40th Annual TESL Ontario Conference

A conference for teachers of English as a second language

Twitter: #TESL2012

November 8-10, 2012
Sheraton Centre Toronto Hotel
QUICK & EASY
TO PREPARE
AND TASTY TOO!

CANADIAN RESOURCES FOR ESL
PLEASING ESL PROGRAMS & TEACHERS SINCE 1993
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TABLES 26 AND 27
IN THE EXHIBITORS’ AREA

email for an up-to-date catalogue
info@eslresources.com
Acknowledgements

TESL Ontario gratefully acknowledges the support of:

Special thanks go to:
Conference Chair - Barbara Krukowski
Conference Presenters
Panel Discussion Presenters
Paper/Poster Submission Review – TESL Ontario Research Committee
Research Symposium Chairs - Bob Courchêne and Hedy McGarrell
Research Symposium Presenters
Technology Fair Advisors - Kevin O’Brien and Sharon Rajabi
TESL Ontario Conference Committee
TESL Ontario Conference Volunteers

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We have much to celebrate this year. This will be the 40th conference of an organization that is also just 40 years old. The desire for professional development was the driving force behind the formation of TESL Ontario and this desire continues to be an important component of our association. However, we have grown to be much more. From accreditation of ESL educators and TESL training institutions and trainers to the creation of the Post-TESL Training Certificate we have spear-headed the establishment of high standards of professional excellence.

This is not the only reason that makes the 40th conference special. TESL Ontario shares this anniversary with the 20th anniversary of the launch of the Language Instruction for Newcomers to Canada (LINC) program – Canada’s national settlement language program. Since 1992 thousands of newcomers have acquired English language skills and gained the knowledge to settle successfully in Canada through the dedicated efforts of LINC teachers across Canada. This year we celebrate the contribution of LINC teachers to the success of this national program.

Once again we are pleased to have distinguished guests from Citizenship and Immigration Canada, the Ontario Ministry of Citizenship and Immigration, Ministry of Education and the Ministry of Training, Colleges and Universities participating in our seventh annual panel discussion entitled “The Evolving Landscape Of Language Training In Ontario” on Friday morning. This is your opportunity to hear from program funders regarding changes in language training in the province.

I would like to take this opportunity to extend, on behalf of TESL Ontario’s Board of Directors and TESL Ontario members, our sincerest thanks to Citizenship and Immigration Canada and the Ministry of Citizenship and Immigration (Ontario) for their financial support of the conference and its participants. Their commitment to support the professional development of those teaching in LINC, adult non-credit ESL, ELT, OSSLT and SLT programs is in recognition of the importance of the work we do as ESL professionals.

The TESL Ontario conference is the result of the dedicated efforts of volunteers. I especially want to thank Barb Krukowski, the Chair of the Conference Committee and the members of the Conference Committee who volunteer their expertise, time and energy to organizing the conference.

Finally, I also want to thank the staff of the TESL Ontario Office who contribute to the success of the conference in countless ways.

Welcome to the 2012 TESL Ontario Conference. Share, enjoy and celebrate!

Sheila Nicholas

Message from the Conference Chair

Forty years; an amazing achievement for an organization whose roots were planted around a kitchen table in 1972! TESL Ontario has much for which to be proud, not the least of which is the 40th anniversary of its annual conference. Whether you’ve been a part of the conference scene for some time, or whether you are a relative newcomer, I’m confident you will not be disappointed with your conference experience this year.

“TESL Ontario at 40: Thriving, Excelling, Sharing, and Leading” captures the essence of our conference program as well as the day to day work of our organization. Conference delegates will have no shortage of opportunities to learn about the latest methodology, research, technology and resources to support their quest for excellent professional development.

Leading edge researchers, who will be delivering plenaries as well as participating in the research symposia, will discuss the latest developments in field of ESL. With nearly 240 presentations plus poster sessions and your favourite ESL publishers and vendors; there will be lots to see and do throughout the 3 days!

Support by the key funders of language programmes in Ontario is greatly appreciated. Citizenship and Immigration Canada has provided conference assistance for 710 LINC and ELT instructors and as well as the Research Symposia. Ontario Ministry of Citizenship and Immigration has provided conference assistance for 250 ESL instructors this year. Our 7th annual panel presentation on Friday morning is an excellent opportunity to hear from ministry representatives as they share updates in the world of LINC and ESL.

Of course we hope you will join us at Thursday’s Welcome Reception as we celebrate ESL week. And be sure to join us Friday evening will as we celebrate with dinner and special entertainment.

A conference of this size and scope happens because of the efforts of a dedicated team. Dr. Bob Courchêné and Dr. Hedy McGarrell organize the Research Symposia; Sharon Rajabi and Kevin O’Brien are Technology Fair Co-Chairs and the TESL Ontario Office works closely with our conference planners to ensure that no details have been overlooked. Please accept my gratitude for your untiring commitment to TESL.

Enjoy your conference! Barb Krukowski
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<tr>
<th>Time</th>
<th>Thursday, November 8</th>
<th>Friday, November 9</th>
<th>Saturday, November 10</th>
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<td>8:00</td>
<td>(Optional-Theatre Performances)</td>
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<td>9:00</td>
<td>La Cage Aux Folles OR War Horse</td>
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**Research Symposium:**
- Thursday, November 8: Challenges and Approaches for Low Level Literacy Learners
- Friday, November 9: Challenges as TESL Ontario Turns Forty
- Saturday, November 10: Challenges and Approaches for Low Level Literacy Learners

**Plenary Sessions:**
- Thursday, November 8: Randi Reppen
- Friday, November 9: Diane Larsen-Freeman
- Saturday, November 10: Randi Reppen

**Annual General Meeting:**
- Friday, November 9

**Posters and Exhibits:**
- Thursday, November 8
- Friday, November 9
- Saturday, November 10
Volunteer Opportunities

We Need Your Help!

Show your support and be part of the action! Over 1500 ESL Professionals will gather in Toronto this October for the TESL Ontario 2012 Conference. Lend your expertise and be a part of the Volunteer Team … sign up today!

When: November 8-10, 2012
Where: Sheraton Centre Toronto Hotel, 123 Queen Street West

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

TO BECOME A CONFERENCE VOLUNTEER
• When registering for the conference, check the box to be a volunteer
• Register online at http://www.formstack.com/forms/?1276779-giLtAXDdbk.

Prepare Conference Registration Materials (before the conference) – November 5, 6, 7
Collate attendee name badges, registration kits and delegate bags.

Registration Desk Volunteer (at the conference)* - November 8, 9, 10
Welcome attendees to the conference, distribute name badges, registration materials and delegate bags.

Poster Session Monitor (at the conference) - November 8, 9, 10
Welcome attendees to the poster presentations, assist attendees with locating specific posters or presenters, direct traffic.

The Benefits?
• Certificate of Appreciation
• Volunteer ribbon on your name badge to recognize your contribution among all attendees
• Working in a team environment, alongside other ESL Professionals
• Networking, Networking, and more Networking!
• A draw for a gift certificate for each completed shift (e.g. each time you work at the registration desk).
Part-Time Teaching Positions Available

Oxford Seminars is Seeking Experienced TESOL/TESL Instructors to Teach Our Weekend Courses

Ideal candidates are:
- currently teaching ESL and are excited to share their overseas teaching experiences;
- are eager to demonstrate creative and interactive teaching methodologies;
- are prepared to teach a comprehensive curriculum to classes of aspiring and motivated individuals looking forward to teaching English abroad.

Requirements
- B.Ed, MA, M.Ed, or University degree with TESL concentration
- Minimum of 3 years ESL teaching experience, including 2 years teaching overseas
- Knowledge of contemporary second language acquisition methodology
- Extensive experience in lesson planning, skills development, and classroom management techniques

Positions available in major cities across Canada.
Compensation starts at $30/hour.

For a complete job description visit www.oxfordseminars.ca/careers/tesl.php

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Thursday at a Glance

8:00 AM-5:00 PM  REGISTRATION/INFORMATION DESK OPEN (Second Floor Foyer)
8:00 AM-9:00 AM  COFFEE BREAK
9:00 AM-5:00 PM  EXHIBITS OPEN – Provincial Ballroom (Second Floor)
                 POSTERS OPEN – Churchill Foyer (Second Floor)
9:00 AM-9:40 AM  TAA: English For Financial Literacy: Online Activities
                 TAB: Voice Threads
                 TAC: Discovery Learning: Creating Activities That Unlock Learner’s Potential
                 TAD: Concrete Strategies To Build An Intercultural ESOL Practice
                 TAE: CBC’s Babel Documentary Discussion
                 TAF: Successful EAP Instruction
                 TAG: Global Experience Ontario: Helping You On Your Journey
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<th>Time</th>
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<tr>
<td>9:00AM-10:40AM</td>
<td>TAH Classroom Instruction That Harnesses Digital Resources</td>
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<td>TAI Silence: The Dynamic Partner Of Pronunciation</td>
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<td>TAJ The Layer-cake Approach To ESL Training</td>
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<td>TAL Introducing The CLB Support Kit - A Resource For Practitioners</td>
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<td>TAM TOEFL And IELTS For Non-Test-Prep Teachers</td>
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<td>TAN Teaching Prefixes: Evolving Strategies To Exploit Possibilities</td>
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<td>TAO Enhancing Instructor Skills - Post TESL Certificate Training</td>
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<td>CC-TAS Setting up Speaking Tasks</td>
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<td>9:00AM-11:40AM</td>
<td>TAP Interactive Environmental Learning Enhancing ESL Vocabulary And Curricula</td>
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<td>CC-TAT Introduction to Portfolio Based Language Assessment</td>
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<td>CC-TAU Using SAM: CLB 1-4 Classroom Assessment Tool</td>
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<td>10:00AM-10:40AM</td>
<td>TBC Using Rater Comments For Writing Grid Revision</td>
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<td>10:00AM-11:15AM</td>
<td>TBD-PL PLENARY: Corpora And Language Teaching: Ideas For The Classroom</td>
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<td>10:00AM-11:40PM</td>
<td>TBE CGAMS (Cathy's Google Advantage Method For Spelling)</td>
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<td>TBF Possibilities And Potential For iPads In ESL Education</td>
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<td>TBG Practical Tools For Improving Your Teaching</td>
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<td>TBI How Do We 'Know' What To Teach?</td>
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<td>11:00AM-11:40PM</td>
<td>TCA Licensing Solutions Make Copying Easy</td>
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<td>TCB For New Instructors Only - Tips, Techniques &amp; Tools</td>
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<td>TCC The Evolving Activity</td>
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<td>TCD Language Assessment: A Look Behind The Scenes</td>
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<td>TCE Finding Energy In A Stressful World</td>
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<td>TCF Reel Canada Workbook - Integrated Skills Through Canadian Film</td>
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<td>TCG Essential Skills And Labour Market Integration</td>
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<td>TCH Reading As The Root Of All Lesson Plans</td>
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<td>TCL Maximizing Diagnostic Feedback In Second Language Classrooms</td>
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<td>12:00PM-12:40PM</td>
<td>AGM Annual General Meeting</td>
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<td>1:00PM-1:40PM</td>
<td>TQA What's New In LearnIT2teach: Project Update</td>
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<td>TQB Grammar Teaching: Then and Now</td>
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<td>TQC Occupation-Specific Language Training (OSLT) At Ontario Colleges</td>
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<td>TQD Rethinking Philosophy Of Teaching In Second/Foreign Language</td>
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<td>POSTER1 Traffic Lights: Signalling Comprehension And Confusion</td>
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<td>POSTER2 Bridging The Linguistic Gap Between English And Science</td>
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<td>POSTER3 Grammart Throughout The Year</td>
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<td>POSTER5 Integrating Music In Foreign Language Teaching And Learning</td>
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<td>POSTER8 Justifying The Intended Effects Of A Classroom-Based Oral Assessment</td>
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<td>POSTER9 Developing Support To Support Development</td>
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<td>POSTER10 Volunteer Tutoring Programs</td>
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<td>POSTER11 TESL Ontario Member Survey Results</td>
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<td>1:00PM-2:40PM</td>
<td>TQE Bring Learners' Voices Together With VoiceThread</td>
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<td>TQF Professional Learning Teams: Putting Theory Into Practice</td>
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<td>TQH Critical Pedagogy Through Drama: ESL Learners Leading The Way</td>
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<td>TQI LINC To Work</td>
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<td>TQJ The Power Of The Presentation</td>
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<td>TQK Bringing Technology Into The Classroom</td>
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<td>TQL Integration Of Pronunciation - Focus On Rhythmic Patterns</td>
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<td>TQN I Can't Believe I Learned Grammar!</td>
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<td>CC-TQQ Assessing Writing</td>
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<td>1:00PM-3:40PM</td>
<td>TQO Effective Pronunciation Lessons For Adult Learners</td>
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<td>CC-QR Integrating CLB Assessment into your ESL Classroom</td>
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### Thursday at a Glance Continued

**1:00PM-4:00PM**

**TQP-RS**

**RESEARCH SYMPOSIUM: CHALLENGES AND APPROACHES FOR LOW LEVEL LITERACY LEARNERS**
- What Does Dynamic Assessment Reveal About Language And Literacy Abilities That Conventional Assessments Do Not?
- Targeting Language And Reading Related Strategic Knowledge In Recently Immigrated Adolescents Immigrants
- Is It A Reading Or A Language Challenge? Good And Poor Readers Who Are Chinese L1 Speakers
- "You Don’t Write To Be Understood; You Write To Avoid Being Misunderstood": Tutor Beliefs About Writing And Approaches To Teaching Writing In An Afterschool Literacy Program

**TQQ**

Video And Movie Studies: Beyond The Ordinary

**CC-TQS**

Training on using CLB 5-10 Exit Tasks

**2:00PM-2:40PM**

**TRA**

Smartphones As A Platform For English Language Learning

**TRB**

Best Practices In Grammar Teaching

**TRD**

Critically Examining Texts In Adult ESL Classrooms

**TRE**

Empowering And Engaging Language Learners With Listening Circles

**TRF**

Focusing On Design In Materials Design

**3:00PM-3:40PM**

**TSA**

Who’s Using Social Media? Everyone?

**TSC**

CAEL Assessment And The EAP Class

**TSD**

A Principled Approach To Standards And Assessments For ELLS

**TSE**

Promising Practices for Delivering Language Training To The Low-German Speaking Mennonite Community

**TSF**

Who Is NOBODY?: A Program Celebrating EVERYBODY’s Strengths

**3:00PM-4:00PM**

**TSH**

An Introduction To Course Editing In Moodle

**TSI**

Using Corpora To Supplement Coursebook Vocabulary

**TSJ**

Helping ESL Students Improve Their 'Tone'

**TSK**

Open-ended Video Role Plays: Negotiation 2.0

**TSL**

Cell Phone Activities

**TSM**

Driving Up Scores: Looking Under The Hood Of TOEFL

**TSN**

Implementing Portfolio-Based Language Assessment (PBLA) In LINC And ESL

**4:00PM-4:40PM**

**TTA**

Empower Learners Through Digital Stories

**TTB**

Barriers To Citizenship: How ESL Teachers Can Help

**TTC**

Unnoticed And Underserved: Special Needs Students In ESL Classroom

**TTD**

Understanding The Chinese Student

**TTE**

Handouts For Your CLB 1-5 Classroom

**TTF**

Academic English Language Acquisition Expressed In Language Standards

**TTG**

Job Embedded Professional Development: A Method And Resource

**5:00 PM**

**EXHIBITS/POSTERS CLOSE**

**5:00-6:30 PM**

**WELCOME RECEPTION** – Civic Ballroom (Second Floor)

**7:30/8:00 PM**

TESL ONTARIO IS GOING TO THE THEATRE – War Horse/La Cage Aux Folles

(Additional Ticket Cost): See pages 107/108 for more information

### Legend

- **Session is repeated at another time**
- **Session is being webcasted**
- **Pre-registration limited to ESL funded participants**
### Friday at a Glance

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<td>POSTERS OPEN – Churchill Foyer (Second Floor)</td>
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<td>9:00 AM-9:40 AM</td>
<td>FAA Quick Development Tools For Materials Developers</td>
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<td>FAB The SL Classroom From A Suggestopedic Perspective</td>
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<td>FAC Crossing Eastern Borders Of Creativity With Western Art</td>
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<td>FAD Building Identity Investment In Online Intercultural ESOL Environments</td>
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<td>FAE Teaching English Rhythm &amp; Stress: Overview And Techniques</td>
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<td>9:00 AM-10:40 AM</td>
<td>FAF LearnIT2teach Stage 1 Instructor Training</td>
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<td>FAG Assistive Technology: Supporting A Cognitive Approach To Writing</td>
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<td>FAH Speak Up</td>
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<td>FAI Using Video Communicatively</td>
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<td>FAK Teaching Integrated Pronunciation Strategies (TIPS) With Videos</td>
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<td>FAL Pragmatics - &quot;The Secret Rules Of English&quot;</td>
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<td>FAM Code Of Conduct Policy Lesson Plans Designed For ESL Instructors</td>
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<td>FAN Taylor-Made Hands-On Activities For LINC And ESL Part II</td>
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<td>FAQO CBC's Babel Documentary Discussion</td>
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<td>FAP Different Needs, Complementary Approaches: CLB and CEFR in the Canadian Context</td>
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<td>CC-FAR Assessing Writing</td>
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<td>9:30 AM-3:40 PM</td>
<td>CC-FAS Orientation to the Revised CLB and CLB Support Kit</td>
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<td>CC-FAT Orientation to the Revised CLB and CLB Support Kit</td>
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<td>9:30 AM-11:45 AM</td>
<td>FAQ Seventh Annual Panel Discussion: The Evolving Landscape Of Language Training In Ontario</td>
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<td>9:30 AM-12:30 PM</td>
<td>FAR-RS RESEARCH SYMPOSIUM - LINC - CHALLENGES AS TESL ONTARIO TURNS FORTY</td>
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<tr>
<td></td>
<td>• Citizenship, Literacy And ESL: Two Recent Studies</td>
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<td>• LINC—Challenges At Forty: On The Linearity Of The Benchmarks And The Non-Linearity Of The Learning Process</td>
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<td>• Teaching LINC And ESL In Ontario: An Investigation Into The Employment Experiences And Career Development Of Newly Accredited Instructors</td>
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<td>10:00 AM-10:40 AM</td>
<td>FBA Encouraging Engagement And Critical Thinking Skills With TED.com</td>
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<td>FBB Effective Online Teaching Practices In ESL Teacher Education</td>
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<td>FBC EAP, Pragmatics, Oral Interaction In Academic Success</td>
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<td>10:00 AM-11:40 AM</td>
<td>FBE ESL As A Platform For Public Legal Education</td>
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<td>11:00 AM-11:40 AM</td>
<td>FCA To Moodle Or Not To Moodle</td>
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<td>FCB Grass Is Black - World's First Sound Dictionary</td>
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<td>FCC Empowering And Engaging Language Learners With Listening Circles</td>
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<td>FCD Using Video In Project Based Learning</td>
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<td>FCE Handouts For Your CLB 1-5 Classroom</td>
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<td>FCF Essential Skills And Labour Market Integration</td>
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<td>11:00 AM-12:40 AM</td>
<td>FCG Create A Webquest For Your OSLT/ ELT Class</td>
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<td>FCH HARTs And What It Can Do For You</td>
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<td>FCI How To Create Confidence Through Dynamic Vocabulary Acquisition</td>
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<td>FCJ Canadian Films In The ESL Classroom</td>
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<td>FCK Top 10 Songs For Your ESL Class</td>
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<td>FCL &quot;Amazing Race&quot; Style Classroom Competition To Learn English</td>
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<td>FCM Whose English?</td>
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<td>FCO Culture Shock: A Common Bond</td>
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</table>
### Friday at a Glance Continued

#### 12:00PM-12:40PM
- **FPA**: What's Your Brand?
- **FPB**: Communication English Pilot Project
- **FPC**: ESL Teachers And Learners: A Developmental Dialogue
- **FPD**: Empowering ESL Learners And The Community Through Volunteer Work
- **POSTER1**: Traffic Lights: Signalling Comprehension And Confusion
- **POSTER3**: Grammart Throughout The Year
- **POSTER6**: Vocabulary Learning In The ESL Classroom
- **POSTER7**: Virtual Exchange With Dubai And Japan
- **POSTER9**: Developing Support To Support Development
- **POSTER10**: Volunteer Tutoring Programs

#### 12:00PM-1:40PM
- **FPE**: Beyond YouTube: Using Videos In The Class
- **FPF**: Academic Vocabulary: Beauty Or Beast?
- **FPG**: Mastering Articles

#### 1:00PM-1:40PM
- **FQA**: LearnIT2teach Stage 2 Training Orientation
- **FQB**: Fostering Learning Autonomy In ESL Pronunciation
- **FQC**: Contingent Interaction: A Need To Excel In Language Teaching
- **FGD**: TGfU As A Model For Integrating Grammar Into Communicative Language Teaching

#### 1:00PM-2:15PM
- **FQE-PL**: PLENARY: On Progress And Regress In Second Language Learning

#### 1:00PM-2:40PM
- **FQF**: Learn To Use The Tutela.ca ESL Repository/Community
- **FGG**: On The Same Page, At Different Levels
- **FQH**: Action Research Project: Lexical Learning
- **FQI**: Addressing Diversity And Promoting Positive Space
- **FQJ**: Teaching Pronunciation Using Multiple Intelligences
- **FK**: What's That Word Again?
- **FQL**: Dictionary Activities For The ESL Classroom
- **FQM**: Incorporating PBLA in LINC and ESL

#### 2:00PM-3:40PM
- **FQA**: LearnIT2teach Stage 4: Accredited Post TESL Certificate Training
- **FRB**: Blended Learning - The Future Of ESL?
- **FRC**: For New Instructors Only - Tips, Techniques & Tools
- **FRD**: Settlement Language Training - National Forums

#### 2:00PM-4:40PM
- **FRE**: Saudi Students In EAP: Using Classroom Hours Effectively
- **FRF**: Speaking Made Simple - Scaffolding For Teachers
- **FRG**: Working With Academic Articles: Encouraging Critical Analysis

#### 2:30PM-5:30PM
- **FRH-RS**: RESEARCH SYMPOSIUM: CORPORAS FOR LANGUAGE TRAINING
  - Lexical Bundles In First Year University Business And Engineering Textbooks: A Resource For EAP
  - Classroom Practices Informed By Corpus Linguistics
  - Productive Vocabulary: The Effect Of Task And L1 On University Student Writing

#### 3:00PM-3:40PM
- **FSA**: 6 Principles For Teaching The Grammar Of Writing
- **FSB**: Immigrant Workers With Limited English In Small Cities
- **FSC**: Repositioning The ‘Problem’ Of Academic Plagiarism
- **FSD**: Potluck and Party Etiquette in Canada
- **FSE**: Implications Of CLARS For LT Instructors & Classroom

#### 3:00PM-4:40PM
- **FSG**: LearnIT2teach For LINC Administrators
- **FSH**: Teacher Performance Evaluation II
- **FSI**: TESL Ontario Members Dialogue
- **FSJ**: To Play Or Not To Play: That Is The Question!
- **FSK**: Communication: Intersection Of Behaviour, Attitude And Values
- **FSL**: First Time Teaching
- **FSM**: Using Folktales To Promote Oral Communication Skills
- **FSN**: Looking For Listening Resources
3:00PM-5:00PM
FSF  Creative Learning With PowerPoint

4:00PM-4:40PM
FTA  Grammar Teaching: Then And Now
FTB  Managing The Impact Of Difficult Disclosures In The Classroom And Staffroom
FTC  Designing Effective Pre-Writing Oral Tasks For EAP Students
FTD  ELL Inclusion In Core French: Teachers’ Perceptions Of Benefits And Challenges
FTE  Correcting The Pronunciation Of W, Y, R, L, N, Ng, S, Z, Sh
FTF  Ontario Curriculum Framework For Adult ESL/FSL Non-Credit

5:00 PM
EXHIBITS/POSTERS CLOSE

6:00 – 9:00 PM
FRIDAY NIGHT DINNER AND ENTERTAINMENT – Grand Ballroom, Lower Concourse Level

Saturday at a Glance

8:00 AM-9:00 AM  COFFEE BREAK

8:00 AM-2:00 PM  REGISTRATION/INFORMATION DESK OPEN (Second Floor Foyer)

9:00 AM-2:00 PM  EXHIBITS OPEN – Provincial Ballroom (Second Floor)
POSTERS OPEN – Churchill Foyer (Second Floor)

9:00AM-9:40AM
SAA  Multimodal Literacies: Helping EAP Leaners Construct Meaning From Text
SAB  Cultural Representations In Multimodal EFL Materials
SAC  Transitions In ESL Classrooms
SAD  Wetlands And The World - ELL And Environmental Education
SAE  Grass Is Black - World's First Sound Dictionary
SAG  Smartphones As A Platform For English Language Learning

9:00AM-10:40AM
SAH  Authoring Online Activities With Hot Potatoes
SAL  Academic Vocabulary: Beauty Or Beast?
SAM  The Influence Of Context On How We Teach
SAN  On The Same Page, At Different Levels
SAP  Choosing The Materials to Maximize Student Language Learning
SAR  Integration Of Pronunciation - Focus On Rhythmic Patterns
SAQ  Setting up Speaking Tasks

9:00AM-11:40AM
CC-SAT  Introduction to Portfolio Based Language Assessment
CC-SAU  Integrating CLB Assessment into your ESL Classroom

10:00AM-10:40AM
SBA  Scientific Writing: Developing And Evaluating An Online Course
SBB  Challenging The Norm: Incorporating Learners’ L1 In ELT
SBC  English For Academic Purpose: Analysis Into The Discourse
SBD  The Role Of Self-Esteem In Peer Assessment Of Speaking Performance
SBE  Training Teachers To Model Effectively And Give Rationale
POSTER2  Bridging The Linguistic Gap Between English And Science
POSTER4  Challenges Of ESL Graduate Students In Second Language Education Courses
POSTER6  Vocabulary Learning In The ESL Classroom
POSTER7  Virtual Exchange With Dubai And Japan
POSTER8  Justifying The Intended Effects Of A Classroom-Based Oral Assessment
POSTER9  Developing Support To Support Development
POSTER10  Volunteer Tutoring Programs
POSTER11  TESL Ontario Member Survey Results
<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
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</table>
| 10:00AM-11:40AM | SBF  Role Of Emotion In Teaching Of A Foreign Language  
                          SBG  Interpersonal Skills From A Canadian Cultural Perspective |
| 11:00AM-11:40AM | SCA  LearnIT2teach Stage 3 Training Orientation  
                          SCB  Student-Driven ESL In The Workplace  
                          SCC  Job Embedded Professional Development: A Method And Resource  
                          SCD  Effective Teaching Or "Ars Gratia Artis". You Decide.  
                          SCE  Effective Online Teaching Practices In ESL Teacher Education  
                          SCF  Using Authentic English: Learners’ Virtual Exchange With Dubai |
| 11:00AM-12:40PM | SCG  LearnIT2teach Stage 1 Instructor Training  
                          SCH  Saudi Students In EAP: Using Classroom Hours Effectively  
                          SCI  Inspired Teaching - Strengthening Your Own Personal Teaching Style  
                          SCJ  Practical Tools For Improving your Teaching  
                          SCK  Teacher Performance Evaluation II  
                          SCL  ESL For Transformation  
                          SCM  Cell Phone Activities  
                          SCN  Whose English?  
                          SCO  Mastering Articles  
                          SCP  Addressing Diversity And Promoting Positive Space |
| 11:00AM-2:40PM | CC-SCQ  Training on using CLB 5-10 Exit Tasks  
                          CC-SCQ  ✪  Training on using CLB 5-10 Exit Tasks |
| 12:00PM-12:40PM | SPA  Barriers To Citizenship: How ESL Teachers Can Help  
                          SPB  Crossing Eastern Borders Of Creativity With Western Art  
                          SPC  Best Practices In Grammar Teaching  
                          SPD  Maximizing Diagnostic Feedback In Second Language Classrooms  
                          SPE  Dictionary Activities For The ESL Classroom  
                          SPC  Silence: The Dynamic Partner Of Pronunciation  
                          CC-SPJ  Assessing Writing  
                          SPG  Culture And Knowledge Exchange  
                          SPH  Speaking Made Simple - Scaffolding For Teachers  
                          CC-SPJ  Using SAM: CLB 1-4 Classroom Assessment Tool |
| 12:00PM-1:40PM |   |
| 1:00PM-1:40PM |   |
| 1:00PM-2:40PM |   |
| 2:00 PM       |   |
| 2:00PM-2:40PM |   |

**Legend**

☑️ **Session is repeated at another time**

 Şi  **Session is being webcasted**

✪  **Pre-registration limited to ESL funded participants**
An Orientation for Participants

The registration desk will be on the Second Floor Foyer, at the top of the escalators. Registration hours: Thursday from 8:00 am to 5:00 pm, Friday from 8:00 am to 3:30 pm and Saturday from 8:00 am to 2:00 pm.

Included in your registration fee:

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

GETTING THE MOST OUT OF YOUR TESL ONTARIO CONFERENCE EXPERIENCE

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

- Read this brochure completely and familiarize yourself with the numerous selections from which you can choose.
- Be prepared when you register online - register with an email address we can use to contact you, know your session selections (use the chart on page 19) AND have your credit card or Interac information handy.
- REMEMBER: After you process your payment on InternetSecure, click on the button to return to your registration to get your registration confirmation, session selections and receipt. If you do not click on the button, your payment will not be transferred back to your registration, and will have an unpaid status.
- You will receive a registration confirmation when you register, confirming your session selections and your payment. The information you provide in your online registration will be used to create your name badge.
- You will be sent an email 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.
- When you receive your conference materials at registration, review the material immediately; you’ll be provided with a Personal Program and other important information that will save you time and frustration.
- Volunteer at the registration desk! Volunteers will have a “Volunteer” ribbon on their name badge, be provided with a Certificate of Appreciation and will be entered into a draw for each completed shift (e.g. each time you volunteer at the registration desk). You’ll also meet new people and give back to your profession at the same time.
- The Sheraton has extended the conference hotel room rate of $219 plus taxes per night to 3 nights pre- and post-conference, so you may want to consider arriving early or staying late to experience more of Toronto life.
- If you are arriving by car, allow extra time for the volume of commuter traffic. Coming from Hamilton, for example, might normally be a one-hour drive during non-peak hours. On a weekday morning the volume of traffic might increase that to 2 hours or more.
- Session evaluations will be conducted online, after the conference. Please take time to complete the online evaluation when you return home from the conference. We value your feedback and take your suggestions into consideration when planning the next conference.

EVERYONE WHO COMPLETES THE ONLINE EVALUATION AFTER THE CONFERENCE WILL BE ENTERED INTO A DRAW TO WIN:
A GIFT CERTIFICATE OR A 1-YEAR TESL ONTARIO MEMBERSHIP OR A 3-DAY PASS TO 2012 CONFERENCE.
Conference Registration Information

- Online registration opens on October 2 and closes on October 30.
- All registrations must be processed online; mailed or faxed registrations will not be accepted.
- All registrations must be paid by credit card or Interac; cheques or cash will not be accepted.
- Sessions fill up quickly; complete your session choices (1st, 2nd, 3rd, 4th, 5th) on the grid provided on page 19 and register online starting October 2nd.
- REMEMBER: After you process your payment on InternetSecure, click on the button to return to your registration to get your registration confirmation, session selections and receipt.
- Changes/upgrades to the conference program will be posted on our website www.teslontario.org.

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

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

CONTACT YOUR CREDIT CARD COMPANY IF YOU HAVE ANY QUESTIONS ABOUT PASSWORDS / SECURITY.
Registration Instructions And Fees

**How do I register?** Register online at [www.teslontario.org](http://www.teslontario.org) from October 2 to 30 using any credit card or Interac card; complete instructions are included online. If you do not have access to the internet, use a computer at work or at the library. Be sure to complete your session selection form (page 19) before accessing online registration. After October 30 you may register online or on-site, but you will not be able to make any session selections after October 30th.

**Cancellation Policy:** Requests for refunds must be received in writing by TESL Ontario by October 30 and will be subject to a $50.00 administration fee. All refunds will be issued following the conference.

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

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

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

**Non-members:** May pay the member rate if a membership form and accompanying fee (page 113) has been submitted to TESL Ontario.

**How do I select my sessions?** Sessions fill up quickly; complete your session choices (1st, 2nd, 3rd, 4th, 5th) on the grid provided on page 19 and register online starting October 2.

**Can I register after October 30?** Registrations will be accepted online or on-site, but no sessions can be reserved.

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

**What do I do if I did not make some or all of my session selections?** You can add or delete sessions by clicking on the link sent to you in your registration confirmation and editing your registration.

<table>
<thead>
<tr>
<th>TESL Ontario 2012 Conference Registration Fees</th>
<th>Member</th>
<th>Student</th>
<th>Non-member</th>
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<td><strong>After October 30, 2012</strong></td>
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HST Included #R126198043
Session Selection Form

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Registration is available online at [www.teslontario.net](http://www.teslontario.net); all registrations and session selections must be processed online. PLEASE INSERT THE SESSION CODE (e.g. TAA, FAZ, SPD) THAT YOU WISH TO REGISTER FOR IN THE APPROPRIATE BOX. Completing this form before registering online will speed up the online registration process.
For your **home and auto insurance**, being in the right place has its benefits.

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Your exclusive group rate in as little as 10 minutes.

The right fit.

**Last chance to enter.**

Contest ends December 31, 2012.
MEZZANINE LEVEL
HALF LEVEL ABOVE LOBBY

From the Lobby-

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

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

From the Second Floor-

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

MEETING ROOMS
TECHNOLOGY FAIR
SECOND FLOOR
ONE FLOOR ABOVE LOBBY

From the **Lobby**-

Take the escalators up to the Second Floor.

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

From the **Mezzanine Level**-

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

REGISTRATION
DELEGATE LOUNGE
EXHIBITS
MEETING ROOMS
POSTERS
RESEARCH SYMPOSIUM
TESL Ontario 2012 Exhibitor List

Alphabetical by Exhibitor
as at October 5, 2012

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Bridges ................................................................................................................................. T58
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EXHIBIT HOURS
Thursday, November 8 – 9:00 am to 5:00 pm
Friday, November 9 – 9:00 am to 5:00 pm
Saturday, November 10 – 9:00 am to 2:00 pm
Corpora And Language Teaching: Ideas For The Classroom

During the last several years, there has been an increased interest in using corpus research to inform language teaching decisions, and in using corpora as a resource in the language classroom. This presentation will provide numerous concrete examples of how information from corpora can be used to inform and guide instruction, and how corpora can serve as a resource for materials development and student activities. In addition to specific examples for teaching vocabulary and grammar, resources that are available, and general guidelines that can be used in a variety of different contexts will also be provided.

Randi Reppen is Professor of Applied Linguistics and TESL at Northern Arizona University (NAU) where teaches in the MA TESL and Applied Linguistics Ph.D. programs. She has extensive ESL and teacher training experience, including 11 years as the Director of NAU’s Intensive English program. Randi has a keen interest in using corpus research to inform language teaching and to develop better language teaching materials. She is the author of Using corpora in the Language Classroom and an author of Cambridge University Press’ new corpus informed grammar series, Grammar and Beyond. In her spare time, Randi enjoys many outdoor activities, especially, road biking, Nordic skiing and tennis.
Cambridge University Press Welcomes

Randi Reppen to TESL Ontario

Join Dr. Reppen for her presentations on her innovative new series, *Grammar and Beyond*.

SIGN UP TODAY!

to receive a complimentary copy of *Grammar and Beyond*.
On Progress and Regress in Second Language Learning

Researchers and teachers know that the path to successful second language use is full of rises and falls, twists and turns. What students demonstrate that they can do at one turn seems to be missing at the next. Researchers term second language learning a nonlinear process, one characterized by both progress and regress.

While this awareness of regress or “backsliding” is important in understanding second language learning, and indeed, may relieve some frustration on the part of teachers, it is nevertheless true that teachers are responsible for students’ progress.

In this talk, I will begin by problematizing the view of language learning as a linear process. Then, I will discuss some reasons for the perception of regress in language learning. Finally, I will suggest ways of promoting progress.

Diane Larsen-Freeman is Professor of Education, Professor of Linguistics, and Research Scientist at the English Language Institute at the University of Michigan, Ann Arbor. She is also a Distinguished Senior Faculty Fellow at the Graduate SIT Institute in Brattleboro, Vermont. Dr. Larsen-Freeman has been a frequent conference speaker and has published extensively. Some of the books she has written are: The Grammar Book: An ESL/EFL Teacher’s Course (co-authored with Marianne Celce-Murcia, Heinle/Cengage, 1983; 1999), Techniques and Principles in Language Teaching (Oxford University Press, 1986; 2000; 2011), Grammar Dimensions: Form, Meaning, and Use (Series Director, Heinle/Cengage, 1993; 1997; 2000; 2007), Teaching Language: From Grammar to Grammaring (Heinle/Cengage, 2003), and Complex Systems and Applied Linguistics (co-authored with Lynne Cameron, Oxford University Press, 2008). Complex Systems and Applied Linguistics received the 2009 Kenneth W. Mildenberger prize from the Modern Language Association. Dr. Larsen-Freeman was awarded a Fulbright Distinguished Chair at the University of Innsbruck in 2010 and the American Association for Applied Linguistics’ Distinguished Scholarship and Service Award in 2011.
What Does Dynamic Assessment Reveal About Language And Literacy Abilities That Conventional Assessments Do Not?
Alister Cumming - Centre for Educational Research on Languages and Literacies, Ontario Institute for Studies in Education, University of Toronto

Dynamic assessment proposes that students' developmental trajectories appear when they are exercised through interactions with teachers or tutors who build appropriately on and extend individuals' learning potentials in ways that are not possible in conventional, individually-administered tests of reading and writing skills or questionnaires. We describe results from long-term case studies of 21 adolescents from culturally-diverse backgrounds who participated in an after-school, community-based tutoring program at an economically-impoverished housing complex in downtown Toronto. The approaches to dynamic assessment adopted for the tutoring revealed crucial factors, contexts, and challenges that either promoted or constrained the development of the adolescents' academic literacies in this distinctly multicultural context: support from educators, community groups, families, and peers; approaches to pedagogy that engaged learners' zones of proximal development in humanistic and purposeful ways; promoting students' strategies for self-regulation of their vocabulary, reading, writing, and learning practices; and fostering attitudes and orientations to literacy that engage students in epistemic purposes for using literacy to expand their knowledge, capitalize on multimedia resources, and bolster their self-confidence. The findings from dynamic assessments complemented results from conventional tests of reading, writing, and vocabulary as well as interviews, questionnaires, and stimulated recalls administered at the beginning and end of the school year.

Targeting Language And Reading Related Strategic Knowledge In Recently Immigrated Adolescents Immigrants
Esther Geva - Ontario Institute for Studies in Education, University of Toronto

Concerns over the language and literacy skills, academic achievement, and high-school completion of immigrant youth have been voiced in Canada and elsewhere. Our previous research has shown that elementary school ESLs lag behind their monolingual peers on reading comprehension, general and academic vocabulary – all essential for academic achievement. Unlike word level reading skills the gap in vocabulary knowledge and reading comprehension does not disappear even after 6 years of education in Canada (Farnia & Geva, 2012). Our current research focuses on recently immigrated adolescents living in disadvantaged neighbourhoods. In the last 3 years we have been involved in an intervention project (SSHRC funded) delivered as part of an after school, community based, volunteer-tutor based homework assistance program – “Pathways to Education”. The intervention is designed to accelerate academic vocabulary learning and reading comprehension strategies in these youth via explicit teaching of vocabulary (semantically related; roots and morphological derivations) and transfer of skills. The presentation will provide a brief theoretical background, describe the challenges involved in conducting intervention research with vulnerable ESL adolescents, describe the intervention model and the methodology, and general findings. This project may inform practices concerning the academic achievement of adolescents with limited English proficiency, and has implications for professional training, curriculum development, and policy.

Is It A Reading Or A Language Challenge? Good And Poor Readers Who Are Chinese L1 Speakers
Alexandra Gottardo - Psychology Department, Wilfrid Laurier University

Research conducted with monolinguals compares good and poor readers based on word reading (Stanovich & Siegel, 1994) and reading comprehension (Cain & Oakhill, 2011; Nation, Cocksley, Taylor & Bishop, 2010). Often the assumption is that L2 learners will perform poorly on academic tasks. Forty-eight Chinese-English speaking adolescents were divided into two Processing) and working memory controlling for Time in Canada. The good and poor readers differed on reading fluency groups, good readers, RC > 30th percentile (N=25) and poor readers, RC < 25th percentile (N=23) based on a measure of reading comprehension (Gates-MacGinitie Reading Test). Group similarities and differences were examined.

The groups were compared on standardized measures of word and pseudoword reading fluency (Test of Word Reading Efficiency), rapid naming of letters and digits, vocabulary (Peabody Picture Vocabulary Test-III), phonological awareness (Comprehensive Test of Phonological, rapid naming and vocabulary but not on the other measures. When regressions were conducted for each group separately, vocabulary but not reading fluency explained significant variance on the reading comprehension measure for both groups. These data suggest that although the groups differed in overall skills, they were similar in terms of factors related to reading comprehension. Implications for assessment of reading difficulties in L2 learners are discussed.

“You Don’t Write To Be Understood; You Write To Avoid Being Misunderstood”: Tutor Beliefs About Writing And Approaches To Teaching Writing In An Afterschool Literacy Program
Robert Kohls - Ontario Institute for Studies in Education, University of Toronto

This paper describes how volunteer tutors in an afterschool literacy program in downtown Toronto assist linguistically and culturally diverse adolescents develop their academic writing. The paper reports on data gathered from multiple interviews with writing tutors and from weekly observations of tutoring sessions between tutors and their tutees as they discussed planning, drafting, and revising essays, reports, and poems. In particular, the paper foregrounds tutor beliefs around what is good writing and writing with voice, a preferred feature of good writing in Ontario for K-12 students (i.e., Success Criteria), and the degree to which they helped students develop voice in their writing. The findings from this study inform literacy program coordinators about the ways in which personal beliefs about good writing may shape the way in which tutors approach lessons, give feedback, and talk to adolescent writers about developing successful writing habits.
CITIZENSHIP, LITERACY AND ESL: TWO RECENT STUDIES
Douglas Fleming - University of Ottawa, Faculty of Education

Recently, I reported a qualitative case study that shed light on how a sample of adult ESL learners within a LINC program were constructing new national identities (Fleming, 2010). In particular, I traced how the common threads among their conceptions of citizenship compared to those embedded within assessment and curriculum documents related to the Canadian Language Benchmarks.

My research revealed significant gaps between the experiences of these immigrants and these documents. These LINC students conceptualized citizenship in terms of multiculturalism, civic rights, and a respect for legal responsibilities. I argued that the CLB constructed infantilised conceptions of second language learners. In effect, these learners were racialized.

In this session, I look more closely at some positive alternatives by reporting a second study I recently conducted (Fleming, in press), which asked veteran LINC teachers in Ontario and BC whether or not their treatment of citizenship and literacy changed over the course of their careers.

The findings show that concrete classroom methods can link the skill-based literacy needs of learners to a justice orientation towards citizenship and that we should avoid the temptation to link citizenship education solely to higher levels of English language proficiency.

ON THE LINEARITY OF THE BENCHMARKS AND THE NON-LINEARITY OF THE LEARNING PROCESS
Diane Larsen-Freeman - University of Michigan

I have known about LINC and the Canadian Language Benchmarks for years. I must say that I am filled with admiration, and a little envy, for the support offered newcomers to Canada and for the efforts expended on helping them to enhance their English language proficiency. At the same time, I have been more skeptical about the apparent success with which CCLB has been able to characterize 3 stages and 12 levels of proficiency.

My skepticism stems from my own efforts years earlier to establish what has been called “An Index of Development,” or, in other words, a developmental yardstick of language proficiency. My and others’ quests to create one ended in frustration some time ago. I think I now understand better why we were not successful.

In this talk, I will review the research literature on attempts at establishing developmental yardsticks in English, and I will suggest three characteristics of learners and learning that were not fully appreciated when such attempts were made: the non-linearity of the learning process, the distinct individual paths that learners take, and the non-telic nature of language learning.

TEACHING LINC AND ESL IN ONTARIO: AN INVESTIGATION INTO THE EMPLOYMENT EXPERIENCES AND CAREER DEVELOPMENT OF NEWLY ACCREDITED INSTRUCTORS
Antonella Valeo - York University and Farahnaz Faez - University of Western Ontario.

The development and implementation of LINC (Language Instruction for Newcomers to Canada) programs has had enormous impact on learners and classrooms and supported the establishment of the nationally-recognized standards in teaching and accreditation that have enhanced the profession overall. There has, however, been little examination of the experiences of instructors in terms of their employment in the LINC and ESL classrooms. We examine the career development of accredited LINC and ESL teachers in Ontario by drawing on a study examining the employment experiences of recently accredited LINC and ESL instructors. In this study, 143 recently accredited LINC and ESL instructors participated in an online survey and a selected number participated in follow up interviews to share their experiences finding employment in their early years. Quantitative analysis of the survey data revealed a profile of recently accredited instructors in terms of level of education, age, TESL education experiences, as well as patterns of employment in their early years as accredited teachers. Qualitative analysis of the open-ended survey questions and interviews raised concerns about the impact of employment options and choices for instructors. The findings are discussed in terms of the connections between teacher education and accreditation, and their impact on the career development of accredited LINC and ESL instructors attempting to become part of a stable professional community.
Lexical Bundles In First Year University Business And Engineering Textbooks: A Resource For EAP
Randy Appel - Concordia University and David Wood - Carleton University

The body of research into lexical bundles, corpus-derived multiword functional units, has shed light on their role in academic discourse. Some studies have examined which bundles might be of greatest utility for teaching English for academic purposes (EAP), dealing with corpora of academic language. The reality of most EAP programs is a focus on preparing students for first year university courses, in which textbooks play the key role. The present study addresses a key issue for EAP professionals: What lexical bundles exist in first year textbooks used in the most popular EAP student majors in university? First year textbooks in Engineering and Business, the most popular major subjects for EAP students, were scanned for lexical bundles. The resulting list has utility for the teaching of academic discourse in EAP and pedagogical implications for EAP practitioners and materials developers.

Classroom Practices Informed By Corpus Linguistics
Hedy McGarrell – Brock University

This presentation will summarize three recent studies that draw on corpus linguistics to illustrate ways in which its tools support classroom activities in concrete, practical ways. The first study illustrates how corpus linguistics provides a tool for the selection of grammatical structures, verb forms and vocabulary relevant to learner needs. The second study shows how advanced ESL learners’ written texts differ from those written by native speakers of English in ways that do not lend themselves to traditional rule-based correction or practice. Tools from corpus linguistics serve to identify these differences and raise learners’ awareness of native-like usage. The third study focuses on the vocabulary undergraduate ESL writers used in their texts compared to vocabulary used in their reading. A readily accessible web-based tool allows teachers (and, after relevant training, the learners) to assess individual learners’ use of vocabulary, and then draw on the assessment to develop relevant vocabulary. The presenter will conclude with a discussion of how the studies summarized illustrate additional and valuable tools that enhance language learning and teaching activities relevant to learners’ needs.

Productive Vocabulary: The Effect Of Task And L1 On University Student Writing
Randi Reppen - University of Northern Arizona

There is no dispute that vocabulary is central to second language success. While many studies have focused on receptive vocabulary knowledge, productive vocabulary knowledge is an equally important but less explored measure of this success (Nation & Webb 2011; Schmitt, 2010). This presentation explores productive vocabulary use in a written corpus from a required first year university writing course. The corpus used in this study is composed of writing tasks produced by students from three different first languages (L1) (Arabic, Chinese and English).

This presentation explores productive vocabulary at several levels including traditional vocabulary measures (e.g., lexical diversity, General Service List, Academic Word List), but adds an examination of vocabulary variability across different task types (e.g., argumentative, analytical) and across different L1s. Along with traditional measures, innovative measures such as, the use of multi-word versus single word verbs and the use of n-grams are explored. In addition to these measures, linguistic features of development proposed in Biber, Gray and Poonpon (2010) that can be explored from lexico-grammatical level are included.

These diverse vocabulary measures across writing tasks from three L1s paint a clearer picture of both first language influences and the effect of writing task. Implications for instruction are discussed.
## Technology Fair

### Thursday

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Topic</th>
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<tbody>
<tr>
<td>9:00AM-9:40AM</td>
<td>TAA</td>
<td>English for Financial Literacy: Online Activities</td>
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<tr>
<td>10:00AM-11:40AM</td>
<td>TBE</td>
<td>CGAMS (Cathy's Google Advantage Method For Spelling)</td>
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<tr>
<td>1:00PM-2:40PM</td>
<td>TQE</td>
<td>Bring Learners' Voices Together With VoiceThread</td>
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<td>3:00PM-4:40PM</td>
<td>TSH</td>
<td>An Introduction to Course Editing in Moodle</td>
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### Friday

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<th>Time</th>
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<tr>
<td>9:00AM-10:40AM</td>
<td>FAF</td>
<td>LearnIT2teach Stage 1 Instructor Training</td>
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<tr>
<td>11:00AM-12:40PM</td>
<td>FCG</td>
<td>Create A Webquest For Your OSLT/ ELT Class</td>
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<tr>
<td>1:00PM-2:40PM</td>
<td>FQF</td>
<td>Learn To Use The Tutela.ca ESL Repository / Community</td>
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<td>3:00PM-5:00PM</td>
<td>FSF</td>
<td>Creative Learning with PowerPoint</td>
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### Saturday

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<tr>
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<tr>
<td>9:00AM-10:40AM</td>
<td>SAH</td>
<td>Authoring Online Activities with Hot Potatoes</td>
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<tr>
<td>11:00AM-12:40PM</td>
<td>SCG</td>
<td>LearnIT2teach Stage 1 Instructor Training</td>
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<td>1:00PM-1:40PM</td>
<td>SQA</td>
<td>LearnIT2teach Training: Speaking Activities In The LINC Courseware</td>
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<td>2:00PM-2:40PM</td>
<td>SRA</td>
<td>Chips Off the Old Blog</td>
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<td>Time</td>
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<td>9:00AM-9:40AM</td>
<td>TAB</td>
<td>Voice Threads</td>
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<td>10:00AM-11:40AM</td>
<td>TBF</td>
<td>Possibilities And Potential For iPads In ESL Education</td>
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<td>1:00PM-1:40PM</td>
<td>TQA</td>
<td>What's New In LearnIT2teach: Project Update</td>
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<td>2:00PM-2:40PM</td>
<td>TRA</td>
<td>Smartphones As A Platform For English Language Learning</td>
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<td>3:00PM-3:40PM</td>
<td>TSA</td>
<td>Who's Using Social Media? Everyone?</td>
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<td>4:00PM-4:40PM</td>
<td>TTA</td>
<td>Empower Learners through Digital Stories</td>
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<td>9:00AM-9:40AM</td>
<td>FAA</td>
<td>Quick Development Tools for Materials Developers</td>
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<td>10:00AM-10:40AM</td>
<td>FBA</td>
<td>Encouraging Engagement And Critical Thinking Skills With TED.com</td>
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<td>11:00AM-11:40AM</td>
<td>FCA</td>
<td>To Moodle or Not to Moodle</td>
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<td>12:00PM-1:40PM</td>
<td>FPE</td>
<td>Beyond YouTube: Using Videos In The Class</td>
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<td>2:00PM-2:20PM</td>
<td>FRA</td>
<td>LearnIT2teach Stage 4: Accredited Post TESL Certificate Training</td>
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<td>3:00PM-4:40PM</td>
<td>FSG</td>
<td>LearnIT2teach For LINC Administrators</td>
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Twitter: #TESL2012
Panel Discussion

TESL Ontario will be hosting our Seventh Annual Panel Discussion to be held at our 40th TESL Ontario Conference in November 2012. 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 The Evolving Landscape of Language Training in Ontario.

The panel members represent the following Ministries: Citizenship and Immigration Canada, Ministry of Training, Colleges and Universities, the Ontario Ministry of Citizenship and Immigration, and the Ministry of Education.

Moderator: Renate Tilson, Executive Director - TESL Ontario.
Richard Franz - Director of the Student Success/Learning - Ontario Ministry of Education

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

Mr. Franz has been with the Ministry of Education for nine years. Previously he has held senior policy advisor positions at the Ministry of Community and Social Services and the Ministry of Municipal Affairs and Housing. In each capacity, he has worked at the intersection of policy development and program implementation. Prior to working in government, he was a program developer for a non-profit housing corporation and the Executive Director of a community organization. Mr. Franz holds a Bachelors of Arts with distinction and a Masters of Education from the University of Illinois at Champaign-Urbana, Illinois.

Jean-Guy Fréchette – Manager, Strategic Policy & Programs, Ministry of Training, Colleges and Universities

Jean-Guy Fréchette is the Senior Manager of the Program Development Unit of the Programs Branch within the Ontario Ministry of Training, Colleges and Universities. The Unit is responsible for overseeing the development of Employment Ontario programs, apprenticeship programs and a number of postsecondary education access and targeted initiatives programs.

Prior to this assignment he held a number of positions within both the ministries of Education and Training, Colleges and Universities. As manager of the Aboriginal Education Office, Jean-Guy led the successful development of the Aboriginal Postsecondary Education and Training Policy Framework following 18 months of community engagement. The initiative strengthened relationships between the ministry and First Nations, Métis and Inuit communities and created a new suite of programs to support Aboriginal peoples access, participate and succeed in postsecondary education and training opportunities.

Jean-Guy is originally from North Bay, Ontario and holds a Bachelor of Arts in Semiotics and a Masters of Education from the University of Toronto.

Mourad Mardikian – Manager, Language Training Unit, Ontario Ministry of Citizenship and Immigration

Mourad Mardikian has been with the Ministry of Citizenship and Immigration's Language Training Unit almost since its inception in May 2006 as the unit's first Team Lead and more recently as its Manager. He is responsible for the management of the Ministry's largest program - the Adult Non-Credit Language Training Program - which happens to also be Ontario's and Canada's largest language training program geared to adult immigrants. With input from the Ministry of Education, he helped develop and implement the internal processes to ensure the smooth transition of the Adult Non-Credit Language Training program to MCI. He works closely with colleagues at the Ministry of Education and the Ministry of Training, Colleges and Universities on adult education initiatives related to language training. More recently, he has been working very closely with the federal government (Citizenship and Immigration Canada) on the development and implementation of the Coordinated Language Assessment and Referral System (called CLARS) as the co-chair of the CLARS Advisory Committee and was previously the Co-Chair of the Language Training Working Group set up through the Canada-Ontario Immigration Agreement. Prior to joining the Ontario Public Service, he worked in the private sector in management consulting and business consulting focusing on developing self-employment training programs geared to both adult and youth entrepreneurs.

Yves Saint-Germain - Director, Information, Language and Community Policy Division, Integration Branch, Citizenship and Immigration Canada

Yves Saint-Germain joined the department of Citizenship and Immigration in 2006, occupying various functions including the development of an accountability approach for settlement programs and the management of performance measurement aspects (e.g. iCAMS). He was appointed Director of Information, Language and Community Policy, Integration Branch, Citizenship and Immigration Canada in August 2007. He is responsible for:

- Information and Orientation program policy and setting national directions including information provision programs starting overseas (Going to Canada Immigration Portal, Canadian Orientation Abroad --IOM, Active Engagement Immigration Project --Success), information services in airports such as CANN in Vancouver, domestic orientation sessions and curriculum, and content development for flagship publications such as CIC Welcome to Canada
- Language learning program policy including setting directions for Language Instruction for newcomers to Canada (LINC) and working with provinces and territories on languages issues across the immigration continuum from selection to as the Chair of the FPT Language Forum and member of the FPT Settlement Working Group
- Community Policy including enhancing community connections through a societal and immigrant engagement strategy, mentorship activities (former HOST program, Welcoming Communities Initiative
- Leading the implementation of the Strategic Plan to foster Immigration to Francophone minority Communities to attract, settle and retain at least 4.4% of French-speaking immigrants outside of Quebec.
CCLB Workshops for ESL Funded Instructors

**NOTE:** These sessions are open only to ESL funded Conference Assistance recipients during registration. If space is available after registration closes, any remaining seats will be open to general conference attendees who wish to attend on-site. Space available for these sessions will be listed in the Room Location Guide.

**Thursday, November 8**

**9:00AM-10:40AM**

**CC-TAS ✅ Setting up Speaking Tasks**

Do you find it challenging to give assessment feedback to learners on their speaking skills? In this session we will look at a number of strategies that classroom instructors have used to make assessment more manageable and useful for learners. We will look at how the tasks are set up and how teachers have given feedback to learners. This session builds on principles and practices that were introduced in *Integrating CLB Assessment into your ESL Classroom* by Tara Holmes (CCLB, 2005).

**9:00AM-11:40AM**

**CC-TAT ✅ Introduction to Portfolio Based Language Assessment**

Portfolio Based Language Assessment (PBLA) is a principled approach to language assessment aligned to the CLB. Instructors and learners collaborate to set language-learning goals, compile numerous examples of language proficiency and learning in a variety of contexts over time, analyze the data, and reflect on progress. This session will provide an overview of the PBLA and how it can be integrated into instruction. Workshop participants will have an opportunity to view resources and sample materials and consider how they might be used in their own classrooms.

**CC-TAU ✅ Using SAM: CLB 1-4 Classroom Assessment Tool**

This workshop will introduce ESL instructors to the CCLB resource *SAM: Summative Assessment Manual*. SAM, developed by the author of the Canadian Language Benchmarks, provides made-for-classroom assessment tools and supports for CLB-based programs at CLB levels 1 – 4 in universal themes including: Food & Nutrition, Health & Safety, Home, Community and Work. Participants will gain knowledge of SAM through hands on participation in using one theme of SAM at one CLB level. Participants will leave with the confidence needed to explore and use SAM in their own classrooms.
1:00PM-2:40PM

CC-TQQ  ✦  Assessing Writing

Effective assessment practices give learners feedback that they can use to improve their performance. This workshop will apply the principles and practices introduced in the document *Integrating CLB Assessment into your ESL Classroom*. We will look at classroom writing tasks and learner samples for several benchmarks. We will discuss the selection of assessment criteria and the development of assessment tools. We will also examine learner samples and discuss strategies for giving feedback that is helpful for learners.

1:00PM-3:40PM

CC-TQR  ✦  Integrating CLB Assessment into your ESL Classroom

This workshop, based on the CCLB publication *Integrating CLB Assessment into your ESL Classroom* by Tara Holmes, will help ESL practitioners develop an understanding of day-to-day assessment for learning. Topics covered include: effective classroom assessment processes, classroom planning, tasks to build for student success and feedback that makes a difference. Participants will become familiar with effective classroom based assessment practices using case studies and authentic samples of learner performance.

1:00PM-4:40PM

CC-TQS  ✦  Training on using CLB 5-10 Exit Tasks

The workshop will introduce ESL instructors to the CCLB resource *Canadian Language Benchmarks 5-10 Exit Assessment Tasks*. Participants will get an overview of the materials along with practice in using the scoring tools to get accurate CLB reports of adult learners’ speaking and writing proficiency. The resource covers all four skills and is suited to use in both general and specialized language training programs. Participants should bring their program’s copy of the resource with them to the training if possible. Handouts will be available for those without copies.

Friday, November 9

9:00AM-10:40AM

CC-FAR  ✦  Assessing Writing

Effective assessment practices give learners feedback that they can use to improve their performance. This workshop will apply the principles and practices introduced in the document *Integrating CLB Assessment into your ESL Classroom*. We will look at classroom writing tasks and learner samples for several benchmarks. We will discuss the selection of assessment criteria and the development of assessment tools. We will also examine learner samples and discuss strategies for giving feedback that is helpful for learners.

9:00AM-3:40PM

CC-FAS  ✦  Orientation to the Revised CLB and CLB Support Kit

*All participants will receive copies of the revised CLB and the CLB Support Kit recently developed.* This session introduces instructors to the revised CLB and a new resource, the CLB Support Kit. The full day session will involve hands on activities using the revised CLB and CLB Support Kit contents.

The CLB Support Kit includes:

- An Orientation to the CLB with information on how the new document differs from the CLB 2000, plus information on classroom planning and assessment using the CLB.
- Speaking and writing exemplars (samples of performance), and reading and listening exemplars (sample texts and passages with associated tasks), representing a variety of CLB levels and contexts.
- Additional sections on incorporating grammar, pronunciation and pragmatics into a CLB-Based Program.
- Best practices and tips on the following topics: teaching in an academic context, teaching in a workplace context, teaching multilevel classes, and working with special needs learners.

In addition to this full day training session at TESL Ontario, CCLB will be conducting train-the-trainer sessions throughout Ontario this fall for LINC and ESL program “lead teachers” through a train-the-trainer model.
CC-FAT ★ Orientation to the Revised CLB and CLB Support Kit

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In addition to this full day training session at TESL Ontario, CCLB will be conducting train-the-trainer sessions throughout Ontario this fall for LINC and ESL program “lead teachers” through a train-the-trainer model.

11:00AM-12:40PM

CC-FCP ★ Setting up Speaking Tasks

Do you find it challenging to give assessment feedback to learners on their speaking skills? In this session we will look at a number of strategies that classroom instructors have used to make assessment more manageable and useful for learners. We will look at how the tasks are set up and how teachers have given feedback to learners. This session builds on principles and practices that were introduced in Integrating CLB Assessment into your ESL Classroom by Tara Holmes (CCLB, 2005).

1:00PM-3:40PM

CC-FQN ★ Language for Work: Essential Skills and the CLB

This workshop will introduce ESL instructors working with CLB 1—7 of techniques for incorporating CLB and Essential Skills into their classroom activities. The session includes:

- An introduction to the nine Essential Skills, especially those related to communication
- A look at what resources exist to support instructors with working with CLB and Essential Skills
- The introduction of a diagnostic tool to help instructors know what Essential Skills should receive some focus in classroom activities plus an Essential Skills Primer to help understand what skills need to be taught
- A look at three ways of approaching lesson planning for CLB and Essential Skills.

Saturday, November 9

9:00AM-10:40AM

CC-SAS ★ Setting up Speaking Tasks

Do you find it challenging to give assessment feedback to learners on their speaking skills? In this session we will look at a number of strategies that classroom instructors have used to make assessment more manageable and useful for learners. We will look at how the tasks are set up and how teachers have given feedback to learners. This session builds on principles and practices that were introduced in Integrating CLB Assessment into your ESL Classroom by Tara Holmes (CCLB, 2005).
9:00AM-11:40AM

CC-SAT ✉  Introduction to Portfolio Based Language Assessment

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CC-SAU ✉  Integrating CLB Assessment into your ESL Classroom

This workshop, based on the CCLB publication Integrating CLB Assessment into your ESL Classroom by Tara Holmes, will help ESL practitioners develop an understanding of day-to-day assessment for learning. Topics covered include: effective classroom assessment processes, classroom planning, tasks to build for student success and feedback that makes a difference. Participants will become familiar with effective classroom based assessment practices using case studies and authentic samples of learner performance.

11:00AM-2:40PM

CC-SCQ ✉  Training on using CLB 5-10 Exit Tasks

The workshop will introduce ESL instructors to the CCLB resource Canadian Language Benchmarks 5-10 Exit Assessment Tasks. Participants will get an overview of the materials along with practice in using the scoring tools to get accurate CLB reports of adult learners’ speaking and writing proficiency. The resource covers all four skills and is suited to use in both general and specialized language training programs. Participants should bring their program’s copy of the resource with them to the training if possible. Handouts will be available for those without copies.

12:00PM-1:40PM

CC-SPI ✉  Assessing Writing

Effective assessment practices give learners feedback that they can use to improve their performance. This workshop will apply the principles and practices introduced in the document Integrating CLB Assessment into your ESL Classroom. We will look at classroom writing tasks and learner samples for several benchmarks. We will discuss the selection of assessment criteria and the development of assessment tools. We will also examine learner samples and discuss strategies for giving feedback that is helpful for learners.

12:00PM-2:40PM

CC-SPJ ✉  Using SAM: CLB 1-4 Classroom Assessment Tool

This workshop will introduce ESL instructors to the CCLB resource SAM: Summative Assessment Manual. SAM, developed by the author of the Canadian Language Benchmarks, provides made-for-classroom assessment tools and supports for CLB-based programs at CLB levels 1 – 4 in universal themes including: Food & Nutrition, Health & Safety, Home, Community and Work. Participants will gain knowledge of SAM through hands on participation in using one theme of SAM at one CLB level. Participants will leave with the confidence needed to explore and use SAM in their own classrooms.
Welcome Reception

Thursday, November 8
5:00-6:30 PM
Civic Ballroom
Second Floor

It is with great pleasure that I invite you to attend the Welcome Reception on Thursday, November 8th from 5:00 to 6:30 p.m., immediately following the last session of the day.

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.

You will also have an opportunity to view the submissions for ESL Week and meet the prize winners.

The event will be held in the Civic Ballroom on the Second Floor at the Sheraton Centre Toronto Hotel. A cash bar will be available. Please RSVP on your conference registration form to reserve your ticket.

Please come and celebrate ESL Week with the TESL Ontario Board of Directors.

Sheila Nicholas
Chair
TESL Ontario Board of Directors
WE ARE CELEBRATING "40" YEARS OF TESL ONTARIO
Join our party!!

Friday, November 9
6:00-9:00 PM
Grand Ballroom,
Lower Concourse Level

This promises to be a night to remember!!!! Join all your TESL colleagues as we celebrate our past 40 years and roll out our new beginnings. This is an evening of great food, celebration and entertainment you will not want to miss. The Footloose Band will help us celebrate through our 4 decades of TESL history.

In a dazzling display of vocalization and costume changes, the Footloose Band will present a high-energy, dancing-thru-the-decades show featuring authentic tribute performances from some of the most dynamic musical personalities that have captured the imagination of the world through the 70s, 80s .... right up to current contemporary artists.

Whether your preference is toe-tapping or tripping the light fantastic on the dance floor, this is the evening that will leave you both energized, thrilled and ready to begin the next "40" years.
Information Technology
everyone can use.

learnIT2teach.ca

The LearnIT2teach Project welcomes LINC & ESL professionals to another great TESL Ontario Conference.

To learn more about our free made-in-Canada courseware and teacher PD, attend one of our TESL Conference Sessions, or visit our table in the Exhibit Hall.

To host a training event in your community, contact us at admin@learnit2teach.ca or call us toll free at 1 (855) 522-2221.

NEW for 2012
For learners: expanded help files online speaking activities LINC 2 courseware
For TESL professionals: Administrator’s IT manual e-materials developer accreditation through TESL Ontario

The LearnIT2teach Project develops courseware and provides language educator accredited training and professional development to support the integration and adaptation of immigrants to Canada and contribute to the modernization of settlement language training. To achieve the project mission, we provide Canadian-centric blended resources and delivery tools, and we train language educators to engage immigrant clients using open-source learning technologies.

Funded by:

A PROJECT OF:

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Citizenship and Immigration Canada
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<th>Presentations by Teaching Sector</th>
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**COLLEGE/UNIVERSITY**

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<th>Course Code</th>
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<tr>
<td>TAD</td>
<td>Concrete Strategies To Build An Intercultural ESOL Practice</td>
<td>Thursday</td>
<td>9:00AM-9:40AM</td>
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<td>TAE</td>
<td>CBC's Babel Documentary Discussion</td>
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<td>TAF</td>
<td>Successful EAP Instruction</td>
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<td>TAG</td>
<td>Global Experience Ontario: Helping You On Your Journey</td>
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<td>TAH</td>
<td>Classroom Instruction That Harnesses Digital Resources</td>
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<td>TAJ</td>
<td>Silence: The Dynamic Partner Of Pronunciation</td>
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<td>TAL</td>
<td>The Layer-Cake Approach To ESL Training</td>
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<td>TAM</td>
<td>Introducing The CLB Support Kit - A Resource For Practitioners</td>
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<td>ESL For Transformation</td>
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<td>Using Rater Comments For Writing Grid Revision</td>
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<td>TBF</td>
<td>Possibilities And Potential For iPads In ESL Education</td>
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<td>TBG</td>
<td>Practical Tools For Improving Your Teaching</td>
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<td>TBJ</td>
<td>How Do We ‘ Know’ What To Teach?</td>
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<td>TCA</td>
<td>Licensing Solutions Make Copying Easy</td>
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**TESL ONTARIO 2012 CONFERENCE**

**TESL Ontario at 40: Thriving, Excelling, Sharing, Leading**
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<tr>
<th>Time</th>
<th>Session</th>
<th>Presenter(s)</th>
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<tbody>
<tr>
<td>9:00AM-11:40AM</td>
<td>TCF - Reel Canada Workbook - Integrated Skills Through Canadian Film</td>
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<td>11:00AM-11:40AM</td>
<td>TCG - Essential Skills And Labour Market Integration</td>
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<td>TCJ - Maximizing Diagnostic Feedback In Second Language Classrooms</td>
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<td>TQB - Grammar Teaching: Then And Now</td>
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<td>1:00PM-1:40PM</td>
<td>TQD - Rethinking Philosophy Of Teaching In Second/Foreign Language</td>
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<td>TQE - Bring Learners' Voices Together With VoiceThread</td>
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<td>TQF - Professional Learning Teams: Putting Theory Into Practice</td>
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<td>TQH - Critical Pedagogy Through Drama: ESL Learners Leading The Way</td>
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<td>1:00PM-2:40PM</td>
<td>TQJ - The Power Of The Presentation</td>
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<td>TQK - Bringing Technology Into The Classroom</td>
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<td>TQL - Integration Of Pronunciation - Focus On Rhythmic Patterns</td>
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<td>TQO - Effective Pronunciation Lessons For Adult Learners</td>
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<td>TQQ - Video And Movie Studies: Beyond The Ordinary</td>
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<td>2:00PM-2:40PM</td>
<td>TRB - Best Practices In Grammar Teaching</td>
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<td>TRE - Empowering And Engaging Language Learners With Listening Circles</td>
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<td>3:00PM-4:00PM</td>
<td>TSC - CAEL Assessment And The EAP Class</td>
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<td>TSH - An Introduction To Course Editing In Moodle</td>
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<td>TSI - Using Corpora To Supplement Coursebook Vocabulary</td>
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<td>TSJ - Helping ESL Students Improve Their 'Tone'</td>
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<td>TSK - Open-Ended Video Role Plays: Negotiation 2.0</td>
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<td>TSL - Cell Phone Activities</td>
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<td>TSM - Driving Up Scores; Looking Under The Hood Of TOEFL</td>
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<td>TTA - Empower Learners Through Digital Stories</td>
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<td>TTC - Unnoticed And Underserved: Special Needs Students In ESL Classroom</td>
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<td>TTD - Understanding The Chinese Student</td>
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<td>FAA - Quick Development Tools For Materials Developers</td>
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<td>FAC - Crossing Eastern Borders Of Creativity With Western Art</td>
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<td>FAD - Building Identity Investment In Online Intercultural ESOL Environments</td>
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<td>FAE - Teaching English Rhythm &amp; Stress: Overview And Techniques</td>
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<td>FAG - Assistive Technology: Supporting A Cognitive Approach To Writing</td>
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<td>FAJ - Publishing ESL Textbooks</td>
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<td>FAK - Teaching Integrated Pronunciation Strategies (TIPS) With Videos</td>
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<td>FAO - CBC's Babel Documentary Discussion</td>
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<td>FBA - Encouraging Engagement And Critical Thinking Skills With TED.Com</td>
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<td>FBB - Effective Online Teaching Practices In ESL Teacher Education</td>
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<td>FBC - EAP, Pragmatics, Oral Interaction In Academic Success</td>
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<td>FBE - ESL As A Platform For Public Legal Education</td>
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<td>FCA - To Moodle Or Not To Moodle</td>
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<td>FCC - Empowering And Engaging Language Learners With Listening Circles</td>
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<td>FCD - Using Video In Project Based Learning</td>
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<td>FCF - Essential Skills And Labour Market Integration</td>
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<td>FCG - Create A Webquest For Your OSLT/ ELT Class</td>
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<td>FCH - Harts And What It Can Do For You</td>
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<td>FCJ - Canadian Films In The ESL Classroom</td>
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<td>FCM - Whose English?</td>
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<td>FPA - What's Your Brand?</td>
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<td>FPC - ESL Teachers And Learners: A Developmental Dialogue</td>
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<td>FPD - Empowering ESL Learners And The Community Through Volunteer Work</td>
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<td>FPE - Beyond YouTube: Using Videos In The Class</td>
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<td>FPF - Academic Vocabulary: Beauty Or Beast?</td>
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<td>FPJ - Mastering Articles</td>
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<td>FQB - Fostering Learning Autonomy In ESL Pronunciation</td>
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<td>FQC - Contingent Interaction: A Need To Excel In Language Teaching</td>
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<td>FQD - As A Model For Integrating Grammar Into Communicative Language Teaching</td>
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<td>QH - Action Research Project: Lexical Learning</td>
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<td>FQI - Addressing Diversity And Promoting Positive Space</td>
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<td>FQJ - Teaching Pronunciation Using Multiple Intelligences</td>
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<td>FQL - Dictionary Activities For The ESL Classroom</td>
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<td>FRB - Blended Learning - The Future Of ESL?</td>
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<td>FRE - Saudi Students In EAP: Using Classroom Hours Effectively</td>
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<td>FRG - Working With Academic Articles: Encouraging Critical Analysis</td>
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<td>TQK Bringing Technology Into The Classroom</td>
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<td>TSD A Principled Approach To Standards And Assessments For ELLs</td>
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<td>9:00AM</td>
<td>TSF Who Is Nobody?: A Program Celebrating Everybody's Strengths</td>
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<td>TSI Using Corpora To Supplement Coursebook Vocabulary</td>
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<td>TTC Unnoticed And Underserved: Special Needs Students In ESL Classroom</td>
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<td>TTF Academic English Language Acquisition Expressed In Language Standards</td>
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<td>FFA Quick Development Tools For Materials Developers</td>
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<td>FAB The SL Classroom From A Suggestoplastic Perspective</td>
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<td>FTD Ell Inclusion In Core French: Teachers' Perceptions Of Benefits And Challenges</td>
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<td>SAD Wetlands And The World - Ell And Environmental Education</td>
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<td>SRA Chips Off The Old Blog</td>
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<td>SRF Benefits Of Formative Assessment Practice To LINC Programming</td>
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<td>ELT/SLT Discovery Learning: Creating Activities That Unlock Learner's Potential</td>
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<td>TCE Finding Energy In A Stressful World</td>
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<td>Implications Of CLARS For LT Instructors &amp; Classroom</td>
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<td>Ontario Curriculum Framework For Adult ESL/FSL Non-Credit</td>
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<td>Cultural Representations In Multimodal EFL Materials</td>
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**TESL ONTARIO 2012 CONFERENCE**

*TESL Ontario at 40: Thriving, Excelling, Sharing, Leading*
SAJ Resume And Interview Tips For TESL Jobs
SAT Using Corpora To Supplement Coursebook Vocabulary
SAP Choosing The Materials To Maximize Student Language Learning
SAO Integration Of Pronunciation - Focus On Rhythmic Patterns
SAR Looking For Listening Resources
SBA Scientific Writing: Developing And Evaluating An Online Course
SBB Challenging The Norm: Incorporating Learners’ L1 In ELT
SBC English For Academic Purpose: Analysis Into The Discourse
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SECONDARY
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TSC CAEL Assessment And The EAP Class
TSD A Principled Approach To Standards And Assessments For Ells
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TSM Driving Up Scores: Looking Under The Hood Of TOEFL
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TESL ONTARIO 2012 CONFERENCE TESL Ontario at 40: Thriving, Excelling, Sharing, Leading
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<td>Dictionary Activities For The ESL Classroom</td>
<td>Friday</td>
<td>1:00PM-2:40PM</td>
</tr>
<tr>
<td>FRB</td>
<td>Blended Learning - The Future Of ESL?</td>
<td>Friday</td>
<td>2:00PM-2:40PM</td>
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<tr>
<td>FSA</td>
<td>6 Principles For Teaching The Grammar Of Writing</td>
<td>Friday</td>
<td>3:00PM-3:40PM</td>
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<tr>
<td>FSC</td>
<td>Repositioning The 'Problem' Of Academic Plagiarism</td>
<td>Friday</td>
<td>3:00PM-3:40PM</td>
</tr>
<tr>
<td>FSF</td>
<td>Creative Learning With PowerPoint</td>
<td>Friday</td>
<td>3:00PM-5:00PM</td>
</tr>
<tr>
<td>FSM</td>
<td>Using Folktales To Promote Oral Communication Skills</td>
<td>Friday</td>
<td>3:00PM-4:40PM</td>
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<tr>
<td>FSM</td>
<td>Using Folktales To Promote Oral Communication Skills</td>
<td>Friday</td>
<td>3:00PM-4:40PM</td>
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<tr>
<td>FSN</td>
<td>Looking For Listening Resources</td>
<td>Friday</td>
<td>3:00PM-4:40PM</td>
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<tr>
<td>FTA</td>
<td>Grammar Teaching: Then And Now</td>
<td>Friday</td>
<td>4:00PM-4:40PM</td>
</tr>
<tr>
<td>FTE</td>
<td>Managing The Impact Of Difficult Disclosures In The Classroom And Staffroom</td>
<td>Friday</td>
<td>4:00PM-4:40PM</td>
</tr>
<tr>
<td>FTC</td>
<td>Designing Effective Pre-Writing Oral Tasks For EAP Students</td>
<td>Friday</td>
<td>4:00PM-4:40PM</td>
</tr>
<tr>
<td>FTD</td>
<td>Ell Inclusion In Core French: Teachers' Perceptions Of Benefits And Challenges</td>
<td>Friday</td>
<td>4:00PM-4:40PM</td>
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<tr>
<td>FTE</td>
<td>Correcting The Pronunciation Of W, Y, R, L, N, Ng, S, Z, Sh</td>
<td>Friday</td>
<td>4:00PM-4:40PM</td>
</tr>
<tr>
<td>SAB</td>
<td>Cultural Representations In Multimodal EFL Materials</td>
<td>Saturday</td>
<td>9:00AM-9:40AM</td>
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<tr>
<td>SAH</td>
<td>Authoring Online Activities With Hot Potatoes</td>
<td>Saturday</td>
<td>9:00AM-10:40AM</td>
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<tr>
<td>SAI</td>
<td>Academic Vocabulary: Beauty Or Beast?</td>
<td>Saturday</td>
<td>9:00AM-10:40AM</td>
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<tr>
<td>SAL</td>
<td>Using Corpora To Supplement Coursebook Vocabulary</td>
<td>Saturday</td>
<td>9:00AM-10:40AM</td>
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<tr>
<td>SAM</td>
<td>Fun Listening</td>
<td>Saturday</td>
<td>9:00AM-10:40AM</td>
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<tr>
<td>SAR</td>
<td>Looking For Listening Resources</td>
<td>Saturday</td>
<td>9:00AM-10:40AM</td>
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<tr>
<td>SBE</td>
<td>Training Teachers To Model Effectively And Give Rationale</td>
<td>Saturday</td>
<td>10:00AM-10:40AM</td>
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<tr>
<td>SBF</td>
<td>Role Of Emotion In Teaching Of A Foreign Language</td>
<td>Saturday</td>
<td>10:00AM-11:40AM</td>
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<tr>
<td>SCD</td>
<td>Effective Teaching Or &quot;Ars Gratia Artis&quot;, You Decide.</td>
<td>Saturday</td>
<td>11:00AM-11:40AM</td>
</tr>
<tr>
<td>SCE</td>
<td>Effective Online Teaching Practices In ESL Teacher Education</td>
<td>Saturday</td>
<td>11:00AM-11:40AM</td>
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<tr>
<td>SCS</td>
<td>Using Authentic English: Learners' Virtual Exchange With Dubai</td>
<td>Saturday</td>
<td>11:00AM-11:40AM</td>
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<tr>
<td>SCI</td>
<td>Inspired Teaching - Strengthening Your Own Personal Teaching Style</td>
<td>Saturday</td>
<td>11:00AM-12:40PM</td>
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<tr>
<td>SCM</td>
<td>Cell Phone Activities</td>
<td>Saturday</td>
<td>11:00AM-12:40PM</td>
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<tr>
<td>SCO</td>
<td>Mastering Articles</td>
<td>Saturday</td>
<td>11:00AM-12:40PM</td>
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<tr>
<td>SCP</td>
<td>Addressing Diversity And Promoting Positive Space</td>
<td>Saturday</td>
<td>11:00AM-12:40PM</td>
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<tr>
<td>SPB</td>
<td>Crossing Eastern Borders Of Creativity With Western Art</td>
<td>Saturday</td>
<td>12:00PM-12:40PM</td>
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<tr>
<td>SPC</td>
<td>Best Practices In Grammar Teaching</td>
<td>Saturday</td>
<td>12:00PM-12:40PM</td>
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<tr>
<td>SPD</td>
<td>Maximizing Diagnostic Feedback In Second Language Classrooms</td>
<td>Saturday</td>
<td>12:00PM-12:40PM</td>
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<tr>
<td>SPE</td>
<td>Dictionary Activities For The ESL Classroom</td>
<td>Saturday</td>
<td>12:00PM-1:40PM</td>
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<tr>
<td>SPF</td>
<td>Silence: The Dynamic Partner Of Pronunciation</td>
<td>Saturday</td>
<td>12:00PM-1:40PM</td>
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<tr>
<td>SPG</td>
<td>Culture And Knowledge Exchange</td>
<td>Saturday</td>
<td>12:00PM-2:40PM</td>
</tr>
<tr>
<td>SQD</td>
<td>Four Fun And Effective Vocabulary Learning Activities</td>
<td>Saturday</td>
<td>1:00PM-1:40PM</td>
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<tr>
<td>SRA</td>
<td>Chips Off The Old Blog</td>
<td>Saturday</td>
<td>2:00PM-2:40PM</td>
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<tr>
<td>SRB</td>
<td>6 Principles For Teaching The Grammar Of Writing</td>
<td>Saturday</td>
<td>2:00PM-2:40PM</td>
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<tr>
<td>SRE</td>
<td>Correcting The Pronunciation Of W, Y, R, L, N, Ng, S, Z, Sh</td>
<td>Saturday</td>
<td>2:00PM-2:40PM</td>
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<tr>
<td>SRF</td>
<td>Benefits Of Formative Assessment Practice To LINC Programming</td>
<td>Saturday</td>
<td>2:00PM-2:40PM</td>
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</tbody>
</table>
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Thursday Presentation Descriptions

9:00AM-9:40AM

TAA English For Financial Literacy: Online Activities
Margaret Stasiak and Catherine Lawrence - TCDSB
Anne Cairns - Ukrainian Cultural Centre

This presentation introduces online activities for English for Financial Literacy, a new resource for adult ESL programs at CLB levels 1-8, funded by Citizenship and Immigration Canada. The interactive online activities complement the print resource and provide additional practice in language and numeracy skills for CLB 1-4.

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

TAB Voice Threads
Jonathan Braganza - The Centre For Education & Training (TCET)

Using Voice Thread in a collaborative learning environment. Teaching Listening, Speaking, Reading and Writing in an enjoyable way. Learners can COMMENT in 5 different ways using their telephone, webcam, microphone, typing using their keyboard or upload an audio comment. Participants will be able to COMMENT on the presenter's Voice Threads.

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

TAC Discovery Learning: Creating Activities That Unlock Learner’s Potential
Siju Joseph - MNS Multicultural Newcomer Services

An Instructional process in which learners are encouraged to use their existing knowledge to explore the given information and integrate it into the real world. Workshop would enable participants to have hands on experience of practical applications RELEVANT to various themes in the curriculum.

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

TAF Successful EAP Instruction
Carrie Purcell - Oxford University Press

EAP instruction can be a challenge without a strong pedagogical approach and a wealth of rich resources. This session will outline the methodology behind a successful EAP environment and present materials for content-based lesson planning. Walk away with a sample lesson and a sneak-peak at the new Oxford EAP program.

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

Twitter: #TESL2012
Global Experience Ontario (GEO) offers information and resources for internationally trained individuals who want to work in non-health regulated professions and the trades. Learn how GEO can help you and adult learners in your classes. Find out more about the specialized programs and resources you can access through GEO that will help your adult learners.

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

**9:00AM-10:40AM**

**TAE Q**  
**CBC’s Babel Documentary Discussion**  
(This session is repeated on Friday morning)

**Nancy Carey - College Boreal and Thames Valley District School Board**

This summer Mariel Borelli hosted a 10-part series called 'Babel.' Listen to one of the 27-minute programmes and discuss it with peers.

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

**TAH Q**  
**Classroom Instruction That Harnesses Digital Resources**  

**Susie Blackstien-Adler - Bridges**

Instruction for ELLs is enhanced by technology that supports new skill development and compensates for lack of skill when accessing information and materials. This presentation will focus on the auditory and visual supports that Web 2.0 and assistive technology applications provide, with research support for the inclusion of these tools and strategies for whole class and individual instruction.

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

**TAI Q**  
**Silence: The Dynamic Partner Of Pronunciation**  
(This session is repeated on Saturday afternoon)

**James Leitch - Alpha International Academy**

Silence is the dynamic partner to pronunciation; learn how your students can easily make their audience understand their spoken word by transforming their visual text into audial script.

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

**TAJ Q**  
**The Layer-Cake Approach To ESL Training**

**Jayne Edmonds and Robert Leonituk - Gandy Associates**

Is helping students develop conversational fluency one of your goals? Would you like to teach core language skills, communication skills, cultural awareness, and prepare your students for life and work in Canada? If so, attend this workshop to learn a lesson-planning approach that can be applied in your classroom.

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

**TAL Q**  
**Introducing The CLB Support Kit - A Resource For Practitioners**

**Jennifer McKay - Centre for Canadian Language Benchmarks (CCLB)**

**Anne Hajer and Gail Stewart - CCLB Consultants**

The CLB Support Kit, funded by CIC Ontario, includes an orientation to the revised CLB as well as information on a variety of topics relating to teaching in a CLB-based program. Participants will be given an overview of the revised CLB and a glimpse of the kit contents through hands-on activities.

Category: Interactive Workshop
Level: Adult ESL/LINC, College/University, ELT/SLT
Focus: Pan-Canadian Initiatives & Activities
Audience: All Participants
TAM  TOEFL And IELTS For Non-Test-Prep Teachers
Phil Soffe and Ellen Peppard - Kaplan PLI

For advising students or for in-class instruction, teachers should know about the important gateway tests: IELTS and TOEFL. Learn how these tests differ, how to advise/support student test-prep, and how to modify classes to include test-specific preparation activities. Presentation includes an extensive, useful handout.

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

TAN  Teaching Prefixes: Evolving Strategies To Exploit Possibilities
Muhammad Awan - Supply Teacher Muslim Community Services LINC Brampton ON

Highlighting the rationale and challenges involved in teaching vocabulary at junior level and suggesting some practical tips how to engage learners in enhancing their existing knowledge base of lexicon. Handout and videos will be used for sharing tested classroom activities. A reasonable time for Q/A will also be offered.

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

TAO  Enhancing Instructor Skills - Post TESL Certificate Training
Carolyn Cohen - TESL Ontario
Jim Edgar - New Media Language Training Inc.
Vera Beletzan - Humber College
Colette Peters - Toronto Catholic District School Board
Carmen Valero - Canadian College of Educators
Moderator: Reza Mazloom-Farzagh - TESL Ontario

This panel presentation will review development of the CIC contracted Post TESL Certificate Training Framework and instructor training courses. Panelists from Algonquin College, the Canadian College of Educators, Humber College, New Media Language Training and the Toronto Catholic District School Board will provide information on their TESL Ontario accredited Post TESL Certificate Training courses.

Category:  Presentation
Level:  Adult ESL/LINC, ELT/SLT
Focus: Other: Instructor Training
Audience: Administrators, Teachers with Experience

TAR  ESL For Transformation (This session is repeated on Saturday morning)
Bahar Biazar and Margret Bastowros - Seneca College

The ESL class can serve as a space for consciousness-raising as well as language acquisition. The presentation explores the possibility of the ESL class being used as such. It will include an account of why this conceptualization is necessary and desirable for LINC classes. It will also include accounts of successful activities and techniques being done in ESL classes.

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

CC-TAS  Setting up Speaking Tasks
Tara Holmes - CCLB

Do you find it challenging to give assessment feedback to learners on their speaking skills? In this session we will look at a number of strategies that classroom instructors have used to make assessment more manageable and useful for learners. We will look at how the tasks are set up and how teachers have given feedback to learners. This session builds on principles and practices that were introduced in Integrating CLB Assessment into your ESL Classroom by Tara Holmes (CCLB, 2005)

9:00AM-11:40AM

TAP  Interactive Environmental Learning Enhancing ESL Vocabulary And Curricula
Shintu Cherian - Toronto and Region Conservation Authority (TRCA)

This workshop demonstrates how to incorporate hands-on environmental learning into adult ESL/LINC curricula, preferably LINC levels 4 and up. It enhances ESL vocabulary and creates awareness about environmental issues. Teachers will receive a comprehensive package of vocabulary, lesson plans and activity worksheets. This is a repeat of my 2010 presentation with significant modifications.

Category:  Presentation
Level:  Adult ESL/LINC
Focus: Classroom Activities and Strategies
Audience: Teachers with/without Experience
CC-TAT  o  Introduction to Portfolio Based Language Assessment
Joanne Pettis – CCLB

Portfolio Based Language Assessment (PBLA) is a principled approach to language assessment aligned to the CLB. Instructors and learners collaborate to set language-learning goals, compile numerous examples of language proficiency and learning in a variety of contexts over time, analyze the data, and reflect on progress. This session will provide an overview of the PBLA and how it can be integrated into instruction. Workshop participants will have an opportunity to view resources and sample materials and consider how they might be used in their own classrooms.

CC-Tau  o  Using SAM: CLB 1-4 Classroom Assessment Tool
Judith Bond - CCLB

This workshop will introduce ESL instructors to the CCLB resource SAM: Summative Assessment Manual. SAM, developed by the author of the Canadian Language Benchmarks, provides made-for-classroom assessment tools and supports for CLB-based programs at CLB levels 1 – 4 in universal themes including: Food & Nutrition, Health & Safety, Home, Community and Work. Participants will gain knowledge of SAM through hands on participation in using one theme of SAM at one CLB level. Participants will leave with the confidence needed to explore and use SAM in their own classrooms.

10:00AM-10:40AM
TBC  o  Using Rater Comments For Writing Grid Revision
Carla Hall and Amelia Hope - University of Ottawa

This presentation demonstrates how to use content analysis of rater comments as a tool for revising evaluation grids. The authors explain how to 1) identify areas of agreement/disagreement; 2) link comments to scoring criteria and individual papers; and 3) identify grid criteria needing clarification and revision.

Category:  Presentation
Level:  Adult ESL/LINC, College/University
Focus:  Other: evaluation
Audience:  Administrators, Researchers, Teachers with Experience

10:00AM-11:15AM
TBD-PL  PLENARY: Corpora And Language Teaching: Ideas For The Classroom
Randi Reppen - Northern Arizona University (NAU)

During the last several years, there has been an increased interest in using corpus research to inform language teaching decisions, and in using corpora as a resource in the language classroom. This presentation will provide numerous concrete examples of how information from corpora can be used to inform and guide instruction, and how corpora can serve as a resource for materials development and student activities. In addition to specific examples for teaching vocabulary and grammar, resources that are available, and general guidelines that can be used in a variety of different contexts will also be provided.

10:00AM-11:40AM
TBE  CGAMS (Cathy’s Google Advantage Method For Spelling)
Cathy Gail Archer Maher - The Afghan Women’s Organization

Jump-start your students’ spelling using Google.ca! MOTIVATE your students! Enhance their confidence & independence! Hands-on computer session. Leave with a new versatile technique & many lesson ideas for everyone (Beginners to Advanced). Bring material (IN YOUR EMAIL) that your students struggle with. There is no limit to what your students can do!

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

TBF  Possibilities And Potential For iPads In ESL Education
Faith Marcel and Angelica Galante - Niagara College
Donna Pearce - Brock University

In this interactive technology presentation, participants will be provided with examples of how iPads can be used in ESL classrooms to enhance collaborative and experiential learning. A variety of apps for language education will be explored along with ideas for pedagogical applications in the ESL classroom.

Category:  Technology Presentation
Level:  Adult ESL/LINC, College/University, Elementary, ELT/SLT, Secondary
Focus:  Electronic Classroom/Technology
Audience:  Researchers, Teachers with/without Experience
**TBG** Practical Tools For Improving Your Teaching *(This session is repeated on Saturday morning)*
Visnja Cuturic and Jesse Khudoo - University of Toronto, English Language Program

Acquire practical tools to further develop your teaching skills and autonomy through self-reflection strategies, critical pedagogy, and informed practice. Two instructors share what worked for them. Get re-inspired, acquire research tips, learn from colleagues, enrich your teaching, and walk away with effective teaching tools you can use Monday morning!

Category: Interactive Workshop  
Level: Adult ESL/LINC, College/University  
Focus: Other: Professional Development  
Audience: All Participants

**TBH** How Do We ‘Know’ What To Teach?  
Kristibeth Kelly, Angela Meyer Sterzik and Corinne Marshall - Fanshawe College

Framed by current EAP research, this presentation details the process and findings of a survey of post-secondary professors to define the language and academic skills required by EAP students for academic success. We conclude with next steps in curriculum and assessment development based on our findings.

Category: Presentation  
Level: College/University  
Focus: Research  
Audience: Administrators, Researchers, Teachers with Experience

**TCA** Licensing Solutions Make Copying Easy  
Jennifer Lamantia - Access Copyright, The Canadian Copyright Licensing Agency

If you're an educator working at a government-funded adult language learning centre or at a publicly funded college or university, you have lessons to plan, classes to teach, and you need access to copyright protected materials to get your job done. In this session, you'll learn that with an Access Copyright licence you can have legal access to the publications you require to be able to quickly and easily reproduce copyright protected content.

Category: Publisher’s Presentation  
Level: Adult ESL/LINC, College/University  
Focus: Other  
Audience: All Participants

**TCD** Language Assessment: A Look Behind The Scenes  
Dan Mohamed and Cathy Zhao - YMCA of Greater Toronto

Participants will receive an overview of the current assessment and referral process at the YMCA of Greater Toronto. Topics will include: 1) assessment tools currently used; 2) daily work of assessors implementing these tools; 3) challenges for assessors; and 4) coming changes. Please note that we cannot discuss tool specifics.

Category: Presentation  
Level: Adult ESL/LINC, ELT/SLT  
Focus: Other: Assessment  
Audience: Administrators, Teachers with/without Experience

**TCB** For New Instructors Only - Tips, Techniques & Tools *(This session is repeated on Friday afternoon)*
Danielle Marchese - The Centre for Skills Development & Training

This session is intended for new instructors (looking for work or working for less than a year). This presentation will go through what to expect when in the classroom, how to prepare, job search techniques and tools to help you get through the first year.

Category: Presentation  
Level: Adult ESL/LINC, ELT/SLT  
Focus: Other: Help for new instructors  
Audience: Teachers without Experience

**TCC** The Evolving Activity  
Greg Pedwell - The Centre/HDSB

Develop an entire lesson out of any single activity! This workshop emphasizes activity phases, multi-skill production, and student talk-time. Simplify your planning and supercharge your lessons!

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

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**Twitter:** #TESL2012
TCE  Finding Energy In A Stressful World  
Wanda Komorowski - The Centre for Skills Development and Training (HDSB)

Running on "empty" on your body's energy meter affects not only your personal life but your output level at work as well. Learn how to physically assess your level of energy, use some simple methods to increase your "energy ball", and then re-assess it.

Category: Interactive Workshop  
Level: Adult ESL/LINC, ELT/SLT  
Focus: Life/Work Balance (e.g. compassion fatigue, mental health, stress management)  
Audience: All Participants

TCH  Reading As The Root Of All Lesson Plans  
Doris Whelan - Malton Neighbourhood Services/LINC

The goal of this presentation is to motivate beginner LINC and ESL teachers to share and gain an insight of how to use reading activities as a root to connect their lesson plans and develop the text to branch off into other language skills. Participants will take with them various reusable technique ideas that uses a variety of reading texts, from ESL resources to everyday realia.

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

TCF  Reel Canada Workbook - Integrated Skills Through Canadian Film  
Beverley Payne and Terry Webb - Thames Valley District School Board

This interactive workshop will present a new approach to integrated language learning using films from the National Film Board of Canada. During the workshop the participants will have an opportunity to view film segments and interact with a variety of vocabulary and comprehension activities, as they develop strategies to discuss film. Participants will also have an opportunity to create extension activities that would directly relate to their current teaching assignments.

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

TCI  Maximizing Diagnostic Feedback In Second Language Classrooms  
(Essential Skills And Labour Market Integration)  
Shareef Korah - HRSDC- Office of Literacy and Essential Skills

Essential Skills (ES) have a significant impact on earnings and labour market integration and some recent immigrants may have certain challenges that present barriers to successful labour market outcomes. HRSDC supports a numbers of means, including projects and tools, to help address different LES challenges.

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

Legend

 Session is repeated at another time  
_session is being webcasted  
_pre-registration limited to ESL funded participants
1:00PM-1:40PM

TQA  What's New In LearnIT2teach: Project Update
Jim Edgar, Rob McBride and Matthias Sturm - LearnIT2teach

This session highlights additions to the CIC-funded LearnIT2teach Project, which commenced in January 2010. New additions include a reference manual for LINC administrators, online speaking activities, LINC 2 e-resources, learner readiness materials, updates to the portal and social media, PTCT accreditation, migration to Tutela, and LINC 5-7 development work.

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

TQB  Grammar Teaching: Then And Now
(This session is repeated on Friday afternoon)
John Brezinsky - Cambridge University Press

Grammar instruction has changed significantly from pre-Communicative Language Teaching to the present day. The presenter describes modern grammar courses, summarizes key research, and outlines best practices for meeting today’s students' needs.

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

TQC  Occupation-Specific Language Training (OSLT) At Ontario Colleges
Rebecca Carnevale - Colleges Ontario

Occupation-specific Language Training (OSLT) helps newcomers acquire the language and communication skills needed for finding and retaining work in a sector and occupation for which they have training or experience. This presentation will begin with an overview of the structure of OSLT which leverages the Ontario colleges to deliver consistent courses across the province. The second part will look at the content and structure of the curriculum, examining the learning outcomes and sample activities.

Category: Presentation
Level: Adult ESL/LINC
Focus: Employment Related
Audience: Researchers, Teachers with Experience

TQD  Rethinking Philosophy Of Teaching In Second/Foreign Language
Muhammad Awan - Muslim Community Services Brampton ON

This is an evaluation of teaching philosophy every ESL/EFL claims to have. It focuses three particular dimensions: particularity, practicality and possibility. This provocative session will allow the participants to quickly revisit their teaching philosophy with respect to their particular contexts.

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

POSTER1  Traffic Lights: Signalling Comprehension And Confusion
(This session is repeated on Friday afternoon)
Marg Heidebrecht - Mohawk College/TESL Hamilton Wentworth

This poster will show how the red, yellow and green on traffic lights can be used in classroom speaking activities. Since MOST English conversations in 2012 are between non-native speakers of the language, learners need tools to check that they've understood and been understood in all verbal interactions.

POSTER2  Bridging The Linguistic Gap Between English And Science
(This session is repeated on Saturday morning)
Mithila Vidwans - The University of Western Ontario

Multicultural classrooms are on the rise where newcomers must succeed in English as well as the languages of other subjects. The language of Science encountered in textbooks and teachers' lessons was analyzed in this study. The analysis gave rise to six lexical classes revealing the complexity in the scientific discourse.

POSTER3  Grammar Throughout The Year
(This session is repeated on Friday afternoon)
Nancy Prittie - Halton Catholic District School Board

Based on the premise that individuals learn best by what they say and do, this presentation describes the use of arts and crafts to facilitate learning of early grammar skills. Geared to low beginner ESL students, simple and effective activities are illustrated, incorporating LINC Canadian culture themes and CLB guidelines.
POSTER5  Integrating Music In Foreign Language Teaching And Learning
Tiffany Ng - OISE - University of Toronto

This poster session shares my proposed doctoral study, which builds on my previous work on heritage language maintenance to include a focus on music in foreign language (FL) learning and teaching. I aim to investigate whether there is a relationship between music and language teaching; and to determine how the incorporation of music in language teaching will affect students’ overall achievement in language skill acquisition and their attitude towards the FL.

POSTER8  Justifying The Intended Effects Of A Classroom-Based Oral Assessment
(This session is repeated on Saturday morning)
Yongfei Wu - Queen's University

This study uses an argument-based approach in justifying the intended effects of a classroom-based oral assessment administered to about 3,000 test takers annually in a Chinese university. The test scores and the student questionnaires are analyzed statistically and the student/teacher interviews are discussed qualitatively.

POSTER9  Developing Support To Support Development
(This session is repeated on Friday afternoon and Saturday morning)
Melissa Robinson and Carolyn Bergshoeff - Mellyneducation

Attendees will gain valuable resources and tips on using social media (Facebook, Twitter, Educhat, LinkedIn etc) and websites in order to develop professional support within the ESL community. These resources will be shown and discussed in detail throughout the presentation and the list of resources will be available. Attendees will also learn about networking at events and how to develop and foster their own PLN’S and PLE’S regardless of whether they teach in a classroom, online/distance, or abroad. Mellyneducation is committed to aiding teacher development and support.

POSTER10  Volunteer Tutoring Programs
(This session is repeated on Friday afternoon and Saturday morning)
Jane Nicholls, Nancy Fanjoy and Diane Ramanthan - ELTOC

The poster will look at existing Volunteer Tutoring Programs in Ontario and how to set one up. This is in response to the interest from the presentation given at TESL Ontario 2010 "LINC Volunteer Tutor Programs".

POSTER11  TESL Ontario Member Survey Results
(This session is repeated on Saturday morning)
Allison Keown – TESL Ontario

This poster presentation will examine the results of the 2011 TESL Ontario member survey. We will reveal detailed demographics of TESL Ontario members, as well as other insightful results regarding member needs for today and the future.

1:00PM-2:40PM

TQE  Bring Learners’ Voices Together With VoiceThread
Faith Marcel - Niagara College

In this technology lab, participants will learn about ways VoiceThread is currently being used for ESL instruction as an interactive online tool to help make learners’ voices heard. Participants will also create, edit, comment on and share VoiceThreads during the course of this session.

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

TQF  Professional Learning Teams: Putting Theory Into Practice
Darlene Liutkus - College of the North Atlantic-Qatar

Teachers share ideas all time but what happens after that? Learning communities provide a structure that allows teachers to share/renew/follow up on classroom strategies/activities. Participants will learn what is involved in conducting a professional learning team and how it can inform their teaching that has a lasting effect.

Category: Interactive Workshop
Level: Adult ESL/LINC, College/University, Elementary, ELT/SLT, Secondary
Focus: Other: Professional Development
Audience: All Participants
TQH  Critical Pedagogy Through Drama: ESL Learners Leading The Way
Angelica Galante - Niagara College

A brief introduction of TESL through a critical perspective will set the stage for this interactive workshop. Participants will engage in a variety of drama activities that lead to the production of a short-length movie. Benefits and limitations of the use of drama and critical pedagogy will also be discussed.

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

TQI  LINC To Work
Adrienne Horvath Cortes, Anna Wodtka, Nancy Beuglet, Petra Middleton and Sherrie Gardiner - Conestoga College - LINC Program

This presentation provides insight into Conestoga College's LINC to Work pilot project. Classes focus on the Employment theme of the LINC curriculum and are offered at all skills and levels of the Conestoga College LINC Program. Following our presentation, you may want to incorporate LINC to Work into your program.

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

TQJ  The Power Of The Presentation
Melissa Pedersen and Debra Seaton - The Centre Skills Development & Training HDSB

Presenting your ideas well transcends all aspects of professional life. Want to kick your presentation skills up a notch? Want your ELT and higher level LINC students to better understand the importance of good presentation skills? Then this workshop on developing powerful presentation skills is for you!

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

TQK  Bringing Technology Into The Classroom
Ian McRoberts - Oxford University Press Canada

Technological advances are causing profound changes in language instruction. How can teaching practice be informed and aided by technology? This publisher's presentation will focus on the technological resources that accompany Oxford University Press' ESL products, giving participants a chance to explore new ways of incorporating technology in their lessons.

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

TQL  Integration Of Pronunciation - Focus On Rhythmic Patterns
(Jan. session is repeated on Saturday morning)
Jinjiang Du - Toronto District School Board, Continuing Education, The Bickford Centre

Pronunciation teaching should not be an add-on to ESL curriculum. It has to be integrated throughout. But how to approach it has been a real challenge. This presentation discusses and recommends a pedagogically sound and feasible approach to making pronunciation teaching more meaningful, more useful, and sustainable.

Category: Presentation
Level: Adult ESL/LINC, College/University, ELT/SLT
Focus: Classroom Activities and Strategies
Audience: Researchers, Teachers with Experience

TQN  I Can't Believe I Learned Grammar!
Andrew Taylor - Newcomer Centre of Peel

This workshop focuses on teaching and learning grammar communicatively while engaging the students in various grammar activities using dynamic conversations, role plays, pair-work and small group activities, chants, idioms, pronunciation drills, games, voice acting, facial expressions etc. There is absolutely no writing just speaking. The goal of this workshop is to have the participants experience teaching and learning grammar communicatively first hand so that they may be armed with the necessary skills that they can take away and immediately utilize in their LINC and ESL classes.

Category: Interactive Workshop
Level: Adult ESL/LINC
Focus: Classroom Activities and Strategies
Audience: All Participants
CC-TQQ Assessing Writing
Tara Holmes - CCLB

Effective assessment practices give learners feedback that they can use to improve their performance. This workshop will apply the principles and practices introduced in the document Integrating CLB Assessment into your ESL Classroom. We will look at classroom writing tasks and learner samples for several benchmarks. We will discuss the selection of assessment criteria and the development of assessment tools. We will also examine learner samples and discuss strategies for giving feedback that is helpful for learners.

1:00PM-3:40PM

TQO Effective Pronunciation Lessons For Adult Learners
Katrin Alaves - UGDSB

Whether you’re looking for a way to make some pronunciation points memorable, a detailed lesson plan to aid you in teaching a concept in a fresh way, or a template of how to design and offer an entire pronunciation course, then attending this presentation will be worth your time!

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

CC-TQR Integrating CLB Assessment into your ESL Classroom
Catherine Beckingham and Terry Webb - CCLB

This workshop, based on the CCLB publication Integrating CLB Assessment into your ESL Classroom by Tara Holmes, will help ESL practitioners develop an understanding of day-to-day assessment for learning. Topics covered include: effective classroom assessment processes, classroom planning, tasks to build for student success and feedback that makes a difference. Participants will become familiar with effective classroom based assessment practices using case studies and authentic samples of learner performance.

1:00PM-4:00PM

TOP-RS RESEARCH SYMPOSIUM: CHALLENGES AND APPROACHES FOR LOW LEVEL LITERACY LEARNERS

What Does Dynamic Assessment Reveal About Language And Literacy Abilities That Conventional Assessments Do Not?
Alister Cumming - Centre for Educational Research on Languages and Literacies, Ontario Institute for Studies in Education, University of Toronto

Dynamic assessment proposes that students’ developmental trajectories appear when they are exercised through interactions with teachers or tutors who build appropriately on and extend individuals’ learning potentials in ways that are not possible in conventional, individually-administered tests of reading and writing skills or questionnaires. We describe results from long-term case studies of 21 adolescents from culturally-diverse backgrounds who participated in an after-school, community-based tutoring program at an economically-impoverished housing complex in downtown Toronto. The approaches to dynamic assessment adopted for the tutoring revealed crucial factors, contexts, and challenges that either promoted or constrained the development of the adolescents’ academic literacies in this distinctly multicultural context: support from educators, community groups, families, and peers; approaches to pedagogy that engaged learners’ zones of proximal development in humanistic and purposeful ways; promoting students’ strategies for self-regulation of their vocabulary, reading, writing, and learning practices; and fostering attitudes and orientations to literacy that engage students in epistemic purposes for using literacy to expand their knowledge, capitalize on multi-media resources, and bolster their self-confidence. The findings from dynamic assessments complemented results from conventional tests of reading, writing, and vocabulary as well as interviews, questionnaires, and stimulated recalls administered at the beginning and end of the school year.
Targeting Language And Reading Related Strategic Knowledge In Recently Immigrated Adolescents Immigrants
Esther Geva - Ontario Institute for Studies in Education, University of Toronto

Concerns over the language and literacy skills, academic achievement, and high-school completion of immigrant youth have been voiced in Canada and elsewhere. Our previous research has shown that elementary school ESLs lag behind their monolingual peers on reading comprehension, general and academic vocabulary – all essential for academic achievement. Unlike word level reading skills the gap in vocabulary knowledge and reading comprehension does not disappear even after 6 years of education in Canada (Farnia & Geva, 2012). Our current research focuses on recently immigrated adolescents living in disadvantaged neighbourhoods. In the last 3 years we have been involved in an intervention project (SSHRC funded) delivered as part of an after school, community based, volunteer-tutor based homework assistance program - "Pathways to Education". The intervention is designed to accelerate academic vocabulary learning and reading comprehension strategies in these youth via explicit teaching of vocabulary (semantically related; roots and morphological derivations) and transfer of skills. The presentation will provide a brief theoretical background, describe the challenges involved in conducting intervention research with vulnerable ESL adolescents, describe the intervention model and the methodology, and general findings. This project may inform practices concerning the academic achievement of adolescents with limited English proficiency, and has implications for professional training, curriculum development, and policy.

Is It A Reading Or A Language Challenge? Good And Poor Readers Who Are Chinese L1 Speakers
Alexandra Gottardo - Wilfrid Laurier University

Research conducted with monolinguals compares good and poor readers based on word reading (Stanovich & Siegel, 1994) and reading comprehension (Cain & Oakhill, 2011; Nation, Cocksey, Taylor & Bishop, 2010). Often the assumption is that L2 learners will perform poorly on academic tasks. Forty-eight Chinese-English speaking adolescents were divided into two groups, good readers, RC > 30th percentile (N=25) and poor readers, RC < 25th percentile (N=23) based on a measure of reading comprehension (Gates-MacGinitie Reading Test). Group similarities and differences were examined.

The groups were compared on standardized measures of word and pseudoword reading fluency (Test of Word Reading Efficiency), rapid naming of letters and digits, vocabulary (Peabody Picture Vocabulary Test III), phonological awareness (Comprehensive Test of Phonological Processing) and working memory controlling for Time in Canada. The good and poor readers differed on reading fluency, rapid naming and vocabulary but not on the other measures. When regressions were conducted for each group separately, vocabulary but not reading fluency explained significant variance on the reading comprehension measure for both groups. These data suggest that although the groups differed in overall skills, they were similar in terms of factors related to reading comprehension. Implications for assessment of reading difficulties in L2 learners are discussed.

You Don't Write To Be Understood; You Write To Avoid Being Misunderstood": Tutor Beliefs About Writing And Approaches To Teaching Writing In An Afterschool Literacy Program
Robert Kohls - Ontario Institute for Studies in Education, University of Toronto

This paper describes how volunteer tutors in an afterschool literacy program in downtown Toronto assist linguistically and culturally diverse adolescents develop their academic writing. The paper reports on data gathered from multiple interviews with writing tutors and from weekly observations of tutoring sessions between tutors and their tutees as they discussed planning, drafting, and revising essays, reports, and poems. In particular, the paper foregrounds tutor beliefs around what is good writing and writing with voice, a preferred feature of good writing in Ontario for K-12 students (i.e., Success Criteria), and the degree to which they helped students develop voice in their writing. The findings from this study inform literacy program coordinators about the ways in which personal beliefs about good writing may shape the way in which tutors approach lessons, give feedback, and talk to adolescent writers about developing successful writing habits.
1:00PM-4:40PM

TQQ  Video And Movie Studies: Beyond The Ordinary
Brandie Glasgow-Spanos - Niagara Catholic District School Board

Video can be an interesting introduction to, or extension of, class lessons. It can be used for every skill and at every level -- even multi-levels. Commercials, music videos and, especially, movies are examples of resources that are often misunderstood and underused. Participants will explore how to choose different types of video and find inspiration for creating unique and purposeful lessons.

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

CC-TQS Training on using CLB 5-10 Exit Tasks
Clare Jeng - CCLB

The workshop will introduce ESL instructors to the CCLB resource Canadian Language Benchmarks 5-10 Exit Assessment Tasks. Participants will get an overview of the materials along with practice in using the scoring tools to get accurate CLB reports of adult learners' speaking and writing proficiency. The resource covers all four skills and is suited to use in both general and specialized language training programs. Participants should bring their program's copy of the resource with them to the training if possible. Handouts will be available for those without copies.

2:00PM-2:40PM

TRA  Smartphones As A Platform For English Language Learning
Dr. Julie Zilber - Linguacomm / BC Virtual School Society

A large number of smartphone apps for English learners have emerged over the past two years. In this presentation, Dr. Julie Zilber discusses the value of these tools for English language teachers and the potential of smartphones as a platform for enhancing English language learning.

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

TRB  Best Practices In Grammar Teaching
(RThis session is repeated on Saturday afternoon)
Randi Reppen - Cambridge University Press

Students are always looking for ways to improve their grammar. This session describes ways to maximize student learning by focusing on the way grammar is used in academic and non-academic contexts, facilitating noticing, creating effective activities, eliminating common mistakes, and applying grammar in writing.

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

TRD  Critically Examining Texts In Adult ESL Classrooms
Christine Smart-Wiseman - York University

This presentation/workshop explores the use of texts in adult ESL classrooms from a critical pedagogical framework. Participants will engage in problem posing techniques in order to examine materials used in the classroom.

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

TRE  Empowering And Engaging Language Learners With Listening Circles
(CThis session is repeated on Friday morning)
Celina Costa - George Brown College

Would you like to foster learner autonomy in your students while improving their listening skills? This workshop will teach you how by giving you the steps necessary for implementing listening circles in your own teaching context. Materials, resources, and assessment will be discussed and shared during the presentation.

Category: Presentation
Level: Adult ESL/LINC, College/University, Secondary
Focus: Classroom Activities and Strategies
Audience: Teachers with/without Experience
TRF  Focusing On Design In Materials Design
Lilia Savova - Indiana University of Pennsylvania

Focuses on "design" in materials design. Engages participants in developing effective ESOL materials. Offers hands-on experience in applying universal principles of design to meet specific educational goals. Applying these principles, participants learn how to create activities that are essential, easy to perceive, simple to use, and help prevent errors.

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

3:00PM-3:40PM

TSA  Who's Using Social Media? Everyone?
Melissa Pedersen and Michael Doutre - The Centre Skills Development & Training HDSB

Social Media present a great opportunity to engage your students, stay connected with them and even help them job search. This presentation will show you which media to connect to, how to connect and interact, how to help students connect, interact and learn new communication skills.

Category: Technology Presentation
Level: Adult ESL/LINC, ELT/SLT
Focus: Other: Social Media in the Classroom
Audience: Administrators, Teachers with/without Experience

TSD  A Principled Approach To Standards And Assessments For ELLs
Jesse Markow - University of Wisconsin-Madison

Attendees will receive an overview of the underlying principles of a system that describes English language development and proficiency, the approach to implementing those principles, how those approaches could apply in Canada. This system is currently being used by over half of the states in the US and by many international schools.

Category: Presentation
Level: Elementary, Secondary
Focus: Classroom Activities and Strategies
Audience: All Participants

TSE  Promising Practices For Delivering Language Training To The Low-German Speaking Mennonite Community
Sheila Carson and Wendy Logan - St. George's Centre for ESL, Upper Grand District School Board
Sheila Fraser - CAEL Assessment and The EAP Class

Low-German speaking Mennonite immigrants are a distinct group of learners. In this session you will hear from two program managers about the community partnerships that serve Low-German Speaking Mennonite communities in Drayton and Aylmer. Teachers from these programs will also share some successful classroom activities. Participants will gain a better understanding of the challenges and some promising practices in providing language training for this unique community.

Category: Presentation
Level: Adult ESL/LINC
Focus: Classroom and Community Support
Audience: All Participants

TSC  CAEL Assessment And The EAP Class
Wendy Fraser - CAEL Assessment

The CAEL Assessment is based on the academic English language skills and strategies that are necessary to actively participate in the university classroom. This presentation explores the link between the CAEL Assessment and classroom activities, showing that test preparation can and should be part of regular EAP instruction.

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

TSF  Who Is Nobody?: A Program Celebrating Everybody's Strengths
Kelly Clark and Alex Seymour - Who Is NOBODY?

Who Is NOBODY? is a flexible program that engages students by building on EVERYBODY’s personal interests and abilities. Each student exercises reading, writing, oral communication and media literacy by documenting, sharing and celebrating their strengths. This reusable program is easy to implement and adapts to every age and ability. www.whoisnobody.com

Category: Publisher's Workshop
Level: Elementary
Focus: Classroom Activities and Strategies
Audience: All Participants
3:00PM-4:40PM

TSH  An Introduction To Course Editing In Moodle
John Allan, Jim Edgar and Nancy Van Dorp - LearnIT2teach

This session introduces course authoring in Moodle, a popular learning management system. Participants will be introduced to Moodle, course settings, adding course content, including learning objects from Tutela.ca, and given information about free course hosting options. This workshop is open to all, especially anyone interested in the CIC-funded LearnIT2teach Stage 3.

Category: Technology Lab
Level: Adult ESL/LINC, College/University, ELT/SLT
Focus: Electronic Classroom/Technology
Audience: Teachers with/without Experience

TSI Using Corpora To Supplement Coursebook Vocabulary
(This session is repeated on Saturday morning)
Ken Lackman - Freelance Teacher Trainer

Classroom activities will be demonstrated showing how simple corpora searches can expand and clarify coursebook vocabulary. It will be argued that corpora provides essential information such as variations in the form of a word, its most frequent collocates and, for verbs, the ones most commonly used in particular grammatical structures.

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

TSL Cell Phone Activities
(This session is repeated on Saturday morning)
Lesline Smikle - The Centre for Education & Training

Do your learners bring cell phones to class? Did you know that cell phones are wonderful tools for learning? In this workshop, participants will get ideas on how to use cell phones constructively in classrooms. Participants are encouraged to come with an open mind-- and a cell phone!

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

TSM Driving Up Scores: Looking Under The Hood Of TOEFL
Doug Ronson - Educational Testing Service Canada
Christien Lee - LSC

To test-takers, TOEFL questions seem to be random. In fact, every question is based on a test blueprint linked to specific learning objectives. The presenters will look at how teachers can use those learning objectives to build better curricula and improve TOEFL preparation classes. In this interactive session, participants will discuss in-class activities based on what they have learned.

Category: Publisher's Presentation
Level: Adult ESL/LINC, College/University, Secondary
Focus: Classroom Activities and Strategies
Audience: All Participants
### TSN Implementing Portfolio-Based Language Assessment (PBLA) In LINC And ESL

*This session is repeated on Friday afternoon*

**Yves Saint-Germain - Citizenship and immigration Canada**

**Mourad Mardakian - Ministry of Citizenship and Immigration**

**Joanne Pettis**

A panel of CIC and MCI representatives and a PBLA trainer, Administrator and Lead Teacher discuss the results of the PBLA Ottawa field test’s independent review, government collaboration, and how implementation influences teachers, administrators, students and institutional culture. The session will end with a question period.

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

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#### TTB Barriers To Citizenship: How ESL Teachers Can Help

*This session is repeated on Saturday afternoon*

**Caroline Lindberg - CLEO**

**Geraldine Sadoway - Parkdale Community Legal Services**

This presentation will introduce a CLEO (Community Legal Education Ontario / Éducation juridique communautaire Ontario) information resource about barriers to citizenship. Geraldine Sadoway, lawyer with Parkdale Community Legal Services, will discuss citizenship applicants’ legal rights and how ESL teachers can help. A CLEO representative will give an overview of CLEO resources.

**Category:** Presentation  
**Level:** Adult ESL/LINC  
**Focus:** Classroom and Community Support  
**Audience:** Administrators, Teachers with/without Experience

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#### TTC Unnoticed And Underserved: Special Needs Students In ESL Classroom

**Suzanna Kotilehto - YMCA Learning Center London**

It is estimated that about 15% of English language learners have a variety of special needs (exceptionality). Some teachers feel that they have no sufficient training, experience, and support to teach effectively students with exceptionalities in their classrooms. This workshop will discuss the unique circumstances of the newcomers to Canada with identified or unidentified exceptionalities.

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

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#### TTD Understanding The Chinese Student

**Lina La Rocca - Seneca College**

**Yingge Li - Confucius Institute at Seneca College**

This presentation will discuss the challenges that ESL teachers are faced with when they are teaching Chinese students. Most of the issues that arise within the classroom are brought about by cultural differences between Western and Chinese society. Student motivation, family policy, and educational imbalances in China are some of the areas that will be examined by a presenter who lives in northern China.

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

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**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.**
TTÉ  Handouts For Your CLB 1-5 Classroom  
(This session is repeated on Friday morning)  
Christine Smart-Wiseman - SIAO  
Fatbardha Vojka - DPCDSB

Are you a new teacher looking for materials to effectively teach your class? Or are you a little more seasoned and want some fresh ideas? If so, this session is for you! Presenters will offer participants their own critically designed handouts for your CLB 1-5 classrooms.

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

TTF  Academic English Language Acquisition Expressed In Language Standards  
Jesse Markow - University of Wisconsin-Madison

A set of standards are currently being used by 30 state education agencies in the US to guide the development of academic English language proficiency. The presenter will share the elements of those standards and how they interact with content instruction.

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

TTG  Job Embedded Professional Development: A Method And Resource  
(This session is repeated on Saturday morning)  
Anne-Marie Kaskens and Colette Peters - Toronto Catholic District School board

In this workshop, participants explore an approach to PD that directly connects professional learning to its application in day-to-day teaching, review tools designed to facilitate reflective practice, and learn about a CIC-funded Toronto Catholic District School Board project to develop a model of job-embedded PD for adult ESL instructors.

Category: Interactive Workshop  
Level: Adult ESL/LINC  
Focus: Other: professional development  
Audience: Administrators, Teachers with/without Experience

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SPECIAL EVENTS

Plenary Presentations  
Randi Reppen  
Corpora And Language Teaching: Ideas For The Classroom  
Thursday, 10:00-11:15 am

Diane Larsen-Freeman  
On Progress and Regress in Second Language Learning  
Friday, 1:00-2:15 pm

Research Symposium  
Challenges and Approaches for Low Level Literacy  
Thursday, 1:00-4:00 pm

LINC Challenges as TESL Ontario Turns Forty  
Friday, 9:30 am-12:30 pm

Corpora for Language  
Friday, 2:30-5:30 pm

Annual General Meeting  
Thursday, 12:00-12:40 pm

Welcome Reception  
Thursday, 5:00-6:30 pm

TESL Ontario Is Going to the Theatre  
War Horse/La Cage Aux Folles  
Thursday, 7:30/8:00 pm

Seventh Annual Panel Discussion  
Building Pathways to Learner Success  
Friday, 9:30-11:45 am

Friday Night Dinner and Entertainment  
Friday, 6:00-9:00
Friday Presentation Descriptions

9:00AM-9:40AM

FAA  Quick Development Tools For Materials Developers
John Allan - edtechisus

The free, Quick Development Tools Block houses 18 development tools that provide functions from multimedia editing to screen capturing. This demonstration provides an overview of these resources. This resource is useful for those who simply cannot afford multimedia development tools but require a comprehensive set of development tools.

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

FAB  The SL Classroom From A Suggestopedic Perspective
Snezhana Harizanova - York University

The purpose of this presentation is to offer current information on Suggestopedia - a teaching methodology that can lead to accelerated learning and improved learner confidence and motivation. You will have the opportunity to learn about its theoretical constructs and practical applications, as well as see a brief demonstration.

Category: Presentation
Level: Adult ESL/LINC, Elementary, ELT/SLT, Secondary
Focus: Other: Presenting a language teaching methodology
Audience: All Participants

FAC  Crossing Eastern Borders Of Creativity With Western Art
(This session is repeated on Saturday afternoon)
Kimberly Johnson - University of Dayton

Chaplin? Shakespeare? Van Gogh? How using western forms of music, literature, and art in the ESL classroom helps students become better writers and readers.

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

FAD  Building Identity Investment In Online Intercultural ESOL Environments
Geoff Lawrence - University of Toronto

This presentation will review a three-part pedagogical framework to effectively integrate online intercultural English language exchanges into classroom teaching. After reviewing the benefits and challenges of online intercultural exchanges, a framework developing identity investment, student exchange planning and strategies to actively work with intercultural rich points will be highlighted.

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

FAE  Teaching English Rhythm & Stress: Overview And Techniques
Dr. Howard B. Woods - Howard B. Woods Publishing

The English system of rhythm and stress will be presented and compared with other languages. The focus will be on how to improve the students’ word stress, sentence stress and rhythm through working on the types of words and syllables to be stressed and unstressed. Types of interventions and exercise types will be demonstrated.

Category: Publisher’s Presentation
Level: Adult ESL/LINC, College/University, ELT/SLT, Secondary
Focus: Other: pronunciation
Audience: All Participants

Twitter: #TESL2012
9:00AM-10:40AM

FAF LearnIT2teach Stage 1 Instructor Training
(This session is repeated on Saturday morning)
Nancy Van Dorp and Kevin O’Brien - LearnIT2teach

This is the first of four stages for Ontario LINC instructors interested in the CIC-funded LearnIT2teach Project. This session explains important e-learning concepts and guides participants through a hands-on exploration of the LINC courseware. Participants can use the courseware at edlinc.ca after completing Stages 1 and 2.

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

FAG Assistive Technology: Supporting A Cognitive Approach To Writing
Susie Blackstien-Adler - Bridges

This presentation will explore a cognitive process model of writing that focuses on web 2.0 and assistive technology tools to support all writing stages from planning through reviewing/revising. Examples will illustrate concept mapping, outlining, text to speech, word prediction, word banks and word walls as well as checklists for writing.

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

FAH Speak Up
Terry Rivest and Rhonda DesRoches - Dixie-Bloor Neighbourhood Centre

This interactive workshop will provide teachers with a variety of speaking activities that will immerse students in the process and allow them to express themselves in an effortless way. These activities can be used with any theme, will provide expansion opportunities, I address a number of outcomes, and require little to no prep time.

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

FAI Using Video Communicatively
Yuliya Desyatova - CCLCS

The workshop is designed to share practical ideas and student-centred communicative activities that add meaningful interaction to watching a video in class. Participants will try some of the activities and will have a chance to discuss the appropriateness for different levels, as well as possibilities for adaptation and extension. Sample ready-to-use hand-outs are based on popular movies & documentaries.

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

FAJ Publishing ESL Textbooks
Jason Tomassini - Oxford University Press
Lucia Engkent – Seneca College

This presentation explains the publishing process from idea to book from the author's and publisher's perspective. Topics include forming a relationship with publishers, preparing a proposal, understanding the market, and book production. This is for instructors with a potential manuscript as well as those interested in learning more about publishing.

Category: Publisher's Presentation
Level: Adult ESL/LINC, College/University, ELT/SLT
Focus: Other: Authoring ESL Books
Audience: All Participants

FAK Teaching Integrated Pronunciation Strategies (TIPS) With Videos
Danny Tan and Johananth Woodworth - York University English Language Institute

This workshop demonstrates how to scaffold segmental development within suprasegmental environments by using videos. TV clips, music, and advertisements are used to engage learners in developing perceptive and productive awareness. This practical workshop demonstrates how to use media to improve pronunciation within a socio-cultural environment.

Category: Interactive Workshop
Level: Adult ESL/LINC, College/University
Focus: Classroom Activities and Strategies
Audience: Teachers with/without Experience
FAL Pragmatics - "The Secret Rules Of English"
Donna Hanson and Karen Evans - Toronto District School Board

Pragmatics - an exploration into the art of teaching your students to use socially appropriate and grammatically correct language in both formal and informal settings. The focus of this workshop is to teach learners to use contextual information to make sense of and to respond to what they are hearing.

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

FAM Code Of Conduct Policy Lesson Plans
Designed For ESL Instructors
Julia Chemali - TCDSB

This workshop will provide instructors with a booklet of lesson plans that are designed to help them provide smooth support and adequate orientation to learners when they join the program with regards to TCDSB Adult Education policies, especially the Code of Conduct Policy. The lessons are also based on Canadian Language Benchmarks (CLB) and address levels 1 - 6. The presenter will have a power point presentation, discussion questions and activities that will allow participants to manipulate the information presented and share their experiences with regards to the type of support and orientation they provide for their learners when they join the program.

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

FAN Taylor-Made Hands-On Activities For LINC And ESL Part II
Andrew Taylor - Newcomer Centre of Peel

"Taylor-made Hands-on Activities for LINC and ESL" is a highly interactive and very dynamic workshop designed to provide the teachers with many innovative ideas and techniques that they can utilize as a tool in teaching the Four Language Skills and at the same time promote camaraderie, self confidence, sense of comfort, and cooperation in an ESL or LINC classroom and in the real world.

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

FAO CBC's Babel Documentary Discussion
(This session is repeated on Thursday morning)
Nancy Carey - College Boreal and Thames Valley District School Board

This summer Mariel Borelli hosted a 10-part series called 'Babel.' Listen to one of the 27- minute programmes and discuss it with peers.

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

FAP Different Needs, Complementary Approaches: CLB and CEFR in the Canadian Context
Patrick McEvenue - Citizenship and immigration Canada
Anne Senior - Centre for Canadian Language Benchmarks
Enrica Piccardo - Ontario Institute for Studies in Education, University of Toronto

This symposium will discuss the roles of the CLB and CEFR in Canada, and how they compare with and relate to one another, from theory to practice, and could possibly complement each other. Their application in curriculum and teaching will be discussed, with practical examples from the post-secondary context. Practitioners will have the opportunity to provide feedback on their experiences to inform the next steps in promoting collaboration and exchange between CLB and CEFR users.

Category: Presentation
Level: Adult ESL/LINC
Focus: Pan-Canadian Initiatives & Activities
Audience: All Participants

CC-FAR Assessing Writing
Tara Holmes - CCLB

Effective assessment practices give learners feedback that they can use to improve their performance. This workshop will apply the principles and practices introduced in the document Integrating CLB Assessment into your ESL Classroom. We will look at classroom writing tasks and learner samples for several benchmarks. We will discuss the selection of assessment criteria and the development of assessment tools. We will also examine learner samples and discuss strategies for giving feedback that is helpful for learners.

Category: Publisher’s Workshop
Level: Adult ESL/LINC
Focus: Classroom Activities and Strategies
Audience: All Participants
All participants will receive copies of the revised CLB and the CLB Support Kit recently developed. This session introduces instructors to the revised CLB and a new resource, the CLB Support Kit. The full day session will involve hands on activities using the revised CLB and CLB Support Kit contents. The CLB Support Kit includes:

- An Orientation to the CLB with information on how the new document differs from the CLB 2000, plus information on classroom planning and assessment using the CLB.
- Speaking and writing exemplars (samples of performance), and reading and listening exemplars (sample texts and passages with associated tasks), representing a variety of CLB levels and contexts.
- Additional sections on incorporating grammar, pronunciation and pragmatics into a CLB-Based Program.
- Best practices and tips on the following topics: teaching in an academic context, teaching in a workplace context, teaching multilevel classes, and working with special needs learners.

In addition to this full day training session at TESL Ontario, CCLB will be conducting train-the-trainer sessions throughout Ontario this fall for LINC and ESL program “lead teachers” through a train-the-trainer model.

**FAQ Panel: The Evolving Landscape Of Language Training In Ontario**

TESL Ontario will be hosting our Seventh Annual Panel Discussion to be held at our 40th TESL Ontario Conference in November 2012. 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 The Evolving Landscape of Language Training in Ontario.

The panel members represent the following Ministries: Citizenship and Immigration Canada, Ministry of Training, Colleges and Universities, the Ontario Ministry of Citizenship and Immigration, and the Ministry of Education.
9:30AM-12:30PM

FAR-RS RESEARCH SYMPOSIUM: LINC - CHALLENGES AS TESL ONTARIO TURNS FORTY

Citizenship, Literacy And ESL: Two Recent Studies
Douglas Fleming - University of Ottawa

Recently, I reported a qualitative case study that shed light on how a sample of adult ESL learners within a LINC program were constructing new national identities (Fleming, 2010). In particular, I traced how the common threads among their conceptions of citizenship compared to those embedded within assessment and curriculum documents related to the Canadian Language Benchmarks.

My research revealed significant gaps between the experiences of these immigrants and these documents. These LINC students conceptualized citizenship in terms of multiculturalism, civic rights, and a respect for legal responsibilities. I argued that the CLB constructed infantilised conceptions of second language learners. In effect, these learners were racialized.

In this session, I look more closely at some positive alternatives by reporting a second study I recently conducted (Fleming, in press), which asked veteran LINC teachers in Ontario and BC whether or not their treatment of citizenship and literacy changed over the course of their careers.

The findings show that concrete classroom methods can link the skill-based literacy needs of learners to a justice orientation towards citizenship and that we should avoid the temptation to link citizenship education solely to higher levels of English language proficiency.

On The Linearity Of The Benchmarks And The Non-Linearity Of The Learning Process
Diane Larsen-Freeman - University of Michigan

I have known about LINC and the Canadian Language Benchmarks for years. I must say that I am filled with admiration, and a little envy, for the support offered newcomers to Canada and for the efforts expended on helping them to enhance their English language proficiency. At the same time, I have been more skeptical about the apparent success with which CCLB has been able to characterize 3 stages and 12 levels of proficiency.

My skepticism stems from my own efforts years earlier to establish what has been called “An Index of Development,” or, in other words, a developmental yardstick of language proficiency. My and others’ quests to create one ended in frustration some time ago. I think I now understand better why we were not successful.

In this talk, I will review the research literature on attempts at establishing developmental yardsticks in English, and I will suggest three characteristics of learners and learning that were not fully appreciated when such attempts were made: the non-linearity of the learning process, the distinct individual paths that learners take, and the non-telic nature of language learning.

Teaching LINC And ESL In Ontario: An Investigation Into The Employment Experiences And Career Development Of Newly Accredited Instructors
Antonella Valeo - York University
Farahnaz Faez - University of Western Ontario

The development and implementation of LINC (Language Instruction for Newcomers to Canada) programs has had enormous impact on learners and classrooms and supported the establishment of the nationally-recognized standards in teaching and accreditation that have enhanced the profession overall. There has, however, been little examination of the experiences of instructors in terms of their employment in the LINC and ESL classrooms. We examine the career development of accredited LINC and ESL teachers in Ontario by drawing on a study examining the employment experiences of recently accredited LINC and ESL instructors. In this study, 143 recently accredited LINC and ESL instructors participated in an online survey and a selected number participated in follow up interviews to share their experiences finding employment in their early years.

Quantitative analysis of the survey data revealed a profile of recently accredited instructors in terms of level of education, age, TESL education experiences, as well as patterns of employment in their early years as accredited teachers. Qualitative analysis of the open-ended survey questions and interviews raised concerns about the impact of employment options and choices for instructors. The findings are discussed in terms of the connections between teacher education and accreditation, and their impact on the career development of accredited LINC and ESL instructors attempting to become part of a stable professional community.
### 10:00AM-10:40AM

#### FBA  Encouraging Engagement And Critical Thinking Skills With TED.Com

**Gary G Fogal - University of Toronto**

This presentation will demonstrate how English language instructors can utilize TED.com in order to provide a rewarding language learning experience. The presentation will begin with an introduction to the mechanics of the website, and then move on to illustrate approaches to using TED.com that promote meaningful classroom discussions and activities.

- **Category:** Technology Presentation
- **Level:** College/University, ELT/SLT
- **Focus:** Electronic Classroom/Technology
- **Audience:** Teachers with/without Experience

#### FBB Effective Online Teaching Practices In ESL Teacher Education

*(This session is repeated on Saturday morning)*

**Johanne Myles - Queen's University**

**Vesna Nikolic - Dufferin-Peel Catholic District School Board**

Our passion for electronic modes of communication has made online courses increasingly popular. This presentation, based on Additional Qualification courses for elementary and secondary teachers, explores best instructional practices, effective online communication, and challenges and benefits of online teacher education courses.

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

#### FBC EAP, Pragmatics, Oral Interaction In Academic Success

**Stephen Bahry - University of Toronto**

International students in university settings may undergo many mystifying and frustrating cross-cultural encounters with faculty, staff and students. This paper argues for explicit EAP instruction in oral interaction and pragmatics as an important component in the demystification and navigation of the shoals of North American academic life for international students.

- **Category:** Paper
- **Level:** Adult ESL/LINC, College/University, Secondary
- **Focus:** Other: Argument for Curriculum Pedagogy derived from Research
- **Audience:** All Participants

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### 10:00AM-11:40AM

#### FBE  ESL As A Platform For Public Legal Education

**Philip Ackerman and Francisco Rico-Martinez - FCJ Refugee Centre**

Building rapport with students often puts teachers in the role of trusted intermediaries. As a result students approach teachers with questions ranging from how to get a work permit to tenancy rights in Canada. Many teachers feel limited in their ability to appropriately respond to legal inquiries - particularly those that are uniquely relevant to the experiences of international students. This presentation will acquaint teachers and support staff with a vast network of community resources, and better equip them to effectively respond to the range of legal questions raised by ESL students. Staff will be able to work from a more student-centered and holistic educational model, delivering a better overall experience.

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

#### FCA To Moodle Or Not To Moodle

**Kareen Sharawy - York University English Language Institute**

Using Moodle in a class that has both digital natives and digital immigrants can limit the digital divide between the learners who need to learn at “twitch speed” and receive instant gratification and the ones who learn in a linear fashion and do not expect immediate gratification.

- **Category:** Technology Presentation
- **Level:** College/University
- **Focus:** Electronic Classroom/Technology
- **Audience:** All Participants

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**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.
FCB  Grass Is Black - World's First Sound Dictionary  
(This session is repeated on Saturday morning)  
Judy Thompson - Thompson Language Center

Presenting 'Grass is Black' the first dictionary that categorized words by vowel sounds instead of spelling. Originating from the famous 'English is Stupid' Color/Vowel Chart, learn how students can quickly produce the correct crazy spellings of the 2,000 most common words in English. Perfect spelling based on listening - revolutionary.

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

FCE  Handouts For Your CLB 1-5 Classroom  
(This session is repeated on Thursday afternoon)  
Christine Smart-Wiseman - SIAO  
Fatbardha Vojka - DPCDSB

Are you a new teacher looking for materials to effectively teach your class? Or are you a little more seasoned and want some fresh ideas? If so, this session is for you! Presenters will offer participants their own critically designed handouts for your CLB 1-5 classrooms.

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

FCC  Empowering And Engaging Language Learners With Listening Circles  
(This session is repeated on Thursday afternoon)  
Celina Costa - George Brown College

Would you like to foster learner autonomy in your students while improving their listening skills? This workshop will teach you how by giving you the steps necessary for implementing listening circles in your own teaching context. Materials, resources, and assessment will be discussed and shared during the presentation.

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

FCF  Essential Skills And Labour Market Integration  
(This session is repeated on Thursday morning)  
Shareef Korah – HRSDC - Office of Literacy and Essential Skills

Essential Skills (ES) have a significant impact on earnings and labour market integration and some recent immigrants may have certain challenges that present barriers to successful labour market outcomes. HRSDC supports a numbers of means, including projects and tools, to help address different LES challenges.

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

11:00AM-12:40PM

FCG  Create A Webquest For Your OSLT/ ELT Class  
Jim Edgar, John Allan and Nancy Van Dorp - LearnIT2teach

This session explains what webquests are, how they can benefit language learning and where to access webquests and related resources online. Using a template, participants will be guided through the steps to make a customized webquest. This workshop is open to all, especially anyone interested in the CIC-funded LearnIT2teach Stage 4.

Category: Technology Lab  
Level: Adult ESL/LINC, College/University, ELT/SLT  
Focus: Electronic Classroom/Technology  
Audience: Teachers with/without Experience

Twitter: #TESL2012
FCH  HARTs And What It Can Do For You
(This session is repeated on Saturday afternoon)
Grace Scire - Centre for Education & Training

HARTs is leading the way in connecting communities through technologies. This innovative application consists of a full suite of components that can be utilized throughout a client's progression within the language community and many settlement programs. Our presentation will focus on showing participants the features and benefits of the system.

Category: Presentation
Level: Adult ESL/LINC, College/University, ELT/SLT
Focus: Other: Program Policy & Procedures/Technology
Audience: All Participants

FCI  How To Create Confidence Through Dynamic Vocabulary Acquisition
Lisa McFaul - Dixie Bloor Neighbourhood Centre

Learners with CLB 5+ need relevant vocabulary to help them with future university/college entrance exams/courses, for future employment, and for everyday life, but the fear of using a new word can be almost paralyzing, so they don't try. Learning vocabulary with a variety of methods that build upon each lesson has proven to be very effective and inspires confidence in students. From one simple list of words, a multitude of lessons are created that utilize team building, writing, grammar correction exercises, listening and pronunciation. With all of these lessons happening using up to 300 words, students become more confident and inspired to learn even more words. These lessons can be easily edited to suit a theme and can be used year after year. Students feel successful when they can use a new word correctly or if they recognize a new word out in the "real world." By using these lessons, you will notice a difference in your students vocabulary skills within 3-4 weeks, guaranteed!

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

FCL  "Amazing Race" Style Classroom Competition To Learn English
Jacqueline Angi-Dobos - Niagara Christian Community of Schools

A fun way to promote learning for all ESL skill areas. Easy to adapt for any classroom setting. Attendees will receive a copy of the races I have run for high school ESL students. We will discuss ways to adapt the race for all levels and ages.

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

FCM  Whose English?
(This session is repeated on Saturday morning)
Marijke Wertheim - University of Toronto

With the increasing use of English in daily life among EIL and World English speakers, is Standard English an appropriate norm in our classrooms? Whose English are we teaching, and why? This workshop is a chance to clarify some of the issues and share ideas about possible answers. Come prepared for a lively debate!

Category: Interactive Workshop
Level: Adult ESL/LINC, College/University, ELT/SLT
Focus: Classroom and Community Support
Audience: Teachers with/without Experience
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FCO  Culture Shock: A Common Bond
Carol Hatch - Halton Catholic District School Board

This presentation will explore the way in which, through sharing experiences of culture shock, LINC and ESL students come to establish a special bond with one another. This presentation illustrates how instructors, by highlighting this common immigrant experience, can foster an exciting, engaging and effective classroom environment.

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

FCO  Setting up Speaking Tasks
Tara Holmes - CCLB

Do you find it challenging to give assessment feedback to learners on their speaking skills? In this session we will look at a number of strategies that classroom instructors have used to make assessment more manageable and useful for learners. We will look at how the tasks are set up and how teachers have given feedback to learners. This session builds on principles and practices that were introduced in Integrating CLB Assessment into your ESL Classroom by Tara Holmes (CCLB, 2005)

12:00PM-12:40PM

FPA  What's Your Brand?
Sharon Hall - Adult Language and Learning

You are the CEO of your own company, Me Inc. How do you want the world to perceive you? What will you do to make sure your product is the one employers want to buy? Help your students to develop their personal brand awareness for the career they want.

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

FPB  Communication English Pilot Project
Amanda Nowensky and Andrew Schmitz - Seneca College

This presentation focuses on a study that was conducted at Seneca College in the English and Liberal Studies Department. The study took place in the EAC 149 classroom which is comprised of ESL students and low level native English speakers. Attendees will learn some of the strategies and techniques that were used during this pilot project. These changes increased pass rates and connected students to their course.

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

FPC  ESL Teachers And Learners: A Developmental Dialogue
John Sivell - Brock University

Like ESL students' mastery of the language itself, teachers' professional growth also can be described in terms of such concepts as strategy use, pattern seeking, risk taking, fossilization, motivation, and social interaction. Recognizing his developmental dialogue of reciprocal challenges and rewards can energize both teachers and learners alike.

Category: Presentation
Level: College/University
Focus: Other: Professional Development
Audience: All Participants

FPD  Empowering ESL Learners And The Community Through Volunteer Work
Angelica Galante, Vanessa Bonaldo, Lina Lianga, Nadeen Sullivan and Shauna Weston - Niagara College

In this presentation, participants will be provided with an overview of integrating volunteer work into ESL programs. Then a specific program offered to ESL students at Niagara College will be presented, and results from data gathered through interviews and questionnaires will illustrate the benefits of the program.

Category: Presentation
Level: Adult ESL/LINC, College/University, ELT/SLT
Focus: Classroom and Community Support
Audience: All Participants
POSTER1 Traffic Lights: Signalling Comprehension And Confusion
(This session is repeated on Thursday afternoon)
Marg Heidebrecht - Mohawk College/TESL Hamilton Wentworth

This poster will show how the red, yellow and green on traffic lights can be used in classroom speaking activities. Since MOST English conversations in 2012 are between non-native speakers of the language, learners need tools to check that they've understood and been understood in all verbal interactions.

POSTER3 Grammar Throughout The Year
(This session is repeated on Thursday afternoon)
Nancy Prittie - Halton Catholic District School Board

Based on the premise that individuals learn best by what they say and do, this presentation describes the use of arts and crafts to facilitate learning of early grammar skills. Geared to low beginner ESL students, simple and effective activities are illustrated, incorporating LINC Canadian culture themes and CLB guidelines.

POSTER6 Vocabulary Learning In The ESL Classroom
(This session is repeated on Saturday morning)
Laura Markslag - Osaka Gakuin University (Japan)

Vocabulary learning can be a difficult task for many ESL learners. In this presentation, participants will discover how learner vocabulary cards can be used in their LINC/ESL classrooms for various meaningful tasks that reinforce vocabulary learning. Participants will leave with easy, engaging and effective vocabulary activities.

POSTER7 Virtual Exchange With Dubai And Japan
(This session is repeated on Saturday morning)
Laura Markslag - Osaka Gakuin University (Japan)

Learn how two ESL instructors designed and executed a simple and cost-effective virtual (online) exchange program for their ESL learners in Japan and Dubai to promote cultural awareness through the use authentic of English. Topics covered include technical requirements, setting up and running the program, student reactions and overall outcome.

POSTER9 Developing Support To Support Development
(This session is repeated on Thursday afternoon and Saturday morning)
Melissa Robinson - Mellyneduation
Carolyn Bergshoeff - Mellyneduation

Attendees will gain valuable resources and tips on using social media (Facebook, Twitter, Educhat, LinkedIn etc) and websites in order to develop professional support within the ESL community. These resources will be shown and discussed in detail throughout the presentation and the list of resources will be available. Attendees will also learn about networking at events and how to develop and foster their own PLN'S and PLE's regardless of whether they teach in a classroom, online/distance, or abroad. Mellyneduation is committed to aiding teacher development and support.

POSTER10 Volunteer Tutoring Programs
(This session is repeated on Thursday afternoon and Saturday morning)
Jane Nicholls, Nancy Fanjoy and Diane Ramanthan - ELTOC

The poster will look at existing Volunteer Tutoring Programs in Ontario and how to set one up. This is in response to the interest from the presentation given at TESL Ontario 2010 "LINC Volunteer Tutor Programs".

12:00PM-1:40PM

FPE Beyond YouTube: Using Videos In The Class
Michelle Wardman and Dmitri Priven - Algonquin College - Language Institute

This workshop focuses on how to create simple, do-it-yourself videos purposefully linked to classroom curriculum. Friends, acquaintances and other community members can "visit" your ESL classroom through video to discuss topics directly connected to class content. These short videos clips can be created in the tradition of task-based learning.

Category: Technology Presentation
Level: Adult ESL/LINC, College/University, ELT/SLT
Focus: Electronic Classroom/Technology
Audience: Teachers with/without Experience
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<tr>
<th>Time</th>
<th>Session Title</th>
<th>Speaker/School</th>
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<tr>
<td>1:00PM-1:40PM</td>
<td><strong>FPF</strong> Academic Vocabulary: Beauty Or Beast? (This session is repeated on Saturday morning)</td>
<td>Vesna Nikolic - Dufferin-Peel Catholic District School Board</td>
<td>Vocabulary teaching and learning do not always go hand in hand. Attend this workshop and focus on the strategies and activities that lead to vocabulary acquisition. Learn how to tame the beast, and turn it into a beauty! (This workshop is an adapted version of last year's session.) Category: Interactive Workshop Level: Adult ESL/LINC, College/University, Elementary, ELT/SLT, Secondary Focus: Classroom Activities and Strategies Audience: All Participants</td>
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<td></td>
<td><strong>FQB</strong> Fostering Learning Autonomy In ESL Pronunciation</td>
<td>Jennifer St.John - OLBI, University of Ottawa</td>
<td>Fostering learner autonomy in pronunciation, for advanced-level ESL learners in an academic context can take many forms. Resources and activities to build confidence and self-awareness include (1) websites to support a student's understanding of the sound system, (2) activities which encourage critical listening and (3) assignments which develop self-correction strategies. Category: Presentation Level: Adult ESL/LINC, College/University Focus: Classroom Activities and Strategies Audience: Teachers with/without Experience</td>
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<td></td>
<td><strong>FPG</strong> Mastering Articles (This session is repeated on Saturday morning)</td>
<td>Marcus Burt - SEC</td>
<td>Many ESL students grapple with how to properly use a, an, and the. Learn different games and activities that will take the stress out of articles and turn them into a thrill. Category: Publisher's Workshop Level: Adult ESL/LINC, College/University, Elementary, ELT/SLT, Secondary Focus: Classroom Activities and Strategies Audience: Researchers, Teachers with/without Experience</td>
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<td></td>
<td><strong>FQA</strong> LearnIT2teach Stage 2 Training Orientation</td>
<td>Kevin O'Brien and Nancy Van Dorp - LearnIT2teach</td>
<td>This session is for instructors who have finished CIC-funded LearnIT2teach Stage 1 and would like a face-to-face introduction to Stage 2. It provides an overview of the course structure, demonstrations of the course content and detailed information about the course assessments. It will also include time for questions and answers. Category: Technology Presentation Level: Adult ESL/LINC, ELT/SLT Focus: Electronic Classroom/Technology Audience: Teachers with Experience</td>
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<td></td>
<td><strong>FQC</strong> Contingent Interaction: A Need To Excel In Language Teaching</td>
<td>Nayibe Rosado - Universidad del Norte</td>
<td>In this workshop, participants will discuss interaction both contingent and non contingent. Discussion about how to achieve interaction in which both parties relate it to their own lives thus helping students' excel in their learning will be promoted as well as reflection on the challenges posed to teachers. Category: Interactive Workshop Level: Adult ESL/LINC, College/University, Elementary, ELT/SLT, Secondary Focus: Classroom Activities and Strategies Audience: Teachers with/without Experience</td>
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<td><strong>FQD</strong> As A Model For Integrating Grammar Into Communicative Language Teaching</td>
<td>Sheila Windle - University of Ottawa</td>
<td>This presentation will draw conceptual parallels between Teaching Games for Understanding (TGfU), a Physical Education instructional alternative to teaching isolated skills in linear progression, and the teaching of grammar within communicative language teaching (CLT). TGfU stages are proposed as a guide for planning the meaningful integration of grammar into CLT. Category: Paper Level: Adult ESL/LINC, College/University, ELT/SLT, Secondary Focus: Classroom Activities and Strategies Audience: All Participants</td>
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Researchers and teachers know that the path to successful second language use is full of rises and falls, twists and turns. What students demonstrate that they can do at one turn seems to be missing at the next. Researchers term second language learning a nonlinear process, one characterized by both progress and regress.

While this awareness of regress or “backsliding” is important in understanding second language learning, and indeed, may relieve some frustration on the part of teachers, it is nevertheless true that teachers are responsible for students’

In this talk, I will begin by problematizing the view of language learning as a linear process. Then, I will discuss some reasons for the perception of regress in language learning. Finally, I will suggest ways of promoting progress.

Tutela.ca, funded by Citizenship and Immigration Canada, is the online repository and community for ESL professionals across Canada. Tutela.ca provides classroom materials, lesson plans, assessment information, reusable learning objects and much more. In addition, Tutela.ca enables teachers and other professionals to share materials, discover new approaches, get solutions and network.

This workshop will explore ways to keep all students in mixed beginner classrooms challenged and active together. Practical examples will include oral interactions, board work and printed materials. Assessment and portfolio samples will focus on Interactive Dynamic Assessment. Workshop participants will have opportunities to share their questions and experiences.

This is a process-oriented session that has two main goals.
1. To share the finding of a classroom action research project conducted with the aim to help ESL learners to become more engaged readers by noticing and using new lexis more effectively, and therefore become better writers.
2. To provide a flexible framework for teachers to undertake their own action research projects, in terms of conceiving, planning, acting, observing, and reflecting.

This is an updated and refocused version of a workshop presented at TESL ONT 2010.

Positive Space means providing an environment that is free from discrimination based on sexual orientation, gender identity and gender expression. Every learner is entitled to Positive Space in their educational setting. The provision of this environment not only fosters learning and personal enhancement, but also values the inclusion and safety of the students. This interactive and dynamic workshop will engage participants to address issues of power and privilege and appropriately respond to oppression in the classroom. Participants will be afforded an opportunity to collaboratively develop effective mechanisms to create an environment that is anti-oppressive and promotes Positive Space.
Teaching Pronunciation Using Multiple Intelligences
(Saturday morning)
Sylvia Fung - Seneca College

Multiple Intelligence theory offers a cognitive explanation for diversity in learning. This workshop will explore how people learn differently and will focus on creative yet practical pronunciation activities to address the various "intelligences" in the ESL classroom. Join this interactive workshop to receive tips and resources for creatively teaching pronunciation.

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

What's That Word Again?
Jane Batterink and Janet MacDonald - Durham District School Board

How many times have you taught a word, phrase or expression, only to find that a few days later none of your students remembers it? This workshop will offer practical, ready-to-use ideas for presenting new vocabulary and reinforcing it in a variety of interactive, hands-on methods.

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

Dictionary Activities For The ESL Classroom
(Saturday afternoon)
Jeff Gulley - Oxford University Press

Knowing how to use a dictionary is a skill in itself. Yet most students are unaware of what information is contained in a learner's dictionary. This workshop will discuss learner's dictionaries as an essential and flexible English language teaching resource, and provide teachers with dictionary activity ideas to help liven up dictionary use in their classrooms.

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

Incorporating PBLA in LINC and ESL
(Thursday afternoon)
Yves Saint-Germain - Citizenship and Immigration Canada
Mourad Mardakian - Ministry of Citizenship and Immigration
Joanne Pettis

A panel of CIC and MCI representatives and a PBLA trainer, Administrator and Lead Teacher discuss the results of the PBLA Ottawa field test's independent review, government collaboration, and how implementation influences teachers, administrators, students and institutional culture. The session will end with a question period.

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

Language for Work: Essential Skills and the CLB
Anne Senior - CCLB

This workshop will introduce ESL instructors working with CLB 1—7 of techniques for incorporating CLB and Essential Skills into their classroom activities. The session includes:
· An introduction to the nine Essential Skills, especially those related to communication
· A look at what resources exist to support instructors with working with CLB and Essential Skills
· The introduction of a diagnostic tool to help instructors know what Essential Skills should receive some focus in classroom activities plus an Essential Skills Primer to help understand what skills need to be taught
· A look at three ways of approaching lesson planning for CLB and Essential Skills

Legend
مقالة: Session is repeated at another time
مرمح: Session is being webcasted
مكتبة: Pre-registration limited to ESL funded participants
**2:00PM-2:40PM**

**FRA** LearnIT2teach Stage 4: Accredited Post TESL Certificate Training  
Jim Edgar and John Allan - LearnIT2teach  
Peter Skeris - Polycultural Immigrant Community Services (PICS)  
Len Chan - The Centre for Skills Development & Training

This session is for anyone interested in CIC-funded LearnIT2teach Stage 4, ‘Developing e-Materials for Language Training’. It provides an overview of this TESL Ontario PTCT accredited course, a demonstration of e-materials produced by Stage 4 participants, and a question and answer session.

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

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**FRB** Blended Learning - The Future Of ESL?  
Doug Ronson - Educational Testing Service

This presentation will look at how EduSoft - a subsidiary of Educational Testing Service - is offering online English-language learning. Many programs are moving to blended learning by combining classroom instruction with online practice. The session will consider the impact that the combination of classroom instruction and online learning is having on student achievement and learning styles.

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

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**FRC** For New Instructors Only - Tips, Techniques & Tools  
(This session is repeated on Thursday morning)  
Danielle Marchese - The Centre for Skills Development & Training

This session is intended for new instructors (looking for work or working for less than a year). This presentation will go through what to expect when in the classroom, how to prepare, job search techniques and tools to help you get through the first year.

**Category:** Presentation  
**Level:** Adult ESL/LINC, ELT/SLT  
**Focus:** Other: Help for new instructors  
**Audience:** Teachers without Experience

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**FRD** Settlement Language Training - National Forums  
Brenda Lohrenz - ELSA Net (English Language Services for Adults Network)  
Hanna Cabaj - Toronto Catholic District School Board

This session will outline the TESL Canada Settlement Language National Network as well as the newly established Citizenship and Immigration National Language Training Council. Participants will have the opportunity to discuss program and policy issues related to federally funded settlement language training programs.

**Category:** Presentation  
**Level:** Adult ESL/LINC, ELT/SLT  
**Focus:** Pan-Canadian Initiatives & Activities  
**Audience:** All Participants

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**2:00PM-3:40PM**

**FRE** Saudi Students In EAP: Using Classroom Hours Effectively  
(This session is repeated on Saturday morning)  
Trevor Laughlin and Marian Holley - Trent University

This presentation familiarizes educators with the cultural, educational, and linguistic backgrounds of Saudi Arabian students in EAP programs. The presenters will discuss one university’s approach to meeting the specific needs of Saudi students planning to enter degrees in business and science.

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

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**2:00PM-4:40PM**

**FRF** Speaking Made Simple - Scaffolding For Teachers  
(This session is repeated on Saturday afternoon)  
Judy Thompson - Thompson Language Center

Hands-on training for ESL instructors to develop their skills as pronunciation teachers. The workshop includes a series of copy-and-go exercises from the ‘Speaking Made Simple’ curriculum. Teachers will learn to target individual sounds and customize lessons for specific language groups in order to foster confident speakers at every proficiency level.

**Category:** Publisher's Workshop  
**Level:** Adult ESL/LINC  
**Focus:** Classroom Activities and Strategies  
**Audience:** All Participants
FRG Working With Academic Articles:
Encouraging Critical Analysis
Tania Pattison - Trent University

EAP instructors need to familiarize students with authentic academic texts in preparation for degree studies—but what should we do with these texts? The presenter will provide guidelines for creating materials that encourage critical analysis of academic articles. Participants will then develop their own original and effective handout.

Category: Interactive Workshop
Level: College/University
Focus: Classroom Activities and Strategies
Audience: All Participants

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.

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

Group rate: $219.00 plus taxes, per night
Cut-off Date: October 8, 2012
Group code: TESL Ontario 2012
Reservations: 1-800-325-3535
Online Reservations: https://www.starwoodmeeting.com/StarGroupsWeb/res?id=1209050528&key=F2A7E

NOTE: the group rate is available 3 days before and 3 days after the conference, if you wish to arrive early or depart late and enjoy the City of Toronto!
Productive Vocabulary: The Effect Of Task And L1 On University Student Writing
Randi Reppen - University of Northern Arizona

There is no dispute that vocabulary is central to second language success. While many studies have focused on receptive vocabulary knowledge, productive vocabulary knowledge is an equally important but less explored measure of this success (Nation & Webb 2011; Schmitt, 2010). This presentation explores productive vocabulary use in a written corpus from a required first year university writing course. The corpus used in this study is composed of writing tasks produced by students from three different first languages (L1) (Arabic, Chinese and English).

This presentation explores productive vocabulary at several levels including traditional vocabulary measures (e.g., lexical diversity, General Service List, Academic Word List), but adds an examination of vocabulary variability across different task types (e.g., argumentative, analytical) and across different L1s. Along with traditional measures, innovative measures such as, the use of multi-word versus single word verbs and the use of n-grams are explored. In addition to these measures, linguistic features of development proposed in Biber, Gray and Poonpon (2010) that can be explored from lexico-grammatical level are included.

These diverse vocabulary measures across writing tasks from three L1s paint a clearer picture of both first language influences and the effect of writing task. Implications for instruction are discussed.

Legend

Ø Session is repeated at another time
■ Session is being webcasted
✪ Pre-registration limited to ESL funded participants

3:00PM-3:40PM

FSA Ø 6 Principles For Teaching The Grammar Of Writing
(This session is repeated on Saturday afternoon)
John Brezinsky - Cambridge University Press

Your students cannot afford to make grammatical mistakes when they write. This session explores 6 principles on how to teach grammar for writing. From a corpus of academic writing to discrete writing skills, these principles cover everything instructors need to know to effectively integrate grammar and writing.

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

FSB Immigrant Workers With Limited English In Small Cities
Ann Shih-Yi Chen and Johanne Myles - Queen’s University

Participants will learn about challenges facing immigrant workers with limited English in Ontario’s small cities. The research team will use their findings from a current pilot study to illustrate the intricate relationship between language and integration and to highlight the gaps in the current language delivery models in small cities.

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

FSC Repositioning The ‘Problem’ Of Academic Plagiarism
John Sivell - Brock University

Hostility to the error of plagiarism stems as much or more from teachers’ and institutions’ misconception of it than from students’ actual dishonesty. Learners deserve the same developmental time and attention to master quotation and paraphrase, as we allow for other aspects of writing, such as mechanics, grammar, and coherence.

Category: Presentation
Level: Adult ESL/LINC, College/University, Secondary
Focus: Classroom Activities and Strategies
Audience: All Participants
FSD Potluck and Party Etiquette in Canada
Michele Dean, Barbara Dick, and the Patient Pedagogues - Loyola School of Adult and Continuing Education

Do you ever have potlucks at your school? Come see how a group of "instructors-turned-actresses" gently but effectively gave a lesson to their students on the do's and don’ts of the famous Canadian potluck custom. There will be laughs, discussion and a handout for an activity which engages learners in cross-cultural sharing of party etiquette. Suitable for all levels.

Category: Presentation
Level: Adult ESL/LINC
Focus: Classroom and Community Support
Audience: All Participants

FSE Implications Of CLARS For LT Instructors & Classroom
Sharon Rajabi - TCDSB
Mourad Mardikian - Government of Ontario - MCI

This workshop will outline the changes arising from the new Coordinated Language Assessment and Referral System (CLARS) and the particular implications for adult ESL/LINC language training instructors including: Vision of CLARS for LT Providers; placing learners/learner routing, tracking and reporting; listing courses in HARTs; changes for the class room instructor; new Placement Guidelines and CLB placement, evaluation and promotion; collaborative community partnerships to enhance LT planning and delivery.

Category: Presentation
Level: Adult ESL/LINC, ELT/SLT
Focus: Classroom and Community Support
Audience: Teachers with/without Experience

FSG LearnIT2teach For LINC Administrators
Robert McBride, John Allan, Jim Edgar, and Kevin O’Brien- LearnIT2teach

Based on the new manual for LINC administrators developed by the CIC-funded LearnIT2teach team, presenters will highlight and explain key sections in this publication, which provides guidelines and best practices for program managers interested in supporting computer-assisted language learning. Participants will also be encouraged to share ideas and concerns.

Category: Technology Presentation
Level: Adult ESL/LINC, ELT/SLT
Focus: Other: Administration
Audience: Administrators

FSH Teacher Performance Evaluation II
(This session is repeated on Saturday morning)
Margaret Banaszkiewicz - Quantum Education Inc.
Karen Hilderman - Ottawa Community Immigrant Services Organization (OCISO)

We continue exploring the benefits of having one’s teaching performance evaluated. Last year, we focused on various factors affecting teacher's effectiveness in the classroom. This year, the workshop participants will explore and discuss issues related to the following aspects: frequency of classroom observations; observation focus; forms and rubrics; rating scale; feedback and the reporting. During the workshop we will be looking at some forms and rubrics which have been used by the presenter in her work. The participants are invited to bring their samples of the classroom observation and evaluation forms. The group discussion and briefings will follow.

Category: Interactive Workshop
Level: Adult ESL/LINC
Focus: Other: Teacher Performance Evaluation II
Audience: All Participants

FSI TESL Ontario Members Dialogue
Heather Turnbull - Turnbull Consulting Group

Earlier this year, TESL Ontario members were asked to participate in a comprehensive survey of membership-related topics. A number of themes emerged from the responses: consequently, the Board is interested in exploring this feedback at greater depth, in order to effectively plan and make appropriate decisions for the organization.

You are therefore invited to join a guided conversation and interactive dialogue on the future of TESL Ontario. Assisted by an external consultant, you’ll have opportunity to:

• Contribute your thoughts and ideas on how your governing body can be an even more effective advocate on behalf of your profession
• Discuss ways in which your Association can enhance the role of the ESL teacher in Ontario – and beyond
• Create dialogue with fellow members on enhancing the value proposition that you (as ESL professionals) offer the marketplace

Come prepared to voice your opinions, network with other members and contribute to the success of TESL Ontario.

Category: Presentation
Focus: Other: TESL Ontario Membership
Audience: All Participants
FSJ  To Play Or Not To Play: That Is The Question!
Liset Rieger - Peel District School Board

Exploring different drama techniques to enrich your ESL class. You will learn to use drama activities as a warm-up or even stage a short play where your students will be encouraged to use the four skills. Interactive workshop. Have fun while learning.

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

FSK  Communication: Intersection Of Behaviour, Attitude And Values
Judith Bond - ELT Sheridan College Institute of Technology & Advanced Learning
Amira Masud - Centre for Workforce Development, Faculty of Continuing and Professional Studies

The workshop describes how an ELT program introduces students to the different expectations of workplace communication using "Canadian English," the argument suggesting that language is one of many behaviours that impact on communication. Presenters will share learning, best practices and participants will experience a number of activities.

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

FSL  First Time Teaching
Michelle Wardman and Rana Ashkar - Algonquin College - Language Institute

This workshop will help newly certified teachers feel more ready to meet the needs of their students. Workshop participants will benefit from having two workshop facilitators who collectively have 20 years' ESL teaching experience. Teaching materials and activities will be shared in a hands-on, interactive workshop environment.

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

FSM  Using Folktale To Promote Oral Communication Skills
Marlene Toews Janzen - Official Languages and Bilingualism Institute (OLBI) University of Ottawa

The presenter will show how she has used folktale and related activities in an EFL context to develop oral (and written) communication skills. She will invite participants to engage in activities related to one pair of folktales and to create activities for another. Includes a handout with sample folktales and activities.

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

FSN  Q Looking For Listening Resources
(Jacqueline Jeffers - CICS)

Based on her analysis of Resources for Instruction in Listening Comprehension (December 2008), the presenter poses criteria for listening texts which support second language learners' understanding of conversational English. The session outlines listening tasks, the differences between Spoken and Written English, and then explores features of audio and video materials.

Category:  Presentation
Level:  Adult ESL/LINC, College/University, ELT/SLT, Secondary
Focus:  Classroom Activities and Strategies
Audience:  Teachers with Experience

3:00PM - 5:00PM

FSF  Creative Learning With PowerPoint
Melissa Smith - London Language Institute

Transform pen & paper lessons into engaging interactive works of art! From basic layout to advanced animations, learn how to WOW your students (and yourself) Explore PowerPoint's limitless possibilities in design and media and create master pieces you will look forward to sharing with your students.

Category:  Technology Lab
Level:  Adult ESL/LINC, College/University, Elementary, ELT/SLT, Secondary
Focus:  Electronic Classroom/Technology
Audience:  All Participants
### 4:00PM-4:40PM

**FTA**  Grammar Teaching: Then And Now  
*This session is repeated on Thursday afternoon*  
John Brezinsky - Cambridge University Press

Grammar instruction has changed significantly from pre-Communicative Language Teaching to the present day. The presenter describes modern grammar courses, summarizes key research, and outlines best practices for meeting today's students' needs.  

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

**FTF**  Ontario Curriculum Framework For Adult ESL/FSL Non-Credit  
Sharon Rajabi - Toronto Catholic District School Board  
Élissa Beaulieu - Centre for Canadian Language Benchmarks  
Anne-Marie Kaskens - Toronto Catholic District School Board

This presentation provides an overview of the Ontario Curriculum Framework for Adult ESL/FSL non-credit that is currently being developed and is funded by the Ontario Ministry of Citizenship & Immigration. It describes Ontario's vision of overall standards for ESL/FSL programming and delivery as well as components of language training program delivery.  

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

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**FTB**  Managing The Impact Of Difficult Disclosures In The Classroom And Staffroom  
Sheila Nicholas and Lisa Fedak - St. George's Centre for ESL, Upper Grand District School Board

The language classroom can be an intimate environment where learners feel safe to share traumatic and difficult events in their lives. Attendees will learn strategies to help learners deal with the impact of hearing about difficult events as well as how to reduce the negative impact when debriefing with colleagues.

Category: Presentation  
Level: Adult ESL/LINC, College/University, Elementary, ELT/SLT, Secondary  
Focus: Life/Work Balance (e.g. compassion fatigue, mental health, stress management)  
Audience: All Participants

**FTC**  Designing Effective Pre-Writing Oral Tasks For EAP Students  
Heike Neumann, Kim McDonough and Pavel Trofimovich - Concordia University

Previous research shows that students benefit from prewriting discussions but require guidance to make these interactions more successful. Based on pilot data, oral tasks that encourage EAP students to generate, evaluate, and organize ideas during oral prewriting activities were created.

Category: Paper  
Level: Adult ESL/LINC, College/University, ELT/SLT, Secondary  
Focus: Research  
Audience: Researchers, Teachers with/without Experience

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**FTE**  Correcting The Pronunciation Of W, Y, R, L, N, Ng, S, Z, Sh  
*This session is repeated on Saturday afternoon*  
Dr. Howard B. Woods - Howard B. Woods Publishing

This presentation explores the difficulties students have with our consonants and the improvement which can be achieved. It will explicitly deal with the speech organs and muscles, the points of articulation and constrictions, the types of articulation, and the environmental influences. Very practically, we will look at the techniques we can use and how we can help our students to pronounce w, y, r, l, n, ng, s, z, sh, jh.

Category: Publisher’s Presentation  
Level: Adult ESL/LINC, College/University, ELT/SLT, Secondary  
Focus: Other: Pronunciation  
Audience: All Participants

**FTD**  ELL Inclusion In Core French: Teachers’ Perceptions Of Benefits And Challenges  
Jordana Garbati - Western University

In this presentation, I explore some of the findings to the research question: What do French teachers believe about the inclusion of English language learners (ELLs) in the Ontario elementary core French program? Data, collected from surveys and interviews with core French teachers, reveal varied opinions about this complex issue.

Category: Paper  
Level: Elementary, Secondary  
Focus: Research  
Audience: All Participants
Saturday Presentation Descriptions

9:00AM-9:40AM

SAA  Multimodal Literacies: Helping EAP Learners Construct Meaning From Text
Cecilia Aponte de Hanna - Seneca College and YRDSB

The presentation will include an introduction to the theory of 21st century Multimodal Literacies as the framework teachers can incorporate in their reading/writing lessons in order to help their L2 students visualize a story and redesign into a digital movie that incorporates available text, and sound which students can present in front of the class, summarize in written form, and/or share online. A fun and meaningful way of learning that can become an individual activity or a group activity based on a new teaching/learning methodology.

Category: Presentation
Level: College/University
Focus: Electronic Classroom/Technology
Audience: All Participants

SAB  Cultural Representations In Multimodal EFL Materials
Heejin Song - OISE, University of Toronto

The results of a critical discourse analysis of a Korean ELT television program will be discussed. In particular, how American English and Anglo culture are preferred as the norm of English as an international language at the expense of minority English speaking cultures. Pedagogical implications will be discussed.

Category: Paper
Level: ELT/SLT, Secondary
Focus: Research
Audience: All Participants

Legend

❖ Session is repeated at another time
❖ Session is being webcasted
❖ Pre-registration limited to ESL funded participants

SAC  Transitions In ESL Classrooms
Linda Steinman - York University

Students experience many transitions in our ESL classrooms. How do teachers manage these transitions? Micro transitions include moving from controlled to freer activities, while macro transitions include moving from one level to another. Making these transitions transparent for students provides them with an improved sense of what to expect and what is expected of them.

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

SAD  Wetlands And The World - ELL And Environmental Education
Merebeth Switzer - Ducks Unlimited Canada

Tied to Ontario’s Grade 4-6 STSE (2007) curriculum, these resources include colourful take-home pieces (a world map and a science-art activity in nine languages) as well as units for English literacy development. The ELL units include: teacher information, photocopiable student activity sheets (including graphic organizers), a Picture Dictionary and a PowerPoint, Wetlands Around the World. Participants can review and take home copies of these resources.

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

SAE  Grass Is Black - World's First Sound Dictionary
Judy Thompson - Thompson Language Center

(Presenting 'Grass is Black' the first dictionary that categorized words by vowel sounds instead of spelling. Originating from the famous 'English is Stupid' Color/Vowel Chart, learn how students can quickly produce the correct crazy spellings of the 2,000 most common words in English. Perfect spelling based on listening - revolutionary.

Category: Publisher's Workshop
Level: Adult ESL/LINC, ELT/SLT
Focus: Classroom Activities and Strategies
Audience: All Participants
Smartphones As A Platform For English Language Learning  
(This session is repeated on Thursday afternoon)  
Dr. Julie Zilber - Linguacomm / BC Virtual School Society

A large number of smartphone apps for English learners have emerged over the past two years. In this presentation, Dr. Julie Zilber discusses the value of these tools for English language teachers and the potential of smartphones as a platform for enhancing English language learning.

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

9:00AM-10:40AM

Authoring Online Activities With Hot Potatoes  
Jim Edgar, Kevin O'Brien, John Allan - LearnIT2teach

This session introduces the free Hot Potatoes authoring suite, an easy-to-use tool for teachers interested in creating instructionally sound, web-based language learning activities that can be use on any website or hosted in Moodle. This workshop is open to all, especially anyone interested in the CIC-funded LearnIT2teach Stage 4 training.

Category: Technology Lab  
Level: Adult ESL/LINC, College/University, Elementary, ELT/SLT, Secondary  
Focus: Electronic Classroom/Technology  
Audience: Teachers with/without Experience

Academic Vocabulary: Beauty Or Beast?  
(Vesna Nikolic - Dufferin-Peel Catholic District School Board)

Vocabulary teaching and learning do not always go hand in hand. Attend this workshop and focus on the strategies and activities that lead to vocabulary acquisition. Learn how to tame the beast, and turn it into a beauty! (This workshop is an adapted version of last year’s session.)

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

Resume And Interview Tips For TESL Jobs  
Joan Bartel - Humber College

Get a head start on the spring/summer job market. The presenter shares tips for a successful interview and the effective resume that will open the door. A variety of TESL settings in Ontario are mentioned. Compare your resume with sample job postings. (Individualized advice is unfortunately not possible.)

Category: Presentation  
Level: Adult ESL/LINC, College/University, ELT/SLT  
Focus: Other: professional advancement  
Audience: Teachers with/without Experience

Teaching Pronunciation Using Multiple Intelligences  
(Sylvia Fung - Seneca College)

Multiple Intelligence theory offers a cognitive explanation for diversity in learning. This workshop will explore how people learn differently and will focus on creative yet practical pronunciation activities to address the various “intelligences” in the ESL classroom. Join this interactive workshop to receive tips and resources for creatively teaching pronunciation.

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

Using Corpora To Supplement Coursebook Vocabulary  
(Ken Lackman - Freelance Teacher Trainer)

Classroom activities will be demonstrated showing how simple corpora searches can expand and clarify coursebook vocabulary. It will be argued that corpora provides essential information such as variations in the form of a word, its most frequent collocates and, for verbs, the ones most commonly used in particular grammatical structures.

Category: Interactive Workshop  
Level: Adult ESL/LINC, College/University, Elementary, ELT/SLT, Secondary  
Focus: Classroom Activities and Strategies  
Audience: All Participants
SAM Fun Listening
Lindsey Gutt - York University English Language Institute

This presentation will share a variety of activities that teachers can do to enhance their students’ listening skills. Using interactive activities based on authentic materials is a fun way to get students to focus on various sounds, words, and meanings when listening to English. The presentation will present sample activities that will also allow the audience to experience the task first hand.

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

SAN The Influence Of Context On How We Teach
Dianne Tyers - Advance Consulting for Education, INC

Through stories from English language teaching and teacher training projects in countries such as China, South Korea, Rwanda and Bolivia participants explore the impact that WHERE we teach English has on HOW we teach. Context is examined from three angles: the physical environment, the organizational culture, and the regional/national culture.

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

SAO On the Same Page, At Different Levels
(March session is repeated on Friday afternoon)
Mark Sommer - English at First LINC

This workshop will explore ways to keep all students in mixed beginner classrooms challenged and active together. Practical examples will include oral interactions, board work and printed materials. Assessment and portfolio samples will focus on Interactive Dynamic Assessment. Workshop participants will have opportunities to share their questions and experiences.

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

SAP Choosing The Materials To Maximize Student Language Learning
Roslyn Maian - Self-employed

Students want to learn fluent, accurate, English as quickly as possible. At best they will achieve an interlanguage that will become increasingly fluent and accurate long after they have left our classrooms. How can we teach them as much as possible in the shortest amount of time?

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

SAQ Integration Of Pronunciation - Focus On Rhythmic Patterns
Jinjiang Du - Toronto District School Board, Continuing Education, The Bickford Centre

Pronunciation teaching should not be an add-on to ESL curriculum. It has to be integrated throughout. But how to approach it has been a real challenge. This presentation discusses and recommends a pedagogically sound and feasible approach to making pronunciation teaching more meaningful, more useful, and sustainable.

Category: Presentation
Level: Adult ESL/LINC, College/University, ELT/SLT
Focus: Classroom Activities and Strategies
Audience: Researchers, Teachers with Experience

SAR Looking For Listening Resources
(This March session is repeated on Friday afternoon)
Jacqueline Jeffers - CICS

Based on her analysis of Resources for Instruction in Listening Comprehension (December 2008), the presenter poses criteria for listening texts which support second language learners’ understanding of conversational English. The session outlines listening tasks, the differences between Spoken and Written English, and then explores features of audio and video materials.

Category: Presentation
Level: Adult ESL/LINC, College/University, ELT/SLT, Secondary
Focus: Classroom Activities and Strategies
Audience: Teachers with Experience
CC-SAS  Setting up Speaking Tasks
Tara Holmes - CCLB

Do you find it challenging to give assessment feedback to learners on their speaking skills? In this session we will look at a number of strategies that classroom instructors have used to make assessment more manageable and useful for learners. We will look at how the tasks are set up and how teachers have given feedback to learners. This session builds on principles and practices that were introduced in *Integrating CLB Assessment into your ESL Classroom* by Tara Holmes (CCLB, 2005)

9:00AM-11:40AM

CC-SAT  Introduction to Portfolio Based Language Assessment
Joanne Pettis - CCLB

Portfolio Based Language Assessment (PBLA) is a principled approach to language assessment aligned to the CLB. Instructors and learners collaborate to set language-learning goals, compile numerous examples of language proficiency and learning in a variety of contexts over time, analyze the data, and reflect on progress. This session will provide an overview of the PBLA and how it can be integrated into instruction. Workshop participants will have an opportunity to view resources and sample materials and consider how they might be used in their own classrooms.

CC-SAU  Integrating CLB Assessment into your ESL Classroom
Joanne Millard - CCLB

This workshop, based on the CCLB publication *Integrating CLB Assessment into your ESL Classroom* by Tara Holmes, will help ESL practitioners develop an understanding of day-to-day assessment for learning. Topics covered include: effective classroom assessment processes, classroom planning, tasks to build for student success and feedback that makes a difference. Participants will become familiar with effective classroom based assessment practices using case studies and authentic samples of learner performance.

10:00AM-10:40AM

SBA  Scientific Writing: Developing And Evaluating An Online Course
Fernanda Ribeiro Pinto De Carvalho - University of São Paulo
Luciana Paula Maximino - University of São Paulo

Effective writing in English is essential to academic success. This presentation will report the results of an Online Course on Scientific Writing to graduate students. Discussed are findings related to the students’ motivation in participating in the course, the importance of English learning to their academic career and cultural implications.

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

SBB  Challenging The Norm: Incorporating Learners’ L1 In ELT
John McGaughey - York University

Challenging The Norm: Incorporating Learners’ L1 In ELTThe presentation reports on five native English speaking teachers’ use of Korean to teach lower proficiency students EFL in South Korea. The analysis of classroom data, interviews and student surveys show that the use of learners’ L1 facilitates language learning. Implications for EFL pedagogy and teacher training are discussed.

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

SBC  English For Academic Purpose: Analysis Into The Discourse
Yan Zhou - Sydney Institute of Language & Commerce (Shanghai University)

This paper provides an insight into the genre and discourses of Canadian University tasks, and highlights the academic language requirements for allophone international students.

Category:  Paper
Level:  Adult ESL/LINC, College/University, ELT/SLT
Focus:  Research
Audience:  All Participants
SBD: The Role Of Self-Esteem In Peer Assessment Of Speaking Performance
Mohammad Alavi and Sahar Shojaee - University of Tehran

This study explored the role of language learners’ self-esteem (SE) and their peer-assessment (PA) of speaking performance in EFL classrooms. A Preliminary English Test (PET) and the Cooper Smith Self-esteem Inventory Questionnaire (SEQ) were administered to the participants (N=27) twice. The result showed a positive but low relationship between peer assessment and self-esteem.

Category: Paper
Level: ELT/SLT
Focus: Research
Audience: Researchers

SBE: Training Teachers To Model Effectively And Give Rationale
Maggie Heeney - Renison University College, University of Waterloo

This presentation focuses on training teachers how to model to students when teaching. This includes those interested in teacher training or personal professional development. The session includes discussion and practice of thinking-aloud as a means of allowing the learner to understand the teacher’s rationale and strategies behind the teaching point.

Category: Interactive Workshop
Level: Adult ESL/LINC, College/University, Elementary, ELT/SLT, Secondary
Focus: Other: Professional Development/Teacher Training
Audience: All Participants

POSTER2: Bridging The Linguistic Gap Between English And Science
(MThis session is repeated on Thursday afternoon)
Mithila Vidwans - The University of Western Ontario

Multicultural classrooms are on the rise where newcomers must succeed in English as well as the languages of other subjects. The language of Science encountered in textbooks and teachers’ lessons was analyzed in this study. The analysis gave rise to six lexical classes revealing the complexity in the scientific discourse.

POSTER4: Challenges Of ESL Graduate Students In Second Language Education Courses
David Pratt and Hamida Khire - University of Ottawa

This presentation aims to share the initial findings of research regarding the linguistic, cultural, and academic challenges of international graduate students enrolled in second language education courses at a large Canadian university. The research is interview-based and is the working pilot project for further research for a graduate level thesis.

POSTER6: Vocabulary Learning In The ESL Classroom
(This session is repeated on Friday afternoon)
Laura Markslag - Osaka Gakuin University (Japan)

Vocabulary learning can be a difficult task for many ESL learners. In this presentation, participants will discover how learner vocabulary cards can be used in their LINC/ESL classrooms for various meaningful tasks that reinforce vocabulary learning. Participants will leave with easy, engaging and effective vocabulary activities.

POSTER7: Virtual Exchange With Dubai And Japan
(This session is repeated on Friday afternoon)
Laura Markslag - Osaka Gakuin University (Japan)

Learn how two ESL instructors designed and executed a simple and cost-effective virtual (online) exchange program for their ESL learners in Japan and Dubai to promote cultural awareness through the use authentic English. Topics covered include technical requirements, setting up and running the program, student reactions and overall outcome.

POSTER8: Justifying The Intended Effects Of A Classroom-Based Oral Assessment
(This session is repeated on Thursday afternoon)
Yongfei Wu - Queen's University

This study uses an argument-based approach in justifying the intended effects of a classroom-based oral assessment administered to about 3,000 test takers annually in a Chinese university. The test scores and the student questionnaires are analyzed statistically and the student/teacher interviews are discussed qualitatively.
POSTER9  Developing Support To Support Development
(This session is repeated on Thursday and Friday afternoon)
Melissa Robinson - Mellyneducation
Carolyn Bergsheoff - Mellyneducation

Attendees will gain valuable resources and tips on using social media (Facebook, Twitter, Educhat, LinkedIn etc) and websites in order to develop professional support within the ESL community. These resources will be shown and discussed in detail throughout the presentation and the list of resources will be available. Attendees will also learn about networking at events and how to develop and foster their own PLN’S and PLE’S regardless of whether they teach in a classroom, online/distance, or abroad. Mellyneducation is committed to aiding teacher development and support.

POSTER10  Volunteer Tutoring Programs
(This session is repeated on Thursday and Friday afternoon)
Jane Nicholls, Nancy Fanjoy and Diane Ramanthan - ELTOC

The poster will look at existing Volunteer Tutoring Programs in Ontario and how to set one up. This is in response to the interest from the presentation given at TESL Ontario 2010 "LINC Volunteer Tutor Programs".

POSTER11  TESL Ontario Member Survey Results
(This session is repeated on Saturday morning)
Allison Keown – TESL Ontario

This poster presentation will examine the results of the 2011 TESL Ontario member survey. We will reveal detailed demographics of TESL Ontario members, as well as other insightful results regarding member needs for today and the future.
Maggie Heeney - Renison University College, University of Waterloo

This presentation looks at the challenges faced by foreign-trained professionals in the workplace and describes how ESL instructors can encourage them to contribute to their own learning by having students create classes around cultural appropriateness and matching L2 language competency with professional competency.

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

Anne-Marie Kaskens and Colette Peters - Toronto Catholic District School Board

In this workshop, participants explore an approach to PD that directly connects professional learning to its application in day-to-day teaching, review tools designed to facilitate reflective practice, and learn about a CIC-funded Toronto Catholic District School Board project to develop a model of job-embedded PD for adult ESL instructors.

Category: Interactive Workshop
Level: Adult ESL/LINC
Focus: Other: professional development
Audience: Administrators, Teachers with/without Experience

Małgorzata Holec - WWWWIW/The MCC

This workshop will showcase techniques and ways to improve the effectiveness of your teaching. Come and join me for a creative, fun-filled activity which you can incorporate into your daily teaching. It sure 'might get loud' but you will get motivated, energized and ready to roll.

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

Johanne Myles - Queen's University
Vesna Nikolic - Dufferin-Peel Catholic District School Board

Our passion for electronic modes of communication has made online courses increasingly popular. This presentation, based on Additional Qualification courses for elementary and secondary teachers, explores best instructional practices, effective online communication, and challenges and benefits of online teacher education courses.

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

Kevin O'Brien and Jim Edgar - LearnIT2teach

This is the first of four stages for Ontario LINC instructors interested in the CIC-funded LearnIT2teach Project. This session explains important e-learning concepts and guides participants through a hands-on exploration of the LINC courseware. Participants can use the courseware at edlinc.ca after completing Stages 1 and 2.

Category: Technology Lab
Level: Adult ESL/LINC
Focus: Electronic Classroom/Technology
Audience: Teachers with/without Experience
**SCH** Saudi Students In EAP: Using Classroom Hours Effectively

*(This session is repeated on Friday afternoon)*

Trevor Laughlin and Marian Holley - Trent University

This presentation familiarizes educators with the cultural, educational, and linguistic backgrounds of Saudi Arabian students in EAP programs. The presenters will discuss one university’s approach to meeting the specific needs of Saudi students planning to enter degrees in business and science.

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

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**SCI** Inspired Teaching - Strengthening Your Own Personal Teaching Style

Catherine Thomas - Centre for Education and Training

This highly interactive workshop will introduce participants to a personality model based on the work of Jung, Myers, Briggs, and Keirsey. Participants will learn about their own unique personality temperaments, and explore how to develop an enhanced and inspired teaching style in a classroom designed to embrace all learning styles.

**Category:** Interactive Workshop  
**Level:** Adult ESL/LINC, College/University, ELT/SLT, Secondary  
**Focus:** Life/Work Balance (e.g. compassion fatigue, mental health, stress management)  
**Audience:** All Participants

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**SCJ** Practical Tools For Improving Your Teaching

*(This session is repeated on Thursday morning)*

Visnja Cuturic and Jesse Khudoo - University of Toronto, English Language Program

Acquire practical tools to further develop your teaching skills and autonomy through self-reflection strategies, critical pedagogy, and informed practice. Two instructors share what worked for them. Get re-inspired, acquire research tips, learn from colleagues, enrich your teaching, and walk away with effective teaching tools you can use Monday morning!

**Category:** Interactive Workshop  
**Level:** Adult ESL/LINC, College/University  
**Focus:** Other: Professional Development  
**Audience:** All Participants

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**SCK** Teacher Performance Evaluation II

*(This session is repeated on Friday afternoon)*

Margaret Banaszkiewicz - Quantum Education Inc.  
Karen Hilderman - Ottawa Community Immigrant Services Organization (OCISO)

We continue exploring the benefits of having one's teaching performance evaluated. Last year, we focused on various factors affecting teacher's effectiveness in the classroom. This year, the workshop participants will explore and discuss issues related to the following aspects: frequency of classroom observations; observation focus; forms and rubrics; rating scale; feedback and the reporting. During the workshop we will be looking at some forms and rubrics which have been used by the presenter in her work. The participants are invited to bring their samples of the classroom observation and evaluation forms. The group discussion and briefings will follow.

**Category:** Interactive Workshop  
**Level:** Adult ESL/LINC  
**Focus:** Other: Teacher Performance Evaluation II  
**Audience:** All Participants

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**Legend**

- ✽ **Session is repeated at another time**
- ✿ **Session is being webcasted**
- ✦ **Pre-registration limited to ESL funded participants**
**SCM Cell Phone Activities**  
Lesline Smikle - The Centre for Education & Training

Do your learners bring cell phones to class? Did you know that cell phones are wonderful tools for learning? In this workshop, participants will get ideas on how to use cell phones constructively in classrooms. Participants are encouraged to come with an open mind-- and a cell phone!

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

**SCN Whose English?**  
*This session is repeated on Friday morning*  
Marijke Wertheim - University of Toronto

With the increasing use of English in daily life among EIL and World English speakers, is Standard English an appropriate norm in our classrooms? Whose English are we teaching, and why? This workshop is a chance to clarify some of the issues and share ideas about possible answers. Come prepared for a lively debate!

**Category:** Interactive Workshop  
**Level:** Adult ESL/LINC, College/University, ELT/SLT  
**Focus:** Classroom and Community Support  
**Audience:** Teachers with/without Experience

**SCO Mastering Articles**  
*This session is repeated on Friday afternoon*  
Marcus Burt - SEC

Many ESL students grapple with how to properly use a, an, and the. Learn different games and activities that will take the stress out of articles and turn them into a thrill.

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

**SCP Addressing Diversity And Promoting Positive Space**  
*This session is repeated on Friday afternoon*  
Philip Ackerman - FCJ Refugee Centre  
Hurly Navarro-Meraveles - Ontario Council of Agencies Serving Immigrants

Positive Space means providing an environment that is free from discrimination based on sexual orientation, gender identity and gender expression. Every learner is entitled to Positive Space in their educational setting. The provision of this environment not only fosters learning and personal enhancement, but also values the inclusion and safety of the students. This interactive and dynamic workshop will engage participants to address issues of power and privilege and appropriately respond to oppression in the classroom. Participants will be afforded an opportunity to collaboratively develop effective mechanisms to create an environment that is anti-oppressive and promotes Positive Space.

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

**CC-SCQ Training on using CLB 5-10 Exit Tasks**  
Amelia Hope - CCLB

The workshop will introduce ESL instructors to the CCLB resource Canadian Language Benchmarks 5-10 Exit Assessment Tasks. Participants will get an overview of the materials along with practice in using the scoring tools to get accurate CLB reports of adult learners' speaking and writing proficiency. The resource covers all four skills and is suited to use in both general and specialized language training programs. Participants should bring their program's copy of the resource with them to the training if possible. Handouts will be available for those without copies.

**Twitter:** #TESL2012
12:00PM-12:40PM

SPA Crossing Eastern Borders Of Creativity With Western Art
(This session is repeated on Friday morning)
Kimberly Johnson - University of Dayton/Teacher in the Intensive English Department

Chaplin? Shakespeare? Van Gogh? How using western forms of music, literature, and art in the ESL classroom helps students become better writers and readers.

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

SPB Barriers To Citizenship: How ESL Teachers Can Help
(This session is repeated on Thursday afternoon)
Caroline Lindberg - CLEO
Geraldine Sadoway - Parkdale Community Legal Services

This presentation will introduce a CLEO (Community Legal Education Ontario / Éducation juridique communautaire Ontario) information resource about barriers to citizenship. Geraldine Sadoway, lawyer with Parkdale Community Legal Services, will discuss citizenship applicants' legal rights and how ESL teachers can help. A CLEO representative will give an overview of CLEO resources.

Category: Presentation
Level: Adult ESL/LINC
Focus: Classroom and Community Support
Audience: Administrators, Teachers with/without Experience

SPC Best Practices In Grammar Teaching
(This session is repeated on Thursday afternoon)
Randi Reppen - Cambridge University Press

Students are always looking for ways to improve their grammar. This session describes ways to maximize student learning by focusing on the way grammar is used in academic and non-academic contexts, facilitating noticing, creating effective activities, eliminating common mistakes, and applying grammar in writing.

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

12:00PM-1:40PM

SPE Dictionary Activities For The ESL Classroom
(This session is repeated on Friday afternoon)
Jeff Gulley - Oxford University Press

Knowing how to use a dictionary is a skill in itself. Yet most students are unaware of what information is contained in a learner's dictionary. This workshop will discuss learner's dictionaries as an essential and flexible English language teaching resource, and provide teachers with dictionary activity ideas to help liven up dictionary use in their classrooms.

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

SPD Maximizing Diagnostic Feedback In Second Language Classrooms
(This session is repeated on Thursday morning)
Eunice Jang and Maryam Wagner - University of Toronto

Diagnostic feedback is intended to signal a gap between a learner's current level of performance and a desired level of performance or goal. We draw from multiple small-scale studies engaging English language learners to examine the use of diagnostic feedback in classrooms. We investigate whether there is a direct link between students' goal orientations and their attitudes to and use of diagnostic feedback.

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

SPF Silence: The Dynamic Partner Of Pronunciation
(This session is repeated on Thursday morning)
James Leitch - Alpha International Academy

Silence is the dynamic partner to pronunciation; learn how your students can easily make their audience understand their spoken word by transforming their visual text into audial script.

Category: Interactive Workshop
Level: Adult ESL/LINC, College/University, Elementary, ELT/SLT, Secondary
Focus: Classroom Activities and Strategies
Audience: All Participants
Effective assessment practices give learners feedback that they can use to improve their performance. This workshop will apply the principles and practices introduced in the document Integrating CLB Assessment into your ESL Classroom. We will look at classroom writing tasks and learner samples for several benchmarks. We will discuss the selection of assessment criteria and the development of assessment tools. We will also examine learner samples and discuss strategies for giving feedback that is helpful for learners.

12:00PM-2:40PM

SPG Culture And Knowledge Exchange
Kathryn Brillinger - Conestoga College

This workshop examines what can go right and wrong in the inter-cultural use of pre-verbal, verbal, non-verbal, and post-verbal behaviours when information needs to be exchanged. Examples from workplace and educational settings such as the LINC classroom will be explored.

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

SPH Speaking Made Simple - Scaffolding For Teachers
(JThis session is repeated on Friday afternoon)
Judy Thompson - Thompson Language Center

Hands-on training for ESL instructors to develop their skills as pronunciation teachers. The workshop includes a series of copy-and-go exercises from the 'Speaking Made Simple' curriculum. Teachers will learn to target individual sounds and customize lessons for specific language groups in order to foster confident speakers at every proficiency level.

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

1:00PM-1:40PM

SQA LearnIT2teach Training: Speaking Activities In The LINC Courseware
Jim Edgar and Susan Middlesworth - LearnIT2teach

Synchronous and asynchronous speaking practice has now been integrated into the CIC-funded LINC 2-4 courseware. This hands-on training is for instructors who would like to start using these activities. All of the activities are available on Tutela.ca. Speaking opportunities in the LINC 5-7 courseware will be added later this year.

Category: Technology Lab
Level: Adult ESL/LINC, ELT/SLT
Focus: Electronic Classroom/Technology
Audience: Teachers with Experience

SQB Translating Culture-Specific Terms In TESL Courses
Abdus Salam - Islamia College University Peshawar Pakistan

Taking selected countries of South Asia and Persian Gulf as case studies, this presentation highlights the problems faced by instructors while teaching English to Asian students at College and University levels in terms of finding appropriate substitutes for terminologies specifically rooted in the culture of their orientation.

Category: Presentation
Level: College/University
Focus: Classroom Activities and Strategies
Audience: All Participants
SQC  English-Language Improvement Tools For College  
Paulette Cake - CCDMD/Collège de Maisonneuve

The CCDMD creates English-language improvement resources for Québec college students and is funded by the Canada-Québec Agreement. This workshop will focus on ESL resources that are available to you and how to get them!

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

SQD  Four Fun And Effective Vocabulary Learning Activities  
Laura Markslag - Osaka Gakuin University (Japan)

Vocabulary learning can be a difficult task for many ESL learners. In this presentation, participants will discover how learner vocabulary cards can be used in their LINC/ESL classrooms by actively participating in four different meaningful tasks that reinforce vocabulary learning. Participants will leave with easy, engaging and effective vocabulary activities.

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

1:00PM-2:40PM

SQF  Top 10 Songs For Your ESL Class  
Liset Rieger - Peel District School Board

Participants will learn how to use songs integrating the four skills: Listening/Speaking/ Reading/Writing while having fun. We will use the Internet to bring music and video clips to the classroom. We will listen to my Top 10 songs, try some exercises to introduce and follow up the songs, even drama activities.

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

SQA  Good Reads For ESL Readers  
Helena Aalto - ABC Life Literacy Canada  
Pat Campbell - Grass Roots Press

Good Reads are short books by bestselling Canadian authors, written to be engaging and accessible for adults reading at CLB levels 4 to 9. Expertly developed support resources facilitate classroom use. A Good Reads author will be part of the presentation, autographing complimentary books for all participants.

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

SQG  Chips Off The Old Blog  
Joseph Ng - MicroSkills LINC - Consumers Road

Blogging is not just a snooty fad for the pedagogically bored. It can be used to manage learners and the learning process in an interesting, challenging way, sometimes beyond the duration of a course. Nor do you need a whole lot of techie knowledge to run the show.

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

2:00PM-2:40PM
SRB 6 Principles For Teaching The Grammar Of Writing
(This session is repeated on Friday afternoon)
John Brezinsky - Cambridge University Press

Your students cannot afford to make grammatical mistakes when they write. This session explores 6 principles on how to teach grammar for writing. From a corpus of academic writing to discrete writing skills, these principles cover everything instructors need to know to effectively integrate grammar and writing.

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

SRC Successful EAP Instruction
(This session is repeated on Thursday morning)
Carrie Purcell - Oxford University Press

EAP instruction can be a challenge without a strong pedagogical approach and a wealth of rich resources. This session will outline the methodology behind a successful EAP environment and present materials for content-based lesson planning. Walk away with a sample lesson and a sneak-peak at the new Oxford EAP program.

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

SRE Correcting The Pronunciation Of W, Y, R, L, N, Ng, S, Z, Sh
(This session is repeated on Friday afternoon)
Dr. Howard B. Woods - Howard B. Woods Publishing

This presentation explores the difficulties students have with our consonants and the improvement which can be achieved. It will explicitly deal with the speech organs and muscles, the points of articulation and constriction, the types of articulation, and the environmental influences. Very practically, we will look at the techniques we can use and how we can help our students to pronounce w, y, r, l, n, ng, s, z, sh, jh.

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

SRF Benefits Of Formative Assessment Practice To LINC Programming
Darlene Liutkus - College of the North Atlantic-Qatar

A study was done in a L2 learning environment that revealed formative assessment practice has great potential for increasing students' language acquisition by using self-awareness techniques. This presentation will discuss the study; its purpose and what was uncovered that could enhance pedagogical quality for those involved in LINC programming.

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

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

Group rate: $219.00 plus taxes, per night
Cut-off Date: October 8, 2012
Group code: TESL Ontario 2012
Reservations: 1-800-325-3535
Online Reservations:
https://www.starwoodmeeting.com/StarGroups/Web/res?id=1209050528&key=F2A7E

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

Helena Aalto
Helena Aalto is the Good Reads project manager at ABC Life Literacy Canada. Her career includes book retailers, publishers, book associations, and not-for-profit organizations.

Philip Ackerman
Research and Resource Development; Extensive work teaching ESL to adults, both in Canada and abroad; Workshop development in various settings, including the Canadian Council for Refugees

Katrin Alaves
Katrin has taught English to adults (at all levels) for 15+ years. While at St. George's Centre for ESL in Guelph, her main interests are pronunciation, LC and business communication.

Mohammad Alavi
Dr. Sayyed Mohammad Alavi is an associate professor of Applied Linguistics in University of Tehran. He's interested in language assessment and testing, English for Specific purposes, task based language teaching.

John Allan
John works with blended learning and Computer Assisted Language Learning in Ontario.

Jacqueline Angi-Dobos
Jackie has taught in three countries to students of all ages. Currently she is the Director of International Education in Fort Erie, and a teacher trainer in St. Catharines.

Cecilia Aponte de Hanna
Cecilia, TESL, M.A. (York University), teaches in the School of English and Liberal Studies at Seneca College and with the YRDSB Adult Continuing Education LINC/ESL Program.

Randy Appel
Randy Appel has an MA in Applied Linguistics from Carleton University and is currently enrolled in the Ph.D. in Education program at Concordia University. His research interests include formulaic language and SLA.

Cathy Gail Archer Maher
Cathy Gail Archer Maher is a former nurse who has taught L1, L2/3 & L3/4 & is currently teaching LINC L2/3 at The Afghan Women's Organization.

Rana Ashkar
Rana Ashkar completed her CTESL at Algonquin College and her MA at Kingston University, U.K. She has been teaching ESL for seven years and currently teaches at Algonquin College.

Muhammad Awan
Enjoys a teaching career extended to two decades; holds Masters in Second Language Education from University of Toronto. Taught in Pakistan Bahrain and most recently in LINC program in Canada.

Behrooz Azabdaftari
Emeritus Professor of Applied Linguistics at Islamic Azad University, Tabriz, Iran. He obtained his Ph.D. from the University of Illinois at Chicago. Research interests cover CALL, Discourse Analysis and Translation.

Stephen Bahry
Stephen Bahry teaches EAP at School of Continuing Studies, University of Toronto, and has been teaching sessional courses at OISE, where his dissertation focused on minority languages in Chinese education.

Margaret Banaszkwiecz
20 years of combined experience in second language training, language program management, and teacher performance evaluation. M.A., CTESL; has taught adult learners in the non-profit, private, and college language schools.

Joan Bartel
Joan Bartel teaches interview and résumé skills to immigrants in Humber's OSLT. Previously, as an Academic Director, she read hundreds of résumés and interviewed scores of teachers for TESL positions.

Margret Bastowros
Margret Bastowros is a professor of English as a second language at Seneca College. She holds a master's degree.

Jane Batterink
Jane Batterink has 15 years of experience teaching all levels of LINC and Adult ESL for the Durham District School Board.

Élissa Beaulieu
Catherine Beckingham
Passionate about the ESL profession for over 20 years as a program consultant, TESL trainer, assessment trainer and LINC/ ESL instructor. She is a program consultant for the TCDSB.

Vera Beletzan
Academic Manager of the English Language Centre at Humber College. Over twenty years of teaching experience in the language education field, including ESL, EFL, EAP, LINC, TESL, and Linguistics.
Carolyn Bergshoeff
Carolyn Bergshoeff is a co-founding member of Mellyneducation. She is TESL Ontario certified, and currently teaches LINC home study. She has taught in Canada and overseas.

Nancy Beuglet
Nancy Beuglet is a LINC Instructor at the Waterloo Campus of the Conestoga College LINC Program. Much of her work is dedicated to multi-level LINC to Work classes.

Bahar Biazar
Bahar Biazar is a professor of English as a second language at Seneca College. She is also a PhD student in the department of Adult Education at OISE, University of Toronto.

Susie Blackstien-Adler
Susie provides PD on educational and assistive technology. She has conducted research on inclusion and access, and she leads a number of AT projects, including an online AT resource initiative.

Vanessa Bonaldo
Vanessa Bonaldo has an M.Ed from Brock University and currently teaches EAP at Niagara College. Her research interests include ESL students’ achievement in post-secondary courses and White privilege.

Judith Bond
Judith Bond has 22 years experience as an ESL instructor, language consultant and curriculum writer. She is currently teaching Canadian workplace language and culture at Sheridan College.

Jonathan Braganza
I currently teach an online class of twenty students at The Centre for Education & Training (TCET), delivering the LINC Home Study program to ESL learners in levels 4-6.

John Brezinsky
John Brezinsky focuses on issues in language acquisition and teaching at colleges and universities in North America and has been in the ELT field since 2000.

Kathryn Brillinger
Kathryn Brillinger is an accredited Language Instructor and TESL Trainer. She has an MEd and Intercultural Studies Certificate. She is a Professor at Conestoga College with 20 plus years experience.

Bruce Burron
Bruce Burron teaches at the York University English Language Institute. His pedagogical area of interest is project based learning, and using drama, music and video in teaching English.

Marcus Burt
I am currently employed at SEC in Toronto.

Hanna Cabaj
Hanna Cabaj is the Coordinator of Continuing Education Department Adult Education Program with the TCD School Board. She is an advisor on the formation of CIC’s National Language Training Council.

Anne Cairns
Anne has experience teaching ESL overseas and in community, and corporate settings. Her previous TESL presentations include using video, incorporating environmental topics and creating classroom resources.

Paulette Cake
Paulette has an ESL degree from Laval University, taught for 10 years plus 3 years in evaluation and edited ESL material. Presently, she is an educational advisor at the CCDMD.

Pat Campbell
Dr. Pat Campbell is president of Grass Roots Press, a publisher of adult literacy and ESL resources. Pat’s expertise includes assessment tools, research, teaching, writing and editing books, and consulting.

Nancy Carey
Nancy works with Literacy ELL's. Books, poems and songs incorporating target language are a favourite technique in the classroom. In addition, Nancy trains Colombian English instructors via webcam.

Rebecca Carnevale
Worked as a project manager in immigrant education since 2006. She led multiple projects for Colleges Integrating Immigrants to Employment and is now the project manager for Occupation-specific Language Training.

Sheila Carson
Sheila Carson is currently the Coordinator of Adult ESL and LINC programs for the Thames Valley District School Board.

Len Chan
Len has a BSc from York University and TESL from CCLCS; six years experience in LINC, Literacy, ESL for academic upgrading and ELT; enjoys using podcasts, PowerPoint and YouTube in the classroom.

Julia Chemali
Masters Degree in English Literature and TEFL. TESL Certification from York University and TESL Certified by TESL Ontario. Frequent presenter at TESL conference and published 2 ARTICLES in TESL Journal.

Ann Shih-yi Chen
Ann Chen (PhD) is an Adjunct Assistant Professor at Queen’s University. She has been involved in second language education as a researcher and an educator for the past ten years.

Shintu Cherian
Shintu Cherian has been involved in Environmental Education for 15 years. She coordinates the Multicultural Connections Program at TRCA delivering interactive environmental presentations at LINC centers across the GTA.
Kelly Clark
Director of Who Is NOBODY? - overseeing 45 000+ participants Canada-wide. Education: Bachelors of Arts in Psychology (Queen's University), and a Post-Graduate Certificate in Education (The University of London, England).

Carolyn Cohen
Carolyn Cohen is Project Lead for TESL Ontario's PTCT initiative. She has extensive experience in ESL/LINC senior program administration, language teaching, assessment, teacher/assessor training, assessment, development and program evaluation.

Celina Costa
Celina Costa is currently a professor at George Brown College's School of ESL. She holds a Master's of Education in Second Language Acquisition (OISE/UT).

Alister Cumming
Alister Cumming is professor and head of the Centre for Educational Research on Languages and Literacies (CERLL, formerly the Modern Language Centre) at the Ontario Institute for Studies in Education, University of Toronto. His research and teaching focus on writing in second languages, language assessment, program evaluation, and research methods.

Visnja Cuturic
Award-winning teacher of Academic English at U of T's English Language Program. Visnja also teaches Pedagogical Grammar for Woodsworth College's TESOL Program.

Michele Dean
Michele Dean has been teaching ESL for 13 years in a blended LINC/ESL program, all levels, and was involved in community theatre for many years.

Rhonda DesRoches
Rhonda DesRoches teaches LINC 5 at Dixie-Bloor Neighbourhood Centre. She has taught all ages and levels in South Korea and run her own language school in Prince Edward Island.

Yuliya Desyatova
ESL teacher with 15 years' experience, Yuliya has recently been teaching LINC at various levels, as well as mentoring TESL students at CCLCS, Toronto.

Barbara Dick
Barbara Dick has been teaching ESL for 32 years in secondary and adult programs in Winnipeg and overseas. She teaches in a blended LINC/ESL program at Loyola School of Adult and Continuing Education in Belleville.

Michael Doutre
Michael is the Newcomer Outreach Worker at The Centre, responsible for making community connections and promoting services for newcomers. He frequently presents about Social Media in the classroom and community.

Jinjiang Du
Jinjiang Du is an experienced linguist, currently a Site Manager with the TDSB, Continuing Education Adult ESL. His major interest is in staff professional development particularly in pronunciation teaching.

Jim Edgar
Jim has been a CALL practitioner and teacher trainer since the mid-1990s. He currently works with the LearnIT2teach project and enjoys helping participants develop their skills in blended course delivery.

Jayne Edmonds
Jayne Edmonds holds an M.Ed. from the University of Toronto, specializing in Adult Education. Jayne brings over 25 years of experience in English Language Training and Adult Education.

Lucia Engkent
Lucia Engkent teaches academic reading and writing at Seneca College. She has written five textbooks, including Skill Set and Take Part.

Karen Evans
Karen Evans is a Program Officer with the Toronto District School Board. She has many years of experience both teaching adults ESL and supervising other adult ESL instructors.

Farahnaz Faez
Farahnaz Faez is an Assistant Professor in Applied Linguistics in the Faculty of Education at the University of Western Ontario. Her research interests include second language teaching and learning, pre-service and in-service ESL teacher education, internationally educated teachers, English language learners in K-12 programs and World Englishes.

Nancy Fanjoy
Nancy Fanjoy has recently joined ELTOC as an ESL Education Counsellor. She has ten years of experience as a LINC instructor in Edmonton and the Ottawa area.

Lisa Fedak
Adult ESL/LINC Instructor at St. George's Centre, Guelph, Ontario since 1992; Mentor Teacher; B.Ed., O.C.T., M.F.A., visual arts instructor at various post-secondary institutions until 2001, presently also a potter.

Douglas Fleming
Before becoming an academic, Doug worked in ESL and LINC programs for 20 years as a teacher, supervisor and curriculum writer. His research focuses on methodology, policy, citizenship and equity.

Gary Fogal
Gary Fogal is a Ph.D. student in Second Language Education at OISE, University of Toronto. He has taught EFL/ESL at the tertiary level in South Korea, Japan and Canada.
Wendy Fraser
Wendy Fraser has been teaching for over 30 years. Currently she manages administration, research and development of the CAEL Assessment and teaches language testing and EAP at Carleton University.

Sylvia Fung
Sylvia Fung (M.Ed.) has extensive teaching and mentoring experience in ESL/TESL within school, corporate, and virtual settings. She is a presenter and teacher-trainer on pronunciation and business communication.

Angelica Galante
Angelica Galante has an MA in Applied Linguistics from Brock University and currently teaches EAP/ELT at Niagara College. Her research interests include drama in ESL, critical pedagogy, and oral fluency.

Jordana Garbati
I am a PhD Candidate in the Faculty of Education at Western University. I am interested in English language learners, French as a Second Language education, and teachers' beliefs.

Sherrrie Gardiner
Sherrrie Gardiner is a LINC Instructor at the Kitchener Campus of the Conestoga College LINC Program. Much of her work is devoted to teaching advanced level LINC to Work classes.

Esther Geva
Esther Geva’s research, publications, and teaching focus on the (a) development of language and literacy skills in students from diverse linguistic backgrounds, (b) L2students with learning difficulties, and (c) cultural perspectives on children’s psychological problems. Professor Geva presents her work internationally, and has served on numerous advisory, policy, and review committees in the US and Canada.

Brandie Glasgow-Spanos
Brandie is currently a LINC/ESL instructor with the Niagara Catholic District School Board. She has taught academic English, English in the workplace, and has worked in LINC since its inception.

Maria Glass
Maria Glass is an ESL/EFL teacher. She holds a TESL certificate, an MA in Applied Linguistics and a PhD in Pragmatics. Presently, she coordinates the GBC College Teacher Training Program.

Alexandra Gottardo
Alexandra Gottardo is an associate professor in Psychology at Wilfrid Laurier University, specializing in Educational and Developmental Psychology. Her research focuses on reading in a second language and encompasses the lifespan, from preschool to adulthood. In a previous life, she was a speech-language pathologist.

Jeff Gulley
Jeff Gulley is an ESL Consultant with Oxford University Press. He previously taught ESL overseas and has contributed to various ESL publications as both a writer and an editor.

Lindsey Gutt
Lindsey Gutt is an instructor at York University. She has worked as a teacher trainer, curriculum developer, program coordinator and published numerous textbooks.

Anne Hajer
Working in the field of adult ESL for over 25 years as an instructor, teacher trainer and curriculum developer. She currently works as an education consultant specializing in curriculum development and the Canadian Language Benchmarks.

Carla Hall
Carla Hall is a Language Professor at the Official Languages and Bilingualism Institute of the University of Ottawa, with special interest in language testing and writing instruction.

Sharon Hall
With more than 20 years experience working with newcomers, Sharon was instrumental in developing an ELT program and Student Resource Manual. She is currently teaching LINC and ELT in Chatham.

Donna Hanson
Donna Hanson is a program officer with the Toronto District School Board. She has many years of experience teaching adults English and many years experience supervising others that do.

Diane Hardy
Diane Hardy is a program coordinator responsible for curriculum and program development in the English Language Learning Department at Bow Valley College in Calgary, Alberta.

Snezhana Harizanova
A PhD student in Applied Linguistics at York University with over twenty years of experience studying and teaching ESL/EFL. Professional and research interests include mostly second language teaching and learning.

Mohammad Hashemi
Mohammad has been writing, coordinating and teaching English for more than 20 years. He currently teaches at La Cité collégiale in Ottawa. For more information visit www.reedpen.com.

Carol Hatch
Carol Hatch has been a LINC/ESL instructor for the Halton Catholic School Board since 2008. Prior to that, she worked as an instructor at Humber College in their EAP department.

Maggie Heeney
Maggie is an instructor and teacher trainer at Renison University College, University of Waterloo and has interests in learner development pertaining to teacher input of explicit modelling and subsequent practice.
Marg Heidebrecht
Marg Heidebrecht teaches LINC 6 at Mohawk College - Hamilton. While the strategy in her session involves a traffic light, she prefers bikes to cars, and stops at everything red!

Karen Hilderman
Karen Hilderman (B.A.; CTESL) has been teaching ESL to adult newcomers in a community-based LINC program for 14 years. She has taught at all LINC levels.

Vivian Holditch
Vivian has worked in ESL for over 24 years as an instructor, instructor trainer, assessor and workshop presenter. Vivian became a trained assessor after spending 14 years in a classroom.

Malgorzata Holec
Malgorzata loves creativity in class and believes that learning English is the most important element of successful integration. She has been reoccurring presenter at TESL conference in Toronto and Windsor.

Marian Holley
Marian holds a TESL certificate and master's degree. She worked in Indonesia for four years managing CIDA funded projects in aboriginal communities and teaches EAP to students at Trent University.

Tara Holmes
Involved in ESL as a teacher, program administrator and teacher educator; Tara recently completed her PhD in Education. She is author of Integrating CLB into your ESL classroom.

Amelia Hope
Amelia Hope is the Head of Language Testing Services at the Official Languages and Bilingualism Institute of the University of Ottawa.

Adrienne Horvath Cortes
Adrienne Horvath Cortes is a LINC Professor and Site Coordinator at the Cambridge Campus of the Conestoga College LINC Program. Much of her work involves intermediate LINC to Work students.

Clare Jeng
Clare Jeng has been an Adult ESL instructor with TVDSB for the past 12 years. She is currently the Lead Instructor at Village Green LINC Program in London, Ontario.

Eunice Jang
Dr. Jang is an Associate Professor at the Department of Applied Psychology and Human Development in OISE/UT. Her research examines language developmental patterns and diagnostic assessment practices.

Jacqueline Jeffers
Currently Language Program Manager at Markham South Welcome Centre, the presenter has been working in the field of English as a Second Language in a variety of settings since 1991.

Joyce Jeffreys
Joyce Jeffreys has been teaching for the past 9 years in both LINC and ESL programs. She is currently employed by the Thames Valley DSB and the YWCA St Thomas-Elgin.

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Jacqueline Jeffers
Currently Language Program Manager at Markham South Welcome Centre, the presenter has been working in the field of English as a Second Language in a variety of settings since 1991.
Shareef Korah
Shareef Korah is an analyst with HRSDC and has been with the department for 5 years.

Suzanna Kotilehti
Suzanna Kotilehti (M.ED. Education Psychology and Special Education, TESL) is a special education LINC teacher in London Ontario.

Lina La Rocca
I have been teaching at Seneca College in the School of English and Liberal Studies for four years. I have completed a B.A. in English Literature and a MSEd.

Ken Lackman
Ken Lackman (B.Ed., DELTA) was the academic director at EF Toronto and is now a freelance teacher trainer and coursebook writer. He offers workshops for ESL teachers at English Central.

Jennifer Lamantia
Jennifer is the Manager of Education Licensing Development at Access Copyright. She offers new service support to the K-12, post-secondary and adult learning sectors operating under licence with Access Copyright.

Diane Larsen-Freeman
Diane Larsen-Freeman is Professor of Education, Professor of Linguistics, and Research Scientist at the English Language Institute at the University of Michigan, Ann Arbor. She is also a Distinguished Senior Faculty Fellow at the Graduate SIT Institute in Brattleboro, Vermont. Dr. Larsen-Freeman has been a frequent conference speaker and has published extensively. Some of the books she has written are: The Grammar Book: An ESL/EFL Teacher's Course (co-authored with Marianne Celce-Murcia, Heinle/Cengage, 1983; 1999), Techniques and Principles in Language Teaching (Oxford University Press, 1986; 2000; 2011), Grammar Dimensions: Form, Meaning, and Use (Series Director, Heinle/Cengage, 1993; 1997; 2000; 2007), Teaching Language: From Grammar to Grammarizing (Heinle/Cengage, 2003), and Complex Systems and Applied Linguistics (co-authored with Lynne Cameron, Oxford University Press, 2008). Complex Systems and Applied Linguistics received the 2009 Kenneth W. Mildenberger prize from the Modern Language Association. Dr. Larsen-Freeman was awarded a Fulbright Distinguished Chair at the University of Innsbruck in 2010 and the American Association for Applied Linguistics' Distinguished Scholarship and Service Award in 2011.

Trevor Laughlin
Trevor holds a master's degree in TESL and a decade of experience teaching ESL/EAP/ESAP. He has taught Business English and EAP at Al Yamamah University, Riyadh and Trent University.

Catherine Lawrence
Catherine Lawrence has been an ESL instructor for 19 years. She has been a writing team member for several projects, including The Adult ESL Curriculum Guidelines, 4th Edition (TCDSB).

Geoff Lawrence
Geoff Lawrence, Ph.D. is a teacher educator, researcher and curriculum designer interested in exploring the potential of intercultural and online learning in English language teaching and teacher education.

Christien Lee
Christien Lee, from the UK, has specialized in teaching TOEFL and other exam classes since 1997. He is currently writing a new TOEFL coursebook for publication by Oxford University Press.

James Leitch
James has led classes in ESL and EAP at all levels. His early career in broadcasting and theatre arts causes him to focus particular attention on the spoken word.

Robert Leonituk
Rob is a professional corporate communications facilitator, with over 15 years experience in adult training. Participants find his highly effective, enthusiastic style enlightening and educational.

Leah Levin
Leah Levin is a Senior Program Advisor at Global Experience Ontario, Ministry of Citizenship and Immigration.

Yingge Li
Chinese director of Confucius Institute at Seneca College and Deputy Director of International Office, Northeast Normal University, China. A PhD candidate in Literature and Art. Works in international student exchange.

Lina Lianga
Lina Lianga holds a B.A. in elementary education with minors in Math, Science and Integrated creative arts, TESL Ontario, and OCT certificates. She currently teaches EAP at Niagara College.

Caroline Lindberg
Caroline Lindberg is a lawyer at CLEO where she develops clear, accurate, and practical legal information to help people understand and exercise their legal rights.

Darlene Liutkus
Darlene is an EdD candidate studying the interrelationship between the formative assessment practice and professional development. She has taught for 18 years including 11 years experience in the Middle East.

Brenda Lohrenz
Brenda Lohrenz is E.D. of English Language Services for Adults Network in BC, a provincial umbrella organization. She is chair of the recently formed TESL Canada Settlement Language National Network.

Wendy Logan
Wendy has been an ESL teacher for more than 10 years. She has been teaching in the Low-German Speaking Mennonite Women's program in Drayton for more than 6 years.
Brenda Lohrenz
Brenda Lohrenz is E.D. of English Language Services for Adults Network in BC, a provincial umbrella organization. She is chair of the recently formed TESL Canada Settlement Language National Network.

Janet MacDonald
Janet MacDonald has 15 years of experience teaching all levels of LINC and ESL for Durham District School Board. She is currently working as the Volunteer/Resource Coordinator at DDSB.

Chris P. Madden
Nine years of teaching in Japan has brought Chris to Toronto ESL. Taught the international youth Summer session at U. of T. (New College) and teaches at International Language Schools of Canada.

Roslyn Maian
Roz is both a lawyer and an ESL teacher. She has taught ESL, EAPP, IEP and LINC, international students, refugees, and new Canadians for 6 years.

Faith Marcel
Faith Marcel teaches the blended-learning OSLT Business Program and online LITP with Niagara, Mohawk and Seneca College. She holds a post-graduate Certificate in TESL and an MA in Linguistics (TESL).

Danielle Marchese
I am from Hamilton and I have been living in Burlington for 10 years. Currently I work at The Centre for Skills Development and Training, Burlington on the SLT/ELT program.

Mourad Mardakian
Mourad Mardakian is Manager of the Language Training Unit of the Ministry of Citizenship and Immigration.

Jesse Markow
Jesse Markow has 18 years of secondary school teaching experience and 16 years of experience working with large-scale assessment and standards, the last 6 with the WIDA project.

Laura Markslag
Laura Markslag, M.S.Ed, is an EFL lecturer at Osaka Gakuin University (Japan). She is interested in vocabulary acquisition and assessment, multilingualism and the development of motivating classroom materials.

Corinne Marshall
Corinne Marshall, BA, MA, B.Ed., has taught and coordinated in Fanshawe College’s ESL program since 2008. Her professional background includes corporate training, marketing communications, and teaching secondary and postsecondary English.

Amira Masud
Amira Masud is an experienced program manager of LINC, ELT and OSLT programs at Sheridan College with a clear understanding of the needs of newcomers in programs and funder expectations.

Reza Mazloom-Farzaghy
Reza Mazloom-Farzaghy is the TESL Ontario Accreditation Services Manager. He holds a BA in English and an MA in TEFL. He has taught ESL and TESL for 27 years.

Robert McBride
Rob McBride is a writer and educator based in Ottawa. He is Executive Director of New Media Language Training and has taught ESL/EFL in Latin America and Canada.

Kim McDonough
Kim McDonough is an associate professor in the Department of Education at Concordia University. Her research interests include interaction, task-based language teaching, and psycholinguistic approaches to second language acquisition.

Patrick McEvenue
Patrick McEvenue is Manager, Language Policy, for the Integration Branch of Citizenship and Immigration Canada (Canada). Since joining in 2006, he has led the Branch’s work in the area of language training policy.

Lisa McFaul
LINC Level 7 Instructor with many years of business experience and skills that have been translated into a career teaching high energy and dynamic English lessons.

Hedy McGarrell
Hedy McGarrell is a professor of Applied Linguistics at Brock University. Her research focuses on ESL writing and technology in language learning and teaching. Her publications include Language Teacher Research in the Americas (TESOL) and, with K. Brillinger, Writing for Results: Academic and Professional Writing Tasks (Longman).

John McGaughey
John McGaughey, MA (Applied Linguistics), is a PhD Candidate in linguistics and applied linguistics at York University, Canada. His current research investigates how language ideologies shape language teaching and learning.

Jennifer McKay
Jennifer, a former ESL and LINC instructor, has been with the CCLB since 2005, and has worked on various projects including assessor training and calibration, instructor resources and professional development.

Ian McRoberts
Based in Montreal, Ian McRoberts is the Oxford University Press ELT Consultant for Ottawa, Quebec and East Coast schools. He has a background in ESL teaching, creative facilitation and theatre.

Angela Meyer Sterzik
Angela teaches EAP at Fanshawe College and is a Doctoral student in Applied Linguistics at York University. Her professional interests include EAP, reading comprehension, academic writing, and teacher education.
Petra Middleton
Petra Middleton is a LINC Instructor at the Cambridge Campus of the Conestoga College LINC Program. Much of her work involves teaching multi-level LINC to Work classes.

Susan Middlesworth
Susan Middlesworth, B.Ed and Masters in ESL from the University of Hawaii; taught ESL in West Africa; Kuwait; Ottawa with OCDSB, OCCDSB, OCISO; LINC Home Study with TCET.

Joanne Millard
Involved in the world of language training for immigrants to Canada in a number of capacities since the early 80’s; currently Associate Director at the York University English Language Institute.

Dan Mohamed
Dan Mohamed (B.A.) is a TESL-certified teacher who currently conducts English-language assessments at the YMCA. He has experience teaching ESL, EFL and LINC.

Johanne Myles
Johanne Myles (PhD) has been involved in ESL as a professor, teacher-educator and supervisor of community programs for almost thirty years. She began her career teaching ESL to new immigrants.

Hurly Navarro-Meraveles
Hurly Navarro-Meraveles is the Positive Spaces Initiative Project Coordinator at OCASI. He hitchhiked across Canada raising awareness on the realities of discrimination documenting his journey at thumbsupcanada.com.

Joseph Ng
Joseph is an instructor in a regular LINC program and in LINC Home Study. He has taught EAP in Southeast Asia and enjoys using the Internet as a non-technical.

Tiffany Ng
A doctoral student at OISE, University of Toronto; research interests are in the areas of SLE, particularly minority language education, and language teaching using technology and music within multilingual contexts.

Sheila Nicholas
Sheila Nicholas is the Manager of Adult ESL and LINC Programs for the Upper Grand District School Board. She has been involved with language training for more than 20 years.

Jane Nicholls
Jane Nicholls has worked with ELTOC as an ESL Education Counsellor since 2007 and also has several years’ experience as a LINC instructor and assessor.

Vesna Nikolic
Vesna Nikolic has shared her enthusiasm for education for 34 years. She is the co-author of Am I Teaching Well, and she holds an M.A. from OISE.

Amanda Nowensky
English Professor at Seneca College and George Brown College. B.A York University, my M. ED from Griffith University, TESOL from Seneca College.

Kevin O’Brien
Kevin O’Brien has been an educator for over 40 years. Kevin has worked with technology since the early 80’s and has been a presenter at TESL Ontario and other affiliates and LINC PD days.

Tania Pattison
Tania Pattison (MA, MEd) is an EAP instructor, materials developer, and editor. She has presented and published extensively in Canada and overseas, primarily on materials development for EAP.

Beverley Payne
Beverley Payne, whose background includes human resources development, social work, education and CLB assessment, is the Workplace Lead Instructor at TVDSB Wheable Centre in London.

Donna Pearce
Donna Pearce has an MA in Applied Linguistics/TESL from Brock University. Her research interests include cohesion and coherence and vocabulary breadth in L2 writing.

Melissa Pedersen
Melissa Pedersen, Settlement Coordinator at The Centre and a regular presenter at TESL Ontario, affiliates and other Conferences, has over 25 years experience working with newcomers including teaching LINC/ESL.

Greg Pedwell
Greg Pedwell has been a LINC/ESL instructor to students of all levels for the last six years.

Ellen Peppard
Ellen Peppard taught ESL in Europe and Australia and has worked at Kaplan PLI for three years. She has taught and prepared curricula for TOEFL, IELTS, and Cambridge tests.

Colette Peters
Colette Peters, currently with the TCDSB, holds a PhD from OISE/UT, and has experience teaching EAP, English for the workplace, bridging program development, and research in professional development.

Joanne Pettis
Joanne Pettis was Coordinator, Adult EAL Curriculum Development and Implementation for Manitoba for 25 years. She has contributed to the development of PBLA and various CLB resources nationally.

Enrica Piccardo
Professor at the Ontario Institute for Studies in Education, University of Toronto. She has conducted extensive research on the CEFR and its impacts on language teaching and assessment.
Fernanda Ribeiro Pinto de Carvalho
Fernanda has been an ESL teacher for 15 years and holds a Master's degree from University of São Paulo, Brazil. Currently she is an English Professor at a local college.

Monia Ponti
MA in English Language Teaching, TESL-ONT, CELTA. Monia has been teaching ESL/EFL for 11 years. Her areas of interest are: learning strategies, the lexical approach and oral corrective feedback.

David Pratt
David Pratt is currently a graduate student (MA Ed) at the University of Ottawa studying Second Language Education. His research interests include: theories of language acquisition and distance learning.

Nancy Prittie
The presenter is currently employed by the Halton Catholic District School Board, as a LINC/ESL instructor. She has worked in the field of education for many years in various capacities.

Dmitri Priven
Dmitri Priven is coordinator/professor in the TESL/FL program at Algonquin College. He holds an MA in Applied Linguistics from York University and is working on his doctorate in Bilingual Education.

Carrie Purcell
Carrie Purcell has a background in language and literature teaching. She has a Master's degree from U of T and currently works as the Product Manager for Oxford University Press.

Sharon Rajabi
Sharon Rajabi has been involved in the field of ESL/EFL for over twenty years and has served on various provincial and national advisory boards. Sharon works for the TCDSB as Consultant.

Diane Ramanathan
Diane has worn many hats in the ESL world over the last 16 years. Currently, she is a Community Coordinator for Tutela.ca, and an ESL Education Counsellor for ELTOC.

Randi Reppen
Randi Reppen is Professor of Applied Linguistics and TESL at Northern Arizona University (NAU) where teaches in the MA TESL and Applied Linguistics Ph.D. programs. She has extensive ESL and teacher training experience, including 11 years as the Director of NAU's Intensive English program. Randi has a keen interest in using corpus research to inform language teaching and to develop better language teaching materials. She is the author of Using corpora in the Language Classroom and an author of Cambridge University Press' new corpus informed grammar series, Grammar and Beyond. In her spare time, Randi enjoys many outdoor activities, especially, road biking, Nordic skiing and tennis.

Francisco Rico-Martinez
Formally trained as a lawyer and economist, Francisco has been committed to issues of social justice for as long as he can remember.

Liset Rieger
Liset has been teaching ESL and Drama for more than 20 years. Presenter in many TESL conferences in Ontario sharing her experience. Currently Instructor and Assessor for the PDSB.

Terry Rivest
Terry Rivest teaches LINC 4 and also at Sheridan College. She has a Linguistics degree. She has presented several workshops, including the TESL Ontario Conference partnering with Loretta Meaker.

Melissa Robinson
As a co-founder of Mellyneducation, Melissa is committed to developing teacher support. She is a certified member of TESL Ontario, and has taught in the Private Sector for many years.

Doug Ronson
Doug Ronson is Country Manager with Educational Testing Service Canada. He has been working in the field of ESL assessment for more than 15 years.

Nayibe Rosado
English teacher and Teacher Educator at Universidad del Norte. BA in Modern languages. MA in Education. Doctoral student in the Doctor in Education Program at Universidad del Atlántico.

Geraldine Sadoway
Geraldine Sadoway is a lawyer at Parkdale Community Legal Services. She has practiced and taught immigration and refugee law for many years.

Yves Saint-Germain
Yves Saint-Germain joined CIC in 2006, working in accountability and performance measurement aspects of settlement. He was appointed Director of Information, Language and Community Policy, Integration Branch in August 2007.

Abdus Salam
PhD in English literature. Professor of English and Dean Faculty of Languages and Literature.

Stephanie Samboo
Stephanie Samboo (MA in Linguistics, TESL Ontario certified, CLBPT assessor). Stephanie has been teaching ESL for 12 years. Her research interests are in language acquisition, contrastive rhetoric and lexical learning.

Lilia Savova
Dr. Lilia Savova specializes in linguistics, methodology, materials design and teacher education in the graduate program in Composition & TESOL at IUP. She has numerous publications and presentations in TESOL.
Andrew Schmitz
Andrew Schmitz. Chair of English and Liberal Studies, Seneca College.

Lynn Schneider
Lynn Schneider holds a degree in cultural anthropology and an ESL teaching certificate. She is the co-founder of a company that produces resources for ESL teachers and students.

Grace Scire
Grace Scire has been working with the Centre for Education & Training for over 10 years.

Debra Seaton
Debra Seaton is presently an ELT Instructor at the Centre for Skill, Development and Training in the Halton region. She has over 10 years’ experience teaching ESL.

Anne Senior
Anne Senior is a specialist consultant with the Centre for Canadian Language Benchmarks with over 20 years of experience working in the fields of second language assessment and training.

Alex Seymour
Alex collects program research and manages all of Who Is NOBODY?’s IT requirements. He holds a Computer Science Degree from Manchester University, England.

Karen Sharawy
Karen Sharawy has an MATEFL (London Met. University, UK) and has worked for YUELI and AMIDEAST. Her areas of interest include test preparation, critical thinking and technology in the classroom.

Sahar Shojaee
Sahar Shojaee holds an MA in TEFL. She teaching English to the students of science and technology. Her main areas of research include language assessment and task based language teaching.

John Sivell
John Sivell is a professor in the Department of Applied Linguistics, Brock University, where he teaches in the BA (TESL), CTESL, and MA (TESL) programs.

Peter Skeris
Teaches in Language Learning & Skills Development program, formerly known as LINC, at Polycultural Immigrant Community Services (PICS), an organization providing services for newcomers at various sites throughout the GTA.

Christine Smart-Wiseman
Christine Smart-Wiseman is currently pursuing her PhD at York University and teaches in a government-funded ESL program. She advocates for facilitating empowerment and social justice in ESL classrooms.

Lesline Smikle
Lesline Smikle (B.A., B.Ed., OCT, M.Ed. and TESL) is the Curriculum and Training Coordinator for the Centre for Education & Training. She has taught in many different contexts in Ontario.

Melissa Smith
Melissa has been working at London Language Institute since June 2009 and has helped implement their new technology-based curriculum including multimedia PowerPoint and whiteboard software.

Phil Soffe
Phil has taught at Kaplan PLI for ten years, including two teaching IELTS. Previously, he taught in Japan for three years.

Mark Sommer
Mark is a LINC instructor in Waterloo. He has taught literacy through LINC level 4 classes and has been teaching English for about 5 years.

Heejin Song
Heejin Song, MA (Applied Linguistics), is a PhD Candidate in Second Language Education at OISE. Her research interests include language policy and curriculum development, intercultural language education, and critical pedagogy.

Pascal St-Jean
Pascal St-Jean is the Project Manager for Tutela.ca, an online ESL repository and community. An engineer by training, he has over 10 years experience in technology consulting and IT management.

Jennifer St.John
Has taught at the University of Ottawa for over 20 years and has focused her scholarly activities on testing and teaching oral proficiency skills, including pronunciation and public speaking.

Margaret Stasiak
Margaret Stasiak has been working in the ESL field for many years as a LINC instructor, curriculum writer and a TESL instructor.

Linda Steinman
Linda, an Associate Professor at York University, teaches credit ESL/EAP and a variety of graduate courses in Linguistics and Applied Linguistics. Her involvement in adult ESL spans 4 decades.

Gail Stewart
Gail Stewart is a consultant and advisor active in the ESL field for 27 years. Her current work is focussed on CLB research, test development, validation, standard setting and training.

Matthias Sturm
Matthias Sturm is the researcher and evaluator for the LearnIT2teach project. He has worked in the area of online and blended learning for literacy and language acquisition for many years.
Nadeen Sullivan
Nadeen Sullivan is currently pursuing a Masters in Education (TESL) at Murdoch University. She also holds TESL Ontario, and OCT certificates. Her research interests include motivation and creativity in learning.

Merebeth Switzer
Merebeth Switzer, an environmental educator for 30+ years, has always worked to reach across cultures, including this project to provide urban students outdoor learning experiences.

Hana Taleb Imai
Hana Taleb Imai is a program coordinator responsible for initiatives and program development in the English Language Learning Department at Bow Valley College in Calgary, Alberta.

Danny Tan
Danny has taught pronunciation for the past 6 years. With an MA in Applied Linguistics, he has experience in EFL and ESL environments and currently teaches at YUELI.

Andrew Taylor
An ESL/LINC teacher for 30 years. He has presented workshops at various conferences locally and abroad, and has published ten ESL books. Andrew is also a singer, actor, and poet.

Catherine Thomas
Catherine Thomas B.Sc Mech Eng, MBTI certified, brings 30+ years of teaching/consulting experience in language, communication, leadership, teambuilding, with foreign trained professionals, international students, teachers, and organizations.

Judy Thompson
With three books, the ‘Speaking Made Simple’ curriculum and co-authorship of ‘Speak Now’ for Oxford University Press, Judy is a pronunciation expert, teacher trainer and CEO of Thompson Language Center.

Marlene Toews Janzen
Marlene is an English language teacher at OLBI, University of Ottawa, where she teaches both Canadian and international students, and foreign-trained EFL teachers. She has extensive teaching experience in Egypt.

Jason Tomassini
Jason Tomassini has worked as an editor in the ESL department at Oxford University Press for six years. Before that he taught English in Asia for seven years.

Pavel Trofimovich
Pavel Trofimovich is an associate professor at Concordia University in Montreal. His research focuses on cognitive aspects of L2 processing, sociolinguistic aspects of L2 learning, and L2 pronunciation teaching.

Heather Turnbull
A Toronto-based facilitator and senior management consultant. Combining her passion for martial arts philosophy, Heather helps organizations and individuals explore possibilities, make better decisions and take productive action.

Dianne Tyers
Dianne Tyers has worked in the English language education sector for the past 21 years in six different countries. She has a Masters of Applied Linguistics and an MBA.

Antonella Valeo
Antonella Valeo is an Assistant Professor in the Department of Languages, Literatures and Linguistics at York University in Toronto. Her research interests include the integration of language and content in applied second language acquisition and language teacher education and development.

Carmen Valero
Canadian College of Educators, Dean. Ontario Association of Career Colleges, Director. Honours BA Linguistics, MacMaster University. Graduate/former Professor, University of Ottawa Graduate School of Translation. Accredited TESL Trainer.

Nancy Van Dorp
Nancy is an early adopter of learning technologies. She is a trainer, online mentor, online course facilitator, and part time instructor and program coordinator at Sheridan College.

Carmen Valero
Canadian College of Educators, Dean. Ontario Association of Career Colleges, Director. Honours BA Linguistics, MacMaster University. Graduate/former Professor, University of Ottawa Graduate School of Translation. Accredited TESL Trainer.

Mithila Vidwans
Mithila Vidwans is a PhD candidate at the Faculty of Education at the University of Western Ontario. Her research interests are in the area of Applied Linguistics.

Fatbardha Vojka
Fatbardha Vojka has many years of experience in teaching English as a Second Language and is currently working as an ESL/LINC instructor for DPCDSB.

Maryam Wagner
Maryam Wagner is a doctoral candidate in Second Language Education at the Ontario Institute for Studies in Education/University of Toronto. Her research interests delve into multiple area of language assessment.

Michelle Wardman
Michelle Wardman holds an MA in Linguistics and Applied Language Studies from Carleton University and has been teaching ESL for 13 years. She teaches ESL full-time at Algonquin College.
Terry Webb  
Terry Webb is a Lead Instructor at the G. A. Wheable Centre in London where she coordinates ESL programming and an Instructor in the Department of Anthropology at the University of Western Ontario.

Marijke Wertheim  
Teaches Methodology of TESOL at Woodsworth College, University of Toronto; variety of ESOL courses at the School of Continuing Studies, UT; and in the OSLT program at George Brown College.

Shauna Weston  
Shauna believes in the importance of creating meaningful experiences for students in which their full potential can be realized. She holds a Master of Education and teaches at Niagara College.

Doris Whelan  
Being born and raised in Canada, I make it my goal to help students merge into the Canadian environment realistically while welcoming the comparisons of various cultures from their homelands.

Sheila Windle  
Dr. Sheila Windle teaches at the Faculty of Education, University of Ottawa. Her research interests lie in adult ESL pedagogy, collaborative action research, and motivation in Health and Physical Education.

Anna Wodtka  
Anna Wodtka is a LINC Instructor at the Kitchener Campus of the Conestoga College LINC Program. Much of her work focuses on multi-level LINC to Work classes.

David Wood  
David Wood is Associate Professor of Applied Linguistics and TESL at Carleton University, with extensive EAP, ESL, and TESL experience in Canada and abroad. His research interests are in formulaic language.

Dr. Howard B. Woods  
Ph.D in Socio-Linguistics; specialty in Canadian English and phonology. Has taught ES, teacher training, and speech tutoring in 11 countries and the U.N. Authored 9 books dealing with Canadian phonology.

Johanathan Woodworth  
Johanathan is a Master in Applied Linguistics. He has taught in Asia and Canada developing and implementing IELTS, EAP, ESP and Business programs. Currently, Johanathan is a YUELI instructor.

Yongfei Wu  
Having taught English to Chinese university students since 1999, I am a new Ph.D student at Queen's University. Interested in large-scale assessment, classroom assessment, learning strategies, self-regulation, motivation, etc.

Gwen Zeldenrust  
Gwen Zeldenrust is an ESL teacher and has taught both in Canada and abroad. She is the co-founder of a company that develops resources for ESL learners and teachers.

Cathy Zhao  
Cathy Zhao (B.A, M.Ed) is a TESL-certified teacher who currently conducts English-language assessments at the YMCA. She has experience teaching ESL, EFL and LINC.

Yan Zhou  
Yan Zhou (MA TEOSL) is a lecturer of Sydney Institute of Language and Commerce, Shanghai University, now a visiting researcher at University of Ottawa.

Dr. Julie Zilber  
Julie Zilber is a Member of the Board of the British Columbia Virtual School Society, Imagineer-in-Chief at Linguacomm Enterprises, and Past Director of 7th Floor Media at Simon Fraser University.
Travel, Accommodation and Directions

VIA RAIL:

VALID: November 5 to November 12, 2012
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, Business, Sleeper, or Sleeper Touring 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 Economy - special fare or Business - supersaver fare.
IDENTIFICATION: Participants must reference the event’s VIA confirmation number: 12430.

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 for your convention or event in the “Discount code” field. This code has been given to you by the conference organizer. The conference fare will be shown on the next page.

PORTER AIRLINES:

Porter Airlines is proud to offer a 20% discount on all available base fares for travel to and from the TESL Ontario 2012 Annual Conference. The discounted fares are available for booking from September 12 to November 13, 2012 and available for travel:

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

From: November 5, 2012 To: November 10, 2012
From: November 8, 2012 To: November 13, 2012

Please book online at www.flyporter.com or through your travel agent using promo code TESL12.

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

ACCOMMODATION – Sheraton Centre Toronto Hotel, 123 Queen Street West, Toronto, ON
Accommodations are available at the Sheraton Centre Toronto at a discounted group rate of $219.00 plus taxes, per night. Reserve your room online at https://www.starwoodmeeting.com/StarGroupsWeb/res?id=1209050528&key=F2A7E or contact the hotel directly at 1-800-325-3535 and indicate that you are attending TESL Ontario 2012. To receive the group rate, please make your reservation before October 8, 2012. NOTE: the group rate is available 3 days before and 3 days after the conference, if you wish to arrive early or depart late and enjoy the City of Toronto!

Sheraton Centre Toronto Hotel, a CAA/AAA Four Diamond hotel, is near all of Toronto's attractions and is connected to the financial and entertainment districts by way of the PATH, a 16-mile underground network of shops and services. Shopping, Mirvish Toronto theatres, world-class dining at downtown Toronto restaurants, and Toronto museums are steps away. Sheraton Centre Toronto Hotel has received a 4 (out of 5) Green Key Rating based on the Corporate Environmental Management section of the Green Key Audit.

It is connected via the PATH to Union Station and the bus station (via the Dundas entrance of the Atrium on Bay - walk South through the Eaton Centre). There are many restaurants in the hotel and the underground PATH. The Eaton Centre is accessed by the Underground PATH from the Concourse Level and is open until 9:00 pm.

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

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

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

The city's preeminent destination hotel for business or leisure for over 30 years, the Sheraton Centre Toronto boasts Toronto's largest year-round pool, a 24-hour fitness centre, Business Centre, Senses Spa and two levels of shops, services, restaurants and lounges.

Entertainment
- Cable Television
- In-Room Movies
- In-Room Video Games

Bed Features
- The Sheraton Sweet Sleeper™ Bed

Bathroom
- Carrera Marble Vanity
- Curved Shower Rod
- Hairdryer
- Deluxe Bath Amenities
- Koehler Fixtures

Dining
- 24-Hour Room Service
- Coffee Maker

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

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

Accessibility Features
- Disability Accessible Guestrooms

Pets
- The Sheraton Sweet Sleeper Dog Bed Available

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

Internet Access
- High Speed Internet Access
  CAD 14.95 per day
Directions and Maps

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

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

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

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

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

**From the East (Montreal, Ottawa)**
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**Parking**
The Sheraton Centre Toronto Hotel offers Valet Parking for $48.00 CAD per night, with unlimited in and out privileges. Availability is limited to 215 spots and are distributed first come, first served. They extend up to 30 minutes complimentary parking in the Motor Court for the unloading of luggage at time of arrival.

An alternate parking option is the “Green P” parking at Nathan Phillips Square Garage - 110 Queen Street West (across the street connected to the hotel via the PATH). Cost is $2.25 per half hour.

<table>
<thead>
<tr>
<th>Time</th>
<th>Cost</th>
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<tbody>
<tr>
<td>Monday - Friday</td>
<td>Day Max (7am-6pm): $14.00</td>
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<tr>
<td></td>
<td>Night Max (6pm-7am): $6.00</td>
</tr>
<tr>
<td>Saturday</td>
<td>Day Max (7am-6pm): $6.00</td>
</tr>
<tr>
<td></td>
<td>Night Max (6pm-7am): $6.00</td>
</tr>
</tbody>
</table>

**Directions by Public Transportation to the Sheraton Centre Toronto Hotel**

**From Union Station (Subway or GO Transit)**
Take the Yonge-University-Spadina Line to Queen Station. From Queen Station, take the PATH (West) to reach the Sheraton Centre OR walk west on Queen Street for one block.

**From Toronto Coach Terminal (bus)**
The Toronto Coach Terminal is located on the northwest side of Bay Street and Dundas Street West (south of Edward Street, east of Elizabeth Street). You can walk underground from the bus station to the hotel by entering the Dundas Street entrance of the Atrium on Bay. Enter the Eaton Centre close to the subway entrance and walk across to The Bay, take the escalator to the basement and there is a walkway which will lead you directly to the hotel.

**From Pearson International Airport**
Taxis from the airport have zoned fares. To get from the airport to the downtown area will cost approx $53.00. More information can be found online at http://www.torontopearson.com/en/toandfrom/ground/.

Pacific Western Airport Express bus travels between the airport, the bus terminal, and major downtown hotels including The Sheraton Centre Toronto. Accessible, scheduled service operates 20 hours a day, 7 days a week, 365 days a year; every 20 minutes during peak periods and every 30 minutes during off-peak periods. The adult fare is C$26.95 one-way, C$40 round-trip (save 5% by booking online at http://www.torontopairtexpress.com/).

The Toronto Transit Commission (TTC) runs transportation to and from Pearson International. Travel between the Sheraton Center and Pearson International via the TTC requires taking both a bus and a subway for a total of two transfers. From the airport take the TTC 192 Airport Rocket (bus) to Kipling Station on the Bloor-Danforth Subway. Then take the Bloor-Danforth Subway East to St George station and transfer to the Young-University-Spadina Subway South to Queen St Station. From Queen St Station walk west on Queen St for 1 block. The Sheraton Center is located at 123 Queen St West. The total travel time from the airport to the hotel is approximately one hour and the cost is $3.00. Please Note* When you pay your fare, you will need to ask the driver for a “Transfer” which will allow you to switch to the subway at Kipling Station. Be sure to sit on the right side of the bus for the best views! More information can be found online at: http://www3.ttc.ca/Riding_the_TTC/Airport_service.jsp.
Membership Services and Benefits

TESL Ontario is comprised of more than 4500 members in both the public and private sectors of the elementary, secondary and adult systems. We serve our members in a variety of ways, through professional development and research activities and through advocacy. In all we do, we strive raise the profile of our profession and be a voice for our members through our representation on various government and advisory groups.

A Membership in TESL Ontario provides you with:

- The ability to remain abreast of language training news and happenings through member communications.
- The resources to refine language training skills through professional development and networking.
- Increased professional credibility for individuals working and looking for work in the ESL field.

TESL Ontario Member Services and Benefits include:

Three for the Price of One!
When you join TESL Ontario, you also become a member of TESL Canada and a Local TESL Ontario Affiliate of your choice.

Professional Development
TESL Ontario Annual Conference - members enjoy reduced fees for the annual conference featuring three exciting days of ESL workshops, presentations, symposia, panel discussions, well-known speakers, networking with a range of language training colleagues and a huge publishers' display of new language training materials. 100 hours of TESL Ontario Conference webcasting is available free of charge to all TESL Ontario members.

Publications
- CONTACT - TESL Ontario's ESL Newsletter (3 issues annually) highlights professional topics and current research, conferences, association news, book reviews, and teaching suggestions. The subscription also includes one annual issue of the Research Symposium special edition of CONTACT.
- TESL Ontario Conference Program (1 issue annually) - summarizes conference proceedings.
- TESL Ontario Membership Minute e-Newsletter (4 issues annually) - an e-Newsletter designed for members about association member programs and services.
- TESL Ontario News Brief a bi-weekly e-publication designed to deliver current content relevant to the language training profession.
- TESL Canada Journal - the national organization's scholarly journal (2 issues annually) includes refereed articles on ESL theory and practice.

Social Media
Follow TESL Ontario on Facebook, Twitter and Linked In. Members can receive association updates, news and information related to the ESL field as well as, communicate with other members and ESL professionals.

Networking
Meet and keep in touch with a wide range of language training colleagues. Exchange information, ideas, and teaching techniques. Discuss current issues and concerns. Find out what's new on the language training scene.

Involvement
- Membership in TESL Ontario is an opportunity to get involved, volunteer, and participate in the growth of your profession.
- Add your voice to discussions on important ESL issues by joining focus groups or giving a conference presentation.
- You may choose to expand your management skills and experience by serving on Executive Boards and committees.
Member Savings Programs

Health and Dental Insurance

Owen & Associates offers TESL Ontario Members discounted group rates on individual Health and Dental, Travel, Life, Critical Illness, and out of Country Insurance.

Owen and Associates benefits plans offer:
- Excellent benefits at affordable prices
- Easily understood and administered plans
- Fast and fair claim services
- Pre-authorized premium deposit
- Toll-free Customer Service Centre
- Secure internet sites

To get your quote from Owen and Associates by phone at 1-866-251-2841 or visit their website at: http://www.owenandassoc.com/association-clients/tesl/

Auto and Home Insurance

The Personal Auto and Home Insurance offers TESL Ontario Members a complete range of Home and Auto insurance products including coverage for homes, condos, rental properties, tenants, cottages, mobile homes, cars, light trucks, vans, motorcycles, boats and recreational vehicles (some conditions apply). There is also 24/7 Emergency Claims Assistance.

To find out how much you can save, get a quote from The Personal by phone at 1-888-476-8737 or visit their website at www.thepersonal.com/teslontario. You will be asked to provide the group name "TESL Ontario".

DirecTCU™ - by Teachers Credit Union

With DirecTCU™, you can manage your day-to-day finances, build your savings or apply for credit, all exclusively online. This ‘branchless banking’ alternative created especially for educational employees throughout Ontario means DirecTCU™ can offer unique products and savings exclusive to DirecTCU™ members.

Museum Admissions

TESL Ontario Members can now enjoy FREE admission to the following Ottawa area Museums by simply showing a valid TESL Ontario Membership card at the admission desk.

- Canada Agriculture Museum
- Canadian Museum of Civilization
- Canada Science and Technology Museum
- Canadian War Museum
- Canada Aviation and Space Museum

30% discount at Royal Ontario Museum

As a member of TESL Ontario, the ROM offers you a special discount on tickets to the Royal Ontario Museum. Visit www.rom.on.ca, order tickets and use your promo code: TESL.

Retail and Local Attractions Discounts

TESL Ontario offers its members a wide selection of discounts to many national retail chains and local attractions including:

- 20% discount at Chapters/Indigo
- 10% discount at many local bookstores
- 10% discount at New Readers online bookstore
- 10% discount at Party Packagers
- Access to Staples free Teachers Easy Rewards Program
- Stratford Shakespeare Festival special offers
- Mirvish Productions special offers
- DanCap Productions discounts
- Canada's Wonderland discount
- MarineLand discount
- CNE discount
- 10% off Great Wolf Lodge reservations
- Medieval Times dinner show discount
- 50% off Bird Kingdom admissions
- 20% off performances at The Grand Theatre

For more information on our programs, visit http://www.teslontario.org/membership-centre/membership-benefits/.
TESL ONTARIO
MEMBERSHIP APPLICATION

MEMBERSHIP TYPE: Please check one
☐ New Standard Membership  ☐ Standard Membership Renewal  ☐ Accredited Membership Renewal

Last Name
First Name
Middle Name

Mailing Address (include suite number if applicable)

City
Province
Postal Code

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

Work Phone or Cell Phone
Name of School or Employer

**Please note that due to the size of our membership we are only able to send member communications via email. If you don’t provide an email address you will not receive member updates and newsletters. For individuals without an email address member emails are posted in the archive section of the TESL Ontario website.**

CURRENT TEACHING SECTOR: Please check all that apply
☐ Elementary  ☐ LINC  ☐ Continuing Education  ☐ Not Currently Teaching
☐ Secondary  ☐ OSLT  ☐ College/University  ☐ Other
☐ ELT  ☐ Adult Credit  ☐ Private School

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 wish to decline your affiliate membership ☐

TESL CANADA MEMBERSHIP: Your membership in TESL Ontario includes membership in TESL Canada. All communication from TESL Canada will be via email including: notification of TESL Canada publications including TESL Canada Journal and TESL Canada Bulletin. You will also have access to the TESL Canada Resource Centre.

ANNUAL FEE SCHEDULE: Please check one
Prices Include HST (R126198043)

☐ Standard Membership Fee $ 86.00
☐ Volunteer/Student/Friends of TESL* $ 60.00
☐ Accredited Membership Renewal Fee $166.00
☐ Pro-rated Accredited Membership Renewal (please see renewal letter for payment amount)

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

☐ I understand that Instructor Accreditation renewal is granted only if all requirements are satisfied.

For office use only: pmt rec’d _____________ Amt Paid $ _____________ □ Chq □ Cash □ Visa

MS Expiry Date: _____________ Accreditation Date: _____________

01/12/12
English As A Second Language Week

The growing role of English as a Second Language (ESL) education for new Canadians is celebrated annually across the province during ESL Week, a celebration of ESL education that has the support of several Ontario communities, thousands of ESL teachers, students, and many learning institutions and school boards.

ESL Week is taking place November 4-10, 2012, and has been declared in the following participating communities across Ontario:

- The Town of Ajax
- The Corporation of The Town of Amherstburg
- The Town of Aurora
- The Town of Aylmer
- The City of Barrie
- The City of Brampton
- The Municipality of Brighton
- The Corporation of the Municipality of Clarington
- The City of Cornwall
- The Region of Durham
- The Town of East Gwillimbury
- The Corporation of the Town of Fort Erie
- The Town of Fort Frances
- The Town of Gananoque
- The City of Markham
- The Town of Midland
- The Town of Milton
- The Town of New Tecumseth
- The Corporation of the City of North Bay
- The Town of Oakville
- The Corporation of the City of Oshawa
- The Corporation of the City of Pickering
- The Municipality of Port Hope
- The Town of Rainy River
- The Corporation of the Town of Smooth Rock Falls
- The Municipality of St. Charles
- The Corporation of the City of St.Thomas
- The Municipality of South Bruce
- The Corporation of the City of Stratford
- The Corporation of the City of Timmins
- The Corporation of the Town of Whitby
- The Town of Whitchurch-Stouffville

SEE THE DISPLAY OF ALL ESL WEEK ACTIVITY ENTRIES AT THE SHERATON CENTRE HOTEL TORONTO
Theatre Tickets

TESL Ontario is Going to the Theatre!
Thursday, November 8 at 8:00 pm

TESL Ontario has purchased a limited quantity of tickets at a reduced group rate of $90 (including service charges and taxes). These seats are located in the Orchestra Left/Right at the Royal Alexandra Theatre.

LA CAGE starring George Hamilton and Christopher Sieber tells the story of Georges (George Hamilton), the owner of a glitzy nightclub in lovely Saint-Tropez, and his partner Albin (Christopher Sieber), who moonlights as the glamorous chanteuse Zaza. When Georges’ son brings his fiancée’s conservative parents home to meet the flashy pair, the bonds of family are put to the test as the feather boas fly! LA CAGE is a tuneful and touching tale of one family’s struggle to stay together... stay fabulous... and above all else, stay true to themselves!

With a glorious score of hummable melodies and a dynamite cast featuring the “notorious and dangerous Cagelles,” LA CAGE is an indisputable musical comedy classic... and this extraordinary new version shows you why!

Tickets will be available for purchase through the online registration system, as part of the registration process.
TESL Ontario is Going to the Theatre!
Thursday, November 8 at 7:30 pm

TESL Ontario has purchased a limited quantity of tickets at a reduced group rate of $60 (including service charges and taxes). These seats are located in the Orchestra Right/Centre at the Princess of Wales Theatre.

The Story  1912: At the village auction, Albert's father, Ted Narracott (a poor farmer who has had one too many beers that morning), decides to take on his brother and long-standing enemy, local bully Arthur Narracott. They set to bidding over a young hunter colt. After having driven the price up to astronomical proportions, Arthur gives up the bidding and lets Ted buy the horse.
Over the next two years Albert and Joey, as the horse is named, grow to love and to develop a profound understanding of each other.
1914: War with Germany is declared. The local yeomanry set about recruiting and Ted, unknown to Albert, decides to sell Joey to the army. Major, a local soldier, promises Albert that he will look after Joey when he goes to war: he gives him his solemn word that the horse will be safe. Albert reluctantly lets him go.
Major Nicholls is as good as his word, proving a loyal keeper and friend of Joey's. He introduces him to Topthorn, a thoroughbred and the finest horse in the yeomanry. The two horses come to find peace and security together, for a while. After Major Nicholls is killed in action the horses are captured by the Germans. Meanwhile, back in Devon, the news of Major Nicholls' death has reached Albert. Convinced that Joey will no longer be safe outside of his custody, Albert escapes from the farm and runs away to join the army and bring his beloved horse home safely.

Tickets will be available for purchase through the online registration system, as part of the registration process.