

CONFERENCE PROGRAM

DECEMBER 5 - 6, 2019

MARRIOTT DOWNTOWN AT CF TORONTO EATON CENTRE

47TH ANNUAL CONFERENCE

Cultivating Innovation and Inclusion



Canadian Resources for ESL

27th Consecutive Year

Exhibiting at the TESL ON Conference

Tables T25-26

Always Something New! Always Canadian!

BUY AND PHOTOCOPY

estore at www.eslresources.com

Get on the mailing list for new PBLA books, by emailing:

thane@eslresources.com

New Books Coming This Fall and Winter

Sophie Wang's Phonics for Adult ESL Students: Book 2

Includes Audio CD & PBLA Assessments.

Think Fast! CLB 2-4 Listening and Speaking by Maria Vahrusev

An ESL Card Game For 3 or More Students

Big Things in Canada: Book 2 CLB 4-6

All 4 Skills. Includes Audio CD & PBLA Assessments.

Struggle and Success: Reading & Writing CLB 7 - 8 by Jane Batterink

Personal Story, Exercises & PBLA Assessments

Education: Foundation L & 1L by Fauzia Anis

PBLA Literacy, Exercises, Audio Files & PBLA Assessments

Oh Canada! CLB 4-5

High Interest Canadian Stories, Exercises and PBLA Assessments

CLB 4-5 PBLA Module Series by Danielle Rychlo

Each module includes a book, PBLA assessments, audio files and PowerPoint. All four skills are covered. The modules include:

Canada Health Employment Garden

Transportation Hotel Housing Education

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ACKNOWLEDGEMENTS

TESL Ontario gratefully acknowledges the support of:



Immigration, Refugees
and Citizenship Canada

Immigration, Réfugiés
et Citoyenneté Canada

Special thanks go to:

Conference Chair - Barbara Krukowski

Conference Presenters

Panel Discussion Presenters

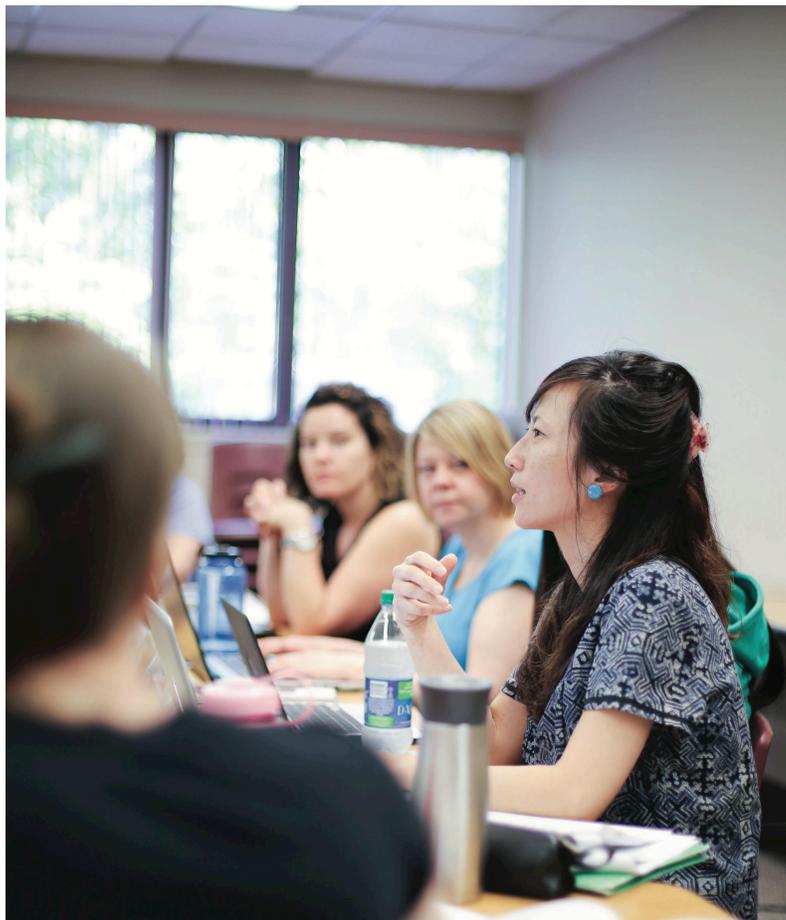
Paper/Poster Submission Review – TESL Ontario Panel of Experts

Remote Presentations – TESL Ontario Remote Sessions Team

TESL Ontario Career Connections Planning Team

TESL Ontario Conference Committee

TESL Ontario Conference Volunteers



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STUDIES



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ATTENDEE WI-FI



IELTS is the world's most popular high-stakes English language test. In 2018 alone over 3.5 million IELTS tests were taken worldwide. This strong success is due to IELTS being recognized by over 10,000 organizations globally, including over 350 in Canada. The types of organizations that recognize IELTS consist of post-secondary institutions, employers, and Immigration Refugees and Citizenship Canada.

Succeeding on the IELTS test is an essential component for newcomers, who aim to pursue studies, work in, immigrate and integrate into Canadian society. British Council – IELTS provides an extensive variety of free and low-cost resources to help these newcomers to score better on the Listening, Reading, Writing and Speaking sections of the IELTS test. These resources are also useful tools for teachers interested in offering something extra to students looking to better prepare for IELTS.

For more on what British Council - IELTS can offer you, your students and organization, please visit our booth in the Foyer.

For more information on British Council – IELTS, visit: <https://ielts.ca>

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!



KEYNOTE SPEAKER

At National Geographic Learning our goal is to help learners and teachers of English to achieve personal success and be better citizens of the 21st century. We want English language teachers and their students to experience the excitement and joy of learning, and to bring their classrooms to life. Our mission is to inspire students to learn and acquire the skills they need to be successful in their careers or educational experiences.

For more information, visit us at <https://ngl.cengage.com>.

CONFERENCE COMMUNIQUÉ



New Language Solutions (NLS) is a charitable corporation that has been developing and distributing technology-based training products for newcomers and low-literacy Canadians since 1983. The mission of NLS is to support adults through innovative learning technologies to develop language and literacy skills for life in Canada. Today the organization is best known as the developer and host of **Edulinc.ca**, an online educational courseware designed for adult newcomers in the Language Instruction for Newcomers to Canada (LINC) program.

New Language Solutions also provides teacher training and support through LearnIT2teach.ca, a website targeted towards Teachers of English as a Second Language (TESL) professionals. Through these online resources, teachers are enabled and supported to combine online learning with face-to-face teaching. Edulinc and LearnIT2teach have been funded through the generous support of Immigration, Refugees and Citizenship Canada. NLS is governed by a volunteer board of directors comprised of settlement language training professionals.



by  Paragon

THURSDAY REFRESHMENT BREAK

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 in partnership with other organizations English proficiency tests, including: the Canadian English Language Proficiency Index Program (CELPIP) Test, the Canadian Academic English Language (CAEL) Assessment, and the Language Proficiency Index (LPI) Test. It also develops, delivers, and licenses in partnership with other organizations online and print self-study materials, test preparation programs, and test delivery and registration software.

Paragon's mission is to make its English language proficiency tests the tests of choice for those wishing to immigrate to Canada, become Canadian citizens, or study in Canada at all levels. To achieve this mission, Paragon conducts ongoing test research in collaboration with internationally recognized scholars at Canada's leading universities. This test research program ensures the highest quality tests, and enables Paragon to compete with large international testing agencies.



FRIDAY REFRESHMENT BREAK

Since 1968, The Retired Teachers of Ontario / Les enseignantes et enseignants retraités de l'Ontario (RTO/ERO) has provided excellent programs and services for teachers, school and board administrators, educational support staff and college and university faculty in retirement. For close to 50 years, RTO/ERO continues to provide service to members who range in age from 46 to over 109.

Providing a strong and active voice for a voluntary membership of over 79,000, RTO/ERO is a full-service organization offering:

- Excellent health care coverage that is comprehensive, competitive and affordable, operating the largest Canadian retired educator health plan covering over 89,000 members and their dependents.
- Pension support
- Bilingual services
- Advocacy on social, political and economic issues
- Group travel programs
- Community involvement
- Communication from both Provincial and District levels, including RTO/ERO's award-winning new quarterly magazine, Renaissance

RTO/ERO welcomes members from the broader education community – including early years professionals, teachers, support staff and those working in school boards and the post-secondary sector.

REGISTRATION AREA



UNIVERSITY OF SASKATCHEWAN

The University of Saskatchewan CERTESL program is an award-winning university degree-credit program that prepares you to teach the English language professionally. CERTESL meets the needs of current and prospective instructors of English-language learners, including **newcomers to Canada, international students, overseas students, Indigenous Canadians, and pre-K to 12 learners.**

CERTESL 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 provides more than double the academic hours of the most widely-known programs for overseas teaching. Our instructors are highly qualified. Their knowledge comes from both solid training and years of classroom experience.

Visit certesl.usask.ca for more information.

THANK YOU TO OUR SPONSORS



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REMOTE CONFERENCE SESSIONS

Can't Attend?

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DECEMBER 6, 2019

4 SESSIONS

\$25 + HST

Perfect for attendees who
are:

- outside of Ontario
- unable to travel to Toronto
- unable to take 2 full days away from work



MESSAGE FROM THE BOARD CHAIR



Welcome to the 2019 TESL Ontario conference.

This year's theme of "Cultivating Innovation and Inclusion" comes at a time where change is a constant. Our members's remarkable resilience by thriving with creativity inspires our peers, colleagues and students everyday. As you explore the conference brochure, I am sure you will be excited to find new ideas worth exploring.

On behalf of TESL Ontario's Board of Directors and TESL Ontario members working in programs funded by the Ontario Ministry of Children, Community and Social Services, we wish to thank the Ministry for their financial support through the conference subsidy to support the professional development of those teaching in adult non-credit ESL programs.

A tremendous amount of work goes into each TESL Ontario conference and its success is due to the tireless work of our presenters and volunteers. I would also like to give special thanks to Barb Krukowski, Chair of the Conference Committee as well as all of its members for their efforts this year. Finally, without Renate Tilson, Executive Director of TESL Ontario, Eva Csiszar, Reza Mazloom-Farzaghy, Allison Keown, and Kevin Gamble, the conference would not be the same.

I look forward to seeing all of you at the Welcome Reception on Thursday, December 5, where we will celebrate the recipients of the Sparks of Excellence and Distinguished Contribution awards.

Sincerely,

Sharon Deng
Chair, TESL Ontario

MESSAGE FROM THE CONFERENCE CHAIR

Welcome to TESL Ontario's 47th Annual Conference for Teachers of English as a Second Language, being held at the Marriott Eaton Centre in Toronto on December 5th and 6th.

Our theme "Cultivating Innovation and Inclusion" recognizes the evolution of how English Language teaching continues to change. "Shifting Perspectives" is the overarching theme of our 14th Annual Panel Discussion, featuring representatives from provincial and federal ministries relevant to our profession.

Our 3 keynote speakers will further reflect our theme. Dorothy Zemach's topic 'The (Dis)comfort Zone' reflects on the effect of teaching and learning online and can be heard on Thursday. Gavin Dudeney will be presenting remotely on Friday and will make the case for a more practical approach to using technology in the classroom: mobile devices. Also on Friday, with thanks to sponsorship by National Geographic Learning, Christien Lee will focus on e-learning. More details on these special guests can be found elsewhere in the brochure.



The Employment Connections Career Fair is returning, and will feature panelists who will share their insights relevant to working in our field. The Career Fair element will provide opportunities for individuals to explore employment possibilities in the field with employers who want to reach out to potential employees. Check out the details on pages 28-31 for more information.

TechKnow sessions are returning as well, and there is a slate of over 110 workshops and presentations, the publishers' display, poster sessions, and of course the Welcome Reception on Thursday! Check out the full brochure for all the details so you can plan your time.

I want to acknowledge the support of our committee members Sheila Nicholas, Jennifer Fieldhouse, Tayebah Shalmani, and Patrick Chan, 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 2019

PROGRAM FLOW

	Thursday, December 5		Friday, December 6	
8:00				
10				
20				
30		Concurrent Sessions 8:30AM-9:30AM		Concurrent Sessions 8:30AM-9:30AM
40				
50				
9:00				
10				
20		Break		Break
30				
40				
50				
10:00		AGM Concurrent Sessions 9:50AM-10:50AM		Concurrent Sessions 9:50AM-10:50AM
10				
20				
30				
40				
50				
11:00		Break		Break
10				
20				
30		Keynote and Concurrent Sessions 11:20AM-12:20PM		Remote Keynote and Concurrent Sessions 11:20AM-12:20PM
40				
50				
12:00		Break		Break
10				
20				
30				
40				
50				
1:00		CAREER BOOSTER FORUM Concurrent Sessions 12:40PM-1:40PM		Keynote and Concurrent Sessions 12:40PM-1:40PM
10				
20				
30				
40				
50				
2:00		Break		Break
10				
20				
30				
40				
50				
3:00		CAREER CONNECTIONS (2:10PM-3:40PM) Tech Know and Concurrent Sessions 2:10PM-3:10PM		Concurrent Sessions 2:10PM-3:10PM
10				
20				
30				
40				
50				
4:00		Concurrent Sessions 3:30PM-4:30PM		Concurrent Sessions 3:30PM-4:30PM
10				
20				
30				
40				
50				
5:00				
10		Welcome Reception 4:45PM-6:00PM		
20				
30				
40				
50				

Nov 6 @3:51

VOLUNTEER OPPORTUNITIES

We Need Your Help!

Show your support and be part of the action! Over 850 ESL Professionals will gather in Toronto this December for the TESL Ontario 2019 Conference. Lend your expertise and be a part of the Volunteer Team ... sign up today!

When: December 2 to 6, 2019

Where: Marriott Downtown at CF Toronto Eaton Centre-525 Bay Street, Toronto, ON M5G 2L2

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/volunteers2019>.

Prepare Conference Registration Materials (before the conference) – December 2 - 4

Collate attendee name badges, registration kits and delegate bags.

Registration Desk & Directional Volunteer (at the conference) – December 5 - 6

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!

THURSDAY AT A GLANCE

7:30 AM-4:00 PM	REGISTRATION/INFORMATION DESK OPEN – Base Foyer, Lower Level
9:00 AM-5:00 PM	EXHIBITS OPEN – Trinity 1/2/3, Lower Level
8:30AM-9:30AM	P1 Task-based After-Reading Activities for Children P2 Evaluating language courses through lens of quality assurance P3 Easy English: Language Learning from the Streets P4 PBLA Posters P5 Nurturing Reflection and Networking: The Teaching Journal P6 Promoting Secondary School Learner Autonomy by Using Portfolios P7 A compassion-based English center (Vietnam) P8 Combining Language Training and Mental Health P9 An Interactive Writing Approach to Facilitate Learning Transfer Skills P10 A Duoethnography of Study Abroad Experience P11 Toontastic, virtual classroom interactions P12 Conflict Resolution Models - Frameworks for Action P13 Experiential Learning and Inclusivity in BEP P14 Adjustment Difficulties and Academic Performance P18 Highlighting Highlighters: a simple but effective ESL Literacy teaching technique T1C IELTS and PBLA - An Integrated Approach T1D PBLA Simply Explained T1E computer literacy for ESL adult learners T1F Learning English with PBLA: What LINC students say T1G Becoming an English language teacher in TESOL programs T1H Developing Pedagogical Documentation Using Digital Tools T1K New Approaches: Credential Assessment of Displaced Individuals T1N Brampton Stories 1
8:30AM-10:30AM	T1J Training trainers to teach IELTS classes effectively
9:50AM-10:50AM	T2A Annual General Meeting T2C Recognizing and Accommodating Alternately Abled Students, Part 1 T2D CLB 4-6 Writing Calibration and Action Oriented Feedback T2E Creating Employment Language Training from Scratch T2F PBLA at the Heart of Programming T2H Teaching English With Blockchain Technology T2K Should L2 Writing Teachers Write? Challenges and Opportunities T2K Writing Norms in L2 Writing Teaching and Learning T2N The Changing Landscape of Computer-Based Language Testing
10:50AM-11:20AM	COFFEE BREAK – Trinity 1/2/3, Lower Level
11:20AM-12:20PM	T3A Keynote: The (Dis)comfort Zone T3C Promoting Health Beyond the Classroom T3D For Administrators: Untangling Placement vs Progression in PBLA T3F Y-story: supporting PBLA and using Edulinc across programs T3H Toontastic; A new world to role-play in classroom T3J Multi-Frame Leadership in Multicultural Contexts T3K Lexical Bundles in Computer Science Introductory Textbooks T3K Assessing fluency on a paired-interactive task T3L Writing from a hybrid space T3M Integrated to the Max: Project Class for ESL T3N Presenting 'Evolve' - get students speaking with confidence
11:20AM-12:50PM	T3G TESL Ontario's College/University Committee: Sharing the Vision
11:20AM-1:20PM	T3E Teaching without a net

THURSDAY AT A GLANCE CONTINUED

12:40PM-1:40PM	T4A T4C T4D T4F T4H T4J T4K T4K T4L T4M T4N	Career Booster Forum: Leverage PD...Maximize your Career Growth Piloting eLearning delivery in Ontario How I Saved Time and Effort Using PBLA Leading and administrating PBLA: "Champagne on water wage" SLIPPING IN SLANG – Know it or Risk Embarrassment! TESL Basics for Language Volunteers Awareness and Attitudes towards Intercultural Competence in EAP Can Sociodramatic Play Enhance Second Language Development? Teaching about plagiarism: Activities to support ESL writers ELF & EduLINC: A Perfect Blend A Revised TOEFL iBT®? What's Up with That?
1:40PM-2:10PM		COFFEE BREAK – Trinity 1/2/3, Lower Level
1:40PM-3:40PM	TCC	Career Connections
2:10PM-3:10PM	T5A T5C T5D T5E T5F T5H T5J T5K T5L T5M T5N	TechKnow Quartz 2.0: An update on Ontario Curriculum Guidelines PBLA Portfolio: ESL Literacy Considerations Teaching Strategies for Diverse Classrooms Creating CLB-Aligned Listening/Speaking Activities Using Apps Domestic Violence Learning Resource for LINC Classrooms Ways to Welcome and Warm Your Class Blended Learning: A Demonstration Research Project ISANS' Literacy Curriculum Guidelines With the End in Mind: EAP Purposeful Reading Developing Authentic Communication Skills in the Classroom
2:10PM-3:40PM	T5G	Pedagogical Theory to Classroom Practice: Bridging the Gap
3:30PM-4:30PM	T6F T6H T6J T6K T6L T6M T6N	CLB and PBLA in a Digital Age Innovative Blended Learning for Work Tell me about a Time - Job Interview Stories Implementing SFL to Improve Reading and Writing Skills Fostering Critical Thinking Skills in Reading & Writing Classroom Tapping the potential of conversation circles for integration Thinking Critically in History: Historica Canada's Resources
4:45-6:00 PM		WELCOME RECEPTION & AWARDS – Grand Ballroom, Lower Level
5:00 PM		EXHIBITS CLOSE

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FRIDAY AT A GLANCE

7:30 AM-4:00 PM	REGISTRATION/INFORMATION DESK OPEN – Base Foyer, Lower Level
9:00 AM-5:00 PM	EXHIBITS OPEN – Trinity 1/2/3, Lower Level
8:30AM-9:30AM	P1 Task-based After-Reading Activities for Children P2 Evaluating language courses through lens of quality assurance P4 PBLA Posters P5 Nurturing Reflection and Networking: The Teaching Journal P6 Promoting Secondary School Learner Autonomy by Using Portfolios P7 A compassion-based English center (Vietnam) P8 Combining Language Training and Mental Health P9 An Interactive Writing Approach to Facilitate Learning Transfer Skills P10 A Duoethnography of Study Abroad Experience P11 Toontastic, virtual classroom interactions P16 Viewing Student Experience... through Pictures P18 Highlighting Highlighters: a simple but effective ESL Literacy teaching technique F1C Teaching Green Real World Tasks in the ESL Classroom F1D For Administrators: Untangling Placement vs Progression in PBLA F1E The What, Why, and How of CLB-OSA F1G Beyond Participation: Strategies for Authentic Student Engagement F1H ANYWHERE ESL PROGRAM ONLINE CLB 5-7 COURSES F1K Self-Assessment Accuracy Revisited: The Arab EFL Context
8:30AM-10:30AM	F1J Training trainers to teach IELTS classes effectively
8:30AM-11:00AM	F1A 14th Annual TESL Ontario Panel Discussion: Shifting Perspectives
9:50AM-10:50AM	F2C Reshaping Listening Activities for Higher Effectiveness F2D Recognizing and Accommodating Alternately-Abled Students, Part 2 F2E How Do Textbooks Get Written? F2F Showcasing Effective Rubrics and Other Assessment Tools for PBLA F2G Adapting Multimedia Projects to create PBLA tasks F2H 7 Ways to Use Video in Moodle F2K Rethink about Reflective Teaching Practices and Teacher Identity F2K Stepping Stones: Using First Language as a Resource F2L Using Adobe Spark Video for Speaking Tasks F2N Acquisition through Acculturation: Finding English in Community
10:50AM-11:20AM	COFFEE BREAK – Trinity 1/2/3, Lower Level
11:20AM-12:20PM	F3A Keynote: Technology in Language Teaching: What Works, What Doesn't F3C Trent University's Intermediate EAP: Pedagogy and Approaches F3D Backwards Planning with Real World Modules F3E ESL for Adults with a Developmental Disability - Pilot Project F3F Top Module Plans on Tutela F3G Edulinc Teacher Showcase: LINC Blended Learning in Action F3H Cultivating Innovation through Virtual Immersion Technology F3J Strategic Team Building Exercises for English Language Learners F3K Increasing International Student Integration F3K A Rare Phenomenon in Assessment Reform: Transition from a Pass-fail to a No Pass-fail F3L Why bother with SEL in ESL? F3N Arts-based Language Pedagogy to Support Newcomers
12:40PM-1:40PM	F4A Keynote: Food for Thought F4C What does "development" mean to you? F4D PBLA Portfolio: ESL Literacy Considerations F4E Get Your Students Talking! F4F Adapting teaching strategies to student needs in ESL/EFL contexts F4G Older Adults in LINC: Building Social Literacy F4H Capturing Screens, Recording Audio and Practicing Pronunciation F4J Student Presentation Anxiety: Triumph and Transformation

FRIDAY AT A GLANCE CONTINUED

12:40PM-1:40PM	F4K F4K F4L F4N	Assessing the Efficacy of TALL Tools: EFL Learners' Perspectives Can Software help ELLs with Reading Skills? Three techy PBLA Writing Tasks An Innovative (and Easy) Approach to Corpus Analysis
1:40PM-2:10PM		COFFEE BREAK – Trinity 1/2/3, Lower Level
2:00PM-4:30PM	F5A	Joint Program Administrators' Meeting
2:10PM-3:10PM	F5E F5F F5H F5J F5K F5N	The Power of TED Talks in the 21st Century Classroom Pronunciation as a Critical Listening Skill M-Learning, Moodle and the Edulinc Courseware TESL Ontario's Directory of Best Practice Resources Using vocabulary diagnostic tests to inform readings selection Targeting Student Needs by Shifting to a Blended Approach
2:10PM-4:10PM	F5C F5D F5G F5L	Ruth Engel's Guide to Sparking Excellent Learning Adventures Planning for PBLA: Task Analysis and Skill-Building Case Studies in Language Teacher Conceptual Change Evaluating Student Writing: Tips, Tricks and Practice
3:30PM-4:30PM	F6E F6F F6H F6J F6K F6N	Getting Started with Nearpod Everyone Communicates, Few Connect Coming Together Reimagining ESL libraries: By Newcomers, for Newcomers Keeping Your Classroom Lively With The News! UDL Inside and Outside the ESL Classroom
5:00 PM		EXHIBITS CLOSE



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Lynn Bytyqi, CERTESL graduate

Part-Time ESL Program Coordinator & Student Advisor, University of Saskatchewan Language Centre



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SESSIONS SORTED BY FOCUS

Classroom Activities and Strategies

T2D	CLB 4-6 Writing Calibration and Action Oriented Feedback	Thursday, December 5	9:50AM-10:50AM
T3E	Teaching without a net	Thursday, December 5	11:20AM-1:20PM
T3H	Toontastic; A new world to role-play in classroom	Thursday, December 5	11:20AM-12:20PM
T4H	SLIPPING IN SLANG – Know it or Risk Embarrassment!	Thursday, December 5	12:40PM-1:40PM
T4L	Teaching about plagiarism: Activities to support ESL writers	Thursday, December 5	12:40PM-1:40PM
T5J	Ways to Welcome and Warm Your Class	Thursday, December 5	2:10PM-3:10PM
T5N	Developing Authentic Communication Skills in the Classroom	Thursday, December 5	2:10PM-3:10PM
T6N	Thinking Critically in History: Historica Canada's Resources	Thursday, December 5	3:30PM-4:30PM
F1C	Teaching Green Real World Tasks in the ESL Classroom	Friday, December 6	8:30AM-9:30AM
F1G	Beyond Participation: Strategies for Authentic Student Engagement	Friday, December 6	8:30AM-9:30AM
F2C	Reshaping Listening Activities for Higher Effectiveness	Friday, December 6	9:50AM-10:50AM
F2F	Problem-Based Learning to promote critical thinking skills	Friday, December 6	9:50AM-10:50AM
F2N	Acquisition through Acculturation: Finding English in Community	Friday, December 6	9:50AM-10:50AM
F3J	Strategic Team Building Exercises for English Language Learners	Friday, December 6	11:20AM-12:20PM
F3N	Arts-based Language Pedagogy to Support Newcomers	Friday, December 6	11:20AM-12:20PM
F4E	Get Your Students Talking!	Friday, December 6	12:40PM-1:40PM
F4F	Adapting teaching strategies to student needs in ESL/EFL contexts	Friday, December 6	12:40PM-1:40PM
F4H	Capturing Screens, Recording Audio and Practicing Pronunciation	Friday, December 6	12:40PM-1:40PM
F4J	Student Presentation Anxiety: Triumph and Transformation	Friday, December 6	12:40PM-1:40PM
F5C	Ruth Engel's Guide to Sparking Excellent Learning Adventures	Friday, December 6	2:10PM-4:10PM
F5E	The Power of TED Talks in the 21st Century Classroom	Friday, December 6	2:10PM-3:10PM
F5F	Pronunciation as a Critical Listening Skill	Friday, December 6	2:10PM-3:10PM
F5J	TESL Ontario's Directory of Best Practice Resources	Friday, December 6	2:10PM-3:10PM
F6H	Coming Together	Friday, December 6	3:30PM-4:30PM
F6K	Keeping Your Classroom Lively With The News!	Friday, December 6	3:30PM-4:30PM

Classroom and Community Support

T1N	Brampton Stories 1	Thursday, December 5	8:30AM-9:30AM
T3L	Writing from a hybrid space	Thursday, December 5	11:20AM-12:20PM
T4J	TESL Basics for Language Volunteers	Thursday, December 5	12:40PM-1:40PM
T4K	Can Sociodramatic Play Enhance Second Language Development?	Thursday, December 5	12:40PM-1:40PM
F2G	Older Adults in LINC: Building Social Literacy	Friday, December 6	12:40PM-1:40PM
F3L	Why bother with SEL in ESL?	Friday, December 6	11:20AM-12:20PM

Curriculum Development and Instructional Design

F6J	Reimagining ESL libraries: By Newcomers, for Newcomers	Friday, December 6	3:30PM-4:30PM
T3M	Integrated to the Max: Project Class for ESL	Thursday, December 5	11:20AM-12:20PM
T5C	Quartz 2.0: An update on Ontario Curriculum Guidelines	Thursday, December 5	2:10PM-3:10PM
F3C	Trent University's Intermediate EAP: Pedagogy and Approaches	Friday, December 6	11:20AM-12:20PM
F3E	ESL for Adults with a Developmental Disability - Pilot Project	Friday, December 6	11:20AM-12:20PM
F5N	Targeting Student Needs by Shifting to a Blended Approach	Friday, December 6	2:10PM-3:10PM

E-Learning

T1E	computer literacy for ESL adult learners	Thursday, December 5	8:30AM-9:30AM
T3F	Y-story: supporting PBLA and using Edulinc across programs	Thursday, December 5	11:20AM-12:20PM
T4C	Piloting eLearning delivery in Ontario		
T4M	ELF & EduLINC: A Perfect Blend	Thursday, December 5	12:40PM-1:40PM
T6H	Innovative Blended Learning for Work	Thursday, December 5	3:30PM-4:30PM
F1H	ANYWHERE ESL PROGRAM ONLINE CLB 5-7 COURSES	Friday, December 6	8:30AM-9:30AM
F2H	7 Ways to Use Video in Moodle	Friday, December 6	9:50AM-10:50AM
F2L	Using Adobe Spark Video for Speaking Tasks	Friday, December 6	9:50AM-10:50AM
F3G	Edulinc Teacher Showcase: LINC Blended Learning in Action	Friday, December 6	11:20AM-12:20PM
F3H	Cultivating Innovation through Virtual Immersion Technology	Friday, December 6	11:20AM-12:20PM
F4K	Assessing the Efficacy of TALL Tools: EFL Learners' Perspectives	Friday, December 6	12:40PM-1:40PM
F4K	Can Software help ELLs with Reading Skills?	Friday, December 6	12:40PM-1:40PM
F5H	M-Learning, Moodle and the Edulinc Courseware	Friday, December 6	2:10PM-3:10PM
F6E	Getting Started with Nearpod	Friday, December 6	3:30PM-4:30PM

Employment Related

T4A	Career Booster Forum: Leverage PD...Maximize your Career Growth	Thursday, December 5	12:40PM-1:40PM
T2E	Creating Employment Language Training from Scratch	Thursday, December 5	9:50AM-10:50AM
T6J	Tell me about a Time - Job Interview Stories	Thursday, December 5	3:30PM-4:30PM

English for Academic Purposes (EAP)

T3K	Assessing fluency on a paired-interactive task	Thursday, December 5	11:20AM-12:20PM
T3N	Presenting 'Evolve' - get students speaking with confidence	Thursday, December 5	11:20AM-12:20PM
T4N	A Revised TOEFL iBT®? What's Up with That?	Thursday, December 5	12:40PM-1:40PM
T5M	With the End in Mind: EAP Purposeful Reading	Thursday, December 5	2:10PM-3:10PM
T6K	Implementing SFL to Improve Reading and Writing Skills	Thursday, December 5	3:30PM-4:30PM
T6L	Fostering Critical Thinking Skills in Reading & Writing Classroom	Thursday, December 5	3:30PM-4:30PM
F4N	An Innovative (and Easy) Approach to Corpus Analysis	Friday, December 6	12:40PM-1:40PM
F5K	Using vocabulary diagnostic tests to inform readings selection	Friday, December 6	2:10PM-3:10PM
F6N	UDL Inside and Outside the ESL Classroom	Friday, December 6	3:30PM-4:30PM

ESL Literacy

T2K	Writing Norms in L2 Writing Teaching and Learning	Thursday, December 5	9:50AM-10:50AM
T5L	ISANS' Literacy Curriculum Guidelines	Thursday, December 5	2:10PM-3:10PM

PBLA for the Classroom

T1D	PBLA Simply Explained	Thursday, December 5	8:30AM-9:30AM
T1F	Learning English with PBLA: What LINC students say	Thursday, December 5	8:30AM-9:30AM
T4D	How I Saved Time and Effort Using PBLA	Thursday, December 5	12:40PM-1:40PM
T5D	PBLA Portfolio: ESL Literacy Considerations	Thursday, December 5	2:10PM-3:10PM
T6F	CLB and PBLA in a Digital Age	Thursday, December 5	3:30PM-4:30PM
F2D	IELTS and PBLA - An Integrated Approach	Thursday, December 5	8:30AM-9:30AM
F2F	Showcasing Effective Rubrics and Other Assessment Tools for PBLA	Friday, December 6	9:50AM-10:50AM
F3D	Backwards Planning with Real World Modules	Friday, December 6	11:20AM-12:20PM
F3F	Top Module Plans on Tutela	Friday, December 6	11:20AM-12:20PM
F4D	PBLA Portfolio: ESL Literacy Considerations	Friday, December 6	12:40PM-1:40PM
F4G	Adapting Multimedia Projects to create PBLA tasks	Friday, December 6	9:50AM-10:50AM
F5D	Planning for PBLA: Task Analysis and Skill-Building	Friday, December 6	2:10PM-4:10PM
F5L	Evaluating Student Writing: Tips, Tricks and Practice	Friday, December 6	2:10PM-4:10PM

Program Administration

T3D	For Administrators: Untangling Placement vs Progression in PBLA	Thursday, December 5	11:20AM-12:20PM
T3J	Multi-Frame Leadership in Multicultural Contexts	Thursday, December 5	11:20AM-12:20PM
T4F	Leading and administrating PBLA: "Champagne on water wage"	Thursday, December 5	12:40PM-1:40PM
F1D	For Administrators: Untangling Placement vs Progression in PBLA	Friday, December 6	8:30AM-9:30AM

Research

F1K	Self-Assessment Accuracy Revisited: The Arab EFL Context	Friday, December 6	8:30AM-9:30AM
T3K	Lexical Bundles in Computer Science Introductory Textbooks	Thursday, December 5	11:20AM-12:20PM
T4K	Awareness and Attitudes towards Intercultural Competence in EAP	Thursday, December 5	12:40PM-1:40PM
T5K	Blended Learning: A Demonstration Research Project	Thursday, December 5	2:10PM-3:10PM

Settlement and Integration

T3C	Promoting Health Beyond the Classroom	Thursday, December 5	11:20AM-12:20PM
T5H	Domestic Violence Learning Resource for LINC Classrooms	Thursday, December 5	2:10PM-3:10PM
T6M	Tapping the potential of conversation circles for integration	Thursday, December 5	3:30PM-4:30PM
F3K	Increasing International Student Integration	Friday, December 6	11:20AM-12:20PM

Teacher Training and Professional Development

T1G	Becoming an English language teacher in TESOL programs	Thursday, December 5	8:30AM-9:30AM
T1H	Developing Pedagogical Documentation Using Digital Tools	Thursday, December 5	8:30AM-9:30AM
T1J	Training trainers to teach IELTS classes effectively	Thursday, December 5	8:30AM-10:30AM
T2K	Should L2 Writing Teachers Write? Challenges and Opportunities	Thursday, December 5	9:50AM-10:50AM
T2N	The Changing Landscape of Computer-Based Language Testing	Thursday, December 5	9:50AM-10:50AM
T3G	TESL Ontario's College/University Committee: Sharing the Vision	Thursday, December 5	11:20AM-12:50PM
T5E	Teaching Strategies for Diverse Classrooms	Thursday, December 5	2:10PM-3:10PM
T5G	Pedagogical Theory to Classroom Practice: Bridging the Gap	Thursday, December 5	2:10PM-3:40PM
F1J	Training trainers to teach IELTS classes effectively	Friday, December 6	8:30AM-10:30AM
F2K	Rethink about Reflective Teaching Practices and Teacher Identity	Friday, December 6	9:50AM-10:50AM
F2K	Stepping Stones: Using First Language as a Resource	Friday, December 6	9:50AM-10:50AM
F4C	What does "development" mean to you?	Friday, December 6	12:40PM-1:40PM
F5A	Joint Program Administrators' Meeting	Friday, December 6	2:00PM – 4:30PM
F6F	Everyone Communicates, Few Connect	Friday, December 6	3:30PM-4:30PM

AN ORIENTATION FOR PARTICIPANTS

The Registration Desk will be in the Base Foyer (Lower Level). Hours: Wednesday from 3:00 pm to 8:00 pm. Thursday/Friday from 7:30 am to 4:00 pm.

Included in your registration fee:

- Education (Keynote Presentations 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 Trinity 1/2/3 (Thursday/Friday from 9:00 am to 5:00 pm).
- Access to the Career Connections event including a discussion forum and employer exhibits (Thursday from 12:40 pm to 3:40pm).
- 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 Grand 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 would 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, will be provided with a Certificate of Appreciation and can participate daily draws for gift certificates. You will also meet new people and give back to your profession at the same time.
- The Marriott Downtown at CF Toronto Eaton Centre has extended the conference hotel room rate of \$199 plus taxes per night for 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 2020 Conference!

REGISTRATION INSTRUCTIONS

How do I register? Starting October 23, register online at <http://www.teslontario.org> using any credit card; complete instructions are included online.

Cancellation Policy: Requests for refunds must be received in writing by TESL Ontario by November 15 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 95) and accompanying fee has been submitted to TESL Ontario.

How do I select my sessions? Advance session selection is not available. 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 would 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 Base Foyer (Lower Level) on Wednesday evening, Thursday and Friday.

TESL Ontario 2019 Conference Registration Fees			
	Member	Student	Non-member
One Day	\$190	\$160	\$320
Two Day	\$290	\$235	\$400
HST is <u>NOT</u> included. #R126198043			

IELTS qualification

We can help your students get there



IELTS is the world's most popular high-stakes English language test. In 2018 over 3.5 million IELTS tests were taken worldwide. This success is due to IELTS being recognized by over 10,000 organizations globally, including over 350 in Canada. Organizations that recognize IELTS consist of post-secondary institutions, employers, and Immigration Refugees and Citizenship Canada.

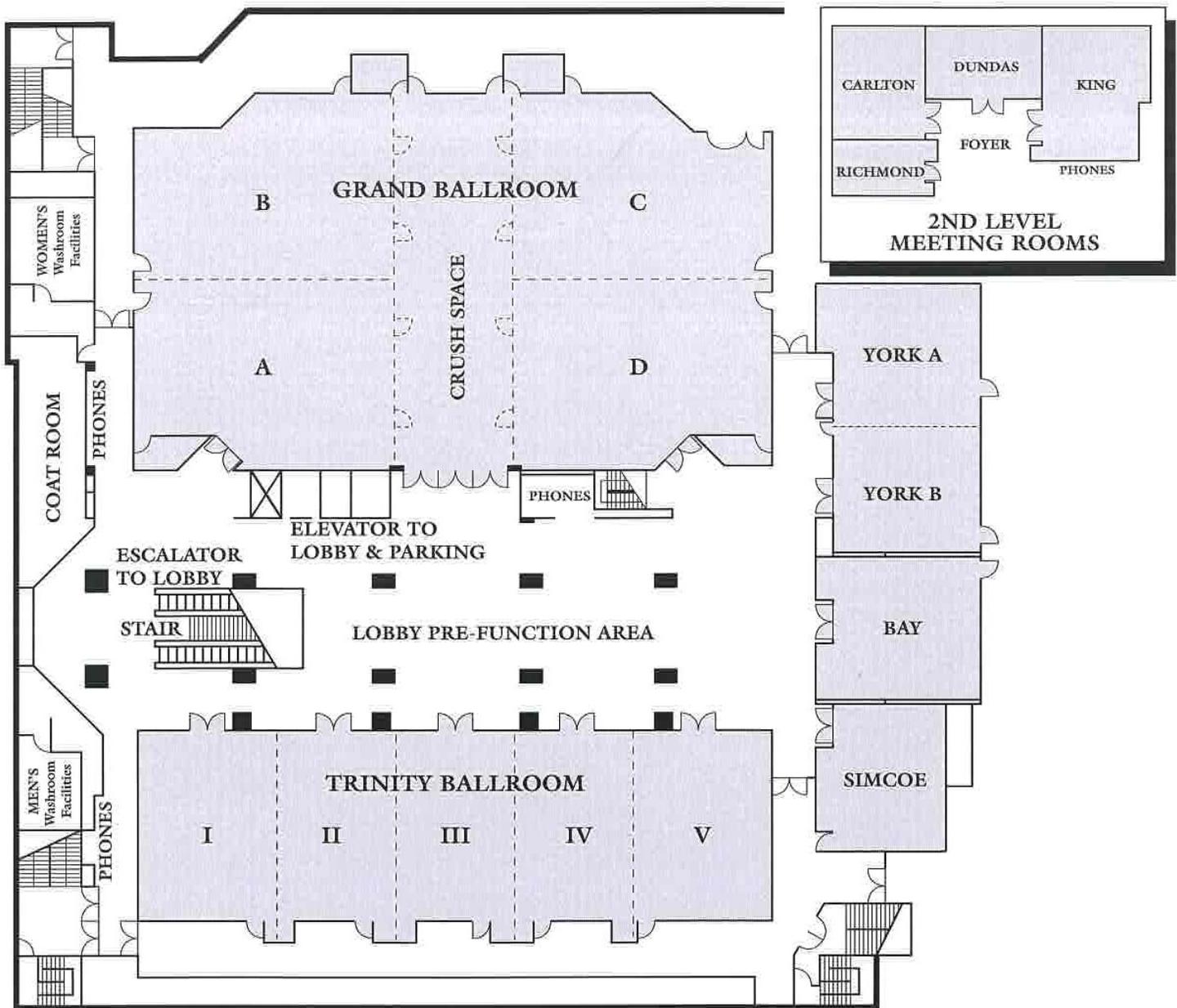
The IELTS test is an essential component for newcomers, who aim to pursue studies, work in, immigrate and integrate into Canadian society.

Anyone who registers for IELTS with a British Council test centre will receive 30 hours of free online test preparation with [Road to IELTS](#).

[IELTS.ca](https://www.ielts.ca)



MARRIOTT - FLOORPLAN



Trinity I/II/III – Exhibits

Grand Ballroom AB – Keynotes, Panel Discussion, Joint Program Administrators' Meeting

Grand Ballroom C&D and Crush – Sessions

Trinity IV, Trinity V, York A, York B, Bay and Simcoe – Sessions

EXHIBITOR LIST

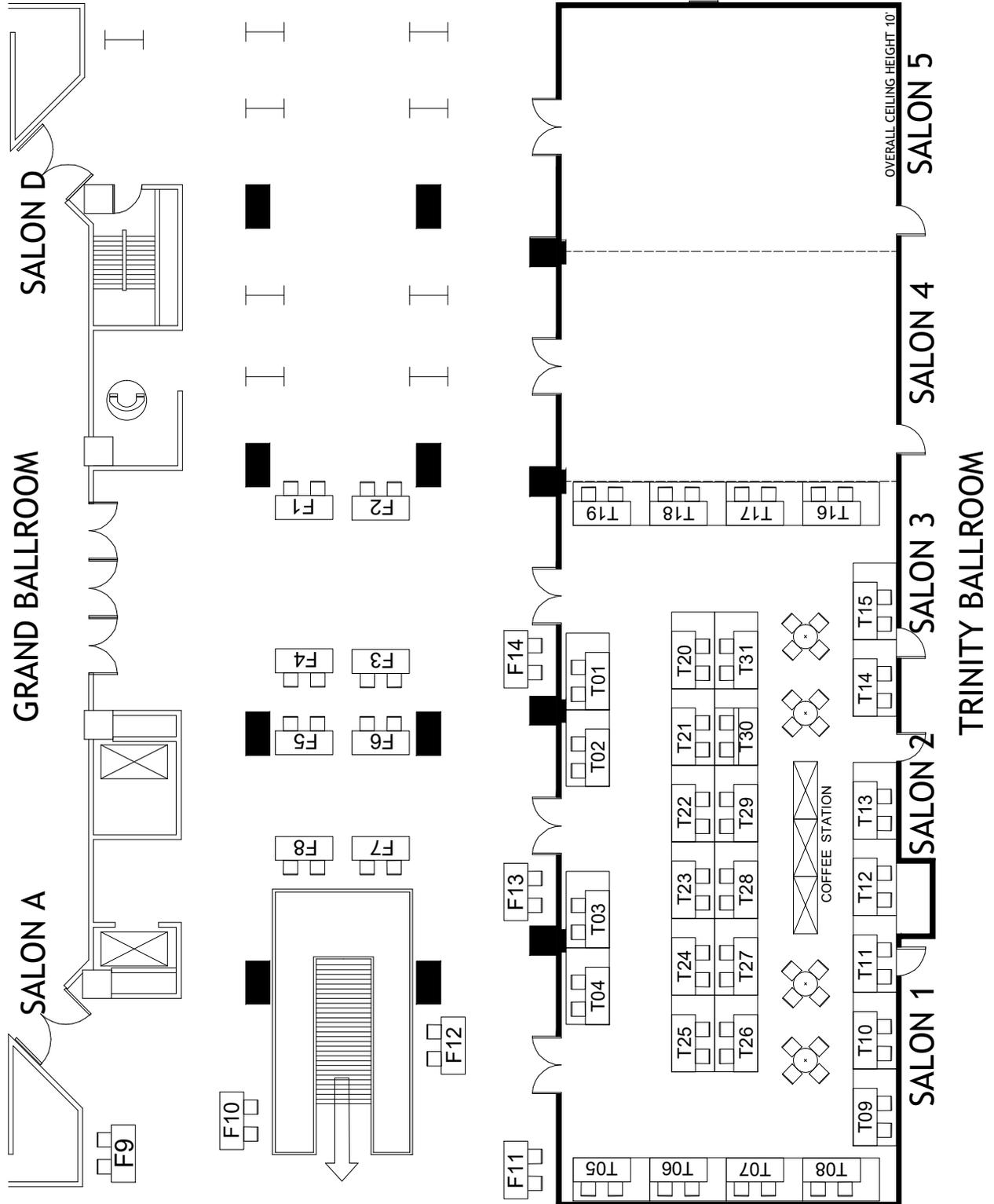
*Alphabetical by Exhibitor
as at November 21, 2019*

British Council	F4
Canadian Culture & Communication for Nurses	T03-04
Canadian Resources for ESL.....	T25-26
Centre for Canadian Language Benchmarks.....	F13
Centre for Education & Training.....	T02
Department of Imaginary Affairs	T01
Druide informatique.....	T08
English Testing Canada.....	T19
ESL Coin	T24
ESL Library	T22
Frontier College.....	T17
Health Plus Insurance	F6
Historica Canada.....	T06
International Test of English Proficiency	T27
Learning Disabilities Association Toronto District	F11
Librairie Michel Fortin Inc.	T07
National Geographic Learning	T14-15
Nelson Education Ltd.	T09-10-11
New Language Solutions	F3
North America ESL Research Centre	F12
OES Wellness	T31
Oxford University Press	T12-13
Paragon Testing Enterprises.....	F7-F8
Pearson ELT	T16
Robotel Inc.	T21
Saunders Book Company	T18
Slangman Publishing	F14
Talis.....	F9
The Personal Insurance Company	F1
The Retired Teachers of Ontario.....	T28-29-30
Trinity Western University	F5
TutorBird	F2
University of Toronto Press (Pippin)	T05
Voices Into Action by FAST	T23
Wayzgoose Press & Well-being @ Work.....	T20

EXHIBIT HOURS

December 5/6 - 9:00 am to 5:00 pm

EXHIBIT FLOORPLAN





You're Invited!

what:

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

where:

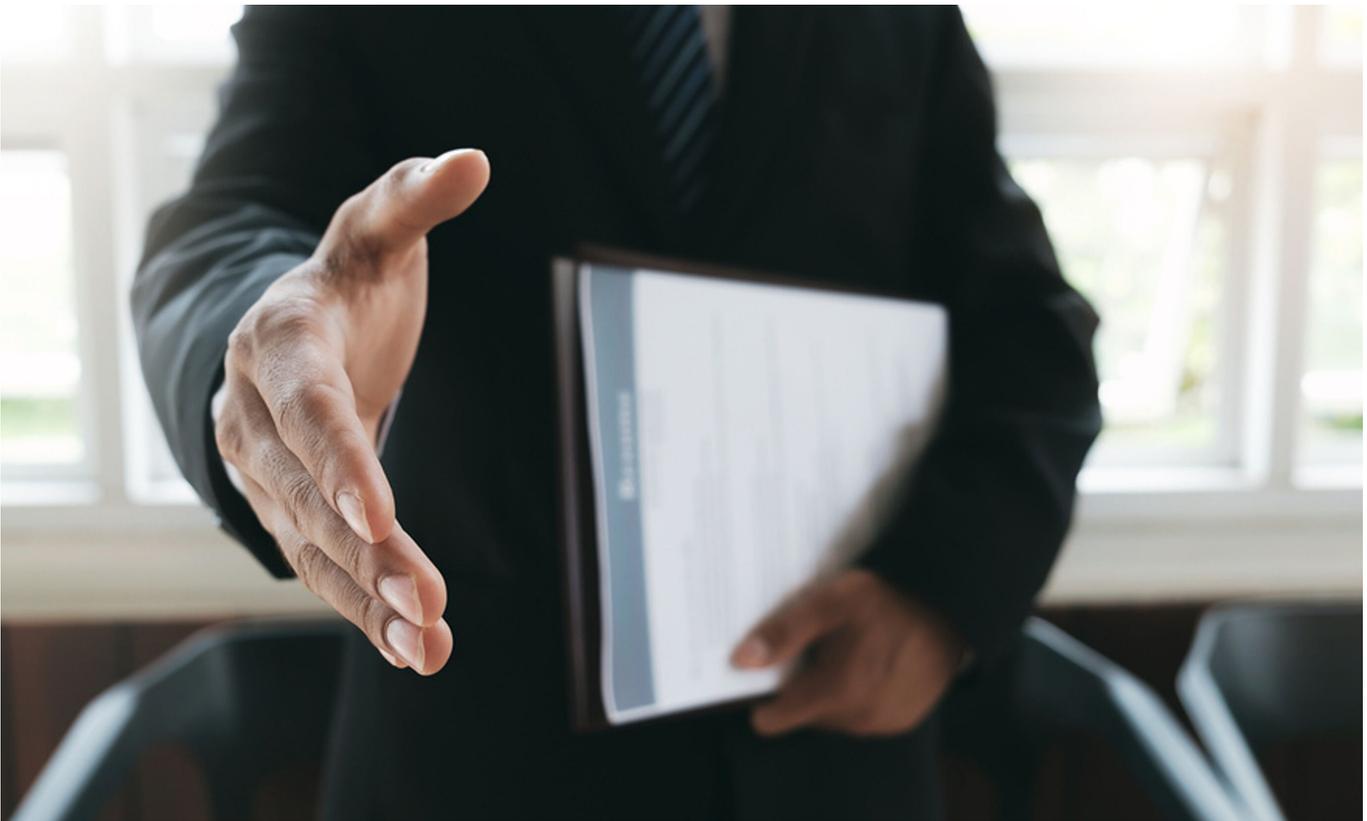
Toronto Marriott Downtown Eaton Centre
525 Bay St, Toronto, ON M5G 2L2

when:

December 5/6: 9:00AM - 5:00PM

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

FIRST NAME		LAST NAME	
POSITION/TITLE		EMPLOYER/AFFILIATION	
MAILING ADDRESS			CITY
PROVINCE	POSTAL CODE	EMAIL	



CAREER BOOSTER FORUM

Leverage PD...Maximize your Career Growth

DECEMBER 5, 2019 12:40-1:40 PM
LOCATION: SALON A

FORUM PANELISTS

Anna Bartosik, OCELT
Canadian Memorial
Chiropractic College
Curriculum Designer and
TESL Ontario Social
Content Committee Chair

Reza Mazloom-Farzaghy,
OCELT, MA TESL
Accreditation Services
Manager, TESL Ontario

Stephanie Samboo,
OCELT
Sheridan College,
Associate Dean, Faculty
of Humanities and Social
Sciences

www.teslontario.org/conference/career-connection

NETWORK YOUR WAY TO YOUR DREAM JOB



CAREER CONNECTIONS

Thursday, December 5, 2019
Marriott Downtown at CF Toronto
Eaton Centre

CAREER BOOSTER FORUM
12:40 – 1:40 Location: Salon A

**EMPLOYER DISPLAYS /
NETWORKING**
1:40 – 3:40 Location: Adelaide

Need to get your foot in the door? Looking for a change?

- Network with potential employers
- Learn about screening, interviewing and 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!

CAREER CONNECTIONS

WHEN

December 5, 2019
1:40 - 3:40 pm

WHERE

Adelaide Room
Marriott Downtown at CF Toronto Eaton Centre
525 Bay St, Toronto, ON

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 Adelaide Room 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



CONNECTION • COMMUNITY • EMPOWERMENT

CAREER CONNECTIONS EMPLOYERS

*Alphabetical by Company
as at October 28, 2019*

ACCES Employment
Canadian Connection Educational Services Inc
Catholic Crosscultural Services (Mississauga)
Catholic Crosscultural Services (Scarborough)
Centre for Immigrant & Community Services (CICS)
Conestoga College - IELTS
Durham Catholic District School Board - LINC/ESL Dept
English Testing Canada LTD
Hansa Language Centre
International Centre for EAP (ICEAP)
Language Advantage Inc.
North America ESL Research Centre
Ontario Tech University Faculty of Education
Seneca College English Language Institute
St. Stephen's Community House
The Cross-Cultural Community Services Association (TCCSA)
TNO - The Neighbourhood Organization
Toronto Catholic District School Board
Toronto District School Board
UASK Education
Village English Language School
York Region DSB
York University English Language Institute

Thursday, December 5

**Career Booster Forum
12:40 to 1:40 pm**

**Career Connections Employer Exhibitors
1:40 to 3:40 pm**

KEYNOTE SPEAKER – Dorothy Zemach

The (Dis)comfort Zone

So many of us connect with colleagues as well as teaching and learning opportunities online. This talk looks at one aspect of online culture and the effect it has on our mental and even physical health. Like teaching methodologies and theories of grammar, teacher narratives are shaped by trends and fashions. Cresting the wave in 2019 is the idea of the “comfort zone,” notably as a place teachers should endeavor to leave. In this keynote, I’ll look at the science behind the comfort zone, as well as some other unhelpful teacher narratives, and then not only discuss what to do when confronted by them in the workplace or on social media but propose a kinder, more realistic, and more helpful model of personal and professional development.

Dorothy Zemach taught English, French, and Japanese for over 25 years in Asia, Africa, and the US. She holds an MA in TESL from the School for International Training in Vermont, USA. An author of over 20 textbooks, she now concentrates on writing and editing English language teaching materials and conducting teacher training workshops. In 2012, she founded a micropress that publishes fiction, non-fiction, and educational materials (visit at <http://wayzgoosepress.com>). Her areas of specialty and interest are teaching writing, teaching reading, business English, academic English, testing, and humor. She is a frequent plenary speaker at international conferences, and a blogger for Teacher Talk at Azar Grammar. Her personal website is <http://dorothyzemach.com>.





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ÉVALUEZ

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Passez un test en ligne pour évaluer vos compétences en français et en anglais, selon les Niveaux de compétence linguistique canadiens, **gratuitement!**

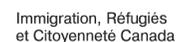
Connectez-vous à : www.nclc-ael.ca



Delivered by / Présenté par :



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REMOTE KEYNOTE: Gavin Dudeney

Gavin is Director of Technology for The Consultants-E (<https://www.theconsultants-e.com>) - working in online training and consultancy, mostly in the EdTech field - and also module leader (MATALL) on the NILE / University of Chichester MAPDLE (MA in Professional Development for Language Education). A former Honorary Secretary and Chair of ECom at IATEFL (the International Association of Teachers of English as a Foreign Language), he has also been a Trustee for International House London and a committee member of the Educational Writers Group of the Society of Authors. He currently serves as a Trustee for Volcano Theatre Company in Swansea. A regular keynote speaker at conferences worldwide, Gavin is also author of *The Internet & The Language Classroom* (CUP 2000, 2007) and co-author of the award-winning publications *How To Teach English with Technology* (Longman 2007) and *Digital Literacies* (Routledge 2013, second edition 2020, forthcoming). His most recent book, *Going Mobile*, was published by DELTA Publishing in 2014.



Technology in Language Teaching: What Works, What Doesn't

Technology in Education (EdTech) has always been a difficult and challenging area, and no more so than in the last two decades, which have witnessed a speed of development never before seen. For most teachers, the end result has been a constant game of catch-up, or simply confusion about where to start, and what to use. In this session I will look at the current state of technology development, and examine three technologies which are making headlines across a wide variety of disciplines: Augmented Reality (AR), Virtual Reality (VR) and Artificial Intelligence (AI) - and ask the question: do these technologies have anything to offer the practising teacher or language student? I will then move on to examine what I believe to be the key technology which should be in every teacher's toolkit: the mobile phone.

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.

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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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NEW LANGUAGE SOLUTIONS
empowering educators and learners through innovation

KEYNOTE SPEAKER: Christien Lee

Food for Thought

This session will ask and suggest possible answers to some questions that are at the heart of effective language teaching: How can we, as instructors, be more innovative? How can we promote learning, creativity, and critical thinking? And how can we foster an engaging and inclusive classroom environment?

Attendees will have the opportunity to:

- reflect on effective approaches to language teaching
- learn practical ideas for developing 21st century skills
- discuss how to foster innovation and inclusivity



Christien Lee, who has dual Canadian and British citizenship, has worked in English Language Teaching since 1994. His roles have included teacher, teacher trainer, curriculum developer, materials writer, director of studies, consultant, and author. He has broad experience in different aspects of ELT, but specializes in academic English and, particularly, exam preparation. Currently, his focus is on writing books and materials and developing innovative e-learning resources. He is the author of several ELT books, including other titles for National Geographic Learning.



- ✓ International Credential Evaluation
- ✓ Research, Publications, and Training
- ✓ Immigrant Integration

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A WES credential evaluation makes it easy for licensing bodies, academic institutions, and employers to better understand your 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). Our evaluations are widely recognized by more than 2,500 educational, business, and governmental institutions throughout Canada and the U.S.



Our Expertise. Your Success.

[wes.org/ca](https://www.wes.org/ca)

14TH ANNUAL PANEL DISCUSSION

FRIDAY, DECEMBER 6

8:30-11:00AM

TESL Ontario will be hosting our Fourteenth Annual Panel Discussion to be held at our 47th TESL Ontario Conference in December 2019. 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 *Shifting Perspectives*.

The panel members represent the following Ministries:

- Immigration, Refugees and Citizenship Canada
- Ministry of Children, Community and Social Services
- Ministry of Training Colleges and Universities
- Ontario Ministry of Education

Moderator: Renate Tilson, Executive Director - TESL Ontario.

PANEL PARTICIPANTS

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

Mr. Yves Saint-Germain holds an M.A. (Political Science). Since 2007, Mr. Saint-Germain is Director, Language and Francophone Policies Division, Settlement and Integration Policy Branch, Immigration, Refugees and Citizenship Canada. He is responsible for establishing directions for the settlement program including: language training program policy (LINC), responsible for the Francophone Immigration Policy Hub to achieve IRCC Francophone Immigration Strategy and implementing the Francophone Integration Pathway as part of Canada's Action Plan for Official Languages 2018-2023.

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.

Harry Bezruchko, Regional Program Manager, Ministry of Training Colleges and Universities

Harry Bezruchko is a Regional Manager with the Ministry of Training, Colleges and Universities and has been with the Province of Ontario for 11 years. In order to address the needs of clients and employers, his responsibilities include the planning, development and management of employment program and services, such as Skills Training, Literacy and Basic Skills and Apprenticeship. Harry worked for the Federal Government for over 25 years in the areas of finance and labour market programming both in Ottawa and in Toronto.

Pauline McNaughton – Director, Skills Development and Apprenticeship Branch, Student Achievement Division, Ontario Ministry of Education

Pauline McNaughton is interim Director of the Skills Development and Apprenticeship Branch in the Ministry of Education, collaborating closely with the Ministries of Training, Colleges and Universities and Children, Community and Social Services to deliver policies, strategies and programs to support engagement, transitions and pathways for all learners from Kindergarten to Adult. Previous to her past 12 years with the Ontario Government, Pauline previously worked in the adult education sector, serving in various capacities at the Centre for Canadian Language Benchmarks, AlphaPlus Centre, Continuing Education department of the Ottawa-Carleton District School Board as well as with Arctic College on Baffin Island.

Welcome Reception & Awards

It is with great pleasure that I invite you to attend the Welcome Reception & Awards on Thursday, December 5th 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.

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

*Sharon Deng
Chair - TESL Ontario Board of Directors*

where:

Grand Ballroom

when:

December 5 at 4:45 to 6:00 pm

r.s.v.p.

On your conference registration form



THURSDAY PRESENTATIONS

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 POSTER PRESENTATIONS

P1 Task-based After-Reading Activities for Children

Tomoko Kaneko - Showa Women's University

This study shows the efficiency of task-based group work after picture-story reading in order to elicit better outcomes even for beginner level English learners. It also shows that the group which used their native language during the activities had a certain confidence in what they were learning and what they were required to do in the class.

P2 Evaluating language courses through lens of quality assurance

Dang Trung Dung - Diplomatic Academy of Vietnam, Ministry of Foreign Affairs

This paper, from the lens of quality assurance, is to investigate whether results of the evaluation process critically reflects what have been taught and to see if the results best demonstrate reliability of data collection. Implications for effective evaluation of language programs are also discussed in this paper.

P3 Easy English: Language Learning from the Streets

Rebecca Schmor - University of Toronto

Teach your students authentic English! Learn about a developing resource of free, authentic, theme-based listening texts available on Youtube. Take a look at an example lesson plan with activities based on a street interview video filmed in Toronto. Speak with the video's co-producer to suggest future topics and request content for your learners.

P4 PBLA Posters

Adrienne Horvath Cortes, Alison Wilson and Serena Reis - Conestoga College

Five different Portfolio-Based Language Assessment (PBLA) posters will showcase visual supports that can be used in in ESL/LINC classrooms. They will provide additional classroom support by explaining PBLA principles and concepts for ESL Literacy, Stage I, and Stage II learners.

P5 Nurturing Reflection and Networking: The Teaching Journal

Dana Di Pardo Leon-Henri - University of Franche-Comte, UFR SLHS Besancon

In this session, you will learn about:

- the practical aspects of reflective teaching methods,
- the evolution and usefulness of the teacher's journal, and
- various suggestions for networking, problem solving and corpus compilation.

P6 Promoting Secondary School Learner Autonomy by Using Portfolios

Akiko Okunuki and Tomohito Hiromori - Meiji University

EFL learners, such as the secondary school students in Japan, need extra study time outside of the classes, in order to increase their second language proficiency. This presentation reports on research for promoting those school students' autonomous learning attitude by using portfolios to encourage the management of their self-study.

P7 A compassion-based English center (Vietnam)

Anh Tran

In some countries, moral education is not placed among the most important subjects in the public school systems, thus its effect is limited. This poster presentation will introduce an English center based in Vietnam that incorporates compassion and kindness into language teaching. Seligman's PERMA model is used as the core of its curriculum development to maximize the flourishing of students.

P8 Combining Language Training and Mental Health

Lama Al-abweh and Veronica Torres - Mennonite New Life Centre of Toronto

This presentation describes an attempt to include mental health activities in the ESL classroom to help, support and empower trauma survivors who experience emotional, cognitive, or academic barriers to learning English in traditional ESL classrooms. The presentation will include examples, pictures and statistics.

P9 An Interactive Writing Approach to Facilitate Learning Transfer Skills

Mitra Rabiee - YUELI at York University

The focus of this study is on how to present, practice and perform one of the most frequently used key concepts in English courses called "summarizing" which requires students to demonstrate both near and far transfer skills in not only their academic performance but also non-academic life and future career.

P10 A Duoethnography of Study Abroad Experience

**Mojgan Abbasi - University of Western Ontario
Azadeh Zohourian Pordel**

This poster presents a duo-ethnographic study into the effects of "study abroad experience" on the professional lives of two English language teachers, both non-native speakers of English.

P11 Toontastic, virtual classroom interactions

Azadeh Zohourian Pordel - University of Western Ontario

Multiple functions of this application would be presented. The best practice will be viewed. It will be shown how to use the application for classroom role play interaction, report presentation and pronunciation grammar speech flow assessments.

P12 Conflict Resolution Models - Frameworks for Action

Lesline Fehr - Conestoga College

In educational settings, the odds of encountering conflicts are high. How can practitioners approach their challenges? This interactive poster will outline how people approach conflict, then it will present conflict resolution models. The final part of the poster will provide scenarios so that readers may apply these models to conflicts.

P13 Experiential Learning and Inclusivity in BEP

Nataliya Borkovska, David Siefker and Ling Hu - University of Guelph

Experiential learning is an inclusive pedagogical activity. The poster presentation examines the successes and challenges in the application of Kolb's Experiential Learning Model (1984) in a four-week Business English Program (BEP) at the University of Guelph. The presenters describe the rationale and process involved in building connections with local businesses.

P14 Adjustment Difficulties and Academic Performance

Mais Al-Jabbawi - University of Central Florida

This study discusses the academic, social, and personal-emotional adjustment challenges faced by Arab Students that affect their English performance in IEPs. The current study uses student departure theory (Tinto, 1975) to lead the theoretical framework and incorporates Baker and Siryk's (1989, 1999), and Rienties et al. (2011, 2012) questionnaires

P18 Highlighting Highlighters: a simple but effective ESL Literacy teaching technique

Samantha Banks, Dana Augustino, Linda Condello and Kathy Guerini - Hamilton Wentworth Catholic District School Board

St. Charles Adult Education Centre (HWCDSEB) has received grant funding from MCCSS for a pilot project to train ESL Literacy Expert Instructors and research effective ESL Literacy instructional techniques.

It is so easy to take for granted the simple skills we use each day to help us find important information. Techniques that are easy for us can be daunting for an ESL Literacy Learner: their need for explicit instruction is real and often not self-evident.

This poster will showcase a technique used when teaching a learning strategy for the Literacy classroom; in our example we use the skill of 2L Reading. Through explicit explanation of the use of highlighters, the poster viewer will see the lesson proceed with learners' work and comments.



8:30AM-9:30AM

T1C IELTS and PBLA - An Integrated Approach **Suzanne Taylor and Joseph Macchia – TDSB**

If you're interested in teaching IELTS within the context of PBLA, this presentation will give you some creative strategies and practical solutions to address the key challenges found in the IELTS classroom.

Learning Objectives:

- An understanding of the emergence of IELTS as a global English testing standard.
- Best practices to teach IELTS by aligning CLB criteria to the IELTS Band Descriptors.
- Real-life lesson plans, developed based on in-class experience, that can be applied in any IELTS classroom.

Category: Presentation

Focus: PBLA for the Classroom

Audience: Experienced Teachers, Novice Teachers

T1D PBLA Simply Explained

Shazma Tahir and Stephanie Leutner - Peel District School Board

A simplified explanation of PBLA and how to do it, by two instructors who have hashed it out many times in many classes. We want to take away the fear and stress from any new teachers by providing a simple road map of how to do it, and show the tips and tricks we have picked up. Picking real world tasks, competencies, and making rubrics will all be covered.

Learning Objectives:

- How to pick Real World Tasks appropriate for the level of your class
- How to find the competencies in the CLB for those Real World Tasks easily
- How to make rubrics from those real world tasks and competencies

Category: Interactive Workshop

Focus: PBLA for the Classroom

Audience: All Participants

T1E Computer literacy for ESL adult learners

Anna Vinizer - YMCA of greater Saint John

Learning to use a computer and using a computer to learn are two very different things!!! In this presentation, I'm going to show you how with proper level based materials, learners can achieve both language and computer goals needed in order to function in the workforce in the 21 century.

Learning Objectives:

- To bring awareness to the importance of teaching the skills and knowledge needed in order to be able to use digital media, software, and hardware.
- How to integrate the CLB computer requirements skills in the different levels of English.
- Computers as a tool that improves learners self-esteem and speeds language acquisition in all competency areas.

Category: Presentation

Focus: E-Learning

Audience: All Participants

T1F Learning English with PBLA: What LINC students say

Jennifer Burton and Yuliya Desyatova - University of Toronto (OISE)

This research project documented LINC/ESL students' perception of language learning experiences after the mandatory introduction of portfolio-based language assessment (PBLA) in government-funded language programs in Canada. Despite mostly positive perceptions of PBLA, learners' understanding of the impact of PBLA on teaching and learning varies significantly.

Learning Objectives:

- Hear first-person accounts of LINC students' reflecting on their language learning experiences in the program;
- Learn about common benefits and challenges of language learning in LINC as reported by research participants;
- Reflect on possibilities to further enhance language learning opportunities offered to adult newcomers by LINC/ESL programs.

Category: Paper

Focus: PBLA for the Classroom

Audience: All Participants

T1G Becoming an English language teacher in TESOL programs

**Danielle Freitas, Sara Cordeiro Alexandre, Lynda Zolcinski, Sandeep Kaur Sidhu, Tamara Physk - Sheridan College
Sunny Liu**

As nowadays a much higher level of professionalization of English language teachers is required, their preparation becomes ever more important. However, research investigating how student-teachers learn to teach within TESOL certificate programs is still scarce. Hence, this research explores student-teachers' learning-to-teach processes and practices in a TESOL certificate program in Canada.

Learning Objectives:

- learn about the ELT profession around the world and in Canada
- learn about the research project presented (context, methodology, framework, findings) and its significance for the ELT profession
- have the opportunity to discuss how the research findings relate to your own experiences as a teacher, administrator or student-teacher

Category: Paper

Focus: Teacher Training and Professional Development

Audience: All Participants

T1H Developing Pedagogical Documentation Using Digital Tools

Michael Mohammed - Toronto District School Board

In the session, educators will have the opportunity to learn about Pedagogical documentation and the digital tools that can be used to support this practice in the classroom. Educators will be exposed to a wide range of digital tools and be given real-time walkthroughs on how to use the app to document. Teachers we make connections to their own practice and how these tools can further their own

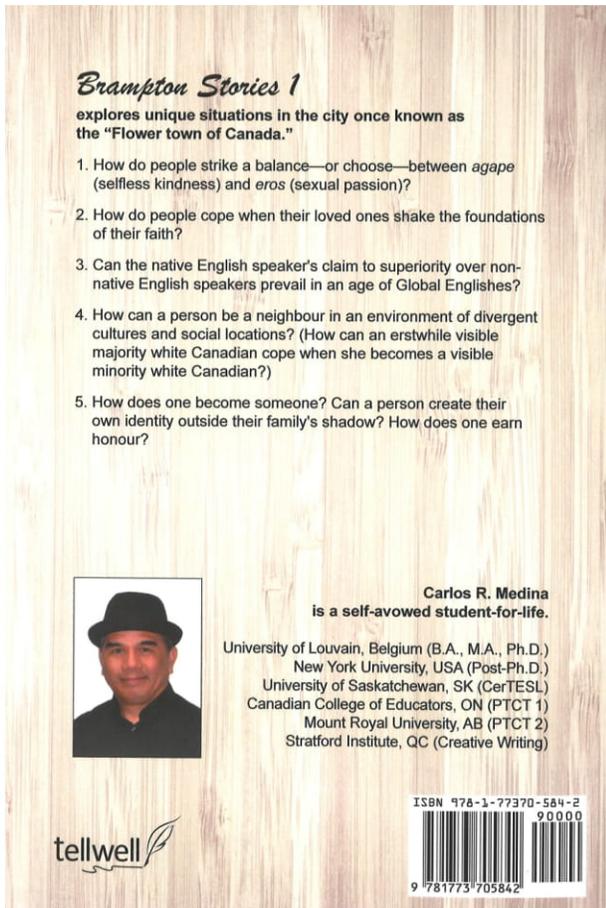
Learning Objectives:

- Create a shared understanding of Pedagogical Documentation.
- Learn about and explore, through live demonstrations a wide range of digital tools that can be used to develop Pedagogical documentation.
- Make connections to how these tools can extend, connect and develop the teachers ability to document student learning.

Category: Technology Presentation

Focus: Teacher Training and Professional Development

Audience: All Participants



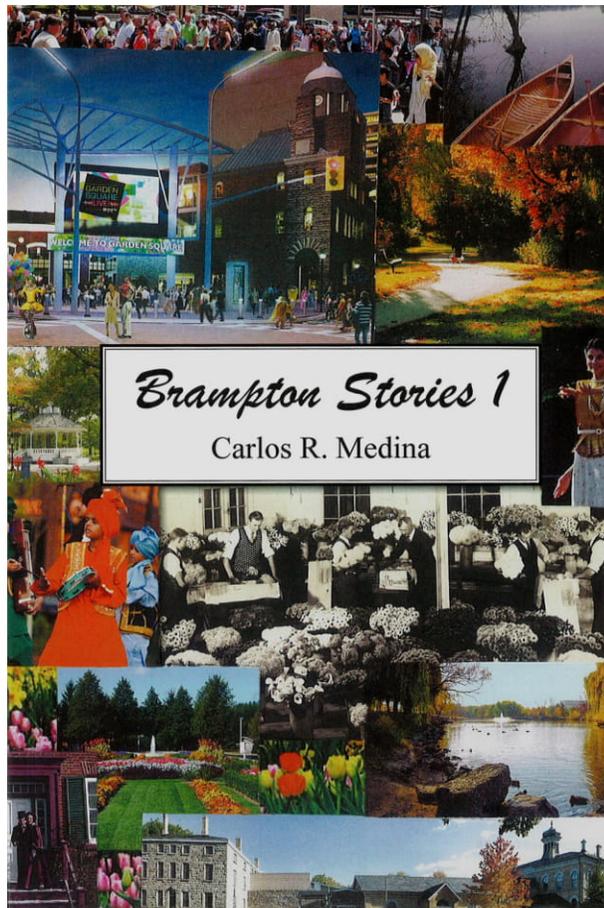
**T1N Brampton Stories 1
Carlos Medina - MCS LINC Program**

“Brampton Stories 1” is a book of 5 short short stories set mainly in Brampton. It explores the dynamics within immigrant families and between immigrant and “non-immigrant” Canadians. It is a work of fiction that advocates inclusion and that features tools for better understanding: a synopsis of each story and a reading comprehension section. Each attendee will receive a copy of the book.

Learning Objectives:

- to exchange views regarding plural Englishes, evolving ways of being a neighbour, different worldviews, and various levels of love;
- to articulate their experiences with their own immigrant students; and
- to participate in reading comprehension tasks.

Category: Publisher's Presentation
Focus: Classroom and Community Support
Audience: All Participants



**T1K New Approaches: Credential Assessment of Displaced Individuals
Kevin Kamal - World Education Services (WES)**

World Education Services (WES) developed an innovative approach to evaluate the academic credentials of displaced individuals who cannot access their official documents and face challenges in accessing higher education and employment in Canada. This session will introduce the WES Gateway Program which serves displaced individuals educated in seven countries

Learning Objectives:

- Understand the challenges faced by displaced individuals and refugees
- Be able to refer potentially eligible individuals to the WES Gateway Program
- Recognize the value and utility of a credential evaluation to help individuals achieve their educational and professional goals

Category: Presentation
Focus: Other: Accreditation, Social Justice as well
Audience: All Participants

medinacarlos@yahoo.ca

Available at **amazon.ca**

8:30AM-10:30AM

T1J Training trainers to teach IELTS classes effectively

Sabiha Khuram and Rodney Smith - British Council

These two-hour IELTS Teacher-Training workshops are designed for teachers who are already teaching IELTS classes, as well as for ESL instructors who wish to teach IELTS classes in the future. The aim of the workshops are to prepare trainees to teach IELTS classes effectively. To achieve this aim, the workshop is designed with practical ideas and materials, and provides top tips for Teaching.

British Council IELTS Canada invites the participants to attend free of charge IELTS teacher training for Reading, and Writing modules, which will take place at George Brown College on Saturday, December 7th after the conference. Participants who attend all four modules (two during the conference) will be issued a British Council Certificate, which is recognized by TESL ON for 10 PD hours.

Category: Interactive Workshop

Focus: Teacher Training and Professional Development

Audience: Experienced Teachers, Novice Teachers

9:50AM-10:50AM

T2A Annual General Meeting (AGM)

All TESL Ontario members are invited to attend the Annual General Meeting.

T2C Recognizing and Accommodating Alternately Abled Students, Part 1

Eliza Garland - Immigrant Services Association of Nova Scotia

This presentation will introduce three concepts that promote innovation and inclusion in EAL classrooms for alternately-abled learners: developmental skill acquisition, universal design, and multi-sensory learning formats. Then, the presenter will facilitate the application of these frameworks to various learning differences.

Learning Objectives:

- Attendees will be able to define at least 3 types of learner difference.
- Attendees will be able to describe developmental skill acquisition, multi-sensory learning formats, and universal design and how these concepts relate to an EAL environment.
- Attendees will understand at least 2 adaptations or strategies they can apply in an EAL classroom to increase accessibility.

Category: Interactive Workshop

Focus: Accessibility

Audience: All Participants

T2D CLB 4-6 Writing Calibration and Action Oriented Feedback

Lisa Herrera - CCLB Consultant

This session is part of the Professional Learning Sessions series developed by the Centre for Canadian Language Benchmarks (CCLB). This workshop focuses on CLB Calibration and Action Oriented Feedback: Writing CLB 4 - 6.

Learning Objectives:

- Review overall expectations across CLB Stage I and Stage II
- Review CLB expectations for writing at CLB levels 4, 5, and 6 and their application to assessment criteria
- Review writing samples to determine if they meet identified assessment criteria at CLB levels 4, 5, and 6

Category: Interactive Workshop

Focus: Classroom Activities and Strategies

Audience: All Participants

T2E Creating Employment Language Training from Scratch

Katie Wightman - YMCA of Greater Saint John

Are you interested in creating sector-specific employment language training? Do you want to better equip employers in your community to hire newcomers? We will discuss our process and the joys & challenges of creating SSELT programming, including stories and examples from our recent YMCA SSELT for Health & Fitness course.

Learning Objectives:

- various strategies to help design and teach a new program and combat the challenges of multi-level teaching
- considerations for adapting existing curricula or resources intended for L1 learners, and supporting PBLA in an employment training program
- tips for working well with community partners and employers

Category: Presentation

Focus: Employment Related (e.g. Workplace, SLT, OSLT, ELT)

Audience: All Participants

T2F PBLA at the Heart of Programming

Naomi Kennedy - YMCA of Greater Saint John

Do you face challenges structuring client-centered programs that are cohesive and efficient with PBLA at the core? During this presentation, you will learn how YMCA Newcomer Connections uses PBLA throughout its programs to support clients through language, employment and citizenship acquisition.

Learning Objectives:

- The various programs offered at Newcomer Connections;
- The challenges faced with progress measurement of those who attend non-PBLA programs and wish to return to LINC; as well as learners' hesitation to access valuable, non-PBLA programs for this reason;
- How we've structured cohesive programs to address these challenges by weaving PBLA throughout programming to support clients needs as a whole.

Category: Presentation

Focus: Other: Program Design

Audience: All Participants

T2H Teaching English With Blockchain Technology

Andrew Wagner - ESL Coin

With cryptocurrency prices on the move and Facebook planning to launch one of their own, the spotlight is once again on blockchain technology. This session is designed to teach you everything you need to know to take advantage of it for your TESL career, education or enterprise. This year, we'll also demonstrate it hands on, and finally reveal what the Canadian regulators have to say about it.

Learning Objectives:

- Audience members will learn the conceptual basics of blockchain technology and how it relates to the field of education.
- ESL industry and community members will gain clarity on the legality of utilizing blockchain technology in Canada.
- Teachers and publishers will gain a practical understanding of how to use blockchain technology for themselves via a live demonstration.

Category: Technology Presentation

Focus: Other: blockchain technology

Audience: All Participants

T2K 2 PAPERS PER 60-MINUTE SESSION

Should L2 Writing Teachers Write? Challenges and Opportunities

Sardar Anwaruddin - York University

This presentation is concerned with the challenges and opportunities of second language writing teachers' own academic writing. Attendees will learn how teacher writing may be a tool of professional development and how it may be pedagogically beneficial to teach, evaluate, and support second language students' writing.

Learning Objectives:

- Learn the history of teacher writing as a tool of professional development,
- Develop skills and strategies to write for academic purposes, and
- Understand how teachers' own writing and reflection on it can help them develop and teach effective L2 writing curriculum.

Category: Paper

Focus: Teacher Training and Professional Development

Audience: All Participants

Writing Norms in L2 Writing Teaching and Learning

Xiangying Huo - the University of Toronto Mississauga (UTM)

This paper discusses two writing norms: monomodality (i.e., native-speaker norm) and multimodality (focusing on pluralism). There has been a debate-- which norm is useful to ESL students. The paper recommends "glocalization" (integrating globalization with localization) and advocates the renovation of English by adjusting the English teaching to local cultures.

Learning Objectives:

- Participants will have new insight into the writing norms in L2 teaching and writing
- The presentation has both theoretical and pedagogical implications for teaching English as an international language
- The presentation will introduce new concepts and perspectives to L2 educators and researchers such as "glocalization" and "worldliness of English" which are valuable to L2 teaching and learning.

Category: Paper

Focus: ESL Literacy

Audience: Experienced Teachers, Novice Teachers, Researchers

T2N The Changing Landscape of Computer-Based Language Testing

Chris Koelbleitner - Paragon Testing Enterprises

This session acknowledges the difficulties test takers face when choosing between 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. This is a repeat of last year's presentation.

Learning Objectives:

- identify the different purposes of high-stakes language tests such as IELTS, CELPIP, CAEL, PTE and TOEFL.
- compare key differences in terms of skills integration and overall test design among these tests.
- use activities in their classroom to prepare students for high-stakes computer-based language testing.

Category: Publisher's Presentation

Focus: Teacher Training and Professional Development

Audience: Administrators, Experienced Teachers, Novice Teachers

11:20AM-12:20PM

T3A Keynote: The (Dis)comfort Zone

Dorothy Zemach - Wayzgoose Press

So many of us connect with colleagues as well as teaching and learning opportunities online. This talk looks at one aspect of online culture and the effect it has on our mental and even physical health. Like teaching methodologies and theories of grammar, teacher narratives are shaped by trends and fashions. Cresting the wave in 2019 is the idea of the "comfort zone," notably as a place teachers should endeavor to leave. In this keynote, I'll look at the science behind the comfort zone, as well as some other unhelpful teacher narratives, and then not only discuss what to do when confronted by them in the workplace or on social media but propose a kinder, more realistic, and more helpful model of personal and professional development.

T3C Promoting Health Beyond the Classroom
Cheryl Richman and Roula Argiropoulos - Toronto District School Board
Gail Richey - Toronto Public Health

Do your students struggle to make healthy choices? Would they benefit from leadership opportunities to promote health at school? Learn about how The Bickford Centre's Adult ESL Program, with guidance from Toronto Public Health, developed a Healthy School Committee - a unique initiative by staff and students to promote a school environment that encourages healthier lifestyle choices.

Learning Objectives:

- to learn more about challenges newcomers face related to health, such as barriers accessing services, and how a Healthy School Committee can address these challenges
- to learn the steps to create a Healthy School Committee in your setting
- to learn about activities to implement, benefits of this initiative, and lessons learned from The Bickford Centre's experience.

Category: Presentation
Focus: Settlement and Integration
Audience: All Participants

T3D For Administrators: Untangling Placement vs Progression in PBLA
Kathy Hughes, CCLB
Lisa Herrera - CCLB Consultant

Programs implementing PBLA sometimes have challenges distinguishing the difference between placing a learner in a level for learning, and progressing a learner to a level based on completed CLBs, resulting in confusion for clients and teachers. This workshop provides a straightforward explanation and practice making evidence-based decisions about student movement.

Learning Objectives:

- Understanding the principles of placement and progression in a PBLA-aligned framework.
- Understanding evidence-based decision making on placement and progression using PBLA and funder guidelines.
- Understanding how to involve clients in evidence-based and funder-guided decision making.

Category: Interactive Workshop
Focus: Program Administration
Audience: All Participants

T3F Y-story: supporting PBLA and using Edulinc across programs
Marijke Geurts - New Language Solutions

Do you see the benefits of blended learning? Would you like to implement PBLA and online learning in more of your programs? In this presentation we will share with you best practices from YMCA Newcomer Connections where blended learning is the standard and PBLA is supported by all training programs.

Learning Objectives:

- the benefits of using an online learning platform (such as Edulinc) across programs
- practical suggestions for supporting PBLA in non-LINC programs
- best practices and some pitfalls to avoid

Category: Presentation
Focus: E-Learning
Audience: All Participants

T3H Toontastic; A new world to role-play in classroom
Azadeh Zohourian Pordel - Western University

Throughout this presentations the attendees will see three different ways a teacher can integrate the application Toontastic in the classroom tasks. Ranging from role play practice, collaborative report presentation of students to forming conversations with designed characters of the students, helpful for those who are shy or those who want to be exposed to more fun in the classroom.

Learning Objectives:

- How to use the Toontastic application to build characters and choose settings and setting rubrics for assessing the learning outcome of the course.
- Samples of students' report presented in different contexts as a group work.
- How this application can be used as collaborative speaking and as a virtual role play

Category: Technology Presentation
Focus: Classroom Activities and Strategies
Audience: All Participants

T3J Multi-Frame Leadership in Multicultural Contexts

Derek Martin - CultureWorks ESL

Leadership is almost always complex, so the inevitable issues that arise must be framed to account for this complexity. Multicultural contexts add an extra layer of complexity. This workshop explores ways for leaders to frame challenges they may face and ways that intercultural awareness can help to address these challenges.

Learning Objectives:

- Apply alternative ways to frame organizational problems/challenges.
- Use alternative frames to gain a greater focus on how cultural differences may factor into problems/challenges.
- Develop strategies to mitigate problems/challenges in your own organizational context.

Category: Interactive Workshop

Focus: Program Administration

Audience: Administrators

T3L Writing from a hybrid space

Stephanie Samboo - Sheridan College

The concept of hybridity will be discussed showing how writing from a hybrid space empowers our multilingual ESL learners. Our learners are often encouraged to activate their English-speaking identity in the classroom. However, by encouraging our learners to marshal their multiple linguistic identities, teachers will cultivate innovation and inclusivity in student writing.

Learning Objectives:

- the concept of hybridity.
- the application of hybridity in the ESL classroom.
- teaching pedagogy which encourages learners to write from hybrid spaces which in turn cultivate innovation and inclusivity.

Category: Presentation

Focus: Classroom and Community Support

Audience: Administrators, Experienced Teachers, Novice Teachers

T3K 2 PAPERS PER 60-MINUTE SESSION

Lexical Bundles in Computer Science Introductory Textbooks

Genan Hamad - Carleton University

This presentation discusses the methodology of a corpus study that aims to develop a list of the most frequent lexical bundles in Computer Science introductory textbooks. It also provides a distributional and functional analysis of the identified sequences based on the functional taxonomy of Biber et al. (2004). Finally, the implications of this study for research and pedagogy are highlighted.

Learning Objectives:

- Understand why research on lexical bundles is important for EAP/ESP programs.
- What are the most frequent lexical bundles that novice university students in Computer Science may encounter
- The distributional and functional patterns of lexical bundles in Computer Science introductory textbooks

Category: Paper

Focus: Research

Audience: All Participants

Assessing fluency on a paired-interactive task

Kent Williams - Carleton University; Renison University College at University of Waterloo

This study examines the development of a rating scale to measure speech fluency on a paired-interactive task. In particular, the study explores issues of construct-irrelevance regarding which components of speech comprise the fluency construct. Implications are provided for practitioners interested in the assessment of international graduate students' interactive oral skills.

Learning Objectives:

- Identify factors that may influence listeners' perceptions of fluency
- Examine the role of pause location in differentiating between levels of fluency
- Become familiar with different methods of developing and validating rating scales

Category: Paper

Focus: English for Academic Purposes (EAP)

Audience: Experienced Teachers, Researchers

T3M Integrated to the Max: Project Class for ESL
Donna Pearce and Eldon Friesen - Brock University

This presentation describes how we integrated a project course into our intensive English language program curriculum, the challenges encountered, and the benefits experienced by our students. We will also illustrate several example projects from various levels, outline the specification writing process and show samples of marking rubrics and student work.

Learning Objectives:

- learn how to integrate a project course into your existing ESL curriculum
- get ideas for possible projects for students at various levels of language proficiency
- gain insight into the specification writing and assessment process

Category: Presentation

Focus: Curriculum Development and Instructional Design

Audience: All Participants

T3N Presenting 'Evolve' - get students speaking with confidence

Amanda Henry - NELSON representing Cambridge University Press

Evolve is a six-level English course for adults that covers all skills, taking students from beginner to advanced levels (CEFR A1 to C1 or CLB 1-9). Join our session to learn how we addressed four common issues in today's classroom with our new and innovative program Evolve!

Learning Objectives:

- Learn about the research that informed this new series
- Learn about how we have responded to student feedback in this new series
- Learn how you can integrate Evolve into your course right away

Category: Publisher's Presentation

Focus: English for Academic Purposes (EAP)

Audience: Experienced Teachers, Novice Teachers

11:20AM-12:50PM

T3G TESL Ontario's College/University Committee: Sharing the Vision

TESL Ontario Colleges/Universities Committee, represented by:

Anindita Chaudhury - University of Guelph

Lara McInnis - Humber College

Amy Yani - Sheridan College

Angela Meyer Sterzik - Fanshawe College

Afrouz Mobayen - George Brown College

James Papple - York University

Responding to the growth of English language teaching in Ontario's colleges and universities, TESL Ontario launched a committee to represent its members working at the post-secondary level. This panel will discuss the committee's rationale, strategic goals, and emerging issues identified by session participants who are familiar with the sector.

Learning Objectives:

- become familiar with the rationale and strategic goals of the committee
- recognize and respond to the needs of instructors in the college and university sectors
- help shape the direction of the committee to better serve practitioners in the post-secondary sector

Category: Presentation

Focus: Teacher Training and Professional Development

Audience: All Participants

11:20AM-1:20PM

T3E Teaching without a net **Marijke Wertheim - University of Toronto**

Are you frustrated by textbook activities that don't provide authentic language or practice for your students? Do you worry about being "caught short" with insufficient or inappropriate materials? Are you tired of endless prep? This workshop will introduce creative techniques that require little or no prep or materials and start with students' own language. You can use them in class tomorrow.

Learning Objectives:

Participants will be introduced to techniques based on the dogme approach that can be adapted to any class at any level. These techniques enhance teacher confidence in teaching "off the cuff" and addressing learning opportunities as they arise. Familiarity with them also enables the teacher to provide students with increased opportunities to explore authentic language use.

Category: Interactive Workshop
Focus: Classroom Activities and Strategies
Audience: All Participants

12:40PM-1:40PM

T4A Career Booster Forum: Leverage PD...Maximize your Career Growth

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

Job Search Tips for Adult ESL Teachers **Reza Mazloom-Farzaghy - TESL Ontario**

If you are looking for a job in adult ESL, it is essential that you know who the employers are, what job categories you can apply for, and what certification you may be required to hold. This information will improve your chances of success in the adult ESL job market.

Professional Development beyond the traditional **Stephanie Samboo - Sheridan College**

This presentation focuses on professional development opportunities beyond the traditional (webinars, attending workshops, getting a credential, etc.). Applicants who have engaged in service to their community and who have broad interests which inform who they are as well-rounded individuals bring a unique dimension to their job candidacy.

Directing your own development, learning and your definition of "success"

Anna Bartosik - Canadian Memorial Chiropractic College

In a professional language teaching culture that includes a patchwork of acronyms and job security, a one-size-fits-all approach to professional development requires much tailoring. Self-directed PD provides unexpected opportunities for advancement of skills, knowledge, and work in the language teaching sector. This presentation explores the presenter's experiences and provides some surprising suggestions for a personal evolution of knowledge acquisition and advancement.

T4C Piloting eLearning delivery in Ontario
Sharon Rajabi and Svetlana Lupasco – TCDSB

In this presentation we will share the lessons we learned from piloting eLearning with several school boards in Ontario as well as within the TCDSB. The eCourses were setup in Onyx learning management system as part of the TELLON Project where learners engaged in completing the activities in Onyx and applied what they learned in face to face sessions.

Learning Objectives:

- Preparing for the pilot
- Determining course profile
- Engaging learners

Category: Presentation
Focus: E-Learning
Audience: All Participants

T4D How I Saved Time and Effort Using PBLA
Stephanie Leutner - Peel District School Board

PBLA can seem like a daunting amount of work for an instructor-would you like to know how I managed to cut that amount substantially? I will present the methods I used to save time and effort with needs assessments, module design, and assessment creation, with my tools being a flip chart and a projector. After the method is presented, participants will be able to practice the method with examples.

Learning Objectives:

- participants will learn how to elicit the finer points of a topic from the students so that the students help design the module
- how to use that information to produce a weekly schedule
- how to use the schedule to create assessments in front of the class, with the students participation

Category: Interactive Workshop
Focus: PBLA for the Classroom
Audience: Experienced Teachers, Novice Teachers

T4F Leading and administrating PBLA: "Champagne on water wage"

Yuliya Desyatova - University of Toronto

This research project documented LINC/ESL administrators' and Lead Teachers' experiences with implementation of portfolio-based language assessment (PBLA) as the mandatory assessment protocol in government-funded language programs in Canada. Research participants raised serious concerns about the protocol and its impact on the quality of teaching and learning offered to adult newcomers.

Learning Objectives:

- Hear first-person accounts of PBLA implementation experiences from PBLA Leads and administrators across the country;
- Learn about common benefits and issues in PBLA implementation encountered by research participants;
- Be able to reflect on possibilities to mitigate the documented negative effects of PBLA and capitalize on its potential benefits.

Category: Presentation
Focus: Program Administration
Audience: All Participants

T4H SLIPPING IN SLANG – Know it or Risk Embarrassment!

David Burke – Slangman Publishing

Author “Slangman” David Burke gives an informative & hilarious presentation on the importance of teaching slang & idioms—those pesky, confusing, terms which must be learned to avoid embarrassment, avoid costly mistakes in business, achieve true fluency, and open the doors to North American culture.

Learning Objectives:

- To arm teachers with the newest -- and often “dangerous” -- slang your students are coming into the class with;
- To demonstrate how students can truly integrate into our culture and connect with the locals through the use of idioms and slang;
- To demonstrate the best way to help students be TRULY fluent in everyday idioms, slang, initials, and nonverbal “phrases” used on TV, social media, and in daily conversations.

Category: Presentation
Focus: Classroom Activities & Strategies
Audience: All Participants

T4J TESL Basics for Language Volunteers
Ron Lavoie, Marijke Geurts and Matthias Sturm -
New Language Solutions

Do you use volunteers in your ESL/LINC classes? Do you ever wish they had more knowledge about teaching ESL? This workshop will outline a new project funded by IRCC to provide basic TESL training to language volunteers. Participants will discuss what topics they feel are best for giving TESL volunteers a head start. We will then describe the program pilot and future plans.

Learning Objectives:

- learn about the TBLV project
- discuss what TESL topics are most needed and relevant to volunteers working in language training contexts
- take a peek at the multimedia enhancements of the training.

Category: Interactive Workshop
Focus: Classroom and Community Support
Audience: All Participants

T4L Teaching about plagiarism: Activities to support ESL writers
Hee-Seung Kang - Sheridan College

With the use of internet and the ease of copying and pasting, it has become more important for ESL teachers to teach plagiarism explicitly and effectively. This presentation reviews current issues around plagiarism and introduces activities and assignments that can help students become a better writer by citing properly.

Learning Objectives:

- Become familiar with current issues around plagiarism
- Learn some activities and assignments that can prevent plagiarism
- Discuss and exchange ideas about plagiarism

Category: Presentation
Focus: Classroom Activities and Strategies
Audience: All Participants

T4K 2 PAPERS PER 60-MINUTE SESSION

Awareness and Attitudes towards Intercultural Competence in EAP

Le Chen - University of Toronto; University of Western Ontario

This presentation is a repeat of a Teaching Tip session presented at TESOL 2019. The talk shares findings from a mixed-methods investigation into the policies and practices of three Ontarian EAP programs regarding their integration of intercultural competence. It also presents recommendations for developing intercultural competence for multiple stakeholders.

Learning Objectives:

- Participants will have an enhanced understanding of EAP educators' and students' awareness and attitudes towards intercultural competence, based on empirical research literature.
- Participants will also achieve a better understanding of the factors that may promote or impede the development of intercultural competence in EAP programs and internationalizing universities.

Category: Paper
Focus: Research
Audience: All Participants

Can Sociodramatic Play Enhance Second Language Development?

Fernanda C. A. Batista - Ontario Tech University

Sociodramatic play in general, and Replacement Performance Role-Play in particular, will be discussed with the aim of encouraging second language teachers to incorporate it in the classroom and, by doing so, promote interactive and cooperative learning, the understanding of norms of other cultures, practice for real life experiences, and student participation.

Learning Objectives:

- Identify the advantages of the use of sociodramatic play in the second language classroom.
- Recognize the features of Replacement Performance Role-Play that promote all levels of thinking.
- Evaluate how a specific Replacement Performance Role-Play proposal can contribute to second language development when used in the classroom.

Category: Paper
Focus: Classroom and Community Support
Audience: All Participants

T4M ELF & EduLINC: A Perfect Blend
Chayan Mallick - New Language Solutions /
LearnIT2Teach / Saskatchewan Polytechnic

To help our LINC clients in looking for a job, or moving forward in life, or just to understand Canadian workplace culture, we thought of blending different learning environments, like face-to-face and online. This presentation talks about the perfect blend of PBLA, EduLINC and Employment language.

Learning Objectives:

- Learn about the blending process of the program
- Brainstorm new ideas on employment focused language teaching
- Take home some teaching and assessment ideas

Category: Technology Presentation

Focus: E-Learning

Audience: All Participants

T4N A Revised TOEFL iBT®? What's Up with That?

Marian Crandall - ETS-TOEFL

A shorter TOEFL iBT test and a new TOEFL iBT score report were launched in August 2019. We will discuss these changes, the research done to support them, the impact on test preparation for your students, and the resources that TOEFL provides to support academic English instruction at your institution.

Learning Objectives:

- Instructors can explain recent changes to the TOEFL iBT test and score report to their students.
- Instructors are confident that the revised test remains a valid, reliable and fair measure of academic English proficiency.
- Instructors understand how to use TOEFL® program resources to help build their students' academic English skills.

Category: Publisher's Presentation

Focus: English for Academic Purposes (EAP)

Audience: All Participants

1:40PM-3:40PM

TCC 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
- Canadian Connection Educational Services Inc
- Catholic Crosscultural Services (Mississauga)
- Catholic Crosscultural Services (Scarborough)
- Centre for Immigrant & Community Services (CICS)
- Conestoga College - IELTS
- Durham Catholic District School Board - LINC/ESL Dept
- English Testing Canada LTD
- Hansa Language Centre
- International Centre for EAP (ICEAP)
- Language Advantage Inc.
- North America ESL Research Centre
- Ontario Tech University Faculty of Education
- Seneca College English Language Institute
- St. Stephen's Community House
- The Cross-Cultural Community Services Association (TCCSA)
- TNO - The Neighbourhood Organization
- Toronto Catholic District School Board
- Toronto District School Board
- UASK Education
- Village English Language School
- York Region DSB
- York University English Language Institute

2:10PM-3:10PM

T5A TechKnow

Patrick Chan - Ottawa Carleton District School Board

The TechKnow session will have approximately 12 tables with one presenter at each table focusing on a specific use of an educational technology tool. Presenters will speak for approximately 6 minutes on their chosen topic. Following the short presentation there will be an opportunity 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:

- Blockchain
- Creating eArtefacts for PBLA
- Digital scavenger hunts
- Edulinc
- Google Forms
- H5P and/or Nearpod
- Quillionz
- Reading Software Programs
- 'Techy' PBLA writing tasks
- Tutela.ca
- Wheel of Words

T5C Quartz 2.0: An update on Ontario Curriculum Guidelines

**Sharon Rajabi and Anne-Marie Kaskens - TCDSB
Rana Ashkar – CCLB**

Quartz 2.0 is a dynamic Open source curriculum web app in English and French for Adult non-credit English as a Second Language (ESL) and French as a Second Language (FSL) programs in Ontario. Quartz 2.0 builds course, module, lesson, and assessment plans using a task-based & CLB-based (PBLA aligned) approach where instructors can make module and lesson plans quickly and easily.

Learning Objectives:

- understanding how to use Quartz 2.0 to create module plans
- understanding how to use Quartz 2.0 to create assessment feedback forms
- understanding how to use Quartz 2.0 to browse for instructional resources (print-based, audio or elearning resources)

Category: Presentation

Focus: Curriculum Development and Instructional Design

Audience: All Participants

T5D PBLA Portfolio: ESL Literacy Considerations **Anne Hajer - CCLB**

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

Learning Objectives:

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

Category: Interactive Workshop

Focus: PBLA for the Classroom

Audience: Administrators, Experienced Teachers

T5E Teaching Strategies for Diverse Classrooms **Diane Hardy and Hana Taleb Imai - Bow Valley College**

How can we support the development of teaching practices that meet the diverse needs of students? This presentation shares findings from the development of a series of online PD courses for ELL practitioners. We discuss the PD model implemented and look at recurring ideas that emerged in course development.

Learning Objectives:

- discuss the research and reasoning behind the model of PD implemented
- identify challenges and trends that emerged in course development
- discuss teaching strategies for diverse classrooms

Category: Presentation

Focus: Teacher Training and Professional Development

Audience: All Participants

T5F [Creating CLB-Aligned Listening/Speaking Activities Using Apps](#)

Marjan Bateni - LearnIT2Teach

You will be presented with step-by-step instructions on how to use a web application called Vocaroo, or, alternatively, a mobile app called WhatsApp, to create CLB-aligned speaking and listening tasks for either Skill-Building activities or PBLA.

Learning Objectives:

- Learning about web-based and mobile friendly apps for listening/speaking tasks
- Find a streamlined way to create CLB-aligned listening/speaking tasks
- Learn a practical technique for enriching learners' PBLA content

Category: Technology Presentation

Focus: Other: PBLA and technology

Audience: All Participants

T5H [Domestic Violence Learning Resource for LINC Classrooms](#)

Antoinette Gagné, Dania Wattar and Wesal Abu Qaddum - Ontario Institute for Studies in Education, University of Toronto

Wondering how to explore the topic of domestic violence with your students? Our presentation will walk you through a PBLA friendly resource on domestic violence designed for LINC Levels 1-6 and explain how the feedback provided by LINC teachers who piloted this resource in the GTA was taken up.

Learning Objectives:

- how healthy relationships and domestic violence can be taught as "real world tasks" in the LINC program
- the challenges and benefits of using this resource as reported by LINC teachers involved in a pilot
- how to access and use this leveled multimedia resource

Category: Presentation

Focus: Settlement and Integration

Audience: All Participants

T5J [Ways to Welcome and Warm Your Class](#)

Sylvia Fung - Seneca College

Want to create a more inviting classroom atmosphere for students to interact comfortably? Warming up your class with icebreaker activities can activate conversation, reinforce course content, and encourage students to communicate with one another. This interactive session will cover different types of icebreakers or warmers to effectively engage your students and welcome learning.

Learning Objectives:

- Identify reasons, benefits and concerns regarding icebreakers (what they are and when or when not to use them)
- Expand your teacher toolbox of icebreakers with ready-to-use activities for your class
- Introduce and participate in various types of icebreaker activities to enjoy the experience, build community, have fun!

Category: Interactive Workshop

Focus: Classroom Activities and Strategies

Audience: All Participants

T5K [Blended Learning: A Demonstration Research Project](#)

Jill Cummings - Yorkville University and New Language Solutions
Matthias Sturm - Simon Fraser University and New Language Solutions/LearnIT2teach
Augusta Avram - Burnaby District School Board and Vancouver Community College

The findings of a research demonstration project that examined the effects of blended learning/teaching in LINC are presented. Participants discuss the results, particularly related to best practices for blended learning delivery and implications for teacher development. Related recommendations of the research report will be examined.

Learning Objectives:

- the effects of blended learning for students and teachers in LINC;
- the background frameworks and needs that inform blended learning;
- implications for blended learning implementation and innovation.

Category: Paper

Focus: Research

Audience: All Participants

T5L ISANS' Literacy Curriculum Guidelines
Vanessa Lent - Immigrant Services Association of Nova Scotia (ISANS)

This presentation outlines the creation and implementation of ISANS' Literacy Curriculum Guidelines: a robust document that encourages a learner-centred, skill-focused classroom that prioritizes the acquisition of learning strategies alongside language skills. Attendees will leave with knowledge about how to incorporate the Literacy Curriculum Guidelines into various literacy contexts.

Learning Objectives:

- Understand how we used ESL for ALL (2015) to create a PBLA-friendly curriculum document
- Learn to navigate the document's levelled language outcomes, learning strategies, and "I Can" Statements
- Learn to navigate the document's supporting material, including lesson plans, skill-using and skill-building materials, assessment materials, and assessment templates across five topics

Category: Presentation
Focus: ESL Literacy
Audience: All Participants

T5M With the End in Mind: EAP Purposeful Reading
Mary Lawless - Centennial College
Naglaa Salem - Real Institute, Ryerson University

Purposeful reading in EAP offers an alternative to the more common language-based approach that uses comprehension questions to measure reading success. The presenters will share several reader-driven small-scale tasks that utilize metacognitive strategies to develop students' sense of agency and the ability to read selectively and critically to meet macro-task requirements in academic contexts.

Learning Objectives:

- Demonstrate the benefits of a reader-driven approach to reading for academic purposes
- Share a suggested list of classroom activities to facilitate purposeful reading
- Propose ideas for monitoring the effectiveness of student reading to meet task requirements

Category: Presentation
Focus: English for Academic Purposes (EAP)
Audience: Experienced Teachers, Novice Teachers

T5N Developing Authentic Communication Skills in the Classroom
Kevin McCourt - Oxford University Press

Learn how teaching grammar in context and using authentic resources can help transform your classroom into a space that better prepares students for the "Real Word" of English that awaits your students when they communicate outside the walls of your class.

Learning Objectives:

- Learn of the advantages of teaching grammar contextually.
- Learn how authentic resources can be used to better prepare your students to communicate more effectively in the Real World.
- Learn ways to implement contextualized grammar and authentic resources in your classroom.

Category: Publisher's Presentation
Focus: Classroom Activities and Strategies
Audience: All Participants

2:10PM-3:40PM

T5G Pedagogical Theory to Classroom Practice: Bridging the Gap
David Hazell - English School of Canada (ESC)
John Friel - EC English Language Schools
Paula Medina - London Language Institute
Tetyana Vdovina - International Centre for EAP (ICEAP)

This TESL Ontario Private Sector Committee panel discussion introduces the committee, its role, and its scope. Discussion focuses on skills gaps that exist for TESL graduates entering classrooms in the private sector. The panel identifies these gaps and discusses training and professional development provided to address them.

Learning Objectives:

- the importance of private sector institutions as well as the role and scope of the TESL Ontario Private Sector Committee
- skills gaps that exist for novice teachers moving from TESL programs to the classroom in the private sector in Ontario
- current training and professional development provided to novice teachers at private language schools in Ontario

Category: Presentation
Focus: Teacher Training and Professional Development
Audience: All Participants

3:30PM-4:30PM

T6F CLB and PBLA in a Digital Age **Ben Buckwold and Tara Benwell - ESL Library (Red River Press)**

Discover what's new and in the works for Canadian ESL Library subscribers in 2019.

Learning Objectives:

- assign CLB-aligned digital homework and tasks
- monitor student progress in real-time
- implement digital literacy

Category: Publisher's Presentation
Focus: PBLA for the Classroom
Audience: Experienced Teachers, Novice Teachers

T6H Innovative Blended Learning for Work **Lea Westlake and Ann Chen - KEYS Job Centre**

Join KEYS Job Centre as they showcase three blended programs developed to increase learner access to work: English for Work (construction, food service, house keeping CLB 3), Workplace Communication (writing, meetings CLB 6) and IELTS Preparation. The challenges of developing online learning on Moodle and smart phones will be discussed.

Learning Objectives:

- The features of our three blended programs and how they help learners access and keep work
- Our experience with developing content on Moodle and for smart phones
- The successes and challenges of blended learning

Category: Presentation
Focus: E-Learning
Audience: All Participants

T6J Tell me about a Time - Job Interview Stories **Darlene Macinnis - Immigrant Services Association of Nova Scotia**

Telling an effective story during an interview to highlight why we are the best person for the job, takes skill and practice. Many EAL teachers are required to teach the LINC theme, "Participating in Job Interviews." In this interactive session we will discuss storytelling, competencies and behavioral answers.

Learning Objectives:

- Understand why some clients find this task challenging and why interviewers ask behavioral questions
- Learn how to teach and help students build engaging, relevant and targeted stories/behavioral answers
- Learn how to assess behavioral answers, provide effective feedback and build the speaker's confidence

Category: Interactive Workshop
Focus: Employment Related
Audience: Experienced Teachers, Novice Teachers

T6K Implementing SFL to Improve Reading and Writing Skills **Hala Bastawros - AWO**

Based on last year's positive feedback, this repeat presentation is a synopsis of an academic paper that was written for EAP college students to improve their academic reading and writing competencies and awareness of different genres and registers through SFL methodology. It highlights the usefulness of implementing SFL in reading and writing classes.

Learning Objectives:

- Improve reading comprehension for students
- Improve writing accuracy for students
- Help identify different genres and registers

Category: Paper
Focus: English for Academic Purposes (EAP)
Audience: All Participants

T6L Fostering Critical Thinking Skills in Reading & Writing Classroom

Hee-Seung Kang - Sheridan College

Despite the importance of developing critical thinking skills, teachers find it challenging to foster critical thought in upper-level reading and writing classrooms. This presentation first defines critical-thinking skills and introduces various ways to foster critical thinking through classroom discussions and assignments. Examples of teaching materials will be shared and discussed.

Learning Objectives:

- Learn critical thinking skills as a concept
- Know how to integrate critical thinking skills into one's own reading and writing curriculum
- Exchange ideas and thoughts about introducing critical thinking in reading and writing classroom

Category: Presentation

Focus: English for Academic Purposes (EAP)

Audience: All Participants

T6M Tapping the potential of conversation circles for integration

Tehreem Nathaniel - TNO-The Neighbourhood Organization

The presentation is focused on the potential and benefits of Conversation groups as a non-formal tool of language learning, supplementing cultural integration and adaptation. The presenter is going to share her experience and best practices for running a successful conversation circle as an option for language learners.

Learning Objectives:

- Participants will come to realize the potential of a well organized conversation circle.
- Participants will look at the measure of success for a conversation group.
- Participants will be able to assess the best practices discussed and shared .

Category: Presentation

Focus: Settlement and Integration

Audience: All Participants

T6N Thinking Critically in History: Historica Canada's Resources

Aretha Heenan and Mira Goldberg-Poch - Historica Canada

Critical thinking is of the backbone of historical inquiry, allowing students to interrogate historical narratives, contextualize events, and understand complex ideas with more clarity. This workshop introduces participants to Historica Canada's suite of bilingual, curricula-aligned resources designed to aid teachers in deepening their students' understandings of history through critical analysis.

Learning Objectives:

- Become familiar with tools and resources designed to encourage critical thinking in the history classroom.
- Learn how to incorporate diverse narratives in history teaching to deepen students' understanding of the past.
- Make greater use of multimedia content to further aid in students' understanding of the nuances of Canadian history.

Category: Publisher's Presentation

Focus: Classroom Activities and Strategies

Audience: All Participants

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FRIDAY PRESENTATIONS

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 POSTER PRESENTATIONS

P1 Task-based After-Reading Activities for Children Tomoko Kaneko - Showa Women's University

This study shows the efficiency of task-based group work after picture-story reading in order to elicit better outcomes even for beginner level English learners. It also shows that the group which used their native language during the activities had a certain confidence in what they were learning and what they were required to do in the class.

P2 Evaluating language courses through lens of quality assurance Dang Trung Dung - Diplomatic Academy of Vietnam, Ministry of Foreign Affairs

This paper, from the lens of quality assurance, is to investigate whether results of the evaluation process critically reflects what have been taught and to see if the results best demonstrate reliability of data collection. Implications for effective evaluation of language programs are also discussed in this paper.

P4 PBLA Posters Adrienne Horvath Cortes, Alison Wilson and Serena Reis - Conestoga College

Five different Portfolio-Based Language Assessment (PBLA) posters will showcase visual supports that can be used in in ESL/LINC classrooms. They will provide additional classroom support by explaining PBLA principles and concepts for ESL Literacy, Stage I, and Stage II learners.

P5 [Nurturing Reflection and Networking: The Teaching Journal](#)

Dana Di Pardo Leon-Henri - University of Franche-Comte, UFR SLHS Besancon

In this session, you will learn about:

- the practical aspects of reflective teaching methods,
- the evolution and usefulness of the teacher's journal, and
- various suggestions for networking, problem solving and corpus compilation.

P6 [Promoting Secondary School Learner Autonomy by Using Portfolios](#)

Akiko Okunuki and Tomohito Hiromori - Meiji University

EFL learners, such as the secondary school students in Japan, need extra study time outside of the classes, in order to increase their second language proficiency. This presentation reports on research for promoting those school students' autonomous learning attitude by using portfolios to encourage the management of their self-study.

P7 [A compassion-based English center \(Vietnam\)](#)

Anh Tran

In some countries, moral education is not placed among the most important subjects in the public school systems, thus its effect is limited. This poster presentation will introduce an English center based in Vietnam that incorporates compassion and kindness into language teaching. Seligman's PERMA model is used as the core of its curriculum development to maximize the flourishing of students.

P8 [Combining Language Training and Mental Health](#)

Lama Al-abweh and Veronica Torres - Mennonite New Life Centre of Toronto

This presentation describes an attempt to include mental health activities in the ESL classroom to help, support and empower trauma survivors who experience emotional, cognitive, or academic barriers to learning English in traditional ESL classrooms. The presentation will include examples, pictures and statistics.

P9 [An Interactive Writing Approach to Facilitate Learning Transfer Skills](#)

Mitra Rabiee - YUELI at York University

The focus of this study is on how to present, practice and perform one of the most frequently used key concepts in English courses called "summarizing" which requires students to demonstrate both near and far transfer skills in not only their academic performance but also non-academic life and future career.

P10 [A Duoethnography of Study Abroad Experience](#)

**Mojgan Abbasi - University of Western Ontario
Azadeh Zohourian Pordel -**

This paper presents a duo-ethnographic study into the effects of "study abroad experience" on the professional lives of two English language teachers, both non-native speakers of English.

P11 [Toontastic, virtual classroom interactions](#)

Azadeh Zohourian Pordel - University of Western Ontario

Multiple functions of this application would be presented. The best practice will be viewed. It will be shown how to use the application for classroom role play interaction, report presentation and pronunciation grammar speech flow assessments.

P16 [Viewing Student Experience... through Pictures](#)

Vander Tavares - York University

This presentation foregrounds imagery as an emic mode of representation for the linguistic and sociocultural experiences of three multilingual international students at a university in Ontario. Narratives and photos highlight the uniqueness and complexity of human experience, thus challenging essentialist notions of language learning and identity in applied linguistics.

P18 Highlighting Highlighters: a simple but effective ESL Literacy teaching technique

Samantha Banks, Dana Augustino, Linda Condello and Kathy Guerini - Hamilton Wentworth Catholic District School Board

St. Charles Adult Education Centre (HWCDSEB) has received grant funding from MCCSS for a pilot project to train ESL Literacy Expert Instructors and research effective ESL Literacy instructional techniques.

It is so easy to take for granted the simple skills we use each day to help us find important information. Techniques that are easy for us can be daunting for an ESL Literacy Learner: their need for explicit instruction is real and often not self-evident.

This poster will showcase a technique used when teaching a learning strategy for the Literacy classroom; in our example we use the skill of 2L Reading. Through explicit explanation of the use of highlighters, the poster viewer will see the lesson proceed with learners' work and comments.

8:30AM-9:30AM

F1C Teaching Green Real World Tasks in the ESL Classroom

Rajpreet Lotay - Malton Neighbourhood Services / Peel District School Board / TESL PHE

This workshop will go through practical 'green' real world tasks for PBLA that you can teach your learners ranging in lower to advanced benchmark tailored tasks. Come learn, share, and apply different strategies of delivering environmental education through different themes and in day-to-day language instruction and learning.

Learning Objectives:

- The current environmental crisis and practical strategies to be a greener ESL teacher
- Ways to deliver and infuse environmentally-friendly tasks into your ESL curriculum
- Multibenchmark, themed green real-world tasks and activities to use in your modules

Category: Interactive Workshop

Focus: Classroom Activities and Strategies

Audience: All Participants

F1D For Administrators: Untangling Placement vs Progression in PBLA

Lisa Herrera - CCLB Consultant

Programs implementing PBLA sometimes have challenges distinguishing the difference between placing a learner in a level for learning, and progressing a learner to a level based on completed CLBs, resulting in confusion for clients and teachers. This workshop provides a straightforward explanation and practice making evidence-based decisions about student movement.

Learning Objectives:

- Understanding the principles of placement and progression in a PBLA-aligned framework.
- Understanding evidence-based decision making on placement and progression using PBLA and funder guidelines.
- Understanding how to involve clients in evidence-based and funder-guided decision making.

Category: Interactive Workshop

Focus: Program Administration

Audience: All Participants

F1E The What, Why, and How of CLB-OSA

Adnan Grbesic and Jennifer Tanudjaja - The Centre for Education and Training (TCET)

This session will highlight the benefits of using 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 2018.

Learning Objectives:

- Learn about the benefits of using CLB-OSA
- Learn about the most recent developments in CLB-OSA
- View a mini-demonstration of CLB-OSA

Category: Presentation

Focus: Other: CLB Online Self-Assessment

Audience: All Participants

F1G Beyond Participation: Strategies for Authentic Student Engagement

Matthew Devlin and Jill Campbell - Ontario Tech University (UOIT)

Negi Aalaei – Student, Ontario Tech University (UOIT)

This session presents an innovative way to foster student engagement in the EAP classroom. By employing best practices in task-based learning and the integrated-skills approach, you will see how giving students more autonomy and more opportunities to be innovative in the classroom can lead to a marked increase in participation and engagement.

Learning Objectives:

- Re-conceptualize traditional classroom participation models
- Empower students to be active and autonomous learners
- Implement strategies that foster engagement

Category: Presentation

Focus: Classroom Activities and Strategies

Audience: All Participants

F1H ANYWHERE ESL PROGRAM ONLINE CLB 5-7 COURSES

Nodira Isamukhamedova and Bassem Haydar - Polycultural Immigrant and Community Services

Learn about AnyWhere ESL Program Online courses and see how these courses combine strengths of teacher-led instruction and shared learner experiences. The presentation will show and tell how the PBLA-aligned courses incorporate Skill-building, Skill-using and Real-life assessment tasks. The presenters will share achievements and lessons learnt from developing, running and teaching online courses.

Learning Objectives:

- about the free ESL Online courses (CLB 5-7) for eligible participants
- how an online course can fully incorporate PBLA: Skill-building, Skill-using and Real-life Assessment tasks
- about challenges and suggestions for developing, running and teaching online ESL courses.

Category: Technology Presentation

Focus: E-Learning

Audience: All Participants

F1K Self-Assessment Accuracy Revisited: The Arab EFL Context

Mashaal Al-Hamly - Kuwait University

This presentation reports on the findings of a study investigating the ability of Gulf Arab learners to self-assess their own language performance as measured by the standardized MELICET-GCVR exam. 285 students from Kuwait and the United Arab Emirates were asked to rate their performance on the MELICET exam and each of its four subsections (grammar, cloze, vocabulary and reading).

Learning Objectives:

to be informed of the findings of an empirical study.
to be aware of the Arab learner's self-assessment.
to further investigate assessment issues among the audience learners.

Category: Paper

Focus: Research

Audience: All Participants

8:30AM-10:30AM

F1J Training trainers to teach IELTS classes effectively

Sabiha Khuram and Rodney Smith - British Council

These two hour IELTS Teacher-Training workshops are designed for teachers who are already teaching IELTS classes, as well as for ESL instructors who wish to teach IELTS classes in the future. The aim of the workshops are to prepare trainees to teach IELTS classes effectively. To achieve this aim, the workshop is designed with practical ideas and materials, and provides top tips for Teaching.

British Council IELTS Canada invites the participants to attend free of charge IELTS teacher training for Reading, and Writing modules , which will take place at George Brown College on Saturday, December 7th after the conference. Participants who attend all four modules (two during the conference) will be issued a British Council Certificate, which is recognized by TESL ON for 10 PD hours.

Category: Interactive Workshop
Focus: Teacher Training and Professional Development
Audience: Experienced Teachers, Novice Teachers

8:30AM-11:00AM

F1A 14th Annual TESL Ontario: Shifting Perspectives

TESL Ontario will be hosting our Fourteenth Annual Panel Discussion to be held at our 47th TESL Ontario Conference in December 2019. 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 *Shifting Perspectives*.

The panel members represent the following Ministries:

- Immigration, Refugees and Citizenship Canada
- Ministry of Children, Community and Social Services
- Ministry of Training Colleges and Universities
- Ontario Ministry of Education

Moderator: Renate Tilson, Executive Director - TESL Ontario.

9:50AM-10:50AM

F2C Reshaping Listening Activities for Higher Effectiveness

Juliana Seriani and Laureta Vavla - York University English Language Institute

This interactive workshop looks at introducing classroom activities which have been re-designed for improving listening skills. The activities are based on our qualitative research and they suggest an early introduction on note-taking skills, exposure to cultural components for better listening comprehension, new approaches on listening logs, and more.

Learning Objectives:

- Introduce best practices for effective listening skills
- Suggest materials for use with low and high levels
- Discuss problems and challenges and offer respective solutions.

Category: Interactive Workshop
Focus: Classroom Activities and Strategies
Audience: Experienced Teachers, Novice Teachers

F2D Recognizing and Accommodating Alternately-abled Students, Part 2

Jessica Leslie - ISANS

In this session, we will identify how to recognize dyslexia in an EAL context, discuss various teaching strategies for these students, and explore ideas for accommodation.

Learning Objectives:

- Attendees will start to recognize the hallmarks of dyslexia in an EAL context.
- Attendees will learn multiple teaching strategies for this particular group of learners.
- Attendees will consider what kind of adaptations can be made in their classrooms to accommodate these students.

Category: Interactive Workshop
Focus: Accessibility and Inclusion
Audience: Experienced Teachers, Novice Teachers, Researchers

F2E How Do Textbooks Get Written?
Dorothy Zemach - Wayzgoose Press

The textbooks you use have a powerful influence on your class. Your book can determine the order in which you present grammatical structures, the vocabulary you teach, and even the topics that you talk about. So it's important to investigate how those decisions are made. Using some of the books I've written for concrete examples, I'll talk about where my ideas come from and how I choose topics, language points, and skills. Come see into an author's mind!

Category: Presentation
Focus: Classroom Activities and Strategies
Audience: All Participants

F2F Showcasing Effective Rubrics and Other Assessment Tools for PBLA
Susan Webb - Centre for Education & Training

Need some Revised CLB-aligned sources for simple, yet effective assessment tools to evaluate learner PBLA portfolio artefacts? This session reviews the tool creation process and then showcases the "latest" Canadian language training sector-produced sources and examples of uni-, multi-level and literacy assessment tools and how they are useful.

Learning Objectives:

- Assessment tool "must-have" elements and tool development process
- Sources and examples of the latest Canadian-produced, Revised CLB-aligned tools
- How these tools are useful and how to re-use them

Category: Presentation
Focus: PBLA for the Classroom
Audience: Experienced Teachers, Novice Teachers

F2G Adapting Multimedia Projects to create PBLA tasks

Allyson Conrad - Mohawk College/University of Waterloo
Agnes Kucharska and Emily Imbrogno - Mohawk College

In Canada's "techy" society, lack of technological skills can be detrimental to successful newcomer integration. In this presentation, instructors from Mohawk College's LINC for Youth Media classes will showcase their PBLA multimedia projects. Instructors will provide examples of multimedia PBLA assessment tasks for participants to take home for use in their own classrooms.

Learning Objectives:

- Learn to integrate media projects with PBLA assessments.
- Learn to align media projects with CLB competencies.
- Learn how to include technology learning in Stage 1 and Stage 2 classes.

Category: Presentation
Focus: PBLA for the Classroom
Audience: All Participants

F2H 7 Ways to Use Video in Moodle
Jim Edgar - New Language Solutions
Marijke Geurts - YMCA of Greater Saint John

Video has emerged as an effective way to increase learner engagement and motivation in e-learning. This BYOD session demonstrates seven ways of using video in the Moodle learning management system. It also shows how video can be used by learners to create artefacts for portfolio-based language assessment. Edulinc.org, a Moodle site funded by IRCC, is used to demonstrate these concepts.

Learning Objectives:
In this session, you will:

- learn about the benefits of using video in e-learning
- experience different ways video can be used in a Moodle environment (Edulinc) as a learner
- learn course editing tips for adding video to a Moodle/Edulinc course

Category: Technology Presentation
Focus: E-Learning
Audience: All Participants

F2K 2 PAPERS PER 60-MINUTE SESSION

Stepping Stones: Using First Language as a Resource

Kate Paterson - Western University

This presentation examines the disconnect between a) the practice of excluding first language (L1) from the ESL classroom, and b) evidence suggesting monolingual (English-only) teaching is counterintuitive to the realities of how we learn and process languages. I will discuss relevant research and theory, important talking points, and practical ways of using L1 to scaffold more proficient English.

Learning Objectives:

- Deeper and more informed reflection on the normalized practice of English-only teaching and learning
- Why and how to create multilingual L2 classrooms
- Practical ways of using L1 positively in the language classroom (teaching strategies, in-class activities and projects)

Category: Paper

Focus: Teacher Training and Professional Development

Audience: All Participants

F2K Rethink about Reflective Teaching Practices and Teacher Identity

Xiaoxiao Du - University of Waterloo

Reflective teaching plays a significant role in effective language teaching (Farrell, 2018). This presentation examines teacher reflection by understanding the term of reflective practice, investigating teachers' own dynamic identities (Norton, 2013) using the concept of Identity text (Cummins & Early, 2011), discussing methodological tools, and offering pedagogical implications.

Learning Objectives:

- further understand reflective teaching in the current digital age
- gain practical tools to work with teacher reflection
- learn how to create and integrate teacher identity texts to engage and empower both pre-service and in-service teachers

Category: Paper

Focus: Teacher Training and Professional Development

Audience: All Participants

F2L Using Adobe Spark Video for Speaking Tasks **Kosta Dimeropoulos - Seneca College**

Looking for a free, easy, and reliable way for your ELLs to combine speaking, writing, and audio-visual creativity in minimalist videos that are saved and shared online? Seek no further! In this presentation, I'll show you how I've used Adobe Spark Video with my students to do just that.

Learning Objectives:

- learn what Adobe Spark Video is and why I prefer it over similar tools/apps/sites;
- see how you can quickly and easily get your students to create short, elegant Adobe Spark Video projects;
- recognize the benefits of increasing time on task and nurturing creativity through the use of asynchronous voice recordings and multimedia.

Category: Presentation

Focus: E-Learning

Audience: Experienced Teachers, Novice Teachers

F2N Acquisition through Acculturation: Finding English in Community

Julie McCarroll and Mike Barker - Carleton University

To truly acquire an L2 requires connection with the target culture. ESL students in Canada are surrounded by informal language learning opportunities, but may not notice them unless encouraged to participate. Join us to discuss our "Practicing English in the Community" project, the activities selected, and the online platform used.

Learning Objectives:

- how language learning activities in the community can complement classroom teaching and learning
- what we learned from our "Practicing English in the Community" initiative
- how Rezzly, an online activity platform, can be used to track student participation

Category: Presentation

Focus: Classroom Activities and Strategies

Audience: Administrators, Experienced Teachers, Novice Teachers

F3A Keynote: Technology in Language Teaching: What Works, What Doesn't
Gavin Dudeney - The Consultants-E Ltd

Technology in Education (EdTech) has always been a difficult and challenging area, and no more so than in the last two decades, which have witnessed a speed of development never before seen. For most teachers, the end result has been a constant game of catch-up, or simply confusion about where to start, and what to use. In this session I will look at the current state of technology development, and examine three technologies which are making headlines across a wide variety of disciplines: Augmented Reality (AR), Virtual Reality (VR) and Artificial Intelligence (AI) - and ask the question: do these technologies have anything to offer the practising teacher or language student? I will then move on to examine what I believe to be the key technology which should be in every teacher's toolkit: the mobile phone.

F3C Trent University's Intermediate EAP: Pedagogy and Approaches
Judi Brocklehurst and Lori Steers - Trent University

This presentation will examine Trent-ESL's Core 3 Intermediate level. Core 3's design provides Trent's English students with synchronic and sequential learning which consolidates its three courses: Writing and Grammar; Listening, Speaking and Pronunciation; and Reading and Vocabulary. These EAP courses are delivered in a blended learning environment.

Learning Objectives:

- An overview of Trent University's English for University curriculum and program;
- Academic approaches to the Intermediate-level Core 3 and the level's exit objectives;
- Core 3's blended learning platform and course delivery.

Category: Presentation

Focus: Curriculum Development and Instructional Design

Audience: All Participants

F3D Backwards Planning with Real World Modules
Jennifer Mckay, Diane McCargar and Larry Iveson - OCDSB

With funding from the Ontario Government (MCCSS), the Ottawa-Carleton District School Board is developing real world modules to support PBLA. We will walk participants through the backward planning process involved in creating a module and find out what students really need to know to achieve a real world goal. We will also provide a project background including information on RealWorldTasks.ca

Learning Objectives:

- become familiar with the concept and parts of a module
- learn the backwards planning process involved in creating a module
- become more familiar with the CLB document

Category: Interactive Workshop

Focus: PBLA for the Classroom

Audience: All Participants

F3E ESL for Adults with a Developmental Disability - Pilot Project
Shirley Graham and June Myles - OCDSB

In this workshop, we will present the challenges, solutions, strategies and successes of working in either a class of adults with a developmental disability or in a mainstream class with one or more participants from this special population in the mainstream ESL class. Strategies, materials, and a curriculum will be made available online. This pilot project is funded by MCCSS.

Learning Objectives:

- How to effectively work with the family to support language learning
- Resources and Strategies to use in the class
- How to use/modify PBLA for this population

Category: Presentation

Focus: Curriculum Development and Instructional Design

Audience: All Participants

F3F Top Module Plans on Tutela
Diane Ramanathan - Tutela.ca

Are you teaching a new level? Do you spend a lot of time creating resources? Are you looking to compile your materials into a module? Look no further! Attendees will come away with ready to go module plans and a better understanding of how to find existing module plans on Tutela.

Learning Objectives:

- preview module plans on Tutela for Stage 1, Stage 2 and Literacy
- use search functions
- use the "favourites" function
- give feedback
- share your own module plans

Category: Presentation

Focus: PBLA for the Classroom

Audience: All Participants

F3G Edulinc Teacher Showcase: LINC Blended Learning in Action

Marijke Geurts - YMCA of Greater Saint John
Chayan Mallick - Saskatchewan Polytechnic
Augusta Avram - Burnaby School District and Vancouver Community College
Bonnie Sibley - Archway Community Services

In this demonstration, four teachers from four different LINC programs will show how they use the Edulinc courseware and Moodle to support their teaching and engage their learners in blended learning and PBLA. Edulinc.org, a Moodle site funded by IRCC, will be used to demonstrate these courses.

Learning Objectives:

- see different ways teachers use Moodle/Edulinc to support blended delivery and PBLA
- learn about some of the benefits of using Edulinc
- get some tips to help you implement blended learning

Category: Technology Presentation

Focus: E-Learning

Audience: All Participants

F3H Cultivating Innovation through Virtual Immersion Technology

Jasmin Cowin - Touro College

This tech overview session presents in non-technical language Augmented Reality Digital Technologies (ARDT) for ESL, ENL, mobile language learning, learner experiences, virtual interactions, classroom dynamics, and contextual relations. This ARDT presentation will be deep-dive into AR learning environments focusing on inclusive, innovative, project-based learning scenarios in 3D virtual worlds.

Learning Objectives:

- Comparing 3D environments and their use case in language acquisition.
- Differentiating featured Augmented Reality Digital Technologies.
- Evaluating risks such as limited functionality, tech issues, and a learning curve for institutions, facilitators and students.

Category: Technology Presentation

Focus: E-Learning

Audience: All Participants

F3J Strategic Team Building Exercises for English Language Learners

Jennifer Artan - Thames Valley District School Board

What team building activities are being used in today's workplace? What are the objectives of games such as "escape rooms" or "survivor"? More importantly, what do adult language learners need to know in order to be successful in these kinds of workplace situations? This presentation will look at some common team building activities and demonstrate how they can be used in the ELL classroom.

Learning Objectives:

- Participants will critically examine what the objectives are for common team building activities and identify how to use these learning opportunities with their students.
- What key workplace competencies are the target?
- Participants will learn how to select the most appropriate team building activities for the learning task by deconstructing what is needed in order to engage and motivate learners.

Category: Interactive Workshop

Focus: Classroom Activities and Strategies

Audience: All Participants

F3K 2 PAPERS PER 60-MINUTE SESSION

Increasing International Student Integration

Crystal Brown - Conestoga College

Interested in finding out more about English language and campus supports to further international and domestic student engagement and integration? Based on doctoral research, this presentation outlines opportunities for student mutual engagement in multiple aspects of campus life: the classroom environment, campus culture, embedded English language programming and extra-curricular programming.

Learning Objectives:

- Identify how campus culture affects student integration/engagement.
- List best practices and barriers to effective engagement/integration.
- Identify programming ideas available to create mutual engagement.

Category: Paper

Focus: Settlement and Integration

Audience: All Participants

F3K A Rare Phenomenon in Assessment Reform: Transition from a Pass-fail to a No Pass-fail

Yogendra Bhattarai - University of Ottawa

This presentation shows how an unplanned assessment reform (i.e., reform from a pass-fail to a no-pass fail) impacted the test-takers, teachers, school administrators and the entire school education system. This also reveals how the reform victimized many of the test-takers.

Learning Objectives:

- This presentation gives an overview of assessment reform process from conceptualization to its implementation,
- It provides the academicians and researchers with a model of high-stakes assessment system reform,
- It makes the concerned authorities aware of the possible negative impacts and helps them make a well plan.

Category: Paper

Focus: Assessment Reform

Audience: All Participants

F3L Why bother with SEL in ESL?

Sheri Henderson - King's University College

It's a universal truth that people will always remember how you made them feel. Social and Emotional Learning has profound benefits: it encourages us all to understand and manage our emotions to set and achieve positive goals. Being able to feel and show empathy for others allows us to establish and maintain positive relationships - key competencies when learning a new language and culture.

Learning Objectives:

- Understand SEL
- Why SEL
- How to implement SEL

Category: Presentation

Focus: Classroom and Community Support

Audience: All Participants

F3N Arts-based Language Pedagogy to Support Newcomers

Monica Waterhouse - Université Laval

Petra Middleton - Conestoga College Institute of Technology and Advanced Learning

This presentation offers concrete examples of arts-based pedagogy and materials for adult ESL classrooms that support both language learning and the integration process as newcomers adapt to life in Canada. The lessons, developed for LINC, revolve around a graphic book and a song. Come explore the artsy side of teaching!

Learning Objectives:

- what arts-based pedagogy can look like in the classroom
- how an arts-based language teaching approach can support newcomers
- the challenges associated with arts-based pedagogy with a view to avoiding pitfalls

Category: Presentation

Focus: Classroom Activities and Strategies

Audience: Experienced Teachers, Novice Teachers

F4A Keynote: Food for Thought
Christien Lee - National Geographic Learning

This session will ask and suggest possible answers to some questions that are at the heart of effective language teaching: How can we, as instructors, be more innovative? How can we promote learning, creativity, and critical thinking? And how can we foster an engaging and inclusive classroom environment?

Attendees will have the opportunity to:

- reflect on effective approaches to language teaching
- learn practical ideas for developing 21st century skills
- discuss how to foster innovation and inclusivity

F4C What does "development" mean to you?
Cheryl Fretz - Canadian Centre for Language and Cultural Studies (CCLCS)

In this workshop, definitions and models of teacher / professional development will be outlined, and participants will engage in a discussion of what "development" means to them and what inspires them to engage in development opportunities.

Learning Objectives:

- gain an insight into their own development paths, learn new ways of conceptualizing "development"
- share ideas for engaging in continual development.

Category: Interactive Workshop
Focus: Teacher Training and Professional Development
Audience: Experienced Teachers, Novice Teachers

F4D PBLA Portfolio: ESL Literacy Considerations
Kathy Hughes and Anne Hajer - CCLB

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

Learning Objectives:

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

Category: Interactive Workshop
Focus: PBLA for the Classroom
Audience: Administrators, Experienced Teachers

F4E Get Your Students Talking!
Jacqueline Angi-Dobos - Niagara Christian Collegiate

Join in this fun and energetic presentation as you learn about ways to get your students talking! Some tried and true, others new to you, but all engaging. Key ideas are shared in the workshop, with over 70 ideas made available via a Google document to take back to the classroom. Come prepared to be part of the workshop, and bring your ideas to share with the group.

Learning Objectives:

- Plan your conversation classes more effectively
- Evaluate conversation ideas presented
- Use conversation strategies for more effective teaching in the conversation classroom.

Category: Interactive Workshop
Focus: Classroom Activities and Strategies
Audience: All Participants

F4F Adapting teaching strategies to student needs in ESL/EFL contexts

Kashif Raza - Qatar University

Do you find it difficult to meet your student needs in an ESL/EFL classroom? Do your students feel less motivated during your lessons? Do you wonder how you can engage them throughout the lesson? This presentation discusses a teaching adaption model that has worked successfully in an EFL classroom in terms of increasing student engagement, motivation and participation.

Learning Objectives:

- Discuss the teaching adoption model that outlines the strategies for meeting student needs
- Discuss student needs in detail by using a specific group of students as a sample
- Share interactive and innovative teaching materials to increase diverse student inclusion in learning English language

Category: Remote Session

Focus: Classroom Activities and Strategies

Audience: Experienced Teachers, Novice Teachers

F4G Older Adults in LINC: Building Social Literacy

Zhanna Perhan, Ivanna Tymchuk, Linda Vanderstoop and Shannon Aycenk - CUIAS LINC School, Toronto

The presentation focuses on the growing numbers of newcomer seniors in LINC classrooms, their social isolation and challenges, and how they are translated into language instruction. The results of the small scale action research within one LINC school indicate that building 'Social Literacy' through modified curricula content, additional resources, and settlement support prove to be beneficial

Learning Objectives:

- As numbers of newcomer seniors in LINC are growing, instruction should prioritize their social, cultural and economic integration more than language learning
- Best models and practices for language instruction in mixed level LINC classes are discussed with focus on accommodating older adults
- Settlement support is an intrinsic factor in mitigating isolation among newcomer seniors

Category: Presentation

Focus: Classroom and Community Support

Audience: All Participants

F4H Capturing Screens, Recording Audio and Practicing Pronunciation

Jennifer St John - OLBI, University of Ottawa

Using online tools to record voice-over screen capturing is an effective way to engage learners seeking to improve their pronunciation and to foster learner autonomy. Examples of speaking activities in which Screencast-o-matic, Jing, Vocaroo and AudioNote are used in a pronunciation course for advanced learners will be demonstrated.

Learning Objectives:

- Become familiar with screen casting technology as it relates to the specific online tools listed in summary.
- Learn about activities in which these tools can be used to teach pronunciation.
- Appreciate the strengths and limitations of this technology as it relates to teaching pronunciation.

Category: Presentation

Focus: Classroom Activities and Strategies

Audience: Experienced Teachers, Novice Teachers

F4J Student Presentation Anxiety: Triumph and Transformation

Emma Gorst and Tetyana Vdovina - ICEAP

Are your students anxious about doing speaking presentations? If so, they are not alone. In this workshop, we engage methods for teachers and students to reflect on reducing anxiety around public speaking. The methods used in the workshop are aimed at advanced ESL learners doing EAP or ELT training.

Learning Objectives:

- strategies for reducing presentation anxiety among students
- methods of critical thinking about Anglo-American norms surrounding presentation anxiety
- tips and techniques for teacher use in the classroom

Category: Interactive Workshop

Focus: Classroom Activities and Strategies

Audience: All Participants

F4K 2 PAPERS PER 60-MINUTE SESSION

Assessing the Efficacy of TALL Tools: EFL Learners' Perspectives

Saman Yousefifard - University of British Columbia, Vancouver Campus

In this session, the findings of my research paper will be presented. Many ESL/EFL teachers might be wondering which type of device (i.e., Laptops, Mobiles) could serve as the most desirable instructional technology tool for teaching English to ESL/EFL learners. Therefore, Turkish EFL language learners' perspectives will be fully discussed.

Learning Objectives:

- the benefits and challenges of the type of technology-assisted language learning tools
- the perspectives of intermediate-level EFL learners on the usefulness of different types of devices
- the role instructional/learning tool could play in language learning

Category: Paper
Focus: E-Learning
Audience: All Participants

F4K Can Software help ELLs with Reading Skills? **Reginald D'Silva - The University of British Columbia**

A growing body of research supports the use of reading software programs in promoting reading skills. This study, conducted with international students in an EAP program at a western Canadian university, investigated how using student-preferred materials in a voice-recognition software program could help in promoting their reading skills.

Learning Objectives:

- effectiveness of a voice-recognition software programs in developing reading skills in ELLs;
- possibilities and limitations of using software programs to aid students' learning in and out of classrooms
- challenges for instructors in using digital technologies in post-secondary contexts

Category: Paper
Focus: E-Learning
Audience: All Participants

F4L Three techy PBLA Writing Tasks

Thura Aljubury - Sheridan College

The presenter will show three writing tasks implementing PBLA that worked well for three different CLB levels. These tasks involve FULL use of technology and encourage learners to be more independent and active

Learning Objectives:

- learn new ways of assigning writing tasks involving technology
- be introduced to new platforms and apps to use for PBLA writing tasks

Category: Technology Presentation

Focus: Technology

Audience: All Participants

F4N An Innovative (and Easy) Approach to Corpus Analysis

Julia Williams - Renison University College, University of Waterloo

Are you interested in using corpus analysis with your students but discouraged by the complexities of corpus technology? I introduce an easy, innovative approach to harnessing the benefits of corpus analysis using simple technology. Students build a corpus in Word and use the search function to identify linguistic patterns.

Learning Objectives:

- incorporate corpus analysis into writing instruction courses;
- use familiar technology to implement corpus analysis;
- use corpus analysis to foster learner autonomy.

Category: Presentation

Focus: English for Academic Purposes (EAP)

Audience: All Participants

2:00PM-4:30PM

F5A Joint Program Administrators' Meeting

We are delighted to report that, as in prior years, the 2019 TESL Ontario Conference will once again host a special Joint Program Administrators' meeting. The timing of this meeting will be Friday, December 6, 2019 from 2:00 pm to 4:30 pm. Some meeting details are still in the process of being finalized and a joint invitation letter from both Immigration, Refugees and Citizenship Canada and the Ministry of Children, Community and Social Services will be sent to the Program Administrators in due course.

2:10PM-3:10PM

F5E The Power of TED Talks in the 21st Century Classroom

Christien Lee - National Geographic Learning

National Geographic Learning and TED are partners in English Language Teaching. Using up-to-date examples, this session will offer practical suggestions for using TED Talks as the basis for developing key 21st century skills such as creativity and critical thinking, collaboration, communication, and media and visual literacy. Attendees will learn effective strategies for building students':

- creativity,
- communication and collaboration skills, and
- ability to think critically.

Category: Publisher's Presentation

Focus: Classroom Activities and Strategies

Audience: All Participants

F5F Pronunciation as a Critical Listening Skill

Augusto Ferreira Neto - Cellep Idiomas, São Paulo - Brazil

Since learners use their own pronunciation model for lexical retrieval as demonstrated by the continual feedback loop of learned production and expected perception, teachers should help students achieve a level of pronunciation accuracy that guarantees inter-intelligibility, where learners' speech is understood and serves as a perception model for listening comprehension.

Learning Objectives:

- Practical uses of mobile Apps and desktop tools to work on pronunciation.
- Help students develop autonomy and self-awareness of language.
- Latest research on auditory perception and the influence of pronunciation on listening skills.

Category: Remote Session

Focus: Classroom Activities and Strategies

Audience: Experienced Teachers, Novice Teachers, Researchers

F5H M-Learning, Moodle and the Edulinc Courseware

Nancy Van Dorp and Jim Edgar - New Language Solutions

This BYOD session will demonstrate how Edulinc can be used on tablets and smartphones. It will look at mobile friendly content, tools for creating activities suitable for m-learning, the Moodle mobile app and PBLA support on smartphones. Edulinc.org, a Moodle site funded by IRCC, will be used to demonstrate these concepts.

Learning Objectives:

- experience mobile learning using the Edulinc courseware
- learn about adapting the courseware for more effective use on mobile devices
- learn about the strengths and limitations of the Moodle mobile app

Category: Technology Presentation

Focus: E-Learning

Audience: All Participants

F5J TESL Ontario's Directory of Best Practice Resources

Simona Sunara - TESL Ontario

Find out what's new in the TESL Ontario Directory of Best Practice Resources. When you are pressed for time, you need high quality teaching resources that are easy to find and ready to use. In this workshop, you'll be guided through the Directory to discover materials from across Canada (and elsewhere) for teaching Citizenship, Special Needs, Financial Literacy, Health, Law, PBLA, and more.

Learning Objectives:

- Discovery high quality teaching materials
- Learn how to navigate the Directory
- Share your classroom needs and favourite resources with the Directory team

Category: Interactive Workshop

Focus: Classroom Activities and Strategies

Audience: All Participants

F5K Using vocabulary diagnostic tests to inform readings selection

Mike Murphy, Don Myles and Geoff Pinchbeck - Carleton University

This session invites attendees to reflect on the challenge of matching ESL learners with appropriate readings, in light of results from our research study suggesting that the readings used in our EAP program may be too lexically difficult for most students and ought to be simplified, replaced, or better scaffolded.

Learning Objectives:

- the importance of lexical knowledge in L2 reading
- how to design and administer vocabulary tests that effectively measure student lexical knowledge
- how to use vocabulary test results to assess difficulty of assigned course readings as indicated by proportion of words likely known by students

Category: Paper

Focus: English for Academic Purposes (EAP)

Audience: All Participants

F5N Targeting Student Needs by Shifting to a Blended Approach

Peggy Hartwick and Julie McCarroll - Carleton University

Are you looking for ways to help target the individual student's needs? This presentation describes how we "shift perspectives" in our diagnostic practice by creatively blending and flipping skill-based learning modules in our EAP practice. We will share and reflect on a series of online activities intentionally designed to prepare students for university and 21st century learning.

Learning Objectives:

- Examine shared challenges in today's EAP classroom;
- Discover the benefits of a quasi-blended model of diagnostic assessment and a curriculum designed to target skills; and
- Assess the usefulness and effectiveness of 2-3 online activities embedded in LMS.

Category: Presentation

Focus: Curriculum Development and Instructional Design

Audience: All Participants

2:10PM-4:10PM

F5C Ruth Engel's Guide to Sparking Excellent Learning Adventures

Jacqueline Johnson and Anita McLeod - St. Georges Centre for ESL

Ruth Engel, the recipient of the 2017 Sparks of Excellence Award summarized her personal best classroom practices into three basic lesson templates plus four routines for Beginning ESL students. You will learn how to use these templates and routines to create engaged, lively classroom communities marked by lots of fun and learning with maximum efficiency, and minimal planning.

Learning Objectives:

- Best time-saving Classroom Management Practices that create real life learning opportunities
- 2 Three Lesson Templates with built-in PBLA testing opportunities that create Friday and Monday routines drilling future and past tenses in all four competencies
- Ruth's Lessons and tips for Great classroom parties and fun-PBLA tests

Category: Interactive Workshop

Focus: Classroom Activities and Strategies

Audience: Experienced Teachers, Novice Teachers

F5D Planning for PBLA: Task Analysis and Skill-Building

Lisa Herrera - CCLB Consultant

"How do I fit it all in?" Teachers need to accomplish a reasonable number of tasks for PBLA efficiently and effectively. Led by a Regional Coach, this hands-on workshop breaks down the process of planning for PBLA to maximize teaching and learning in a module. Participants review and explore elements such as choosing and analyzing real world tasks and plotting out a skill-building sequence.

Learning Objectives:

- strategies for backward planning from assessment
- the value of choosing related real world tasks for a module
- ideas for teaching assessment criteria

Category: Interactive Workshop

Focus: PBLA for the Classroom

Audience: All Participants

F5G Case Studies in Language Teacher Conceptual Change

Cheryl Fretz, Hayley Goodwin, Nickesha McGregor, Tom Nittoly, Sonja-Liv Rannem, Ingrid Sikorcin and Martina Vassallo- York University

Language Teacher Conceptual Change (LTCC) involves a transformation in the way teachers see themselves, students, curricula, policy, research, and other SLE issues. In this presentation, you will learn about the theory of LTCC and hear how it was experienced by teachers and how they anticipate it will impact their future teaching. You will have the chance to share your experiences as well.

Learning Objectives:

- what Language Teacher Conceptual Change is;
- how a group of teachers experienced it during their MA Applied Linguistics program, and
- how they anticipate it will impact their teaching.

Category: Presentation

Focus: Professional Development

Audience: All Participants

F5L Evaluating Student Writing: Tips, Tricks and Practice

**Sabine Ricioppo - University of Alberta
Esther Bruins - Hamilton Wentworth District School Board**

In this interactive workshop geared toward CLB 1 - 4 writing skills, participants will walk away with a better understanding of how to tweak or create benchmark-level appropriate tasks and rubrics. Participants will have an opportunity to practice evaluating authentic teacher generated real-world assessment task samples and student writing.

Learning Objectives:

- create benchmark level appropriate writing tasks,
- create writing rubrics, and
- evaluate student writing

Category: Interactive Workshop

Focus: PBLA for the Classroom

Audience: Administrators, Experienced Teachers, Novice Teachers

3:30PM-4:30PM

**F6E Getting Started with Nearpod
Susan Webb - Centre for Education & Training**

Engage your students by harnessing the mobile technology they bring to class! Create interactive and dynamic slide shows to share with your learners across devices. Build assessments right in and receive immediate results. Participate hands-on, then learn how to build a session from scratch. BYOT - with Nearpod app already downloaded.

Learning Objectives:

- Nearpod app. overview and practical information (what it is, how it works, benefits)
- Live, hands-on Nearpod session ("be a student"), including results
- How to build the same session from scratch via live demo.

Category: Interactive Workshop

Focus: E-Learning

Audience: All Participants

**F6F Everyone Communicates, Few Connect
Solange Belluz - The Life Coaching & Leadership Training Centre**

A webinar on how to teach people how to become better communicators. World-renowned leadership expert John C. Maxwell says if you want to succeed, you must learn how to connect with people. And while it may seem like some folks are just born with it, the fact is anyone can learn how to make every communication an opportunity for a powerful connection. In Everyone Communicates, Few Connect, Maxwell shares the Five Principles and Five Practices to develop the crucial skill of connecting. This workshop will discuss these key principles that will help you speak and teach your student how to speak for influence.

Learning Objectives:

- Helping people learn how to find common Ground
- Developing a simple Communication style that will capture people's interest
- Learning how to inspire People while staying authentic in all Your Relationships

Category: Remote Session

Focus: Teacher Training and Professional Development

Audience: All Participants

F6H Coming Together
Susan Graage - TVDSB London Ontario

This presentation will focus on activities that promote a culturally responsive team environment through the use of easily accessible technology and social media. Participants will come away with concrete, usable activities and methods to engage and motivate adult learners from all backgrounds.

Learning Objectives:

- Learn about the principles of culturally responsive teaching, a pedagogy that can increase motivation and engagement of adult learners.
- Build a team atmosphere of acceptance, curiosity, and respect using widely accessible technology and social media.
- Promote higher order thinking with low to moderate linguistic demands.

Category: Presentation
Focus: Classroom Activities and Strategies
Audience: All Participants

F6J Reimagining ESL libraries: By Newcomers, for Newcomers
Jennifer Chan - Department of Imaginary Affairs

Learn about the service design journey of reimagining ESL libraries. We use a human-centred design approach for all our projects. We will share our process from initial design challenge and champions, to understanding users, to assumptions, to the proposed solution, to testing the idea in the real world. Join us for the ups and downs of experimenting with new ideas.

Learning Objectives:

- The value of storytelling and writing
- Benefits of incorporating user feedback into our design
- Impact of working with stakeholders to co-design tools and processes

Category: Presentation
Focus: Curriculum Development and Instructional Design
Audience: All Participants

F6K Keeping Your Classroom Lively With The News!
Carolyn Flores - Centre for Skills

Learn how easy it is to use everyday news stories as a teaching tool in your classroom to keep students engaged and current and most importantly, your teaching fun and interesting!

Learning Objectives:

- Learn to create a variety of multi-level activities based on news stories
- Learn to strengthen and improve students' vocabulary, reading and conversational skills
- Help students learn what is going on in their new country and the world around them in a lively way

Category: Presentation
Focus: Classroom Activities and Strategies
Audience: Experienced Teachers, Novice Teachers

F6N UDL Inside and Outside the ESL Classroom
Jeff Brown - George Brown College

This presentation examines how a commitment to the principles of Universal Design for Learning (UDL) provides the most innovative and inclusive educational experience for English language learners (ELLs). Attendees will come away with specific examples and practical applications drawn from the presenter's experiences in both ESL and content (non-ESL) courses.

Learning Objectives:

- Analyze their own teaching contexts in terms of the principles of UDL
- Discuss the role of the EAP practitioner in the wider institutional context
- Design a lesson plan/syllabus reflective of the principles of UDL
- **Category:** Presentation
- **Focus:** English for Academic Purposes (EAP)
- **Audience:** All Participants
-

PRESENTER BIOGRAPHIES

Mojgan Abbasi

Mojgan is currently a graduate student in the program of Professional Education (TESOL) at University of Western Ontario. She has extensive experience in teaching English to speakers of other languages. She is interested in integrating communicative approach and technology in ESL instruction.

Wesal Abu Qaddum

Wesal worked as a violence prevention counselor in the non-profit sector for several years before pursuing her doctoral studies. Today, she is pursuing a PhD that explores educational inequalities along the intersections of race and class for marginalised youth.

Lama Al-abweh

Lama has more than 8 years of experience as a language instructor. She has a Bachelor's degree in Translation, a Master's degree in Linguistics, and a TESL Diploma. She is a language instructor at Mennonite New Life Centre and a casual instructor at York University English Language Institute.

Mashaal Al-Hamly

Mashaal has a Ph.D. in computer assisted language learning from the University of East Anglia, U.K. She is a professor of English language and applied linguistics at Kuwait University. Prof. Al-Hamly is a member of and frequent presenter at TESOL (1999-present); a member of TESOL research standing committee (2014- 2016), a TESOL international convention program chair in Philadelphia in 2012.

Mais Al-Jabbawi

Mais is a PhD candidate in the TESOL Program at University of Central Florida with more than 9 years in teaching ESL adult learners. Mais has a Master of ESOL and a Bachelor of English from University of Babylon, Iraq and has presented in many prestigious conferences in the U.S.A. and internationally.

Thura Aljubury

Thura holds an M.Ed. from The University of Toronto OISE in Adult Education and OCELT certified. She is a Communication Professor at Sheridan College and a TESL Trainer at Humber College, TDSB, and PDSB

Jacqueline Angi-Dobos

Jackie Angi-Dobos is a passionate ESL teacher and teacher trainer. She has taught in 5 countries at all levels of education. Currently, she is the Director of International Education at Niagara Christian Collegiate, an international high school in Fort Erie.

Sardar Anwaruddin

Sardar Anwaruddin is an experienced English language teacher. In 2016, he received his PhD from the Ontario Institute for Studies in Education (OISE) at the University of Toronto. He is currently an Assistant Professor in the Department of Languages, Literatures and Linguistics at York University in Toronto, Canada.

Roula Argiropoulos

Roula has taught ESL at the TDSB for 20 years and has recently been a PBLA lead instructor.

Jennifer Artan

Jen Artan is an experienced Continuing Education Lead Instructor with the Thames Valley District School Board and Materials Developer with LearnIT2Teach. A certified Google Educator (Level 2), TESL Ontario Webinar Manager/Video Editor and a recent Masters of Education graduate from the University of Ontario Institute of Technology, she likes to keep current on educational technology for adult learners.

Rana Ashkar

Rana Ashkar is the CCLB's Project Manager for PBLA implementation across Canada and in Ontario. She has a Bachelor's in Education and is OCT trained and has a background in ESL teaching and project management.

Dana Augustino

Dana Augustino has been an ESL and LINC instructor for eight years. She began her career in Niagara working with international students, then branching out to adult education with the NCDSB and the DSBN. It was there that she found her passion-working with adults with literacy needs. Dana is currently a Literacy Project Team Member at the Hamilton-Wentworth Catholic District School Board.

Augusta Avram

Augusta Avram is an educator interested in the impact technology has on the way we learn, connect, and share our voices. She teaches LINC at Burnaby District School Board & Vancouver Community College.

Shannon Aycenk

Shannon has taught ESL in Canada and abroad to a variety of age groups in various settings. Shannon has been a LINC instructor for over 15 years and is currently teaching at CUIAS LINC school.

Samantha Banks

Samantha Banks has been in the ESL field since 2006, beginning in LINC literacy and levels 1-3. In 2010, she became a CLB assessor in Niagara. In 2016, she became a TESOL instructor and a language assessor trainer for the Centre for Education and Training. Presently, she is the Literacy Project Researcher for the Hamilton Wentworth Catholic District School Board.

Mike Barker

For the past 15+ years, Mike has worked in post-secondary education providing technical support to language instructors (including EAP) and advocating for the inclusion of relevant technology in language teaching and learning. He runs Carleton's Language Learning Resource Centre and has taught ESL, EFL, and workplace English in various contexts.

Anna Bartosik

Anna Bartosik is a doctoral student, a language teacher, and a curriculum designer/teacher-trainer in higher education. Her current work includes online and blended learning courses, curriculum development, teacher education, and chairing TESL Ontario's Social Content Committee. Her research in self-directed professional development in digital networks has been inspired by her own learning.

Hala Bastawros

Hala is a TESL Trainer and a LINC Program Manager, who is an advocate for e-learning, SFL methodology, and learner-centred approaches. Hala holds an M.A. in TESOL; a TESL Diploma; OCELT, PTCT Certifications; and a B.A. in Mass Communications. Concurrently, she is a Ph.D. candidate in Instructional Design and Technology.

Marjan Bateni

Marjan Bateni is the Coordinating Assessor at Guelph-Wellington Language Assessment Centre. She is also a Mentor/Trainer as well as an Instructional Designer/Learning technologist with LearnIT2Teach project, and a content developer with Paragon Testing Enterprises. She holds an MA in TESL and a Post-TESL Certificate in Teaching Technology.

Fernanda C. A. Batista

Fernanda has 16 years of experience teaching ESL. She has a Master's and a PhD degree in Language and Literature, a Cambridge CELTA, and a TESOL Diploma. She taught English at universities in Sao Paulo, Brazil for four years and is currently working as a Writing and ESL Specialist in Ontario.

Solange Belluz

Solange Belluz is an Executive Director with the John Maxwell Team. She holds an MA and MBA from York University and a degree from emlyon business school. She has over 30 years of experience as a speaker, trainer and coach and is a member of the International Coach Federation.

Tara Benwell

Tara Benwell is the VP of Publishing of ESL Library, a division of Red River Press. Tara studied English literature at the University of Toronto and began teaching English in Vancouver shortly after graduation. While teaching English, Tara developed an interest in curriculum development and materials writing. Tara studied instructional design and worked as a materials writer for numerous publishers before joining ESL Library in 2007.

Harry Bezruchko

Harry Bezruchko is a Regional Manager with the Ministry of Training, Colleges and Universities and has been with the Province of Ontario for 11 years. In order to address the needs of clients and employers, his responsibilities include the planning, development and management of employment program and services, such as Skills Training, Literacy and Basic Skills and Apprenticeship. Harry worked for the Federal Government for over 25 years in the areas of finance and labour market programming both in Ottawa and in Toronto.

Yogendra Bhattarai

I am Yogen (Yogendra) Bhattarai, recently completed my Ph.D. from the University of Ottawa. I have also earned other four post-secondary degrees- B.Ed. from TU, Nepal, M.Ed. from TU, Nepal, MA in Applied Linguistics from Carleton University. I have also completed Post Graduate in TESL/TEFL from Algonquin College. I have a very long experience of teaching and research in Nepal.

Nataliya Borkovska

Nataliya Borkovska is a Lead Instructor in English Language Programs at the University of Guelph. She has a Master's degree in TESOL and TEFL and 20 years of experience teaching in language programs.

Judi Brocklehurst

Judi Brocklehurst's verve for languages and multiculturalism began in her native Montreal. She is a lifelong learner of linguistics especially second language acquisition. Judi has taught in Canada and the U.S., and is currently Instructor and Technology Coordinator of Trent University's English Language program.

Crystal Brown

Crystal has more than 20 years of experience teaching in English as a Second Language and French and Spanish. She has a Master of Curriculum Studies in Multilingualism and Multiliteracy, and an EdD in Educational Leadership from the University of Western Ontario. For the last 5 years she has been Chair of the Language Institute at Conestoga College and prior to that was an instructor/professor of ESL, French and Spanish for adults.

Jeff Brown

Dr. Jeff Brown is a Professor in the Centre for Preparatory and Liberal Studies at George Brown College. His research interests focus on English language teaching and critical pedagogy. His work has appeared in a number of publications, including TESL Canada Journal, Language Problems & Language Planning, and English Today.

Esther Bruins

Esther has 14 years of experience in the field of language assessment. She currently works on a number of assessment-related projects, including the Milestones Test, assessor training, CLBPA Field Testing and Piloting, as well as Speaking rating for Paragon Testing. She also works as a casual instructor for the HWDSB.

Ben Buckwold

Ben Buckwold is the CEO of Red River Press and the founder of the very popular resource site, ESLlibrary.com. Ben studied Journalism at Ryerson University in Toronto, and Commerce at Royal Roads University in Victoria. He taught English in Tokyo for five years before launching ESL Library in 2002. ESL Library is now used by English teachers in over 9,000 schools in 100 countries around the world.

Jennifer Burton

Jennifer Burton has more than 13 years as an English language instructor in a variety of contexts local and international. She is currently a PhD student at the University of Toronto (OISE) where she is completing a degree in Language and Literacies Education, with a collaboration in Educational Policy.

Jill Campbell

Jill Campbell has been an educator for over 15 years. She has an undergraduate degree in psychology, and is an accredited member of TESL Ontario. For the past 4 years, she has been teaching LINC, ESL and EAP at several locations, most currently at the English Language Centre, Ontario Tech University.

Jennifer Chan

Jenn is Co-Founder and Director of Programming at the Department of Imaginary Affairs. She has been working with nonprofits and communities for 10+ years guiding design thinking and strategic foresight processes. She believes in facilitating conversations led by the community to find pain points that drive and ground new ideas.

Shawn Chattin

Shawn has spent over a decade instructing English in a variety of contexts to learners from all over the world, currently at Kaplan Harvard Square. By combining contemporary methodologies, digital tools and a degree in Applied Linguistics, he meets the needs of the modern ESL student.

Anindita Chaudhury

Anindita Chaudhury is an EAP Instructor at University of Guelph. She has been teaching English for over 15 years and has taught in a variety of contexts including ESL, EFL, EAP, Business English, post-secondary English, and TESOL.

Ann Chen

Trained as a language instructor and researcher, with a strong theoretical and methodological background in second language acquisition, Ann Chen is currently teaching at KEYS Job Centre as well as developing occupation-specific blended courses for immigrants of low English language skills facing employment barriers.

Le Chen

I am Postdoctoral Fellow at OISE, University of Toronto, as well as Adjunct Research Professor at the Faculty of Education, Western University. I have been an EAP educator and ESL teacher trainer for 16 years. My research interests include plurilingualism, multiliteracies, and language policy and practice in internationalized higher education.

Linda Condello

Linda Condello has worked with the HWCDSB since 1994. She has been an ESL instructor for many years. She has worked with Literacy and Stage 1 learners for most of her career. Presently, she is on the Literacy Project Team for the Hamilton Wentworth Catholic District School Board.

Allyson Conrad

Allyson has a MA in Applied Linguistics and has taught in Canadian English Language programs since 2016 for institutions including University of Toronto, University of Waterloo and Mohawk College. Before that she taught in Korea for many years. Allyson enjoys exploring new methods in education, reading and drinking coffee!

Sara Cordeiro Alexandre

Sara is an ESL instructor at Sheridan College. She holds an undergraduate degree in Social Sciences from the University of Ottawa, the TESOL Plus Graduate certificate from Sheridan College, the CELTA certificate from the University of Cambridge. Sara is currently working on her MA in Applied Linguistics at Mary Immaculate College.

Jasmin Cowin

Prof. Cowin ongoing research in the field of TESOL and language acquisition is demonstrated through publications, presentations and participation in academic conferences and scholarly activities such as her spring 2019 presentation on the Fourth Industrial Revolution and ENL at The National University for Science and Technology, Moscow.

Marian Crandall

Marian Crandall is an Associate Director, Global Client Relations, at ETS. She is responsible for outreach and communication to TOEFL score users in secondary and post-secondary education settings. Before joining Client Relations, she was an assessment specialist in the English Language Learning division of ETS.

Jill Cummings

Jill Cummings is Associate Dean Faculty Development at Yorkville University. She achieved her Ph.D. in Curriculum, Teaching, and Learning/Second Language Education at the University of Toronto. She is engaged in research and teacher education in the areas of technology and online learning, TESL, innovation, blended learning, second language writing, literacy, and post-secondary education for international students.

Reginald D'Silva

Reginald D'Silva is a Senior Instructor and Academic Director of an international program at the University of British Columbia. He has a multidisciplinary background and his areas of interests include technology and language learning, and content and language integrated learning.

Yuliya Desyatova

Yuliya Desyatova is a PhD student in Languages and Literacies Education at the University of Toronto. She has taught LINC classes for 12 years and has mentored more than 80 TESL students. As a result, her current research on PBLA implementation explores practical and theoretical issues in language learning and teaching, as well as in teacher education.

Matthew Devlin

Matt Devlin has a Masters of Education, is an accredited member of TESL Ontario and the Ontario College of Teachers. At Ontario Tech University, he is an EAP curriculum developer who also teaches and organizes student workshops. He regularly presents on cultural diversity at Durham College and Ontario Tech University.

Dana Di Pardo Leon-Henri

With more than 30 years of experience as a foreign language teacher, Dana holds a PhD in Applied Foreign Languages from the University of Paris - La Sorbonne, Paris IV. She is Senior Lecturer (Maître de conférences) and researcher (ELLIADD-EA 4661) at the University of Franche-Comté, France.

Kosta Dimeropoulos

Kosta has been teaching ESL for nearly 20 years at Seneca College's English Language Institute. He has also been the eLearning Coordinator for the past 15 years, sharing useful tools and variegated methodology at Seneca and beyond. In his spare time, he enjoys reading ... and karaoke!

Xiaoxiao Du

Dr. Xiaoxiao Du is an internationally trained educator and researcher. Her research area is English as a second/an additional language learning and teaching with a focus on critical literacy, digital literacy and academic literacy. She has shared her research studies in book chapters, conference proceedings, journal articles, and newsletters.

Gavin Dudeny

Gavin is Director of Technology for The Consultants-E (<https://www.theconsultants-e.com>) - working in online training and consultancy, mostly in the EdTech field - and also module leader (MATALL) on the NILE / University of Chichester MAPDLE (MA in Professional Development for Language Education). A former Honorary Secretary and Chair of EICOM at IATEFL (the International Association of Teachers of English as a Foreign Language), he has also been a Trustee for International House London and a committee member of the Educational Writers Group of the Society of Authors. He currently serves as a Trustee for Volcano Theatre Company in Swansea. A regular keynote speaker at conferences worldwide, Gavin is also author of *The Internet & The Language Classroom* (CUP 2000, 2007) and co-author of the award-winning publications *How To Teach English with Technology* (Longman 2007) and *Digital Literacies* (Routledge 2013, second edition 2020, forthcoming). His most recent book, *Going Mobile*, was published by DELTA Publishing in 2014.

Dang Trung Dung

DANG holds a Master of Applied Linguistics from New Zealand. He is a teacher of English at the Diplomatic Academy of Vietnam. He has presented papers at international conferences such as ACTA Australia, ThaiTESOL, Asia TEFL, RELC Singapore. His research interests are in educational quality assurance, critical thinking and EAP.

Jim Edgar

A Moodle enthusiast since 2004, he looks forward to leveraging Moodle to provide flexible delivery options for settlement language training. Certified by TESL Canada and TESL Ontario, Jim's credentials include a master's degree in educational technology.

Lesline Fehr

Lesline has been a teacher for over 20 years and has worked in a variety of English teaching contexts in Ontario including high school, LINC, EAP, and TESL. Currently, she teaches in the English Language Studies/English for Academic Studies Program at Conestoga College.

Augusto Ferreira Neto

Augusto has been in ELT for over 15 years. He holds a BA in languages and a Cambridge CELTA. His main interests are pronunciation and research into second language speech perception and production. He is a conference speaker and has written for IATEFL's *SpeakOut*, *The Teacher Trainer Journal*, and *Brazil-TESOL*.

Yvonne Ferrer

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.

Carolyn Flores

Carolyn Flores is a LINC/ESL instructor and PBLA Lead Teacher with over 20 years of Canadian and overseas teaching/tutoring experience. She has been published with both Cambridge University and Macmillan Education for teacher resources. When she's not teaching, she's busy providing tools/tips for ESL teachers on her blog www.eslmadeeasy.ca.

Danielle Freitas

Danielle Freitas is a professor and researcher at Sheridan College, where she teaches in the TESOL Plus program. She holds a master's degree in Second Language Education, U of T, a master's degree in TESOL, UCL, and is currently finishing her PhD in Language and Literacies Education, U of T.

Cheryl Fretz

Cheryl has 25 years of English teaching experience. She coordinates the TESL Ontario & TESL Canada accredited teacher training program at CCLCS, and is currently a PhD student at York University. Her main research interest is teacher development.

Cheryl Fretz

Cheryl Fretz has 25 years of experience as a language teacher, teacher trainer, and program coordinator. She is currently pursuing her PhD in Applied Linguistics at York University. Her main research focus is teacher development.

John Friel

Since 2010, John has been the Director of Studies at two of the largest private ESL schools in Toronto. Currently, he is at EC English Language Schools, where he is responsible for the guidance and professional development of over 60 teachers and the academic progress of up to 1,000 students.

Eldon Friesen

Eldon Friesen is presently Program Development & Quality Assurance Coordinator in Brock University's ESL Services department. He has held various teaching and program administration and development positions in Canada, Mexico, Korea, Saudi Arabia, and The United Arab Emirates. His interests include curriculum delivery, testing, and data management.

Sylvia Fung

Sylvia Fung (M.Ed., OCELT) has been teaching for 20 years, and is currently an ESL instructor and teacher-trainer at Seneca College. She was a school teacher for the Toronto District School Board and corporate trainer. She enjoys teaching workplace communication skills, with special interests in pronunciation and sociocultural awareness.

Antoinette Gagné

Dr. Antoinette Gagné is the Associate Chair for Student Experience and Associate Professor with the Department of Curriculum, Teaching, and Learning at OISE. Dr. Gagné has written extensively about diversity issues in education and the experiences of immigrant children, teachers and families in the Canadian education system. http://www.oise.utoronto.ca/Curriculum_Vitae/Antoinette_Gagne_CV.pdf

Eliza Garland

Eliza Garland is a Special Education Instructor and Consultant at Immigrant Services Association of Nova Scotia. Informed by a Master Degree in Occupational Therapy from the University of Southern Maine, Eliza joined ISANS in October 2018 to help the Language Services department create classrooms and curriculum that promotes inclusion, innovation, and acceptance of diversity through accessible design.

Marijke Geurts

Employment Language Trainer Marijke Geurts uses her creativity to incorporate Edulinc in all aspects of her work. She engages students with interactive language learning strategies, this way teaching both employment and computer skills. Marijke is also an Edulinc Trainer and works as online content developer with New Language Solutions.

Hayley Goodwin

Hayley is a teacher and teacher trainer with over 10 years' experience working locally and abroad.

Emma Gorst

Emma Gorst has a PhD, M.A., B.Ed. and an O.C.E.L.T. and has taught ESL in Thailand, Burma, and Canada in secondary and post-secondary institutions since 1995. Her graduate and post-graduate research applied digital humanities methods to the study of Middle English poetry, and most recently she co-edited an issue of Digital Philology.

Susan Graage

Susan Graage is a former secondary school teacher who is passionate about integrating her cultural and educational experiences in the Adult ESL Classroom. She is a recent immigrant from the US, and has an MEd in English from Lesley University, an MA in Art History from the University of Maryland, and a BA in English and Art History from Tufts University. She lived and worked overseas; she speaks German and is continuing to learn Spanish. She currently teaches in London Ontario.

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.

Adnan Grbesic

Adnan Grbesic, is currently supporting the Ontario delivery and development of CLB Online Self-Assessment project.

Kathleen Guerini

Kathleen Guerini has been in the ESL field since 1999, beginning in an ESL Specialized Language Work Training program. In 2002, she began teaching ESL and LINC from Literacy to CLB 5 levels, and continues teaching in the classroom today. Kathleen is also a certified PBLA/CLB Teacher Trainer and has specialized training in ESL Literacy. Presently, she is part of the ESL Literacy Project for the Hamilton Wentworth Catholic District School Board.

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.

Genan Hamad

I have more than 13 years of experience as a language teacher. I taught students from various cultural background in different contexts. Recently, I completed my MA in Applied Linguistics (TESL stream) at Carleton University.

Diane Hardy

Diane Hardy is an Associate Dean in the School of Global Access at Bow Valley College in Calgary Alberta.

Peggy Hartwick

Dr. Peggy Hartwick is an English as a Second Language Academic Instructor at Carleton University in Ottawa, Canada. She is fascinated by the potential learning benefits afforded by digital technologies and is the past recipient of the 2015 Society for Teaching and Learning in Higher Education (STLHE)/ Brightspace Innovation Award.

Bassem Haydar

Bassem has over 10 years of experience in project & programs management and budgeting. He has MBA from Concordia University. He has been the ESL Online projects manager for the last 3 years at Polycultural Immigrant and Community Services.

David Hazell

David Hazell is the Chair of the TESL Ontario Private Sector Committee. In his role as Director of Studies at English School of Canada (ESC), he is responsible for the running of day-to-day operations at a school consisting of 500 students and 30 teaching staff.

[Aretha Heenan](#)

Aretha has maintained a passion for history for many years, having completed a BA in history and a masters in history from Concordia University. She has worked at Historica Canada for three years, where she is able to put her love of history into practice each day by working on public history programs designed to increase Canadians' awareness and appreciation of our shared past.

[Sheri Henderson](#)

Sheri Henderson spent most of the last two decades teaching on four continents, which led to her MSc dissertation *Expatriate Women and Induction Abroad* at Aston University, UK. For over a dozen years, Sheri taught English Communications/General Studies courses to Emirati men at the Higher Colleges of Technology, Ras Al Khaimah Men's Campus, in the United Arab Emirates.

[Amanda Henry](#)

Amanda Henry is the Executive Product Marketing Manager with NELSON. She has over 15 years of experience in the publishing industry and is always interested in speaking with educators about resources to support teaching and learning.

[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 through the CCLB. She taught in LINC/ELSA for 15 years and has been Lead Instructional Coordinator for ISSofBC LINC for over 11 years.

[Tomohito Hiromori](#)

Tomohito Hiromori is a Professor in the School of Global Japanese Studies of Meiji University in Japan. His research interests cover various aspects of individual learner differences (e.g., language learner motivation, learning style and strategies) and second language acquisition.

[Adrienne Horvath Cortes](#)

Adrienne is a LINC Professor, PBLA Lead Teacher and Program Coordinator at Conestoga College. She has been teaching in LINC for 12 years. She has been specializing in employment-focused language classes called LINC to Work. She currently teaches CLB 5/6 and CLB 7/8 LINC to Work classes.

[Ling Hu](#)

Ling Hu is a Lead Instructor in English Language Programs at the University of Guelph. She has a Master's degree in Organizational Studies and 20 years of experience teaching in language programs.

[Kathy Hughes](#)

Kathy Hughes is a CCLB Program Manager and has a MA from Royal Roads University.

[Xiangying Huo](#)

Xiangying Huo, holding a Ph.D. in Language, Culture, and Teaching from York University, has over two decades of ESL postsecondary teaching experience in China and Canada. She is an Assistant Professor and English Language Learning (ELL) specialist at the University of Toronto Mississauga.

[Emily Imbrogno](#)

Emily has taught as a language teacher in various LINC and tutoring programs. She has a B.Ed in Adult Education and is a certified instructor with TESL Ontario. For the past year, she has been a LINC Instructor with Mohawk College teaching in the LINC for Youth Video Projects class.

[Nodira Isamukhamedova](#)

Nodira has 20 years of TESOL experience, including 4 years of developing and teaching online courses. She has PhD in Comparative Linguistics and MA in TESOL. Nodira has been the course developer and teacher to the online program at Polycultural Immigrant and Community Services for the last 3 years.

[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.

[Jacqueline Johnson](#)

Jacqueline Johnson M.A. specializes in Pronunciation and Oral Skill Development for ESL learners from basic literacy to Level 8/9 as well as advanced Academic. She brings extensive experience in innovative curriculum design in language and life skill development for diverse clientele ranging from Corrections, to Corporate to everyday ESL Classrooms.

[Kevin Kamal](#)

Kevin Kamal, Associate Director, Institutional Client Relations, World Education Services (WES). Kevin has lead WES Canada's Institutional Client Development and Relations team for the past 19 years. He works closely with all stakeholders in the international academic credential assessment and recognition community in Canada.

[Tomoko Kaneko](#)

Graduated from San Francisco State University (MA) in 1977, and Temple University Japan (Ed. D) in 1992. She is Professor of Showa Women's University and its Graduate School of Letters. Her research interests include second language acquisition, learner corpus studies and English teaching.

[Hee-Seung Kang](#)

Hee-Seung Kang is a professor at Sheridan College where she teaches ESL courses. She has a MA in TESOL and a PhD in English Language and Rhetoric. Her primary research area includes multilingual students' academic writing socialization and ESL/EFL teacher education. Before joining Sheridan, she served as Director of the ESL Writing Program at Case Western Reserve University (USA) and developed various ESL curriculum and programs.

[Anne-Marie Kaskens](#)

Anne-Marie Kaskens has been working with the Toronto Catholic District School Board for over 25 years, in adult ESL instruction, supervision, and government-funded curriculum development projects. She is currently working on Quartz, the online interactive curriculum guidelines for provincially funded adult ESL in Ontario.

Naomi Kennedy

Naomi Kennedy, was born and raised in Saint John, New Brunswick. She currently works as Quality Assurance Specialist at the YMCA of Greater Saint John, and brings with her ESL classroom and administration and leadership experience. She is a graduate of The University of New Brunswick.

Sabiha Khuram

Dr. Sabiha Khuram has a Doctorate in Educational Leadership from the USA and a Masters in Educational Management from UK . She is a highly experienced trainer and leader in the educational management area. She is also a Fulbright Hubert Humphrey Fellow from the USA. She is presently working as an IELTS Deputy Stakeholder Relations Manager at the British Council Canada and has been involved with IELTS since 2001.

Chris Koelbleitner

Chris Koelbleitner spent 17 years teaching English 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. He is the Manager of Instructional Products and Programs at Paragon Testing Enterprises.

Agnes Kucharska

Agnes Kucharska has a Master degree in Evaluation and Assessment, and has taught ESL & LINC since 1999. She enjoys developing new ESL teaching resources, multimedia projects, and assessment tasks. She has co-authored three ESL books and has worked with CCLB on the revision and development of the LPT and the LDT.

Ron Lavoie

Ron has more than 25 years of experience in the settlement language field. He holds a B.A. and B.Ed. from the University of Toronto.

Mary Lawless

Mary Lawless teaches communication courses at Centennial College. She is a TESL Ontario certified teacher. She holds an M.Ed. in Adult Education from the University of Toronto. She has taught EAP for over 10 years.

Christien Lee

Christien Lee, who has dual Canadian and British citizenship, has worked in English Language Teaching since 1994. His roles have included teacher, teacher trainer, curriculum developer, materials writer, director of studies, consultant, and author. He has broad experience in different aspect of ELT, but specializes in academic English and, particularly, exam preparation. Currently, his focus is on writing books and materials and developing innovative e-learning resources. He is the author of several ELT books, including other titles for National Geographic Learning.

Vanessa Lent

Vanessa Lent holds an MEd in Curriculum Studies from Mount Saint Vincent University. She has worked at Immigrant Services Association of Nova Scotia (ISANS) for over five years as an instructor and curriculum developer. Current research interests include applications of Universal Design for Learning to literacy curriculum design; increasing EAL learner autonomy through life-writing; and constructions of citizenship in Canadian textual production.

Jessica Leslie

Jessica Leslie has been in the EAL world since 2002. She has an Applied Linguistics degree, a TESL cert., an International Communications cert., and 11 years experience in Special Education. She is lucky to have taught in Central Asia and on both of Canada's stunning coasts. She is currently a Special Education and Literacy Instructor at Immigration Services Assoc. of Nova Scotia.

Stephanie Leutner

Stephanie has 19 years experience as an ESL/EFL teacher, a Google Certified Educator (Level 2), and is currently a full time PBLA Support Lead, a job she got in part because she is able to help colleagues with PBLA challenges.

Sunny Liu

Sunny is a research assistant and a part-time ESL instructor at Sheridan. She holds a bachelor's degree in Management and Sociology from the University of Toronto and the TESOL Plus Graduate Certificate from Sheridan College. Sunny also holds a CELTA certificate from the University of Cambridge.

Rajpreet Lotay

Rajpreet has more than 7 years of experience teaching adult newcomers in LINC and ESL settings. She has a Masters in Education and a certification in teaching environmental education. As an environmentalist, Rajpreet has taught a range of learners about environmental sustainability ranging from literacy to advanced language learners and launched recycling programs in her language school, encouraging newcomer participation towards a green future.

Svetlana Lupasco

Svetlana Lupasco is an e-learning consultant at TCDSB where she supports Adult ESL and FSL hybrid program delivery. She has been working on TELLON project team developing Adult ESL e-learning units for provincially funded adult ESL in Ontario for the past three years.

Joseph Macchia

Joseph has 30 years of ESL and volunteer experience with the TDSB, Seneca and Humber Colleges. Trained in the CLB and PBLA, he was a PBLA Lead at the TDSB. He is the co-author of When's the Next Holiday? Canadian Celebrations. Currently, he is a Program Officer at the TDSB.

Darlene Macinnis

Darlene Macinnis has been a Practice Interview Co-ordinator for 20 years at ISANS. She has arranged mock interviews and/or coached thousands of job seeking clients. She has worked collaboratively with 100's of Human Resources professionals and , managers who volunteer with ISANS Practice Interview Program. She has taught pre-employment workshops to adults and youth, LINC classes and Workplace Education programs to EAL adult professionals.

Chayan Mallick

Chayan (M.A. Applied Linguistics, CELTA, TESL Ontario, LIT2T) has more than 18 years of ESL teaching experience in home and abroad. She has been teaching at Saskatchewan Polytechnic as a LINC Instructor since 2013. Chayan is also the Saskatchewan mentor for LearnIT2Teach trainings.

Sukirman Marshan

Sukirman is one of the English lecturers at Institut Agama Islam Negeri Palopo (IAIN Palopo). He holds a bachelor's degree in English Teaching at Alauddin State Islamic University of Makassar and a Master's degree in Teaching English at the State University of Malang. Nowadays, he is a Ph.D Education students at School of Social Sciences, Education and Social Work at Queen's University of Belfast, UK.

Derek Martin

Derek Martin, principal - CultureWorks ESL - London, is pursuing a PhD and is interested in the role of intercultural competence in language teaching, learning, and leadership. He was an English teacher and exchange program facilitator in Japan for 4 years and has been in the EAP sector in Canada since 1998.

Reza Mazloom-Farzaghy

Reza Mazloom-Farzaghy has served as the TESL Ontario Accreditation Services Manager since 2008. Also, he has taught adult ESL and trained ESL teachers in Canada and abroad for many years. Reza is an OCELT and holds a Master's degree in TESL.

Diane McCargar

Diane McCargar has been an adult ESL instructor with the Ottawa-Carleton District School since 1993. She is a Support Instructor with a focus on technology and was one of the developers with the OCDSB's Real World Task Bank.

Julie McCarroll

Julie McCarroll is an English as a Second Language Academic Instructor at Carleton University in Ottawa, Canada. She has an MA in Applied Linguistics. In preparing international students for success in their discipline courses, she is interested in the ways that technology can motivate and engage learners to meet learning outcomes. Julie received an Innovation Grant from Carleton University in 2018 for her research on ePortfolios.

Kevin McCourt

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

Nickesha McGregor

I am an OCT certified teacher (English and Spanish). I have taught students at the high school level as well as adults with limited literacy in English. I have a passion for research. I am a lifelong learner because I believe that there are always teachable moments in life.

Lara McInnis

Lara McInnis is an English/ESOL Professor at Humber College. Lara has been teaching English since 1999 and has taught in a variety of contexts including EFL, ESP, EAP, post-secondary English, and TESL.

Jennifer McKay

Jennifer McKay is the Program Supervisor for the adult ESL, LINC and LBS programs at the Ottawa-Carleton District School Board. Jennifer has been involved in CLB test development and teacher/assessor PD projects for the past 15 years.

Anita McLeod

Anita McLeod has taught ESL for over 20 years in Canada and abroad. She currently teaches at St. Georges Centre for Adult ESL in Guelph. She has also presented at the TESL Conference in Toronto, North York TESL Conference, and TESL Waterloo-Wellington on "real life spoken English.

Pauline McNaughton

Pauline McNaughton is interim Director of the Skills Development and Apprenticeship Branch in the Ministry of Education, collaborating closely with the Ministries of Training, Colleges and Universities and Children, Community and Social Services to deliver policies, strategies and programs to support engagement, transitions and pathways for all learners from Kindergarten to Adult. Previous to her past 12 years with the Ontario Government, Pauline previously worked in the adult education sector, serving in various capacities at the Centre for Canadian Language Benchmarks, AlphaPlus Centre, Continuing Education department of the Ottawa-Carleton District School Board as well as with Arctic College on Baffin Island.

Carlos Medina

Carlos R. Medina is a student-for-life. He taught university students for 15 years before reinventing himself as a LINC instructor in Brampton 10 years ago. He has a B.A., M.A., Ph.D. (University of Louvain, Belgium), Post-Ph.D. (New York University), CerTESL (University of Saskatchewan), PTCT 1,2,3 (Canadian College of Educators / Mount Royal University / London Language Institute), and Creative Writing Certificate (Stratford Institute).

Paula Medina

In 1998, Paula Medina and a partner founded London Language Institute, where she is currently the Director of Academics. She is involved in numerous areas of the business, including curriculum development, TESOL training, human resources, and marketing. Paula has been PD chair, secretary, and president on the TESL London executive.

Angela Meyer Sterzik

Angela Meyer Sterzik is a Professor of ESL, Writing and TESOL Coordinator at Fanshawe College. Angela has a background in English language teaching, teacher education and curriculum design.

Petra Middleton

Petra has over 15 years of English language teaching experience including teaching EFL in Hungary and adult ESL in Ontario. In the past 10+ years, she has been a LINC instructor at Conestoga College where she is also involved in mentoring student teachers.

Afrouz Mobayen

Afrouz Mobayen teaches in the EAP program at George Brown College as well as online courses for McGill's School of Continuing Studies. She has taught in a variety of contexts including EAP, ESP, and EFL since 2005 and holds an M.Ed. in Curriculum Studies and Teacher Development from OISE/UT with a specialization in Comparative, International, and Development Education.

Michael Mohammed

10 year educator working with Toronto District School board. Leader, Innovator, Instructional Coach and educator. My passions include supported both educators and students to reach their top potential.

Mike Murphy

Mike taught EAP at the University of British Columbia, 2012-'17, before relocating to Ottawa, where he has since taught in Carleton University's EAP program. His teaching and research interests include vocabulary and reading; pedagogical applications of corpus linguistics; and writing-related issues like source use and feedback provision in L2 writing.

Don Myles

Don Myles is an ESL, EFL and EAP instructor, with teaching experience in Canada, Mexico and China. He holds a CTESL & MA from Carleton University and teaches in Carleton's EAP and TESL program (CTESL). Don's current research interests include EAP students' genre and vocabulary knowledge and TESL teacher training.

June Myles

June works for the OCDSB and has over 10 years of teaching experience. She has taught in unique special projects such as ESL for the Trades and ESL for Home Renovation. She has her Masters of Education from the University of Ottawa and a CTESL from Algonquin College.

Tehreem Nathaniel

Tehreem Nathaniel is currently working at TNO-The Neighbourhood Organization as a LINC teacher and facilitator. She has experience teaching ESL/EFL in Canada and abroad. Tehreem has presented a webinar and workshops at both TOSCON and TESL ON, sharing her ideas to make learning and teaching ESL a more beneficial process.

Tom Nittoly

Tom has been in the English language teaching industry for over a decade. He splits his time between teaching General English courses and training CELTA candidates in Midtown Toronto. He has recently completed an MA in Applied Linguistics at York University and is excited to share and implement some of what he learned during the program.

Kevin O'Brien

Kevin has been an educator for over 40 years. Kevin has worked with technology since the early 80's and has written educational software as well as training teachers to use technology in their classrooms. He has presented multiple times at TESL Ontario and other affiliates and LINC PD days.

Akiko Okunuki

Akiko Okunuki is a student in Graduate School of Global Japanese Studies of Meiji University in Japan. She teaches elementary and secondary school English learners in Japan.

James Papple

James Papple is Manager of EAP programming at the York University English Language Institute. James has a background in English language teaching, program coordination and curriculum design.

Kate Paterson

Kate has been teaching English as a second language for ten years. She holds a Master's degree in Education in the field of Applied Linguistics from Western University and is currently a PhD student there. Her research focus is on the role of first language in English teaching and learning.

Donna Pearce

Donna is a Program Development & Quality Assurance Coordinator for ESL Services at Brock University. She also teaches Pronunciation for the Goodman School of Business and is an IELTS Speaking Examiner. Her research interests include plurilingualism in ESL instruction, innovative pedagogies for language learning and use of technology to facilitate pronunciation instruction.

Zhanna Perhan

With over 15 years of experience in language teaching, a master degree in second language education and working towards doctoral degree in language and literacy, Zhanna has been a dedicated LINC instructor and trainer, mentor and volunteer within her community. Her special interests include newcomers' integration into the labor market and mitigating newcomer seniors' isolation. She has been a presenter at many academic/professional conferences.

Tamara Physk

Tamara is a research assistant in a research project at Sheridan. She holds a bachelor's degree in Psychology from Tyndale University and the TESOL Plus Graduate Certificate from Sheridan College. She also holds a CELTA certificate from the University of Cambridge.

Geoff Pinchbeck

Geoff is Assistant Professor of Applied Linguistics at Carleton University. He taught EFL in Quebec, Japan, and Saudi Arabia, and was an instructor, materials developer, and language curriculum designer in a wide variety of language teaching contexts in Alberta, including EAP/ESP, LINC and ESL-literacy.

Mitra Rabiee

Mitra holds a PhD in Applied Linguistics (TEFL/TESL) with over 25 years of teaching experience at the post-secondary level. She is TESL Canada and TESL Ontario certified English instructor with 10 publications and 20 presentations. Currently, she is teaching in YUELI at York University and SELS in Seneca College.

Sharon Rajabi

Sharon Rajabi, M.Ed. works for the TCDSB and currently manages the National Curriculum Guidelines and the e-Learning project funded by IRCC and MCCSS respectively. Sharon's interest is in the application of technology in SLA and its impact on second language learning.

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.

Sonja-Liv Rannem

Sonja-Liv has been working in the field of ESL/EFL for over 10 years, teaching in Canada, Spain, and Japan. She is particularly interested in studying critical multiculturalism and willingness to communicate in EAP contexts.

Kashif Raza

Kashif Raza is a lecturer in English at Qatar University's Foundation English Program. His research interests include teacher education, language policy development and implementation, second language writing and program administration.

Serena Reis

Serena is a LINC Professor, PBLA Lead Teacher and Site Coordinator at Conestoga College. She has been involved in LINC for 23 years. She has also taught EAP, EWP, and TESL. She currently teaches CLB 7/8.

Gail Richey

Gail began her public health nursing career in 1983. Recently, she has worked extensively with ESL/LINC instructors and adult learners developing curriculum resources and supporting healthy school committees.

Cheryl Richman

Cheryl has over 25 years of experience working in the field of language training. She spent 17 years in the classroom and currently is supervising adult ESL classes at the Bickford Centre.

Sabine Ricioppo

After completing her M.Ed. (TESL), Sabine worked as an ESL/LINC and PBLA Lead Instructor as well as a CLB Assessor. She is currently pursuing a PhD in Measurement, Evaluation and Data Science at the University of Alberta.

Yves Saint-Germain

Mr. Yves Saint-Germain holds an M.A. (Political Science). Since 2007, Mr. Saint-Germain is Director, Language and Francophone Policies Division, Settlement and Integration Policy Branch, Immigration, Refugees and Citizenship Canada. He is responsible for establishing directions for the settlement program including: language training program policy (LINC), responsible for the Francophone Immigration Policy Hub to achieve IRCC Francophone Immigration Strategy and implementing the Francophone Integration Pathway as part of Canada's Action Plan for Official Languages 2018-2023.

Naglaa Salem

Naglaa Salem teaches EAP and Language credit courses at the Real Institute, Ryerson University. She is a TESL Ontario 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.

Stephanie Samboo

Stephanie Samboo (MA, OCELT) is an Associate Dean at Sheridan College, and a former ESL and First-Year Composition faculty. She is a PhD candidate in English at the University of Waterloo. Her research interests include Intercultural Rhetoric, Composition Pedagogy, Anti-racist pedagogy, the Scholarship of Teaching and Learning, and Language Acquisition.

Rebecca Schmor

Rebecca is the co-producer of an English language learning series on Youtube. She currently teaches Academic English at the University of Toronto and German at Hansa Language Centre, and has previously taught Spanish and French at the university level.

Juliana Seriani

Juliana Seriani has over 9 years of experience teaching Academic English at York University English Language Institute and over 15 years in language teaching. She has a Master of Arts in Culture and Society, and a Masters in Applied Linguistics. Her interests include language assessment, and acculturation in ESL classroom.

Bonnie Sibley

Bonnie's love of travel ignited a spark that led her on a career path into the LINC classroom. She recognized that her students would benefit from a more flexible learning environment, which led her to begin training with LearnIT2Teach in 2014. Bonnie is passionate about bringing technology into the classroom.

Sandeep Kaur Sidhu

Sandeep Kaur Sidhu is a TESL Ontario certified ESL instructor at Sheridan College, where she teaches various levels of ESL programs. She is a recent TESOL Plus graduate and has also successfully completed her CELTA program in April 2018. She has taught English for around 5 years in India and Canada.

David Siefker

David Siefker is a Lead Instructor in English Language Programs at the University of Guelph. He has a Master's degree in Applied Linguistics and 30 years of experience teaching in language programs.

Ingrid Sikorcin

Ingrid Sikorcin is completing her graduate studies in Applied Linguistics, York University. She is a speaking and writing assessor for CELBAN and IELTS as well as an EAP Instructor at George Brown College. Her teaching and research interests include English for Medical Purposes, critical materials development, and assessor beliefs.

Rodney Smith

An experienced, teacher, Director of Studies, ELT author and Teacher-Trainer, Rod has worked in the U.K., the Middle East, Scandinavia, France, Spain, Portugal, Paraguay, and Canada, developing a career as diverse and rewarding as the experience gained from engaging closely with a wide variety of different cultures over more than three decades.

Mandeep Somal

Mandeep Somal has a M.Ed. in Teaching, Learning, and Development from Brock University with 14 years of ESL, LINC, and post-secondary teaching experience from Mohawk College, Humber College, and Mukogawa Women's University (Osaka, Japan). She specializes in newcomer youth collaborative video projects in LINC for Youth Video Project at Mohawk.

Jennifer St John

Jennifer St. John teaches English as a second language at the University of Ottawa. Her teaching experience includes teaching oral communication skills and pronunciation to adult learners. Her current research interests include exploring digital tools to increase learner engage in language learning.

Lori Steers

Lori Steers has been teaching EAP at Trent University for over 11 years. In addition to her role as ESL Instructor, she acts as Academic Liaison, maintaining close relationships with other academic faculties and student groups in the university. In this role, she also writes curriculum and facilitates a student mentoring program and a speaking partner program.

Matthias Sturm

Matthias Sturm has worked extensively in the fields of adult literacy and ESL. He is currently a Ph.D. Candidate at Simon Fraser University and is working towards completing research related to blended learning and digital equity. Matthias is the Lead Evaluator and Researcher/Writer with LearnIT2Teach and New Language Solutions.

Simona Sunara

Simona Sunara, PhD, has been a researcher and writer with the TESL Ontario Directory of Best Practice Resources since 2017. She works as a sessional university instructor, a French as a Second Language teacher and a curriculum developer.

Shazma Tahir

Shazma Tahir is a highly professional, results-driven TESL Ontario Methodology Instructor, TESL Ontario and TESL Canada certified Instructor. Shazma is working as a PBLA Support Lead Teacher and ESL Instructor for Peel District School Board. Her role as a lead support has allowed her to hone her skills as she works collaboratively with students and staff while training and coaching new hires to assume greater responsibilities and improve the quality of education.

Hana Taleb Imai

Hana Taleb Imai is an Associate Dean in the School of Global Access at Bow Valley College in Calgary Alberta.

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.

Vander Tavares

Vander Tavares holds a Master of Education from York University. He is currently a PhD candidate in the linguistics and applied linguistics program, also at York. His areas of research include multilingualism, identity, and international student experience.

Suzanne Taylor

Suzanne has been an ESL teacher at the TDSB since 2016 and specializes in IELTS preparation courses. Prior to joining the TDSB, she spent more than two decades in the business world as a writer and marketer. She earned her TESL certificate from the TDSB in 2016.

Veronica Torres

Veronica has over 15 years of experience in social projects, family, individual, couples and children's therapy. She is also certified in Life Skills Coaching from George Brown College. She has a Master's degree in Psychology, Marriage and Family Therapy. She works at MNLCT as an Art Therapist.

Anh Tran

Anh Tran is a newly graduated Master of Professional Education - TESOL from Western University. She has a dream of opening her own English center in her home country Vietnam, making it a better place, and inspiring her students to become the best versions of themselves.

Ivanna Tymchuk

Ivanna has over 15 years of experience as a language teacher. She has a Master of Applied Linguistics degree. For the past two years she has been a LINC instructor with CUIAS LINC school. She has taught different CLB levels, but is most interested in literacy and senior newcomer language learning

Nancy Van Dorp

Nancy is a Senior Trainer/Developer on the LearnIT2Teach Project, where she develops elearning materials for use in blended and fully online classrooms. She also teaches culture and technology courses at Sheridan College. Enchanted by edtech possibilities, she loves exploring and showing new ways to integrate andragogical resources.

Linda Vanderstoop

Having worked as a LINC instructor for over 20 years, Linda has taught at various settlement agencies and the TDSB. Linda's skills have afforded her the opportunity to teach the LINC curriculum at all levels, and she has a great facility for engaging students at each level. Through her work at CUIAS, she has witnessed the importance of the LINC program in helping seniors in their adaptation and integration into Canadian society

Martina Vassallo

Martina Vassallo is a doctoral student in applied linguistics with over 5 years of experience instructing ESL classes to international students in both the private and public sectors. Martina is passionate about contributing to creating opportunities for success for all involved in the language learning process, including students, teachers, administrators, and researchers.

Laureta Vavla

Laureta Vavla has over 15 years of experience in teaching English as a foreign language in Canadian and European universities and colleges. She has a PhD in EFL Assessment, and she is a CLBA Trainer and a TESOL presenter and delegate. Her interests include EFL assessment, CLBA, and applied linguistics.

Tetyana Vdovina

Tetyana Vdovina, Ph.D., M.A., is Academic Lead at International Centre for EAP (ICEAP). She has worked in the ESL field for more than 20 years. Special interests include the methodology & organization of English language teaching.

Anna Vinizer

Anna Vinizer is an Israeli born instructor and educator, passionate about the latest technological tools and software that create e-learning courses that are here to stay. To date, Anna has modified, utilized, and created e-learning courses that are implemented in a computer program at the Y.

Andrew Wagner

Andrew Wagner is a world-known writer, speaker and project founder in the blockchain community who got his start spreading Bitcoin adoption in Vancouver, BC. Before that, he helped administer a non-profit ESL group, an experience he is now applying to his blockchain expertise with his latest project.

Monica Waterhouse

Monica, a teacher educator at Université Laval, has over 15 years of English language teaching experience in diverse contexts: with Francophone children in Northern New Brunswick, Chinese adolescents in Beijing, and adult immigrants in Ontario. Her courses focus on various aspects of ESL pedagogy and she supervises student teacher practicums.

Dania Wattar

Dania Wattar is a research associate and lecturer at OISE, University of Toronto. She has a PhD in educational policy, a Master in curriculum studies and is a certified teacher in Ontario. Dr. Wattar's research interest includes issues related to equity and social justice, supporting diverse students including language learners and newcomers.

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 also been a technical writer/editor/assistant trainer with LearnIT2teach.

Marijke Wertheim

Marijke teaches Methodology in the TESOL Certificate program at Woodsworth College, University of Toronto. Over the past 20 years, she has also taught a wide variety of courses at the University of Toronto School of Continuing Studies, George Brown College and Humber College. Marijke is a regular presenter at TESL conferences.

Lea Westlake

Lea Westlake has worked as an ESL instructor, department head, consultant, and curriculum developer for over 25 years in high school, college, university and community settings. Lea has an M.Ed, ESL Specialist and OCELT. She specializes in workplace English, IELTS, and e-learning. She is currently developing e-learning courses for KEYS Job Centre, the Toronto Catholic School Board, and the Centre for Canadian Language Benchmarks.

Katie Wightman

Katie has 5 years of teaching experience, from ESL literacy to employment language training. She has a Bachelor of Education and TESL Certificate from Crandall University and a Certificate in Curriculum Development from the Canadian College of Educators. She is a proud employee of the YMCA of Greater Saint John.

Julia Williams

Julia Williams is an experienced EAP instructor with over 30 years of teaching in second language contexts. She is the author of LEAP Reading and Writing, levels 3 and 4, and the Director of English Language Studies at Renison University College, University of Waterloo.

Kent Williams

Kent Williams is a PhD candidate in Applied Linguistics and Discourse Studies at Carleton University and he is also an instructor in the Culture and Language Studies Department at Renison University College at the University of Waterloo. His primary research interests are second language speech proficiency, language testing and assessment, and curriculum and materials development. He has taught in Canada, Korea, Vietnam, and the Czech Republic.

Alison Wilson

Alison is a LINC Professor, PBLA Lead Teacher and Site Coordinator at Conestoga College. She has been teaching in LINC for 11 years. She has experience teaching at all LINC levels both in class and online. Currently, she is teaching Literacy.

Amy Yani

Amy Yani is an ESL Professor and a TESOL Trainer at Sheridan. Amy has been a language teacher for over 16 years and has taught a broad spectrum of courses including ESL, ESP, LINC, TESL, and post-secondary English.

Saman Yousefifard

As a new but aspiring ELT/ESP/EAP materials writer, instructional technology designer, and researcher, Saman has endeavored to prove that research and practice are inextricably interrelated. Saman's academic credentials include an M.A. in TEFL, and he is currently a Master student in Media and Technology Studies in Education at UBC, Vancouver Campus.

Dorothy Zemach

Dorothy Zemach taught English, French, and Japanese for over 25 years in Asia, Africa, and the US. She holds an MA in TESL from the School for International Training in Vermont, USA. An author of over 20 textbooks, she now concentrates on writing and editing English language teaching materials and conducting teacher training workshops. In 2012, she founded a micropress (visit at <http://wayzgoosepress.com>) that publishes fiction, non-fiction, and educational materials. Her areas of specialty and interest are teaching writing, teaching reading, business English, academic English, testing, and humor. She is a frequent plenary speaker at international conferences, and a blogger for Teacher Talk at Azar Grammar. Her personal website is <http://dorothyzemach.com>.

Azadeh Zohourian Pordel

Holding BA and MA in Translation studies, with 9 years EFL teaching in Middle East, received second master in MPED TESOL from Western University in 2019. Having experienced online teaching to Chinese learners and volunteering at YMCA LINC, recently joined ICEAP at King's University college and Centre for Lifelong Learning.

Lynda Zolcinski

Lynda is an ESL instructor at Sheridan College and a research assistant in a research project at Sheridan. She holds a bachelor's degree in Sociology from the University of Ryerson and the TESOL Plus Graduate Certificate from Sheridan College. Lynda also holds a CELTA certificate from the University of Cambridge.

TRAVEL DISCOUNTS



Trains arrive at Union Station on Front Street, 1 block west of Yonge Street, opposite the Fairmont Royal York hotel.

VALID: December 3rd 2019 to December 10th 2019

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: **13990.**

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 (13990) 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 2019. The discounted fares are available for booking until Dec 08, 2019 and available for travel:

Location:

Dates of Travel:

From: Anywhere in Canada or US	To: Toronto	From: Dec 04, 2019	To: Dec 6, 2019
From: Toronto	To: Anywhere in Canada or US	From: Dec 05, 2019	To: Dec 8, 2019

Please book online at <https://www.flyporter.com/en-ca/?promocode=TESL19> or through your travel agent using promo code "TESL19".

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

HOTEL INFORMATION

Accommodation - Marriott Downtown at CF Toronto Eaton Centre - 525 Bay St, Toronto, ON M5G 2L2

The room block at the Marriott is full; an overflow block has been created at the DoubleTree by Hilton Toronto Downtown, which is a 4-minute walk.

DoubleTree by Hilton Toronto Downtown

108 Chestnut Street, Toronto, Ontario M5G1R3

Phone: 416-977-5000

Group rate: \$189.00 plus taxes, per night

Group code: TES or Teachers of English

Cut-off date: November 18, 2019. *Book early to avoid disappointment.* After the cutoff date all unused rooms will be released back to the hotel. Any new requests received after cut-off date will be subject to hotel availability and prevailing rate at time of booking.

Parking

Marriott: On-site parking is available at a rate of \$9 hour, with a daily rate of \$36 CAD plus taxes per night. Valet parking is available at a rate of \$50 plus taxes per night. The garage height clearance is 2 meters or 6 feet, 7 inches.

DoubleTree: Self-parking at the DoubleTree by Hilton Toronto Downtown is \$35.00 CAD daily (clearance is 6').

Directions

For a map of the local area and directions from your location, please visit

<http://www.marriott.com/hotels/maps/travel/yyzec-toronto-marriott-downtown-eaton-centre-hotel/#directions>.

Public Transportation

Bus Station - Toronto Coach Terminal

<http://torontocoachterminal.com/home.html>

Subway Station – Dundas Subway Station or Queen Subway Station

<http://www.ttc.ca>

Train Station – Union Station

<https://www1.toronto.ca/wps/portal/contentonly?vgnextoid=dfacd50749604510VgnVCM10000071d60f89RCRD>

Via Rail - <http://www.viarail.ca/en>

Go Transit - <http://www.go transit.com/publicroot/en/default.aspx>

Airports

Toronto Pearson International Airport – YYZ

(16 miles SE)

<https://www.torontopearson.com/#>

Estimated taxi fare: \$65 (one way)

Driving directions - Take Highway 427 South to the QEW-Queen Elizabeth Way East to the Gardiner Expressway East and exit at York/Bay Streets. Follow Bay Street north and the hotel will be on the right just north of Queen Street.

Billy Bishop Toronto City Airport – YTZ (1.6 miles N)

<http://www.porttoronto.com/airport.aspx>

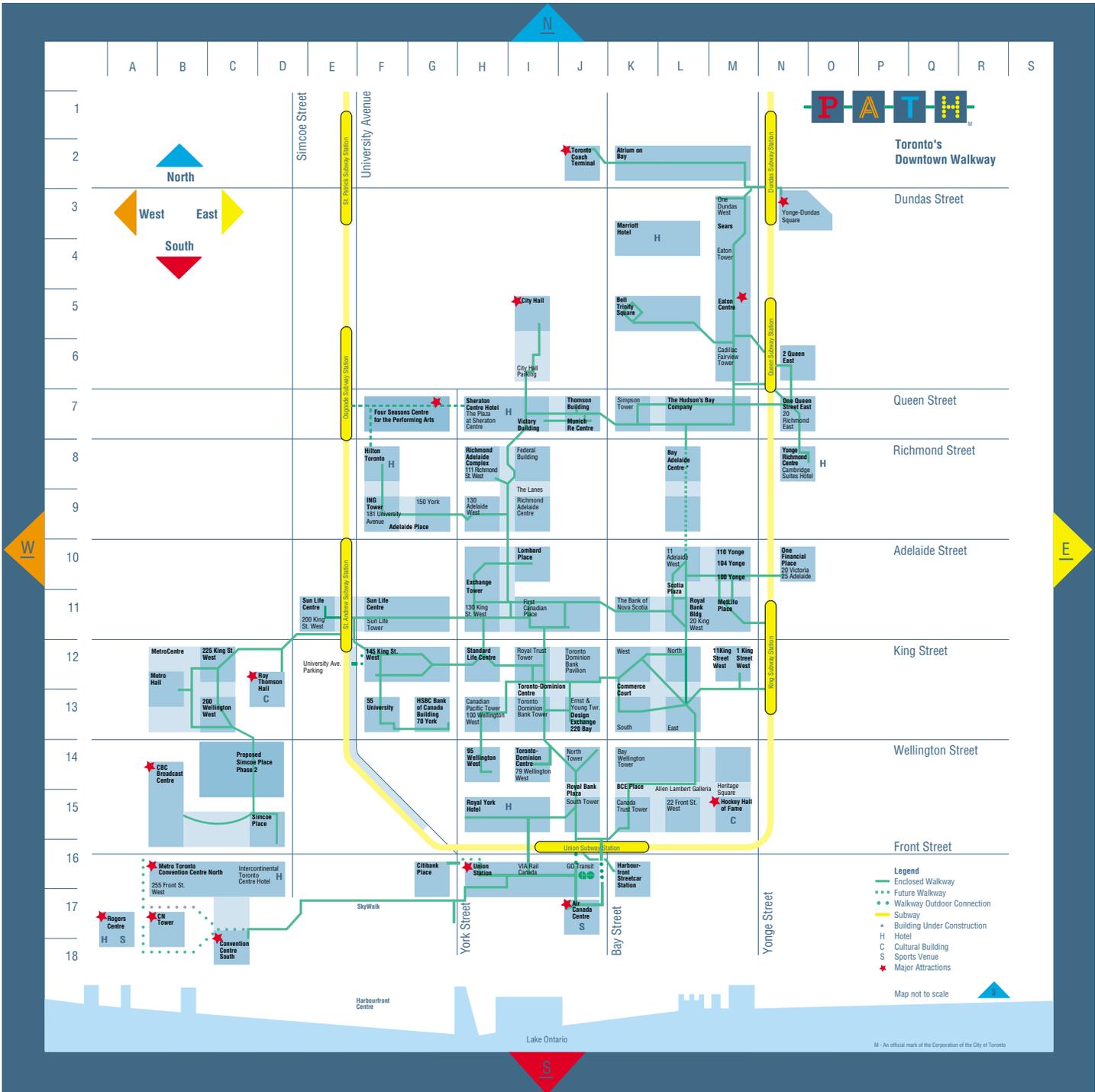
Estimated taxi fare: \$20 (one way)

Aerofleet Services \$30 (one way); reservation required
Driving directions - Take the Gardiner Expressway East and exit at York/Bay Streets. Follow Bay Street north and the hotel will be on the right just north of Queen Street.

Map-Downtown Toronto



P A T H



What's in it for you?

TESL ONTARIO SERVICES

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

- Accreditation and Professional Designation:
- OCELT (Ontario Certified English Language Teacher)
 - CTESOL (Canadian Teacher of English to Speakers of Other Languages)
 - International Certificate in Teaching English as an Additional Language (ICTEAL)
 - Teacher Trainer Certificate
 - PTCT (Post TESL Certificate Training)
 - Instructor Certificate
 - OCELT Training Provider Accreditation
 - CTESOL Training Provider Accreditation
 - PTCT Course Provider Approval
 - Online Registries of OCELTs and Teacher Trainers

Applicants must meet the TESL Ontario standards for certificates listed above.



TESL ONTARIO MEMBERSHIP FORM

27 Carlton Street, Suite 405
Toronto, Ontario M5B 1L2
T 416.593.4243 F 416.593.0164
TF 1.800.327.4827
administration@teslontario.org
www.teslontario.org

MEMBERSHIP TYPE: Please check one

Standard Membership New Renewal
Reduced fees for volunteers, students & retirees.

Accredited Membership Renewal OCELT CTESOL* (*For those holding membership only with TESL Ontario)

Last Name First Name Middle Name

Mailing Address (include suite number if applicable) City Province Postal Code

(_____) _____
Home Phone

(_____) _____
Cell Phone

Email Address (required for accredited members to be listed on the registry)

(_____) _____ Ext. _____ Place of Employment (if applicable) **or** Name of School (if currently attending)
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 (new or renewal) **\$ 83.62**
- Volunteer/Student/Retiree* (new or renewal) **\$ 54.24**
- Accredited Membership renewal (OCELT or CTESOL) **\$ 174.02**

Cheque Cash (do not mail) Visa MC AMEX
(Please note that we are not able to accept payment in the TESL Ontario office by debit card or Interac transfer)

PAYMENT OPTIONS:

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

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: pmt rec'd _____ **Amt Paid \$** _____ Chq Cash Visa MC AMEX

MS Expiry Date: _____ **Accreditation Date:** _____

06/20/2019