher since 2000 and have also worked in LINC programs and in private language schools.
Emel Ortac
A creative, self-directed and engaging teacher with over 14 years' international teaching experience in EAL using modern andragogy. Inspires and guides adult students to reach their language goals. Has helped countless students move up in their academic and professional lives. Currently a lead teacher, CLP-PT/LPT assessor, and IELTS consultant.

Julie Ostien
Julie joined AMDSB’s Anytime ESL team as Technical Advisor in January of 2017. In this role she assists with the creation of interactive course content, troubleshooting issues as they arise, and finalizing details before courses are made available to Learners. Additionally, Julie provides tech support to registered Anytime ESL learners.

Patrice Palmer
20+ years’ experience as an ESL teacher and trainer. She has taught students from 8 to 80 in Canada and Hong Kong. Patrice has transitioned out of classroom teaching and is the owner Teacher to Teacherpreneur. She spends her time doing the things she loves including writing, presenting and travelling.

Yolanda Pangtay
Yolanda Pangtay has a passion for teaching languages. Currently, she works as a language assessor for the ESL and LINC programs and a Spanish instructor for the City of London. In this trip she has encounter diverse groups creating fun and respectful environments. The secret for her success: Intercultural Education.

Donna Pearce
Donna is a Program Development and Quality Assurance Coordinator for ESL Services at Brock University, as well as an IELTS speaking examiner. She also teaches Pronunciation for the Goodman School of Business, and is the Graduate Program Writing Mentor for the Department of Applied Linguistics.

Zhanna Perhan
*TESL trainer/LINC instructor affiliated with Canadian Ukrainian Immigrant Aid Society, LINC school * Special interest: use of digital technologies and social media in classrooms *PhD Candidate at the University of Toronto, doing research focused on Newcomers’ integration into Canadian labour market * Previous presentations at Canadian/North American research conferences

Enrica Piccardo
Associate Professor at the Ontario Institute for Studies in Education (OISE) at the University of Toronto. Her research focuses on plurilingualism, complexity theory, and the impact of the Common European Framework of Reference (CEFR) on second language education. She has published and presented internationally in French, English, Italian and German.

Sara Potkonjak
Sara is a PhD candidate at York University and Research Assistant for LINCDIRE. Her research includes plurilingualism, second language learning, and identity construction.

Dmitri Priven
Dmitri Priven is Professor/Program Coordinator in the TES/FL program at Algonquin College. He holds the OCELT accreditation and a M.A. in Applied Linguistics from York University. He has extensive experience in all aspects of teaching adult ESL in Canada and internationally, as well as in ESL/EFL teacher training.

Paul Quinn
Paul Quinn is a Professor at Centennial College and a TESL instructor for the Toronto District School Board. He is a published second language education researcher and textbook author. His MA and PhD in Second Language Education are from the University of Toronto. He has been teaching English since 1995.

Sharon Rajabi
Sharon Rajabi, M.Ed. works for TCDSB & currently manages the National Curriculum Guidelines and the e-Learning project funded by IRCC & MCCSS respectively. In 2007, Sharon authored Step Forward Canada Books 1 & 2, published by Oxford University Press.

Diane Ramanathan
Diane Ramanathan is one of two community outreach coordinators for Tutela. She also works as a LINC Home Study online instructor for TCET and a TESL Prof for Algonquin College.

Serena Reis
I am a LINC Professor, PBLA Lead Teacher and Site Coordinator at Conestoga College. I have been involved in LINC for 20 years. I have also taught EAP, EWP, and TESL. I currently teach CLB 7/8.

Art Rekhtin
Art Rekhtin is a certified Project Management Professional with extensive experience leading project teams in Language Training, Newcomer Settlement, and Employment Services. Also, he is an Ontario Certified English Language Teacher. Currently, he is overseeing the Ontario delivery of CLB Online Self-Assessment at the Centre for Education and Training.

Liset Rieger
Liset has been an educator for 30 years: ESL/EFL teacher, assessor, PBLA Lead, Drama teacher, presenter at Tesl and affiliates conferences and current Site Supervisor for ODSB Adult Education for Esl Department.

Mary Ritter
Mary Ritter is a language lecturer in the American Language Institute at New York University in Manhattan. The recent winner of an NYU-SPS Teaching Excellence Award, she specializes in teaching listening and speaking, pronunciation, intercultural communication, and presentation skills. She can be reached at mkr3@nyu.edu.

Heather Robinet
Heather Robinet currently works for the Avon Maitland DSB as the Online ESL Advisor coordinating the development/launch of Anytime ESL - an online ESL program for the province. Previously, Heather was Program Specialist for AMDSB's adult Literacy and Basic Skills program, which included development and launch of the LearningHUB.
Lisa Rochman
Lisa Rochman is the Associate Dean of Immigrant Education at NorQuest College. Lisa holds a PhD in linguistics. Lisa’s experience includes serving as president of Alberta Teachers of English as a Second Language, teaching LINC and ESL, curriculum development and leading and managing numerous projects and programs for newcomers.

Krista Royal
Krista Bittenbender Royal, MA, is a Senior Instructor II at USF’s Intensive English and Bridge Program in Tampa, Florida. She also served as a program coordinator for several years. She has been teaching language learners, in a variety of contexts, since 2002. She has been a mindfulness practitioner since 2012.

Bruce Russell
Director, International Foundation Program, a year-long bridging program aimed at preparing conditionally admitted international students for their university studies. He is also a PhD student investigating language assessment in the Department of Applied Psychology and Human Development at the Ontario Institute for Studies in Education / University of Toronto.

Naglaa Salem
Naglaa Salem teaches EAP at Ryerson University’s Real Institute and the University of Toronto. She is a TESL certified teacher and trainer. She holds a PhD in English from Cairo University and a Master’s in Teaching from the University of Toronto. She has taught EAP for over 20 years.

Valerie Sartor
Dr. Valerie Sartor is an Assistant Professor in the College of Education at the University of Akron (OH-USA) and a former Fulbright Scholar (2014-2015). She is the university’s TESOL Specialist. Her research interests include incorporating technology in education, teacher training, and research addressing language choice among multilingual youth.

Toni Schweitzer
Toni Schweitzer has been practicing immigration law since being called to the bar in 1992. For the past 15 years she has been working in the clinic system in Toronto. Prior to that she was in private practice. She is currently the supervising lawyer in the immigration division at Parkdale Community Legal Services (PCLS).

Adrianna Semerjian
Adrianna Semerjian teaches Communications at Mohawk College. She completed her Masters of Education in TESL and Instructional Leadership. Her research interests include cultural awareness and the impact of the instructor’s culture in the classroom. She has also taught EFL in South Korea, Literacy and Basic Skills, and LINC Levels 1-8.

Anne Senior
Anne Senior is the Specialist Consultant with the CCLB working on the development and revision of many key CLB-related documents. A former LINC administrator and workplace language trainer she uses CLB, CEFR and ES on a daily basis.

Shereen Seoudi
Shereen Seoudi teaches EAP at Ryerson University’s Real Institute and the University of Toronto. She has taught EAP for over 7 years both in Canada and abroad. She holds a TESL certificate and a Master’s degree in Second Language Education from the University of Toronto.

Tom Sepp
Tom Sepp is a former ESL teacher who now represents National Geographic Learning/Nelson ESL. He has extensive experience in working with classroom technology.

Jennifer Small
Jennifer Small started her role as LINC instructor in 2011. She has experience teaching levels 1 to 4. Currently, she’s teaching a CLB 1 literacy class.

Jennifer St.John
Jennifer St.John is an ESL Teacher at OLBI, with the University of Ottawa. Her teaching experience and current focus is on teaching pronunciation and oral communication skills to advanced ESL learners.

John Stevens
I am a recently retired LINC instructor with a background in the media.

Gail Stewart
Gail Stewart is an educational consultant and advisor who focuses on CLB-related research and development. Her consulting activities include test development, framework design, practitioner training, validation studies and standard setting. Gail worked on the research study for the original CLB-ES Comparative Framework.

Jennifer Stone
Staff Lawyer at Neighbourhood Legal Services, on secondment as Onsite Lawyer to the Health Justice Program, which is a partnership of the St. Michael’s Hospital Family Health Team (FHT) and 4 community legal aid clinics. Jennifer is also a member of the Executive Committee of the Canadian Council for Refugees.

Andrea Strachan
Andrea is Director of Communication Programs at Touchstone Institute. With expertise in adult second language skills, Andrea has developed profession-specific language training curricula and occupation-specific language assessments, served as consultant on language proficiency policies for professional licensure, and led projects focusing on the language and communicative demands of professional practice.

Matthias Sturm
Matthias Sturm is the Lead Evaluator for LearnIT2Teach and a PhD student at Simon Fraser University. Matthias has been an active professional in the TESL and Literacy Basic Skills fields for many years.

Hana Taleb Imai
Hana Taleb Imai is a Program Coordinator of Innovation and Research in the School of Global Access at Bow Valley College in Calgary, Alberta.
Louise Tamblyn
Louise Tamblyn M.A., is a retired educator and counsellor. During her years in Student Services at Western University, Louise worked with international students and taught ESL and Intercultural Communication. Following her tenure at Western, Louise worked in a mental health clinic, specializing in trauma counseling for children and adults.

Jennifer Tanudjaja
Jennifer Tanudjaja has worked in the LINC/ESL field since 1998 as an instructor, language assessor, teacher trainer, team leader and coordinator. With a B.A. in Modern Languages and certifications in CLBA, CLBA-LL, ELTPA, CLBPT, IELTS and MELA, Jennifer is currently Manager of Assessment Tool Development & Training at TCET.

Sawsan Tarannum
Working as Professor of English & ESL in the School of Advancement at Centennial College. Special interest includes assessment, teaching strategies, classroom instruction, intercultural communication, diversity, and narrative inquiry.

Vander Tavares
Vander Tavares is an ESL instructor and PhD candidate in the Applied Linguistics program at York University.

Tessa Troughton
Ontario Certified Teacher currently working at the post-secondary level as a Writing and Study Skills Specialist. Tessa taught English and content subjects in Mexico for several years, taught at English institutes and in college ESL programs. She also has an interest in French sociolinguistics, the basis of the current research.

Gonul Turkdogan
Graduated from Brock University, B.A. in Sociology and minor in Women Studies. Earned TESL Certificate and Masters of Applied Linguistics (TESL). Previously taught English in China, Turkey a currently teaches EAP Reading and Writing at Niagara College, Welland, ON. Finds working with international students rewarding and is passionate about education.

Nancy Van Dorp
Nancy is a lifelong learner and supporter of educational technology. She is a Senior Trainer and Developer on the LearnIT2Teach team, and teaches technology and culture courses at Sheridan College.

Linda Vanderstoop
*LINC instructor affiliated with Canadian Ukrainian Immigrant Aid Society, LINC school, with over 20 years of teaching experience
*Dedicated professional and active promoter of digital technologies in LINC classrooms
*Advocate for First Nations at school and an avid gardener

Olga Vartsaba
I am a dedicated ESL professional with a strong interest in the area of Computer Assisted Language Learning, which undoubtedly unfolds new perspectives for meaningful language instruction. I believe that working with adult ESL learners through media allows to meet students’ goals and helps them grow to their full potential.

Amanda Vassallo
Amanda Vassallo is an experienced EAL instructor who specializes in teaching low-level learners. She is currently working as a literacy instructor with Immigrant Services Association of Nova Scotia.

Alison Vickerman
Alison is the CLB Consultant for the LINC Programs in Edmonton, Alberta. She is certified as a PBLA Lead Instructor and has been working with PBLA in the LINC program at ASSIST Community Services Centre in a variety of roles since 2013.

Andrew Wagner
Andrew Wagner is well-known in the blockchain industry as an early adopter and proponent of decentralization, who has founded or advised a wide variety of projects. Before that, he was an administrator of Conversational English, a Meetup with over 21,000 followers on Facebook. He is now merging both passions.

Susan Webb
Coordinator of Language Curriculum Training Services with the Centre for Education & Training, where she regularly presents PD webinars. Taught ESL with TDSB for 20 years. Wrote material for LINC 5-7 Classroom Activities and Financial Literacy Resource, and developed curricula for COSTI. Has been a technical writer/editor/assistant trainer with LearnIT2Teach.

Marijke Wertheim
Marijke Wertheim teaches Methodology in the TESOL Certificate program at Woodsworth College, University of Toronto. She also teaches a wide variety of courses at the University of Toronto School of Continuing Studies, and New College. Marijke is a regular presenter at TESL conferences.

Kent Williams
PhD candidate in Applied Linguistics and Discourse Studies at Carleton University and Sessional Lecturer in the Culture and Language Studies Department at Renison Univeristy College at the University of Waterloo. His primary research interests are second language speech proficiency, language testing and assessment, and curriculum and materials development.

Alison Wilson
I have been teaching in LINC for 10 years. I have experience teaching at all levels both in class and online. Currently, I am coordinating and teaching Literacy in the Conestoga College LINC program. I am a part of the Cohort 1 PBLA Lead Teachers.

Karina Winston
At Touchstone Institute, Karina works in the Communication Program as a Project Coordinator. She is the lead for the stakeholder outreach and engagement plan for the “A 360° View of Culture and Communication in the Workplace” project and works closely with the Project Design Leads to coordinate design process.
Trains arrive at Union Station on Front Street, 1 block west of Yonge Street, opposite the Fairmont Royal York hotel.

**VALID:** October 30, 2018 to November 4, 2018  
**TERRITORY:** From all stations throughout the VIA system to Toronto, Ontario and return.  
**RESTRICTIONS:** Fare applies to a maximum of two passengers per booking.  
- One complimentary stopover is allowed at no additional charge.  
- For travel on all fare plans in Business class, the first stopover is allowed at no additional charge, provided that this stopover takes place in Toronto, Montréal or Ottawa only.  
**DISCOUNT:** 10% off the best available fare in Economy, Economy Plus, Business, Business Plus, Sleeper class. "Subject to the conditions and restrictions of the fare plan to which the additional discount is being applied."  
**EXCEPTION:** Discount does not apply in any Escape fares and Prestige Class.  
**IDENTIFICATION:** Participants must reference the event’s VIA convention discount code: 13718.

Online booking tips >> You have to log in to your profile, or create one prior to booking. On the Passenger information screen, select "Convention fare" from the “Discount Type” drop-down menu, and enter the discount code (13718) in the “Discount code” field. The conference fare will be shown on the next page.

Porter Airlines flies from the Toronto City Centre Airport, just minutes from downtown. Porter shuttles offer comfortable and complimentary service between downtown and Toronto City Airport, approximately every 15 minutes. The Porter shuttle bus runs to and from the west entrance of The Fairmont Royal York Hotel, at the north-east corner of Front and York streets, just across from Union Station.

Porter Airlines is proud to offer a 10% discount on available base fares (with the exception of the lowest class fare during a public seat sale) for travel to and from TESL Ontario’s 45th Annual Conference. The discounted fares are available for booking from October 29 to November 6, 2017 and available for travel:

<table>
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<tr>
<th>Location:</th>
<th>Dates of Travel:</th>
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<tr>
<td>From: Anywhere in Canada or US</td>
<td>To: Toronto</td>
</tr>
<tr>
<td>From: Toronto</td>
<td>To: Anywhere in Canada or US</td>
</tr>
</tbody>
</table>

Please book online at [https://flyporter.com/Flight?culture=en-CA&promocode=TESL46](https://flyporter.com/Flight?culture=en-CA&promocode=TESL46) or through your travel agent using promo code “TESL46”.

Porter offers complimentary in-flight snacks and beverages (including beer and wine), GatePorter service for carry-on and access to the Porter Lounge in Toronto and Ottawa, where free Wi-Fi and comfortable, leather seating is available.
HOTEL INFORMATION

ACCOMMODATION – Sheraton Centre Toronto Hotel, 123 Queen Street West, Toronto, ON
1-888-627-7175
Rate: $239.00 plus taxes per night
Participant code: TESL Ontario 46th Annual Conference
Cut-off date: October 10, 2018. Book early to avoid disappointment.
Online Reservations: https://www.starwoodmeeting.com/Book/T2K09A.
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!

In the heart of downtown's business and entertainment districts, the Sheraton Centre Toronto Hotel is connected to PATH, a 16-mile underground network of shops and services. We are steps from the Eaton Centre shopping mall and Toronto’s convention centre. Experience a fresh kind of classic. A 2.5-acre waterfall garden atrium highlights our new lobby. Newly renovated ballrooms and meeting spaces total more than 120,000 square feet. Savour some of the city’s best burgers and comfort food at BnB. Each of our 1,372 modern guest rooms offer the plush comfort of our Sheraton Signature Sleep Experience. Sheraton Club Rooms offer another level of service with an array of upgraded amenities and access to the stylish 43rd-floor Sheraton Club Lounge.

Stay Connected While on the Road at the Link@Sheraton. Out of town doesn't mean out of touch. Guests are invited to stay connected with complimentary computers with high-speed Internet access, printing capabilities, docking stations for laptops and more. The Link@Sheraton is designed as a social destination allowing guests to interact with each other while checking emails, researching local attractions or even printing airline boarding passes for free.

• Free high-speed Internet access
• PC workstations
• Printing accessibility
• Airline check-in and boarding pass printing stations
• Comfortable couches and television

Standard Hotel Amenities
Check in: 3:00 PM Check out: 12:00 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.

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

Dining
• 24-Hour Room Service
• Coffee Maker

Office/Telecom
• Data Port Line
• Dual-Line Telephone
• Radio/Alarm Clock
• Voicemail

Room Features
• Oversized Desk
• Non-Smoking Guestrooms
• Connecting Rooms Available
• Mahogany Desk
• Rollaway Bed
• Ergonomic Desk Chair
• Individual Climate Control

Accessibility Features
• Disability Accessible Guestrooms

Pets
• The Sheraton Sweet Sleeper
• Dog Bed Available

Room Amenities & Services
• Wake-up Service
• Ironing Board
• The Sheraton Sweet Sleeper Crib
• Iron
• Maid Service
• Video Check-Out

Internet Access
• High Speed Internet Access
  CAD 14.95 per day
DIRECTIONS TO SHERATON

For directions from your location, please visit http://www.sheratontoronto.com/Driving-Directions.

From the West (London, Samia, Toronto International Airport)
Follow Hwy. 401 East to Hwy. 427 South. Take Hwy. 427 South and follow signs for Hwy. QEW (Queen Elizabeth Way). The QEW turns into the Gardiner Expressway. Once on the Gardiner Expressway watch for York St. exit. Take York St. exit ramp (stay on the left hand side of the ramp) and follow York St. until it ends at Queen St. Turn right on to Queen and you will see our Motor Court entrance immediately on the right hand side.

From the North (North Bay, Barrie)
Follow Hwy 400 South to Hwy. 401 West. Follow Hwy. 401 West to Hwy. 427 South. Take Hwy. 427 South and follow signs for Hwy. QEW (Queen Elizabeth Way). The QEW turns into the Gardiner Expressway. Once on the Gardiner Expressway watch for York St. exit. Take York St. exit ramp and follow York St. until it ends at Queen St. Turn right on to Queen and you will see our Motor Court entrance immediately on the right hand side.

From the Niagara Region
Follow Hwy. QEW (Queen Elizabeth Way) into Metro. The QEW turns into the Gardiner Expressway. Once on the Gardiner Expressway watch for York St. exit. Take York St. exit ramp (stay on left hand side of the ramp) and follow York St. until it ends at Queen St. Turn right on to Queen and you will see our Motor Court entrance immediately on the right hand side.

From the East (Montreal, Ottawa)
Follow Hwy. 401 West to the Don Valley Parkway (DVP). Take the Don Valley Parkway South all the way to Richmond St. exit. Take Richmond St. (along past Sherbourne, Jarvis, Church, Yonge & Bay streets). Get into the right lane after Bay St. the Hotel is at the next intersection (corner of Richmond St. & York St.), however the Motor Court entrance is on your right-hand side just before this intersection.

Directions by Public Transportation to the Sheraton Centre Toronto Hotel

From Union Station (Subway 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.

Union Pearson Express departs from both Union Station and Toronto Pearson International Airport every 15 minutes. Your journey takes just 25 minutes; it's the swiftest and most reliable way to travel. An adult one-way ticket is $12.35 and an adult return ticket is $24.70. More information online tickets are available at https://www.upexpress.com/Tickets/Tickets.

Taxis from the airport have zoned fares. To get from the airport to the downtown area will cost approx $56.00 plus tip. More information can be found online at http://www.torontopearson.com/en/toandfrom/ground/.

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 $3.25. 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 online at: http://www3.ttc.ca/Riding_the_TTC/Airport_service.jsp.

Parking
The Sheraton Centre Toronto Hotel offers Valet Parking for $50.00 CAD per night, with unlimited in and out privileges. Availability is limited to 215 spots and are distributed first come, first served. They extend up to 30 minutes complimentary parking in the Motor Court for the unloading of luggage at time of arrival.

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). Parking rates and hours can are online at http://parking.greenp.com/parking-info/carpark-info/36_110-queen-street-west-nathan-phillips-square-garage.html.
Map-Downtown Toronto
With 12 affiliate chapters across Ontario, TESL Ontario serves its members by providing the resources and services necessary to refine language training skills, improve career development, build personal learning networks, and enhance professional credibility.

### EDUCATION & PD
#### NETWORKING & CAREER DEVELOPMENT
- Annual conference
- Affiliate Chapter events & conferences
- Free bi-monthly live webinars & library of recorded webinars
- Free access to employer exhibits at annual Career Connections event
- Job board & volunteer job board
- Professional recognition awards

### PUBLICATIONS
#### PROFESSIONAL RESOURCES
- Contact e-magazine
- TESL Ontario Blog
- Membership Minute Newsletter
- Directory of Best Practices
- Conference Communiqué
- Upcoming webinar notifications
- Annual report

### COMMUNITY
#### PERSONAL LEARNING NETWORK
- Affiliate chapter membership
- Online social media communities
- Join TESL Ontario working committees
- Join affiliate chapter executives
- Serve on the TESL Ontario Board of Directors
- Present at conferences, affiliate chapter events and online webinars
- Write for TESL Ontario publications

### ACCREDITATION
#### PROFESSIONAL CREDIBILITY
- Ontario Certified English Language Teacher (OCELT) professional designation and certificate for accredited members
- International Certificate in Teaching English as an Additional Language (ICTEAL)
- TESL Trainer Certificate of Approval
- Post TESL Certificate Training (PTCT) Instructor Certificate of Approval
- TESL Training Program Accreditation
- Accredited member listings in Online Registries

Applicants must meet application requirements for accreditation and approval certificates listed above.
# TESL Ontario Membership Application

**MEMBERSHIP TYPE:** Please check one

- [ ] New Standard Membership
- [ ] Standard Membership Renewal
- [ ] Accredited Membership Renewal

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<th>Last Name</th>
<th>First Name</th>
<th>Middle Name</th>
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<tr>
<th>Mailing Address (include suite number if applicable)</th>
<th>City</th>
<th>Province</th>
<th>Postal Code</th>
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<tr>
<th>Home Phone</th>
<th>Email Address (required for accredited members to be listed on the registry)</th>
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<tr>
<th>Cell Phone</th>
<th>Place of Employment (if applicable) or Name of School (if currently attending)</th>
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- [ ] Work Phone (if applicable)

As a member of TESL Ontario, in addition to receiving emails from TESL Ontario I am consenting to receive electronic communications from TESL Ontario local Affiliate Chapters, TESL Ontario partners & occasional messages on behalf of 3rd party organizations offering services that are of interest to TESL Ontario members. Unsubscribe options are available at the bottom of every email that you receive from TESL Ontario, TESL Ontario Affiliate Chapters and TESL Ontario partners.

**CURRENT TEACHING SECTOR:** Please check all that apply

- [ ] Elementary
- [ ] LINC
- [ ] Continuing Education/ Adult ESL (non-credit)
- [ ] Secondary
- [ ] OSLT
- [ ] College/University
- [ ] Adult ESL Credit
- [ ] ELT
- [ ] Private School
- [ ] Not Currently Teaching
- [ ] Other

**LOCAL TESL AFFILIATE:** Your membership includes one free membership to a local TESL affiliate of your choice. You will receive notices of local affiliate PD events, newsletters, and other affiliate information. Please check one.

- [ ] Durham
- [ ] London
- [ ] Northern Region
- [ ] Toronto
- [ ] Hamilton/Wentworth
- [ ] Niagara
- [ ] Ottawa
- [ ] Waterloo-Wellington
- [ ] Kingston
- [ ] North York/York Region
- [ ] Peel/Halton/Etobicoke
- [ ] Windsor
- [ ] Check here if you reside outside of Ontario and wish to decline your affiliate membership

**ANNUAL FEE SCHEDULE:** Please check one

*Prices are Non-Refundable and Include HST (R126198043)*

- [ ] Standard Membership Fee **$ 83.62**
- [ ] Volunteer/Student/Retirees* **$ 54.24**
- [ ] Accredited Membership Renewal Fee **$ 174.02**

**PAYMENT OPTIONS:**

*This category is available for non-accredited members only. Teaching volunteers please submit a letter from your supervisor. Part-time or full-time students please submit a copy of student fee pmt. This option is also available for retired or unemployed members.*

- [ ] Cheque
- [ ] Cash (do not mail cash)
- [ ] Visa
- [ ] MC
- [ ] AMEX

(Please note that we are not able to accept payment in the TESL Ontario office by debit card or Interac transfer)

**CREDIT CARD NUMBER**

**EXPIRY DATE:**

**SIGNATURE OF CARDHOLDER**

- [ ] I hereby confirm that I have completed the required 10 PD hours for this accreditation renewal. Proof will be submitted to TESL Ontario upon request.

---

**For office use only:**

- [ ] □ Chq □ Cash □ Visa □ MC □ AMEX
- [ ] □ Cheque □ Cash (do not mail cash) □ Visa □ MC □ AMEX

**MS Expiry Date:**

**Accreditation Date:**

**09/20/2017**
A WES credential evaluation makes it easy for licensing bodies, academic institutions and employers to better understand international academic qualifications.

WES is recognized by the Government of Ontario and is a designated service provider of educational credential assessments (ECA) for Immigration, Refugees and Citizenship Canada (IRCC) – formerly Citizenship and Immigration Canada (CIC).