



CONNECTION • COMMUNITY • EMPOWERMENT

CONFERENCE PROGRAM

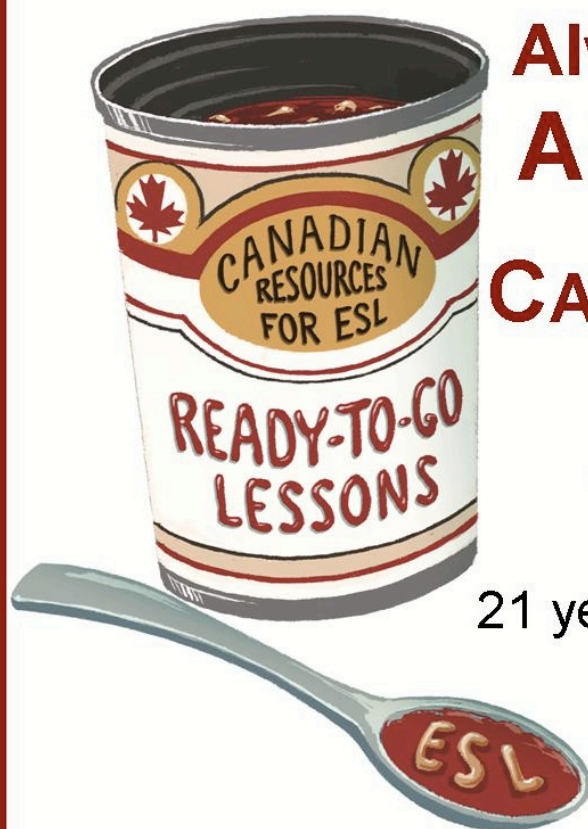
Merging and Emerging Pathways through Language

41st Annual TESL Ontario Conference

A CONFERENCE FOR TEACHERS OF ENGLISH AS A SECOND LANGUAGE

Twitter: #TESL2013

October 24-26, 2013
Allstream Centre-Exhibition Place



Always Something New! Always Canadian!

CANADIAN RESOURCES for ESL

www.eslresources.com

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21 years at the TESL ON Conference
Since 1993

**Tables 11-12
at the conference**

New Products at the Conference

Sandy's ESL Chants and Activities: Books 1 & 2 (CDs)
CLB 2-5

Attend Sandy's workshop at the conference.

Deb Scott's 50 Question Activities Book
Varied Levels: Beginner to Advanced

Ask Me for **Beginners** (180 Speaking & Listening Cards)
by Terry Rivest
CLB 1

Listening, Reading and Writing: Book & CD
(+ Portfolio Assessment Sheets)
CLB pre to 4
by Janet Kan



Acknowledgements

TESL Ontario gratefully acknowledges the support of:



Citizenship and
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Immigration Canada



Special thanks go to:

Conference Chair - Barbara Krukowski

Conference Presenters

Panel Discussion Presenters

Paper/Poster Submission Review – TESL Ontario Research Committee

Research Symposium Chairs - Hedy McGarrell and David Wood

Research Symposium Presenters

Technology Fair Advisor - Kevin O'Brien

TESL Ontario Conference Committee

TESL Ontario Conference Volunteers

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10/16/13 @ 9:23

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Thank you to our Sponsors!

**Conference Bags and
Friday PM
Refreshment Break**

IELTS™

What is IELTS...

The International English Language Testing System (IELTS) is the world's most popular and secure English proficiency test. It assesses all of your English skills - reading, writing, listening, and speaking. Whatever your reasons for taking IELTS, make the most of your language skills! For more information visit: <http://takeielts.britishcouncil.org/choose>.

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

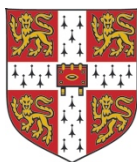
Why take the test with British Council – IELTS Canada?

Take IELTS with the British Council and you can expect:

- A network of test centers, in 19 cities across Canada, sharing the same high standards;
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- First class preparation courses and expert advice;
- A wide range of preparation materials online (verso);
- Both manual and online booking facilities;
- Online results preview available 13 days after your test;
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- British Council IELTS scholarship opportunities.

For more information on locations, test dates and scholarships, visit: www.britishcouncil.org/takeielts

Keynote Speaker



CAMBRIDGE UNIVERSITY PRESS

Cambridge University Press is a leading publisher of English Language Teaching materials in the World, including a substantial North American English publishing program.

The basis of Cambridge's ELT publishing remains rigorous research: our materials reflect a deep understanding of the English language, its learners and their learning processes. And both the materials themselves and our growing service capability are constructed around effectiveness in classroom practice.

The Press has been a partner over many years with the University of Cambridge ESOL Examinations in publishing materials for examination preparation. 2011–12 saw a step change in the level of energy devoted to that partnership: the Press now has a formal joint publishing unit with Cambridge ESOL, a professional-development website, Cambridge English Teacher, and the two organisations jointly offer curriculum, learning and assessment solutions for ministries of education, under the new, shared logo 'Cambridge English'.

The Cambridge English Teacher (CET) web-based service represents an example of how we respond to our users' needs and wants in designing our products. Since the launch of CET in March 2012, a number of surveys and focus groups have taken place with members and guests to ensure that the next stages of development are in line with our customers' needs.

Registration Area

Cambridge English Advanced

Cambridge English: Advanced is a secure, high-level test of English for demanding academic and professional purposes. It is globally accepted by more than 3,500 universities, employers and government departments, including universities in the USA, the UK, Canada, Australia, and beyond. The exam's in-depth approach encourages students to develop the advanced English language skills needed for academic success.

Cambridge English: Advanced is produced by Cambridge English Language Assessment, which offers the world's leading range of qualifications for learners and teachers of English. Over 4 million people take Cambridge English exams each year in more than 130 countries. Around the world over 13,500 universities, employers, government ministries and other organisations rely on our exams and qualifications as proof of English language ability. Cambridge English exams are backed by the work of the largest dedicated research team of any English language test provider.

Keynote Speaker

OXFORD

UNIVERSITY PRESS

Oxford University Press is a department of the University of Oxford. It furthers the University's objective of excellence in research, scholarship, and education by publishing worldwide. Oxford is the largest and second oldest university press in the world. Its imprint carries authority, its standards of book production are high, and its range of interests is wide. With Oxford's book printing history stretching as far back as 1478, OUP has a long and proud tradition.

Teachers' Lounge



A non-profit organization, ETS advances quality and equity in education for people worldwide by creating assessments based on rigorous research. ETS develops, administers and scores more than 50 million language tests annually — including the TOEFL®, TOEIC® and TFI™ tests — in more than 180 countries, at more than 9,000 locations around the world. Our products and services measure knowledge and skills, promote learning and educational performance, and support education and professional development for all people worldwide.

ETS Canada, a subsidiary of ETS, works in conjunction with a worldwide team of more than 2,800 professionals dedicated to providing fair and valid language assessments to individuals, language schools, educational institutions, businesses and governments bodies. ETS Canada offers a range of ETS products and services including standardized assessments and English-language learning solutions.

Conference Signage



Oxford Seminars is a leading provider of TESOL/TESL/TEFL certification courses across Canada and the US. Since 1992, their graduates have been exploring the world, collecting experiences of a lifetime, and finding themselves in high demand. From ESL warm-up games and classroom management techniques to second language acquisition and teaching English grammar, their 100-hour course covers a comprehensive range of teaching skills ensuring their graduates are well-trained, marketable ESL teachers. Included with each course, students receive a comprehensive teaching textbook by Jeremy Harmer, Oxford Seminars' industry-leading 475-page training manual, a practical English grammar text, and a detailed job search manual. Whether it is help with creating an ESL job-specific resume, understanding the complexities of a teaching contract, or needing assistance with obtaining travel documents, Oxford Seminars' comprehensive Graduate Placement Service assists each graduate with obtaining rewarding employment teaching English around the world. Over 5,000 graduates get certified with Oxford Seminars each year and begin their exciting adventures teaching English abroad. For more information, attend one of their free information sessions, held at regular intervals in over 100 cities throughout Canada and the US, where you can learn more about their TESOL/TESL/TEFL certification course, and about the exciting opportunities to teach and travel abroad.

Message from the Chair of the TESL Ontario Board of Directors



Welcome to the 41st TESL Ontario Conference. Just as our conference theme is "Merging and Emerging Pathways through Language" our venues this year are a merger of old and new. The "old", of course, is the Sheraton Centre which has welcomed TESL Ontario members for several years. The "new" for our conference is the Airstream Centre - a redesigned conference centre with state of the art meeting rooms.

As always there is much to talk about in the delivery of language training in Ontario and beyond. The TESL Ontario Conference presents an excellent opportunity for English language professionals to share expertise and a wide variety of experiences in the classroom and in the administration of English language programs. I hope you take the opportunity presented by our new venue to relax and network with colleagues from across Ontario and Canada.

This year's panel discussion is entitled "Integrating Pathways to Language Learning". This is your opportunity to hear representatives of Citizenship and Immigration Canada, the Ontario Ministry of Citizenship and Immigration, the Ministry of Training Colleges and Universities and the Ministry of Education discuss the merging pathways in language training across Ontario.

On behalf of TESL Ontario's Board of Directors and TESL Ontario members, I wish to thank Citizenship and Immigration Canada and the Ontario Ministry of Citizenship and Immigration for their financial support of the conference and the participants. I deeply appreciate their commitment to support the professional development of those teaching in LINC, adult non-credit ESL, ELT, OSSLT and SLT programs.

I would like to thank Barb Krukowski, Chair of the Conference Committee and the members of the Conference Committee for their ongoing commitment to providing TESL Ontario members with a high caliber conference. Of course, our conference would not be successful without the countless hours given by volunteers. A very sincere "Thank you" to each of you.

Finally, I would like to thank Renate Tilson, Executive Director of TESL Ontario, and the staff of the TESL Ontario office – Eva, Reza, Allison, Carolina and Kevin – who work tirelessly to ensure the success of the conference.

Welcome all to the 2013 TESL Ontario Conference! Sheila Nicholas

Message from the Conference Chair

"The only thing that is constant is change" is a quote attributed to various individuals, and which may date back several hundred years. Regardless of the source, it applies to TESL Ontario as we move to an exciting new destination for our 41st annual conference.

The conference theme, "Merging and Emerging Pathways through Language" reflects the reality of the world of English as a Second Language professionals, their learners, and the organizations in which they work. As you peruse the conference brochure, you will be impressed by the array of presentations that will inspire you to learn more about the latest research, methodology, technology, and resources in the state-of-the-art Allstream Centre located at Exhibition Place in Toronto. Hotel accommodations and our Friday evening dinner will remain at the Sheraton Centre Toronto, and shuttle buses will transport delegates from there to Allstream. This art deco venue offers larger breakout rooms, free Wi-Fi throughout, an abundance of natural light, and has been recognized as the first 100% LEED Certified Conference Centre. The layout is very user friendly and also provides plenty of informal seating throughout and lunch and snacks will be provided on site for your convenience.



In addition to catching up on the latest developments in the field of ESL at the Research Symposia and plenaries, there will be a wide range of workshop and technology presentations, poster sessions, and of course your favourite ESL publishers and vendors will be present as well.

We are grateful for the support of the key funders of language training programmes in Ontario. We are pleased to confirm that conference assistance will once again be available from Citizenship and Immigration Canada and the Ontario Ministry of Citizenship and Immigration. Our 8th annual panel presentation on Friday morning offers an excellent opportunity to hear updates from various ministries regarding LINC and ESL as they discuss "Integrating Pathways to Language Learning".

The Welcome Reception on Thursday will be a celebration of ESL week, immediately following the last session at the Allstream Centre. You won't want to miss the dinner and amazing entertainment on Friday evening, which will take place at the Sheraton Centre.

The dedicated members of the conference committee are integral in making this conference what it is. It's been a pleasure to work with Dr. Hedy McGarrell, David Wood, Kevin O'Brien, the TESL Ontario staff and our conference planners to provide an informative and enjoyable conference experience.

Enjoy your conference!

Barb Krukowski

Program Flow

	Thursday, October 24	Friday, October 25	Saturday, October 26
7:00			
20			
40			
8:00	REGISTRATION OPEN		
20			
40			
9:00	EXHIBITS/POSTERS OPEN		
20			
40	Concurrent Sessions	Concurrent Sessions	Concurrent Sessions
10:00			
20	Coffee Break	Coffee Break	Coffee Break
40			
11:00	Annual General Meeting	Concurrent Sessions	Concurrent Sessions / Featured Speaker
20			
40			
12:00	Lunch/Exhibits	Lunch/Exhibits	Lunch/Exhibits
20			
40			
1:00	Keynote Speaker	Keynote Speaker	Concurrent Sessions
20	Concurrent Sessions	Concurrent Sessions	
40			
2:00	Coffee Break	Coffee Break	
20			
40			
3:00	RESEARCH SYMPOSIUM: Blended/Hybrid Learning and Teaching	RESEARCH SYMPOSIUM: Task-based Language Learning	Concurrent Sessions
20	Concurrent Sessions	PANEL	
40			
4:00	Concurrent Sessions	RESEARCH SYMPOSIUM: Canadian Language Benchmarks and Assessment	
20			
40			
5:00	Welcome Reception	Free Time	
20			
40			
6:00			
20			
40			
7:00	Free Time		
20			
40			
8:00	(Optional) Theatre Performances <i>I Love Lucy</i> <i>Les Miserables</i>	Gala Dinner and Entertainment	
20			
40			
9:00			
20			
40			
10:00			

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 2013 Conference.

Lend your expertise and be a part of the Volunteer Team ... sign up today!

When: October 24-26, 2013

Where: Allstream Centre-Exhibition Place – 105 Princes' Boulevard, Toronto, ON M6K 3C3

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/teslontario-teslvolunteers2013>

Prepare Conference Registration Materials (before the conference) – October 21, 22, 23

Collate attendee name badges, registration kits and delegate bags.

Registration Desk Volunteer (at the conference) - October 24, 25, 26

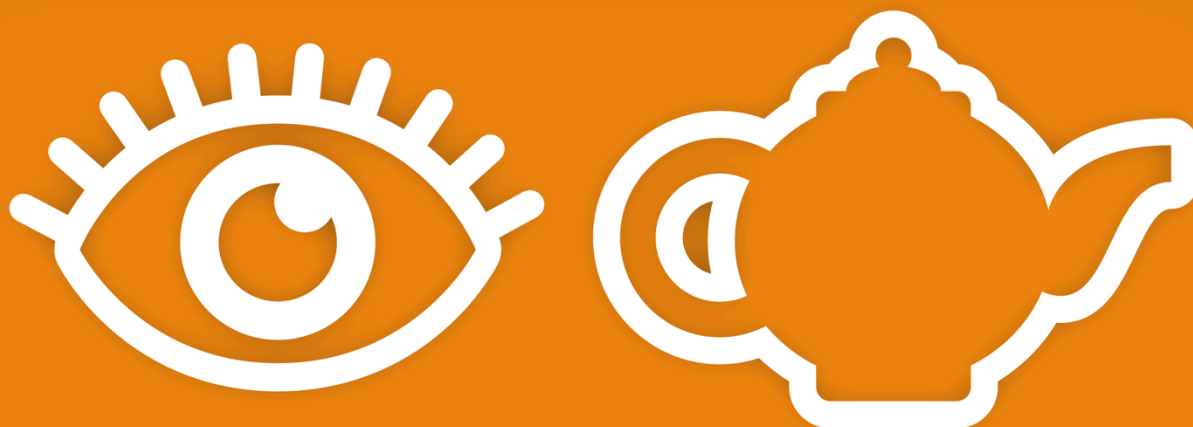
Welcome attendees to the conference, distribute name badges, registration materials and delegate bags.

Poster Session Monitor (at the conference) – October 24, 25 26

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).



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 us at Table 23 in the Exhibit Hall (D)

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 2013:

- ▶ New LINC 5-7 Courseware and learning objects (including LINC 5-7 speaking activities)
- ▶ Learner readiness courses (LINC 2-7)
- ▶ Learner help system
- ▶ Live chat support on portal
- ▶ Migration to a new version of the learning management system
- ▶ Questionnaire module for in-course surveying
- ▶ Partnerships to deliver LearnIT2teach outside of Ontario

Check out our project portal (www.learnit2teach.ca) or follow us on Facebook & Twitter



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.

A PROJECT OF:



Language Training

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Thursday at a Glance

7:30 AM-7:30 PM	SHUTTLE BUS FROM SHERATON TO ALLSTREAM CENTRE (approximately every 15 – 20 minutes)	
8:00 AM-5:00 PM	REGISTRATION/INFORMATION DESK OPEN – Pre-function B (Main Floor)	
8:00 AM-5:00 PM	TEACHERS' LOUNGE OPEN – Pre-function A (Main Floor)	
9:00 AM-6:45 PM	EXHIBITS/POSTERS OPEN – Ballroom D (Main Floor)	
9:00AM-10:00AM	TAA	Maximizing Software Implementation in the Classroom
	TAB 	Language Instruction for Senior Learners: Challenges and Benefits
	TAC	Ebooks and the Digital Evolution of Educational Publishing
	TAG 	Boost LEARNING with Quizlet
	TAH	Infographics and Visualization Tools for Language Teaching
	TAL	Writing for Scholarly Publication & Anglophone Novice Scholars
	TAM	Writing for Contact Magazine
	TAN	Using Wordless Picture Books to Support Literacy Learners
	TAO 	Best Practices in Working with Skilled Immigrants
	TAP2	Merging CLB's Model of Communicative Language Ability with Drama Activities
	TAQ	Internationally-Educated and Canadian-Born Teachers' Preparedness to Teach Immigrant Children
	CC-TAS 	Portfolio Based Language Assessment (PBLA): Getting Ready for Implementation
	CC-TAT 	Setting up Speaking Tasks
9:00AM-5:00PM	CC-TAR 	Orientation to the Revised CLB and CLB Support Kit (Full Day Train-the-Trainer)
10:00 AM-10:30 AM	COFFEE BREAK	
10:30AM-11:30AM	AGM	Annual General Meeting
11:30AM-1:00PM	LUNCH – Ballroom A (Main Floor)	
	POSTER1	How to Turn a Book into a Poster and Present it
	POSTER2	Teaching ESL to Jobseekers in the Professions
	POSTER6	Catching Nine Little Foxes That Spoil the Vine
	POSTER7	EFV: The Application of Embodied and Engaged Pedagogy Applied to ELLs
	POSTER8	Critical Moments in LINC Classrooms
	POSTER10	Teaching in the Ampersand: Labelling and Identity Punctuation
12:00PM-2:00PM	CC-TBT 	Assessing Writing
12:45PM-1:45PM	TBN	KEYNOTE: Pathways to Production: Exploring Lexical Thresholds in Speaking and Writing
1:00PM-2:00PM	TBD	Redefining Teaching, Redefining Learning with Interchange Fourth Edition
	TBE	Doing Advanced Level EAP a Service
	TBF	Feedback as a Pathway to Enhance Language Learning
	TBG 	What's New in LearnIT2teach: Project Update
	TBH	Read All About It! Online Reading Development Tools
	TBM	First I'll Pass the Test, Then I'll Learn English-Test prep in EAP Classrooms
	CC-TBS 	Portfolio Based Language Assessment (PBLA): Beyond Basics
1:00PM-5:00PM	TBL	Symposium on Understanding Student Plagiarism, and Advice for Practical Action
2:10PM-5:10PM	TPA-RS 	BLENDING TECHNOLOGY WITH TRADITIONAL CLASSROOM TECHNIQUES FOR LEARNING AND TEACHING • Collaborative Tasks for Beginner-level Language Learners: Issues and Implications • A Call for the 'Human Feel' in Our Increasingly Blended World

2:30PM-3:45PM	TPD	Using Coaching in the ESL Classroom
	TPE	Using Improv for Active Listening Skills
	TPF	Teaching Cdn Consonants: w, y, r, l, n, ng, s, sh, z, 3, d3
	TPG 	How to Create, Deliver and Moderate a Webinar on Tutela.ca
	TPH	Symbols: Tools to Support Reading, Writing and Communication
	TPM	LINC's to Literacy
	TPN	Screenplay Writing for the ESL Classroom
	TPO 	Success in Teaching Pronunciation to Level 1
	TPP	The Power of the Presentation
	TPQ	Practical Tools for Improving Your Teaching
2:30PM-5:00PM	CC-TPS 	Training on Using CLB 5-10 Exit Tasks
	CC-TPT 	Using SAM: CLB 1-4 Classroom Assessment Tool
4:00PM-5:00PM	TQD	National Initiatives and Drivers in Settlement Language Training
	TQE	Ontario Adult ESL Curriculum Framework Project: An Update
	TQF	Cultural Approaches to ESL Using Film and Music
	TQG 	Innovation, Technology and Labour Market Language Programs
	TQH	TESL Ontario Members using Tutela.ca ESL Repository/Community
	TQM	Creating a Memory Palace To Learn New Vocabulary and Spelling
	TQN	Corrective Feedback on Oral Production
	TQO	Lexical Input and Output Activities for Advanced EAP Composition
	TQP	Multi-Level Group Activities for Holidays and Special Occasions
	TQQ	A Journey of Possibility: Fostering Intercultural Understanding
5:15-6:45 PM	WELCOME RECEPTION – Ballroom D (Main Floor)	
6:45 PM	EXHIBITS/POSTERS/TEACHERS' LOUNGE CLOSE	
7:30/8:00 PM	TESL ONTARIO IS GOING TO THE THEATRE –Les Misérables, I Love Lucy (Additional Ticket Cost): See pages 103/104 for more information	

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;
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Requirements:

- B. Ed., MA, M.Ed., or University degree with TESL concentration
- Minimum 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

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



Oxford Seminars
131 Bloor Street West, Suite 200-390
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www.oxfordseminars.ca
teachtesl@oxfordseminars.com
416-924-3240 / 1-800-269-6719

Friday at a Glance

7:30 AM-7:00 PM	SHUTTLE BUS FROM SHERATON TO ALLSTREAM CENTRE (approximately every 15 – 20 minutes)	
8:00 AM-5:00 PM	REGISTRATION/INFORMATION DESK OPEN – Pre-function B (Main Floor)	
8:00 AM-5:00 PM	TEACHERS' LOUNGE OPEN – Pre-function A (Main Floor)	
9:00 AM-5:00 PM	EXHIBITS/POSTERS OPEN – Ballroom D (Main Floor)	
9:00AM-10:00AM	FAG 🎬	English Accent Coach: Minimal Pairs No More
	FAL 🎬	Tips on Creating Original Classroom Materials
	FAO 🎬	Teaching and Assessing Vocabulary: Going Active from Passive
	FAQ	Accent and Comprehensibility are Apples and Oranges
	CC-FAT ⚙️	Portfolio Based Language Assessment (PBLA): Beyond Basics
9:00AM-11:30AM	FAH	LearnIT2teach Stage 1 Instructor Training
	FAM	What's That Word Again?
	FAN	A Post-Secondary Perspective on EAP in Ontario
	FAP	Boiled-Down Phonics in Just 3 Weeks!
	CC-FAS ⚙️	Assessing Writing
9:00AM-12:00PM	CC-FAR ⚙️	Orientation to the Revised CLB and CLB Support Kit (3-hr Information Session)
9:15AM-12:15PM	FAA-RS 🎬	TASK-BASED LANGUAGE LEARNING • The impact of task on adult ESL learners' noticing of corrective feedback in a classroom • Teacher Perceptions of Task-Based Language Teaching and Learning across Canada • Collaborative structural priming tasks
9:30AM-11:45AM	FAD	PANEL: Integrating Pathways to Language Learning
10:30AM-11:30AM	FBG 🎬	ESL Teacher Training in 3D Virtual Learning Environments
	FBL 🎬	Predict, Confirm, Produce: Lessons for Pronunciation
	FBO 🎬	Communicative Strategies Taking Learners on Pathways to Success
	FBQ	One Theme, Many Activities: From the Literacy Project
	CC-FBT ⚙️	Revising the CLB Literacy Benchmarks
11:30AM-1:00PM	LUNCH – Ballroom A (Main Floor)	
	POSTER2	Teaching ESL to Jobseekers in the Professions
	POSTER7	EFV: The Application of Embodied and Engaged Pedagogy Applied to ELL's
	POSTER8	Critical Moments in LINC Classrooms
	POSTER10	Teaching in the Ampersand: Labelling and Identity Punctuation
12:45PM-1:45PM	FPN 🎬	KEYNOTE: Using Authentic Language in ESL Materials Development: The (Rocky) Road from Research to Application
12:45PM-3:45PM	CC-FPR ⚙️	Orientation to the Revised CLB and CLB Support Kit (3-hr Information Session)
1:00PM-2:00PM	FPD	Enhancing Instructor Skills - Post TESL Certificate Training (PTCT)
	FPE	Merging Pathways: Ontario Hosts 2015 TESOL International Convention
	FPF	Overview of CIC Language Program Priorities: 2013-2016
	FPG 🎬	Engaging Students in Fun Online Learning
	FPH	Join the TESL Ontario Social Media Community!
	FPL 🎬	Pronunciation Begins with Hearing
	FPM	Using Sitcoms in the Classroom
	CC-FPS ⚙️	Setting up Speaking Tasks
	CC-FPT ⚙️	Portfolio Based Language Assessment (PBLA): Beyond Basics
2:10PM-5:10PM	FQA-RS 🎬	CANADIAN LANGUAGE BENCHMARKS AND ASSESSMENT • Reflections on the Impact of Portfolio Based Language Assessment: The Ottawa Field Test and Beyond • Interactional Competence: Can it be tapped on CLB-based tests? • Reliability and Accuracy in CLB Assessment

2:30PM-3:45PM

FQD	Merging Musical Rhythms and ESL - A Unique Experience
FQE	The TESL Canada Federation: Fostering Policies for Professionalization
FQF	Communicating with Grammar
FQG	Implementing and Facilitating Technology-Based Community Resource Centres
FQH	Learn to Use the Tutela.ca ESL Repository / Community
FQL	Teaching Employability Skills within the ESL Classroom
FQM	Finding Energy in a Stressful World
FQN	EIL in the Classroom
FQO	Speak Up!
FQP	Speaking Assessment Made Easy
FQQ	Global Focus: Cross-cultural Awareness & Critical Thinking Skills in L2 Teaching

2:30PM-5:00PM

CC-FQS ★ Training on Using CLB 5-10 Exit Tasks
CC-FQT ★ Using SAM: CLB 1-4 Classroom Assessment Tool

4:00PM-5:00PM

FRD	Building Student Success in the Classroom and Online
FRE	Exploring the Feasibility of E-Learning in Ontario ESL
FRF	ESL/LINC Resources: Settlement.Org and the SettlementAtWork Wiki
FRG	Blended Learning Tools for Better ESL Teaching & Learning
FRH	Building your PLN - the Source of Your Self-directed Professional Development
FRL	Fostering Vocabulary Retention in English Language Learners
FRM	Perception and Reality: Inappropriate Classroom Behaviour
FRN	Performance Anxiety Program for EAP Students at the University of Guelph
FRO	ESL Teachers in ESP Classrooms: Teaching Occupation-Specific Language
FRP	Professional Happiness in TESL
FRQ	Nurturing ESL Writers Through Collaborative Writing
CC-FRR ★	Revising the CLB Literacy Benchmarks

5:00 PM

EXHIBITS/POSTERS/TEACHERS' LOUNGE CLOSE

7:00 – 10:00 PM

FRIDAY NIGHT DINNER AND ENTERTAINMENT – Sheraton Centre Toronto Hotel, Grand Ballroom
(Lower Concourse Level)

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*Offer valid while supplies last.

Saturday at a Glance

7:30 AM-5:00 PM	SHUTTLE BUS FROM SHERATON TO ALLSTREAM CENTRE (approximately every 15 – 30 minutes)
8:00 AM-2:00 PM	REGISTRATION/INFORMATION DESK OPEN – Pre-function B (Main Floor)
8:00 AM-3:30 PM	TEACHERS' LOUNGE OPEN – Pre-function A (Main Floor)
9:00 AM-2:00 PM	EXHIBITS/POSTERS OPEN – Ballroom D (Main Floor)
9:00AM-10:00AM	SAA ESL Literacy Instruction: Creative Solutions to Classroom Challenges SAB  Barriers to Citizenship: How ESL Teachers Can Help SAC Developing Essential Skills SAD TELL Everybody! Technology and Social Media for ESL SAE  Applied Linguistics and Language Revitalization: The Case of Labrador Inuttitut SAF Survive & Thrive with Humour SAG  Teaching Workplace Cultural Communication (online) SAH Get Linkedin SAL Journal-ease: Utilizing Learners' Experience(s) to Foster L2 Acquisition CC-SAT  Setting up Speaking Tasks
9:00AM-11:30AM	CC-SAS  Assessing Writing
9:00AM--12:00PM	CC-SAR  Orientation to the Revised CLB and CLB Support Kit (3-hr Information Session)
10:30AM-11:30AM	SBA  FEATURED SPEAKER: Professional Immigration and Nation Building SBD Language Anxiety: Is There Such a Thing? SBE  Insider Tips: Helping Your TOEFL Students Succeed SBF Teaching Prefixes: Evolving Strategies To Exploit Possibilities SBG  Flip Your Classroom with Open Access Resources SBH Developing an ESL Literacy Blended Online Course SBL Making Diversity Work for You CC-SBT  Revising the CLB Literacy Benchmarks
11:30AM-1:00PM	LUNCH – Ballroom A (Main Floor) POSTER3 Grammatical Cohesion in English L1 and L2 Writing POSTER4 Why should ESL learners learn frequently recurring word sequences? POSTER5 Vocabulary Learning Opportunities through LINC Curriculum Activities POSTER7 EFV: The Application of Embodied and Engaged Pedagogy Applied to ELL's POSTER10 Teaching in the Ampersand: Labelling and Identity Punctuation
12:45PM-3:45PM	CC-SPR  Orientation to the Revised CLB and CLB Support Kit (3-hr Information Session)
1:00PM-2:15PM	SPA Creating Intercultural Competence in the Classroom SPB  Applying Principles of Formulaicity to L2 Material Design SPC CAT: A Framework for Dogme SPD Working with Senior Immigrants in a Community Program SPE  Learning Through Law: Legal Information Training for ESL Teachers SPF Making the Transition from EASL to College Writing: An Analysis and a Dialogue SPG  Linkedin for Job Search and Beyond SPL Teaching ESL Academic Writing and Intercultural Rhetoric
1:00PM-3:30PM	CC-SPS  Training on Using CLB 5-10 Exit Tasks CC-SPT  Using SAM: CLB 1-4 Classroom Assessment Tool SPH LearnIT2teach Stage 1 Instructor Training
2:00 PM	EXHIBITS/POSTERS CLOSE
2:30PM-3:30PM	SQA Bridge to Construction Pilot Project SQB  Language for Career/Life Pathways Planning SQC Teaching Critical Thinking Skills in Academic Preparation Courses SQD Diabetes Prevention Education for ESL Students SQE  Critical ESL Education: TESL as Activism SQF English Teachers' Engagement with Research: Findings from Bangladesh SQG  Using Interactive Software to Support Language Learning SQL Corrective Feedback in Treating L2 Learners' Pronunciation Errors

An Orientation for Participants

The registration desk will be on the main floor, in Pre-function B (outside of Ballroom D). 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 Exhibits in Ballroom D (Thursday from 9:00 am to 7:00 pm, Friday from 9:00 am to 5:00 pm and Saturday from 9:00 am to 2:00 pm)
- Coffee break at 10:00-10:30 am daily, lunch from 11:30 am-1:30 pm daily in Ballroom A and an afternoon coffee break at 2:00-2:30 pm (on Thursday and Friday)
- Welcome Reception on Thursday from 5:15 to 6:45 pm in Ballroom D and Friday Night Dinner and Entertainment from 7:00 to 10:00 pm at the Sheraton Centre Toronto Hotel in the Grand Ballroom on the Lower Concourse Level (tickets for both events are complimentary but must be reserved in advance).

GETTING THE MOST OUT OF YOUR TESL ONTARIO CONFERENCE EXPERIENCE

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

- Read this brochure completely and familiarize yourself with the numerous selections from which you can choose.
- Be prepared when you register online - register with an email address we can use to contact you, 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 \$229 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:

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Conference Registration Information

- Online registration opens on September 24 and closes on October 15.
- 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 September 24th.
- REMEMBER: After you process your payment on InternetSecure, click on the button to return to your registration to get your registration confirmation, session selections and receipt.
- Changes/updates to the conference program will be posted on our website www.teslontario.org.

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Registration Instructions and Fees

How do I register? Register online at www.teslontario.org from September 24 to October 15 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 15 you may register online or on-site, but you will not be able to make any session selections after October 15th.

Cancellation Policy: Requests for refunds must be received in writing by TESL Ontario by October 15 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 101) 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 September 24.

Can I register after October 15? 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.

TESL Ontario 2013 Conference Registration Fees			
	Member	Student	Non-member
On or Before October 15, 2013			
One Day	\$180	\$155	\$310
Two Day	\$260	\$210	\$360
Three Day	\$295	\$255	\$395
After October 15, 2013			
One Day	\$210	\$170	\$325
Two Day	\$290	\$235	\$410
Three Day	\$320	\$285	\$445
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How do I know what sessions have space for me to attend at the conference?

You will be provided with a list of sessions that have limited space available. You may line up outside the door of the room where the session will take place. Door monitors will give pre-registered attendees priority access. 5 minutes after the scheduled start time of the session, the door monitor will allow any empty seats to be filled, to the maximum capacity of the room.

How do I get my badge and conference materials? The registration desk will be on the main floor, in Pre-function B (outside of Ballroom D), Thursday through Saturday.

Session Selection Form

	Thur 1st	Thur 2nd	Thur 3rd	Thur 4th	Fri 1st	Fri 2nd	Fri 3rd	Fri 4th	Sat 1st	Sat 2nd	Sat 3rd	Sat 4th
9:00-10:00 AM												
10:30-11:30 AM	AGM	AGM	AGM	AGM								
1:00-2:00 PM Sat: 1:00-2:15 PM												
2:30-3:45 PM Sat: 2:30-3:30 PM												
4:00-5:00 PM												
Registration is available online at www.teslontario.net; all registrations and session selections must be processed online. PLEASE INSERT THE SESSION CODE (eg 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.												

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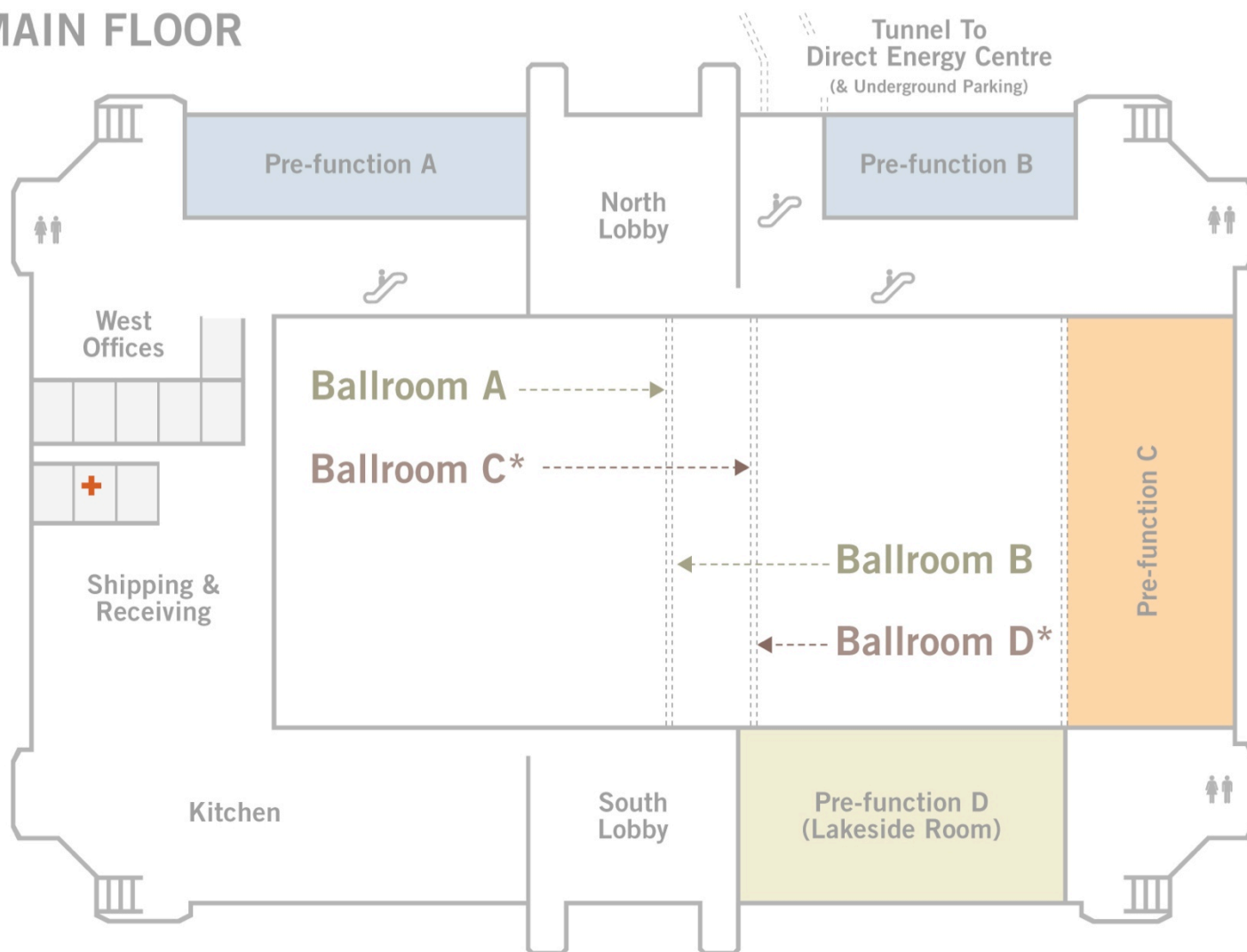
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REGISTRATION (Pre-function B)
TEACHERS' LOUNGE (Pre-function A)
EXHIBIT HALL & POSTERS (Ballroom D)
LUNCH SEATING (Ballroom A)

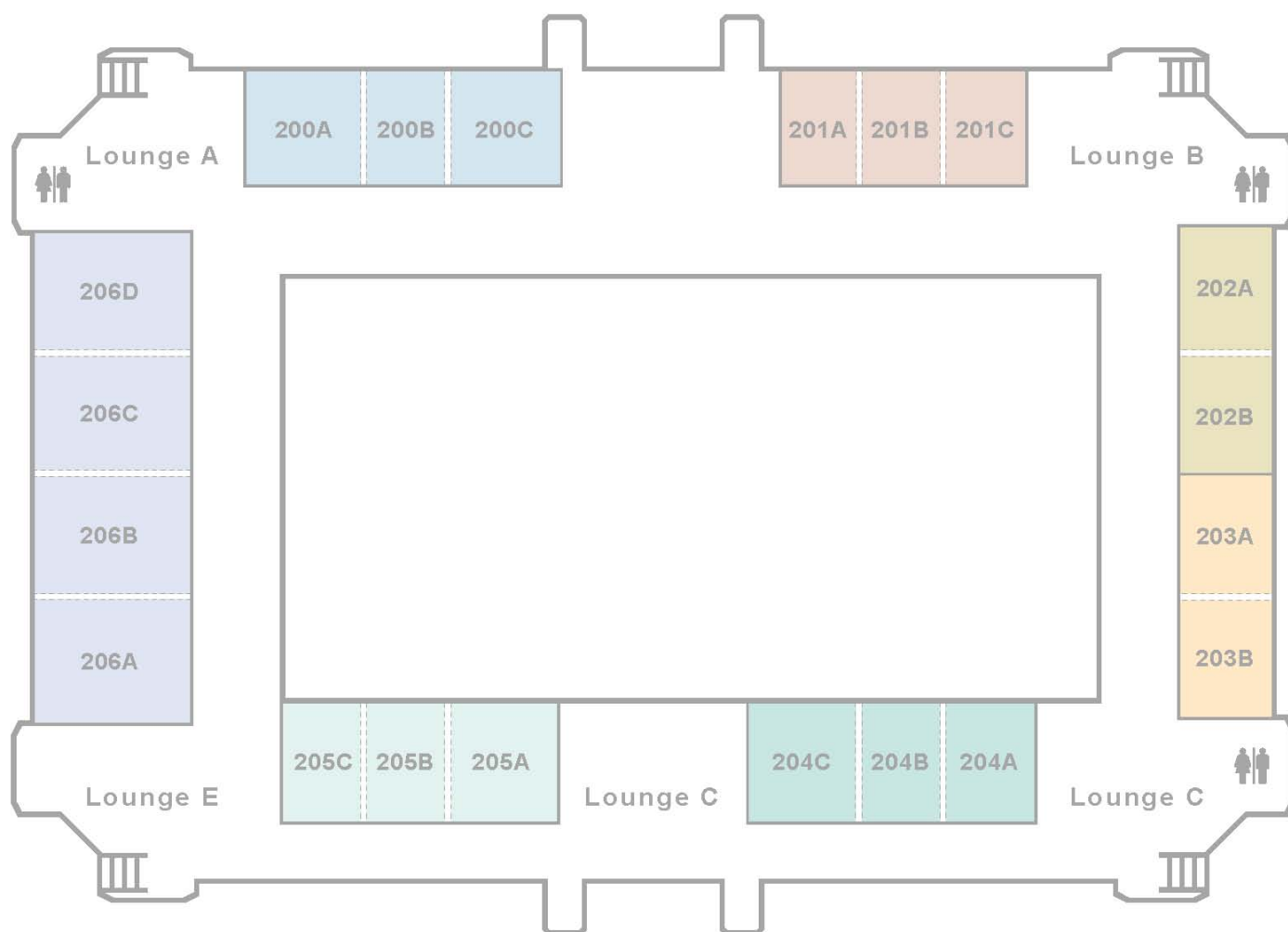
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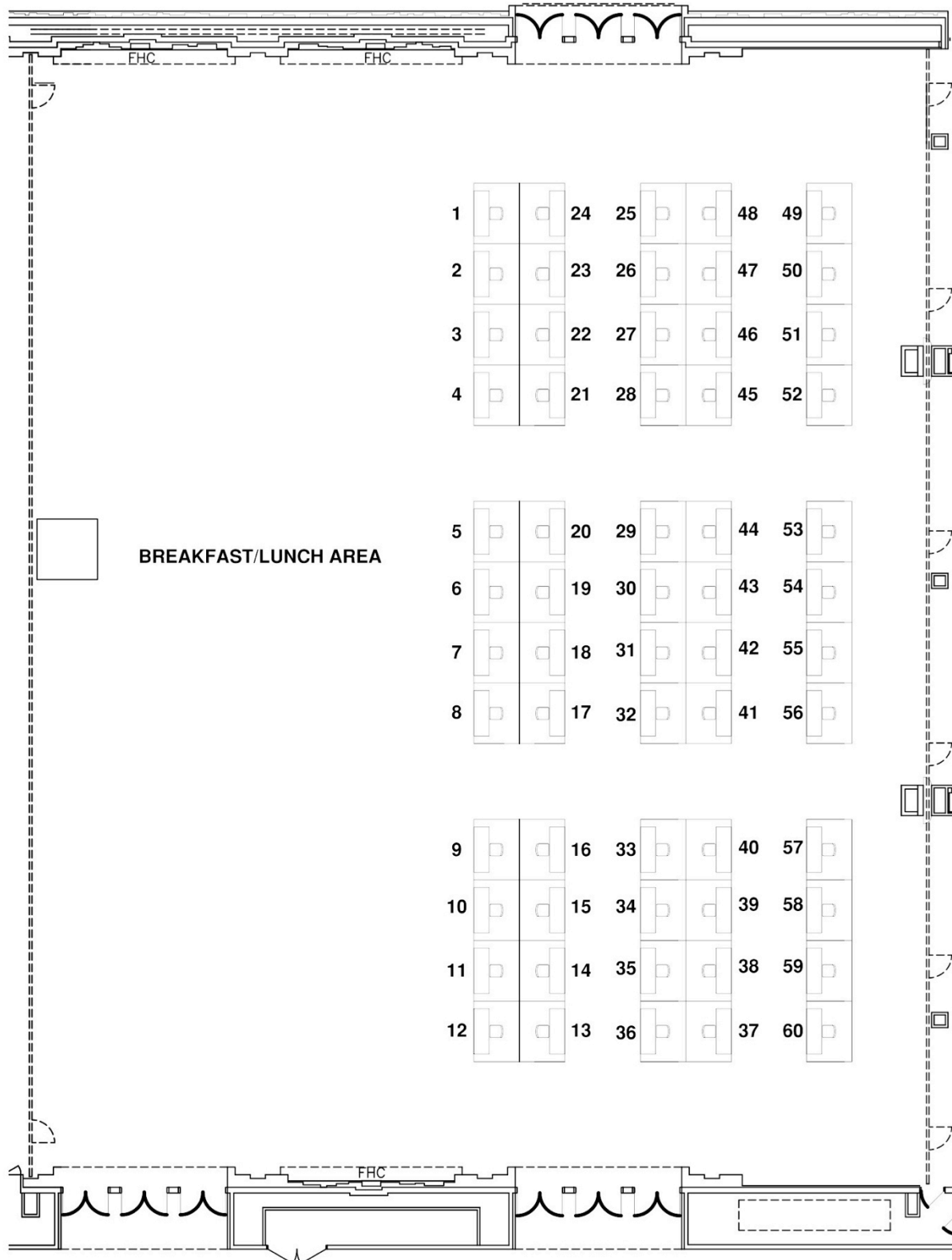
SECOND FLOOR

MEETING ROOMS

RESEARCH SYMPOSIUM



Floorplan-Exhibits (Ballroom D)



TESL Ontario 2013 Exhibitor List

*Alphabetical by Exhibitor
as at October 8, 2013*

ACCESS Copyright.....	45
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Bridges.....	36
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English Online Inc.	53
ETS Canada.....	27
Hamro Village Inc.....	38
HarperCollins Canada.....	47
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Howard B. Woods Publishing.....	40
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NAS Software Inc.....	24
Nelson Education Ltd.....	49-50-51-52
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Niagara University, Ontario Programs.....	35
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TESL Canada.....	14
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The Personal Insurance Company.....	33
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UTP Guidance Centre.....	28
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EXHIBIT HOURS

Thursday, October 24 – 9:00 am to 6:45 pm

Friday, October 25 – 9:00 am to 5:00 pm

Saturday, October 26 – 9:00 am to 2:00 pm

Pathways to Production: Exploring Lexical Thresholds in Speaking and Writing

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Taking vocabulary as an underlying variable to general English language proficiency, this talk focuses attention on understanding the lexical thresholds that learners of English as an Additional Language (EAL) cross on the pathway to increasing levels of precision and fluency in the productive skills of speaking and writing. An understanding of these lexical thresholds can provide the basis for lexically informed targets, assessments, and educational experiences in an overall EAL curriculum. The talk will conclude with an exploration of the implications of this approach to vocabulary teaching and learning for educators and learners in various English language learning contexts.

Scott Roy Douglas is an assistant professor in the Faculty of Education at the University of British Columbia's Okanagan campus. With a particular focus on points of transition, his varied research interests include task-based language teaching and learning, standardized testing, and English as an Additional Language curriculum and materials design.

Oxford University Press

Oxford is proud to welcome author Scott Roy Douglas as a TESL Ontario Plenary Speaker.

Pathways to Production: Exploring Lexical Thresholds in Speaking and Writing

Thursday October 24th

12:45PM–1:45PM



Scott's talk focuses attention on understanding the lexical thresholds that learners of English as an additional language cross on the pathway to increasing levels of precision and fluency in the productive skills of speaking and writing.

Scott Roy Douglas is an assistant professor in the Faculty of Education at the University of British Columbia's Okanagan campus. Before joining UBC, Scott completed a PhD at the University of Calgary with a specialization in Teaching English as a Second Language. Scott has also had the opportunity to teach English throughout the world from the Middle East to Japan. He is the author of *Academic Inquiry: Writing for Post-secondary Success* and co-author of *Q: Skills for Success Reading and Writing 5*, both published by Oxford University Press.

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Ebooks and the Digital Evolution of Educational Publishing

Jason Tomassini

Thursday October 24th

9:00AM–10:00AM

Lexical Input and Output Activities for Advanced EAP Composition

Scott Roy Douglas (author of *Academic Inquiry* and *Q: Skills for Success Reading and Writing 5*)

Thursday October 24th

4:00PM–5:00PM

Cultural Approaches to ESL Using Film and Music

Jeff Gulley

Thursday October 24th

4:00PM–5:00PM

Communicating with Grammar: Developing Creative and Effective Grammar Exercises

Mohammad Hashemi (author of *O Canada*, *Reel Canada*, and *Communicating with Grammar*)

Friday October 25th

2:30PM–3:45PM

Global Focus: Cross-cultural Awareness and Critical Thinking Skills in L2 Teaching

Gary G. Fogal (author of *Global Focus*) and Carrie Purcell

Friday October 25th

2:30PM–3:45PM

Using Interactive Software to Support Language Learning

Kevin McCourt

Saturday October 26th

2:30PM–3:30PM

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Dr Martin Hewings



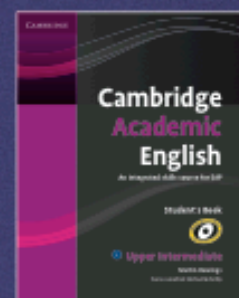
Dr Martin Hewings has taught English for over 30 years in many countries, including Sweden, Italy, Malaysia and Australia. From 1985 to 2009 he taught English for Academic Purposes at the University of Birmingham and since then has been a freelance author and consultant. He was co-editor of the journal *English for Specific Purposes* from 2001 to 2006 and has published a number of textbooks with Cambridge University Press including the best-selling *Advanced Grammar in Use*, *English Pronunciation in Use Advanced*, *Pronunciation Practice Activities*, *Cambridge Grammar for CAE and Proficiency*. He is also co-author of *Cambridge Academic English*.

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Grammar

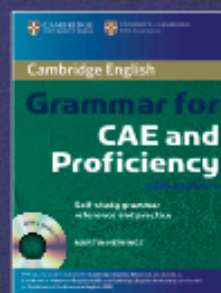
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Other grammar titles include:



Pronunciation

Martin Hewings is also the author of many pronunciation titles for self-study and classroom use such as *English Pronunciation in Use Advanced*, *Pronunciation Practice Activities*, *Pronunciation Tasks* and *Pronunciation Plus*.



Contact Us

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KEYNOTE: Using Authentic Language in ESL Materials Development: The (Rocky) Road from Research to Application

The vast majority of ESL teachers are also, to a lesser or greater degree, materials writers. Minimally, they may adapt an existing course book activity in order to make it more relevant to their own students, although many create their own materials, perhaps even for wider publication. The Web now offers a huge resource of authentic texts and the tools for researching them, and these texts and tools can be used by teachers in developing paper-based classroom materials. In this talk I will explore the process in which teachers/ writers move from researching language online to applying what they find in materials, focusing on the importance of their own knowledge and expertise to decide the relevance and applicability of their research findings. Although my focus will be on materials in English for Academic Purposes, the observations are intended to have much wider relevance for ESL.

Dr Martin Hewings is an Honorary Senior Research Fellow at the University of Birmingham, UK. He has taught English for over 30 years in many countries, including Sweden, Italy, Malaysia and Australia, and from 1985 to 2009 English for Academic Purposes at Birmingham. Since then he has been a freelance author and consultant. He was co-editor of the journal *English for Specific Purposes* from 2001 to 2006. His main research interest is the texts written and read by university students. He has published a number of textbooks for teachers and learners, including *Advanced Grammar in Use*, *Pronunciation Practice Activities*, *English Pronunciation in Use Advanced*, *Cambridge Grammar for CAE and Proficiency*, and is co-author of *Cambridge Academic English*.



Professional Immigration and Nation Building



Professor Deep Saini is the vice-president of the University of Toronto and principal of the University of Toronto Mississauga, the second largest of U of T's three campuses. A professor of biology specializing in plant physiology, he is a noted scholar, educational visionary and innovative leader.

Saini is an experienced university administrator and advocate for higher education, and has received a number of honours including the Queen Elizabeth II Diamond Jubilee Medal and recognition on the Canadian "Power List 2011" by India Abroad Magazine.

He completed his undergraduate and master's degrees at the Punjab Agricultural University in Ludhiana, India, and holds a doctorate in plant physiology from the University of Adelaide, Australia. He is fluent in English, French, Hindi and Punjabi.

Canada is a country built on immigration. Waves of immigrants of various stripes have enriched this country in numerous ways, and the process continues. The purpose and focus of our immigration policies have changed over the decades, and the emphasis today is on attracting skilled workers and professionals. With the rise of new economic powerhouses in Asia and elsewhere and an exodus of manufacturing and services to these countries, we are forced to find innovative alternatives to keep Canada prosperous. This, of necessity, is an objective that is driven by talent. When there are gaps in the talent-pool that we are able to develop at home, we are forced to import from outside our borders.

It used to be that bright young professionals from many countries would jump at an opportunity to work and settle in Canada. In today's globalized world, however, the competition for talent is global and the real talent goes where it is most appreciated and nurtured. Our traditional source countries for immigrants today offer lucrative opportunities that often make it more attractive to stay at home than pack up and leave for an unfamiliar destination with uncertain prospects. In such a competitive environment, it is a challenge to access the top layer of talent abroad. The risk is that instead of investing in creative ways of seeking out truly skilled and gifted people, an over-reliance on a simple credential-based immigrant selection system can produce both a less-than-ideal outcome in the quality of the import as well as a significant mismatch with what the labor market needs.

The other side of this coin is that the reality on the ground must meet the promise. While a close match between available opportunities and immigrant skills is the obvious first consideration, other factors tend to kick in once this need has been satisfied. Among these, the socio-cultural context in which an immigrant develops a sense of "home" is just as critical to cultivating and sustaining the national cohesion that has long been the hallmark of successful nations around the world. The latter is a two way street, where the relationship between the recipient society and the immigrant transcends a simple economic transaction. While the Canadian society must demonstrate a genuine receptivity at the level of sophistication that meets the sophistication of immigrants it seeks, a reciprocal expectation of a commitment from the immigrants to Canada is just as essential to the long-term success of this nation.

Thursday, October 24, 2013

2:10 PM – 5:10 PM

TPA-RS – RESEARCH SYMPOSIUM: BLENDING TECHNOLOGY WITH TRADITIONAL CLASSROOM TECHNIQUES FOR LEARNING AND TEACHING

Collaborative Tasks for Beginner-level Language Learners: Issues and Implications

Iryna Kozlova -Carleton University

With the rapid development and use of synchronous multimodal web-conferencing environments (MWCEs), there is a growing demand for research on tasks-based language pedagogy in synchronous MWCEs. Although literature provides recommendations on the task design for such environments, the amount of data-driven studies on how collaborative tasks facilitate language development and learning in synchronous MWCE remains scarce. This study examines a collaborative effort of four beginner-level learners of Russian working towards completion of a jigsaw task with a decision-making component. While an opinion exists that beginners may not have adequate linguistic resources for collaboration, the data from this study suggest that when participating in certain types of tasks, students learn how to utilize limited linguistic resources to complete the task. This study is directly relevant to teaching ESL because ESL learners may immediately transfer skills learned in class for accomplishing real-life tasks thus facilitating their integration into L2 community. While encouraging for language trainers, the study results should be treated with caution because of the small number of participants.

A Call for the ‘Human Feel’ in Our Increasingly Blended World

Geoff Lawrence - York University

The potential of technology-mediated language learning (TMLL) has fueled a huge interest in the development of blended and distance ESL/EAL programs around the world. Nevertheless, enrollment and learning outcomes in these blended/online programs often fail to meet anticipated expectations. This presentation will share findings from Ontario and international research illustrating the crucial role of teacher presence in online environments to build identity investment, improved outcomes and a ‘human feel’ to online language learning. Curriculum design and pedagogical models from exemplary blended ESL/EAL practices will be shared highlighting the need to use varied tools and approaches to reduce the psychological distance between the instructor and learners to individualize learning, build engagement and enhance blended ESL/EAL program delivery. The paper will conclude with recommendations for teacher education programs to build effective blended language teaching practices.

Friday, October 25, 2013

9:15 AM – 12:15 PM

FAA-RS – TASK-BASED LANGUAGE LEARNING**The Impact of Task on Adult ESL Learners' Noticing of Corrective Feedback in a Classroom**

Eva Kartchava – Carleton University and Elizabeth Gatbonton – Concordia University

To proponents of task-based language teaching (TBLT), goal-oriented tasks are the main means of promoting learning. To be effective, however, these tasks have to be deliberately designed to promote linguistic knowledge, a goal associated, until recently, only with grammatical teaching. Adding pre-task planning and task repetition are attempts to make TBLT tasks promote this goal. ACCESS, a recent reformulation of TBLT, goes a step further in this direction by requiring TBLT tasks to be genuinely communicative, inherently repetitive, and formulaic - design criteria making tasks genuine contexts for repetitive communicative language practice.

The noticeability of recasts and prompts, corrective feedback (CF) techniques recognized for their efficacy in promoting linguistic accuracy, has been investigated but not in genuinely communicative and repetitive tasks such as those in ACCESS. This study examined the noticeability of these CF techniques in tasks designed to enhance the repeated use of simple past statements and questions. Participants were four groups of high-beginner students, whose teachers were assigned to treatment conditions befitting their CF style. Analyses of noticing and learning in this pre-test/post-test study suggest that CF's noticeability might not be a necessary condition for learning. Instead, a task design providing repeated targeted elements in genuine context might be.

Teacher Perceptions of Task-Based Language Teaching and Learning Across Canada

Scott Roy Douglas - University of British Columbia, Okanagan Campus

This presentation reports on the findings of a large scale survey of the TESL Canada membership on their perceptions of task-based language teaching and learning approaches in differing English as an additional language teaching and learning contexts. Respondents were asked to share typical examples of task-based activities they use, along with the possible benefits and drawbacks of employing a task-based teaching and learning approach in their particular context. Out of a potential 6,833 TESL Canada members at the time of the survey, 217 answered the call for research participants. Respondents came from a wide variety of additional language teaching backgrounds, with the largest numbers coming from LINC/ELSA/Adult ESL, English for Academic Purposes, and English for Occupational Purposes classrooms. Based on the questionnaire responses, a clearer picture developed of the extent to which task-based language teaching approaches are being used across Canada, along with an understanding of what types of task-based activities are in use and for what purposes. Further qualitative exploration of the data revealed recurring themes connected to Canadian perceptions of task-based language teaching and learning. These results have the potential to inform pre-service teacher education, ongoing professional development, and additional language teaching methodology, curriculum, and materials design.

Collaborative Structural Priming Tasks

Kim McDonough – Concordia University

Previous studies have demonstrated that second language (L2) speakers benefit from carrying out collaborative tasks because they provide each other with interactional feedback, produce modified output, and attend to language form (e.g., Fujii & Mackey, 2009; Pica, Kang & Sauro, 2006). More recently, researchers have suggested that collaborative tasks are useful because they create opportunities for structural priming (McDonough & Trofimovich, 2008).

This presentation focuses on the effectiveness of collaborative structural priming tasks at eliciting relative clauses. Students (n = 25) in an English for Academic Purposes (EAP) course completed four collaborative priming tasks over a 13-week semester. Two tasks involved note-taking and summarization, and two tasks were oral interviews. Each task provided prime sentences with relative clauses, and prompts in the form of sentence fragments that the students completed using information in the task materials.

The students' interaction was analyzed in terms of their production of relative clauses while carrying out both task types (summary or interview). The findings indicated that the students produced more relative clauses during the interview tasks than the summary tasks. Suggestions for the design and implementation of collaborative tasks are provided.

Friday, October 25, 2013

2:10 PM – 5:10 PM

FQA-RS – CANADIAN LANGUAGE BENCHMARKS AND ASSESSMENT**Reflections on the Impact of Portfolio Based Language Assessment: The Ottawa Field Test and Beyond**

Janna Fox, Wendy Fraser and Aparna Chandrasekaran – School of Linguistics and Language Studies (SLaLS), Carleton University

From 2010 to 2012, Citizenship and Immigration Canada (CIC) rolled out portfolio-based assessment across Language Instruction for Newcomers to Canada (LINC) programs in Ottawa. This presentation reports on the impact of the PBLA on teachers and students in the Ottawa Region based on questionnaire and interview data drawn during the Ottawa Field Test. Specific focus is on LINC students' reported perceptions and engagement in their own learning in response to PBLA, and their teachers' reported knowledge and comfort with: 1) the Canadian Language Benchmarks (CLB), 2) task-based instruction, 3) task-based outcomes assessment, and 4) portfolio-based assessment. The presentation provides insight into the potential and promise of the PBLA as well as the issues arising in its implementation, as LINC teachers address challenges in alignment between the CLB levels, the assessment strategy, existing curricula, and classroom practices. Recommendations for future PBLA implementation and use are discussed in relation to the Ottawa Field Test experience.

Interactional Competence: Can it be Tapped on CLB-Based Tests?

Carla Hall and Amelia K. Hope – University of Ottawa, Official Languages and Bilingualism Institute

Interactional competence is identified by many scholars as important to the success of oral communication in L1 and L2 settings. The Canadian Language Benchmarks acknowledges this importance in two ways: 1) by including aspects of interactional competence, such as turn-taking and register, among the speaking proficiency level descriptors, and 2) by the numerous examples of tasks that require interactional competence to be successfully managed by L2 users.

The study reported on here examines the degree to which the speaking tasks on tests designed to measure attainment of CLB levels are structured in such a way as to potentially elicit measurable components of interactional competence. For the purposes of this study, interactional competence is defined as the ability to draw on resources to shape co-constructed meaning in a dynamic process. In the first part of the study, expert reviewers judged the potential of CLB test tasks to tap interactional competence. Then, exemplars of test-taker performance were analyzed to determine if test-takers draw upon these interactional resources in attempting to accomplish the test task. The findings will be discussed in terms of their implications for the development of test tasks and rating scales.

Reliability and Accuracy in CLB Assessment

Gail Stewart – Assessment Consulting Services

The Canadian Language Benchmarks have been used to develop assessment instruments since the first CLB document was drafted in 1995. Since then, the benchmarks have become an accepted national standard for measuring and describing the communicative abilities of ESL learners. Over the years, CLB-based assessments of various types and lengths have been developed to serve a variety of purposes such as placement, progress, outcomes and eligibility. Each assessment has its own unique design, content and procedures, yet all provide results that are linked to the same underlying scale of ability. Given that the CLB is a descriptive standard, it can be challenging to ensure that benchmarks assigned by assessment instruments are both accurate (true to the standard) and reliable (consistently assigned). The presenter will cite examples from research that point to specific challenges in assigning accurate and reliable assessment benchmarks and will suggest some solutions that have been successfully adopted.



TECHNOLOGY LAB

Room 203AB

Technology Fair

Thursday

9:00AM-10:00AM	TAH	Infographics and Visualization Tools for Language Teaching
1:00PM-2:00PM	TBH	Read All About It! Online Reading Development Tools
2:30PM-3:45PM	TPH	Symbols: Tools to Support Reading, Writing and Communication
4:00PM-5:00PM	TQH	TESL Ontario Members using Tutela.ca ESL Repository/Community

Friday

9:00AM-11:30AM	FAH	LearnIT2teach Stage 1 Instructor Training
1:00PM-2:00PM	FPH	Join the TESL Ontario Social Media Community!
2:30PM-3:45PM	FQH	Learn to Use the Tutela.ca ESL Repository / Community
4:00 PM-5:00PM	FRH	Building your PLN - the Source of Your Self-directed Professional Development

Saturday

9:00AM-10:00AM	SAH	Get Linkedin
10:30AM-11:30AM	SBH	Developing an ESL Literacy Blended Online Course
1:00PM-3:30PM	SPH	LearnIT2teach Stage 1 Instructor Training

Twitter: #TESL2013



TECHNOLOGY PRESENTATION ROOM

Room 202B

Thursday

9:00AM-10:00AM	TAG 	Boost LEARNING with Quizlet
1:00PM-2:00PM	TBG 	What's New in LearnIT2teach: Project Update
2:30PM-3:45PM	TPG 	How to Create, Deliver and Moderate a Webinar on Tutela.ca
4:00PM-5:00PM	TQG 	Innovation, Technology and Labour Market Language Programs

Friday

9:00AM-10:00AM	FAG 	English Accent Coach: Minimal Pairs No More
10:30AM-11:30AM	FBG 	ESL Teacher Training in 3D Virtual Learning Environments
1:00PM-2:00PM	FPG 	Engaging Students in Fun Online Learning
2:30PM-3:45PM	FQG 	Implementing and Facilitating Technology-Based Community Resource Centres
4:00PM-5:00PM	FRG 	Blended Learning Tools for Better ESL Teaching & Learning

Saturday

9:00AM-10:00AM	SAG 	Teaching Workplace Cultural Communication (online)
10:30AM-11:30AM	SBG 	Flip Your Classroom with Open Access Resources
1:00PM-2:15PM	SPG 	Linkedin for Job Search and Beyond
2:30PM-3:30PM	SQG 	Using Interactive Software to Support Language Learning

TESL ONTARIO'S EIGHTH ANNUAL PANEL DISCUSSION

Friday, October 25, 2013
9:30-11:45 AM

FAD - Eighth Annual Panel Discussion:
Integrating Pathways to Language Learning

Room 201ABC

Panel Discussion

TESL Ontario will be hosting our Eighth Annual Panel Discussion to be held at our 41st TESL Ontario Conference in October 2013. 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 *Integrating Pathways to Language Learning*.

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

Moderator: Renate Tilson, Executive Director - TESL Ontario.

Panel Participants

Lillian Thomas – Senior Advisor, Policy and Programs Language Policy, NHQ – Integration, Citizenship and Immigration Canada

Ms. Lillian Thomas joined the department of Citizenship and Immigration Canada in 2001. While working for the newcomer Integration Branch as a senior policy and program advisor, Ms. Thomas has been responsible for files such as the branch wide Report on Plans and Priorities, Client Centered Policies for Women and Refugees, Enhanced Language Training, Sector Capacity Development Review, and Support Services for settlement including for the introduction of the new Care for Newcomer Children service. She has worked as a CIC Region interim manager in Ottawa where she managed services in immigration, citizenship and settlement. As part of the Language unit within the Integration Branch, Ms. Thomas has taken on responsibility for the development of the new Milestones Test, is HQ advisor for the Co-ordinated Language Assessment and Referral System pilot in Ontario, and is providing support to several emerging files in the language area.

Doug Dixon – Director of Immigration Programs Branch, Ontario Ministry of Citizenship and Immigration

Doug has a wealth of 20 years of senior management experience within various Ministries across the Ontario Provincial Government, having served as a Director and Deputy Public Guardian and Trustee with the Ministry of the Attorney General, Director with the Ministry of Health and Long Term Care, where he led the successful implementation of Family Health Teams.

Doug was also the Regional Program Manager of Social Assistance with the South East Region in Kingston, Ministry of Community and Social Services where he was responsible for the delivery of social assistance and service agreements regional municipalities and one First Nations.

Doug is currently the Director of Immigration Programs Branch with the Ministry of Citizenship and Immigration. Doug leads a dedicated team responsible for the delivery and management of immigration programs for immigrants which includes the Newcomer Settlement Program, Language Interpreter Services, Adult Non-credit Language Training, Ontario Bridge Training Projects and Global Experience Ontario. These programs help newcomers settle and integrate into the community and also help them access the labour market.

Throughout his professional career Doug has been involved with other key government reform initiatives including provincial mental health strategies and social assistance reform and has a broad based experience in direct service delivery as well as public policy and operations spanning over 30 years.

Marc Despatie – Acting Senior Manager, Program Development Unit, Ministry of Training, Colleges and Universities

Marc Despatie is currently the Acting Senior Manager in the Ontario Ministry of Training, Colleges and Universities' Program Development Unit. This Unit develops operational policy for programs, services, initiatives and apprenticeship training. Literacy and Basic Skills are part of the Unit's diverse portfolio. Marc's previous assignment in the Ontario Public Service (OPS) was at the Ministry of Health and Long-Term Care (MOHLTC), where for three years he was the Senior Manager, French Language Services (FLS). During Marc's time with MOHLTC's FLS Unit, six French Language Health Planning Entities were established to advise Local Health Integration Networks on the health needs and priorities of Ontario's francophone population, French language service obligations were incorporated into the Community Care Access Act and the ministry's FLS structure was modernized and refocused in order to better meet the ministry's and stakeholders' needs. Prior to his work at MOHLTC, Marc worked for three years in senior communications and policy roles for the Minister of Community and Social Services/Minister Responsible for Francophone Affairs. During this time he contributed to the policy work leading to the creation of the Office of the French Language Services Commissioner and led the work on Bill 24, now known as An Act to Proclaim Franco-Ontarian Day. Marc has also been a Senior Strategic Policy Coordinator at the Office of Francophone Affairs and he was the Executive Assistant to the Director of the Policy and Programs Branch at the Ministry of Education when Ontario's Early Literacy and Early Numeracy Strategies were in their infancy. His public service career began at Ombudsman Ontario, where he spent three years before joining the OPS as Senior Policy and Program Advisor with the Ministry of Education. During a three-year hiatus from the OPS, Marc obtained a B.Ed. with specializations in teaching French as a second language and Social Studies, and taught at the intermediate and secondary levels in Newfoundland. He has a 10-year-old daughter who, like him, loves words in at least 2 languages.

Pauline McNaughton- Manager of the Adult Education Policy Unit, Ontario Ministry of Education

Pauline McNaughton has worked in the field of adult education for over 25 years in college, school board, government and not-for-profit sectors. Currently she is Manager of the Adult Education Policy Unit, with a dual report to both the Ontario Ministry of Education and the Ontario Ministry of Training, Colleges and Universities, and works closely with the Ontario Ministry of Citizenship and Immigration. Prior to this she was Executive Director at the Centre for Canadian Language Benchmarks and Field Team Manager with the AlphaPlus Centre. She taught adult literacy and adult ESL for many years with both Arctic College on Baffin Island and with the Ottawa Carleton District School Board.

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, October 24

9:00AM-10:00AM

CC-TAS ★ Portfolio Based Language Assessment (PBLA): Getting Ready for Implementation

Portfolio Based Language Assessment (PBLA) is a principled approach to classroom-based language assessment aligned to the Canadian Language Benchmarks. Teachers and students collaborate to set language-learning goals, compile examples of language proficiency and learning in a variety of contexts over time, analyze the data, and reflect on progress. CIC is building on 3 successful regional pilots and implementing PBLA across Canada. As a result, the CCLB has been funded to provide teachers across Canada with PBLA training and support over the next three years. This session will introduce the concepts and set the stage for PBLA. Workshop participants will have an opportunity to see a resource for students as well as a sample portfolio. This workshop is recommended for participants with no prior information on PBLA.

CC-TAT ★ 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-5:00PM

CC-TAR ★ Orientation to the Revised CLB and CLB Support Kit (Full Day Train-the-Trainer)

All participants will receive copies of the revised CLB and the CLB Support Kit. This session introduces instructors to the revised CLB and a new resource, the CLB Support Kit.

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.

12:00PM-2:00PM

CC-TBT ★ 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-2:00PM

CC-TBS ★ Portfolio Based Language Assessment (PBLA): Beyond Basics

Portfolio Based Language Assessment (PBLA) is a principled approach to language assessment aligned to the CLB, in which teachers and students collaborate to set language-learning goals, compile examples of language proficiency and learning in a variety of contexts over time, analyze the data, and reflect on progress. CIC is building on 3 successful regional pilots and moving forward with the implementation of PBLA across Canada. As a result, the CCLB has been funded to provide teachers across Canada with PBLA training and support over the next three years. This session will move beyond the basic features of PBLA addressed in previous introductory sessions to explore key Assessment for Learning (AfL) strategies that maximize PBLA's potential to engage students and enhance their language learning. N.B. Participants should have some knowledge about PBLA basics.

2:30PM-5:00PM

CC-TPS ★ 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 for 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.

CC-TPT ★ 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 SAM at one CLB level. Participants will leave with the confidence needed to explore and use SAM in their own classrooms.

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Friday, October 25

9:00AM-10:00AM

CC-FAT ★ Portfolio Based Language Assessment (PBLA): Beyond Basics

Portfolio Based Language Assessment (PBLA) is a principled approach to language assessment aligned to the CLB, in which teachers and students collaborate to set language-learning goals, compile examples of language proficiency and learning in a variety of contexts over time, analyze the data, and reflect on progress. CIC is building on 3 successful regional pilots and moving forward with the implementation of PBLA across Canada. As a result, the CCLB has been funded to provide teachers across Canada with PBLA training and support over the next three years. This session will move beyond the basic features of PBLA addressed in previous introductory sessions to explore key Assessment for Learning (AfL) strategies that maximize PBLA's potential to engage students and enhance their language learning. N.B. Participants should have some knowledge about PBLA basics.

9:00AM-11:30AM

CC-FAS ★ 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-12:00PM

CC-FAR ★ Orientation to the Revised CLB and CLB Support Kit (3-hr Information Session)

All participants will receive copies of the revised CLB and the CLB Support Kit. This session introduces instructors to the revised CLB and a new resource, the CLB Support Kit.

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.

10:30AM-11:30AM

CC-FBT ★ Revising the CLB Literacy Benchmarks

This is your chance to provide input into the revision of the CLB 2000: ESL for Literacy learners. This one-hour focus group will let you see what is planned to be included in the revised literacy document and solicit your feedback on it.

12:45PM-3:45PM

CC-FPR ★ **Orientation to the Revised CLB and CLB Support Kit (3-hr Information Session)**

All participants will receive copies of the revised CLB and the CLB Support Kit. This session introduces instructors to the revised CLB and a new resource, the CLB Support Kit.

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.

1:00PM-2:00PM

CC-FPS ★ **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).

CC-FPT ★ **Portfolio Based Language Assessment (PBLA): Beyond Basics**

Portfolio Based Language Assessment (PBLA) is a principled approach to language assessment aligned to the CLB, in which teachers and students collaborate to set language-learning goals, compile examples of language proficiency and learning in a variety of contexts over time, analyze the data, and reflect on progress. CIC is building on 3 successful regional pilots and moving forward with the implementation of PBLA across Canada. As a result, the CCLB has been funded to provide teachers across Canada with PBLA training and support over the next three years. This session will move beyond the basic features of PBLA addressed in previous introductory sessions to explore key Assessment for Learning (AfL) strategies that maximize PBLA's potential to engage students and enhance their language learning. *N.B. Participants should have some knowledge about PBLA basics.*

2:30PM-5:00PM

CC-FQS ★ **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 for 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.

CC-FQT ★ **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 SAM at one CLB level. Participants will leave with the confidence needed to explore and use SAM in their own classrooms.

4:00PM-5:00PM

CC-FRR ★ Revising the CLB Literacy Benchmarks

This is your chance to provide input into the revision of the CLB 2000: ESL for Literacy learners. This one-hour focus group will let you see what is planned to be included in the revised literacy document and solicit your feedback on it.

Saturday, October 26

9:00AM-10:00AM

CC-SAT ★ 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-11:30AM

CC-SAS ★ 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-12:00PM

CC-SAR ★ Orientation to the Revised CLB and CLB Support Kit (3-hr Information Session)

All participants will receive copies of the revised CLB and the CLB Support Kit. This session introduces instructors to the revised CLB and a new resource, the CLB Support Kit.

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.
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- 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.

10:30AM-11:30AM

CC-SBT ★ Revising the CLB Literacy Benchmarks

This is your chance to provide input into the revision of the CLB 2000: ESL for Literacy learners. This one-hour focus group will let you see what is planned to be included in the revised literacy document and solicit your feedback on it.

1:00PM-3:30PM

CC-SPS ★ 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 for 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.

CC-SPT ★ 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 SAM at one CLB level. Participants will leave with the confidence needed to explore and use SAM in their own classrooms.

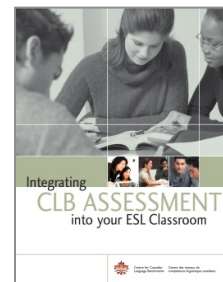
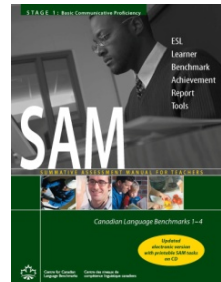
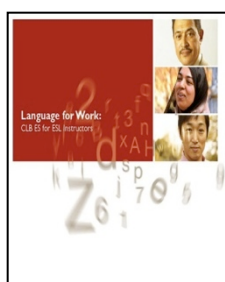
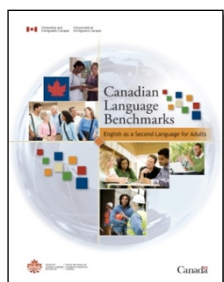
12:45PM-3:45PM

CC-SPR ★ Orientation to the Revised CLB and CLB Support Kit (3-hr Information Session)

All participants will receive copies of the revised CLB and the CLB Support Kit. This session introduces instructors to the revised CLB and a new resource, the CLB Support Kit.

The CLB Support Kit includes:

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- 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.





Welcome Reception

**Thursday, October 24
5:15-6:45 PM
Ballroom D (Exhibit Hall)
Main Level**

It is with great pleasure that I invite you to attend the Welcome Reception on Thursday, October 24th from 5:15 to 6:45 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. Additionally, the exhibits will be open and available for your perusal – an excellent opportunity for you to network.

The event will be held in Ballroom D on the Main Level at the Allstream Centre –Exhibition Place. 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

Friday Night Dinner and Entertainment

**Friday, October 25
7:00-10:00 PM
Grand Ballroom,
Sheraton Centre Toronto Hotel,
Lower Concourse Level**

You'll be treated to specular live acrobatic performances, which will make this one night you'll never forget!

Cirque-u-lair! is a phenomenal act which provides outstanding aerial acrobatics while grounded. The angels in the air leave their audiences spellbound time and time again.

Acro-balance performers are outstanding! Watch these floor divas balance and contort in ways you never thought possible!

AMAZING colleague, **Violinist Grenville Pinto**, will blow your hair back! You will be serenaded with his expansive repertoire and incredible sound.

Don't forget your dancing shoes!
Following dinner, a DJ will play all the hits to get you up and moving on the dance floor all night long.

Note: you must be registered for a Friday pass to attend the Friday Night Dinner and Entertainment.



Presentations by Teaching Sector

ADULT ESL/LINC

TAA	Maximizing Software Implementation in the Classroom	Thursday	9:00AM-10:00AM
TAB	Language Instruction for Senior Learners: Challenges and Benefits	Thursday	9:00AM-10:00AM
TAC	Ebooks and the Digital Evolution of Educational Publishing	Thursday	9:00AM-10:00AM
TAG	Boost LEARNING with Quizlet	Thursday	9:00AM-10:00AM
TAH	Infographics and Visualization Tools for Language Teaching	Thursday	9:00AM-10:00AM
TAM	Writing for Contact Magazine	Thursday	9:00AM-10:00AM
TAN	Using Wordless Picture Books to Support Literacy Learners	Thursday	9:00AM-10:00AM
TAO	Best Practices in Working with Skilled Immigrants	Thursday	9:00AM-10:00AM
TAP2	Merging CLB's Model of Communicative Language Ability with Drama Activities	Thursday	9:00AM-10:00AM
TAQ	Internationally-Educated and Canadian-Born Teachers' Preparedness to Teach Immigrant Children	Thursday	9:00AM-10:00AM
TBN	KEYNOTE: Pathways to Production: Exploring Lexical Thresholds in Speaking and Writing	Thursday	12:45PM-1:45PM
TBD	Redefining Teaching, Redefining Learning with Interchange Fourth Edition	Thursday	1:00PM-2:00PM
TBE	Doing Advanced Level EAP a Service	Thursday	1:00PM-2:00PM
TBF	Feedback as a Pathway to Enhance Language Learning	Thursday	1:00PM-2:00PM
TBG	What's New in LearnIT2teach: Project Update	Thursday	1:00PM-2:00PM
TBH	READ ALL ABOUT IT! Online Reading Development Tools	Thursday	1:00PM-2:00PM
TBM	First I'll Pass the Test, Then I'll Learn English-Test prep in EAP Classrooms	Thursday	1:00PM-2:00PM
TPD	Using Coaching in the ESL Classroom	Thursday	2:30PM-3:45PM
TPE	Using Improv for Active Listening Skills	Thursday	2:30PM-3:45PM
TPF	Teaching Cdn Consonants: w, y, r, l, n, ng, s, sh, z, ð, dʒ	Thursday	2:30PM-3:45PM
TPG	How to Create, Deliver and Moderate a Webinar on Tutela.ca	Thursday	2:30PM-3:45PM
TPH	Symbols: Tools to Support Reading, Writing and Communication	Thursday	2:30PM-3:45PM
TPM	LINC to Literacy	Thursday	2:30PM-3:45PM
TPN	Screenplay Writing for the ESL Classroom	Thursday	2:30PM-3:45PM
TPO	Success in Teaching Pronunciation to Level 1	Thursday	2:30PM-3:45PM
TPP	The Power of the Presentation	Thursday	2:30PM-3:45PM
TPQ	Practical Tools for Improving Your Teaching	Thursday	2:30PM-3:45PM
TQD	National Initiatives and Drivers in Settlement Language Training	Thursday	4:00PM-5:00PM
TQE	Ontario Adult ESL Curriculum Framework Project: An Update	Thursday	4:00PM-5:00PM
TQF	Cultural Approaches to ESL Using Film and Music	Thursday	4:00PM-5:00PM
TQG	Innovation, Technology and Labour Market Language Programs	Thursday	4:00PM-5:00PM
TQH	TESL Ontario Members using Tutela.ca ESL Repository/Community	Thursday	4:00PM-5:00PM
TQM	Creating a Memory Palace To Learn New Vocabulary and Spelling	Thursday	4:00PM-5:00PM
TQN	Corrective Feedback on Oral Production	Thursday	4:00PM-5:00PM
TQP	Multi-Level Group Activities for Holidays and Special Occasions	Thursday	4:00PM-5:00PM
FAG	English Accent Coach: Minimal Pairs No More	Friday	9:00AM-10:00AM
FAH	LearnIT2teach Stage 1 Instructor Training	Friday	9:00AM-11:30AM
FAL	Tips on Creating Original Classroom Materials	Friday	9:00AM-10:00AM
FAM	What's That Word Again?	Friday	9:00AM-11:30AM
FAN	A Post-Secondary Perspective on EAP in Ontario	Friday	9:00AM-11:30AM
FAO	Teaching and Assessing Vocabulary: Going Active from Passive	Friday	9:00AM-10:00AM
FAP	Boiled-Down Phonics in Just 3 Weeks!	Friday	9:00AM-11:30AM
FAQ	Accent and Comprehensibility are Apples and Oranges	Friday	9:00AM-10:00AM
FAD	PANEL: Integrating Pathways to Language Learning	Friday	9:30AM-11:45AM
FBG	ESL Teacher Training in 3D Virtual Learning Environments	Friday	10:30AM-11:30AM
FBL	Predict, Confirm, Produce: Lessons for Pronunciation	Friday	10:30AM-11:30AM
FBO	Communicative Strategies Taking Learners on Pathways to Success	Friday	10:30AM-11:30AM
FBQ	One Theme, Many Activities: From the Literacy Project	Friday	10:30AM-11:30AM
FPN	KEYNOTE: Using Authentic Language in ESL Materials Development: The (Rocky) Road from Research to Application	Friday	12:45PM-1:45PM
FPE	Merging Pathways: Ontario Hosts 2015 TESOL International Convention	Friday	1:00PM-2:00PM
FPF	Overview of CIC Language Program Priorities: 2013-2016	Friday	1:00PM-2:00PM
FPG	Engaging Students in Fun Online Learning	Friday	1:00PM-2:00PM
FPH	Join the TESL Ontario Social Media Community!	Friday	1:00PM-2:00PM
FPL	Pronunciation Begins with Hearing	Friday	1:00PM-2:00PM
FPM	Using Sitcoms in the Classroom	Friday	1:00PM-2:00PM
FQD	Merging Musical Rhythms and ESL - A Unique Experience	Friday	2:30PM-3:45PM
FQE	The TESL Canada Federation: Fostering Policies for Professionalization	Friday	2:30PM-3:45PM

FQF	Communicating with Grammar	Friday	2:30PM-3:45PM
FQG 	Implementing and Facilitating Technology-Based Community Resource Centres	Friday	2:30PM-3:45PM
FQH	Learn to Use the Tutela.ca ESL Repository / Community	Friday	2:30PM-3:45PM
FQM	Finding Energy in a Stressful World	Friday	2:30PM-3:45PM
FQN	EIL in the Classroom	Friday	2:30PM-3:45PM
FQO 	Speak Up!	Friday	2:30PM-3:45PM
FQP	Speaking Assessment Made Easy	Friday	2:30PM-3:45PM
FQQ	Global Focus: Cross-cultural Awareness & Critical Thinking Skills in L2 Teaching	Friday	2:30PM-3:45PM
FRD	Building Student Success in the Classroom and Online	Friday	4:00PM-5:00PM
FRE	Exploring the Feasibility of E-Learning in Ontario ESL	Friday	4:00PM-5:00PM
FRF	ESL/LINC Resources: Settlement.Org and the SettlementAtWork Wiki	Friday	4:00PM-5:00PM
FRG 	Blended Learning Tools for Better ESL Teaching & Learning	Friday	4:00PM-5:00PM
FRH	Building your PLN - the Source of Your Self-directed Professional Development	Friday	4:00PM-5:00PM
FRL 	Fostering Vocabulary Retention in English Language Learners	Friday	4:00PM-5:00PM
FRO 	ESL Teachers in ESP Classrooms: Teaching Occupation-Specific Language	Friday	4:00PM-5:00PM
FRP	Professional Happiness in TESL	Friday	4:00PM-5:00PM
FRQ	Nurturing ESL Writers Through Collaborative Writing	Friday	4:00PM-5:00PM
SAA	ESL Literacy Instruction: Creative Solutions to Classroom Challenges	Saturday	9:00AM-10:00AM
SAB 	Barriers to Citizenship: How ESL Teachers Can Help	Saturday	9:00AM-10:00AM
SAC	Developing Essential Skills	Saturday	9:00AM-10:00AM
SAD	TELL Everybody! Technology and Social Media for ESL	Saturday	9:00AM-10:00AM
SAE 	Applied Linguistics and Language Revitalization: The Case of Labrador Inuittitut	Saturday	9:00AM-10:00AM
SAG 	Teaching Workplace Cultural Communication (online)	Saturday	9:00AM-10:00AM
SAH	Get LinkedIn	Saturday	9:00AM-10:00AM
SAL	Journal-ease: Utilizing Learners' Experience(s) to Foster L2 Acquisition	Saturday	9:00AM-10:00AM
SBA 	FEATURED SPEAKER: Professional Immigration and Nation Building	Saturday	10:30AM-11:30AM
SBD	Language Anxiety: Is There Such a Thing?	Saturday	10:30AM-11:30AM
SBE 	Insider Tips: Helping Your TOEFL Students Succeed	Saturday	10:30AM-11:30AM
SBF	Teaching Prefixes: Evolving Strategies To Exploit Possibilities	Saturday	10:30AM-11:30AM
SBG 	Flip Your Classroom with Open Access Resources	Saturday	10:30AM-11:30AM
SBH	Developing an ESL Literacy Blended Online Course	Saturday	10:30AM-11:30AM
SBL	Making Diversity Work for You	Saturday	10:30AM-11:30AM
SPA	Creating Intercultural Competence in the Classroom	Saturday	1:00PM-2:15PM
SPB 	Applying Principles of Formulaicity to L2 Material Design	Saturday	1:00PM-2:15PM
SPC	CAT: A Framework for Dogme	Saturday	1:00PM-2:15PM
SPD	Working with Senior Immigrants in a Community Program	Saturday	1:00PM-2:15PM
SPE 	Learning Through Law: Legal Information Training for ESL Teachers	Saturday	1:00PM-2:15PM
SPF	Making the Transition from EASL TO College Writing: An Analysis and a Dialogue	Saturday	1:00PM-2:15PM
SPG 	LinkedIn for Job Search and Beyond	Saturday	1:00PM-2:15PM
SPH	LearnIT2teach Stage 1 Instructor Training	Saturday	1:00PM-3:30PM
SPL	Teaching ESL Academic Writing and Intercultural Rhetoric	Saturday	1:00PM-2:15PM
SQA	Bridge to Construction Pilot Project	Saturday	2:30PM-3:30PM
SQB 	Language for Career/Life Pathways Planning	Saturday	2:30PM-3:30PM
SQD	Diabetes Prevention Education for ESL Students	Saturday	2:30PM-3:30PM
SQE 	Critical ESL Education: TESL as Activism	Saturday	2:30PM-3:30PM
SQF	English Teachers' Engagement with Research: Findings from Bangladesh	Saturday	2:30PM-3:30PM
SQG 	Using Interactive Software to Support Language Learning	Saturday	2:30PM-3:30PM
SQL	Corrective Feedback in Treating L2 Learners' Pronunciation Errors	Saturday	2:30PM-3:30PM

COLLEGE/UNIVERSITY

TAA	Maximizing Software Implementation in the Classroom	Thursday	9:00AM-10:00AM
TAC	Ebooks and the Digital Evolution of Educational Publishing	Thursday	9:00AM-10:00AM
TAG 	Boost LEARNING with Quizlet	Thursday	9:00AM-10:00AM
TAH	Infographics and Visualization Tools for Language Teaching	Thursday	9:00AM-10:00AM
TAL	Writing for Scholarly Publication & Anglophone Novice Scholars	Thursday	9:00AM-10:00AM
TAM	Writing for Contact Magazine	Thursday	9:00AM-10:00AM
TAO 	Best Practices in Working with Skilled Immigrants	Thursday	9:00AM-10:00AM
TAP2	Merging CLB's Model of Communicative Language Ability with Drama Activities	Thursday	9:00AM-10:00AM
TBN	KEYNOTE: Pathways to Production: Exploring Lexical Thresholds in Speaking and Writing	Thursday	12:45PM-1:45PM
TBD	Redefining Teaching, Redefining Learning with Interchange Fourth Edition	Thursday	1:00PM-2:00PM
TBE	Doing Advanced Level EAP a Service	Thursday	1:00PM-2:00PM
TBF	Feedback as a Pathway to Enhance Language Learning	Thursday	1:00PM-2:00PM

TBH	READ ALL ABOUT IT! Online Reading Development Tools	Thursday	1:00PM-2:00PM
TBM	First I'll Pass the Test, Then I'll Learn English-Test prep in EAP Classrooms	Thursday	1:00PM-2:00PM
TPD	Using Coaching in the ESL Classroom	Thursday	2:30PM-3:45PM
TPE	Using Improv for Active Listening Skills	Thursday	2:30PM-3:45PM
TPF	Teaching Cdn Consonants: w, y, r, l, n, ng, s, sh, z, ʒ, dʒ	Thursday	2:30PM-3:45PM
TPG	How to Create, Deliver and Moderate a Webinar on Tutela.ca	Thursday	2:30PM-3:45PM
TPN	Screenplay Writing for the ESL Classroom	Thursday	2:30PM-3:45PM
TQF	Cultural Approaches to ESL Using Film and Music	Thursday	4:00PM-5:00PM
TQN	Corrective Feedback on Oral Production	Thursday	4:00PM-5:00PM
TQO	Lexical Input and Output Activities for Advanced EAP Composition	Thursday	4:00PM-5:00PM
TQQ	A Journey of Possibility: Fostering Intercultural Understanding	Thursday	4:00PM-5:00PM
FAG	English Accent Coach: Minimal Pairs No More	Friday	9:00AM-10:00AM
FAL	Tips on Creating Original Classroom Materials	Friday	9:00AM-10:00AM
FAN	A Post-Secondary Perspective on EAP in Ontario	Friday	9:00AM-11:30AM
FAO	Teaching and Assessing Vocabulary: Going Active from Passive	Friday	9:00AM-10:00AM
FAP	Boiled-Down Phonics in Just 3 Weeks!	Friday	9:00AM-11:30AM
FAD	PANEL: Integrating Pathways to Language Learning	Friday	9:30AM-11:45AM
FBG	ESL Teacher Training in 3D Virtual Learning Environments	Friday	10:30AM-11:30AM
FBL	Predict, Confirm, Produce: Lessons for Pronunciation	Friday	10:30AM-11:30AM
FPN	KEYNOTE: Martin Hewings	Friday	12:45PM-1:45PM
FPE	Merging Pathways: Ontario Hosts 2015 TESOL International Convention	Friday	1:00PM-2:00PM
FPG	Engaging Students in Fun Online Learning	Friday	1:00PM-2:00PM
FPH	Join the TESL Ontario Social Media Community!	Friday	1:00PM-2:00PM
FPL	Pronunciation Begins with Hearing	Friday	1:00PM-2:00PM
FQE	The TESL Canada Federation: Fostering Policies for Professionalization	Friday	2:30PM-3:45PM
FQF	Communicating with Grammar	Friday	2:30PM-3:45PM
FQG	Implementing and Facilitating Technology-Based Community Resource Centres	Friday	2:30PM-3:45PM
FQQ	Global Focus: Cross-cultural Awareness & Critical Thinking Skills in L2 Teaching	Friday	2:30PM-3:45PM
FRF	ESL/LINC Resources: Settlement.Org and the SettlementAtWork Wiki	Friday	4:00PM-5:00PM
FRG	Blended Learning Tools for Better ESL Teaching & Learning	Friday	4:00PM-5:00PM
FRH	Building your PLN - the Source of Your Self-directed Professional Development	Friday	4:00PM-5:00PM
FRL	Fostering Vocabulary Retention in English Language Learners	Friday	4:00PM-5:00PM
FRN	Performance Anxiety Program for EAP Students at the University of Guelph	Friday	4:00PM-5:00PM
FRP	Professional Happiness in TESL	Friday	4:00PM-5:00PM
FRQ	Nurturing ESL Writers Through Collaborative Writing	Friday	4:00PM-5:00PM
SAD	TELL Everybody! Technology and Social Media for ESL	Saturday	9:00AM-10:00AM
SAE	Applied Linguistics and Language Revitalization: The Case of Labrador Inuittitut	Saturday	9:00AM-10:00AM
SAH	Get LinkedIn	Saturday	9:00AM-10:00AM
SBA	FEATURED SPEAKER: Professional Immigration and Nation Building	Saturday	10:30AM-11:30AM
SBD	Language Anxiety: Is There Such a Thing?	Saturday	10:30AM-11:30AM
SBE	Insider Tips: Helping Your TOEFL Students Succeed	Saturday	10:30AM-11:30AM
SBL	Making Diversity Work for You	Saturday	10:30AM-11:30AM
SPA	Creating Intercultural Competence in the Classroom	Saturday	1:00PM-2:15PM
SPB	Applying Principles of Formulaicity to L2 Material Design	Saturday	1:00PM-2:15PM
SPC	CAT: A Framework for Dogme	Saturday	1:00PM-2:15PM
SPE	Learning Through Law: Legal Information Training for ESL Teachers	Saturday	1:00PM-2:15PM
SPF	Making the Transition from EASL TO College Writing: An Analysis and a Dialogue	Saturday	1:00PM-2:15PM
SPG	LinkedIn for Job Search and Beyond	Saturday	1:00PM-2:15PM
SPL	Teaching ESL Academic Writing and Intercultural Rhetoric	Saturday	1:00PM-2:15PM
SQB	Language for Career/Life Pathways Planning	Saturday	2:30PM-3:30PM
SQC	Teaching Critical Thinking Skills in Academic Preparation Courses	Saturday	2:30PM-3:30PM
SQE	Critical ESL Education: TESL as Activism	Saturday	2:30PM-3:30PM
SQF	English Teachers' Engagement with Research: Findings from Bangladesh	Saturday	2:30PM-3:30PM
SQG	Using Interactive Software to Support Language Learning	Saturday	2:30PM-3:30PM
SQL	Corrective Feedback in Treating L2 Learners' Pronunciation Errors	Saturday	2:30PM-3:30PM

ELEMENTARY

TAC	Ebooks and the Digital Evolution of Educational Publishing	Thursday	9:00AM-10:00AM
TAG	Boost LEARNING with Quizlet	Thursday	9:00AM-10:00AM
TAH	Infographics and Visualization Tools for Language Teaching	Thursday	9:00AM-10:00AM
TAM	Writing for Contact Magazine	Thursday	9:00AM-10:00AM
TAQ	Internationally-Educated and Canadian-Born Teachers' Preparedness to Teach Immigrant Children	Thursday	9:00AM-10:00AM

TBN	KEYNOTE: Pathways to Production: Exploring Lexical Thresholds in Speaking and Writing	Thursday	12:45PM-1:45PM
TBH	READ ALL ABOUT IT! Online Reading Development Tools	Thursday	1:00PM-2:00PM
TPH	Symbols: Tools to Support Reading, Writing and Communication	Thursday	2:30PM-3:45PM
TQH	TESL Ontario Members using Tutela.ca ESL Repository/Community	Thursday	4:00PM-5:00PM
FAL	Tips on Creating Original Classroom Materials	Friday	9:00AM-10:00AM
FAP	Boiled-Down Phonics in Just 3 Weeks!	Friday	9:00AM-11:30AM
FAD	PANEL: Integrating Pathways to Language Learning	Friday	9:30AM-11:45AM
FPN	KEYNOTE: Using Authentic Language in ESL Materials Development: The (Rocky) Road from Research to Application	Friday	12:45PM-1:45PM
FPE	Merging Pathways: Ontario Hosts 2015 TESOL International Convention	Friday	1:00PM-2:00PM
FPG	Engaging Students in Fun Online Learning	Friday	1:00PM-2:00PM
FPH	Join the TESL Ontario Social Media Community!	Friday	1:00PM-2:00PM
FPL	Pronunciation Begins with Hearing	Friday	1:00PM-2:00PM
FQG	Implementing and Facilitating Technology-Based Community Resource Centres	Friday	2:30PM-3:45PM
FRL	Fostering Vocabulary Retention in English Language Learners	Friday	4:00PM-5:00PM
FRP	Professional Happiness in TESL	Friday	4:00PM-5:00PM
SAH	Get LinkedIn	Saturday	9:00AM-10:00AM
SBA	FEATURED SPEAKER: Professional Immigration and Nation Building	Saturday	10:30AM-11:30AM
SBF	Teaching Prefixes: Evolving Strategies To Exploit Possibilities	Saturday	10:30AM-11:30AM
SBL	Making Diversity Work for You	Saturday	10:30AM-11:30AM
SPC	CAT: A Framework for Dogme	Saturday	1:00PM-2:15PM
SQB	Language for Career/Life Pathways Planning	Saturday	2:30PM-3:30PM
SQF	English Teachers' Engagement with Research: Findings from Bangladesh	Saturday	2:30PM-3:30PM
SQG	Using Interactive Software to Support Language Learning	Saturday	2:30PM-3:30PM

ELT/SLT

TAA	Maximizing Software Implementation in the Classroom	Thursday	9:00AM-10:00AM
TAC	Ebooks and the Digital Evolution of Educational Publishing	Thursday	9:00AM-10:00AM
TAG	Boost LEARNING with Quizlet	Thursday	9:00AM-10:00AM
TAH	Infographics and Visualization Tools for Language Teaching	Thursday	9:00AM-10:00AM
TAM	Writing for Contact Magazine	Thursday	9:00AM-10:00AM
TAO	Best Practices in Working with Skilled Immigrants	Thursday	9:00AM-10:00AM
TAP2	Merging CLB's Model of Communicative Language Ability with Drama Activities	Thursday	9:00AM-10:00AM
TBF	Feedback as a Pathway to Enhance Language Learning	Thursday	1:00PM-2:00PM
TBN	KEYNOTE: Pathways to Production: Exploring Lexical Thresholds in Speaking and Writing	Thursday	12:45PM-1:45PM
TBD	Redefining Teaching, Redefining Learning with Interchange Fourth Edition	Thursday	1:00PM-2:00PM
TPD	Using Coaching in the ESL Classroom	Thursday	2:30PM-3:45PM
TPG	How to Create, Deliver and Moderate a Webinar on Tutela.ca	Thursday	2:30PM-3:45PM
TPN	Screenplay Writing for the ESL Classroom	Thursday	2:30PM-3:45PM
TPP	The Power of the Presentation	Thursday	2:30PM-3:45PM
TQD	National Initiatives and Drivers in Settlement Language Training	Thursday	4:00PM-5:00PM
TQF	Cultural Approaches to ESL Using Film and Music	Thursday	4:00PM-5:00PM
TQH	TESL Ontario Members using Tutela.ca ESL Repository/Community	Thursday	4:00PM-5:00PM
TQN	Corrective Feedback on Oral Production	Thursday	4:00PM-5:00PM
FAG	English Accent Coach: Minimal Pairs No More	Friday	9:00AM-10:00AM
FAL	Tips on Creating Original Classroom Materials	Friday	9:00AM-10:00AM
FAO	Teaching and Assessing Vocabulary: Going Active from Passive	Friday	9:00AM-10:00AM
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FAD	PANEL: Integrating Pathways to Language Learning	Friday	9:30AM-11:45AM
FBG	ESL Teacher Training in 3D Virtual Learning Environments	Friday	10:30AM-11:30AM
FPN	KEYNOTE: Using Authentic Language in ESL Materials Development: The (Rocky) Road from Research to Application	Friday	12:45PM-1:45PM
FPD	Enhancing Instructor Skills - Post TESL Certificate Training (PTCT)	Friday	1:00PM-2:00PM
FPE	Merging Pathways: Ontario Hosts 2015 TESOL International Convention	Friday	1:00PM-2:00PM
FPF	Overview of CIC Language Program Priorities: 2013-2016	Friday	1:00PM-2:00PM
FPG	Engaging Students in Fun Online Learning	Friday	1:00PM-2:00PM
FPH	Join the TESL Ontario Social Media Community!	Friday	1:00PM-2:00PM
FPL	Pronunciation Begins with Hearing	Friday	1:00PM-2:00PM
FQE	The TESL Canada Federation: Fostering Policies for Professionalization	Friday	2:30PM-3:45PM
FQF	Communicating with Grammar	Friday	2:30PM-3:45PM
FQG	Implementing and Facilitating Technology-Based Community Resource Centres	Friday	2:30PM-3:45PM
FQL	Teaching Employability Skills within the ESL Classroom	Friday	2:30PM-3:45PM

FQM	Finding Energy in a Stressful World	Friday	2:30PM-3:45PM
FQN	EIL in the Classroom	Friday	2:30PM-3:45PM
FQO 	Speak Up!	Friday	2:30PM-3:45PM
FQQ	Global Focus: Cross-cultural Awareness & Critical Thinking Skills in L2 Teaching	Friday	2:30PM-3:45PM
FRD	Building Student Success in the Classroom and Online	Friday	4:00PM-5:00PM
FRE	Exploring the Feasibility of E-Learning in Ontario ESL	Friday	4:00PM-5:00PM
FRF	ESL/LINC Resources: Settlement.Org and the SettlementAtWork Wiki	Friday	4:00PM-5:00PM
FRG 	Blended Learning Tools for Better ESL Teaching & Learning	Friday	4:00PM-5:00PM
FRH	Building your PLN - the Source of Your Self-directed Professional Development	Friday	4:00PM-5:00PM
FRL 	Fostering Vocabulary Retention in English Language Learners	Friday	4:00PM-5:00PM
FRM	Perception and Reality: Inappropriate Classroom Behaviour	Friday	4:00PM-5:00PM
FRO 	ESL Teachers in ESP Classrooms: Teaching Occupation-Specific Language	Friday	4:00PM-5:00PM
FRP	Professional Happiness in TESL	Friday	4:00PM-5:00PM
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SQG 	Using Interactive Software to Support Language Learning	Saturday	2:30PM-3:30PM
SQL	Corrective Feedback in Treating L2 Learners' Pronunciation Errors	Saturday	2:30PM-3:30PM

SECONDARY

TAA	Maximizing Software Implementation in the Classroom	Thursday	9:00AM-10:00AM
TAC	Ebooks and the Digital Evolution of Educational Publishing	Thursday	9:00AM-10:00AM
TAG 	Boost LEARNING with Quizlet	Thursday	9:00AM-10:00AM
TAH	Infographics and Visualization Tools for Language Teaching	Thursday	9:00AM-10:00AM
TAM	Writing for Contact Magazine	Thursday	9:00AM-10:00AM
TAP2	Merging CLB's Model of Communicative Language Ability with Drama Activities	Thursday	9:00AM-10:00AM
TBN	KEYNOTE: Pathways to Production: Exploring Lexical Thresholds in Speaking and Writing	Thursday	9:00AM-10:00AM
TBD	Redefining Teaching, Redefining Learning with Interchange Fourth Edition	Thursday	12:45PM-1:45PM
TBH	READ ALL ABOUT IT! Online Reading Development Tools	Thursday	1:00PM-2:00PM
TBM	First I'll Pass the Test, Then I'll Learn English-Test prep in EAP Classrooms	Thursday	1:00PM-2:00PM
TPD	Using Coaching in the ESL Classroom	Thursday	2:30PM-3:45PM
TPF	Teaching Cdn Consonants: w, y, r, l, n, ng, s, sh, z, ð, dʒ	Thursday	2:30PM-3:45PM
TPH	Symbols: Tools to Support Reading, Writing and Communication	Thursday	2:30PM-3:45PM
TPN	Screenplay Writing for the ESL Classroom	Thursday	2:30PM-3:45PM
TPP	The Power of the Presentation	Thursday	2:30PM-3:45PM
TQF	Cultural Approaches to ESL Using Film and Music	Thursday	4:00PM-5:00PM
TQH	TESL Ontario Members using Tutela.ca ESL Repository/Community	Thursday	4:00PM-5:00PM
FAG 	English Accent Coach: Minimal Pairs No More	Friday	9:00AM-10:00AM
FAL 	Tips on Creating Original Classroom Materials	Friday	9:00AM-10:00AM
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FPE	Merging Pathways: Ontario Hosts 2015 TESOL International Convention	Friday	1:00PM-2:00PM
FPG 	Engaging Students in Fun Online Learning	Friday	1:00PM-2:00PM
FPH	Join the TESL Ontario Social Media Community!	Friday	1:00PM-2:00PM

FPL	Pronunciation Begins with Hearing	Friday	1:00PM-2:00PM
FQF	Communicating with Grammar	Friday	2:30PM-3:45PM
FQG	Implementing and Facilitating Technology-Based Community Resource Centres	Friday	2:30PM-3:45PM
FQM	Finding Energy in a Stressful World	Friday	2:30PM-3:45PM
FRD	Building Student Success in the Classroom and Online	Friday	4:00PM-5:00PM
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FRL	Fostering Vocabulary Retention in English Language Learners	Friday	4:00PM-5:00PM
FRP	Professional Happiness in TESL	Friday	4:00PM-5:00PM
SAD	TELL Everybody! Technology and Social Media for ESL	Saturday	9:00AM-10:00AM
SAF	Survive & Thrive with Humour	Saturday	9:00AM-10:00AM
SAH	Get LinkedIn	Saturday	9:00AM-10:00AM
SBA	FEATURED SPEAKER: Professional Immigration and Nation Building	Saturday	10:30AM-11:30AM
SBE	Insider Tips: Helping Your TOEFL Students Succeed	Saturday	10:30AM-11:30AM
SBF	Teaching Prefixes: Evolving Strategies To Exploit Possibilities	Saturday	10:30AM-11:30AM
SBL	Making Diversity Work for You	Saturday	10:30AM-11:30AM
SPC	CAT: A Framework for Dogme	Saturday	1:00PM-2:15PM
SPE	Learning Through Law: Legal Information Training for ESL Teachers	Saturday	1:00PM-2:15PM
SPG	LinkedIn for Job Search and Beyond	Saturday	1:00PM-2:15PM
SPL	Teaching ESL Academic Writing and Intercultural Rhetoric	Saturday	1:00PM-2:15PM
SQB	Language for Career/Life Pathways Planning	Saturday	2:30PM-3:30PM
SQF	English Teachers' Engagement with Research: Findings from Bangladesh	Saturday	2:30PM-3:30PM
SQG	Using Interactive Software to Support Language Learning	Saturday	2:30PM-3:30PM
SQL	Corrective Feedback in Treating L2 Learners' Pronunciation Errors	Saturday	2:30PM-3:30PM

ALL TEACHING SECTORS

TAC	Ebooks and the Digital Evolution of Educational Publishing	Thursday	9:00AM-10:00AM
TAG	Boost LEARNING with Quizlet	Thursday	9:00AM-10:00AM
TAH	Infographics and Visualization Tools for Language Teaching	Thursday	9:00AM-10:00AM
TAM	Writing for Contact Magazine	Thursday	9:00AM-10:00AM
TBN	KEYNOTE: Pathways to Production: Exploring Lexical Thresholds in Speaking and Writing	Thursday	12:45PM-1:45PM
FAL	Tips on Creating Original Classroom Materials	Friday	9:00AM-10:00AM
FAP	Boiled-Down Phonics in Just 3 Weeks!	Friday	9:00AM-11:30AM
FAD	PANEL: Integrating Pathways to Language Learning	Friday	9:30AM-11:45AM
FPN	KEYNOTE: Using Authentic Language in ESL Materials Development: The (Rocky) Road from Research to Application	Friday	12:45PM-1:45PM
FPE	Merging Pathways: Ontario Hosts 2015 TESOL International Convention	Friday	1:00PM-2:00PM
FPG	Engaging Students in Fun Online Learning	Friday	1:00PM-2:00PM
FPH	Join the TESL Ontario Social Media Community!	Friday	1:00PM-2:00PM
FPL	Pronunciation Begins with Hearing	Friday	1:00PM-2:00PM
FQG	Implementing and Facilitating Technology-Based Community Resource Centres	Friday	2:30PM-3:45PM
FRL	Fostering Vocabulary Retention in English Language Learners	Friday	4:00PM-5:00PM
FRP	Professional Happiness in TESL	Friday	4:00PM-5:00PM
SAH	Get LinkedIn	Saturday	9:00AM-10:00AM
SBA	FEATURED SPEAKER: Professional Immigration and Nation Building	Saturday	10:30AM-11:30AM
SBL	Making Diversity Work for You	Saturday	10:30AM-11:30AM
SPC	CAT: A Framework for Dogme	Saturday	1:00PM-2:15PM
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SQG	Using Interactive Software to Support Language Learning	Saturday	2:30PM-3:30PM

Each year TESL Ontario's *Contact* magazine publishes a conference issue at the end of February. Please, consider writing up your presentation and submitting it for publication. The tone should be professional but not overly academic. Papers should be around 2,000 words in length, but other lengths are considered. Citations and references should follow APA guidelines. Questions and submissions should be sent to editor@teslontario.org.



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Thursday Presentation Descriptions

9:00AM-10:00AM

TAA Maximizing Software Implementation in the Classroom

Samuel Sheinberg - NAS Software Inc

The workshop is designed to introduce ESL, EAP, Literacy and career related programs which incorporate modern teaching methodologies with cutting edge technology. These programs cover a variety of skills such as grammar, pronunciation, oral comprehension, reading, listening and speaking. The programs are available online, on networks and standalone computers and offer a management system (LMS) and authoring tool.

Category: Publisher's Presentation

Level: Adult ESL/LINC, College/University, ELT/SLT, Secondary

Focus: Electronic Classroom/Technology

Audience: All Participants

TAB Language Instruction for Senior Learners: Challenges and Benefits

Maria Ivanova, Lydia Cao and Maria Fomitcheva - Dixie Bloor Neighbourhood Centre

The delivery of seniors' language classes is both challenging and rewarding. Our presentation will focus on several aspects: technicalities of starting a LINC class for seniors, benefits to the senior community, the challenges of delivery and tips on resolving them. We will include methodological and cultural aspects, psychological insights, and problem-solving techniques.

Category: Presentation

Level: Adult ESL/LINC

Focus: Classroom Activities and Strategies

Audience: All Participants

Legend



Session is being webcast



Pre-registration limited to ESL funded participants

TAC Ebooks and the Digital Evolution of Educational Publishing

Jason Tomassini - Oxford University Press

How does digital technology affect educational publishers and the material they create for the ESL classroom? This presentation will explore recent trends in publishing and examine new directions in resource development. The Gateway to Canada ebook will be an illustrative example of a publisher's rationale and approach to electronic publishing.

Category: Publisher's Presentation

Level: Adult ESL/LINC, College/University, Elementary, ELT/SLT, Secondary

Focus: Other: ESL Resources and Technology

Audience: All Participants

TAG Boost LEARNING with Quizlet

Anne Cairns - Ukrainian Cultural Centre LINC Program

Quizlet is a free online tool that motivates learners and makes learning fun with flashcards, listening dictation, games and tests. Come and see a demonstration of how to create customized sets and give any learner a boost with Quizlet!

Category: Technology Presentation

Level: Adult ESL/LINC, College/University, Elementary, ELT/SLT, Secondary

Focus: Electronic Classroom/Technology

Audience: Teachers with/without Experience

TAH Infographics and Visualization Tools for Language Teaching

Faith Marcel - Niagara College

In this interactive technology workshop, we will briefly explore the use of infographics in education and creative uses of some tools to visually represent ideas for language teaching and learning. Participants will have an opportunity to create and share infographics for use in the traditional, blended and/or online classroom.

Category: Technology Lab

Level: Adult ESL/LINC, College/University, Elementary, ELT/SLT, Secondary

Focus: Electronic Classroom/Technology

Audience: All Participants

TAL Writing for Scholarly Publication & Anglophone Novice Scholars
Pejman Habibie - The University of Western Ontario

This presentation provides the audience with an overview of the current status of writing for scholarly publication in global scholarship and highlights the necessity for further research and focus on writing for scholarly publication practices of Anglophone novice scholars.

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

TAM Writing for Contact Magazine
Brett Reynolds - TESL Ontario and Humber College

You have valuable ideas and information to share with the TESL Ontario community, but taking the step of publishing can seem a distant, difficult prospect. TESL Ontario's Contact magazine is a great venue for first-time and experienced authors alike. In this workshop you can discuss your ideas with other participants and the editor. The editor will also clarify guidelines, expectations, and rights; propose a number of article ideas that may be of interest to writers; and accept your ideas.

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

TAN Using Wordless Picture Books to Support Literacy Learners
Elsie Johnson and Karen Bradley - Eye On Literacy Ltd.

Wordless picture books are an important pre-reading strategy on the journey towards print literacy. This hands-on workshop will connect research to classroom practice through the use of visuals. A variety of instructional activities will be demonstrated that support the diverse backgrounds of adult EAL literacy learners.

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

TAO Best Practices in Working with Skilled Immigrants
Terry Compton - Rotman School of Management, ACCES Employment

This presentation will identify best practices in helping skilled immigrants efficiently identify appropriate professional opportunities, network, self-promote, communicate with industry peers, enter the workforce and secure professional advancement.

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

TAP2 Merging CLB's Model of Communicative Language Ability with Drama Activities
Angelica Galante – Niagara College

A brief introduction of the model of communicative language ability proposed by the Canadian Language Benchmarks (CLB) will set the stage for this interactive workshop. Participants will then engage in a variety of drama activities that can be used in the ESL classroom to address this model.

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

TAQ Internationally-Educated and Canadian-Born Teachers' Preparedness to Teach Immigrant Children
Farahnaz Faez - University of Western Ontario

This presentation reports on a study juxtaposing perceptions of internationally-educated and Canadian-born teachers to teach English language learners (ELLs). It draws on a survey and interviews to examine (a) level of empathy with ELLs, (b) sense of preparedness to teach ELLs, and (c) beliefs about roles and responsibilities in multilingual classrooms.

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

Twitter: #TESL2013

**CC-TAS ★ Portfolio Based Language
Assessment (PBLA): Getting Ready for
Implementation**
Joanne Pettis - CCLB

Portfolio Based Language Assessment (PBLA) is a principled approach to classroom-based language assessment aligned to the Canadian Language Benchmarks. Teachers and students collaborate to set language-learning goals, compile examples of language proficiency and learning in a variety of contexts over time, analyze the data, and reflect on progress. CIC is building on 3 successful regional pilots and implementing PBLA across Canada. As a result, the CCLB has been funded to provide teachers across Canada with PBLA training and support over the next three years. This session will introduce the concepts and set the stage for PBLA. Workshop participants will have an opportunity to see a resource for students as well as a sample portfolio. This workshop is recommended for participants with no prior information on PBLA.

CC-TAT ★ Setting up Speaking Tasks
Tara Holmes and Angie De Castro - 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).

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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.**

9:00AM-5:00PM

**CC-TAR ★ Orientation to the Revised CLB and
CLB Support Kit (Full Day Train-the-Trainer)**
Lesline Smikle - CCLB

All participants will receive copies of the revised CLB and the CLB Support Kit. This session introduces instructors to the revised CLB and a new resource, the CLB Support Kit.

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.

10:30AM-11:30AM

AGM Annual General Meeting (AGM)

11:30AM-1:00PM

**POSTER1 How to Turn a Book into a Poster and
Present it**
Parto Pajooresh - York University

You can inspire your ESL students to read more in English and set their minds toward a meaningful and communicative purpose for reading, be it fiction or non-fiction. This presentation shows you how to assign a poster presentation as a group project/activity to encourage your learners to use their creative skills while integrating all four language skills.

**POSTER2 Teaching ESL to Jobseekers in the
Professions**
**Karen Lynn - Community MicroSkills Development
Centre**

An experienced instructor of Workplace English will present her tools and ideas that have been crafted over twenty years. Let us talk about how to assist newcomer professionals to adapt to Canadian business culture so that they can present themselves to employers and develop successful careers in Canada.

POSTER6 Catching Nine Little Foxes That Spoil the Vine
Joseph Ng - TCET/MicroSkills

This amply tested worksheet easily fills three morning sessions in an intermediate LINC (Level 4 and up) teacher's life. Titled after Song 2:15, it focuses on nine selected errors while addressing the themes of the LINC curriculum guidelines and even pronunciation errors, subtly, as in "fox" (focus).

POSTER7 EFV: The Application of Embodied and Engaged Pedagogy Applied to ELL's
Patricia Sadurska - St. Charles Adult Education Centres

I understand that my theory of Embodied Facilitator Vulnerability (EFV) will require concise explanation. I therefore intend to demonstrate the effectiveness of my theory through demonstrations of practical techniques that were piloted throughout my Master's courses. I employed these theories into my praxis. These praxes also include elements of engaged and embodied pedagogy to achieve the goal of improved scholastic results. Attendees will have a chance to understand embodied ways of knowing.

POSTER8 Critical Moments in LINC Classrooms
Christine Smart-Wiseman - York University

This presentation highlights a research project on critical pedagogy in a low-level LINC classroom. Attendees of this presentation will learn about some of the challenges and barriers educators encounter when implementing a transformative teaching model in their classroom. Attendees will be welcome to share their own experiences of the limitations and possibilities of developing and carrying out a critical approach to ESL teaching.

POSTER10 Teaching in the Ampersand: Labelling and Identity Punctuation
Stacey Bliss - York University

Can educators who grew up in less liquid times (without the Internet and globalization) transition and teach in uncertain, ever-changing contexts? This poster presentation is an exploration of how identity is currently punctuated (in boxes or with hyphenation) and how identity can be approached differently within the ESL classroom.

12:00PM-2:00PM

CC-TBT Assessing Writing
Tara Holmes and Vivian Holditch - 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.

SPECIAL EVENTS

Keynote Speakers

Pathways to Production: Exploring Lexical Thresholds in Speaking and Writing
Thursday, 12:45PM-1:45PM

Using Authentic Language in ESL Materials Development: The (Rocky) Road from Research to Application
Friday, 12:45PM-1:45PM

Featured Speaker

Professional Immigration and Nation Building
Saturday, 10:30AM-11:30AM

Research Symposium

Blending Technology with Traditional Classroom Techniques for Learning and Teaching
Thursday, 2:10PM-5:10PM

Task-based Language Learning
Friday, 9:15AM-12:15PM

Canadian Language Benchmarks and Assessment
Friday, 2:10PM-5:10PM

Annual General Meeting

Thursday, 10:30AM-11:30AM

Welcome Reception

Thursday, 5:15-6:45 pm

TESL Ontario Is Going to the Theatre

Les Misérables / I Love Lucy
Thursday, 7:30/8:00 pm

Eighth Annual Panel Discussion

Integrating Pathways to Language Learning
Friday, 9:30-11:45 am

Friday Night Dinner and Entertainment

Friday, 7:00-10:00

12:45PM-1:45PM

TBN **KEYNOTE: Pathways to Production: Exploring Lexical Thresholds in Speaking and Writing**

Scott Roy Douglas - University of British Columbia, Okanagan Campus

Taking vocabulary as an underlying variable to general English language proficiency, this talk focuses attention on understanding the lexical thresholds that learners of English as an additional language cross on the pathway to increasing levels of precision and fluency in the productive skills of speaking and writing. These lexical thresholds can provide the basis for lexically informed targets, assessments, and educational experiences that are in line with Wiggins and McTighe's (2005) curriculum development model of backward design.

Examining the lexical thresholds that mark varying levels of performance in the productive skills can lead to establishing vocabulary targets that focus learners on acquiring new words based on the frequency principle of vocabulary. These targets, which include measures of both lexical breadth (how many words are known) and lexical depth (how well those words are known), begin to emerge through the coding and lexical profiling of large quantities of learner texts that have been evaluated to represent differing levels of performance. Vocabulary targets, in turn, provide an objective basis for the development of rubrics that are calibrated to demarcate levels of lexical performance in the productive skills. These rubrics contribute to a quantitatively informed assessment of the breadth and depth of productive vocabulary knowledge in learner oral and written texts. In tandem with the rubrics, assessments can be created to elicit the vocabulary production raters need to see or hear to determine the extent to which learners have met different productive lexical thresholds. Once the assessments are in place, curriculum development can then turn to creating lexically rich educational experiences that foster the vocabulary acquisition that contributes to best performance on the previously established assessments and facilitates learners reaching their lexical targets. Lexically rich educational experiences may include task-based language teaching and learning approaches that take into account both lexical input and acquisition accompanied by lexical output and consolidation.

The implications of this approach are manifold for educators and learners in various English language learning contexts from language instruction for newcomers to language instruction for academic or occupational purposes.

1:00PM-2:00PM

TBD **Redefining Teaching, Redefining Learning with Interchange Fourth Edition** Tom Sepp - Cambridge University Press

Come discover how Interchange Fourth Edition is redefining teaching through powerful technology that has been expertly designed for teaching English, yet is extremely easy-to-use, as well as redefining learning through a wide range of digital components providing unprecedented flexibility for a complete digital learning experience.

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

TBE **Doing Advanced Level EAP a Service** Jim Papple, Katarina Rieger, John Ikola and John Villella - Brock University

This presentation will highlight a service learning project for an advanced level EAP program.

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

TBF **Feedback as a Pathway to Enhance Language Learning** Stella Baker and Violetta Ramadani- Thames Valley School Board

The interactive discussion will be based on case studies from ESL/EFL field and current research into the paths of feedback, both external (instructors and peers) and internal (learners themselves). What is valued and what qualifies as "good feedback" that enhances language learning? How is knowledge co-constructed by teachers and students?

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

TBG What's New in LearnIT2teach: Project Update
Jim Edgar, Rob McBride and Matthias Sturm - New Media Language Training
Nancy Van Dorp - Sheridan College

This session explains developments in the CIC-funded LearnIT2teach Project since the last TESL Ontario annual conference. New additions include LINC 5-7 learning objects and courseware with online speaking practice, courseware with strategies to help newcomers learn more effectively online, help resources, updates to the portal and social media, a newer version of the learning management system, the delivery of LearnIT2teach to other parts of Canada, and more integration with Tutela.

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

TBH READ ALL ABOUT IT! Online Reading Development Tools
Stephen Bahry - School of Continuing Studies, University of Toronto
Visnja Cuturic and Jesse Khudoo - University of Toronto, English Language Program

Reading can clearly benefit language learning and vocabulary development, yet finding engaging, interesting, and useful materials is challenging. Using online tools and texts, we will estimate text difficulty and create individualized reading lists by genre, complexity and theme, and explore adapting texts to suit our students. Bring a USB to save materials.

Category: Technology Lab
Level: Adult ESL/LINC, College/University, Elementary, Secondary
Focus: Classroom Activities and Strategies
Audience: Administrators, All Participants, Researchers, Teachers with/without Experience

TBM First I'll Pass the Test, Then I'll Learn English-Test prep in EAP Classrooms
Wendy Fraser - CAEL Assessment Office

Many international students are focused on passing "the test" and may think that time not spent on test preparation is time wasted. 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: Presentation
Level: Adult ESL/LINC, College/University, Secondary
Focus: Classroom Activities and Strategies
Audience: All Participants

CC-TBS Portfolio Based Language Assessment (PBLA): Beyond Basics
Joanne Pettis - CCLB

Portfolio Based Language Assessment (PBLA) is a principled approach to language assessment aligned to the CLB, in which teachers and students collaborate to set language-learning goals, compile examples of language proficiency and learning in a variety of contexts over time, analyze the data, and reflect on progress. CIC is building on 3 successful regional pilots and moving forward with the implementation of PBLA across Canada. As a result, the CCLB has been funded to provide teachers across Canada with PBLA training and support over the next three years. This session will move beyond the basic features of PBLA addressed in previous introductory sessions to explore key Assessment for Learning (AfL) strategies that maximize PBLA's potential to engage students and enhance their language learning. *N.B. Participants should have some knowledge about PBLA basics.*

1:00PM-5:00PM

TBL Symposium on Understanding Student Plagiarism, and Advice for Practical Action
John Sivell - Brock University
Kathryn Brillinger and Kathleen Moran - Conestoga College

Why is academic plagiarism apparently so widespread, and what instructional steps can we take to deal with it? Against the backdrop of presentations on cultural, cognitive and educational dimensions, participants will have an opportunity to exchange views and develop a well-informed perspective on the issues and the practical options.

The Cultural and Generational Pull of Plagiarism
Cultural and generational features, attitudes, and trends – internationally and within Canada – indicate a widely held belief in open-source academic sharing and use of information. However, taking account of the reasons for plagiarism, and adopting an accessible or universal approach to assignment design, can highlight avenues towards appropriate academic referencing.

Plagiarism as a Form of Cognitive Error
There are real benefits to viewing plagiarism as a form of human error that, although definitely requiring correction, will respond best to cognitively based error-management strategies already well-proven in other fields, rather than to hostility and punishment.

Best Practices for Instruction to Avoid Plagiarism
In order to help students avoid the label of plagiarist, we need to be proactive and teach them the skills they need, beyond just the basic mechanical skills of properly using a citation method. A variety of best practices will be discussed for application in the classroom.

2:10PM-5:10PM

TPA-RS **BLENDING TECHNOLOGY WITH TRADITIONAL CLASSROOM TECHNIQUES FOR LEARNING AND TEACHING**

Collaborative Tasks for Beginner-level Language Learners: Issues and Implications

Iryna Kozlova -Carleton University

With the rapid development and use of synchronous multimodal web-conferencing environments (MWCEs), there is a growing demand for research on tasks-based language pedagogy in synchronous MWCEs. Although literature provides recommendations on the task design for such environments, the amount of data-driven studies on how collaborative tasks facilitate language development and learning in synchronous MWCE remains scarce. This study examines a collaborative effort of four beginner-level learners of Russian working towards completion of a jig-saw task with a decision-making component. While an opinion exists that beginners may not have adequate linguistic resources for collaboration, the data from this study suggest that when participating in certain types of tasks, students learn how to utilize limited linguistic resources to complete the task. This study is directly relevant to teaching ESL because ESL learners may immediately transfer skills learned in class for accomplishing real-life tasks thus facilitating their integration into L2 community. While encouraging for language trainers, the study results should be treated with caution because of the small number of participants.

A Call for the 'Human Feel' in Our Increasingly Blended World

Geoff Lawrence - York University

The potential of technology-mediated language learning (TMLL) has fueled a huge interest in the development of blended and distance ESL/EAL programs around the world. Nevertheless, enrollment and learning outcomes in these blended/online programs often fail to meet anticipated expectations. This presentation will share findings from Ontario and international research illustrating the crucial role of teacher presence in online environments to build identity investment, improved outcomes and a 'human feel' to online language learning. Curriculum design and pedagogical models from exemplary blended ESL/EAL practices will be shared highlighting the need to use varied tools and approaches to reduce the psychological distance between the instructor and learners to individualize learning, build engagement and enhance blended ESL/EAL program delivery. The paper will conclude with recommendations for teacher education programs to build effective blended language teaching practices.

2:30PM-3:45PM

TPD **Using Coaching in the ESL Classroom** **Andrea Griggs - Catalyst Communication Inc**

Learn how coaching can enhance your teaching. Coaching is designed to help individuals reach their goals. In this workshop you will learn what coaching is, get a chance to coach each other, and try some coaching activities you can use in your classroom. Led by a certified coach and teacher.

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

TPE **Using Improv for Active Listening Skills** **Mary Ritter - New York University, American Language Institute**

Improvisation is excellent for improving fluency, pronunciation, presentation skills, and humor in English. It can also help English language learners react quickly and read body language better. This workshop will introduce you to warmups, short exercises and scene work that you could use in your own classrooms.

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

Teachers' Lounge – Open 8:00AM-5:00PM **(Pre-function A, Main Floor)**

An area for conference attendees to:

- **Reconnect with colleagues**
- **Meet new people**
- **Network**
- **Debrief a session or their day**
- **Rest and relax**
- **Leave/find messages**
- **Discuss industry issues; problem solve**

TPF Teaching Cdn Consonants: w, y, r, l, n, ng, s, sh, z, 3, d3

Howard Woods - Dr. 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. A past presentation.

Category: Publisher's Presentation
Level: Adult ESL/LINC, College/University, Secondary
Focus: Classroom Activities and Strategies
Audience: Administrators, All Participants, Researchers, Teachers with Experience

TPG How to Create, Deliver and Moderate a Webinar on Tutela.ca

Pascal St-Jean and Diane Ramanathan - Tutela.ca

Online professional development is becoming an essential part of any industry. Webinars are one of the most popular mechanisms for delivering online PD and has been embraced with open arms in the ESL Community. Our presentation will teach you how to properly create, deliver and moderate a Webinar using Tutela.ca.

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

TPH Symbols: Tools to Support Reading, Writing and Communication

Susie Blackstien-Adler and Iain Wallace - Bridges

Symbols are visual supports used to enhance comprehension of oral language, reading, and writing. In this technology lab participants will explore Widgit symbols through Symbol World (public resource), Communicate:InPrint and SymWriter (paid resources) to create both print and digital materials that support vocabulary development, reading and writing. All participants will receive a one month trial version of SymWriter.

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

TPM LINC's to Literacy

Jennifer Weiler - Immigrant Women's Centre

Do you have literacy students in your LINC 2/3 classes? Not sure how to begin meeting their needs? Join this workshop to understand how the CLB and Literacy Phases align. Look at and apply ways of incorporating literacy outcomes, approaches and activities into your classes using mainstream LINC resources.

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

TPN Screenplay Writing for the ESL Classroom

Jacqueline Angi-Dobos - Niagara Christian Community of Schools
Gabriel Angi-Dobos

There are two parts to this presentation; first learn how to write a screenplay from a trained screenplay writer; then see and hear how screenplay writing was used by an ESL teacher in high school ESL classes. Use your new skills to guide your students in writing and producing their own movie.

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

TPO Success in Teaching Pronunciation to Level 1
Donna Bowler - successintesi

Practical techniques for teaching pronunciation using pair and group activities that include both speaking and listening skills. This method uses long and short vowels without the need for students to master a second set of symbols as with the IPA. In addition, participants will work through some techniques for teaching linking and multi-syllabic words. Complete handouts provided.

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

Twitter: #TESL2013

TPP The Power of the Presentation
Melissa Pedersen and Debra Seaton - The Centre
Skills Development & Training HDSB

The ability to present is becoming an essential soft skill. This workshop offers a step-by-step format for presentations you can share with your students. With the techniques and hand-outs provided, you will be able to equip your students with the presentation skills needed to better present themselves and their information.

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

TPQ Practical Tools for Improving Your Teaching
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
Focus: Other: Professional Development
Audience: All Participants

2:30PM-5:00PM

CC-TPS Training on Using CLB 5-10 Exit Tasks
Angie De Castro - 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 for 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.

CC-TPT Using SAM: CLB 1-4 Classroom
Assessment Tool
Vivian Holditch - 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 SAM at one CLB level. Participants will leave with the confidence needed to explore and use SAM in their own classrooms.

4:00PM-5:00PM

TQD National Initiatives and Drivers in Settlement
Language Training
Hanna Cabaj - Toronto Catholic District School Board
Brenda Lohrenz - ELSANET

This session will share discussions of the National Language Advisory Body (NLAB), established by Citizenship and Immigration Canada in 2012, as well as the TESL Canada Settlement Language National Network (SLNN). Participants will have the opportunity to discuss pan-Canadian program and policy issues related to federally funded settlement language training programs.

Category: Presentation
Level: Adult ESL/LINC, ELT/SLT
Focus: NEW: Pan-Canadian Initiatives & Activities
(e.g. CCLB, certification, etc)
Audience: All Participants

TQE Ontario Adult ESL Curriculum Framework
Project: An Update
Sharon Rajabi and Anne-Marie Kaskens - TCDSB
Lea Westlake
Johanne Myles

This presentation will provide an update on the Ontario Adult ESL curriculum framework project funded by the Ontario Ministry of Citizenship & Immigration and developed by the Toronto Catholic District School Board in partnership with Centre for the Canadian Language Benchmarks.

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

TQF Cultural Approaches to ESL Using Film and Music

Jeff Gulley - Oxford University Press

Film and music are by their very nature cultural. They reflect the culture of when and where they were created, and they can also be used as so-called "universal languages" to integrate the various cultures in your ESL class. This presentation will provide examples and ideas for using film and music in your own ESL classes.

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

TQG Innovation, Technology and Labour Market Language Programs

Carol Derby - Immigrant Settlement and Integration Services (ISIS)

Immigration Settlement and Integration Services (ISIS) has combined its high quality programs with innovative technology to provide labour market language programs to immigrants online, both locally and at the pre-arrival stage. This presentation will explore how online labour market language programs increase immigrants' chances of successful integration into the workplace.

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

TQH TESL Ontario Members using Tutela.ca ESL Repository/Community

**Allison Keown and Kevin O'Brien - TESL Ontario
Lynn Doherty
Pascal St-Jean**

TESL Ontario and Tutela.ca are working together to provide the best possible experience for TESL Ontario members using Tutela.ca. Tutela.ca, funded by Citizenship and Immigration Canada, is the online repository and community for ESL professionals across Canada and provides classroom materials, lesson plans, assessment information, reusable learning objects and a valuable online community of peers.

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

TQM Creating a Memory Palace To Learn New Vocabulary and Spelling
Heather Rankin - YMCA Language Assessment and Referral

In this workshop, we will discuss how to create a memory palace to remember new vocabulary and spelling. We will discuss the theory of a memory palace and then look at examples of classroom activities that can be used to construct a memory palace. Time will be left at the end of the presentation for teachers to share their best practises and tricks for helping students remember new vocabulary and difficult spelling words.

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

TQN Corrective Feedback on Oral Production
Monia Ponti and Maryse Prazuch - Sheridan College / PHE

This workshop will look at current research in the area of corrective feedback on oral production and how it can be practically implemented in the classroom to address learners' spoken errors. The questions of why, when and how to provide feedback and the effectiveness of different strategies will be discussed. There will be an opportunity for participants to share their expertise and best practices and to experiment with various corrective feedback strategies.

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

TQO Lexical Input and Output Activities for Advanced EAP Composition
Scott Roy Douglas - University of British Columbia, Okanagan Campus

The ability to employ an apt and varied vocabulary is an important part of post-secondary writing. In the context of advanced EAP composition, this presentation considers what words should be targeted for post-secondary bound EAP students, how these words can be identified in authentic texts, and how targeted lexical input and output activities support productive vocabulary growth. Reference is made to the advanced EAP writing textbook Academic Inquiry: Writing for Post-Secondary Success published by Oxford University Press.

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

TQP Multi-Level Group Activities for Holidays and Special Occasions

Brett Basbaum - Hamilton Public Library
Audrey Beaulne and Jennifer Weiler - St. Joseph Immigrant Women's Centre

This interactive workshop will provide participants with creative activities to teach and celebrate Canadian holidays while incorporating language outcomes. Presenters will share their experiences of combining classes from Literacy to CLB 5 to mark special days and holidays. Participants will take part in adaptable sample activities that are low budget, low prep and can be used across the levels.

Category: Interactive Workshop

Level: Adult ESL/LINC

Focus: Classroom Activities and Strategies

Audience: Teachers with/without Experience

TQQ A Journey of Possibility: Fostering Intercultural Understanding

Diane Hardy and Hana Taleb Imai - Bow Valley College

Using an Appreciative Inquiry approach, we designed and delivered a professional learning strategy to raise department and campus intercultural awareness at Bow Valley College in Calgary, Alberta. This presentation will share successful approaches and activities that we have implemented with faculty, staff and learners.

Category: Presentation

Level: College/University

Focus: Classroom and Community Support

Audience: All Participants

Twitter: #TESL2013

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Friday Presentation Descriptions

9:00AM-10:00AM

FAG English Accent Coach: Minimal Pairs No More
Ron Thomson - Brock University

I will introduce participants to a free web-based pronunciation training tool that I have designed, and describe its foundation in recent pronunciation learning research. Participants will be given a brief tour of the tool's various game modes, and how to help learners navigate and benefit from the website.

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

FAL Tips on Creating Original Classroom Materials
Andrea Rankin and Adeesha Hack - George Brown College

Creating our own classroom materials is challenging enough, but making sure the materials have visually pleasing designs can be daunting to many of us. In this session, participants will be shown examples of instructor-generated resources (handouts, activity sheets, course packs, and videos), and will be given tips on how to craft materials based on design principles.

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

Legend

-  **Session is being webcast**
-  **Pre-registration limited to ESL funded participants**

FAO Teaching and Assessing Vocabulary: Going Active from Passive

Shazia Nawaz Awan - Dalhousie University, Halifax, NS

This presentation presents teaching techniques and introduces vocabulary material produced for and practiced with EAP and ESL students at Dalhousie University, Halifax, NS. The material helps students make transition from passive to active and receptive to productive use of vocabulary in all four languages skills.

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

FAQ Accent and Comprehensibility are Apples and Oranges

Judy Thompson - Thompson Language Center

'Self-consciousness about accent' ranks second only to 'fear of making grammar mistakes' as a reason why ESL students avoid speaking English. This presentation puts accents into perspective and provides participants with assessment tools and insights into a surprisingly unimportant aspect of conversation.

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

ACCOMMODATIONS

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

Group rate: \$229.00 plus taxes, per night
Cut-off Date: October 11, 2013
Group code: TESL Ontario 2013
Reservations: 1-800-325-3535
Online Reservations:

<https://www.starwoodmeeting.com/Book/TEJ25A>

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!

CC-FAT **Portfolio Based Language Assessment (PBLA): Beyond Basics**
Joanne Pettis - CCLB

Portfolio Based Language Assessment (PBLA) is a principled approach to language assessment aligned to the CLB, in which teachers and students collaborate to set language-learning goals, compile examples of language proficiency and learning in a variety of contexts over time, analyze the data, and reflect on progress. CIC is building on 3 successful regional pilots and moving forward with the implementation of PBLA across Canada. As a result, the CCLB has been funded to provide teachers across Canada with PBLA training and support over the next three years. This session will move beyond the basic features of PBLA addressed in previous introductory sessions to explore key Assessment for Learning (AfL) strategies that maximize PBLA's potential to engage students and enhance their language learning. N.B. Participants should have some knowledge about PBLA basics.

9:00AM-11:30AM

FAH **LearnIT2teach Stage 1 Instructor Training**
Jim Edgar - New Media Language Training
Nancy Van Dorp - Sheridan College
Kevin O'Brien - TESL Ontario

This is the first of 4 stages of the LearnIT2teach teacher training. (Stages 2-4 are delivered online.) This session explains important e-learning concepts and includes a hands-on exploration of the LINC courseware, which is available to participants after completing training stages 1 and 2. Participants completing Stage 4 can receive a TESL Ontario PTCT accreditation. Please note that instructors must be working in CIC-funded settlement language training to be eligible for this free training.

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

FAM **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. With a few variations, this is the same workshop as was presented at the 2012 conference.

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

FAN **A Post-Secondary Perspective on EAP in Ontario**

Trish Coles - Centennial College
Ping Deters - Seneca College
Glenda Fish - Trent University
Silvia Garcia - Algonquin College
Maria Glass - George Brown College
Bill Hodges - University of Guelph
Valerie Kilgour - Wilfrid Laurier University
Douglas Orme - University of Toronto
Tania Pattison - Freelance ELT Consultant
Ian Wigglesworth - George Brown College

In small groups moderated by college and university English for Academic Purposes professionals, participants will discuss the differences between ESL and EAP, some current issues faced in EAP, and future trends. The group will then reconvene to share ideas, with discussion and questions from participants and panelists.

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

Twitter: #TESL2013

FAP Boiled-Down Phonics in Just 3 Weeks!
Kate Maven - The Centre for Skills Development

Understanding the relationship between alphabet letters and vowel sounds is essential for reading and good spelling, but teaching students to associate spelling with pronunciation could take YEARS. In this hands-on workshop, participants will learn a technique for teaching "boiled down Phonics", including Short-Vowel and Long-Vowel patterns. Works with CLBs 2-8.

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

CC-FAS Assessing Writing
Tara Holmes and Joanne Millard - 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.

9:00AM-12:00PM

CC-FAR Orientation to the Revised CLB and CLB Support Kit (3-hr Information Session)
Lesline Smikle - CCLB

All participants will receive copies of the revised CLB and the CLB Support Kit. This session introduces instructors to the revised CLB and a new resource, the CLB Support Kit.

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.

9:15AM-12:15PM

FAA-RS TASK-BASED LANGUAGE LEARNING

The Impact of Task on Adult ESL Learners' Noticing of Corrective Feedback in a Classroom
Eva Kartchava – Carleton University and Elizabeth Gatbonton – Concordia University

To proponents of task-based language teaching (TBLT), goal-oriented tasks are the main means of promoting learning. To be effective, however, these tasks have to be deliberately designed to promote linguistic knowledge, a goal associated, until recently, only with grammatical teaching. Adding pre-task planning and task repetition are attempts to make TBLT tasks promote this goal. ACCESS, a recent reformulation of TBLT, goes a step further in this direction by requiring TBLT tasks to be genuinely communicative, inherently repetitive, and formulaic - design criteria making tasks genuine contexts for repetitive communicative language practice.

The noticeability of recasts and prompts, corrective feedback (CF) techniques recognized for their efficacy in promoting linguistic accuracy, has been investigated but not in genuinely communicative and repetitive tasks such as those in ACCESS. This study examined the noticeability of these CF techniques in tasks designed to enhance the repeated use of simple past statements and questions. Participants were four groups of high-beginner students, whose teachers were assigned to treatment conditions befitting their CF style. Analyses of noticing and learning in this pre-test/post-test study suggest that CF's noticeability might not be a necessary condition for learning. Instead, a task design providing repeated targeted elements in genuine context might be.

Teacher Perceptions of Task-Based Language Teaching and Learning Across Canada
Scott Roy Douglas - University of British Columbia, Okanagan Campus

This presentation reports on the findings of a large scale survey of the TESL Canada membership on their perceptions of task-based language teaching and learning approaches in differing English as an additional language teaching and learning contexts. Respondents were asked to share typical examples of task-based activities they use, along with the possible benefits and drawbacks of employing a task-based teaching and learning approach in their particular context. Out of a potential 6,833 TESL Canada members at the time of the survey, 217 answered the call for research participants. Respondents came from a wide variety of additional language teaching backgrounds, with the largest numbers coming from LINC/ELSA/Adult ESL, English for Academic Purposes, and English for Occupational Purposes classrooms. Based on the questionnaire responses, a clearer picture developed of the extent to which task-based language teaching approaches are being used across Canada, along with an understanding of what types of task-based activities are in use and for what purposes. Further qualitative exploration of the data revealed recurring themes connected to Canadian perceptions of task-based language teaching and learning. These results have the potential to inform pre-service teacher education, ongoing professional development, and additional language teaching methodology, curriculum, and materials design.

Collaborative Structural Priming Tasks
Kim McDonough – Concordia University

Previous studies have demonstrated that second language (L2) speakers benefit from carrying out collaborative tasks because they provide each other with interactional feedback, produce modified output, and attend to language form (e.g., Fujii & Mackey, 2009; Pica, Kang & Sauro, 2006). More recently, researchers have suggested that collaborative tasks are useful because they create opportunities for structural priming (McDonough & Trofimovich, 2008).

This presentation focuses on the effectiveness of collaborative structural priming tasks at eliciting relative clauses. Students (n = 25) in an English for Academic Purposes (EAP) course completed four collaborative priming tasks over a 13-week semester. Two tasks involved note-taking and summarization, and two tasks were oral interviews. Each task provided prime sentences with relative clauses, and prompts in the form of sentence fragments that the students completed using information in the task materials.

The students' interaction was analyzed in terms of their production of relative clauses while carrying out both task types (summary or interview). The findings indicated that the students produced more relative clauses during the interview tasks than the summary tasks. Suggestions for the design and implementation of collaborative tasks are provided.

9:30AM-11:45AM

FAD PANEL: INTEGRATING PATHWAYS TO LANGUAGE LEARNING

Moderator: Renate Tilson - TESL Ontario

TESL Ontario will be hosting our Eighth Annual Panel Discussion to be held at our 41st TESL Ontario Conference in October 2013. 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 Integrating Pathways to Language Learning.

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

10:30AM-11:30AM

FBG ESL Teacher Training in 3D Virtual Learning Environments

Dmitri Priven and Iryna Kozlova - Algonquin College

This presentation will report on a pilot project conducted in the TESFL program at Algonquin College in using a 3D multi-user Virtual Learning Environment (VLE). Using sociocultural theories of language learning, it will analyze the data collected and discuss the appropriateness of using 3D VLEs for teacher training purposes.

Category: Technology Presentation
Level: Adult ESL/LINC, ELT/SLT, College/University
Focus: Other: CALL, teacher training, Task-Based Learning
Audience: All Participants

FBL Predict, Confirm, Produce: Lessons for Pronunciation

Jennifer St.John - University Of Ottawa

Awareness of English sound system rules empowers advanced-level ESL students. Developing monitoring skills leads to increased confidence and accuracy in pronunciation. This workshop demonstrates lessons which assist students to predict phonological features, to confirm predictions through focused listening and to shadow production. Focus is on stress, linking, rhythm, aspiration, phoneme accuracy.

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

FBO Communicative Strategies Taking Learners on Pathways to Success

Shaheen Meraj - LINC Home Study- Ontario Program

The presenter outlines challenges adults face while settling into second cultures and new systems. The presenter then shares communicative strategies, using enjoyable, universally shared, as well as specific contexts, which teachers can use to help learners cope with these challenges and set out on a journey to success through language.

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

FBQ One Theme, Many Activities: From the Literacy Project

Patricia Maya and Susan Gascho - Waterloo Catholic District School Board

In this workshop participants will be shown activities that were developed for a specific theme. Participants will be given an opportunity to discuss how they could be adapted for other themes. Time will be given for participants to discuss activities used in their own classroom. Participants will learn how they can use these activities as part of Formative assessment for Foundation and Phase 1 Learners.

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

CC-FBT Revising the CLB Literacy Benchmarks

Marianne Kayed and Anne Senior – CCLB

This is your chance to provide input into the revision of the CLB 2000: ESL for Literacy learners. This one-hour focus group will let you see what is planned to be included in the revised literacy document and solicit your feedback on it.

11:30AM-1:00PM

POSTER2 Teaching ESL to Jobseekers in the Professions

Karen Lynn - Community MicroSkills Development Centre

An experienced instructor of Workplace English will present her tools and ideas that have been crafted over twenty years. Let us talk about how to assist newcomer professionals to adapt to Canadian business culture so that they can present themselves to employers and develop successful careers in Canada.

POSTER7 EFV: The Application of Embodied and Engaged Pedagogy Applied to ELL's

Patricia Sadurska - St. Charles Adult Education Centres

I understand that my theory of Embodied Facilitator Vulnerability (EFV) will require concise explanation. I therefore intend to demonstrate the effectiveness of my theory through demonstrations of practical techniques that were piloted throughout my Master's courses. I employed these theories into my praxis. These praxes also include elements of engaged and embodied pedagogy to achieve the goal of improved scholastic results. Attendees will have a chance to understand embodied ways of knowing.

POSTER8 Critical Moments in LINC Classrooms
Christine Smart-Wiseman - York University

This presentation highlights a research project on critical pedagogy in a low-level LINC classroom. Attendees of this presentation will learn about some of the challenges and barriers educators encounter when implementing a transformative teaching model in their classroom. Attendees will be welcome to share their own experiences of the limitations and possibilities of developing and carrying out a critical approach to ESL teaching.

**POSTER10 Teaching in the Ampersand:
Labelling and Identity Punctuation**
Stacey Bliss - York University

Can educators who grew up in less liquid times (without the Internet and globalization) transition and teach in uncertain, ever-changing contexts? This poster presentation is an exploration of how identity is currently punctuated (in boxes or with hyphenation) and how identity can be approached differently within the ESL classroom.

12:45PM-1:45PM

FPN KEYNOTE: Using Authentic Language in ESL Materials Development: The (Rocky) Road from Research to Application
Martin Hewings

The vast majority of ESL teachers are also, to a lesser or greater degree, materials writers. Minimally, they may adapt an existing course book activity in order to make it more relevant to their own students, although many create their own materials, perhaps even for wider publication. The Web now offers a huge resource of authentic texts and the tools for researching them, and these texts and tools can be used by teachers in developing paper-based classroom materials. In this talk I will explore the process in which teachers/ writers move from researching language online to applying what they find in materials, focusing on the importance of their own knowledge and expertise to decide the relevance and applicability of their research findings. Although my focus will be on materials in English for Academic Purposes, the observations are intended to have much wider relevance for ESL.

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.

12:45PM-3:45PM

CC-FPR Orientation to the Revised CLB and CLB Support Kit (3-hr Information Session)
Lesline Smikle - CCLB

All participants will receive copies of the revised CLB and the CLB Support Kit. This session introduces instructors to the revised CLB and a new resource, the CLB Support Kit.

The CLB Support Kit includes:

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- 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.

1:00PM-2:00PM

FPD Enhancing Instructor Skills - Post TESL Certificate Training (PTCT)
Moderators: Carolyn Cohen and Reza Mazloom-Farzaghy - TESL Ontario
Grainne O'Donnell - Toronto District School Board
Dianne Tyers - Advance Consulting for Education
Carmen Valero - Canadian College of Educators

This presentation will provide information on new PTCT courses which have been approved since last year's TESL Ontario Conference. Presenters from the Canadian College of Educators, the Toronto District School Board and Advance Consulting for Education will provide an overview of their PTCT course content and requirements for admission.

Category: Presentation
Level: Adult ESL/LINC, ELT/OSLT, Literacy and EAP
Focus: Instructor Training
Audience: Instructors, Program Administrators

FPE Merging Pathways: Ontario Hosts 2015 TESOL International Convention

Ryuko Kubota - University of British Columbia
Ayanna Cooper - Independent Consultant
John Schmidt - Texas International Education Consortium (TIEC)
Shelley K. Taylor - Western University

As TESL Ontario prepares to host the 2015 TESOL International Convention in Toronto, learn how you can get involved to welcome 6500 conferees from 100 countries. The world's largest ESL professional development forum, encompassing 700 academic sessions, takes a village of volunteers. TESOL leaders will provide information and answer questions.

Category: Presentation
Level: Adult ESL/LINC, College/University, Elementary, ELT/SLT, Secondary
Focus: Other: Information session on TESOL 2015
Audience: Administrators, All Participants, Researchers, Teachers with/without Experience

FPF Overview of CIC Language Program Priorities: 2013-2016

Lillian Thomas - Citizenship and Immigration Canada

This presentation will offer an overview of CIC language program priorities (2013-2016) in three areas: transitioning to a national language program (Manitoba/BC transition, phase out of LINC levels, improved program standards); bolstering placement and outcomes assessment (placement, Milestones, PBLA); and, harnessing the power of the web (Tutela.ca and myLINC).

Category: Presentation
Level: Adult ESL/LINC, ELT/SLT
Focus: NEW: Pan-Canadian Initiatives & Activities (e.g. CCLB, certification, etc)
Audience: All Participants

FPG Engaging Students in Fun Online Learning
Maria Glass and Liz Romero - George Brown College

In this presentation, we will share our experience in the development of an online activity for the School of ESL at George Brown College. This online activity is interactive and fun and can be used by any faculty members to elicit active participation of students and create meaningful e-learning experiences.

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

FPH Join the TESL Ontario Social Media Community!

Allison Keown - TESL Ontario
John Allan - College of the North Atlantic - Qatar
Lorraine Hudson
Lynn Doherty - Niagara College
Suma Balagopal - Caledon Community Services

The TESL Ontario Social Content Committee offers the TESL Community a variety of ways to connect. This interactive workshop will introduce three of these social media tools; Facebook, Twitter and Pinterest. The team will demonstrate the attributes of each tool for sharing of resources, events and ideas that will enhance lesson planning, classroom teaching and much more.

Category: Technology Lab
Level: Adult ESL/LINC, College/University, Elementary, ELT/SLT, Secondary
Focus: Other: Professional Resources and peer networking
Audience: All Participants

FPL Pronunciation Begins with Hearing
Claire Marin - Fanshawe College

This presentation will talk about the importance of hearing discrimination for second language pronunciation. As teachers, we need to teach our students how to hear the sounds of English so that they can then pronounce them correctly. Some classroom activities will be demonstrated which allow students to improve their hearing discrimination.

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

FPM Using Sitcoms in the Classroom
Christene Cousins - Polycultural Immigrant Community Service

In this session teachers will receive a list of sitcoms that can be used in the classroom. Sitcoms are theme or topic based; most of which are accessed through You Tube. Teachers will have an opportunity to view, participate in activities and discuss varying methods on using sitcoms in the classroom.

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

CC-FPS **Setting up Speaking Tasks**
Tara Holmes and Angie De Castro - 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).

CC-FPT **Portfolio Based Language Assessment (PBLA): Beyond Basics**
Joanne Pettis - CCLB

Portfolio Based Language Assessment (PBLA) is a principled approach to language assessment aligned to the CLB, in which teachers and students collaborate to set language-learning goals, compile examples of language proficiency and learning in a variety of contexts over time, analyze the data, and reflect on progress. CIC is building on 3 successful regional pilots and moving forward with the implementation of PBLA across Canada. As a result, the CCLB has been funded to provide teachers across Canada with PBLA training and support over the next three years. This session will move beyond the basic features of PBLA addressed in previous introductory sessions to explore key Assessment for Learning (AfL) strategies that maximize PBLA's potential to engage students and enhance their language learning. N.B. Participants should have some knowledge about PBLA basics.

ACCOMMODATIONS

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

Group rate: \$229.00 plus taxes, per night

Cut-off Date: October 11, 2013

Group code: TESL Ontario 2013

Reservations: 1-800-325-3535

Online Reservations:

<https://www.starwoodmeeting.com/Book/TEJ25A>

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!

2:10PM-5:10PM

FQA-RS **CANADIAN LANGUAGE BENCHMARKS AND ASSESSMENT**

Reflections on the Impact of Portfolio Based Language Assessment: The Ottawa Field Test and Beyond

Janna Fox, Wendy Fraser and Aparna Chandrasekaran – School of Linguistics and Language Studies (SLaLS), Carleton University

From 2010 to 2012, Citizenship and Immigration Canada (CIC) rolled out portfolio-based assessment across Language Instruction for Newcomers to Canada (LINC) programs in Ottawa. This presentation reports on the impact of the PBLA on teachers and students in the Ottawa Region based on questionnaire and interview data drawn during the Ottawa Field Test. Specific focus is on LINC students' reported perceptions and engagement in their own learning in response to PBLA, and their teachers' reported knowledge and comfort with: 1) the Canadian Language Benchmarks (CLB), 2) task-based instruction, 3) task-based outcomes assessment, and 4) portfolio-based assessment. The presentation provides insight into the potential and promise of the PBLA as well as the issues arising in its implementation, as LINC teachers address challenges in alignment between the CLB levels, the assessment strategy, existing curricula, and classroom practices. Recommendations for future PBLA implementation and use are discussed in relation to the Ottawa Field Test experience.

Interactional Competence: Can it be Tapped on CLB-Based Tests?

Carla Hall and Amelia K. Hope – University of Ottawa, Official Languages and Bilingualism Institute

Interactional competence is identified by many scholars as important to the success of oral communication in L1 and L2 settings. The Canadian Language Benchmarks acknowledges this importance in two ways: 1) by including aspects of interactional competence, such as turn-taking and register, among the speaking proficiency level descriptors, and 2) by the numerous examples of tasks that require interactional competence to be successfully managed by L2 users.

The study reported on here examines the degree to which the speaking tasks on tests designed to measure attainment of CLB levels are structured in such a way as to potentially elicit measurable components of interactional competence. For the purposes of this study, interactional competence is defined as the ability to draw on resources to shape co-constructed meaning in a dynamic process. In the first part of the study, expert reviewers judged the potential of CLB test tasks to tap interactional competence. Then, exemplars of test-taker performance were analyzed to determine if test-takers draw upon these interactional resources in attempting to accomplish the test task. The findings will be discussed in terms of their implications for the development of test tasks and rating scales.

Reliability and Accuracy in CLB Assessment Gail Stewart – Assessment Consulting Services

The Canadian Language Benchmarks have been used to develop assessment instruments since the first CLB document was drafted in 1995. Since then, the benchmarks have become an accepted national standard for measuring and describing the communicative abilities of ESL learners. Over the years, CLB-based assessments of various types and lengths have been developed to serve a variety of purposes such as placement, progress, outcomes and eligibility. Each assessment has its own unique design, content and procedures, yet all provide results that are linked to the same underlying scale of ability. Given that the CLB is a descriptive standard, it can be challenging to ensure that benchmarks assigned by assessment instruments are both accurate (true to the standard) and reliable (consistently assigned). The presenter will cite examples from research that point to specific challenges in assigning accurate and reliable assessment benchmarks and will suggest some solutions that have been successfully adopted.

Legend



Session is being webcast



**Pre-registration limited to
ESL funded participants**

2:30PM-3:45PM

FQD Merging Musical Rhythms and ESL - A Unique Experience Sandy Offenheim - Canadian Resources for ESL

Music and fun can take stress out of the immigrant experience, creating a better environment for learning, listening, speaking and remembering. Sandy's interactive workshop focuses on her rhythmic ESL chants and corresponding activities. Hear them, say them, build on them and learn how to create chants for your own classroom.

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

FQE The TESL Canada Federation: Fostering Policies for Professionalization Sandra Kouritzin - University of Manitoba Ron Thomson - Brock University Scott Douglas - University of British Columbia Okanagan Campus Hana Taleb Imai - Bow Valley College Louise Aerts – TESL Canada

TESL Canada is organized and overseen by a Board and small staff who make governance decisions impacting the teaching of English as a second language. In particular, TESL Canada provides leadership in terms of research, PD, policies, standards, procedures, and practices with the goal of developing our collective professionalization.

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

FQF Communicating with Grammar Mohammad Hashemi - La Cite collegiale

Looking at best practices derived from SLA research, participants will learn strategies to develop creative and effective grammar exercises that are both engaging and memorable.

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

FQG Implementing and Facilitating Technology-Based Community Resource Centres
Nathan Hall - Lakehead University

This session explores ways of implementing a technology-based self-access learning lab that is collaborative in approach. The focus is on mobile devices and the ability to interact with material. Attendees are encouraged to bring their mobile devices in order to practice using some of the tools presented.

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

FQH Learn to Use the Tutela.ca ESL Repository / Community
Pascal St-Jean and Nelson Ko - Citadel Rock / Tutela.ca
Diane Ramanathan - Tutela.ca

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.

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

FQL Teaching Employability Skills within the ESL Classroom
Dragana Mrdjenovic - World Skills

The focus of Workplace Language Training is for students to understand and develop employability skills. We will share the effective practices and partnerships as well as curriculum guidelines that successfully lead to improved language benchmarks, increased confidence, occupation-specific terminology and ability to demonstrate transferable skills to local employers.

Category: Presentation
Level: ELT/SLT
Focus: Employment Related
Audience: All Participants

FQM Finding Energy in a Stressful World
Wanda Komorowski - The Centre for Skills Development & 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 level, and then re-assess it.

Category: Presentation
Level: Adult ESL/LINC, ELT/SLT, Secondary
Focus: Life/Work Balance
Audience: All Participants

FQN EIL in the Classroom
Marijke Wertheim - University of Toronto

The spread of EIL has raised complex questions about ownership of language and the appropriacy of existing standards of usage. How do we accommodate these issues in classroom practice? How do we "teach" EIL? This workshop will share suggestions for activities and techniques, and provide a forum for discussion. Bring your questions and concerns!

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

FQO Speak Up!
Lisa McFaul - Dixie Bloor Neighbourhood Centre

This workshop will help instructors to get their quiet students to speak up. It will encourage their chatty students to not be so dominant in conversations and encourage them to ask questions of others for a more balanced conversation. It will show instructors lessons/techniques that will help their students turn off the "translators" in their heads and just allow them to speak English freely. A fast paced session is guaranteed - be prepared to come and speak up!

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

Twitter: #TESL2013

FQP Speaking Assessment Made Easy
Catherine Beckingham - TCDSB

Ongoing assessment doesn't have to be ongoing pain! This workshop will be in two parts: a review of formative assessment, then we will work through the process of conducting speaking assessments. Upon completion of the workshop participants will be provided with the tools to conduct and record ongoing speaking assessments.

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

FQQ Global Focus: Cross-cultural Awareness & Critical Thinking Skills in L2 Teaching
Carrie Purcell - Oxford University Press
Gary Fogal - University of Toronto

For those interested in cultivating their students' critical academic skills through exploration of global issues, current events, and culture, this session will encourage idea sharing around working with your current classroom dynamic in order to reach this goal. Take away practical ideas and activities that will get your students participating.

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

2:30PM-5:00PM

CC-FQS ★ Training on Using CLB 5-10 Exit Tasks
Angie De Castro - 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 for 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.

CC-FQT ★ Using SAM: CLB 1-4 Classroom Assessment Tool

Vivian Holditch - 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 SAM at one CLB level. Participants will leave with the confidence needed to explore and use SAM in their own classrooms.

4:00PM-5:00PM

FRD Building Student Success in the Classroom and Online
Ian Sutherland - Cambridge University Press

Come discover ways to make your adult ed students college and career ready - right from the start! An Online Workbook, updated Arcade, Online Teacher's Resource Room, plus Career and Educational Pathways worksheets allow teachers freedom to match materials with student needs to provide Ventures and success in English language learning.

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

FRE Exploring the Feasibility of E-Learning in Ontario ESL

Geoff Lawrence, Eve Haque and Jessica King - York University
Sharon Rajabi - The Toronto Catholic District School Board

This paper will outline findings from MCI-funded research examining the feasibility of e-learning in Ontario's Adult, Non-Credit ESL Programs. Key benefits, challenges and visions of ESL e-learning as a learner-centred pathway will be discussed. Effective ESL e-learning practices will be highlighted.

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

FRF ESL/LINC Resources: Settlement.Org and the SettlementAtWork Wiki

Lorraine Hudson and Julia Mais - OCASI - Ontario Council of Agencies Serving Immigrants

Attendees will receive an overview of Settlement.Org and the SettlementAtWork Wiki as settlement language training resources. For Settlement.Org, the focus will be on the wealth of plain language information and the ESL Corner. For the SettlementAtWork Wiki, the focus will be the Language Training portal page which includes classroom activities.

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

FRG Blended Learning Tools for Better ESL Teaching & Learning

Barbara Tassa - WeblishPal.com Co-Founder

Blended learning methods have been successfully adopted in K-12 classrooms. What about the ESL space? Have tech advances really helped ESL teachers and students? This session will show you how to create, share, and track your lesson effectiveness with free web based tools from WeblishPal.

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

FRH Building your PLN - the Source of Your Self-directed Professional Development
Natalia Aleko and Glen Cochrane - English Online Inc.

In this hands-on computer lab, participants will be introduced to the concept of a Personal Learning Network (PLN) with online examples. The lab will then show language teachers some of the social network and web 2.0 tools that they can use to start building their own PLN. Participants will be given ample time to explore platforms and communities on their own and ask questions. The concepts of presence and identity will also be discussed, in connection with the upcoming National Online Conference in January, 2014.

Category: Technology Lab
Level: Adult ESL/LINC, ELT/SLT, College/University
Focus: Professional Development
Audience: All Participants, Administrators, Teachers with/without Experience

FRL Fostering Vocabulary Retention in English Language Learners

Enoka Makulloluwa - Brock University / University of Colombo, Sri Lanka

This study is a narrative inquiry discussing my experiences teaching vocabulary learning strategies to five English language learners who had challenges related to vocabulary retention. It highlights how the learners and I partnered to determine what type of strategies would complement their individual learning characteristics, the importance of personalizing strategies and my reflections on the entire process.

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

FRM Perception and Reality: Inappropriate Classroom Behaviour

Judith Bond and Amira Masud - Sheridan College

Inappropriate Classroom Behaviour: Can it be values or culture based? We, as instructors, may observe behaviour and our perception may not be a reflection of a student's intent. We will explore the impact of values and culture of both students and instructors on classroom behaviour.

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

FRN Performance Anxiety Program for EAP Students at the University of Guelph
Kathleen Doerner Miller, Cynthia Eden, Scott Jamieson - University of Guelph, English Language Programs
Kathy Somers - University of Guelph

Performance anxiety is a recognized determinant of language achievement. If learners develop skills in monitoring, self-regulating and modifying stress then communicative performance may improve. The audience can expect to participate in stress management and bio-feedback strategies that may benefit EAP learners and academic performance.

Category: Presentation
Level: College/University
Focus: Classroom Activities and Strategies
Audience: Administrators, All Participants, Researchers, Teachers with/without Experience

FRO ESL Teachers in ESP Classrooms: Teaching Occupation-Specific Language
Antonella Valeo - York University

How does an ESL teacher prepare to teach occupation-specific language? This study examined this question and others in interviews with four accredited ESL teachers teaching in an occupation-specific language program in Toronto. The findings have implications for how these programs are developed and who is hired to teach them.

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

FRP Professional Happiness in TESL
John Sivell - Brock University

Professional development sources rarely make direct mention of 'happiness' among EFL/ESL teachers. However, the motivational framework of Self-Determination Theory includes individual happiness and is readily applicable to professional contexts. This workshop will overview the theory and facilitate structured discussion through which participants can exchange, debate and record their experiences.

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

FRQ Nurturing ESL Writers Through Collaborative Writing
Barbara Stasiuk - Sheridan College
Maryam Rostamy - ELSA

Attendees will learn of the theoretical underpinnings of CW, participate in CW brainstorming and activities, comment on a case study of CW in the classroom and be involved in a discussion about how CW should be assessed in high stakes situations.

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

CC-FRR Revising the CLB Literacy Benchmarks
Marianne Kaye and Anne Senior - CCLB

This is your chance to provide input into the revision of the CLB 2000: ESL for Literacy learners. This one-hour focus group will let you see what is planned to be included in the revised literacy document and solicit your feedback on it.

SPECIAL EVENTS

Keynote Speakers

Pathways to Production: Exploring Lexical Thresholds in Speaking and Writing
Thursday, 12:45PM-1:45PM

Using Authentic Language in ESL Materials Development: The (Rocky) Road from Research to Application
Friday, 12:45PM-1:45PM

Featured Speaker

Professional Immigration and Nation Building
Saturday, 10:30AM-11:30AM

Research Symposium

Blending Technology with Traditional Classroom Techniques for Learning and Teaching
Thursday, 2:10PM-5:10PM

Task-based Language Learning
Friday, 9:15AM-12:15PM

Canadian Language Benchmarks and Assessment
Friday, 2:10PM-5:10PM

Annual General Meeting

Thursday, 10:30AM-11:30AM

Welcome Reception

Thursday, 5:15-6:45 pm

TESL Ontario Is Going to the Theatre

Les Misérables / I Love Lucy
Thursday, 7:30/8:00 pm

Eighth Annual Panel Discussion

Integrating Pathways to Language Learning
Friday, 9:30-11:45 am

Friday Night Dinner and Entertainment

Friday, 7:00-10:00

Saturday Presentation Descriptions

9:00AM-10:00AM

SAA ESL Literacy Instruction: Creative Solutions to Classroom Challenges
Svetlana Lupasco - Thorncliffe Neighbourhood Office

This workshop is designed to explore and share feasible solutions to everyday challenges in the ESL Literacy instruction such as dealing with a mixed-ability class, continuous intake, finding alternative strategies and techniques to suit students with reading and learning difficulties and different learning styles in the classroom.

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

SAB Barriers to Citizenship: How ESL Teachers Can Help
Caroline Lindberg - CLEO
Geraldine Sadoway - Parkdale Community Legal Services

This presentation will expand on information in the CLEO (Community Legal Education Ontario / Éducation juridique communautaire Ontario) resource on 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 lawyer will give an overview of CLEO resources.

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

SAC Developing Essential Skills
Jonathan Braganza - P/H/E

Attendees will learn about the various Essential Skills, the importance of teaching them, and incorporating them into Lesson Plans.

Category: Interactive Workshop
Level: Adult ESL/LINC
Focus: Employment Related
Audience: Teachers without Experience

SAD TELL Everybody! Technology and Social Media for ESL
Ian McRoberts - Oxford University Press

How do you use technology in your classroom? Are you a Newcomer, a Casual User, an Old-Schooler or an Innovator when it comes to digital tools? Join us for a conversation about how technology, media, and social media can enhance language learning; leave with some ideas to try in class!

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

SAE Applied Linguistics and Language Revitalization: The Case of Labrador Inuttitut
Elizabeth Gatbonton - University of Concordia
Toni White, Christine Nochasak and Elsie Wolfrey - Torngasok Cultural Centre

This paper discusses an utterance-based approach, originally designed for second language teaching BUT adapted and implemented for teaching Labrador Inuttitut in Eastern Canada. The paper illustrates the approach and evaluates its relevance for the revitalization of endangered languages.

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

SAF Survive & Thrive with Humour
Tim Westhead - Tim Westhead Productions

Boost your morale with a lighthearted presentation that will have you smiling - and feeling great! Use Tim's powerful, practical suggestions to bring some fun to your department and school, increase motivation and productivity, build camaraderie and reduce stress. (This session is not about using humour in the classroom.)
Website: www.timwesthead.com

Category: Presentation
Level: Secondary
Focus: Life/Work Balance
Audience: Teachers with/without Experience

SAG Teaching Workplace Cultural Communication (online)

Muhammad Nawaz - Immigrant Settlement & Integration Services, Halifax

Workplace Cultural Communication (online) is a course offered at Immigrant Settlement & Integration Services (ISIS) to teach language and cultural norms of communication to new and pre-arrival immigrants. This presentation demonstrates how interactive pedagogical features of this training system help participants make their communication more effective and appropriate for the Canadian labour market.

Category: Technology Presentation
Level: Adult ESL/LINC
Focus: Other: Teaching workplace cultural communication with interactive technology
Audience: All Participants

SAH Get LinkedIn

Jessica Webster - Centre for Education & Training

Come in and "get" LinkedIn. Find out why you should bother creating a LinkedIn account. Understand the networking, professional development, career management and learning possibilities! We will help you create a basic account. Then, we'll show you how to follow companies, join groups, connect, share and job hunt!

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

SAL Journal-ease: Utilizing Learners' Experience(s) to Foster L2 Acquisition

Nancy Carey - College Boreal and TVDSB

Utilizing journals, their benefits and application for instructors and learners will be discussed. Sample writing, topics (you get a list to take home) and varieties of feedback will be presented. Come with both positive and critical comments concerning journal-use experiences. The workshop is highly interactive with a strong focus on use of daily journals to promote ELLs' speaking and writing fluency, confidence, ownership of L2 acquisition and success in getting a job/reaching other goals.

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

CC-SAT Setting up Speaking Tasks
Angie De Castro - 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-11:30AM

CC-SAS Assessing Writing
Vivian Holditch and Anne Senior - 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.

9:00AM-12:00PM

CC-SAR Orientation to the Revised CLB and CLB Support Kit (3-hr Information Session)
Joanne Millard - CCLB

All participants will receive copies of the revised CLB and the CLB Support Kit. This session introduces instructors to the revised CLB and a new resource, the CLB Support Kit.

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.

SBA **FEATURED SPEAKER: Professional Immigration and Nation Building** **Deep Saini - University of Toronto Mississauga**

Canada is a country built on immigration. Waves of immigrants of various stripes have enriched this country in numerous ways, and the process continues. The purpose and focus of our immigration policies have changed over the decades, and the emphasis today is on attracting skilled workers and professionals. With the rise of new economic powerhouses in Asia and elsewhere and an exodus of manufacturing and services to these countries, we are forced to find innovative alternatives to keep Canada prosperous. This, of necessity, is an objective that is driven by talent. When there are gaps in the talent-pool that we are able to develop at home, we are forced to import from outside our borders.

It used to be that bright young professionals from many countries would jump at an opportunity to work and settle in Canada. In today's globalized world, however, the competition for talent is global and the real talent goes where it is most appreciated and nurtured. Our traditional source countries for immigrants today offer lucrative opportunities that often make it more attractive to stay at home than pack up and leave for an unfamiliar destination with uncertain prospects. In such a competitive environment, it is a challenge to access the top layer of talent abroad. The risk is that instead of investing in creative ways of seeking out truly skilled and gifted people, an over-reliance on a simple credential-based immigrant selection system can produce both a less-than-ideal outcome in the quality of the import as well as a significant mismatch with what the labor market needs.

The other side of this coin is that the reality on the ground must meet the promise. While a close match between available opportunities and immigrant skills is the obvious first consideration, other factors tend to kick in once this need has been satisfied. Among these, the socio-cultural context in which an immigrant develops a sense of "home" is just as critical to cultivating and sustaining the national cohesion that has long been the hallmark of successful nations around the world. The latter is a two way street, where the relationship between the recipient society and the immigrant transcends a simple economic transaction. While the Canadian society must demonstrate a genuine receptivity at the level of sophistication that meets the sophistication of immigrants it seeks, a reciprocal expectation of a commitment from the immigrants to Canada is just as essential to the long-term success of this nation.

SBD Language Anxiety: Is There Such a Thing? **Julie Sherriff - ISIS**

Do we put enough thought into the level of anxiety experienced by other language learners when they enter our classrooms? People learning another language are said to suffer greater levels of anxiety than someone speaking their native language. The presenter will discuss the three types of anxiety, causes, effects and strategies.

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

SBE **Insider Tips: Helping Your TOEFL Students Succeed** **Doug Ronson - ESQ Educational Services**

As the former TOEFL manager in Canada, I have found that both teachers and students are often intimidated by the format, content and pace of the test. Using insider knowledge of the test, I will offer ideas on how you can help your students crack the TOEFL code and improve student scores.

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

SBF Teaching Prefixes: Evolving Strategies To Exploit Possibilities **Muhammad Awan - Simon Fraser University**

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. Handouts 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

SBG Flip Your Classroom with Open Access Resources

Iwona Gniadek and Margarita Berezyanskaya - English Online Inc.

Flip your classroom to increase your students' learning independence. The classroom constitutes one learning resource available to your learners within their personal learning environment. Discover and leverage open online language resources; you will leave our session with ideas to flip your classroom and two ready-to-use or adapt lesson plans.

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

SBH Developing an ESL Literacy Blended Online Course
Svetlana Lupasco - Thorncliffe Neighbourhood Office

It is designed to share my experience as an ESL Literacy teacher in developing and working on a Blended Online Literacy Course. I have used a variety of teacher- and student- friendly technology to create online activities that reinforce the classroom curriculum and can be easily modified to suit the learners' needs.

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

SBL Making Diversity Work for You
Gina Valle - Diversity Matters

The workshop Making Diversity Work for You will use the power of case studies to engage the audience to think critically about problem solving. The vignettes will encourage educators to think outside the black box, and create meaningful learning in the classroom.

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

CC-SBT Revising the CLB Literacy Benchmarks

Marianne Kaye - CCLB

This is your chance to provide input into the revision of the CLB 2000: ESL for Literacy learners. This one-hour focus group will let you see what is planned to be included in the revised literacy document and solicit your feedback on it.

11:30AM-1:00PM

POSTER3 Grammatical Cohesion in English L1 and L2 Writing
Hedy McGarrell and Donna Pearce - Brock University

What are the varying uses of grammatical cohesion (reference and conjunction/transition expressions) in the academic written texts of graduate level native and non-native English speakers? Findings reveal statistically significant differences between the two groups in the use of several elements. Pedagogical implications of these findings are also addressed.

POSTER4 Why should ESL learners learn frequently recurring word sequences?
Hedy McGarrell and Naheel Al Jawabreh - Brock University

Language use contains word sequences that recur more frequently than others. This poster reflects differences in frequently recurring word sequences in an academic writing assignment written by native and non-native English speakers. The differences illustrate why non-native speakers' texts often conform to Standard English grammar yet seem non-native like.

POSTER5 Vocabulary Learning Opportunities through LINC Curriculum Activities
Hedy McGarrell and Emily Rogolja - Brock University

The poster shows how closely the words and word families included in LINC 1-5 and 5-7 Curriculum activities reflect the key requirements of current models of vocabulary learning and the projected vocabulary needs graduates of LINC programs can expect to have for entry into the workforce or tertiary education.

Twitter: #TESL2013

POSTER7 EFV: The Application of Embodied and Engaged Pedagogy Applied to ELL's
Patricia Sadurska - St. Charles Adult Education Centres

I understand that my theory of Embodied Facilitator Vulnerability (EFV) will require concise explanation. I therefore intend to demonstrate the effectiveness of my theory through demonstrations of practical techniques that were piloted throughout my Master's courses. I employed these theories into my praxis. These praxes also include elements of engaged and embodied pedagogy to achieve the goal of improved scholastic results. Attendees will have a chance to understand embodied ways of knowing.

POSTER10 Teaching in the Ampersand: Labelling and Identity Punctuation
Stacey Bliss - York University

Can educators who grew up in less liquid times (without the Internet and globalization) transition and teach in uncertain, ever-changing contexts? This poster presentation is an exploration of how identity is currently punctuated (in boxes or with hyphenation) and how identity can be approached differently within the ESL classroom.

12:45PM-3:45PM

CC-SPR Orientation to the Revised CLB and CLB Support Kit (3-hr Information Session)
Joanne Millard - CCLB

All participants will receive copies of the revised CLB and the CLB Support Kit. This session introduces instructors to the revised CLB and a new resource, the CLB Support Kit.

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.

1:00PM-2:15PM

SPA Creating Intercultural Competence in the Classroom

Ana Enriquez-Johnson - Fanshawe College/Royal Roads University

This interactive presentation will allow participants to define and discuss the core components of Intercultural Communication and reflect on their own competence. Small group discussions using practical every day classroom scenarios will revolve around topics of promoting IC in the classroom, cultural differences in teacher/student expectations and being aware of our own personal cultural biases and how this reflects our ever growing diverse classrooms.

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

SPB Applying Principles of Formulaicity to L2 Material Design

Ioana Nicolae and Elizabeth Gathbonton - Concordia University
Leif French - Université du Québec à Chicoutimi

Formulaicity, or the study of routinized/able language chunks, while interesting to applied linguistic researchers, has attracted little pedagogical attention in L2 classroom-instructed learning. This presentation merges formulaicity with important procedures in L2 material design, demonstrating how to select formulaic sequences and manipulate materials for immediate and long-term learning goals.

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

Legend



Session is being webcast



Pre-registration limited to ESL funded participants

SPC CAT: A Framework for Dogme
Ken Lackman - Freelance teacher trainer

Conversation Activated Teaching is a step-by-step method that has all the essential elements of Dogme. Emergent language from conversations is remodelled by the teacher in an immediate and non-intrusive way. The only materials required are pens and paper. The method is easy to implement and requires no planning or preparation.

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

SPD Working with Senior Immigrants in a Community Program
Xiaoxiao Du - The University of Western Ontario
Hongfang Yu - Fanshawe College

Canada is a multilingual and multicultural country with a great number of senior immigrants. This presentation focuses on one community program engaging seniors with their English learning and Canadian culture adaptation through well-organized linguistic and social activities. This session includes the oral presentation, a group discussion, and practical strategies sharing.

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

SPE Learning Through Law: Legal Information Training for ESL Teachers
Philip Ackerman and Francisco Rico-Martinez - FCJ Refugee Centre

This presentation will equip ESL teachers with the knowledge necessary to support students needing to navigate notoriously complicated legal processes associated with migration (including immigration and refugee processes, housing, employment, family violence, etc). Through a community-driven approach, presenters will also help participants to mobilize their knowledge by appropriately facilitating migration-focused classroom activities, or connecting students with existing community resources.

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

SPF Making the Transition from EASL TO College Writing: An Analysis and a Dialogue
Theresa Hyland - Huron University College

This paper and group discussion will explore the conceptual and concrete reasons why multilingual students find it difficult to bridge the gap between college writing and the writing that they do in academic bridging programmes. With reference to Ilieva's theory of cultural tools normalization, and William and Takaku's exploration of non-adaptive behaviours among students faced with academic writing tasks, I will present some best practices and elicit others from the participants.

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

SPG Linkedin for Job Search and Beyond
Jessica Webster - Centre for Education & Training

Linkedin is so much more than just another Facebook. Come and find out the answers to the big questions about the number one career management tool. Who is using Linkedin ? What is it? Where is it? When is a person (teacher or student) ready to use it? Why bother? How do I use it in my job search and classroom? Learn advanced tips on how to use this invaluable tool in your professional development, job search, and career. Find out the benefit of Linkedin for your students and teaching ideas?

Category: Technology Presentation
Level: Adult ESL/LINC, College/University, ELT/SLT, Secondary
Focus: Other: Job Search and Career Development
Audience: All Participants

SPH LearnIT2teach Stage 1 Instructor Training
Jim Edgar - New Media Language Training
Nancy Van Dorp - Sheridan College
Kevin O'Brien - TESL Ontario

This is the first of 4 stages of the LearnIT2teach teacher training. (Stages 2-4 are delivered online.) This session explains important e-learning concepts and includes a hands-on exploration of the LINC courseware, which is available to participants after completing training stages 1 and 2. Participants completing Stage 4 can receive a TESL Ontario PTCT accreditation. Please note that instructors must be working in CIC-funded settlement language training to be eligible for this free training.

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

SPL Teaching ESL Academic Writing and Intercultural Rhetoric

Amir Kalan - OISE/University of Toronto

This presentation reports the findings of a qualitative research project on the experiences of some Ontario ESL academic writing instructors with intercultural (contrastive) rhetoric. This report highlights the practical strategies developed or employed by the participants in order to approach intercultural rhetoric beyond language and model-based drills and controlled exercises.

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

1:00PM-3:30PM

CC-SPS ★ Training on Using CLB 5-10 Exit Tasks
Angie De Castro - 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 for 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.

CC-SPT ★ Using SAM: CLB 1-4 Classroom Assessment Tool
Vivian Holditch - 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 SAM at one CLB level. Participants will leave with the confidence needed to explore and use SAM in their own classrooms.

2:30PM-3:30PM

SQA Bridge to Construction Pilot Project
Jayne Geldart - Immigrant Settlement & Integration Services

Bridge to Construction is an exciting, innovative pilot project at Immigrant Settlement and Integration Services (ISIS). In this presentation, participants will follow the steps that were involved in creating a supportive and effective bridge for refugee clients with lower level language skills to accessing, preparing for and transitioning into working in the construction industry.

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

SQB Language for Career/Life Pathways Planning
Emil Boychuk - Association of Career Educators

Newcomers to Canada often aspire to find a better life here. They are keen on learning the steps to creating a successful career. This workshop will present the components of career/life planning through culturally proficient activities that you can use in classes, groups or individually to develop their required language skills.

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

SQC Teaching Critical Thinking Skills in Academic Preparation Courses

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

Participants will define the concept of critical thinking and determine the subskills that compose the overall skill of critical thinking. Participants will discuss the role of critical thinking skills in student success in higher education and will be introduced to activities with which to develop student critical thinking skills.

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

SQD Diabetes Prevention Education for ESL Students

Patrice Palmer - Mohawk College

Did you know that many ethnic groups (Asian, South Asian, Hispanic, Caribbean/African) are at high risk of developing type 2 diabetes? The long term health complications of the disease are serious. Diabetes, a global epidemic, can be prevented or delayed in many cases through lifestyle changes. As teachers, we care about the well-being of our students. Learn about diabetes prevention education for ESL learners and how we as educators can empower our students. Teaching materials will be made available.

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

SQE Critical ESL Education: TESL as Activism **Bahar Biazar - Seneca College**

In this paper presentation, I will explore and critique what is currently being called 'critical' in TESL literature. I will then offer my understanding of critical work in TESL by drawing on work of Paula Allman and Paulo Freire and describe the need for critical ESL education. I will then show examples of texts and lesson plans by critical ESL educators.

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

SQF English Teachers' Engagement with Research: Findings from Bangladesh **Sardar Anwaruddin - OISE, University of Toronto & North South University, Bangladesh**

Attendees will learn about the findings of a small-scale study in which my co-researcher and I investigated Bangladeshi English language teachers' engagement with educational research. We will discuss reasons for teachers' lack of, or low, research engagement. We will also focus on the implications of our findings for teachers' professional development.

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

SQL Using Interactive Software to Support Language Learning

Kevin McCourt - Oxford University Press

Technology can be a frightening concept to many. However, with society's increasingly growing dependence on it, it is getting more difficult to leave it out of the classroom. This presentation will explore the benefits of interactive software in the classroom and how it can support language learning.

Category: Technology Presentation
Level: Adult ESL/LINC, College/University, Elementary, ELT/SLT, Secondary
Focus: Electronic Classroom/Technology
Audience: Administrators, All Participants, Researchers, Teachers with/without Experience

SQL Corrective Feedback in Treating L2 Learners' Pronunciation Errors

Mahnaz Saeidi and Nazila Raveshi - Department of English Language, Tabriz Branch, Islamic Azad University, Tabriz, Iran

This quasi experimental study compared the role of two types of corrective feedback, recast and elicitation, in treating L2 learners' phonological errors in terms of their immediate uptake and delayed retention. The results revealed more repaired uptake for recast but significant change in learners' careful and vernacular styles for elicitation.

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

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Presenter Biographies

Philip Ackerman

Graduated with Bachelor of Arts. Philip worked extensively as an adult education instructor in Taiwan, Hong Kong and Canada. Now working in Research & Resource Development at FCJ Refugee Centre.

Louise Aerts

Louise Aerts is the Executive Director of TESL Canada. Louise has a Masters in Business and has devoted her career to nonprofit organizations.

John Allan

John Allan is an Instructional Developer at the Qatar Campus of the College. He is a member of TESL Ontario the Social Content Committee. As well, John has several TESL certifications including TESL Part III, TESL Canada II, TESL Ontario Instructor, B.Ed. TESL and the TESL Ontario Trainer.

Ghazi Alotaibi

Dr. Ghazi Alotaibi is an assistant professor of applied linguistics at the College of Languages and Translation in Saudi Arabia. He has about 18 years of EFL experience.

Gabriel Angi-Dobos

Worked in the international film business in Budapest, Hungary for 20 years. Profile listed on IMDB website. While in Europe, Gabriel studied screenplay writing under Bart Gavigan, the "Script Doctor".

Jacqueline Angi-Dobos

Has been working in the ESL field for many years in 4 different countries. Currently she holds the position of Director of International Education at Niagara Christian Community of Schools.

Sardar Anwaruddin

Sardar M. Anwaruddin teaches at North South University in Dhaka, Bangladesh. Currently, he is working towards his PhD in Curriculum Studies and Teacher Development at OISE, University of Toronto.

Muhammad Awan

Muhammad holds a Masters in Second Language Education from OISE University of Toronto and pursuing his PhD at Simon Fraser University BC. He enjoys over 20 years teaching career in ESL/EFL.

Esmaeil Bagheridoust

Founder of ARAN RESEARCH CENTER. Assistant Professor and Researcher. Graduate Department of TEFL and Translation Studies. College of Foreign Languages and Persian Literature. Islamic Azad University, South Tehran Branch.

Stephen Bahry

Stephen Bahry, Ed.D., has taught in Canada and abroad and researches minority languages in education in Canada, China, Central Asia, and Afghanistan. His current EAP interest is intermediate academic reading.

Suma Balagopal

Brett Basbaum

Brett is a LINC instructor who has taught levels ranging from Literacy to LINC 5. She also teaches international high school and university students in the McMaster Summer ESL Program.

Jane Batterink

Janet MacDonald and Jane Batterink teach LINC/ESL for the Durham District School Board. They have taught all levels, and together they have over thirty years of teaching experience.

Audrey Beaulne

Audrey is a LINC Instructor at Immigrant Women's Centre in Hamilton. She is currently teaching a LINC 1/2 class and has experience teaching levels ranging from Literacy to LINC 5.

Catherine Beckingham

Catherine Beckingham currently works as a program consultant with TCDSB. She has been in ESL for over 20 years as an instructor, TESL trainer, assessment trainer and writer.

Margarita Berezyanskaya

Margarita Berezyanskaya, e-Tutor Coordinator, English Online Inc, supports a team of EAL/ESL volunteer e-tutors and focuses on creative use of online tools for language teaching and learning.

Bahar Biazar

Currently a PhD candidate in the department of Adult Education at OISE - University of Toronto. She is also professor of English for academic purposes at Seneca College, Toronto.

Stacey Bliss

Stacey Bliss is a flâneuse and a second year MEd student at York University. She has lived in Europe, Japan, and Korea. She enjoys breathing and living in liquid postmodernity.

Susie Blackstien-Adler

Member of the professional development team at Bridges, who has presented on topics relating to educational and assistive technology as supports for reading/writing for elementary, secondary and adult learners.

Judith Bond

Judith is an ELT Professor at Sheridan College. She has 23 years experience in employment related language training, corporate training, and has published a number of resources for classroom use.

Donna Bowler

Donna is a retired ESL instructor and author of 16 books on teaching ESL content units. She has her MEd in ESL from UBC and is an experienced presenter.

Emil Boychuk

Emil Boychuk is the chair of the Association of Career Educators and career counsellor with Career Life Energy Consulting. He has been a guidance counsellor in the Toronto School Board.

Karen Bradley

Holds a Bachelor of Education Degree and Language Arts Diploma, both from the University of Alberta, and is TESL Certified. She has twelve years experience teaching ESL; LINC 2-5.

Jonathan Braganza

LINC Instructor TCET. By combining classroom activities, technology/resource materials I adapt lesson plans to meet interests of students. I use my knowledge and experience in helping our professional community.

Kathryn Brillinger

Kathryn Brillinger is a professor at Conestoga College. Her interests lie in the domain of communication, diversity and intercultural skills.

Samantha Burns

Samantha Burns has worked in ESL for fifteen years. She teaches English for Academic Purposes at the University of Guelph and trains teachers at the Niagara Catholic District School Board.

Hanna Cabaj

Hanna Cabaj is the Coordinator of the Adult Education Program with the Toronto Catholic District School Board and a member of the National Language Advisory Body (NLAB).

Anne Cairns

Has been an ESL instructor for over 20 years, both overseas and in Canada. Currently, Anne enjoys teaching a LINC 3 class at the Ukrainian Cultural Centre in Toronto.

Lydia Cao

LINC Instructor for Chinese seniors, has a Master's Degree in Education and Bachelor's Degree in English. She has worked in English training programs for adult learners in China and Canada.

Nancy Carey

Nancy [TESL Canada Level II Trainer and TESL Ontario Certified] has found utilizing writing 'free-style' with adults to be most entertaining, enlightening and enjoyable for learners, their peers and instructors.

Aparna Chandrasekaran

Aparna Chandrasekaran teaches LINC classes in Ottawa and is interested in curricular alignment with assessment.

Carolyn Cohen

Carolyn has worked in the field of ESL for twenty five years in ESL/LINC senior program administration, teacher and assessor training, language teaching, assessment development and program evaluation.

Trish Coles

Trish Coles, B.Ed. M.A. is the Chair of English for Academic Purposes and English Language Learning Programs & Centre for English Language Studies at Centennial College in Scarborough Ontario.

Terry Compton

A workshop facilitator and coach with the Rotman School of Management and at ACCES Employment. She has also served as an IELTS and CanTEST examiner and taught Academic English.

Ayanna Cooper

Ayanna specializes in providing technical support to educators of English learners. She currently serves on the TESOL Professional Development Standing Committee and chaired the 2009 Southeast TESOL Regional Conference.

Christene Cousins

LINC teacher at PICS. Degree in Adult Education. Previous experience in Technical Writing, Drama and Customer Service. Currently pursuing a Masters in Teaching. TESL certified.

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.

Angie De Castro

Angie De Castro, CTESL, works with OCDSB (Ottawa Carleton District School Board), Algonquin College, Cité Collegiale, and World Skills to deliver language and assessment services.

Carol Derby

Carol Derby is manager of Labour Market Language at ISIS. Her focus is on workplace communication skills and curriculum development. She has a MEd in adult education.

Marc Despatie

Marc Despatie is currently the Acting Senior Manager in the Ontario Ministry of Training, Colleges and Universities' Program Development Unit. This Unit develops operational policy for programs, services, initiatives and apprenticeship training. Literacy and Basic Skills are part of the Unit's diverse portfolio. Marc's previous assignment in the Ontario Public Service (OPS) was at the Ministry of Health and Long-Term Care (MOHLTC), where for three years he was the Senior Manager, French Language Services (FLS). During Marc's time with MOHLTC's FLS Unit, six French Language Health Planning Entities were established to advise Local Health Integration Networks on the health needs and priorities of Ontario's francophone population, French language service obligations were incorporated into the Community Care Access Act and the ministry's FLS structure was modernized and refocused in order to better meet the ministry's and stakeholders' needs. Prior to his work at MOHLTC, Marc worked for three years in senior communications and policy roles for the Minister of Community and Social Services/Minister Responsible for Francophone Affairs. During this time he contributed to the policy work leading to the creation of the Office of the French Language Services Commissioner and led the work on Bill 24, now known as An Act to Proclaim Franco-Ontarian Day. Marc has also been a Senior Strategic Policy Coordinator at the Office of Francophone Affairs and he was the Executive Assistant to the Director of the Policy and Programs Branch at the Ministry of Education when Ontario's Early Literacy and Early Numeracy Strategies were in their infancy. His public service career began at Ombudsman Ontario, where he spent three years before joining the OPS as Senior Policy and Program Advisor with the Ministry of Education. During a three-year hiatus from the OPS, Marc obtained a B.Ed. with specializations in teaching French as a second language and Social Studies, and taught at the intermediate and secondary levels in Newfoundland. He has a 10-year-old daughter who, like him, loves words in at least 2 languages.

Doug Dixon

Doug has a wealth of 20 years of senior management experience within various Ministries across the Ontario Provincial Government, having served as a Director and Deputy Public Guardian and Trustee with the Ministry of the Attorney General, Director with the Ministry of Health and Long Term Care, where he led the successful implementation of Family Health Teams. Doug was also the Regional Program Manager of Social Assistance with the South East Region in Kingston, Ministry of Community and Social Services where he was responsible for the delivery of social assistance and service agreements regional municipalities and one First Nations.

Doug is currently the Director of Immigration Programs Branch with the Ministry of Citizenship and Immigration. Doug leads a dedicated team responsible for the delivery and management of immigration programs for immigrants which includes the Newcomer Settlement Program, Language Interpreter Services, Adult Non-credit Language Training, Ontario Bridge Training Projects and Global Experience Ontario. These programs help newcomers settle and integrate into the community and also help them access the labour market.

Throughout his professional career Doug has been involved with other key government reform initiatives including provincial mental health strategies and social assistance reform and has a broad based experience in direct service delivery as well as public policy and operations spanning over 30 years.

Kathleen Doerner Miller

Kathleen Doerner Miller, BScN., MEd has worked over ten years with post-secondary students in academic counselling at McMaster University and University of Guelph.

Lynn Doherty

Lynn Doherty is an ESL and OSLT instructor at Niagara College. Lynn is a member of TESL Ontario Communications Advisory Committee and the Social Content Committee.

Scott Roy Douglas

Scott Roy Douglas is an assistant professor in the Faculty of Education at the University of British Columbia's Okanagan campus. Before joining UBC, Scott completed a PhD at the University of Calgary with a specialization in Teaching English as a Second Language. Currently, he is working with pre-service and in-service teachers in undergraduate, post-baccalaureate, and graduate programs. Scott has also had the opportunity to teach English throughout the world from the Middle East to Japan, including six years of teaching English for Academic Purposes at the University of Calgary and two years of teaching Intensive English Studies at Kansai Gaidai University. His current research priorities include exploring reliability and validity in language assessment, task-based approaches to teaching and learning, lexical thresholds, vocabulary acquisition, and curriculum design. His particular focus is on points of transition, such as from high school to university or from the EAL classroom to employment. Building on his academic research, Scott is the co-author of *Q Skills for Success Reading and Writing 5* and the author of *Academic Inquiry: Writing for Post-secondary Success*, both published by Oxford University Press. His most recent scholarly work has been accepted for publication in the *Canadian Journal of Applied Linguistics*.

Xiaoxiao Du

Xiaoxiao Du is a PhD student at Western. Her research area is language and literacy with a focus on English as a Second/Foreign language learning and teaching, multilingualism and multiculturalism.

Cynthia Eden

Cynthia Eden, MA TESOL, is an EAP educator at the University of Guelph where she teaches Academic Reading and Writing courses. Her research interests include learner development and curriculum design.

Jim Edgar

Worked as an adult educator, LINC/ESL instructor, CALL practitioner, teacher trainer and e-learning consultant. He lives in Ottawa, but has called the Far North and the United Arab Emirates home.

Ana Enriquez-Johnson

Ana Enriquez-Johnson holds degrees in Anthropology, Adult Education and Intercultural Communication. She has been teaching EAP for 13 years and currently teaches at Fanshawe College in London, Ontario.

Farahnaz Faez

Farahnaz Faez is an Assistant Professor in Applied Linguistics in the Faculty of Education at the University of Western Ontario.

Glenda Fish

M. Ed., M. Div., is Curriculum Coordinator for Trent-ESL: English for University at Trent University. She has more than twenty years' experience teaching EAP, ESL and university preparation skills.

Gary Fogal

Gary is a PhD candidate in Second Language Education at OISE, University of Toronto. He also teaches and tutors in UT's School of Graduate Studies Writing Centre.

Maria Fomitcheva

LINC Instructor for Russian seniors at DBNC, holds a degree in English Language and Literature. Has 10+ years' experience in teaching EFL/ESL at various levels both in Russia and Canada.

Janna Fox

Janna Fox, PhD, is an Associate Professor and Director of the Language Assessment and Testing Research Unit within the School of Linguistics and Languages Studies at Carleton University, Ottawa, Canada. Her research emphases include academic literacies and the scholarship of teaching in linguistically and culturally diverse contexts, and the interplay between language policy, curricula, assessment, and stakeholder impact.

Wendy Fraser

Taught English as an alternate language in a variety of contexts for 30+ years. Presently teaching EAP at Carleton University and manages research, development and administration of the CAEL Assessment.

Leif French

Leif French is associate professor of applied linguistics at the Université du Québec à Chicoutimi. His work focuses on the cognitive aspects of SLA, L2 pedagogy and L2 teacher training.

Angelica Galante

Angelica Galante is a PhD Candidate in LLE at OISE – UofT and teaches EAP at Niagara College. Her research interests include drama in education, oral communication and plurilingualism in Canada.

Silvia Garcia

Silvia Garcia, B.A. MATESOL, Chair Language Institute, Algonquin College. Former Curriculum Coordinator for Algonquin College ESL Program; current leader in transitioning from ESL to EAP. More than 30 years' experience.

Susan Gascho

Has taught Literacy for over 10 years, also taught other levels in ESL/LINC. Taught overseas for three years.

Elizabeth Gatbonton

Elizabeth Gatbonton, Associate Professor of Applied Linguistics, at Concordia University, is Curriculum Consultant for the Labrador Inuit Training Program in Labrador, Newfoundland. Her current projects involve exploring the efficacy of ACCESS, an utterance-based approach that relies on the use of genuinely communicative and inherently repetitive tasks (Gatbonton & Segalowitz, 2005) in promoting fluency and accuracy in English for Special Purposes situations (e.g., training francophone nurses to deliver health care in English, promoting fluency in an endangered language to promote revitalization). She is a co-presenter in this year's Research Symposium and in two other conference presentations.

Jayne Geldart

Jayne Geldart is manager of Community Language & Skills at Immigrant Settlement & Integration Services in Halifax, Nova Scotia. She has been working in EAL for over 20 years.

Maria Glass

Maria Glass is a full-time ESL professor with George Brown College in Toronto. She holds a TESL certificate, a Ph.D. in Linguistics (Pragmatics) and a Master's in Applied Linguistics.

Iwona Gniadek

Iwona Gniadek, Lead of Learner Services, English Online Inc, tirelessly investigates the world of independent language learning to support a pedagogically-sound online support system for adult ESL learners.

Andrea Griggs

Andrea Griggs is a certified executive coach (8 years experience). She is also a TESL Ontario certified teacher (18 years experience). She currently runs her own company: Catalyst Communication.

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.

Pejman Habibe

I am the lead teacher assistant and research assistant in The University of Western Ontario. My research interests are EAP, writing for scholarly publication and academic writing.

Adeesha Hack

Over 13 years of teaching experience in Canada and abroad, and now works at George Brown College in the School of ESL. TESL certified and a Master's in Political Science.

Nathan Hall

Nathan Hall has taught English internationally, including the UK and Lithuania. He is currently an EAP instructor and TESL trainer for Lakehead University in Thunder Bay, ON.

Carla Hall

Carla Hall works at the Official Languages and Bilingualism Institute at the University of Ottawa as an English Test Development Coordinator and Head of Language Testing Services.

Eve Haque

Eve Haque is Associate Professor at York University where she researches language policy, multiculturalism and TESOL. She recently authored "Multiculturalism in a Bilingual Framework: Language, Race and Belonging in Canada".

Diane Hardy

Diane Hardy is a Coordinator of Innovation and Research in the Centre for Excellence in Immigrant and Intercultural Advancement at Bow Valley College in Calgary, Alberta.

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.

Martin Hewings

Dr Martin Hewings is an Honorary Senior Research Fellow at the University of Birmingham, UK. He has taught English for over 30 years in many countries, including Sweden, Italy, Malaysia and Australia, and from 1985 to 2009 English for Academic Purposes at Birmingham. Since then he has been a freelance author and consultant. He was co-editor of the journal *English for Specific Purposes* from 2001 to 2006. His main research interest is the texts written and read by university students. He has published a number of textbooks for teachers and learners, including *Advanced Grammar in Use*, *Pronunciation Practice Activities*, *English Pronunciation in Use Advanced*, *Cambridge Grammar for CAE and Proficiency*, and is co-author of *Cambridge Academic English*.

Bill Hodges

Bill Hodges, MEd (TESL) has been the Academic Coordinator / Head Teacher in the English Language Programs at the University of Guelph for the past 10 years.

Vivian Holditch

Worked in the field of ESL for 24+ years as an instructor, instructor trainer, assessor and workshop presenter. Vivian became a trained assessor after spending 14 years in a classroom.

Tara Holmes

Tara Holmes, Ph.D., has been involved in ESL as a teacher, program administrator and teacher educator. She is author of the resource book *Integrating CLB into your ESL classroom*.

Amelia K. Hope

Amelia Hope works at the Official Languages and Bilingualism Institute at the University of Ottawa as an English Test Development Coordinator and Head of Language Testing Services.

Lorraine Hudson

A former language instructor and assessor, Lorraine Hudson works in online capacity building at OCASI - Ontario Council of Agencies Serving Immigrants. She holds an M.Ed. in Second Language Education.

Theresa Hyland

Dr. Theresa Hyland - Director of Writing and Cross-cultural services - Huron University College. Has many years' experience preparing multi-lingual and first-language students for successful writing within a university environment.

John Ikola

John Ikola is an ESL instructor at Brock University.

Hana Taleb Imai

Worked in ESL/EFL since 1993. She is a coordinator of innovation and research in the Centre for Excellence in Immigrant and Intercultural Advancement at Bow Valley College in Calgary.

Maria Ivanova

Administrator with 18 years of experience managing LINC program in a community agency. More than 10 years experience teaching English to adults and children. PhD in Linguistics.

Stephanie Anne Jackson

Stephanie Jackson is an ESL/FSL instructor and trainer specializing in education technology. Currently, she is the Assistant Director of Studies at Global Village Toronto and MEd student at UOIT.

Scott Jamieson

Scott Jamieson is a Lead Instructor at University of Guelph English Language Programs. Professional interests include investigating the impact of context on teaching and learning and individual differences in learning.

Elsie Johnson

Worked in the literacy field for 20+ years, Bachelor of Education Degree in Special Education and TESL Canada certified. Presently teaches LINC Literacy at the Edmonton Mennonite Centre for Newcomers.

Amir Kalan

Amir Kalan is a Language and Literacies Education Ph.D. student at OISE/University of Toronto. As a practitioner, he has taught English learners in Canada and abroad for fifteen years.

Eva Kartchava

Eva Kartchava is Assistant Professor of Applied Linguistics and TESL at Carleton University. Her main research interest is to explore the processes involved in the acquisition of a second language (L2) in the classroom setting. Specifically, she is interested in the relationship between corrective feedback and L2 learning, noticeability of feedback, and the role of individual differences in the language learning process. She has also conducted research on novice teacher cognition and the social aspects of bilingualism.

Anne-Marie Kaskens

Anne-Marie Kaskens has worked for the Toronto Catholic District School Board for 20 years, in adult ESL and literacy instruction, instructor support and supervision, curriculum development and project management.

Marianne Kaye

Experience covers adult ESL literacy, post-secondary ESL, CLB language assessment, research into specialized uses of CLB for occupations/professions and work in the area of CLB and Essential Skills.

Allison Keown

Member Services Manager, TESL Ontario; works with Tutela.ca and the Social Content Committee to help coordinate services meant to assist TESL Ontario members with their experiences with the National Repository.

Jesse Khudoo

M.A., has taught 20+ years at the University of Toronto's English Language Program, receiving their Excellence in Teaching Award in 2001, and currently teaches low intermediate academic reading and writing.

Valerie Kilgour

Valerie Kilgour, M.A., TESL Ontario, is the Manager of the Laurier English and Academic Foundation (LEAF) Program, Wilfrid Laurier University's preparatory English for Academic Purposes program.

Jessica King

Jessica King is an ESL teacher and a PhD candidate in Applied Linguistics at York University. Her dissertation research focuses on the integration of professionally trained immigrant women.

Nelson Ko**Wanda Komorowski**

Wanda Komorowski is an Energy Medicine Practitioner, and Reiki Master, and has studied many energy medicine modalities since 1995. For more information please visit www.thehealinggateway.ca.

Iryna Kozlova

Iryna Kozlova, PhD, is an Assistant Director for Modern Languages, School of Linguistics and Language Studies, Carleton University. Her research focuses on online language pedagogy in synchronous multimodal web-conferencing environments and 3D virtual worlds. She has taught online and blended language courses and courses on educational technology in language teaching.

Ryuko Kubota

Ryuko Kubota is Convention Program Chair of TESOL 2015 Convention in Toronto. As a professor at UBC, she conducts teaching and research on critical perspectives in second language education.

Ken Lackman

Ken was the academic director at EF Toronto from 2002 to 2007, and is now working as a freelance teacher trainer and writer. He offers weekly workshops at English Central.

Geoff Lawrence

Dr. Geoff Lawrence is a teacher educator, researcher and curriculum designer interested in exploring the potential of online, blended and classroom-based English language teaching and teacher education. His research examines online/blended language teaching methodology, teacher beliefs towards educational innovation and intercultural learning in language and teacher education.

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.

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

Svetlana Lupasco

I am an Adult ESL Literacy Instructor at TNO and a connected educator actively involved in teacher training, blogging and tweeting to promote the best practices in language teaching.

Karen Lynn

Karen Lynn presently teaches Workplace English at MicroSkills. Karen has designed many workplace ESL and pronunciation courses. Her courses reflect her special interest in human rights and diversity training.

Janet MacDonald

Janet MacDonald and Jane Batterink teach LINC/ESL for the Durham District School Board. They have taught all levels, and together they have over thirty years of teaching experience.

Julia Mais

Julia Mais is a Settlement.Org Content Coordinator with the Ontario Council of Agencies Serving Immigrants (OCASI). Her background includes an M.A. with a focus on Refugee and Migration Studies.

Enoka Makulloluwa

Enoka Makulloluwa is a Lecturer in Sri Lanka. She is currently reading for her PhD in Educational Studies at Brock University. She has MA degrees in Linguistics and in TESL.

Faith Marcel

Faith holds an MA in Applied Linguistics and a post-graduate certificate in TESL. She teaches the blended-learning OSLT Business program and the online LITP with Niagara, Mohawk and Seneca College.

Claire Marin

Claire Marin has taught ESL in London for 6 years and is currently teaching in the EAP program at Fanshawe College. Her training is in phonetics.

Amira Masud

Amira is Program Manager of the Centre for Workforce Development at Sheridan College. She handles responsibilities (ELT, OSLT, LINC, ESL) within the Faculty of Continuing and Professional Studies.

Kate Maven

Kate Maven, M.A. (English) - instructor at The Centre in Burlington; has taught ESL to adults since 1980. Her hands-on workshops, specializing in Phonics, Pronunciation and Writing, have been well-received.

Patricia Maya

Has taught Literacy for over 5 years, also taught ESL/LINC at most levels. Presented at TESL Conference for two years on Literacy issues.

Reza Mazloom-Farzaghy

TESL Ontario Accreditation Services Manager. He holds a BA in English and an MA in TEFL. He has taught ESL and TESL both internationally and in Canada for many years.

Rob 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.

Kevin McCourt

I am an ESL Consultant with Oxford University Press. I previously taught ESL both abroad and in Canada for ten years.

Kim McDonough

Kim McDonough is an Associate Professor and Canada Research Chair in Applied Linguistics in the Department of Education at Concordia University. Her research interests include interaction and usage-based approaches to second language acquisition, structural priming, low-variability input, and task-based language teaching.

Lisa McFaul

Level 7 LINC instructor - Dixie Bloor Neighbourhood Centre. 25+ years business experience allows me to bring real life experiences to students help them thrive in the "real" world!

Hedy McGarrell

Hedy McGarrell teaches graduate and undergraduate courses in Applied Linguistics at Brock University. Her research focuses on ESL writing in language learning and teaching.

Pauline McNaughton

Pauline McNaughton has worked in the field of adult education for over 25 years in college, school board, government and not-for-profit sectors. Currently she is Manager of the Adult Education Policy Unit, with a dual report to both the Ontario Ministry of Education and the Ontario Ministry of Training, Colleges and Universities, and works closely with the Ontario Ministry of Citizenship and Immigration. Prior to this she was Executive Director at the Centre for Canadian Language Benchmarks and Field Team Manager with the AlphaPlus Centre. She taught adult literacy and adult ESL for many years with both Arctic College on Baffin Island and with the Ottawa Carleton District School Board.

Ian McRoberts

Ian McRoberts is the ELT Consultant with Oxford University Press for Quebec and Ottawa schools. He has a background in teaching ESL and creative facilitation. He is a "digital native".

Shaheen Meraj

Shaheen Meraj, Instructor LINC Home Study Program, having M.A in TESOL and English Literature, has been extensively involved in the ESL profession as teacher, teacher educator, and material developer.

Joanne Millard

Began teaching ESL in the early 80's; since then, has been involved in the world of English language training for immigrants to Canada in a number of capacities and cities.

Kathleen Moran

Kathleen Moran is a professor at Conestoga College. Her area of specialization is Applied Linguistics, with a focus on the cross over in teaching methodologies between native and non-native speakers.

Dragana Mrdjenovic

Dragana is an experienced ESL teacher and employment counselor for internationally trained newcomers to Canada. She is the coordinator of Workplace Language Training program at World Skills in Ottawa.

Johanne Myles

Dr. Johanne Myles has been involved in the field of ESL for over thirty years as a teacher, researcher and teacher trainer. She co-authored the book, Teaching ESL in Canada.

Muhammad Nawaz

Muhammad Nawaz works with Immigrant Settlement & Integration Services in Halifax. He recently completed his Master's degree in TESL. He has facilitated various online courses to new and pre-arrival immigrants.

Shazia Nawaz Awan

With extensive experience of teaching English internationally, Shazia Nawaz now teaches at Dalhousie University, Halifax. She did MA TESOL from Manchester and is doing her Ed.D at Exeter University, UK.

Joseph Ng

Joseph Ng is an instructor with Seneca College, MicroSkills LINC, and LINC Home Study who enjoys dreaming up high mileage worksheets when he can get away from the paperwork.

Ioana Nicolae

Ioana Nicolae is a doctoral candidate specializing in applied linguistics at Concordia University. She is interested in pedagogical aspects of L2 formulaic sequences including material design and tasks for EMP.

Christine Nochasak

Christine Nochasak is presently a Curriculum Developer for the Labrador Inuit Training Program. She has 22 years experience as a qualified Inuit Teacher with the Labrador School Board.

Kevin O'Brien

Kevin has been an educator for over 40 years and has worked in Adult Literacy, LINC and ESL. He has been a classroom teacher and a teacher trainer.

Grainne O'Donnell

Grainne O'Donnell is a manager of the TDSB Adult ESL program.

Sandy Offenheim

Author "When's the Next Holiday? Canadian Celebrations - Books 1 & 2. Sandy's ESL Chants and Exercises -(Books One and Two) Songwriter, recording artist and performer (4 albums) Keynote Speaker.

Douglas Orme

Douglas Orme, M.Ed, UofT TESL, is an instructor at the UofT's English Language Program where he teaches EAP specializing in speaking, listening and pronunciation.

Parto Pajoohesh

Has been an academic ESL instructor at York University and a TESL trainer with YRDSB. She has also conducted research on vocabulary and reading in English as a second/foreign language.

Patrice Palmer

Teaching for 18+ years in Canada and in Hong Kong. She has an M.A. from OISE/U of T and a M. Ed from Brock. She is teaches EAP and OSLT.

Jim Papple

Jim Papple is the Speaking Coordinator in ESL Services at Brock University.

Tania Pattison

Tania Pattison (M.A., M.Ed.) is a freelance curriculum consultant and materials writer, and editor of IATEFL Conference Selections. She is a regular conference presenter in Canada and the UK.

Melissa Pedersen

Melissa Pedersen, the Coordinator of Immigrant Services at The Centre, HDSB with 25 years experience working with the immigrant community, is a frequent presenter at TESL Ontario/other professional Conferences.

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.

Monia Ponti

Monia Ponti (MA English Language Teaching, TESL Ont. Certified) Monia has taught ESL for 13 years and is currently teaching LINC at Sheridan College.

Maryse Prazuch

Maryse Prazuch is the Academic Coordinator of the LINC Program at Sheridan College and currently teaches advanced listening and speaking.

Dmitri Priven

M.A. Appl.Ling., Program Coordinator, Teachers of English as a Second/Foreign Language Program at Algonquin College. He has taught ESL and TESL for over 15 years in Canada and abroad.

Carrie Purcell

Carrie's background is in language and literature teaching. She has a Master's degree from the University of Toronto and currently works as the ELT Manager for OUP.

Ali Rabi

Assistant Professor and Researcher, Graduate Department of Linguistics, College of Foreign Languages and Persian Literature, Islamic Azad University, South Tehran Branch.

Sharon Rajabi

Sharon Rajabi, M.Ed., has been involved in the field of ESL for over twenty years. Sharon's interest is in technology and its impact on communication and second language learning.

Violetta Ramadani

Violetta Ramadani, an ESL instructor with TVDSB since 2002, previously taught EFL in Italy and South Korea. She has a BA (Sociology) from Kings College, London, ON.

Diane Ramanathan**Andrea Rankin**

Andrea Rankin has taught EFL and ESL in Thailand, Korea, and China, and currently teaches at George Brown College's School of ESL, where she has created original course packs.

Heather Rankin

I was an ESL/LINC instructor for 20 years in the K-W area. I have taught literacy to advanced. I accepted a job as a Language Assessor last year.

Nazila Raveshi

Nazila Raveshi, Ph.D. candidate at USM university in Malaysia, teaches English as a second language in Language Institutions. She has published several articles and participated in a number of conferences.

Brett Reynolds

Brett Reynolds has been the editor of TESL Ontario's Contact magazine since 2011. He is also professor of EAP at Humber College.

Francisco Rico-Martinez

Formally trained as a lawyer and economist, Francisco has been committed to issues of social justice and human rights, and is currently the co-director of the FCJ Refugee Centre.

Katarina Rieger

Katarina is a ESL instructor at Brock University.

Mary Ritter

Mary Ritter has taught ESL at universities in both Canada and the United States. She is currently a professor at the American Language Institute at New York University in Manhattan.

Gloria Romero

ESL teacher trainer from Chile with 15 years of experience in Second Language Education. Masters in SLE (UoO)PhD student in SLE at the University of Ottawa.

Liz Romero

Liz Romero is currently an instructional designer at George Brown College in Toronto. She earned her Ph.D. in Instructional Systems and Emergent Technologies at the Pennsylvania State University.

Doug Ronson

Doug Ronson is an educational publisher and the former Country Manager in Canada at Educational Testing Service, the developer of the TOEFL test.

Maryam Rostamy

Maryam Rostamy has an MA in TESOL. She has taught TESOL, IELTS and ESL for more than 10 years. She currently teaches EPE at King George International College in Vancouver.

Geraldine Sadoway

Geraldine Sadoway is a lawyer at Parkdale Community Legal Services. She has practised and taught immigration and refugee law for many years.

Patricia Sadurska

I started my teaching career in Korea 5 years ago and am currently working at St. Charles Adult Education Centres in Hamilton as a substitute ESL/LINC Instructor.

Mahnaz Saeidi

Mahnaz Saeidi, Assistant professor of English language at Tabriz Branch, Islamic Azad University, holds Ph.D. in Applied Linguistics. She is the editorial board member of The Journal of Applied Linguistics.

Deep Saini

Professor Deep Saini is the vice-president of the University of Toronto and principal of the University of Toronto Mississauga, the second largest of U of T's three campuses. A professor of biology specializing in plant physiology, he is a noted scholar, educational visionary and innovative leader.

Professor Saini began his Canadian academic career at the University of Alberta as a post-doctoral fellow, joined the Université de Montréal where he served as the director-general of the Plant Biology Research Institute and then moved to the University of Waterloo as dean of the Faculty of Environment.

In August 2010, Professor Saini assumed leadership of the University of Toronto Mississauga. Since then, he has overseen the opening of the Instructional Centre, the completion of the Terrence Donnelly Health Sciences Complex and the beginning of a \$58 million reconstruction of the North and Davis Buildings and the construction of the \$35 million Innovation Complex.

Under his guidance, U of T Mississauga launched its most ambitious fundraising campaign to date – the Boundless Campaign for the University of Toronto Mississauga. With its \$60 million goal, the Campaign has established the Institute for Management and Innovation, a new sector-specific model of business school, and the Centre for South Asian Civilizations, with its strong ties to this dynamic global community.

Professor Saini has also overseen the transition of the campus' governance structure to a new tri-campus council model, focused on increasing the number of international students on campus and initiated discussions with other faculties to introduce new programs at UTM.

Professor Saini holds numerous leadership roles both within his profession and in the community. He is a member of the Board of Directors of the Research, Innovation, Commercialization Centre and the United Way of Peel Region, and a member of the City of Mississauga's Economic Development Advisory Board. He has also served as president of the Canadian Society of Plant Physiologists, president of the Federation of Canadian Plant Science Societies and a member of Export Development Canada's Advisory Council on Corporate Social Responsibility.

Saini is an experienced university administrator and advocate for higher education, and has received a number of honours including the Queen Elizabeth II Diamond Jubilee Medal and recognition on the Canadian "Power List 2011" by India Abroad Magazine.

He completed his undergraduate and master's degrees at the Punjab Agricultural University in Ludhiana, India, and holds a doctorate in plant physiology from the University of Adelaide, Australia. He is fluent in English, French, Hindi and Punjabi.

John Schmidt

John Schmidt, TESOL Board/2014 Convention Chair & TIEC Academic Coordinator teaches diverse courses to ESL students and EFL teachers in Texas and abroad, including public speaking, as a Toastmaster.

Debra Seaton

Debra Seaton is an Enhanced Language Training (ELT) Instructor at The Centre Skills Development & training. She also has extensive experience teaching LINC and 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.

Tom Sepp

A former ESL teacher in Quebec and at the community college level in Ontario, Tom has over 25 years' of experience working with Canadian and international educational publishers and technology.

Samuel Sheinberg

Actively involved in the language software market for 19 years. He has participated in numerous projects focused on developing programs and online courses in English, French and other languages.

Julie Sherriff

I've taught ESL for Immigrant Settlement and Integration Services (ISIS) for 5 years. I taught in Madrid, Spain in 2007/8, and completed my Masters in TESL in 2012.

John Sivell

John Sivell is a professor in the department of Applied Linguistics, Brock University. His research interests include aspects of ESL/EFL teacher professionalism.

Christine Smart-Wiseman

Christine is currently a PhD candidate at York University and a LINC Instructor. She is committed to developing social justice education in adult ESL.

Lesline Smikle

Lesline Smikle has been in education for over 15 years. Her experience includes developing curriculum and consulting as well as teaching LINC, ESL, EAP, TESL, secondary and post-secondary courses.

Kathy Somers

Kathy Somers, R.Kin, BCB, has applied concepts from test anxiety research since 1994 in the examSMART and Stress Less for Tests programs (incorporating HRV biofeedback) at University of Guelph.

Pascal St-Jean

VP-Customer Success, 10+ years IT management experience. Pascal works with customers trying to grow their reach using Online Communities and Social Networks. Pascal is also the current Tutela.ca project administrator.

Jennifer St.John

Jennifer St.John has worked in the area of teaching ESL pronunciation and oral communication skills for over 20 years, at the University of Ottawa.

Barbara Stasiuk

Barbara Stasiuk has an MA in Applied Linguistics and teaches writing courses at Sheridan College. Valuing collaborative writing, she would like to see more of it incorporated into curricula.

Gail Stewart

Has been active in the ESL field for 28 years and has been working with the Canadian Language Benchmarks since 1995 when the first draft CLB document was field tested.

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.

Ian Sutherland

Ian Sutherland is the Canadian Manager for Cambridge University Press and has worked in ELT for more than 20 years.

Hana Taleb Imai

Hana Taleb Imai is a Coordinator of Innovation and Research in the Centre for Excellence in Immigrant and Intercultural Advancement at Bow Valley College in Calgary, Alberta.

Barbara Tassa

Barbara Tassa (MBA, UofT-Rotman), is the co-founder of Toronto based WeblishPal.com, an online platform connecting English teachers with learners for synchronous or asynchronous learning.

Shelley K. Taylor

Shelley has published her research on K-12 plurilingual learners in Canada, Denmark and Nepal in book chapters and journals such as Contact and TESOL Quarterly. She Chaired TESOL's Bilingual IS.

Lillian Thomas

Ms. Lillian Thomas joined the department of Citizenship and Immigration Canada in 2001. While working for the newcomer Integration Branch as a senior policy and program advisor, Ms. Thomas has been responsible for files such as the branch wide Report on Plans and Priorities, Client Centered Policies for Women and Refugees, Enhanced Language Training, Sector Capacity Development Review, and Support Services for settlement including for the introduction of the new Care for Newcomer Children service. She has worked as a CIC Region interim manager in Ottawa where she managed services in immigration, citizenship and settlement. As part of the Language unit within the Integration Branch, Ms. Thomas has taken on responsibility for the development of the new Milestones Test, is HQ advisor for the Co-ordinated Language Assessment and Referral System pilot in Ontario, and is providing support to several emerging files in the language area.

Judy Thompson

Pronunciation Expert, Author, TEDx Speaker Judy Thompson is a member of the Radical English Alliance an international group of teachers redefining the ways all aspects of English are being taught.

Ron Thomson

Ron Thomson is Vice President of TESL Canada, and an Associate Professor of Applied Linguistics at Brock University. He has previously taught EFL/ESL in Asia, the Middle East and Canada.

Jason Tomassini

Jason Tomassini is the Supervising Editor for the ESL Department at Oxford University Press Canada. Prior to joining Oxford he taught ESL in Asia for 7 years.

Dianne Tyers

Dianne Tyers has worked in ESL for twenty-two years in teaching, management, training and program development positions with public and private sector educational organizations. She runs Advance Consulting for Education.

Antonella Valeo

Antonella Valeo is an Assistant Professor in ESL and Applied Linguistics at York University and has extensive experience teaching, supervising, and researching occupation-specific language programs.

Carmen Valero

Carmen Valero has been Academic Dean and TESL Trainer of Canadian College of Educators since 2001.

Gina Valle

Gina Valle's most recent book is Teachers at Their Best.. Her doctoral studies were in teacher education. She speaks several languages and is an award-winning producer & director.

Nancy Van Dorp**John Vilella**

John Vilella is a ESL instructor at Brock University.

Iain Wallace

10+ years experience in the field of assistive technology. As Assistive Technology exhibitor and trainer he has presented across Canada. Most recently, Iain works as a Sales Consultant for Bridges.

Jessica Webster

10+ years in language and settlement fields, she's inspired by helping people discover what makes them tick. Jessica currently teaches job search workshops at the Centre for Education & Training.

Jennifer Weiler

Jennifer Weiler is an M.Ed student who works at the Immigrant Women's Centre, Hamilton. In ten years, she has taught students working in Foundation-Phase II literacy and LINC 1-5.

Marijke Wertheim

Teaches Methodology of TESOL - TESOL Certificate Program at Woodsworth College, University of Toronto, and various ESOL courses at the School of Continuing Studies, UT, and George Brown College.

Tim Westhead

Tim Westhead, Head of English, TDSB; instructor for Queen's (Ret.); nominee for Prime Minister's Awards for Teaching Excellence; received OPSBA's award for "outstanding contribution to education throughout Ontario." Website: www.timwesthead.com

Lea Westlake

Lea Westlake has worked as an instructor, department head and curriculum developer in the ESL field for over 20 years in high school, university and community settings.

Toni White

Toni White is the Director of the Labrador Inuititut training Program (LITP) and heads the Curriculum Development Team.

Ian Wigglesworth

Ian is the Chair for the School of ESL at George Brown College. His areas of interest are Adult Education, Academic Culture, ESL and Educational Information Technology.

Elsie Wolfrey

Elsie Wolfrey, Program Manager of the Labrador Inuititut Training Program, is a qualified teacher and materials developer.

Howard Woods

Dr Woods was Head, Eng Prog Dev, Bilingual Prog, Gov't of Cdn. He has taught ESL and linguistics for 10 yrs, published 16 books, developed ESL centres for 6 nations + UNDP.

Hongfang Yu

Dr. Hongfang Yu is an ESL professor at Fanshawe College. Her research area is English language teaching and learning.

SPECIAL EVENTS

Keynote Speakers

Pathways to Production: Exploring Lexical Thresholds in Speaking and Writing
Thursday, 12:45PM-1:45PM

Using Authentic Language in ESL Materials Development: The (Rocky) Road from Research to Application
Friday, 12:45PM-1:45PM

Featured Speaker

Professional Immigration and Nation Building
Saturday, 10:30AM-11:30AM

Research Symposium

Blending Technology with Traditional Classroom Techniques for Learning and Teaching
Thursday, 2:10PM-5:10PM

Task-based Language Learning
Friday, 9:15AM-12:15PM

Canadian Language Benchmarks and Assessment
Friday, 2:10PM-5:10PM

Annual General Meeting

Thursday, 10:30AM-11:30AM

Welcome Reception

Thursday, 5:15-6:45 pm

TESL Ontario Is Going to the Theatre

Les Misérables / I Love Lucy
Thursday, 7:30/8:00 pm

Eighth Annual Panel Discussion

Integrating Pathways to Language Learning
Friday, 9:30-11:45 am

Friday Night Dinner and Entertainment

Friday, 7:00-10:00

Travel, Accommodation and Directions

VIA RAIL:

- VALID: **October 20, 2013 to October 31, 2013**
- 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 Escape fare.
- IDENTIFICATION: Participants must reference the event's VIA convention code: **12602**.

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 discount code **12602** in the "Discount code" field. The conference fare will be shown on the next page.

PORTER AIRLINES:

Porter Airlines is proud to offer a 15% discount on available base fares (with the exception of the lowest class fare during a public seat sale) for travel to and from the TESL Ontario conference. The discounted fares are available for booking from May 10, 2013 to October 29, 2013 and available for travel:

Location:		Dates of Travel:	
From: Anywhere in Canada or US	To: Toronto	From: October 21, 2013	To: October 26, 2013
From: Toronto	To: Anywhere in Canada or US	From: October 24, 2013	To: October 29, 2013

Please book online at www.flyporter.com or through your travel agent using promo code **TESL13**.

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 \$229.00 plus taxes, per night. Reserve your room online at <https://www.starwoodmeeting.com/Book/TEJ25A> or contact the hotel directly at 1-800-325-3535 and indicate that you are attending TESL Ontario 2013. To receive the group rate, please make your reservation before October 11, 2013. 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

How to get to the Allstream Centre-Exhibition Place

For guests staying at the Sheraton Centre Toronto Hotel:

We will have complimentary shuttle buses running to/from the Sheraton Centre Toronto Hotel.

SCHEDULE

Thursday

7:30 AM-9:00 AM	SHUTTLE BUS FROM SHERATON TO ALLSTREAM CENTRE (approximately every 15 – 20 minutes)
9:00 AM-5:00 PM	SHUTTLE BUS FROM SHERATON TO ALLSTREAM CENTRE (approximately every 30 - 40 minutes)
5:00 PM-7:30 PM	SHUTTLE BUS FROM ALLSTREAM CENTRE TO SHERATON (approximately every 15 – 20 minutes)

Friday

7:30 AM-9:00 AM	SHUTTLE BUS FROM SHERATON TO ALLSTREAM CENTRE (approximately every 15 – 20 minutes)
9:00 AM-5:00 PM	SHUTTLE BUS FROM SHERATON TO ALLSTREAM CENTRE (approximately every 30 - 40 minutes)
5:00 PM-7:00 PM	SHUTTLE BUS FROM ALLSTREAM CENTRE TO SHERATON (approximately every 15 – 20 minutes)

Saturday

7:30 AM-9:00 AM	SHUTTLE BUS FROM SHERATON TO ALLSTREAM CENTRE (approximately every 15 – 20 minutes)
9:00 AM-3:30 PM	SHUTTLE BUS FROM SHERATON TO ALLSTREAM CENTRE (approximately every 30 - 40 minutes)
3:30 PM-5:00 PM	SHUTTLE BUS FROM ALLSTREAM CENTRE TO SHERATON (approximately every 15 – 20 minutes)

For attendees who prefer to drive:

Detailed driving directions and parking rates are available online at

<http://www.allstreamcentre.com/visiting/directions/car.php>.

Regular daily parking rate is \$14.00 for surface lot or underground parking.

Go Train:

East - Take the Lakeshore West line and exit at Exhibition.*

West - Take the Lakeshore East line and exit at Exhibition.*

*From Exhibition Station, turn left as you exit the station and head towards the Ricoh Centre. You will be at the back of the building; there is a path between the Ricoh Centre and the Horse Palace. Take the path until you come out near the Direct Energy Centre. Continue to walk towards the Direct Energy Centre until you see the Allstream Centre (you can also walk indoors through the Direct Energy Centre to the far end) and cross to the AllStream Centre (above or under ground).

TTC:

Note: There are two stations on Exhibition Grounds

1. 29 Dufferin Bus
Take the Bloor Subway station to Dufferin Station, board the #29 bus south to Exhibition Place. NEW This Summer - Dufferin 29D all day service and 29B enter the grounds.
2. 511 Bathurst Streetcar
Take the Bloor subway to Bathurst Station, board the #511 streetcar south to Exhibition Place. There are two streetcar stops at Exhibition Place - exit at Strachan Avenue, which is on the East side of the Direct Energy Centre. Walk South until you see the AllStream Centre.
3. 509 Harbourfront Streetcar [From Union Station]
Take the Yonge-University subway to Union Station and proceed to the bus platform (due to construction, buses are currently replacing the streetcars). Board the #509 bus west to Exhibition Place. There are two stops at Exhibition Place - exit at Strachan Avenue, which is on the East side of the Direct Energy Centre. Walk South until you see the AllStream Centre.

Membership Services and Benefits

TESL Ontario is comprised of more than 4600 members in both the public and private sectors of the elementary, secondary, post 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. 150 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, Linked In and Pinterest. Members can receive association updates, news, teaching resources 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
- Access to Staples free Teachers Easy Rewards Program
- Stratford Shakespeare Festival special offers
- Mirvish Productions special offers
- Canada's Wonderland discount
- MarineLand discount
- Wild Water Kingdom 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

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

MEMBERSHIP TYPE: Please check one

- ☐ 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)

(_____) _____ Ext. _____
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. Individuals without an email address can access member emails 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 reside outside of Ontario and 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 **\$ 88.00**
☐ Volunteer/Student/Friends of TESL* **\$ 62.00**
☐ Accredited Membership Renewal Fee **\$168.00**

☐ 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 hereby confirm that I have completed the required 5 PD hours for this accreditation renewal. Proof will be submitted to TESL Ontario upon request.

PAYMENT OPTIONS:

- ☐ Cheque ☐ Cash (do not mail cash) ☐ Visa ☐ MC

CREDIT CARD NUMBER

EXPIRY DATE: _____

SIGNATURE OF CARDHOLDER

For office use only: pmt rec'd _____ Amt Paid \$ _____ ☐ Chq ☐ Cash ☐ Visa ☐ MC

MS Expiry Date: _____ Accreditation Date: _____

01/03/2013

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 October 20-26, 2013, and has been declared in the following participating communities across Ontario:

The Town of Ajax	The Corporation of Loyalist Township
The Town of Aurora	The City of Markham
The Town of Aylmer	The Town of Midland
The City of Barrie	The Town of Milton
The City of Belleville	The Town of New Tecumseth
The Municipality of Brighton	Norfolk County
The Municipality of Brockton	The Corporation of the City of North Bay
The Corporation of the Town of Bruce Mines	The Town of Oakville
The Corporation of the Municipality of Clarington	The Corporation of the City of Oshawa
The City of Dryden	The City of Ottawa
The Regional Municipality of Durham	The Corporation of the City of Pickering
The Town of East Gwillimbury	The Municipality of Port Hope
The City of Elliot Lake	The Town of Rainy River
The Corporation of the Town of Fort Erie	The Town of Richmond Hill
The Town of Fort Frances	The Township of Scugog
The Town of Gananoque	The Municipality of St. Charles
The Corporation of the Town of Georgina	The Corporation of the City of St. Thomas
The Town of Goderich	The Municipality of South Bruce
The Corporation of the Township of Huron-Kinloss	The Corporation of the City of Stratford
The Town of Innisfil	The City of Toronto
	The Town of Whitchurch-Stouffville
	The Regional Municipality of York

**SEE THE DISPLAY OF ALL ESL WEEK ACTIVITY
ENTRIES AT THE ALLSTREAM CENTRE**

Theatre Tickets

TESL Ontario is Going to the Theatre!

Thursday, October 24 at 8:00 pm

TESL Ontario has purchased a limited quantity of tickets at a reduced group rate of \$67 (including service charges and taxes). *These seats are located in the Orchestra Centre at the Royal Alexandra Theatre.*



I LOVE LUCY® LIVE ON STAGE is the brand-new hit stage show adapted from the most beloved program in television history! America's favorite foursome – Lucy, Ricky, Fred and Ethel – is live on stage and in color for the very first time!

It's 1952 and you are a member of the studio audience awaiting the filming of two hilarious and oh-so-familiar I LOVE LUCY® episodes. Imagine stepping back in time onto the Desilu Playhouse soundstage where a charming host entertains and enlightens you to the behind-the-scenes filming process, the 1950s hi-fidelity technology and this brand-new thing called "television." The episodes begin and you witness, firsthand, the side-splitting antics of that crazy redhead in the Ricardo's New York apartment and thrill to the Cuban sounds of "The Ricky Ricardo Orchestra" at the famed Tropicana Nightclub. In-between scenes? The Crystalltone Singers perform live advertising jingles of the show's newest sponsors in perfect 50s style harmony. Can you say "Brylcreem?!"

The truth is in the title – whether young or old, everybody really does LOVE LUCY!

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, October 24 at 7:30 pm

TESL Ontario has purchased a limited quantity of tickets at a reduced group rate of \$73 (including service charges and taxes). *These seats are located in the Orchestra Left/Right/Centre at the Princess of Wales Theatre.*



Cameron Mackintosh presents his acclaimed new production of Boublil & Schönberg's legendary musical, LES MISÉRABLES, with glorious new staging and dazzlingly reimagined scenery inspired by the paintings of Victor Hugo.

This new production has been acclaimed by critics, fans and new audiences and is breaking box office records wherever it goes.

The New York Times calls this production of LES MISÉRABLES “an unquestionably spectacular production from start to finish.” The London Times hails the new show “a five-star hit, astonishingly powerful.” The Star-Ledger says “a dynamically re-imagined hit. This LES MISÉRABLES has improved with age,” and NY1-TV proclaims “this new production actually exceeds the original. Musical theatre fans can rejoice: ‘Les Mis’ is born again.”

Based on Victor Hugo's classic novel, LES MISÉRABLES is an epic and uplifting story about the survival of the human spirit. The magnificent score of LES MISÉRABLES includes the classic songs “I Dreamed a Dream,” “On My Own,” “Stars,” “Bring Him Home,” “Do You Hear the People Sing?,” “One Day More,” “Empty Chairs at Empty Tables,” “Master of the House” and many more.

Tickets will be available for purchase through the online registration system, as part of the registration process.

Frequently Asked Questions

Q1: *I was just starting to feel comfortable finding my way around the Sheraton Centre. Why are we moving again?*

A: We aren't leaving the Sheraton entirely. The Sheraton will continue to provide accommodations and our Friday gala will be held there as well. You'll still have ample opportunities to enjoy the many amenities that downtown Toronto offers! Our conference has grown since we re-located to the Sheraton 5 years ago, and they were no longer able to provide sufficient breakout rooms to meet our needs. Although Allstream centre has fewer rooms, they can accommodate more people. You'll also appreciate that the layout of the Allstream centre makes it very easy to move from one breakout room to the next.

Q2: *Are the rooms at the Allstream bigger than they were at the Sheraton? I can't always get into the sessions that I want to attend.*

A: One of the primary reasons that led to the venue change was the limited room capacity. The Allstream Centre offers large, bright, airy rooms with state-of-the-art technology that allows us to increase our session capacity. Overall, there are fewer breakout rooms available, but each meeting room in the new facility is larger and as a result we will be able to fit more people into every session!

Q3: *What food is included in the registration fee this year?*

A: Another significant change to the conference format that we're positive you'll be thrilled with is the creation of a standard lunch break that includes a complimentary hot buffet lunch every day. Depending on the sessions you're attending, there will be a 60- to 90-minute break across the board, that will allow attendees to eat lunch, browse the posters and exhibits, network, or find a quiet corner to rest and re-energize. In addition, there will also be morning and afternoon coffee breaks provided. A ticket (must be reserved in advance) to the Welcome Reception and Friday Gala Dinner is also included in your registration fee.

Q4: *Is WiFi Internet service available at the Allstream Centre?*

A: The Allstream Centre offers complimentary WiFi Internet service throughout the conference centre free of charge to all conference attendees and exhibitors.

Q5: *Can I catch the free shuttle bus from Sheraton Centre to the Allstream Centre even if I am not staying at the hotel?*

A: The free shuttle bus service will be running between Sheraton Centre and the Allstream Centre each morning and afternoon, and will be made available to TESL Ontario conference attendees who wish to utilize the service.

Q6: *Why do I need a credit card to check into the Sheraton Centre Hotel?*

A: It is standard practice in the hotel industry to ask for a credit card number upon check-in, in the event that there are miscellaneous charges above and beyond the actual cost of the room. For example, mini bar purchases or long distance telephone charges.