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
Thane@eslresources.com
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:

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

Advertisers’ Index

British Council of Canada.................................................................20
Cambridge English Language Assessment ........................................51
Canadian Resources for ESL .............................................................2
Cambridge University Press............................................................27
English Online Inc.................................................................62
ETS Canada................................................................................14
LearnIT2teach...........................................................................10
Oxford Seminars........................................................................12
Oxford University Press.................................................................26
Toronto Catholic District School Board..............................................17
Table of Contents

Acknowledgements .................................................................................................................. 3
Advertisers’ Index ..................................................................................................................... 3
Thank you to our Sponsors! ......................................................................................................... 5
Message from the Chair of the TESL Ontario Board of Directors ....................................... 7
Message from the Conference Chair ...................................................................................... 7
Program Flow ............................................................................................................................. 8
Volunteer Opportunities .......................................................................................................... 9
Thursday at a Glance ................................................................................................................ 11
Friday at a Glance ..................................................................................................................... 13
Saturday at a Glance ................................................................................................................ 15
An Orientation for Participants ............................................................................................... 16
Registration Instructions and Fees ........................................................................................... 18
Session Selection Form ............................................................................................................ 19
Floorplans-Allstream Centre .................................................................................................... 21
Floorplan-Exhibits (Ballroom D) ............................................................................................. 23
TESL Ontario 2013 Exhibitor List ............................................................................................. 24
Plenary Speaker-Scott Douglas ................................................................................................ 25
Featured Speaker-Professor Deep Saini .................................................................................... 27
14th ANNUAL RESEARCH SYMPOSIUM ........................................................................... 29
Technology Fair ....................................................................................................................... 33
Panel Discussion ....................................................................................................................... 35
CCLB Workshops for ESL Funded Instructors ....................................................................... 37
Presentations by Teaching Sector ............................................................................................. 45
Thursday Presentation Descriptions ......................................................................................... 52
Friday Presentation Descriptions ............................................................................................. 63
Saturday Presentation Descriptions ......................................................................................... 76
Presenter Biographies .............................................................................................................. 84
Travel, Accommodation and Directions .................................................................................. 96
Membership Services and Benefits .......................................................................................... 99
Theatre Tickets ........................................................................................................................ 103
Frequently Asked Questions .................................................................................................... 105
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.

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

Why take the test with British Council – IELTS Canada?
Take IELTS with the British Council and you can expect:
• A network of test centers, in 19 cities across Canada, sharing the same high standards;
• Unrivalled availability on IELTS test days;
• 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;
• Flexible for test takers with special needs;
• British Council IELTS scholarship opportunities.

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

Keynote Speaker

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.

Thank you to our Sponsors!
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 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.
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 aplenty 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**

<table>
<thead>
<tr>
<th>Thursday, October 24</th>
<th>Friday, October 25</th>
<th>Saturday, October 26</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:00</td>
<td>REGISTRATION OPEN</td>
<td>REGISTRATION OPEN</td>
</tr>
<tr>
<td>8:00</td>
<td>Concurrent Sessions</td>
<td>Concurrent Sessions</td>
</tr>
<tr>
<td>9:00</td>
<td>Coffee Break</td>
<td>Coffee Break</td>
</tr>
<tr>
<td>10:00</td>
<td>Annual General Meeting</td>
<td>Concurrent Sessions</td>
</tr>
<tr>
<td>11:00</td>
<td>Lunch/Exhibits</td>
<td>Lunch/Exhibits</td>
</tr>
<tr>
<td>12:00</td>
<td>Concurrent Sessions</td>
<td>Concurrent Sessions</td>
</tr>
<tr>
<td>1:00</td>
<td>Coffee Break</td>
<td>Coffee Break</td>
</tr>
<tr>
<td>2:00</td>
<td>Concurrent Sessions</td>
<td>Concurrent Sessions</td>
</tr>
<tr>
<td>3:00</td>
<td>Concurrent Sessions</td>
<td>Concurrent Sessions</td>
</tr>
<tr>
<td>4:00</td>
<td>Concurrent Sessions</td>
<td>Concurrent Sessions</td>
</tr>
<tr>
<td>5:00</td>
<td>Welcome Reception</td>
<td>Free Time</td>
</tr>
<tr>
<td>6:00</td>
<td>Free Time</td>
<td>Gala Dinner and Entertainment</td>
</tr>
<tr>
<td>7:00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:00</td>
<td>(Optional) Theatre Performances</td>
<td></td>
</tr>
<tr>
<td>9:00</td>
<td>I Love Lucy</td>
<td></td>
</tr>
<tr>
<td>10:00</td>
<td>Les Miserables</td>
<td></td>
</tr>
<tr>
<td>11:00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:00</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

**TESL ONTARIO 2013 CONFERENCE**

*Merging and Emerging Pathways through Language*
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.
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)

9:00 AM-10:00 AM 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
TAM Writing for Scholarly Publication & Anglophone Novice Scholars
TAN Writing for Contact Magazine
TAP 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

9:00 AM-5:00 PM CC-TAR Orientation to the Revised CLB and CLB Support Kit (Full Day Train-the-Trainer)

10:00 AM-10:30 AM COFFEE BREAK

10:30 AM-11:30 AM AGM Annual General Meeting

11:30 AM-1:00 PM 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

12:00 PM-2:00 PM CC-TBT Assessing Writing

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

1:00 PM-2:00 PM 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
TBM 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

1:00 PM-5:00 PM TBL Symposium on Understanding Student Plagiarism, and Advice for Practical Action

2:10 PM-5:10 PM 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, ʒ, dʒ
TPG  How to Create, Deliver and Moderate a Webinar on Tutela.ca
TPH  Symbols: Tools to Support Reading, Writing and Communication
TPM  LINCs to Literacy
TPN  Screenplay Writing for the ESL Classroom
TPQ  Success in Teaching Pronunciation to Level 1
TPR  The Power of the Presentation
TPS  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
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;
- eager to demonstrate creative and interactive teaching methodologies;
- prepared to teach a comprehensive curriculum to classes of aspiring and motivated individuals looking forward to teaching English abroad.

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

Positions available in major cities across Canada.

Compensation starts at $30/hour

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

OXFORD SEMINARS
131 Bloor Street West, Suite 200-390
Toronto, Ontario M5S 1R8
www.oxfordseminars.ca
416-924-3240 / 1-800-269-6719

TESL ONTARIO 2013 CONFERENCE  Merging and Emerging Pathways through Language 12
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)

9:00 AM-10:00 AM  FAG – English Accent Coach: Minimal Pairs No More
                    FAL – Tips on Creating Original Classroom Materials
                    FAQ – 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

9:00 AM-11:30 AM  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

9:00 AM-12:00 PM  CC-FAR – Orientation to the Revised CLB and CLB Support Kit (3-hr Information Session)

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
                    • Teacher Perceptions of Task-Based Language Teaching and Learning across Canada
                    • Collaborative structural priming tasks

10:30 AM-11:30 AM  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

11:30 AM-1:00 PM  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

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

12:45 PM-3:45 PM  CC-FPR – Orientation to the Revised CLB and CLB Support Kit (3-hr Information Session)

1:00 PM-2:00 PM  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

2:10 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
                    • 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 Tutelac.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)
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)

9:00 AM-10:00 AM
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 Inuititut
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

9:00 AM-11:30 AM
CC-SAS Assessing Writing

9:00 AM-12:00 PM
CC-SAR Orientation to the Revised CLB and CLB Support Kit (3-hr Information Session)

10:30 AM-11:30 AM
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

11:30 AM-1:00 PM
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

12:45 PM-3:45 PM
CC-SPR Orientation to the Revised CLB and CLB Support Kit (3-hr Information Session)

1:00 PM-2:15 PM
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
SPE 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

1:00 PM-3:30 PM
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

2:30 PM-3:30 PM
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
SQA 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:

A GIFT CERTIFICATE OR A 1-YEAR TESL ONTARIO MEMBERSHIP OR A 3-DAY PASS TO 2014 CONFERENCE.
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.

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

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

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

How do I register? Register online at www.teslontario.org 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.

<table>
<thead>
<tr>
<th>TESL Ontario 2013 Conference Registration Fees</th>
</tr>
</thead>
<tbody>
<tr>
<td>[</td>
</tr>
<tr>
<td>On or Before October 15, 2013</td>
</tr>
<tr>
<td>One Day</td>
</tr>
<tr>
<td>Two Day</td>
</tr>
<tr>
<td>Three Day</td>
</tr>
<tr>
<td>After October 15, 2013</td>
</tr>
<tr>
<td>One Day</td>
</tr>
<tr>
<td>Two Day</td>
</tr>
<tr>
<td>Three Day</td>
</tr>
<tr>
<td>HST Included #R126198043</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Time</th>
<th>Thur 1st 2nd 4th</th>
<th>Sat 1st 2nd 3rd</th>
<th>Fri 1st 2nd 3rd 4th</th>
<th>Sat 4th</th>
<th>Fri 1st 2nd 3rd 4th</th>
<th>Fri 1st 2nd 3rd 4th</th>
<th>Thu 1st 2nd 4th</th>
<th>Thu 1st 2nd 4th</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00-10:00 AM</td>
<td>AGM</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:30-11:30 AM</td>
<td>AGM</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:00-2:00 PM</td>
<td>AGM</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2:30-3:45 PM</td>
<td>AGM</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4:00-5:00 PM</td>
<td>AGM</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:00-2:15 PM</td>
<td>AGM</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2:30-3:30 PM</td>
<td>AGM</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
IELTS
The world’s most popular and secure English proficiency test

S P R I N G
S U M M E R
F A L L
W I N T E R
B E A U T I F U L
S E A S O N S

Recognized by Citizenship and Immigration Canada (CIC), Immigration Quebec and over 290 Canadian schools, universities, companies...

Located in nearly 20 cities across Canada.

Book and take your IELTS test with us and benefit from our FREE ONLINE TUITION, including:

• Road to IELTS: an e-learning package that provides 30 hours of FREE online tuition and much more;
• WORDREADY: a powerful online vocabulary learning resource;
• Word Power: a FREE practice app for IELTS.

Check out our website for more details www.britishcouncil.org/takeielts

Don’t delay... take IELTS today!

IELTS is jointly owned by British Council, IDP: IELTS Australia and Cambridge English Language Assessment.
MAIN FLOOR

REGISTRATION (Pre-function B)
TEACHERS’ LOUNGE (Pre-function A)
EXHIBIT HALL & POSTERS (Ballroom D)
LUNCH SEATING (Ballroom A)
SECOND FLOOR
MEETING ROOMS
RESEARCH SYMPOSIUM
Floorplan-Exhibits (Ballroom D)
**TESL Ontario 2013 Exhibitor List**

*Alphabetical by Exhibitor as at October 8, 2013*

<table>
<thead>
<tr>
<th>Name</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCESS Copyright</td>
<td>45</td>
</tr>
<tr>
<td>Advance Consulting for Education</td>
<td>2</td>
</tr>
<tr>
<td>Bridges</td>
<td>36</td>
</tr>
<tr>
<td>British Council</td>
<td>7-8</td>
</tr>
<tr>
<td>CAEL Assessment</td>
<td>20</td>
</tr>
<tr>
<td>Cambridge English: Advanced</td>
<td>25</td>
</tr>
<tr>
<td>Cambridge University Press</td>
<td>3-4-21-22</td>
</tr>
<tr>
<td>Canadian Resources for ESL</td>
<td>11-12</td>
</tr>
<tr>
<td>Centre for Canadian Language Benchmarks</td>
<td>26</td>
</tr>
<tr>
<td>Chestnut Publishing Group Inc.</td>
<td>48</td>
</tr>
<tr>
<td>Community Legal Education Ontario</td>
<td>39</td>
</tr>
<tr>
<td>Corpus Academics</td>
<td>57/58</td>
</tr>
<tr>
<td>English Central</td>
<td>45-56</td>
</tr>
<tr>
<td>English Online Inc</td>
<td>53</td>
</tr>
<tr>
<td>ETS Canada</td>
<td>27</td>
</tr>
<tr>
<td>Hamro Village Inc</td>
<td>38</td>
</tr>
<tr>
<td>HarperCollins Canada</td>
<td>47</td>
</tr>
<tr>
<td>Historica Canada</td>
<td>59</td>
</tr>
<tr>
<td>Howard B. Woods Publishing</td>
<td>40</td>
</tr>
<tr>
<td>ICAS Canada</td>
<td>19</td>
</tr>
<tr>
<td>NAS Software Inc</td>
<td>24</td>
</tr>
<tr>
<td>Nelson Education Ltd</td>
<td>49-50-51-52</td>
</tr>
<tr>
<td>New Media Language Training Inc.</td>
<td>23</td>
</tr>
<tr>
<td>New Readers Bookstore</td>
<td>1</td>
</tr>
<tr>
<td>Niagara University, Ontario Programs</td>
<td>35</td>
</tr>
<tr>
<td>OCASI</td>
<td>13</td>
</tr>
<tr>
<td>Ontario Teachers Insurance Plan (OTIP)</td>
<td>6</td>
</tr>
<tr>
<td>Oxford University Press</td>
<td>29-30-31-42-43-44</td>
</tr>
<tr>
<td>Paragon Testing Enterprises</td>
<td>34</td>
</tr>
<tr>
<td>Pearson ELT</td>
<td>9-10-15-16</td>
</tr>
<tr>
<td>Rosetta Stone Education</td>
<td>18</td>
</tr>
<tr>
<td>successintesl</td>
<td>32</td>
</tr>
<tr>
<td>Talis</td>
<td>37</td>
</tr>
<tr>
<td>TESL Canada</td>
<td>14</td>
</tr>
<tr>
<td>TESOL 2015</td>
<td>Pre-function B</td>
</tr>
<tr>
<td>The Personal Insurance Company</td>
<td>33</td>
</tr>
<tr>
<td>Toronto Catholic District School Board</td>
<td>17</td>
</tr>
<tr>
<td>UTP Guidance Centre</td>
<td>28</td>
</tr>
<tr>
<td>World Education Services</td>
<td>5</td>
</tr>
</tbody>
</table>

**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**
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 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.

Oxford University Press

Sign up for an Oxford Workshop... We’ve got something for everyone!

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

Come see what’s new from Oxford! Visit our Exhibit: Ballroom D, 29–31 and 42–44.
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*.

**English for Academic Purposes**

**EBOOKS COMING SEPTEMBER 2013!**

Designed for students at university and on foundation courses, this integrated skills course develops language and critical thinking skills essential for successful university studies. Thanks to the Cambridge Academic Corpus research and Academic Word List, the course ensures that the language your students learn is useful and relevant to their studies.

www.cambridge.org/elt/academicenglish

**Grammar**

This fully updated version of the best-selling grammar title is now in full colour and with an updated page design. It retains all the key features of clarity and ease-of-use which have made the book so popular with learners and teachers alike. Informed by the Cambridge English Corpus, to ensure the language is up-to-date and relevant to learners at advanced level.

www.cambridge.org/inuse

**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**

Cambridge University Press
288 Donell Court
Kingston, ON K7M 4H2
T: 800-660-1244
E: isutherland@cambridge.org
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

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 completion 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.
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.
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.
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 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

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00AM-10:00AM</td>
<td>TAG ✏ Boost LEARNING with Quizlet</td>
<td></td>
</tr>
<tr>
<td>1:00PM-2:00PM</td>
<td>TBG ✏ What’s New in LearnIT2teach: Project Update</td>
<td></td>
</tr>
<tr>
<td>2:30PM-3:45PM</td>
<td>TPG ✏ How to Create, Deliver and Moderate a Webinar on Tutela.ca</td>
<td></td>
</tr>
<tr>
<td>4:00PM-5:00PM</td>
<td>TQG ✏ Innovation, Technology and Labour Market Language Programs</td>
<td></td>
</tr>
</tbody>
</table>

#### Friday

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00AM-10:00AM</td>
<td>FAG ✏ English Accent Coach: Minimal Pairs No More</td>
<td></td>
</tr>
<tr>
<td>10:30AM-11:30AM</td>
<td>FBG ✏ ESL Teacher Training in 3D Virtual Learning Environments</td>
<td></td>
</tr>
<tr>
<td>1:00PM-2:00PM</td>
<td>FPG ✏ Engaging Students in Fun Online Learning</td>
<td></td>
</tr>
<tr>
<td>2:30PM-3:45PM</td>
<td>FQG ✏ Implementing and Facilitating Technology-Based Community Resource Centres</td>
<td></td>
</tr>
<tr>
<td>4:00PM-5:00PM</td>
<td>FRG ✏ Blended Learning Tools for Better ESL Teaching &amp; Learning</td>
<td></td>
</tr>
</tbody>
</table>

#### Saturday

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00AM-10:00AM</td>
<td>SAG ✏ Teaching Workplace Cultural Communication (online)</td>
<td></td>
</tr>
<tr>
<td>10:30AM-11:30AM</td>
<td>SBG ✏ Flip Your Classroom with Open Access Resources</td>
<td></td>
</tr>
<tr>
<td>1:00PM-2:15PM</td>
<td>SPG ✏ Linkedin for Job Search and Beyond</td>
<td></td>
</tr>
<tr>
<td>2:30PM-3:30PM</td>
<td>SQG ✏ Using Interactive Software to Support Language Learning</td>
<td></td>
</tr>
</tbody>
</table>
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.

Twitter: #TESL2013
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

**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

**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).

**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

**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.

**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.
• 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-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:

- 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.
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**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>TAA</td>
<td>Maximizing Software Implementation in the Classroom</td>
<td>Thursday 9:00AM-10:00AM</td>
</tr>
<tr>
<td>TAB</td>
<td>Language Instruction for Senior Learners: Challenges and Benefits</td>
<td>Thursday 9:00AM-10:00AM</td>
</tr>
<tr>
<td>TAC</td>
<td>Ebooks and the Digital Evolution of Educational Publishing</td>
<td>Thursday 9:00AM-10:00AM</td>
</tr>
<tr>
<td>TAG</td>
<td>Boost LEARNING with Quizlet</td>
<td>Thursday 9:00AM-10:00AM</td>
</tr>
<tr>
<td>TAH</td>
<td>Infographics and Visualization Tools for Language Teaching</td>
<td>Thursday 9:00AM-10:00AM</td>
</tr>
<tr>
<td>TAM</td>
<td>Writing for Contact Magazine</td>
<td>Thursday 9:00AM-10:00AM</td>
</tr>
<tr>
<td>TAN</td>
<td>Using Wordless Picture Books to Support Literacy Learners</td>
<td>Thursday 9:00AM-10:00AM</td>
</tr>
<tr>
<td>TAO</td>
<td>Best Practices in Working with Skilled Immigrants</td>
<td>Thursday 9:00AM-10:00AM</td>
</tr>
<tr>
<td>TAP2</td>
<td>Merging CLB’s Model of Communicative Language Ability with Drama Activities</td>
<td>Thursday 9:00AM-10:00AM</td>
</tr>
<tr>
<td>TAQ</td>
<td>Internationally-Educated and Canadian-Born Teachers’ Preparedness to Teach Immigrant Children</td>
<td>Thursday 9:00AM-10:00AM</td>
</tr>
<tr>
<td>TBN</td>
<td>KEYNOTE: Pathways to Production: Exploring Lexical Thresholds in Speaking and Writing</td>
<td>Thursday 12:45PM-1:45PM</td>
</tr>
<tr>
<td>TBD</td>
<td>Redefining Teaching, Redefining Learning with Interchange Fourth Edition</td>
<td>Thursday 1:00PM-2:00PM</td>
</tr>
<tr>
<td>TBE</td>
<td>Defining Advanced Level EAP a Service</td>
<td>Thursday 1:00PM-2:00PM</td>
</tr>
<tr>
<td>TBF</td>
<td>Feedback as a Pathway to Enhance Language Learning</td>
<td>Thursday 1:00PM-2:00PM</td>
</tr>
<tr>
<td>TBG</td>
<td>What’s New in LearnIT2teach: Project Update</td>
<td>Thursday 1:00PM-2:00PM</td>
</tr>
<tr>
<td>TBH</td>
<td>READ ALL ABOUT IT! Online Reading Development Tools</td>
<td>Thursday 1:00PM-2:00PM</td>
</tr>
<tr>
<td>TBM</td>
<td>First I’ll Pass the Test, Then I’ll Learn English-Test prep in EAP Classrooms</td>
<td>Thursday 1:00PM-2:00PM</td>
</tr>
<tr>
<td>TPD</td>
<td>Using Coaching in the ESL Classroom</td>
<td>Thursday 2:30PM-3:45PM</td>
</tr>
<tr>
<td>TPE</td>
<td>Using Improv for Active Listening Skills</td>
<td>Thursday 2:30PM-3:45PM</td>
</tr>
<tr>
<td>TPF</td>
<td>Teaching Cdn Consonants: w, y, r, l, n, sg, s, sh, z, d</td>
<td>Thursday 2:30PM-3:45PM</td>
</tr>
<tr>
<td>TPG</td>
<td>How to Create, Deliver and Moderate a Webinar on Tutela.ca</td>
<td>Thursday 2:30PM-3:45PM</td>
</tr>
<tr>
<td>TPH</td>
<td>Symbols: Tools to Support Reading, Writing and Communication</td>
<td>Thursday 2:30PM-3:45PM</td>
</tr>
<tr>
<td>TPM</td>
<td>LINCs to Literacy</td>
<td>Thursday 2:30PM-3:45PM</td>
</tr>
<tr>
<td>TPN</td>
<td>Screenplay Writing for the ESL Classroom</td>
<td>Thursday 2:30PM-3:45PM</td>
</tr>
<tr>
<td>TPO</td>
<td>Success in Teaching Pronunciation to Level 1</td>
<td>Thursday 2:30PM-3:45PM</td>
</tr>
<tr>
<td>TPF</td>
<td>The Power of the Presentation</td>
<td>Thursday 2:30PM-3:45PM</td>
</tr>
<tr>
<td>TPD</td>
<td>Practical Tools for Improving Your Teaching</td>
<td>Thursday 2:30PM-3:45PM</td>
</tr>
<tr>
<td>TQD</td>
<td>National Initiatives and Drivers in Settlement Language Training</td>
<td>Thursday 4:00PM-5:00PM</td>
</tr>
<tr>
<td>TQE</td>
<td>Ontario Adult ESL Curriculum Framework Project: An Update</td>
<td>Thursday 4:00PM-5:00PM</td>
</tr>
<tr>
<td>TQF</td>
<td>Cultural Approaches to ESL Using Film and Music</td>
<td>Thursday 4:00PM-5:00PM</td>
</tr>
<tr>
<td>TGG</td>
<td>Innovation, Technology and Labour Market Language Programs</td>
<td>Thursday 4:00PM-5:00PM</td>
</tr>
<tr>
<td>TQH</td>
<td>TESL Ontario Members using Tutela.ca ES Repository/Community</td>
<td>Thursday 4:00PM-5:00PM</td>
</tr>
<tr>
<td>TQM</td>
<td>Creating a Memory Palace To Learn New Vocabulary and Spelling</td>
<td>Thursday 4:00PM-5:00PM</td>
</tr>
<tr>
<td>TQO</td>
<td>Corrective Feedback on Oral Production</td>
<td>Thursday 4:00PM-5:00PM</td>
</tr>
<tr>
<td>TQP</td>
<td>Multi-Level Group Activities for Holidays and Special Occasions</td>
<td>Thursday 4:00PM-5:00PM</td>
</tr>
<tr>
<td>FAG</td>
<td>English Accent Coach: Minimal Pairs No More</td>
<td>Friday 9:00AM-10:00AM</td>
</tr>
<tr>
<td>FAH</td>
<td>LearnIT2teach Stage 1 Instructor Training</td>
<td>Friday 9:00AM-11:30AM</td>
</tr>
<tr>
<td>FAL</td>
<td>Tips on Creating Original Classroom Materials</td>
<td>Friday 9:00AM-10:00AM</td>
</tr>
<tr>
<td>FAM</td>
<td>What’s That Word Again?</td>
<td>Friday 9:00AM-11:30AM</td>
</tr>
<tr>
<td>FAN</td>
<td>A Post-Secondary Perspective on EAP in Ontario</td>
<td>Friday 9:00AM-11:30AM</td>
</tr>
<tr>
<td>FAO</td>
<td>Teaching and Assessing Vocabulary: Going Active from Passive</td>
<td>Friday 9:00AM-10:00AM</td>
</tr>
<tr>
<td>FAP</td>
<td>Boiled-Down Phonics in Just 3 Weeks!</td>
<td>Friday 9:00AM-11:30AM</td>
</tr>
<tr>
<td>FAD</td>
<td>Accent and Comprehensibility are Apples and Oranges</td>
<td>Friday 9:00AM-10:00AM</td>
</tr>
<tr>
<td>FAD</td>
<td>PANEL: Integrating Pathways to Language Learning</td>
<td>Friday 9:30AM-11:45AM</td>
</tr>
<tr>
<td>FAG</td>
<td>ESL Teacher Training in 3D Virtual Learning Environments</td>
<td>Friday 10:30AM-11:30AM</td>
</tr>
<tr>
<td>FBL</td>
<td>Predict, Confirm, Produce: Lessons for Pronunciation</td>
<td>Friday 10:30AM-11:30AM</td>
</tr>
<tr>
<td>FBO</td>
<td>Communicative Strategies Taking Learners on Pathways to Success</td>
<td>Friday 10:30AM-11:30AM</td>
</tr>
<tr>
<td>FBQ</td>
<td>One Theme, Many Activities: From the Literacy Project</td>
<td>Friday 10:30AM-11:30AM</td>
</tr>
<tr>
<td>FPN</td>
<td>KEYNOTE: Using Authentic Language in ESL Materials Development: The (Rocky) Road from Research</td>
<td>Friday 12:45PM-1:45PM</td>
</tr>
<tr>
<td>FPE</td>
<td>Merging Pathways: Ontario Hosts 2015 TESOL International Convention</td>
<td>Friday 1:00PM-2:00PM</td>
</tr>
<tr>
<td>FPF</td>
<td>Overview of CIC Language Program Priorities: 2013-2016</td>
<td>Friday 1:00PM-2:00PM</td>
</tr>
<tr>
<td>FPG</td>
<td>Engaging Students in Fun Online Learning</td>
<td>Friday 1:00PM-2:00PM</td>
</tr>
<tr>
<td>FPH</td>
<td>Join the TESL Ontario Social Media Community!</td>
<td>Friday 1:00PM-2:00PM</td>
</tr>
<tr>
<td>FPL</td>
<td>Pronunciation Begins with Hearing</td>
<td>Friday 1:00PM-2:00PM</td>
</tr>
<tr>
<td>FPM</td>
<td>Using Sitcoms in the Classroom</td>
<td>Friday 1:00PM-2:00PM</td>
</tr>
<tr>
<td>FQD</td>
<td>Merging Musical Rhythms and ESL - A Unique Experience</td>
<td>Friday 2:30PM-3:45PM</td>
</tr>
<tr>
<td>FQE</td>
<td>The TESL Canada Federation: Fostering Policies for Professionalization</td>
<td>Friday 2:30PM-3:45PM</td>
</tr>
<tr>
<td>Code</td>
<td>Session Title</td>
<td>Time</td>
</tr>
<tr>
<td>------</td>
<td>------------------------------------------------------------------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>TBF</td>
<td>Communicating with Grammar</td>
<td>Friday 2:30PM-3:45PM</td>
</tr>
<tr>
<td>TFG</td>
<td>Implementing and Facilitating Technology-Based Community Resource Centres</td>
<td>Friday 2:30PM-3:45PM</td>
</tr>
<tr>
<td>TQH</td>
<td>Learn to Use the Tutela.ca ESL Repository / Community</td>
<td>Friday 2:30PM-3:45PM</td>
</tr>
<tr>
<td>TQM</td>
<td>Finding Energy in a Stressful World</td>
<td>Friday 2:30PM-3:45PM</td>
</tr>
<tr>
<td>TQN</td>
<td>EIL in the Classroom</td>
<td>Friday 2:30PM-3:45PM</td>
</tr>
<tr>
<td>TQO</td>
<td>Speak Up!</td>
<td>Friday 2:30PM-3:45PM</td>
</tr>
<tr>
<td>TQP</td>
<td>Speaking Assessment Made Easy</td>
<td>Friday 2:30PM-3:45PM</td>
</tr>
<tr>
<td>TQQ</td>
<td>Global Focus: Cross-cultural Awareness &amp; Critical Thinking Skills in L2 Teaching</td>
<td>Friday 2:30PM-3:45PM</td>
</tr>
<tr>
<td>FRD</td>
<td>Building Student Success in the Classroom and Online</td>
<td>Friday 4:00PM-5:00PM</td>
</tr>
<tr>
<td>FRE</td>
<td>Exploring the Feasibility of E-Learning in Ontario ESL</td>
<td>Friday 4:00PM-5:00PM</td>
</tr>
<tr>
<td>FRF</td>
<td>ESL/LINC Resources: Settlement.Org and the SettlementAtWork Wiki</td>
<td>Friday 4:00PM-5:00PM</td>
</tr>
<tr>
<td>FRG</td>
<td>Blended Learning Tools for Better ESL Teaching &amp; Learning</td>
<td>Friday 4:00PM-5:00PM</td>
</tr>
<tr>
<td>FRH</td>
<td>Building your PLN - the Source of Your Self-directed Professional Development</td>
<td>Friday 4:00PM-5:00PM</td>
</tr>
<tr>
<td>FIG</td>
<td>Fostering Vocabulary Retention in English Language Learners</td>
<td>Friday 4:00PM-5:00PM</td>
</tr>
<tr>
<td>FRO</td>
<td>ESL Teachers in ESP Classrooms: Teaching Occupation-Specific Language</td>
<td>Friday 4:00PM-5:00PM</td>
</tr>
<tr>
<td>FRP</td>
<td>Professional Happiness in TESL</td>
<td>Friday 4:00PM-5:00PM</td>
</tr>
<tr>
<td>FRQ</td>
<td>Nurturing ESL Writers Through Collaborative Writing</td>
<td>Friday 4:00PM-5:00PM</td>
</tr>
<tr>
<td>SAA</td>
<td>ESL Literacy Instruction: Creative Solutions to Classroom Challenges</td>
<td>Saturday 9:00AM-10:00AM</td>
</tr>
<tr>
<td>SAB</td>
<td>Barriers to Citizenship: How ESL Teachers Can Help</td>
<td>Saturday 9:00AM-10:00AM</td>
</tr>
<tr>
<td>SAC</td>
<td>Developing Essential Skills</td>
<td>Saturday 9:00AM-10:00AM</td>
</tr>
<tr>
<td>SAD</td>
<td>TELL Everybody! Technology and Social Media for ESL</td>
<td>Saturday 9:00AM-10:00AM</td>
</tr>
<tr>
<td>SAE</td>
<td>Applied Linguistics and Language Revitalization: The Case of Labrador Inuittit</td>
<td>Saturday 9:00AM-10:00AM</td>
</tr>
<tr>
<td>SAG</td>
<td>Teaching Workplace Cultural Communication (online)</td>
<td>Saturday 9:00AM-10:00AM</td>
</tr>
<tr>
<td>SAH</td>
<td>Get LinkedIn</td>
<td>Saturday 9:00AM-10:00AM</td>
</tr>
<tr>
<td>SAL</td>
<td>Journal-ease: Utilizing Learners’ Experience(s) to Foster L2 Acquisition</td>
<td>Saturday 9:00AM-10:00AM</td>
</tr>
<tr>
<td>SBA</td>
<td>FEATURED SPEAKER: Professional Immigration and Nation Building</td>
<td>Saturday 10:30AM-11:30AM</td>
</tr>
<tr>
<td>SBD</td>
<td>Language Anxiety: Is There Such a Thing?</td>
<td>Saturday 10:30AM-11:30AM</td>
</tr>
<tr>
<td>SBE</td>
<td>Insider Tips: Helping Your TOEFL Students Succeed</td>
<td>Saturday 10:30AM-11:30AM</td>
</tr>
<tr>
<td>SBF</td>
<td>Teaching Prefixes: Evolving Strategies To Exploit Possibilities</td>
<td>Saturday 10:30AM-11:30AM</td>
</tr>
<tr>
<td>SFG</td>
<td>Flip Your Classroom with Open Access Resources</td>
<td>Saturday 10:30AM-11:30AM</td>
</tr>
<tr>
<td>SBE</td>
<td>Teaching Workplace Cultural Communication (online)</td>
<td>Saturday 10:30AM-11:30AM</td>
</tr>
<tr>
<td>SBL</td>
<td>Creating Intercultural Competence in the Classroom</td>
<td>Saturday 10:30AM-11:30AM</td>
</tr>
<tr>
<td>SPA</td>
<td>CAT: A Framework for Dogme</td>
<td>Saturday 10:30AM-11:30AM</td>
</tr>
<tr>
<td>SPC</td>
<td>Working with Senior Immigrants in a Community Program</td>
<td>Saturday 10:30AM-11:30AM</td>
</tr>
<tr>
<td>SDE</td>
<td>Learning Through Law/Legal Information Training for ESL Teachers</td>
<td>Saturday 10:30AM-11:30AM</td>
</tr>
<tr>
<td>SPF</td>
<td>Making the Transition from EASL TO College Writing: An Analysis and a Dialogue</td>
<td>Saturday 10:30AM-11:30AM</td>
</tr>
<tr>
<td>SPM</td>
<td>LinkedIn for Job Search and Beyond</td>
<td>Saturday 10:30AM-11:30AM</td>
</tr>
<tr>
<td>SMI</td>
<td>LearnIT2Teach Stage 1 Instructor Training</td>
<td>Saturday 10:30AM-11:30AM</td>
</tr>
<tr>
<td>SPL</td>
<td>Teaching ESL Academic Writing and Intercultural Rhetoric</td>
<td>Saturday 10:30AM-11:30AM</td>
</tr>
<tr>
<td>SQA</td>
<td>Language for Career/Life Pathways Planning</td>
<td>Saturday 2:30PM-3:30PM</td>
</tr>
<tr>
<td>SQD</td>
<td>Diabetes Prevention Education for ESL Students</td>
<td>Saturday 2:30PM-3:30PM</td>
</tr>
<tr>
<td>SBE</td>
<td>Critical ESL Education: TESL as Activism</td>
<td>Saturday 2:30PM-3:30PM</td>
</tr>
<tr>
<td>SQF</td>
<td>English Teachers’ Engagement with Research: Findings from Bangladesh</td>
<td>Saturday 2:30PM-3:30PM</td>
</tr>
<tr>
<td>SQG</td>
<td>Using Interactive Software to Support Language Learning</td>
<td>Saturday 2:30PM-3:30PM</td>
</tr>
<tr>
<td>SQL</td>
<td>Corrective Feedback in Treating L2 Learners’ Pronunciation Errors</td>
<td>Saturday 2:30PM-3:30PM</td>
</tr>
</tbody>
</table>

**COLLEGE/UNIVERSITY**

<table>
<thead>
<tr>
<th>Code</th>
<th>Session Title</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>TAA</td>
<td>Maximizing Software Implementation in the Classroom</td>
<td>Thursday 9:00AM-10:00AM</td>
</tr>
<tr>
<td>TAC</td>
<td>Ebooks and the Digital Evolution of Educational Publishing</td>
<td>Thursday 9:00AM-10:00AM</td>
</tr>
<tr>
<td>TAG</td>
<td>Boost LEARNING with Quizlet</td>
<td>Thursday 9:00AM-10:00AM</td>
</tr>
<tr>
<td>TAH</td>
<td>Infographics and Visualization Tools for Language Teaching</td>
<td>Thursday 9:00AM-10:00AM</td>
</tr>
<tr>
<td>TAL</td>
<td>Writing for Scholarly Publication &amp; Anglophone Novice Scholars</td>
<td>Thursday 9:00AM-10:00AM</td>
</tr>
<tr>
<td>TAM</td>
<td>Writing for Contact Magazine</td>
<td>Thursday 9:00AM-10:00AM</td>
</tr>
<tr>
<td>TAO</td>
<td>Best Practices in Working with Skilled Immigrants</td>
<td>Thursday 9:00AM-10:00AM</td>
</tr>
<tr>
<td>TAP2</td>
<td>Merging CLB’s Model of Communicative Language Ability with Drama Activities</td>
<td>Thursday 9:00AM-10:00AM</td>
</tr>
<tr>
<td>TBN</td>
<td>KEYNOTE: Pathways to Production: Exploring Lexical Thresholds in Speaking and Writing</td>
<td>Thursday 12:45PM-1:45PM</td>
</tr>
<tr>
<td>TBD</td>
<td>Redefining Teaching, Redefining Learning with Interchange Fourth Edition</td>
<td>Thursday 1:00PM-2:00PM</td>
</tr>
<tr>
<td>TBE</td>
<td>Redefining Teaching, Redefining Learning with Interchange Fourth Edition</td>
<td>Thursday 1:00PM-2:00PM</td>
</tr>
<tr>
<td>TBF</td>
<td>Feedback as a Pathway to Enhance Language Learning</td>
<td>Thursday 1:00PM-2:00PM</td>
</tr>
<tr>
<td>Code</td>
<td>Title</td>
<td>Day</td>
</tr>
<tr>
<td>------</td>
<td>-----------------------------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>TBH</td>
<td>READ ALL ABOUT IT! Online Reading Development Tools</td>
<td>Thursday</td>
</tr>
<tr>
<td>TBM</td>
<td>First I'll Pass the Test, Then I'll Learn English-Test prep in EAP Classrooms</td>
<td>Thursday</td>
</tr>
<tr>
<td>TRD</td>
<td>Using Coaching in the ESL Classroom</td>
<td>Thursday</td>
</tr>
<tr>
<td>TPE</td>
<td>Using Improv for Active Listening Skills</td>
<td>Thursday</td>
</tr>
<tr>
<td>TPF</td>
<td>Teaching Cdn Consonants: w, y, r, l, n, ng, s, sh, z , d</td>
<td>Thursday</td>
</tr>
<tr>
<td>TPG</td>
<td>How to Create, Deliver and Moderate a Webinar on Tutela.ca</td>
<td>Thursday</td>
</tr>
<tr>
<td>TPN</td>
<td>Screenplay Writing for the ESL Classroom</td>
<td>Thursday</td>
</tr>
<tr>
<td>TQF</td>
<td>Cultural Approaches to ESL Using Film and Music</td>
<td>Thursday</td>
</tr>
<tr>
<td>TQN</td>
<td>Corrective Feedback on Oral Production</td>
<td>Thursday</td>
</tr>
<tr>
<td>TQO</td>
<td>Lexical Input and Output Activities for Advanced EAP Composition</td>
<td>Thursday</td>
</tr>
<tr>
<td>TQQ</td>
<td>A Journey of Possibility: Fostering Intercultural Understanding</td>
<td>Thursday</td>
</tr>
<tr>
<td>FAG</td>
<td>English Accent Coach: Minimal Pairs No More</td>
<td>Friday</td>
</tr>
<tr>
<td>FAL</td>
<td>Tips on Creating Original Classroom Materials</td>
<td>Friday</td>
</tr>
<tr>
<td>FAN</td>
<td>A Post-Secondary Perspective on EAP in Ontario</td>
<td>Friday</td>
</tr>
<tr>
<td>FAO</td>
<td>Teaching and Assessing Vocabulary: Going Active from Passive</td>
<td>Friday</td>
</tr>
<tr>
<td>FAP</td>
<td>Boiled-Down Phonics in Just 3 Weeks!</td>
<td>Friday</td>
</tr>
<tr>
<td>FAD</td>
<td>PANEL: Integrating Pathways to Language Learning</td>
<td>Friday</td>
</tr>
<tr>
<td>FBC</td>
<td>ESL Teacher Training in 3D Virtual Learning Environments</td>
<td>Friday</td>
</tr>
<tr>
<td>FBL</td>
<td>Predict, Confirm, Produce: Lessons for Pronunciation</td>
<td>Friday</td>
</tr>
<tr>
<td>FPN</td>
<td>KEYNOTE: Martin Hewings</td>
<td>Friday</td>
</tr>
<tr>
<td>FFE</td>
<td>Merging Pathways: Ontario Hosts 2015 TESOL International Convention</td>
<td>Friday</td>
</tr>
<tr>
<td>FPG</td>
<td>Engaging Students in Fun Online Learning</td>
<td>Friday</td>
</tr>
<tr>
<td>FPH</td>
<td>Join the TESL Ontario Social Media Community!</td>
<td>Friday</td>
</tr>
<tr>
<td>FPL</td>
<td>Pronunciation Begins with Hearing</td>
<td>Friday</td>
</tr>
<tr>
<td>FQE</td>
<td>The TESL Canada Federation: Fostering Policies for Professionalization</td>
<td>Friday</td>
</tr>
<tr>
<td>FQF</td>
<td>Communicating with Grammar</td>
<td>Friday</td>
</tr>
<tr>
<td>FGQ</td>
<td>Implementing and Facilitating Technology-Based Community Resource Centres</td>
<td>Friday</td>
</tr>
<tr>
<td>FQO</td>
<td>Global Focus: Cross-cultural Awareness &amp; Critical Thinking Skills in L2 Teaching</td>
<td>Friday</td>
</tr>
<tr>
<td>FRF</td>
<td>ESL/LINC Resources: Settlement.Org and the SettlementAWork Wiki</td>
<td>Friday</td>
</tr>
<tr>
<td>FRG</td>
<td>Blended Learning Tools for Better ESL Teaching &amp; Learning</td>
<td>Friday</td>
</tr>
<tr>
<td>FRH</td>
<td>Building your PLN - the Source of Your Self-directed Professional Development</td>
<td>Friday</td>
</tr>
<tr>
<td>FRL</td>
<td>Fostering Vocabulary Retention in English Language Learners</td>
<td>Friday</td>
</tr>
<tr>
<td>FRN</td>
<td>Performance Anxiety Program for EAP Students at the University of Guelph</td>
<td>Friday</td>
</tr>
<tr>
<td>FRP</td>
<td>Professional Happiness in TESL</td>
<td>Friday</td>
</tr>
<tr>
<td>FRQ</td>
<td>Nurturing ESL Writers Through Collaborative Writing</td>
<td>Friday</td>
</tr>
<tr>
<td>SAD</td>
<td>TELL Everybody! Technology and Social Media for ESL</td>
<td>Saturday</td>
</tr>
<tr>
<td>SAE</td>
<td>Applied Linguistics and Language Revitalization: The Case of Labrador Inuitut</td>
<td>Saturday</td>
</tr>
<tr>
<td>SAH</td>
<td>Get Linkedin</td>
<td>Saturday</td>
</tr>
<tr>
<td>SBA</td>
<td>FEATURING SPEAKER: Professional Immigration and Nation Building</td>
<td>Saturday</td>
</tr>
<tr>
<td>SBD</td>
<td>Language Anxiety: Is There Such a Thing?</td>
<td>Saturday</td>
</tr>
<tr>
<td>SBE</td>
<td>Insider Tips: Helping Your TOEFL Students Succeed</td>
<td>Saturday</td>
</tr>
<tr>
<td>SBL</td>
<td>Making Diversity Work for You</td>
<td>Saturday</td>
</tr>
<tr>
<td>SPA</td>
<td>Creating Intercultural Competence in the Classroom</td>
<td>Saturday</td>
</tr>
<tr>
<td>SPB</td>
<td>Applying Principles of Formulaicity to L2 Material Design</td>
<td>Saturday</td>
</tr>
<tr>
<td>SPC</td>
<td>CAT: A Framework for Dogme</td>
<td>Saturday</td>
</tr>
<tr>
<td>SPE</td>
<td>Learning Through Law/Legal Information Training for ESL Teachers</td>
<td>Saturday</td>
</tr>
<tr>
<td>SPF</td>
<td>Making the Transition from EASL TO College Writing: An Analysis and a Dialogue</td>
<td>Saturday</td>
</tr>
<tr>
<td>SPG</td>
<td>Linkedin for Job Search and Beyond</td>
<td>Saturday</td>
</tr>
<tr>
<td>SPL</td>
<td>Teaching ESL Academic Writing and Intercultural Rhetoric</td>
<td>Saturday</td>
</tr>
<tr>
<td>SQB</td>
<td>Language for Career/Life Pathways Planning</td>
<td>Saturday</td>
</tr>
<tr>
<td>SQC</td>
<td>Teaching Critical Thinking Skills in Academic Preparation Courses</td>
<td>Saturday</td>
</tr>
<tr>
<td>SQE</td>
<td>Critical ESL Education: TESL as Activism</td>
<td>Saturday</td>
</tr>
<tr>
<td>SQF</td>
<td>English Teachers' Engagement with Research: Findings from Bangladesh</td>
<td>Saturday</td>
</tr>
<tr>
<td>SGQ</td>
<td>Using Interactive Software to Support Language Learning</td>
<td>Saturday</td>
</tr>
<tr>
<td>SQL</td>
<td>Corrective Feedback in Treating L2 Learners' Pronunciation Errors</td>
<td>Saturday</td>
</tr>
</tbody>
</table>

**ELEMNTARY**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Day</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>TAC</td>
<td>Ebooks and the Digital Evolution of Educational Publishing</td>
<td>Thursday</td>
<td>9:00AM-10:00AM</td>
</tr>
<tr>
<td>TAG</td>
<td>Boost LEARNING with Quizlet</td>
<td>Thursday</td>
<td>9:00AM-10:00AM</td>
</tr>
<tr>
<td>TAH</td>
<td>Infographics and Visualization Tools for Language Teaching</td>
<td>Thursday</td>
<td>9:00AM-10:00AM</td>
</tr>
<tr>
<td>TAM</td>
<td>Writing for Contact Magazine</td>
<td>Thursday</td>
<td>9:00AM-10:00AM</td>
</tr>
<tr>
<td>TAQ</td>
<td>Internationally-Educated and Canadian-Born Teachers' Preparedness to Teach Immigrant Children</td>
<td>Thursday</td>
<td>9:00AM-10:00AM</td>
</tr>
</tbody>
</table>
TESL ONTARIO 2013 CONFERENCE

Merging and Emerging Pathways through Language

Friday 12:45PM-1:45PM

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

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

FPF Join the TESL Ontario Social Media Community!

Friday 1:00PM-2:00PM

FPD 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 FEATURING SPEAKER: Professional Immigration and Nation Building

Saturday 10:30AM-11:30AM

SAP Teaching Prefixes: Evolving Strategies To Exploit Possibilities

Saturday 10:30AM-11:30AM

SBL Making Diversity Work for You

Saturday 10:30AM-11:30AM

SBC CAT: A Framework for Dogme

Saturday 1:00PM-2:15PM

SQB Language for Career/Life Pathways Planning

Saturday 2:30PM-3:30PM

SOF English Teachers' Engagement with Research: Findings from Bangladesh

Saturday 2:30PM-3:30PM

SOG Using Interactive Software to Support Language Learning

Saturday 2:30PM-3:30PM

AAA Maximizing Software Implementation in the Classroom

Thursday 9:00AM-10:00AM

AAC Ebooks and the Digital Evolution of Educational Publishing

Thursday 9:00AM-10:00AM

AAG Boost LEARNING with Quizlet

Thursday 9:00AM-10:00AM

AAM Infographics and Visualization Tools for Language Teaching

Thursday 9:00AM-10:00AM

AAO Writing for Contact Magazine

Thursday 9:00AM-10:00AM

AAS Best Practices in Writing with Skilled Immigrants

Thursday 9:00AM-10:00AM

APA Merging CLB's Model of Communicative Language Ability with Drama Activities

Thursday 9:00AM-10:00AM

APB Feedback as a Pathway to Enhance Language Learning

Thursday 1:00PM-2:00PM

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

Thursday 12:45PM-1:45PM

APD Redefining Teaching, Redefining Learning with Interchange Fourth Edition

Thursday 12:45PM-1:45PM

APE Using Coaching in the ESL Classroom

Thursday 1:00PM-2:00PM

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

Thursday 2:30PM-3:45PM

APN Screenplay Writing for the ESL Classroom

Thursday 2:30PM-3:45PM

APO The Power of the Presentation

Thursday 2:30PM-3:45PM

APQ National Initiatives and Drivers in Settlement Language Training

Thursday 4:00PM-5:00PM

APR Cultural Approaches to ESL Using Film and Music

Thursday 4:00PM-5:00PM

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

Thursday 4:00PM-5:00PM

ABN Corrective Feedback on Oral Production

Thursday 4:00PM-5:00PM

ABO English Accent Coach: Minimal Pairs No More

Friday 9:00AM-10:00AM

ABC Tips on Creating Original Classroom Materials

Friday 9:00AM-10:00AM

ABO Teaching and Assessing Vocabulary: Going Active from Passive

Friday 9:00AM-10:00AM

ABD Boiled-Down Phonics in Just 3 Weeks!

Friday 9:00AM-11:30AM

ABD PANEL: Integrating Pathways to Language Learning

Friday 9:30AM-11:45AM

ABG ESL Teacher Training in 3D Virtual Learning Environments

Friday 10:30AM-11:30AM

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

Friday 12:45PM-1:45PM

AFD Enhancing Instructor Skills - Post TESL Certificate Training (PTCT)

Friday 1:00PM-2:00PM

AFL Merging Pathways: Ontario Hosts 2015 TESOL International Convention

Friday 1:00PM-2:00PM

AFG Overview of CIC Language Program Priorities: 2013-2016

Friday 1:00PM-2:00PM

AHF Engaging Students in Fun Online Learning

Friday 1:00PM-2:00PM

AHP Join the TESL Ontario Social Media Community!

Friday 1:00PM-2:00PM

API Pronunciation Begins with Hearing

Friday 1:00PM-2:00PM

AQE The TESL Canada Federation: Fostering Policies for Professionalization

Friday 2:30PM-3:45PM

AQF Communicating with Grammar

Friday 2:30PM-3:45PM

ARQ Implementing and Facilitating Technology-Based Community Resource Centres

Friday 2:30PM-3:45PM

ARQ Teaching Employability Skills within the ESL Classroom

Friday 2:30PM-3:45PM
<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>FQM</td>
<td>Finding Energy in a Stressful World</td>
<td>Friday 2:30PM-3:45PM</td>
</tr>
<tr>
<td>FQN</td>
<td>EIL in the Classroom</td>
<td>Friday 2:30PM-3:45PM</td>
</tr>
<tr>
<td>FQO</td>
<td>Speak Up!</td>
<td>Friday 2:30PM-3:45PM</td>
</tr>
<tr>
<td>FQQ</td>
<td>Global Focus: Cross-cultural Awareness &amp; Critical Thinking Skills in L2 Teaching</td>
<td>Friday 2:30PM-3:45PM</td>
</tr>
<tr>
<td>FRD</td>
<td>Building Student Success in the Classroom and Online</td>
<td>Friday 4:00PM-5:00PM</td>
</tr>
<tr>
<td>FRE</td>
<td>Exploring the Feasibility of E-Learning in Ontario ESL</td>
<td>Friday 4:00PM-5:00PM</td>
</tr>
<tr>
<td>FRF</td>
<td>ESL/LINC Resources: Settlement. Org and the SettlementAtWork Wiki</td>
<td>Friday 4:00PM-5:00PM</td>
</tr>
<tr>
<td>FRH</td>
<td>Building your PLN - the Source of Your Self-directed Professional Development</td>
<td>Friday 4:00PM-5:00PM</td>
</tr>
<tr>
<td>FRL</td>
<td>Fostering Vocabulary Retention in English Language Learners</td>
<td>Friday 4:00PM-5:00PM</td>
</tr>
<tr>
<td>FRM</td>
<td>Perception and Reality: Inappropriate Classroom Behaviour</td>
<td>Friday 4:00PM-5:00PM</td>
</tr>
<tr>
<td>FRO</td>
<td>ESL Teachers in ESP Classrooms: Teaching Occupation-Specific Language</td>
<td>Friday 4:00PM-5:00PM</td>
</tr>
<tr>
<td>FRP</td>
<td>Professional Happiness in TESL</td>
<td>Friday 4:00PM-5:00PM</td>
</tr>
<tr>
<td>FRQ</td>
<td>Nurturing ESL Writers Through Collaborative Writing</td>
<td>Friday 4:00PM-5:00PM</td>
</tr>
<tr>
<td>SAD</td>
<td>TELL Everybody! Technology and Social Media for ESL</td>
<td>Saturday 9:00AM-10:00AM</td>
</tr>
<tr>
<td>SAE</td>
<td>Applied Linguistics and Language Revitalization: The Case of Labrador Inuitut</td>
<td>Saturday 9:00AM-10:00AM</td>
</tr>
<tr>
<td>SAH</td>
<td>Get Linkedin</td>
<td>Saturday 9:00AM-10:00AM</td>
</tr>
<tr>
<td>SBA</td>
<td>FEATURED SPEAKER: Professional Immigration and Nation Building</td>
<td>Saturday 10:30AM-11:30AM</td>
</tr>
<tr>
<td>SBF</td>
<td>Teaching Prefixes: Evolving Strategies To Exploit Possibilities</td>
<td>Saturday 10:30AM-11:30AM</td>
</tr>
<tr>
<td>SBL</td>
<td>Making Diversity Work for You</td>
<td>Saturday 10:30AM-11:30AM</td>
</tr>
<tr>
<td>SPB</td>
<td>Applying Principles of Formulaicity to L2 Material Design</td>
<td>Saturday 1:00PM-2:15PM</td>
</tr>
<tr>
<td>SPC</td>
<td>CAT: A Framework for Dogme</td>
<td>Saturday 1:00PM-2:15PM</td>
</tr>
<tr>
<td>SPD</td>
<td>Working with Senior Immigrants in a Community Program</td>
<td>Saturday 1:00PM-2:15PM</td>
</tr>
<tr>
<td>SPE</td>
<td>Learning Through Law: Legal Information Training for ESL Teachers</td>
<td>Saturday 1:00PM-2:15PM</td>
</tr>
<tr>
<td>SPC</td>
<td>LinkedIn for Job Search and Beyond</td>
<td>Saturday 1:00PM-2:15PM</td>
</tr>
<tr>
<td>SPL</td>
<td>Teaching ESL Academic Writing and Intercultural Rhetoric</td>
<td>Saturday 1:00PM-2:15PM</td>
</tr>
<tr>
<td>SQA</td>
<td>Bridge to Construction Pilot Project</td>
<td>Saturday 2:30PM-3:30PM</td>
</tr>
<tr>
<td>SBQ</td>
<td>Language for Career/Life Pathways Planning</td>
<td>Saturday 2:30PM-3:30PM</td>
</tr>
<tr>
<td>SQC</td>
<td>Teaching Critical Thinking Skills in Academic Preparation Courses</td>
<td>Saturday 2:30PM-3:30PM</td>
</tr>
<tr>
<td>SQE</td>
<td>Critical ESL Education: TESL as Activism</td>
<td>Saturday 2:30PM-3:30PM</td>
</tr>
<tr>
<td>SQF</td>
<td>English Teachers' Engagement with Research: Findings from Bangladesh</td>
<td>Saturday 2:30PM-3:30PM</td>
</tr>
<tr>
<td>SQG</td>
<td>Using Interactive Software to Support Language Learning</td>
<td>Saturday 2:30PM-3:30PM</td>
</tr>
<tr>
<td>SQL</td>
<td>Corrective Feedback in Treating L2 Learners’ Pronunciation Errors</td>
<td>Saturday 2:30PM-3:30PM</td>
</tr>
</tbody>
</table>

**SECONDARY**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>TAA</td>
<td>Maximizing Software Implementation in the Classroom</td>
<td>Thursday 9:00AM-10:00AM</td>
</tr>
<tr>
<td>TAC</td>
<td>Ebooks and the Digital Evolution of Educational Publishing</td>
<td>Thursday 9:00AM-10:00AM</td>
</tr>
<tr>
<td>TAG</td>
<td>Boost LEARNING with Quizlet</td>
<td>Thursday 9:00AM-10:00AM</td>
</tr>
<tr>
<td>TAH</td>
<td>Infographics and Visualization Tools for Language Teaching</td>
<td>Thursday 9:00AM-10:00AM</td>
</tr>
<tr>
<td>TAM</td>
<td>Writing for Contact Magazine</td>
<td>Thursday 9:00AM-10:00AM</td>
</tr>
<tr>
<td>TAP2</td>
<td>Merging CLB’s Model of Communicative Language Ability with Drama Activities</td>
<td>Thursday 9:00AM-10:00AM</td>
</tr>
<tr>
<td>TBN</td>
<td>KEYNOTE: Pathways to Production: Exploring Lexical Thresholds in Speaking and Writing</td>
<td>Thursday 12:45PM-1:45PM</td>
</tr>
<tr>
<td>TBD</td>
<td>Redefining Teaching, Redefining Learning with Interchange Fourth Edition</td>
<td>Thursday 1:00PM-2:00PM</td>
</tr>
<tr>
<td>THB</td>
<td>READ ALL ABOUT IT! Online Reading Development Tools</td>
<td>Thursday 1:00PM-2:00PM</td>
</tr>
<tr>
<td>TBM</td>
<td>First I’ll Pass the Test, Then I’ll Learn English-Test prep in EAP Classrooms</td>
<td>Thursday 1:00PM-2:00PM</td>
</tr>
<tr>
<td>TPD</td>
<td>Using Coaching in the ESL Classroom</td>
<td>Thursday 2:30PM-3:45PM</td>
</tr>
<tr>
<td>TPF</td>
<td>Teaching Cdn Consonants: w, y, r, l, n, ng, s, sh, z, ,d</td>
<td>Thursday 2:30PM-3:45PM</td>
</tr>
<tr>
<td>TPH</td>
<td>Symbols: Tools to Support Reading, Writing and Communication</td>
<td>Thursday 2:30PM-3:45PM</td>
</tr>
<tr>
<td>TPN</td>
<td>Screenplay Writing for the ESL Classroom</td>
<td>Thursday 2:30PM-3:45PM</td>
</tr>
<tr>
<td>TPP</td>
<td>The Power of the Presentation</td>
<td>Thursday 2:30PM-3:45PM</td>
</tr>
<tr>
<td>TQF</td>
<td>Cultural Approaches to ESL Using Film and Music</td>
<td>Thursday 4:00PM-5:00PM</td>
</tr>
<tr>
<td>TQH</td>
<td>TESL Ontario Members using Tutela.ca ESL Repository/Community</td>
<td>Thursday 4:00PM-5:00PM</td>
</tr>
<tr>
<td>FAG</td>
<td>English Accent Coach: Minimal Pairs No More</td>
<td>Friday 9:00AM-10:00AM</td>
</tr>
<tr>
<td>FAL</td>
<td>Tips on Creating Original Classroom Materials</td>
<td>Friday 9:00AM-10:00AM</td>
</tr>
<tr>
<td>FAN</td>
<td>A Post-Secondary Perspective on EAP in Ontario</td>
<td>Friday 9:00AM-11:30AM</td>
</tr>
<tr>
<td>FAP</td>
<td>Boiled-Down Phonics in Just 3 Weeks!</td>
<td>Friday 9:00AM-11:30AM</td>
</tr>
<tr>
<td>FAD</td>
<td>PANEL: Integrating Pathways to Language Learning</td>
<td>Friday 9:30AM-11:45AM</td>
</tr>
<tr>
<td>FPN</td>
<td>KEYNOTE: Using Authentic Language in ESL Materials Development: The (Rocky) Road from Research to Application</td>
<td>Friday 12:45PM-1:45PM</td>
</tr>
<tr>
<td>FPE</td>
<td>Merging Pathways: Ontario Hosts 2015 TESOL International Convention</td>
<td>Friday 1:00PM-2:00PM</td>
</tr>
<tr>
<td>FPG</td>
<td>Engaging Students in Fun Online Learning</td>
<td>Friday 1:00PM-2:00PM</td>
</tr>
<tr>
<td>FPH</td>
<td>Join the TESL Ontario Social Media Community!</td>
<td>Friday 1:00PM-2:00PM</td>
</tr>
</tbody>
</table>

**TESL ONTARIO 2013 CONFERENCE**

*Merging and Emerging Pathways through Language*
<table>
<thead>
<tr>
<th>Session Title</th>
<th>Day</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Using Interactive Software to Support Language Learning</td>
<td>Friday</td>
<td>10:00AM-10:30AM</td>
</tr>
<tr>
<td>Language for Career/Life Pathways Planning</td>
<td>Friday</td>
<td>10:30AM-11:00AM</td>
</tr>
<tr>
<td>CAT: A Framework for Dogme</td>
<td>Friday</td>
<td>11:00AM-11:30AM</td>
</tr>
<tr>
<td>实施路径的融合与新兴路径语言教学的实施</td>
<td>Friday</td>
<td>11:30AM-12:00AM</td>
</tr>
<tr>
<td>Fostering Vocabulary Retention in English Language Learners</td>
<td>Friday</td>
<td>12:00PM-12:30PM</td>
</tr>
<tr>
<td>Professional Happiness in TESL</td>
<td>Friday</td>
<td>12:30PM-1:00PM</td>
</tr>
<tr>
<td>TELL Everybody! Technology and Social Media for ESL</td>
<td>Saturday</td>
<td>9:00AM-10:00AM</td>
</tr>
<tr>
<td>Survive &amp; Thrive with Humour</td>
<td>Saturday</td>
<td>9:00AM-10:00AM</td>
</tr>
<tr>
<td>Get Linkedin</td>
<td>Saturday</td>
<td>9:00AM-10:00AM</td>
</tr>
<tr>
<td>FEATURED SPEAKER: Professional Immigration and Nation Building</td>
<td>Saturday</td>
<td>10:00AM-11:00AM</td>
</tr>
<tr>
<td>Insider Tips: Helping Your TOEFL Students Succeed</td>
<td>Saturday</td>
<td>10:00AM-11:00AM</td>
</tr>
<tr>
<td>Teaching Prefixes: Evolving Strategies To Exploit Possibilities</td>
<td>Saturday</td>
<td>10:00AM-11:00AM</td>
</tr>
<tr>
<td>Making Diversity Work for You</td>
<td>Saturday</td>
<td>10:00AM-11:00AM</td>
</tr>
<tr>
<td>CAT: A Framework for Dogme</td>
<td>Saturday</td>
<td>1:00PM-2:00PM</td>
</tr>
<tr>
<td>Learning Through Law:Legal Information Training for ESL Teachers</td>
<td>Saturday</td>
<td>1:00PM-2:00PM</td>
</tr>
<tr>
<td>LinkedIn for Job Search and Beyond</td>
<td>Saturday</td>
<td>1:00PM-2:00PM</td>
</tr>
<tr>
<td>Teaching ESL Academic Writing and Intercultural Rhetoric</td>
<td>Saturday</td>
<td>1:00PM-2:00PM</td>
</tr>
<tr>
<td>Language for Career/Life Pathways Planning</td>
<td>Saturday</td>
<td>3:00PM-4:00PM</td>
</tr>
<tr>
<td>English Teachers' Engagement with Research: Findings from Bangladesh</td>
<td>Saturday</td>
<td>3:00PM-4:00PM</td>
</tr>
<tr>
<td>Using Interactive Software to Support Language Learning</td>
<td>Saturday</td>
<td>3:00PM-4:00PM</td>
</tr>
<tr>
<td>Corrective Feedback in Treating L2 Learners’ Pronunciation Errors</td>
<td>Saturday</td>
<td>3:00PM-4:00PM</td>
</tr>
<tr>
<td>Ebooks and the Digital Evolution of Educational Publishing</td>
<td>Thursday</td>
<td>9:00AM-10:00AM</td>
</tr>
<tr>
<td>Boost LEARNING with Quizlet</td>
<td>Thursday</td>
<td>9:00AM-10:00AM</td>
</tr>
<tr>
<td>Infographics and Visualization Tools for Language Teaching</td>
<td>Thursday</td>
<td>9:00AM-10:00AM</td>
</tr>
<tr>
<td>Writing for Contact Magazine</td>
<td>Thursday</td>
<td>9:00AM-10:00AM</td>
</tr>
<tr>
<td>KEYNOTE: Pathways to Production: Exploring Lexical Thresholds in Speaking and Writing</td>
<td>Thursday</td>
<td>12:45PM-1:45PM</td>
</tr>
<tr>
<td>Tips on Creating Original Classroom Materials</td>
<td>Friday</td>
<td>9:00AM-10:00AM</td>
</tr>
<tr>
<td>Boiled-Down Phonics in Just 3 Weeks!</td>
<td>Friday</td>
<td>9:00AM-11:30AM</td>
</tr>
<tr>
<td>PANEL: Integrating Pathways to Language Learning</td>
<td>Friday</td>
<td>9:30AM-11:45AM</td>
</tr>
<tr>
<td>KEYNOTE: Using Authentic Language in ESL Materials Development: The (Rocky) Road from Research to Application</td>
<td>Friday</td>
<td>12:45PM-1:45PM</td>
</tr>
<tr>
<td>Merging Pathways: Ontario Hosts 2015 TESOL International Convention</td>
<td>Friday</td>
<td>1:00PM-2:00PM</td>
</tr>
<tr>
<td>Engaging Students in Fun Online Learning</td>
<td>Friday</td>
<td>1:00PM-2:00PM</td>
</tr>
<tr>
<td>Join the TESL Ontario Social Media Community</td>
<td>Friday</td>
<td>1:00PM-2:00PM</td>
</tr>
<tr>
<td>Pronunciation Begins with Hearing</td>
<td>Friday</td>
<td>1:00PM-2:00PM</td>
</tr>
<tr>
<td>Implementing and Facilitating Technology-Based Community Resource Centres</td>
<td>Friday</td>
<td>2:30PM-3:45PM</td>
</tr>
<tr>
<td>Fostering Vocabulary Retention in English Language Learners</td>
<td>Friday</td>
<td>4:00PM-5:00PM</td>
</tr>
<tr>
<td>Professional Happiness in TESL</td>
<td>Friday</td>
<td>4:00PM-5:00PM</td>
</tr>
<tr>
<td>Get Linkedin</td>
<td>Saturday</td>
<td>9:00AM-10:00AM</td>
</tr>
<tr>
<td>FEATURED SPEAKER: Professional Immigration and Nation Building</td>
<td>Saturday</td>
<td>10:30AM-11:30AM</td>
</tr>
<tr>
<td>Making Diversity Work for You</td>
<td>Saturday</td>
<td>10:30AM-11:30AM</td>
</tr>
<tr>
<td>CAT: A Framework for Dogme</td>
<td>Saturday</td>
<td>1:00PM-2:15PM</td>
</tr>
<tr>
<td>Language for Career/Life Pathways Planning</td>
<td>Saturday</td>
<td>2:30PM-3:30PM</td>
</tr>
<tr>
<td>English Teachers' Engagement with Research: Findings from Bangladesh</td>
<td>Saturday</td>
<td>2:30PM-3:30PM</td>
</tr>
<tr>
<td>Using Interactive Software to Support Language Learning</td>
<td>Saturday</td>
<td>2:30PM-3:30PM</td>
</tr>
</tbody>
</table>

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.
Cambridge English Advanced

Attract the best
When you need high achievers with excellent English - ask for Cambridge English: Advanced

- Attract students with the right English skills
  Set at the right level for academic success
- Global recognition
  Accepted by over 3,000 institutions in the USA, Canada, the UK, Australia and beyond
- Worldwide availability
  Over 1,300 test centres in 113 countries
- Secure and verifiable
  Comprehensive security includes test-day photos and online results verification

Contact us at
- www.cambridgeenglish.org/advanced
- facebook.com/CambridgeCAE
- recognition@cambridgeenglish.org

Visit our booth to learn more
Certificate in Advanced English (CAE)
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

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

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

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

Legend

 Seminar is being webcast
 Pre-registration limited to ESL funded 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
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.

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).

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.

How to Turn a Book into a Poster and Present it
Parto Pajoohesh - 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.

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.

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.
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.

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
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 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/S LT
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
Visna Cuturic and Jesse Khuddoo - 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.
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.
TPF  Teaching Cdn Consonants: w, y, r, l, n, ng, s, sh, z,ʒ,dʒ
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  LINCs 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 - successintesl

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 multisyllabic 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  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

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.
### 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

### 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

### 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
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

Save the date
January 24, 2014!

REALIZE!
THE NATIONAL ONLINE CONFERENCE FOR EAL/ESL PROFESSIONALS

Join us for this annual online event from the comfort of your home or workplace – for FREE!

• Connect with Language Professionals from across the country
• Explore various topics in EAL/ESL
• Attend Keynote and Featured speakers
• Present & Participate in live sessions
• Contribute to pre and post session discussion

For more information or to register visit our website at:
realize.myenglishonline.ca

Register now and receive updates!
Presentation Submissions are now open!

CONNECT WITH US ON FACEBOOK
facebook.com/EnglishOnlineNationalConference
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

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

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

Legend

 darken Sessions is being webcast
 darken Pre-registration limited to ESL funded 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!
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
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

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.

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.

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
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

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

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

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

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.

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.

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.
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.

1:00PM-2:00PM

FPD Enhancing Instructor Skills - Post TESL Certificate Training (PTCT)
Moderators: Carolyn Cohen and Reza Mazloom-Farzagher - 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

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.
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

**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

**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

**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!
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.
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

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

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:** Teachers with/without Experience

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

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

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.

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

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 biofeedback 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
TESL 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/S LT  
Focus: Research  
Audience: All Participants

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/S LT, Secondary  
Focus: Other: Professional Development  
Audience: All Participants

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/S LT, College/University  
Focus: Classroom Activities and Strategies  
Audience: All Participants

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.

Revising the CLB Literacy Benchmarks
Marianne Kayed and Anne Senior – CCLB

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.
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 completion 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.
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 Kayed – 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
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.

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.

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.

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.
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
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 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

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.
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 flaneuse 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, 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 Inuittitut 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 & Segalowiz, 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 Kayed
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 lower 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.

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!

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 Inuittit Training Program. She has 22 years experience as a qualified Inuittit 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, UoT TESL, is an instructor at the UoT'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 an 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 Villella
John Villella is an 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 Inuttitut 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 Inuttitut 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.
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:

<table>
<thead>
<tr>
<th>Location: From</th>
<th>To: Toronto</th>
<th>Dates of Travel: From</th>
<th>To</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anywhere in Canada or US</td>
<td>From: October 21, 2013</td>
<td>To: October 26, 2013</td>
<td></td>
</tr>
<tr>
<td>Toronto</td>
<td>From: October 24, 2013</td>
<td>To: October 29, 2013</td>
<td></td>
</tr>
</tbody>
</table>

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](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:

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/.
MEMBERSHIP TYPE: Please check one

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

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>Middle Name</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

Home Phone | Email Address (required for accredited members to be listed on the registry)
-------------|-------------------------------------------------|
|               |                                                |

Work Phone or Cell Phone | Name of School or Employer
-------------------------|-----------------------------|
|                          |                             |

**Please note that due to the size of our membership we are only able to send member communications via email. 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
- [ ] Secondary
- [ ] LINC
- [ ] OSLT
- [ ] ELT
- [ ] Adult Credit
- [ ] College/University
- [ ] Private School
- [ ] Continuing Education
- [ ] Not Currently Teaching
- [ ] Other

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

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

**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.**

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 Fee (please see renewal letter for payment amount) $__________

PAYMENT OPTIONS:

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

CREDIT CARD NUMBER

EXPiry DATE: ________________

SIGNATURE OF CARDHOLDER

**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.**

*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.

**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.**

**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.**

☐ 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.

For office use only:  
pmt rec’d ________  Amt Paid $ _________  
☐ Chq  ☐ Cash (do not mail 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 Town of Aurora
The Town of Aylmer
The City of Barrie
The City of Belleville
The Municipality of Brighton
The Municipality of Brockton
The Corporation of the Town of Bruce Mines
The Corporation of the Municipality of Clarington
The City of Dryden
The Regional Municipality of Durham
The Town of East Gwillimbury
The City of Elliot Lake
The Corporation of the Town of Fort Erie
The Town of Fort Frances
The Town of Gananoque
The Corporation of the Town of Georgina
The Town of Goderich
The Corporation of the Township of Huron-Kinloss
The Town of Innisfil

The Corporation of Loyalist Township
The City of Markham
The Town of Midland
The Town of Milton
The Town of New Tecumseth
Norfolk County
The Corporation of the City of North Bay
The Town of Oakville
The Corporation of the City of Oshawa
The City of Ottawa
The Corporation of the City of Pickering
The Municipality of Port Hope
The Town of Rainy River
The Town of Richmond Hill
The Township of Scugog
The Municipality of St. Charles
The Corporation of the City of St. Thomas
The Municipality of South Bruce
The Corporation of the City of Stratford
The 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 Crystalstone 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 dazzingly 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.