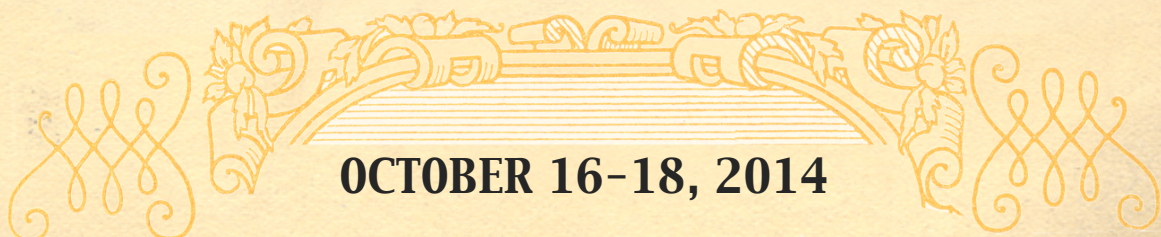




42ND ANNUAL TESL ONTARIO CONFERENCE

**— INTEGRATING LANGUAGE
AND TRANSCENDING BOUNDARIES —**

**REGISTRATION
BROCHURE**



OCTOBER 16-18, 2014

METRO TORONTO CONVENTION CENTRE - SOUTH BUILDING



**Always Something New!
Always Canadian!
Always Reproducible!**

**Canadian Resources for ESL
Tables 304 & 306 at the conference**

**www.eslresources.com
Email me for a catalogue
thane@eslresources.com**

NEW BOOKS

Listening, Reading & Writing: Book + 2 CDs

(In addition to the 140 pages of exercises, PBLA sheets are also included) CLB pre-4 by Janet Kan

Ask Me! For Beginners

A speaking and listening 180 card game for CLB 1 by Terry Rivet

Deb Scott's 50 Question Activities Book

Varied Levels

50 Listening & Speaking Activities

50 Reading & Writing Activities

50 Board Games in a Book

50 Story Boards: 6 Pictures Tell a Story

Check out Deb's Other ESL books

COMING SOON, THIS OCTOBER

At Home & In the Community + CD

Where Do I Live? What's In My House? What's In My Neighbourhood?

Each section includes CLB assessment & PBLA sheets.

by Heather Hovdebo

150 Job Interview Question Cards

Your Future Ask the Employer About You Your Work History
About the Company & the New Job

OLDIE BUT GOLDIE BEST SELLERS

The Grab Bag Series Canadian Holiday Books Real Heroes
The Question Box Outcomes 1-4 CLB Assessment



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

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10/01/14 @ 11:23

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SPONSORS

Thank you to our Sponsors!

Conference Bags and
Friday PM Break



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.

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Take IELTS with the British Council and you can expect:

- A network of test centers, in 19 cities across Canada, sharing the same high standards;
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- First class preparation courses and expert advice;
- A wide range of preparation materials online (verso);
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- 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

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.

Badge Lanyards



TESTING AND TEACHING: 2 SIDES OF THE SAME COIN

The Canadian Academic English Language (CAEL) Assessment is a standardized English proficiency test designed to describe the level of English language of test takers planning to study in English medium colleges and universities. It offers a unique alternative to other standardized tests of English because it is an integrated, task-based test on one topic. Tasks on the CAEL reflect classroom practices in a Canadian context.

- Topics are drawn from first-year university courses;
- Tasks are based on first year expectations and assignments across disciplines;
- Skills and strategies are based on what successful first year students must do; and
- Tests are piloted with first-year students across disciplines to set cut points.

How is preparing for the CAEL Assessment useful in the ESL/EAP classroom?

- Introduces students to authentic post-secondary activities as they practice and prepare for the test;
- Fosters understanding of the skills and strategies required in the demanding context of a tertiary level classroom; and
- Identifies strengths and weaknesses reading, listening, writing and speaking.

Working with ESL professionals to provide quality teaching and assessment in a Canadian context.

www.cael.ca

Registration Area



CaMLA is a joint venture between the University of Michigan and the University of Cambridge, two institutions with long and distinguished histories in the field of language assessment, teaching, and research. Its tests suit a variety of proficiency levels and assessment purposes and are recognized by universities, education departments, ministries, professional organizations, businesses, and governmental agencies around the world.

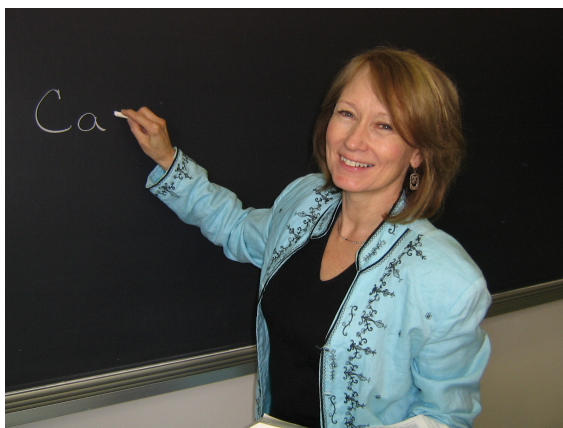
For high-stakes testing purposes—college admissions, professional certification, and employment decisions—CaMLA offers the high-stakes tests that are administered only at CaMLA-authorized test centers under strict security conditions.

For lower-stakes testing purposes—placement and progress testing in an English language program or screening for readiness to take a high-stakes exam—CaMLA offers Tests for Institutions, which an institution can administer and score to support their particular assessment needs.

CaMLA's research team is made up of experts from two research-led universities, so they are well placed to carry out research in all language disciplines. As they work with you to identify your research needs, they can design a study, collect and analyze data, and deliver findings that can inform the way you teach and assess language skills.

To learn more about CaMLA and what they have to offer, visit www.CambridgeMichigan.org

Message from the Chair of the TESL Ontario Board of Directors



It is my great pleasure to welcome you to the 42nd TESL Ontario Conference.

The TESL Ontario conference brings together English language classroom practitioners and researchers from across the province of Ontario as well as Canada. Our conference theme this year is "Integrating Language and Transcending Boundaries". I hope that you enjoy this opportunity to stretch your own boundaries of knowledge by attending one of the Research Symposia. In keeping with this year's conference theme, the three topics are: Discourse in and out of the Classroom, Learner Beliefs and Attitudes, and Processing and Memory in ESL.

This year's panel discussion, now in its ninth year, is entitled "Transcending Boundaries of Language and Learning". We thank the panelists who represent Citizenship and Immigration Canada, the Ontario Ministry of Citizenship, Immigration and International Trade, the Ministry of Training Colleges and Universities and the Ministry of Education for sharing with us their perspectives on language training across Ontario.

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

Thank you to Barb Krukowski, Chair of the Conference Committee and the many members of the Conference Committee for contributing their time and expertise to the success of the 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 for volunteering your time with TESL Ontario.

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

Welcome all to the 2014 TESL Ontario Conference! Sheila Nicholas

Message from the Conference Chair

The theme of our 42nd annual conference, "Integrating Language and Transcending Boundaries", was inspired by the concept of integration, learner pathways and immigration; themes frequently heard within our own organizations and with funders as well.

We look forward to returning to the Sheraton Centre Toronto for our accommodations. The location is ideal for exploring Toronto life and you're sure to appreciate the many upgrades that have taken place at the Sheraton in the past year.

The theme has encouraged numerous ESL professionals to volunteer their expertise to deliver 150 presentations at our new location in the Metro Toronto Convention Centre (MTCC). In addition to networking opportunities, there will be a wide range of presentations to allow you to learn more about the latest research, methodology, technology, and resources in the spacious MTCC. And of course you will want to check out the publishers' displays to see the latest in ESL resources.

Be sure to check out the Research Symposia and plenaries which will provide you with insights that are sure to motivate you to reflect on your own practices and to learn more. By attending the annual Panel Presentation, you'll hear representatives from the learning ministries as they share updates on the work that's happening in their areas.

We are appreciative of the support of Ministry of Citizenship, Immigration and International Trade in supporting 250 ESL instructors to attend the conference.

The annual Stand-up Welcome Reception will be held on Thursday at MTCC. We have not pre-arranged theatre tickets this year, but we encourage you to check out the many entertainment options available to you in downtown Toronto; there is no shortage of things to see and do!

On Friday evening please join us for our annual dinner and entertainment at the Sheraton Centre. Entertainment will be provided by the same DJ as last year, ensuring an excellent variety of music in response to your requests.

The commitment of our conference committee team ensures the success of this conference. Dr. Hedy McGarrell, David Wood, Kevin O'Brien, the TESL Ontario Staff and our conference planners work year round to provide a meaningful and informative conference experience. Please enjoy it!

Barb Krukowski





The Canadian Academic English Language (CAEL) Assessment

TESL Ontario

42nd Annual Conference • October 16-18, 2014

Integrating Language and Transcending Boundaries

- CONNECTION
- COMMUNITY
- EMPOWERMENT

**SUPPORTING LEARNING
IN A
CANADIAN CONTEXT**



CAEL.CA

Volunteer Opportunities

We Need Your Help!

Show your support and be part of the action! Over 1000 ESL Professionals will gather in Toronto this October for the TESL Ontario 2014 Conference.

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

When: October 16-18, 2014

Where: Metro Toronto Convention Centre (South Building)
222 Bremner Boulevard Toronto, ON M5V 3L9

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-teslvolunteers2014>

Prepare Conference Registration Materials (before the conference) – October 13, 14, 15

Collate attendee name badges, registration kits and delegate bags.

Registration Desk Volunteer (at the conference) - October 16, 17, 18

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

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!
- 6 daily draws for gift certificates



Learn IT2teach

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

We offer LINC programs and learners:

- CLB-referenced courseware up to level 8 including listening, speaking, reading and writing
- A learning management system (Moodle) and free hosting for CIC-funded programs
- Face-to-face and online mentored training for teachers
- The Administrator's Guide to Integrating & Managing Blended Learning

NEW FOR 2014:

- Moodle 2, a new and improved Learning Management System
- Restructured training that supports Moodle and provides teachers with quicker access to the courseware
- Stage 3: Online/Blended Language Training Using Moodle is now a TESL Ontario accredited PTCT course
- An introductory course for literacy learners
- The introduction of gamification in the Stage 3 training

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

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

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



**Take that
first step**

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Thursday at a Glance

8:00AM-9:00AM	COFFEE BREAK
8:00 AM-5:00 PM	REGISTRATION/INFORMATION DESK OPEN – 700 Level, Room 709 EXHIBITS OPEN – 700 Level, Room 718
9:00AM-10:00AM	TAA What is Advanced Level Grammar? TAE Learning Strategies: Practical Tools to Boost Student Success TAF Creating Language Learning Opportunities Using Moodle TAH Integrating Language and Transcending Boundaries for EAP Success [CANCELLED] TAJ Updated CLB Boot Camp and New Online Modules TAK Canadian Idioms and Expressions TAL ESP for IENs: From Analysis to Application
9:00AM-11:00AM	TAG Connecting the Dots Between Multiculturalism and Biodiversity TAM Multiple Activities for Multilevel: Zero Prep
9:00AM-11:20AM	TAI PBLA: Support Classroom Teachers in PBLA Implementation
10:20AM-11:20AM	AGM Annual General Meeting TBH Enhancing Instructor Skills and Expertise - Post TESL Certificate Training TBJ Exploring Augmented Reality Applications for Language Learning TBK Multi-Level Group Activities for Holidays and Special Occasions TBL Towards a National Settlement Language Training Program TBN How to Motivate Your Students to Attend Regularly POSTER1 How Do ESL Teachers Perceive Digital Technology? POSTER2 Building Bridges for Better Academic Listening and Note-taking POSTER3 You Can Teach Grammar POSTER4 Lexical Bundles: Comparing Native and Non-Native English Writers POSTER5 Cultural Identity: In the Mirror and the Classroom POSTER6 Language Training for Immigrants in Canada and Finland POSTER7 The Six-Point Guide to Speaking English POSTER8 Primary School English Teachers' Grading Practices and Interpretation
10:20AM-12:20PM	TBA Market Yourself for Employment TBC ELLs with Learning Difficulties: Assessment, Identification and Instruction TBF Text Analysis Tools for Teachers
11:40AM-12:40PM	TCD Integrating Verb Tenses Through Story Telling and Writing TCG Communicating with Grammar: Beyond Reference and Practice TCH Action Research for ESL Teachers TCJ Integrating & Managing Blended Learning, LINC Administrator's Guide TCL The Benefits of Learning English at an Employment Centre TCM Technology-enhanced Instruction in Ontario: A Systematic Digital Search TCN Creating Intercultural Competence on Campus
11:40AM-1:40PM	TCE Getting Through the First Three Months TCK Developing Cloze Exercises for Teaching and Testing
11:40AM-2:00PM	TCI Can Do Statements: Back and Better
1:00PM-2:00PM	TDA-K KEYNOTE: How Important is 'Spoken Grammar'? TDC In Class Task Based Speaking Assessments TDD A Practice-Oriented Definition of Post-process Second Language Writing TDF An Introduction to Using Corpora in the Classroom TDG Combining ESL and Workforce Instruction for Today's Students TDL Transitioning from General ESL to EAP Listening and Speaking TDM Service Integration: the New Normal TDN S-O-S: From Surviving To Thriving With Stress

1:00PM-2:30PM	TDJ	Blended Learning in Adult Settlement Language Training
2:00PM-2:45PM		COFFEE BREAK
2:15PM-5:15PM	TEH-RS	RESEARCH SYMPOSIUM: Learner Beliefs and Attitudes <ul style="list-style-type: none"> • Beliefs about Language Learning and the Experience of Second Language Learning • Learner Beliefs of Word Frequency and the Impact on Vocabulary Notebooks • Mindsets, Goal Orientations and Language Learning
2:45PM-3:45PM	TED TEG TEJ TEL TEM TEN	Information Overload, Critical Literacy, and L2 Reading Teaching Speaking Online An E-Portfolio Suite of Formative and Summative Assessment Tools Developing and Teaching Effective English for Specific Purposes Programs Confessions of a Newbie Three Approaches to Teaching Reading: Literature-based, Skills-based; and Content-based
2:45PM-4:45PM	TEC TEE TEF TEK	Language, Learning and Digital Literacies in Adult ESL Utilizing Language Placement Guidelines for Effective Lesson Planning Moodle Basics Effective Practicum Practice: The Coaching Side of Mentoring
2:45PM-5:05PM	TEI	PBLA: Assessment of Reading and Listening Skills
4:05PM-5:05PM	TFD TFG TFJ TFL TFM TFN	'Second Life': Possibilities in ESL Mastering Articles How to Select and Implement ESL Mobile Apps? Reflections on PBLA in CLB 1-2 and 6-8 Teacher Perceptions of PTCT Course at Algonquin College REALIA
5:00 PM		EXHIBITS/POSTERS CLOSE
5:30-6:30 PM		WELCOME RECEPTION – 700 Level, Room 701



Find out why so many organizations and universities trust CaMLA for their English language assessments



CaMLA is a joint venture between the University of Michigan and the University of Cambridge. CaMLA tests suit a variety of proficiency levels and assessment purposes and are recognized by many organizations worldwide.

For high-stakes testing purposes—such as college admissions, professional certification, and employment decisions—CaMLA offers tests that are administered only at CaMLA-authorized test centers under strict security conditions and scored by CaMLA.

For placement testing and progress testing in an English language program—or for screening for readiness to take a high-stakes exam—CaMLA offers *Tests for Institutions*, which an institution can administer and score to support their assessment needs.

For more information on CaMLA products or partnerships, please visit our website.

CambridgeMichigan.org





Friday at a Glance

8:00AM-9:00AM	COFFEE BREAK
8:00 AM-5:00 PM	REGISTRATION/INFORMATION DESK OPEN – 700 Level, Room 709 EXHIBITS OPEN – 700 Level, Room 718
9:00AM-10:00AM	FAD Advanced Academic Skills-course reflections ELP, University of Toronto FAF Facebook for the TESL Ontario Community FAG Grammar Practice Anywhere, Anytime with Next Generation Grammar FAJ Twitter Basics @RT & More FAL Culturally Bound: Breaking Down Barriers for Internationally-Educated Professionals FAN ESL Program Assessment
9:00AM-11:00AM	FAA Screenplay Writing in the ESL Classroom FAC Intercultural Communication – Building Inclusion and Transcending Boundaries FAE Designing CLB 1-8 Listening Assessments using the CLB 2012 FAK Effective Coaching and Support FAM Strings Attached
9:00AM-11:20AM	FAI PBLA and Module Planning
9:30AM-11:45AM	FAB-P PANEL: Transcending Boundaries of Language and Learning
9:30AM-12:30PM	FAH-RS RESEARCH SYMPOSIUM: Processing and Memory in ESL <ul style="list-style-type: none">• The Memory Effect - Does Working Memory Affect How We Learn New Second Language Grammar?• Learning and Using Language, From the Inside Out: New Perspectives on the Cognitive Basis of Language Processing• Knowledge Sources in L2 Writing and their Contributions to the Resolution of LREs
10:20AM-11:20AM	FBD Building Social Presence in Online ESL/EAL programs FBF Creating Language Learning Opportunities Using Moodle FBG All About Learner's Dictionaries for the ESL Classroom FBJ Embracing the Blogosphere FBL CELPIP Information Session - Get the Facts! FBN Implementing Blended Learning into Adult ESL with Ventures
11:40AM-12:40PM	FCA Collocation and the Learner: Wading Into the Depths FCC Developing Critical Thinking FCD Pronunciation development: Sound by sound or word by word? [CANCELLED] FCG Teaching to a Multilevel Classroom FCJ PD Opportunities using Tutela.ca FCK Interactive Classroom Using Mimio products FCL The Role of the Language Assessor FCM An ELT Experience FCN Free Professional Development for Practitioners With a Passionate Attitude (#passionatti) FFC The Cultural Intelligence Difference: It's All About You [TIME CHANGE]
11:40AM-1:40PM	FCE Designing PBLA Assessments and Reflection FCF Ontario Curriculum Framework: The Interactive Plan Builder FCI Orientation to the Revised CLB and Support Kit

1:00PM-2:00PM	FDA-K FDC FDD FDG FDJ FDK FDL FDM FDN POSTER1 POSTER3 POSTER4 POSTER5 POSTER6 POSTER7 POSTER8 POSTER9	KEYNOTE: Supporting Students' Self-Determined Motivation to Learn Languages We're Back to the Well: Now What? LearnIT2teach – Teacher PD and Online Courseware: Looking Back & Ahead NorthStar Lights the Way to Student Achievement Bringing Online Video into the Classroom Canadian Idioms and Expressions Enhance Your ESL Skills with Private Tutoring! Learn Practical Methods to De-stress My Story of Extensive Reading POSTER3 You Can Teach Grammar How Do ESL Teachers Perceive Digital Technology? You Can Teach Grammar Lexical Bundles: Comparing Native and Non-Native English Writers Cultural Identity: In the Mirror and the Classroom Language Training for Immigrants in Canada and Finland The Six-Point Guide to Speaking English Primary School English Teachers' Grading Practices and Interpretation Bringing Inquiry-based Learning into the Listening Classroom
2:00PM-2:45PM		COFFEE BREAK
2:15PM-5:15PM	FEH-RS	RESEARCH SYMPOSIUM: Discourse Analysis <ul style="list-style-type: none"> • Workplace Discourse: What English Learners and their Teachers Need to Know • Spoken Corpora and Classroom Interaction
2:45PM-3:45PM	FEC FED FEJ FEK	Stop Copying! Grammar: Necessary Evil; Not Necessarily Boring, Passive TESL Ontario's New Webinar Series Grammar Teaching Made Easy through Song Lyrics
2:45PM-4:45PM	FEA FEB FEE FEF FEG FEL FEM FEN	Directions Forward in Government-funded Language Programs Monday Morning Wake-Ups! Group & Chart-Based Activities A Pragmatic Collaborative Approach to Improving Immigrant Health LearnIT2teach Stage 1 Instructor Training A New Way to Teach Reading Finding a Way: Tutor Training Beginners Beyond the Comprehension Question Utilizing Language Placement Guidelines for Effective Lesson Planning
2:45PM-5:05PM	FEI	PBLA: Assessment of Reading and Listening Skills
4:05PM-5:05PM	FFD FFJ FFK	Caring for the Whole Person in the EAP Classroom A Practical Method to Create Innovative Online Courses Publishing ESL Textbooks
5:00 PM		EXHIBITS/POSTERS CLOSE
7:00 – 11:00 PM		FRIDAY NIGHT DINNER AND ENTERTAINMENT – Sheraton Centre Toronto Hotel, Grand Ballroom (Lower Concourse Level)

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.



Saturday at a Glance

8:00AM-9:00AM	COFFEE BREAK
8:00 AM-2:00 PM	REGISTRATION/INFORMATION DESK OPEN – 700 Level, Room 709 EXHIBITS/POSTERS OPEN – 700 Level, Room 718
9:00AM-10:00AM	SAD Racial Microaggressions in Toronto Private-Language Schools SAE Strategies on Including Metaphors in the ESL Curriculum SAJ Keep Your Chins Up in Retirement SAN Maximizing Production in EAP Grammar Class
9:00AM-11:00AM	SAF Building Resiliency Through Technology SAI Revisiting the CLB ESL Literacy 2000 Document
9:00AM-11:20PM	SAC IELTS Teacher Training Workshop-Speaking Module
10:20AM-11:20AM	SBD What Does Your Gesture Represent in the Classroom? SBE Crossing Bridges: Launching the Ryerson University Foundation Program SBN ELT Inside, Out, and Expanding: “Consulting” in China
11:40AM-12:40PM	SCC Teaching Discussion Pragmatics in an Academic English Program SCE Integrating Languages through Plurilingual Education SCI PBLA: Beyond the Basics SCJ Implementing Change in the Classroom: Tracing Teacher’s Learning POSTER1 How Do ESL Teachers Perceive Digital Technology? POSTER3 You Can Teach Grammar POSTER6 Language Training for Immigrants in Canada and Finland
11:40AM-1:40PM	SCD Music and Movement in Adult ESL SCF Assessing Made Easy SCN LinkedIn for Job Search and Beyond
1:00PM-2:00PM	SDC World Englishes: A Realistic Approach in Teaching ESL SDE Adaptable Vocabulary Teaching Techniques SDJ Factors Influencing Collocation Recognition by ESL Speakers
1:00PM-3:00PM	SDI Ready, Set, Learn: Strategies for Fostering Student Success
2:30PM-3:30PM	SEC Fostering Learner Autonomy in Vocabulary Acquisition SED Improv Exercises for the ESL Classroom SEE A Cultural Interpretation of Chinese ESL Students’ Classroom Behaviors SEF Teaching Pronunciation Pragmatically SEJ The Right Amount of Grammar at the Right Time in the Right Manner SEN Common Pitfalls in Teaching English Pronunciation

Board Recruitment Table

Every year the TESL Ontario Board of Directors invites Expressions of Interest from its members to join the board. We look for leaders who are visionary thinkers with a wide range of experience in the field of English as a Second Language education to join the Board. If you have ever considered joining the Board and wonder about the work the directors do, please take this opportunity to converse with some of the directors. Directors will be at the Membership table at certain times throughout the conference to answer your questions and share their experiences.

An Orientation for Participants

The registration desk will be on Level 700 in Room 709. 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 Room 718 (Thursday from 8:00 am to 5:00 pm, Friday from 8:00 am to 5:00 pm and Saturday from 8:00 am to 2:00 pm)
- A morning coffee break at 8:00-9:00 am daily and an afternoon coffee break at 2:00-2:45 pm (on Thursday and Friday)
- Welcome Reception on Thursday from 5:30 to 6:30 pm in Room 701 and Friday Night Dinner and Entertainment from 7:00 to 11:00 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 20) 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 to assist with preparing registration materials before the conference or at the registration desk during the conference! Volunteers will have a "Volunteer" ribbon on their name badge, be provided with a Certificate of Appreciation and there are daily draws for gift certificates. You'll also meet new people and give back to your profession at the same time.
- The Sheraton has extended the conference hotel room rate of \$219 plus taxes per night to 3 nights pre- and post-conference, so you may want to consider arriving early or staying late to experience more of Toronto life.
- If you are arriving by car, allow extra time for the volume of commuter traffic. Coming from Hamilton, for example, might normally be a one-hour drive during non-peak hours. On a weekday morning the volume of traffic might increase that to 2 hours or more.
- Session evaluations will be conducted online, after the conference. Please take time to complete the online evaluation when you return home from the conference. We value your feedback and take your suggestions into consideration when planning the next conference.

EVERYONE WHO COMPLETES THE ONLINE EVALUATION AFTER THE CONFERENCE WILL BE ENTERED INTO A DRAW TO WIN:

A GIFT CERTIFICATE OR A 1-YEAR TESL ONTARIO MEMBERSHIP OR A 3-DAY PASS TO 2015 CONFERENCE.

Conference Registration Information

- Online registration opens on September 24 and closes on October 7.
- 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 20 and register online starting September 24th.
- REMEMBER: After you process your payment on InternetSecure, click on the button to return to your registration to get your registration confirmation, session selections and receipt.
- Changes/updates to the conference program will be posted on our website www.teslontario.org.

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- 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.
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TCDSB

Continuing Education Department

Adult Education Program



ENGLISH & FRENCH COURSES FOR ADULT IMMIGRANTS

LINC Language Instruction for Newcomers to Canada

- Literacy
- CLB levels 1-8

ESL English as a Second Language

- CLB levels 1-8
- Academic Preparation
- TOEFL/IELTS Preparation
- Workplace Language Preparation
- Courses for Visitors

Citizenship Preparation

- CLB levels 4-7

FSL French as a Second Language

- CLB levels 1-6

LBS Literacy and Basic Skills

ELT Enhanced Language Training for ESL Instructors

Other Services

- LINC Care for Newcomer Children
- ESL Nursery Program

www.tcdsb.org/adulted
contact.adulted@tcdsb.org

Angela Gauthier
Director of Education

Jo-Ann Davis
Chair of the Board



Registration Instructions and Fees

How do I register? Register online at www.teslontario.net from September 24 to October 7 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 20) before accessing online registration. After October 7 you may register online or on-site, but you will not be able to make any session selections after October 7th.

Cancellation Policy: Requests for refunds must be received in writing by TESL Ontario by October 7 and will be subject to a \$50.00 administration fee. All refunds will be issued following the conference.

Presenters: Presenters will automatically receive a complimentary registration for the day on which they are presenting. If you are planning to attend the conference on another day(s), 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 92) 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 20 and register online starting September 24.

Can I register after October 7? Registrations will be accepted online or on-site, but no sessions can be reserved.

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

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

TESL Ontario 2014 Conference Registration Fees			
	Member	Student	Non-member
On or Before October 7, 2014			
One Day	\$205	\$175	\$350
Two Day	\$285	\$230	\$395
Three Day	\$325	\$280	\$435
After October 7, 2014			
One Day	\$240	\$195	\$370
Two Day	\$320	\$255	\$450
Three Day	\$350	\$315	\$490
HST Included #R126198043			

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. At 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 Level 700 in Room 709, Thursday through Saturday.

Session Selection Form

	Thur 1st	Thur 2nd	Thur 3rd	Thur 4th	Fri 1st	Fri 2nd	Fri 3rd	Fri 4th	Sat 1st	Sat 2nd	Sat 3rd	Sat 4th
9:00-10:00 AM												
10:20-11:20 AM	AGM											
11:40 AM1-2:40 PM												
1:00-2:00 PM												
2:45-3:45 PM												
Sat: 2:30-3:30 PM												
4:05-5:05 PM												
<p>Registration is available online at www.teslontario.net; all registrations and session selections must be processed online. PLEASE INSERT THE SESSION CODE (eg TAA, FAZ, SED) THAT YOU WISH TO REGISTER FOR IN THE APPROPRIATE BOX. Completing this form before registering online will speed up the online registration process.</p>												



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1001 WAYS
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ENGLISH...

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British Council–IELTS offers free Teacher Training Workshops to English-language teachers preparing candidates for the IELTS. It also delivers training certificates to teachers attending the four workshops (Reading, Listening, Writing and Speaking) that testify to their skills in training candidates for the IELTS.

Upcoming workshops:

- ▶ October 16 and 18 (Toronto)
- ▶ October 25 and 26 (Kitchener)
- ▶ November *date to come* (Toronto)
- ▶ December 13 and 14 (Calgary)

Last but not least, British Council–IELTS provides English-language teachers with an array of resources for better course development and better student preparation:

- ▶ Exercises adapted to the IELTS
- ▶ Exam assessment criteria
- ▶ FAQ

All of these resources are available at the following address:
takeielts.britishcouncil.org/teachielts



 /BritishCouncil.IELTSCanada

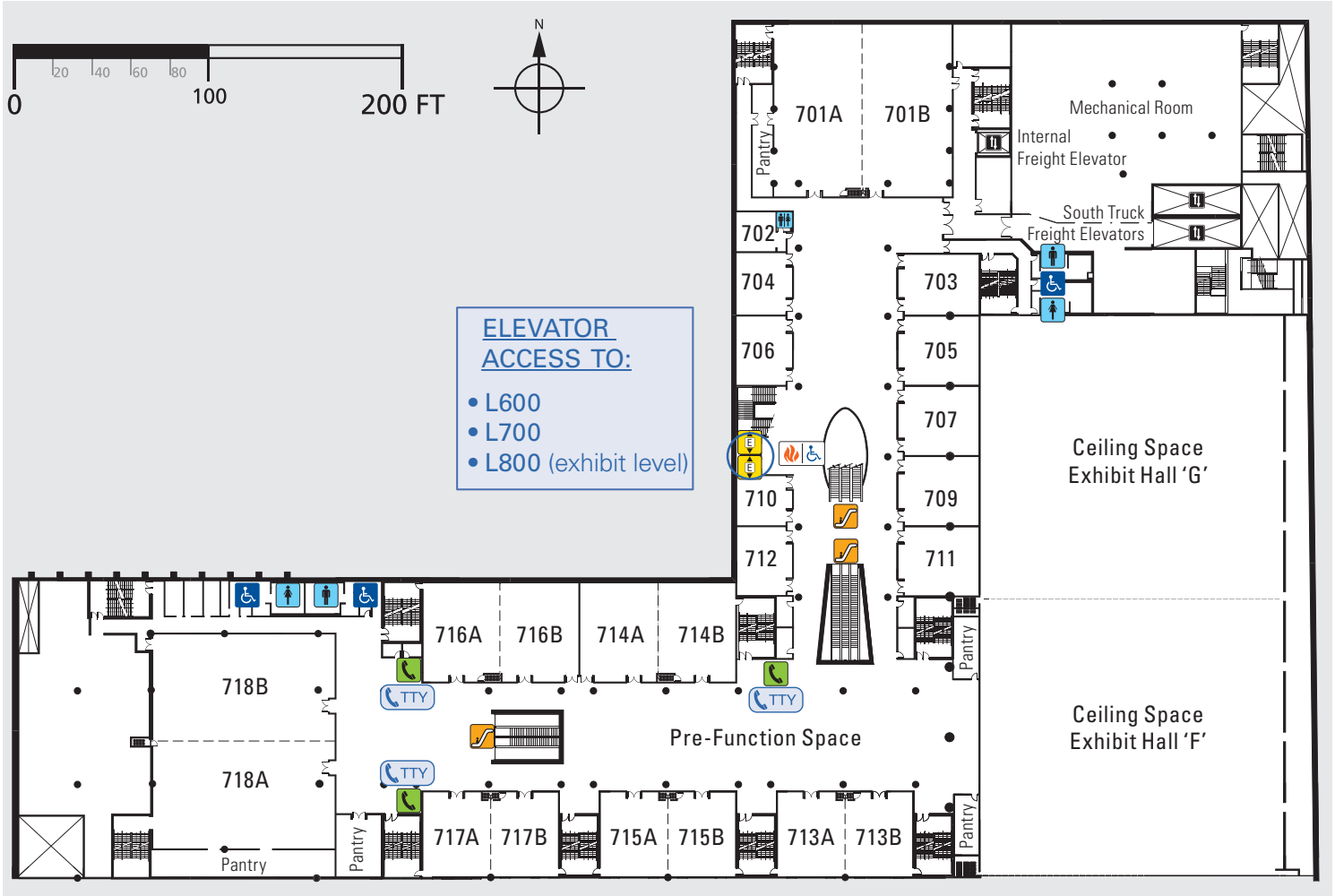
IELTS is jointly owned by British Council, IDP: IELTS Australia and Cambridge English Language Assessment



Floorplan-Metro Toronto Convention Centre

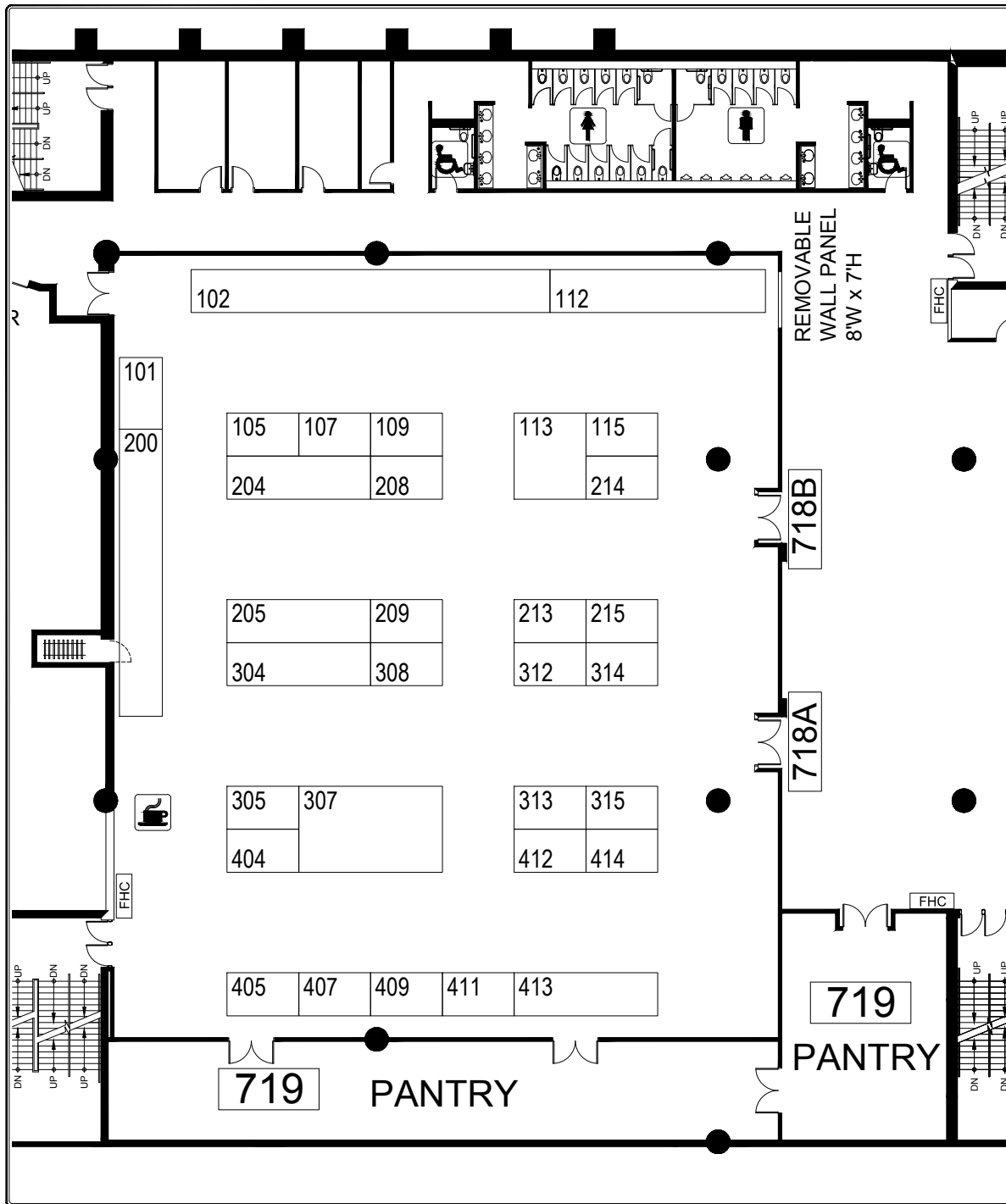
700 Level

REGISTRATION (709)
EXHIBIT HALL (718)
MEETING ROOMS
RESEARCH SYMPOSIUM (714B)





Floorplan-Exhibits (Room 718)



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TESL Ontario 2014 Exhibitor List

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as at September 14, 2014*

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EXHIBIT HOURS

Thursday, October 16 – 8:00 am to 5:00 pm

Friday, October 17 – 8:00 am to 5:00 pm

Saturday, October 18 – 8:00 am to 2:00 pm

Keynote Speaker - Michael McCarthy

How Important is 'Spoken Grammar'?

In 1985, my colleague Ronald Carter and I published two papers on spoken grammar and its role in English language teaching. We based our evidence on data from native-speaker corpora. The papers engendered a debate from which we (and, we hope, our challengers) gained a great deal. In this talk, I review that debate and our findings, and progress made in the understanding of spoken grammar in the last 20 years. I present examples of the core features of spoken grammar and show how these underpin successful interaction. Being able to use spoken grammar features appropriately and successfully enables learners and incoming non-native users to break down significant barriers to integration and the creation and maintenance of good relations. I consider how best to approach the teaching of spoken grammar and how we can overcome some of the reluctance and even, in some cases, prejudices that discourage material writers, curriculum designers and teachers from incorporating spoken grammar into their teaching programs.

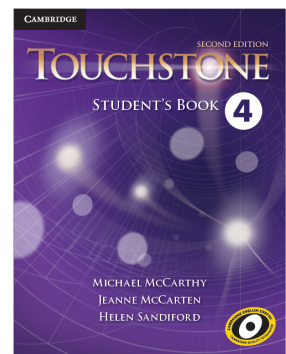
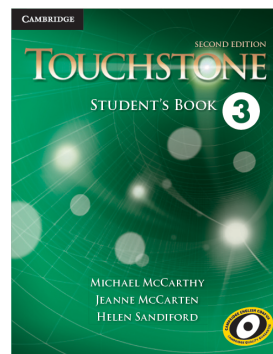
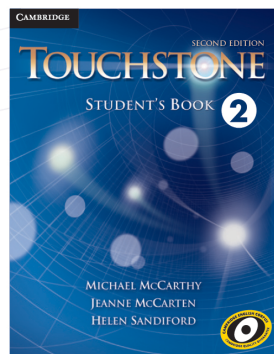
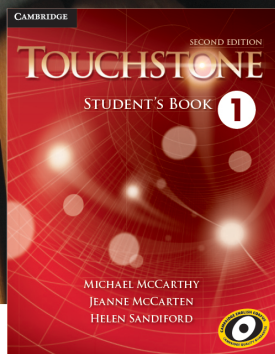


Michael McCarthy is Emeritus Professor of Applied Linguistics, University of Nottingham, UK, Adjunct Professor of Applied Linguistics, University of Limerick, Ireland and Visiting Professor, Newcastle University, UK. He is (co-)author and (co-) editor of 50 books and more than 100 academic articles, including the international best-seller adult courses Touchstone and Viewpoint.



Cambridge University Press Welcomes Michael McCarthy to the TESL Ontario Conference

Author of many textbooks,
including the innovative
and best-selling series,
Touchstone.



Ian Sutherland, *National Manager*
isutherland@cambridgecanada.net
800-660-1244

Tom Sepp, *ESL Specialist*
tomsepp@cambridgecanada.net
416-504-7407

Keynote Speaker – Kimberly A. Noels



KIMBERLY A. NOELS is a Professor in the Department of Psychology and an Adjunct Professor in the Department of Educational Psychology at the University of Alberta. Her research interests focus on the social psychology of intercultural communication, particularly the interconnections between second language learning, motivation, identity, and interethnic relations.

SUPPORTING STUDENTS' SELF-DETERMINED MOTIVATION TO LEARN LANGUAGES

There are many reasons for why students take language courses, and some of these are better than others for sustaining motivation over the long run. In this talk, I consider how an orientation to learn a language because it is personally relevant and/or because it is felt to be inherently interesting and engaging (that is, for self-determined reasons) supports engagement in the learning process, and thereby a variety of positive learning outcomes. I also show evidence that feelings of pressure, whether from others or self-imposed, can undermine motivation, and I suggest strategies by which teachers can effectively support students' self-determined motivation by supporting their sense of autonomy, competence and connectedness with other people. Drawing from recent conceptualizations of language learning motivation as a complex, dynamic system, I point out how reasons, engagement, and feelings of autonomy, competence and relatedness reciprocally influence each other over time. Likewise, I discuss how students' motivational orientation and engagement and teachers' motivational orientation and engagement mutually interact in a transactional relationship.

15th ANNUAL RESEARCH SYMPOSIUM

TEH-RS – LEARNER BELIEFS AND ATTITUDES

Thursday, October 16, 2014

2:15 PM – 5:15 PM

BELIEFS ABOUT LANGUAGE LEARNING AND THE EXPERIENCE OF SECOND LANGUAGE LEARNING

Elaine K. Horwitz – The University of Texas at Austin

This presentation examines the experience of language learning from the perspective of research on beliefs about language learning. It reports common student beliefs about language learning and how they impact language learning. For example, what do adult learners think about trying to learn a new language when they believe that early childhood is the ideal time for language learning? How do we counter common beliefs that a language can be fully learned in one or two years or that language learning is merely a matter of learning grammatical rules or a bunch of new words? How can we convince adults with low L1 literacy that they can still learn a second language? This presentation also discusses how learner and community misconceptions about language learning as well as mismatches between learner and teacher beliefs contribute to learner and teacher anxiety about second language use. The presentation offers suggestions including reading about and discussing second language acquisition topics to help learners develop more realistic expectations for language learning and more effective language learning strategies.

LEARNER BELIEFS OF WORD FREQUENCY AND THE IMPACT ON VOCABULARY NOTEBOOKS

James McCrostie – Daito Bunka University

Vocabulary acquisition is a large and difficult task for all language learners. The vocabulary teaching literature is virtually unanimous in recommending the keeping of vocabulary notebooks (Nation, 2011). However, there has been a lack of rigorous research into such vocabulary notebooks.

This paper discusses the results of a research study that examined vocabulary notebooks kept by 124 EFL university students in Japan (McCrostie, 2007) as well as more recent follow-up studies (Baleghizadeh & Malodoust, 2012; Chien, 2013; Rowland, 2011; Walters & Bozkurt, 2009).

The main study's research questions were: (1) Do learner beliefs of word frequency influence the words they choose for their vocabulary notebooks? (2) Why do learners select the words they want to learn? (3) From what sources do learners believe it is best to choose words? (4) Do learners believe the practice of keeping a vocabulary notebook helps them learn vocabulary?

The results indicate that learners are unable to accurately judge word frequency and that they believe all unknown words to be equally important. They also have trouble justifying their word selections, choosing words because they are new and unknown. Learners also believe instructor provided materials to be the best source for words. Learners below the advanced level also express a belief in the need for more word lists and explicit vocabulary instruction from their teachers.

This presentation will provide instructors and researchers with new information about learner beliefs surrounding vocabulary learning. It will also discuss more effective vocabulary notebook strategies.

MINDSETS, GOAL ORIENTATIONS AND LANGUAGE LEARNING

Kimberly A. Noels – University of Alberta

People hold diverse ideas about language learning, but a particularly important belief is whether the ability to learn a new language is fixed or potentially malleable. In this research, we consider how people who ascribe successful language learning to a natural talent that cannot be further developed (i.e., an entity mindset) and people who believe that language intelligence is a flexible ability that can be improved (i.e., an incremental mindset) differ in terms of their goals and reactions in language learning. In a study of 189 learners of various languages, path analysis showed that students with an incremental mindset endorsed learning goals and reported greater mastery and less helplessness in failure situations, regardless of their competence level. Students who endorsed an entity mindset adopted performance goals, especially when they believed that they have strong language skills, but also reported greater anxiety. In a second study of 150 language learners, we manipulated participants' mindsets, and found that this simple procedure affected the goals that learners set and ultimately their reactions. These findings' implications for theory and research on mindsets are discussed, as well as their implications for language education.

15th ANNUAL RESEARCH SYMPOSIUM

FAH-RS – PROCESSING AND MEMORY IN ESL

Friday, October 17, 2014

9:30 AM – 12:30 PM

THE MEMORY EFFECT - DOES WORKING MEMORY AFFECT HOW WE LEARN NEW SECOND LANGUAGE GRAMMAR?

Philippa Bell – L'université du Québec à Montréal

We constantly use our memory – to remember people we have met, fragrances we have smelt, food we have tasted, information we have learnt etc. However, what role does memory play in learning new second language grammar? In this presentation, I will use data from two research projects to address the following questions:

- 1.) Does the size of a person's memory affect his/her accuracy with new grammar
- 2.) Does the size of a person's memory affect whether he/she learns new grammar explicitly (consciously) or implicitly (unconsciously)?

As memory capacity differs in individuals, it is important to understand whether learners with larger memory capacity will be better able to learn new grammar than learners with smaller memory capacity. Furthermore, as language learning success depends on both explicit and implicit learning, it is also important to understand whether our memory dictates how we learn.

Overall, the results suggest that memory plays a role in our accuracy with new grammar, but memory differences between individuals are not related to whether the grammar is learnt explicitly or implicitly.

The discussion will focus on what this means for teachers in terms of introducing new grammar and in terms of teacher expectations for students with differing memory capacities.

LEARNING AND USING LANGUAGE, FROM THE INSIDE OUT: NEW PERSPECTIVES ON THE COGNITIVE BASIS OF LANGUAGE PROCESSING

Craig Chambers – University of Toronto Mississauga

Any approach to language acquisition involves some notion of what the end product of learning should look like for an individual, namely the possession of adequate linguistic knowledge and a kind of processing fluency that allows language to be understood and produced at a natural pace.

In the past decade, a substantial body of research has resulted in a new understanding of these competencies in terms of the mental machinery that underlies our communicative abilities. For example, a point often highlighted in recent studies is the central role played by certain features of language and the contextual environment that in the past were thought to be comparatively unimportant.

This talk will explore how these new findings inform our understanding of what is happening inside our heads as we use language, and in turn how learners acquire communicative skills in their first and subsequently-learned languages.

KNOWLEDGE SOURCES IN L2 WRITING AND THEIR CONTRIBUTIONS TO THE RESOLUTION OF LREs

Xavier Gutierrez – University of Alberta

While some authors (e.g., Krashen, 1981; Paradis, 1994) claim that all that L2 learners need in order to be able to communicate is implicit, intuitive knowledge of the language, others (e.g., Ellis, 2005) point out that learners draw on whatever resources they have available, including explicit, conscious knowledge, when attempting to convey their intended meaning. The present study explores how the use of different knowledge sources in individual and collaborative writing tasks contributes to the resolution of language-related episodes (LREs). Twenty-two ESL learners attending a French high school located in a mainly English-speaking urban centre in Canada participated in the study. For the individual writing task, using stimulated recall the participants were asked to discuss the changes made between the first and final drafts of their text. Regarding the group writing task, the collaborative dialogue was recorded and transcribed. This presentation will examine if and how the participants resorted to implicit and explicit knowledge of language in the writing tasks, and it will also examine the resolution of linguistic problems in relation to those types of representations. Pedagogical implications as well as avenues for future research will also be discussed.



15th ANNUAL RESEARCH SYMPOSIUM

FEH-RS – DISCOURSE ANALYSIS

Friday, October 17, 2014

2:15 PM – 5:15 PM

WORKPLACE DISCOURSE: WHAT ENGLISH LEARNERS AND THEIR TEACHERS NEED TO KNOW

Julie Kerekes - OISE/University of Toronto

While Toronto is one of the most diverse cities in the world – about half of its inhabitants speak a home language other than Canada’s official languages, and nearly half are first generation Canadians – it is still alarmingly difficult for even highly proficient speakers of English as an Additional Language to obtain suitable employment. Local settlement organizations and ESL programs are increasingly aware of the value prospective employers place on the “soft-skills” of their (prospective) employees. There is a push, therefore, to cultivate soft skills, or pragmatic competence, in ESL programs, particularly those geared toward employment preparation. In this presentation I will discuss current trends in approaches to teaching ESL for the workplace, with a focus on the roles of language, power, and status in discursive practices. I will share examples from several studies that examine immigrant professionals’ employment trajectories and acquisition of employment-suitable language practices, and focus on how these skills can be taught in the ESL classroom.

SPOKEN CORPORA AND CLASSROOM INTERACTION

Michael McCarthy - University of Nottingham, UK

In this presentation I look at some key elements of interaction which emerge from the investigation of native- and expert-user spoken corpora and compare these with evidence from classroom corpora when students are presenting and interacting. I will give examples of some discursal features in both types of corpora that contribute to successful interaction. These include speech reporting, use of discourse markers, word-order phenomena (e.g. fronting of clause-elements) and vague category marking (use of expressions such as or something, and things like that). Of particular interest will be the use of so-called ‘smallwords’ (words like actually and just) which have been shown to contribute to fluency, and which are typically manifested as fully controlled in the discourse of students at upper-intermediate level (European B2 level). Such features taken together are an essential component of classroom interactional competence (CIC). I will argue that students who manage to break through the CIC barrier have a greater chance of achieving the goal of general interactional competence, and that we can kick-start this process early on in their learning career.



TECHNOLOGY LAB

Thursday

9:00AM-10:00AM	TAF	Creating Language Learning Opportunities Using Moodle
10:20AM-12:20PM	TBF	Text Analysis Tools for Teachers
1:00PM-2:00PM	TDH	An Introduction to Using Corpora in the Classroom
2:45PM-4:45PM	TEF	Moodle Basics

Friday

9:00AM-10:00AM	FAF	Facebook for the TESL Ontario Community
10:20AM-11:20AM	FBF	Creating Language Learning Opportunities Using Moodle
11:40AM-1:40PM	FCF	Ontario Curriculum Framework: The Interactive Plan Builder
2:45PM-4:45PM	FEF	LearnIT2teach Stage 1 Instructor Training

Saturday

9:00AM-11:00AM	SAF	Building Resiliency through Technology
11:40AM-1:40PM	SCF	Assessing Made Easy
2:30PM-3:30PM	SEF	Teaching Pronunciation Pragmatically



Twitter: #TESL2014

TECHNOLOGY PRESENTATIONS

Thursday

- | | | |
|-----------------|-----|---|
| 9:00AM-10:00AM | TAJ | Updated CLB Boot Camp and New Online Modules |
| 10:20AM-11:20AM | TBJ | Exploring Augmented Reality Applications for Language Learning |
| 11:40AM-12:40PM | TCJ | Integrating & Managing Blended Learning, LINC Administrator's Guide |
| 1:00PM-2:30PM | TDJ | Blended Learning in Adult Settlement Language Training |
| 2:45PM-3:45PM | TEJ | An E-Portfolio Suite of Formative and Summative Assessment Tools |
| 4:05PM-5:05PM | TFJ | How to Select and Implement ESL Mobile Apps? |



Friday

- | | | |
|-----------------|-----|--|
| 9:00AM-10:00AM | FAJ | Twitter Basics @RT & More |
| 10:20AM-11:20AM | FBJ | Embracing the Blogosphere |
| 11:40AM-12:40PM | FCJ | PD Opportunities using Tutela.ca |
| 1:00PM-2:00PM | FDJ | Bringing Online Video into the Classroom |
| 2:45PM-3:45PM | FEJ | TESL Ontario's New Webinar Series |
| 4:05PM-5:05PM | FFJ | A Practical Method to Create Innovative Online Courses |

Twitter: #TESL2014

Panel Discussion

TESL Ontario will be hosting our Ninth Annual Panel Discussion to be held at our 42nd TESL Ontario Conference in October 2014. 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 *Transcending Boundaries of Language and Learning*.

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

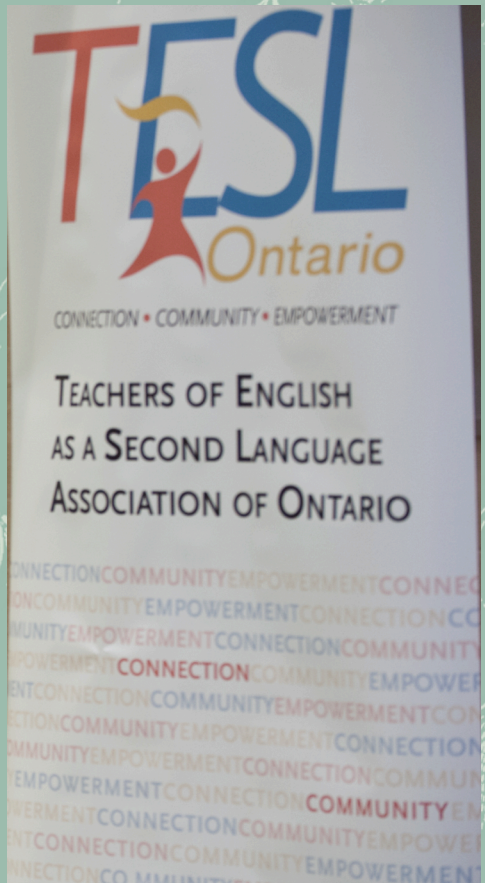
Moderator: Renate Tilson, Executive Director - TESL Ontario.

TESL ONTARIO'S NINTH ANNUAL PANEL DISCUSSION

**Friday, October 17
9:30-11:45 AM**

**FAB-P: Ninth Annual
Panel Discussion:
*Transcending Boundaries
of Language and
Learning***

Room 701B



Panel Participants

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

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

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

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

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

Krista Madani - Manager, Program Development in the Strategic Policy and Programs Division - Ministry of Training, Colleges and Universities

Krista Madani has been providing strong leadership in the Employment and Training field for over 10 years, in which she has worked on the full range of programs and services. She is currently the Manager, Program Development in the Strategic Policy and Programs Division for the Ministry of Training, Colleges and Universities. In this role, she oversees the development of Employment Ontario programs. She started her time with the Ministry in 2007 after being transferred from the Government of Canada. Krista has held a number of progressive positions in local field offices and head office branches.

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, Immigration and International Trade. 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.

Stand-Up Welcome Reception

It is with great pleasure that I invite you to attend the Stand-Up Welcome Reception on Thursday, October 16th from 5:30 to 6:30 pm, 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. A cash bar will be available.

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

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

*Sheila Nicholas
Chair - TESL Ontario Board of Directors*

where:

Room 701, MTCC-South

when:

October 16 at 5:30 to 6:30pm

r.s.v.p.

**On your conference
registration form**



Friday Night Dinner and Entertainment

**Friday, October 17
7:00-11:00 PM**

**Sheraton Centre
Toronto Hotel
Grand Ballroom
(Lower Concourse
Level)**

*RSVP on your
conference registration
form.*

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

We'll hear welcoming remarks from special guests, enjoy a delicious 3-course meal together and celebrate our award winners. But...don't forget your dancing shoes! Following our formal program, a DJ will play all the hits to get you up and moving on the dance floor.

Presentations by Teaching Sector

ADULT ESL/LINC

TAA	What is Advanced Level Grammar?	Thursday	9:00AM-10:00AM
TAE	Learning Strategies: Practical Tools to Boost Student Success	Thursday	9:00AM-10:00AM
TAF	Creating Language Learning Opportunities Using Moodle	Thursday	9:00AM-10:00AM
TAG	Connecting the Dots Between Multiculturalism and Biodiversity	Thursday	9:00AM-11:00AM
TAI	PBLA: Support Classroom Teachers in PBLA Implementation	Thursday	9:00AM-11:20AM
TAJ	Updated CLB Boot Camp and New Online Modules	Thursday	9:00AM-10:00AM
TAK	Canadian Idioms and Expressions	Thursday	9:00AM-10:00AM
TAM	Multiple Activities for Multilevel: Zero Prep	Thursday	9:00AM-11:00AM
TBA	Market Yourself for Employment	Thursday	10:20AM-12:20PM
TBF	Text Analysis Tools for Teachers	Thursday	10:20AM-12:20PM
TBH	Enhancing Instructor Skills and Expertise - Post TESL Certificate Training	Thursday	10:20AM-11:20AM
TBJ	Exploring Augmented Reality Applications for Language Learning	Thursday	10:20AM-11:20AM
TBK	Multi-Level Group Activities for Holidays and Special Occasions	Thursday	10:20AM-11:20AM
TBL	Towards a National Settlement Language Training Program	Thursday	10:20AM-11:20AM
TBN	How to Motivate Your Students to Attend Regularly	Thursday	10:20AM-11:20AM
TCD	Integrating Verb Tenses Through Story Telling and Writing	Thursday	11:40AM-12:40PM
TCE	Getting Through the First Three Months	Thursday	11:40AM-1:40PM
TCG	Communicating with Grammar: Beyond Reference and Practice	Thursday	11:40AM-12:40PM
TCH	Action Research for ESL Teachers	Thursday	11:40AM-12:40PM
TCI	Can Do Statements: Back and Better	Thursday	11:40AM-2:00PM
TCJ	Integrating & Managing Blended Learning, LINC Administrator's Guide	Thursday	11:40AM-12:40PM
TCK	Developing Cloze Exercises for Teaching and Testing	Thursday	11:40AM-1:40PM
TCL	The Benefits of Learning English at an Employment Centre	Thursday	11:40AM-12:40PM
TCN	Creating Intercultural Competence on Campus	Thursday	11:40AM-12:40PM
TDC	In Class Task Based Speaking Assessments	Thursday	1:00PM-2:00PM
TDD	A Practice-Oriented Definition of Post-process Second Language Writing	Thursday	1:00PM-2:00PM
TDF	An Introduction to Using Corpora in the Classroom	Thursday	1:00PM-2:00PM
TDG	Combining ESL and Workforce Instruction for Today's Students	Thursday	1:00PM-2:00PM
TDJ	Blended Learning in Adult Settlement Language Training	Thursday	1:00PM-2:30PM
TDM	Service Integration: the New Normal	Thursday	1:00PM-2:00PM
TDN	S-O-S: From Surviving To Thriving With Stress	Thursday	1:00PM-2:00PM
TEC	Language, Learning and Digital Literacies in Adult ESL	Thursday	2:45PM-4:45PM
TEE	Utilizing Language Placement Guidelines for Effective Lesson Planning	Thursday	2:45PM-4:45PM
TEF	Moodle Basics	Thursday	2:45PM-4:45PM
TEG	Teaching Speaking Online	Thursday	2:45PM-3:45PM
TEI	PBLA: Assessment of Reading and Listening Skills	Thursday	2:45PM-5:05PM
TEJ	An E-Portfolio Suite of Formative and Summative Assessment Tools	Thursday	2:45PM-3:45PM
TEK	Effective Practicum Practice: The Coaching Side of Mentoring	Thursday	2:45PM-4:45PM
TEL	Developing and Teaching Effective English for Specific Purposes Programs	Thursday	2:45PM-3:45PM
TEM	Confessions of a Newbie	Thursday	2:45PM-3:45PM
TEN	Three Approaches to Teaching Reading: Literature-based, Skills-based; and Content-based	Thursday	2:45PM-3:45PM
TFD	'Second Life': Possibilities in ESL	Thursday	4:05PM-5:05PM
TFG	Mastering Articles	Thursday	4:05PM-5:05PM
TFJ	How to Select and Implement ESL Mobile Apps?	Thursday	4:05PM-5:05PM
TFL	Reflections on PBLA in CLB 1-2 and 6-8	Thursday	4:05PM-5:05PM
TFM	Teacher Perceptions of PTCT Course at Algonquin College	Thursday	4:05PM-5:05PM
TFN	REALIA	Thursday	4:05PM-5:05PM
FAA	Screenplay Writing in the ESL Classroom	Friday	9:00AM-11:00AM
FAC	Intercultural Communication – Building Inclusion and Transcending Boundaries	Friday	9:00AM-11:00AM
FAE	Designing CLB 1-8 Listening Assessments using the CLB 2012	Friday	9:00AM-11:00AM
FAF	Facebook for the TESL Ontario Community	Friday	9:00AM-10:00AM
FAG	Grammar Practice Anywhere, Anytime with Next Generation Grammar	Friday	9:00AM-10:00AM
FAI	PBLA and Module Planning	Friday	9:00AM-11:20AM

FAJ	Twitter Basics @RT & More	Friday	9:00AM-10:00AM
FAK	Effective Coaching and Support	Friday	9:00AM-11:00AM
FAL	Culturally Bound: Breaking down Barriers for Internationally-educated Professionals	Friday	9:00AM-10:00AM
FAM	Strings Attached	Friday	9:00AM-11:00AM
FAN	ESL Program Assessment	Friday	9:00AM-10:00AM
FBD	Building Social Presence in Online ESL/EAL programs	Friday	10:20AM-11:20AM
FBF	Creating Language Learning Opportunities Using Moodle	Friday	10:20AM-11:20AM
FBG	All About Learner's Dictionaries for the ESL Classroom	Friday	10:20AM-11:20AM
FBJ	Embracing the Blogosphere	Friday	10:20AM-11:20AM
FBL	CELP Information Session - Get the Facts!	Friday	10:20AM-11:20AM
FBN	Implementing Blended Learning into Adult ESL with Ventures	Friday	10:20AM-11:20AM
FCA	Collocation and the Learner: Wading Into the Depths	Friday	11:40AM-12:40PM
FCC	Developing Critical Thinking	Friday	11:40AM-12:40PM
FCD	Pronunciation development: Sound by sound or word by word?	Friday	11:40AM-12:40PM
FCE	Designing PBLA Assessments and Reflection	Friday	11:40AM-1:40PM
FCF	Ontario Curriculum Framework: The Interactive Plan Builder	Friday	11:40AM-1:40PM
FCG	Teaching to a Multilevel Classroom	Friday	11:40AM-12:40PM
FCI	Orientation to the Revised CLB and Support Kit	Friday	11:40AM-1:40PM
FCJ	PD Opportunities using Tutela.ca	Friday	11:40AM-12:40PM
FCK	Interactive Classroom Using Mimio products	Friday	11:40AM-12:40PM
FCL	The Role of the Language Assessor	Friday	11:40AM-12:40PM
FCN	Free Professional Development for Practitioners With a Passionate Attitude (#passionatti)	Friday	11:40AM-12:40PM
FDC	We're Back to the Well: Now What?	Friday	1:00PM-2:00PM
FDD	LearnIT2teach – Teacher PD and Online Courseware: Looking Back & Ahead	Friday	1:00PM-2:00PM
FDG	NorthStar Lights the Way to Student Achievement	Friday	1:00PM-2:00PM
FDJ	Bringing Online Video into the Classroom	Friday	1:00PM-2:00PM
FDK	Canadian Idioms and Expressions	Friday	1:00PM-2:00PM
FDL	Enhance Your ESL Skills with Private Tutoring!	Friday	1:00PM-2:00PM
FDM	Learn Practical Methods to De-stress	Friday	1:00PM-2:00PM
FDN	My Story of Extensive Reading	Friday	1:00PM-2:00PM
FEA	Directions Forward in Government-funded Language Programs	Friday	2:45PM-4:45PM
FEB	Monday Morning Wake-Ups! Group & Chart-Based Activities	Friday	2:45PM-4:45PM
FEC	Stop Copying!	Friday	2:45PM-3:45PM
FED	Grammar: Necessary Evil; Not Necessarily Boring, Passive	Friday	2:45PM-3:45PM
FEE	A Pragmatic Collaborative Approach to Improving Immigrant Health	Friday	2:45PM-4:45PM
FEF	LearnIT2teach Stage 1 Instructor Training	Friday	2:45PM-4:45PM
FEG	A New Way to Teach Reading	Friday	2:45PM-4:45PM
FEI	PBLA: Assessment of Reading and Listening Skills	Friday	2:45PM-5:05PM
FEJ	TESL Ontario's New Webinar Series	Friday	2:45PM-3:45PM
FEK	Grammar Teaching Made Easy through Song Lyrics	Friday	2:45PM-3:45PM
FEL	Finding a Way: Tutor Training Beginners	Friday	2:45PM-4:45PM
FEM	Beyond the Comprehension Question	Friday	2:45PM-4:45PM
FEN	Utilizing Language Placement Guidelines for Effective Lesson Planning	Friday	2:45PM-4:45PM
FFC	The Cultural Intelligence Difference: It's All About You	Friday	4:05PM-5:05PM
FFD	Caring for the Whole Person in the EAP Classroom	Friday	4:05PM-5:05PM
FFJ	A Practical Method to Create Innovative Online Courses	Friday	4:05PM-5:05PM
FFK	Publishing ESL Textbooks	Friday	4:05PM-5:05PM
SAC	IELTS Teacher Training Workshop-Speaking Module	Saturday	9:00AM-11:20AM
SAD	Racial Microaggressions in Toronto Private-Language Schools	Saturday	9:00AM-10:00AM
SAE	Strategies on Including Metaphors in the ESL Curriculum	Saturday	9:00AM-10:00AM
SAF	Building Resiliency through Technology	Saturday	9:00AM-11:00AM
SAI	Revisiting the CLB ESL Literacy 2000 Document	Saturday	9:00AM-11:00AM
SAJ	Keep Your Chins Up in Retirement	Saturday	9:00AM-10:00AM
SBD	What Does Your Gesture Represent in the Classroom?	Saturday	10:20AM-11:20AM
SCC	Teaching Discussion Pragmatics in an Academic English Program	Saturday	11:40AM-12:40PM
SCD	Music and Movement in Adult ESL	Saturday	11:40AM-1:40PM
SCE	Integrating Languages through Plurilingual Education	Saturday	11:40AM-12:40PM

SCF	Assessing Made Easy	Saturday	11:40AM-1:40PM
SCI	PBLA: Beyond the Basics	Saturday	11:40AM-12:40PM
SCJ	Implementing Change in the Classroom: Tracing Teacher's Learning	Saturday	11:40AM-12:40PM
SCN	Linkedin for Job Search and Beyond	Saturday	11:40AM-1:40PM
SDC	World Englishes: A Realistic Approach in Teaching ESL	Saturday	1:00PM-2:00PM
SDE	Adaptable Vocabulary Teaching Techniques	Saturday	1:00PM-2:00PM
SDI	Ready, Set, Learn: Strategies for Fostering Student Success	Saturday	1:00PM-3:00PM
SDJ	Factors Influencing Collocation Recognition by ESL Speakers	Saturday	1:00PM-2:00PM
SEC	Fostering Learner Autonomy in Vocabulary Acquisition	Saturday	2:30PM-3:30PM
SED	Improv Exercises for the ESL Classroom	Saturday	2:30PM-3:30PM
SEE	A Cultural Interpretation of Chinese ESL Students' Classroom Behaviors	Saturday	2:30PM-3:30PM
SEJ	The Right Amount of Grammar at the Right Time in the Right Manner	Saturday	2:30PM-3:30PM
SEN	Common Pitfalls in Teaching English Pronunciation	Saturday	2:30PM-3:30PM

COLLEGE/UNIVERSITY

TAA	What is Advanced Level Grammar?	Thursday	9:00AM-10:00AM
TAE	Learning Strategies: Practical Tools to Boost Student Success	Thursday	9:00AM-10:00AM
TAG	Connecting the Dots Between Multiculturalism and Biodiversity	Thursday	9:00AM-11:00AM
TAH	Integrating Language and Transcending Boundaries for EAP Success	Thursday	9:00AM-10:00AM
TAL	ESP for IENs: From Analysis to Application	Thursday	9:00AM-10:00AM
TBF	Text Analysis Tools for Teachers	Thursday	10:20AM-12:20PM
TBH	Enhancing Instructor Skills and Expertise - Post TESL Certificate Training	Thursday	10:20AM-11:20AM
TBJ	Exploring Augmented Reality Applications for Language Learning	Thursday	10:20AM-11:20AM
TCD	Integrating Verb Tenses Through Story Telling and Writing	Thursday	11:40AM-12:40PM
TCE	Getting Through the First Three Months	Thursday	11:40AM-1:40PM
TCG	Communicating with Grammar: Beyond Reference and Practice	Thursday	11:40AM-12:40PM
TCH	Action Research for ESL Teachers	Thursday	11:40AM-12:40PM
TCK	Developing Cloze Exercises for Teaching and Testing	Thursday	11:40AM-1:40PM
TCM	Technology-enhanced Instruction in Ontario: A Systematic Digital Search	Thursday	11:40AM-12:40PM
TCN	Creating Intercultural Competence on Campus	Thursday	11:40AM-12:40PM
TDD	A Practice-Oriented Definition of Post-process Second Language Writing	Thursday	1:00PM-2:00PM
TDF	An Introduction to Using Corpora in the Classroom	Thursday	1:00PM-2:00PM
TDG	Combining ESL and Workforce Instruction for Today's Students	Thursday	1:00PM-2:00PM
TDL	Transitioning from General ESL to EAP Listening and Speaking	Thursday	1:00PM-2:00PM
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FAA	Screenplay Writing in the ESL Classroom	Friday	9:00AM-11:00AM
FAC	Intercultural Communication – Building Inclusion and Transcending Boundaries	Friday	9:00AM-11:00AM
FAD	Advanced Academic Skills-course reflections ELP, University of Toronto	Friday	9:00AM-10:00AM
FAG	Grammar Practice Anywhere, Anytime with Next Generation Grammar	Friday	9:00AM-10:00AM
FAJ	Twitter Basics @RT & More	Friday	9:00AM-10:00AM
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SAF	Building Resiliency through Technology	Saturday	9:00AM-11:00AM
SAI	Revisiting the CLB ESL Literacy 2000 Document	Saturday	9:00AM-11:00AM
SAJ	Keep Your Chins Up in Retirement	Saturday	9:00AM-10:00AM
SAN	Maximizing Production in EAP Grammar Class	Saturday	9:00AM-10:00AM
SBD	What Does Your Gesture Represent in the Classroom?	Saturday	10:20AM-11:20AM
SBE	Crossing bridges: Launching the Ryerson University Foundation Program	Saturday	10:20AM-11:20AM
SCC	Teaching Discussion Pragmatics in an Academic English Program	Saturday	11:40AM-12:40PM
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SEJ	The Right Amount of Grammar at the Right Time in the Right Manner	Saturday	2:30PM-3:30PM
SEN	Common Pitfalls in Teaching English Pronunciation	Saturday	2:30PM-3:30PM

ELEMENTARY

TAG	Connecting the Dots Between Multiculturalism and Biodiversity	Thursday	9:00AM-11:00AM
TBA	Market Yourself for Employment	Thursday	10:20AM-12:20PM
TBC	ELLs with Learning Difficulties: Assessment, Identification and Instruction	Thursday	10:20AM-12:20PM
TBJ	Exploring Augmented Reality Applications for Language Learning	Thursday	10:20AM-11:20AM
TCD	Integrating Verb Tenses Through Story Telling and Writing	Thursday	11:40AM-12:40PM
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ELT/SLT

TAA	What is Advanced Level Grammar?	Thursday	9:00AM-10:00AM
TAF	Creating Language Learning Opportunities Using Moodle	Thursday	9:00AM-10:00AM
TAG	Connecting the Dots Between Multiculturalism and Biodiversity	Thursday	9:00AM-11:00AM
TBA	Market Yourself for Employment	Thursday	10:20AM-12:20PM
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FBF	Creating Language Learning Opportunities Using Moodle	Friday	10:20AM-11:20AM
FBJ	Embracing the Blogosphere	Friday	10:20AM-11:20AM
FBL	CELP Information Session - Get the Facts!	Friday	10:20AM-11:20AM
FBN	Implementing Blended Learning into Adult ESL with Ventures	Friday	10:20AM-11:20AM
FCA	Collocation and the Learner: Wading Into the Depths	Friday	11:40AM-12:40PM
FCC	Developing Critical Thinking	Friday	11:40AM-12:40PM
FCD	Pronunciation development: Sound by sound or word by word?	Friday	11:40AM-12:40PM
FCE	Designing PBLA Assessments and Reflection	Friday	11:40AM-1:40PM
FCI	Orientation to the Revised CLB and Support Kit	Friday	11:40AM-1:40PM
FCJ	PD Opportunities using Tutela.ca	Friday	11:40AM-12:40PM
FCL	The Role of the Language Assessor	Friday	11:40AM-12:40PM
FCM	An ELT Experience	Friday	11:40AM-12:40PM
FDG	NorthStar Lights the Way to Student Achievement	Friday	1:00PM-2:00PM
FDJ	Bringing Online Video into the Classroom	Friday	1:00PM-2:00PM
FDL	Enhance Your ESL Skills with Private Tutoring!	Friday	1:00PM-2:00PM
FDM	Learn Practical Methods to De-stress	Friday	1:00PM-2:00PM
FDN	My Story of Extensive Reading	Friday	1:00PM-2:00PM
FEA	Directions Forward in Government-funded Language Programs	Friday	2:45PM-4:45PM
FEB	Monday Morning Wake-Ups! Group & Chart-Based Activities	Friday	2:45PM-4:45PM
FED	Grammar: Necessary Evil; Not Necessarily Boring, Passive	Friday	2:45PM-3:45PM
FEG	A New Way to Teach Reading	Friday	2:45PM-4:45PM
FEJ	TESL Ontario's New Webinar Series	Friday	2:45PM-3:45PM
FEK	Grammar Teaching Made Easy through Song Lyrics	Friday	2:45PM-3:45PM
FEM	Beyond the Comprehension Question	Friday	2:45PM-4:45PM
FEN	Utilizing Language Placement Guidelines for Effective Lesson Planning	Friday	2:45PM-4:45PM
FFD	Caring for the Whole Person in the EAP Classroom	Friday	4:05PM-5:05PM
FFJ	A Practical Method to Create Innovative Online Courses	Friday	4:05PM-5:05PM
FFK	Publishing ESL Textbooks	Friday	4:05PM-5:05PM
SAC	IELTS Teacher Training Workshop-Speaking Module	Saturday	9:00AM-11:20AM
SAD	Racial Microaggressions in Toronto Private-Language Schools	Saturday	9:00AM-10:00AM
SAE	Strategies on Including Metaphors in the ESL Curriculum	Saturday	9:00AM-10:00AM
SAF	Building Resiliency through Technology	Saturday	9:00AM-11:00AM
SAI	Revisiting the CLB ESL Literacy 2000 Document	Saturday	9:00AM-11:00AM
SAJ	Keep Your Chins Up in Retirement	Saturday	9:00AM-10:00AM
SBD	What Does Your Gesture Represent in the Classroom?	Saturday	10:20AM-11:20AM
SBN	ELT Inside, Out, and Expanding: "Consulting" in China	Saturday	10:20AM-11:20AM
SCC	Teaching Discussion Pragmatics in an Academic English Program	Saturday	11:40AM-12:40PM
SCE	Integrating Languages through Plurilingual Education	Saturday	11:40AM-12:40PM
SCJ	Implementing Change in the Classroom: Tracing Teacher's Learning	Saturday	11:40AM-12:40PM
SCN	Linkedin for Job Search and Beyond	Saturday	11:40AM-1:40PM
SDE	Adaptable Vocabulary Teaching Techniques	Saturday	1:00PM-2:00PM
SDI	Ready, Set, Learn: Strategies for Fostering Student Success	Saturday	1:00PM-3:00PM
SDJ	Factors Influencing Collocation Recognition by ESL Speakers	Saturday	1:00PM-2:00PM
SDC	World Englishes: A Realistic Approach in Teaching ESL	Saturday	1:00PM-2:00PM
SEC	Fostering Learner Autonomy in Vocabulary Acquisition	Saturday	2:30PM-3:30PM
SED	Improv Exercises for the ESL Classroom	Saturday	2:30PM-3:30PM
SEJ	The Right Amount of Grammar at the Right Time in the Right Manner	Saturday	2:30PM-3:30PM
SEN	Common Pitfalls in Teaching English Pronunciation	Saturday	2:30PM-3:30PM

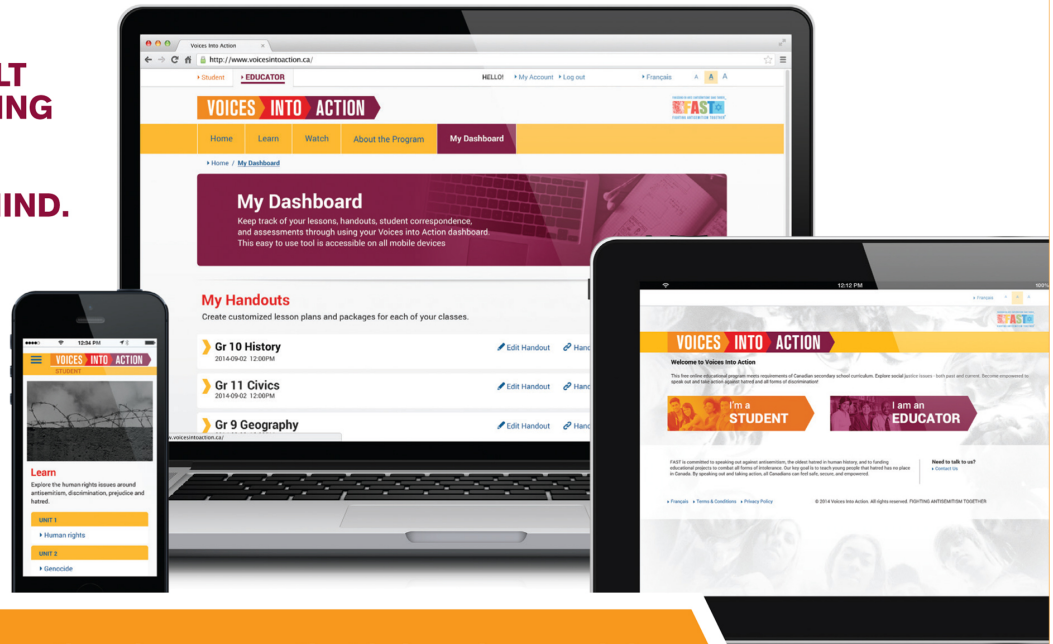
SECONDARY

TAA	What is Advanced Level Grammar?	Thursday	9:00AM-10:00AM
TAE	Learning Strategies: Practical Tools to Boost Student Success	Thursday	9:00AM-10:00AM
TAG	Connecting the Dots Between Multiculturalism and Biodiversity	Thursday	9:00AM-11:00AM

TAH	Integrating Language and Transcending Boundaries for EAP Success	Thursday	9:00AM-10:00AM
TBA	Market Yourself for Employment	Thursday	10:20AM-12:20PM
TBC	ELLs with Learning Difficulties: Assessment, Identification and Instruction	Thursday	10:20AM-12:20PM
TBF	Text Analysis Tools for Teachers	Thursday	10:20AM-12:20PM
TBJ	Exploring Augmented Reality Applications for Language Learning	Thursday	10:20AM-11:20AM
TCD	Integrating Verb Tenses Through Story Telling and Writing	Thursday	11:40AM-12:40PM
TCG	Communicating with Grammar: Beyond Reference and Practice	Thursday	11:40AM-12:40PM
TCK	Developing Cloze Exercises for Teaching and Testing	Thursday	11:40AM-1:40PM
TDD	A Practice-Oriented Definition of Post-process Second Language Writing	Thursday	1:00PM-2:00PM
TDL	Transitioning from General ESL to EAP Listening and Speaking	Thursday	1:00PM-2:00PM
TDN	S-O-S: From Surviving To Thriving With Stress	Thursday	1:00PM-2:00PM
TED	Information Overload, Critical Literacy, and L2 Reading	Thursday	2:45PM-3:45PM
TEK	Effective Practicum Practice: The Coaching Side of Mentoring	Thursday	2:45PM-4:45PM
TEM	Confessions of a Newbie	Thursday	2:45PM-3:45PM
TEN	Three Approaches to Teaching Reading: Literature-based, Skills-based; and Content-based	Thursday	2:45PM-3:45PM
TFD	'Second Life': Possibilities in ESL	Thursday	4:05PM-5:05PM
TFG	Mastering Articles	Thursday	4:05PM-5:05PM
TFJ	How to Select and Implement ESL Mobile Apps?	Thursday	4:05PM-5:05PM
FAA	Screenplay Writing in the ESL Classroom	Friday	9:00AM-11:00AM
FAC	Intercultural Communication – Building Inclusion and Transcending Boundaries	Friday	9:00AM-11:00AM
FAJ	Twitter Basics @RT & More	Friday	9:00AM-10:00AM
FBD	Building Social Presence in Online ESL/EAL programs	Friday	10:20AM-11:20AM
FBG	All About Learner's Dictionaries for the ESL Classroom	Friday	10:20AM-11:20AM
FBJ	Embracing the Blogosphere	Friday	10:20AM-11:20AM
FCA	Collocation and the Learner: Wading Into the Depths	Friday	11:40AM-12:40PM
FCE	Designing PBLA Assessments and Reflection	Friday	11:40AM-1:40PM
FCG	Teaching to a Multilevel Classroom	Friday	11:40AM-12:40PM
FDJ	Bringing Online Video into the Classroom	Friday	1:00PM-2:00PM
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FEG	A New Way to Teach Reading	Friday	2:45PM-4:45PM
FEJ	TESL Ontario's New Webinar Series	Friday	2:45PM-3:45PM
FEK	Grammar Teaching Made Easy through Song Lyrics	Friday	2:45PM-3:45PM
FEL	Finding a Way: Tutor Training Beginners	Friday	2:45PM-4:45PM
FFJ	A Practical Method to Create Innovative Online Courses	Friday	4:05PM-5:05PM
FFK	Publishing ESL Textbooks	Friday	4:05PM-5:05PM
SAF	Building Resiliency through Technology	Saturday	9:00AM-11:00AM
SAI	Revisiting the CLB ESL Literacy 2000 Document	Saturday	9:00AM-11:00AM
SAJ	Keep Your Chins Up in Retirement	Saturday	9:00AM-10:00AM
SBD	What Does Your Gesture Represent in the Classroom?	Saturday	10:20AM-11:20AM
SCD	Music and Movement in Adult ESL	Saturday	11:40AM-1:40PM
SCE	Integrating Languages through Plurilingual Education	Saturday	11:40AM-12:40PM
SCN	Linkedin for Job Search and Beyond	Saturday	11:40AM-1:40PM
SDC	World Englishes: A Realistic Approach in Teaching ESL	Saturday	1:00PM-2:00PM
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SEF	Teaching Pronunciation Pragmatically	Saturday	2:30PM-3:30PM
SEJ	The Right Amount of Grammar at the Right Time in the Right Manner	Saturday	2:30PM-3:30PM
SEN	Common Pitfalls in Teaching English Pronunciation	Saturday	2:30PM-3:30PM

VOICES INTO ACTION

VOICES INTO ACTION WAS BUILT WITH THE LEARNING ENVIRONMENTS OF TODAY AND TOMORROW IN MIND.



A FREE online educational program that brings key social justice issues to the forefront while meeting provincial requirements for secondary school curriculum.

Voices into Action gives all Canadian educators the tools to empower students to take positive action. When students explore facts about the world, their social consciousness expands. Developing their awareness and encouraging critical thinking gives students the tools to combat hateful acts and end bystander apathy. We can all make the world a better place by choosing to speak out and take action against intolerance.

- It's free—all of it
- Digitally-delivered and mobile-ready
- Created by curriculum experts
- Customizable lesson plans
- Fulfills curriculum requirements
- Differentiated instruction
- Diverse and comprehensive
- Highlights past and present Social Justice issues

STUDENTS CRITICALLY EXPLORE:

- Human Rights
- Genocide
- Immigration
- Understanding Prejudice & Discrimination
- Personal Action

TEACHING TOOLS INCLUDE:

Customizable folders, handouts, PDF generation, assessments and curriculum connections to many high school courses:

- English
- History
- Social Justice
- World Religion
- Law
- Civics
- The Arts and more!



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Visit us at our exhibit booth!



Thursday Presentation Descriptions

9:00AM-10:00AM

TAA What is Advanced Level Grammar?

Michael McCarthy - University of Nottingham, UK

Advanced level grammar is more difficult to pin down than elementary grammar. In this talk I examine how corpus evidence can inform an advanced level grammar syllabus and show how the syllabus content can offer a coherent sense of challenge and progress for learners at the higher levels.

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

TAE Learning Strategies: Practical Tools to Boost Student Success

Adrianna Semerjian and Lorelei Westerik - Hamilton-Wentworth District School Board

This workshop will provide an overview of different learning strategies, their potential to improve student success, and practical ideas for teaching them in the language classroom. In addition to exchanging best practices, attendees will collaborate in problem-solving activities aimed at addressing how learning strategies can help students to overcome common challenges.

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

TAF Creating Language Learning Opportunities Using Moodle

Jim Edgar, Nancy Van Dorp and Kevin O'Brien - LearnIT2teach

Participants in this session are introduced to tools to provide reading, writing, listening and speaking practice using the popular Moodle learning management system and Tutela.ca. This workshop is open to all, especially anyone interested in the CIC-funded LearnIT2teach Stage 3. Note that Tutela registration is not part of this presentation; participants who can log in with their own Tutela account will get the most from this session. Sign up for free in advance at tutela.ca.

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

TAH [CANCELLED]

Integrating Language and Transcending Boundaries for EAP Success

Stephen Bahry - English Language Program, School of Continuing Studies, University of Toronto

EAP students and teachers are under pressure to meet university language requirements rapidly. The presentation argues for increasing student engagement by integrating reading, writing, listening, speaking, grammar, vocabulary & pronunciation, and collaboratively transcending teacher-student boundaries. Examples are given from integrated Current Events and other workshops with student-selected content.

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

TAJ Updated CLB Boot Camp and New Online Modules

Krista Walsh-Murray and Anne Hajer - Centre for Canadian Language Benchmarks

This technical workshop will allow participants to explore the revised CLB Boot Camp and related modules: CLB for Lesson Planning and Integrating Assessment. In addition, participants will be introduced to two new online modules: Assessing Speaking and Assessing Writing that will assist practitioners in using the CLB in their classrooms.

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

TAK Canadian Idioms and Expressions
Anita McLeod - St. George's Centre for ESL

One of the most common challenges for adult ESL learners is understanding and participating in 'real-life' spoken English, which is filled with idioms and expressions. How do we bring authentic spoken English to the classroom and teach it? This workshop demonstrates how to use TV clips to improve learners' understanding of common idioms and expressions.

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

TAL ESP for IENs: From Analysis to Application
Yuliya Miakisheva and Karen Sharawy - York University English Language Institute

The presenters will introduce and explore the development process of ESP materials and soft skills training workshops catering to the needs of Internationally-Educated Nurses in the BScN program at York University in Toronto, Canada. The presenters will discuss their experience working with adult learners and helping them professionally and linguistically.

Category: Presentation
Level: College/University
Focus: Classroom and Community Support
Audience: Teachers with/without Experience, Administrators

9:00AM-11:00AM

TAG Connecting the Dots Between Multiculturalism and Biodiversity
Ashoo Anand - Credit Valley Conservation

An Environmental Workshop for LINC/ESL Teachers to Engage New Immigrants in Experiential Environmental Education. The presentation will focus on exploring local initiatives, programs and activities to engage ESL students in experiential environmental education. The participants will learn about the essential learning tools for promoting ecological literacy. They will be able to share their perceptions, expectations and challenges pertaining to environmental education for ESL learners.

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

TAM Multiple Activities for Multilevel: Zero Prep
Liset Rieger - PDSB

This very interactive workshop will explore different activities to use in a multilevel class from BM 2 to 6 and how to adapt them to the needs of your class: using Technology, Music and Drama using the four skills while teachers will have zero prep time. We will explore apps, twitter, You Tube as well as traditional activities with a twist like dictation and more.

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

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

Group rate: \$219.00 plus taxes, per night
Cut-off Date: October 7, 2014
Group code: TESL Ontario 2014
Reservations: 1-800-325-3535
Online Reservations:
<https://www.starwoodmeeting.com/Book/TESK14>

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!

9:00AM-11:20AM

TAI PBLA: Support Classroom Teachers in PBLA Implementation

Joanne Pettis and Tara Holmes - Centre for Canadian Language Benchmarks

Effective leadership and teamwork are crucial for a successful transition to PBLA in the classroom. This session is for administrators and Lead Teachers of programs implementing PBLA. Participants will learn about the change process, conditions for successful PBLA implementation, roles and responsibilities of program leadership, and effective strategies and tips.

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

10:20AM-11:20AM

AGM Annual General Meeting

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

TBH Enhancing Instructor Skills and Expertise - Post TESL Certificate Training

Carolyn Cohen - TESL Ontario
Kathy Hughes - Centre for Canadian Language Benchmarks
Karen Miller - Seneca College
Lesline Smikle - Conestoga College
Reza Mazloom-Farzhagy - TESL Ontario

This presentation will provide information on new Post TESL Certificate Training courses which have been approved in 2014. Presenters from PTCT provider organizations, Seneca College, Conestoga College and the Centre for Canadian Language Benchmarks will provide an overview of their PTCT course content and requirements for admission.

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

TBJ Exploring Augmented Reality Applications for Language Learning

Faith Marcel - Niagara College

In this interactive presentation, we will examine how the emergence of augmented reality (AR) is transcending boundaries in education and discuss the potential for its use with mobile devices in language teaching and learning. Participants will explore applications to experience AR and to create materials for traditional or e-learning environments. Participants are encouraged to bring their own mobile devices for this presentation.

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

TBK Multi-Level Group Activities for Holidays and Special Occasions

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

This interactive workshop provides participants with creative activities to teach and celebrate Canadian holidays while incorporating language outcomes. Presenters share their experiences combining Literacy to CLB 4 classes to mark special days and holidays. Participants will take part in adaptable, low budget, low prep activities to be used across levels.

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

TBL Towards a National Settlement Language Training Program

Hanna Cabaj - TCDSB; Newcomer Language Advisory Body
Brenda Lohrenz - Language Instruction Support and Training Network (BC); Newcomer Language Advisory Body

After repatriation of settlement language training from provinces, Citizenship and Immigration Canada is looking towards a pan-Canadian vision for the program. The session will offer:

- A look at policies, stakeholders, main drivers, and advising agents in the development of that vision
- A discussion of national settlement language training forward agenda

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

TBN [How to Motivate Your Students to Attend Regularly](#)

Hosnie Abu-Abed - India Rainbow Community Services of Peel

The presenter will highlight and elaborate on several techniques and strategies necessary for motivating students to attend regularly.

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

POSTER1 [How Do ESL Teachers Perceive Digital Technology?](#)

Seunghee Chung and Eva Kartchava - Carleton University

To determine language teacher beliefs about the use of digital technology in the classroom, 35 Canadian pre-service and in-service ESL teachers completed an online beliefs questionnaire and were interviewed (n=10). Although the results show generally favorable attitudes, they also shed light on the limitations in training and available technological support.

POSTER2 [Building Bridges for Better Academic Listening and Note-taking](#)

Jeannie Haller - University of Toronto

This session is based on my research of 68 non-English speaking first-year university students over an 8-month period. Areas focused on are academic listening comprehension and note-taking skills. I wish to show the program's successes and challenges and am open to hearing perspectives from other academics.

POSTER3 [You Can Teach Grammar](#)

**Margaret Hurley
Jimena del Azar-Pintaric - Central Tech
Claudia Bertotto - Ontesol and Coventry House**

"It sounds better." "That's just how it is." "English is crazy!" We hate giving such bad answers to grammar questions. One reason we do it is insufficient grammar background. Three TESOL trainers addressed this problem with a grammar resource for trainee teachers. This session describes how they developed it.

POSTER4 [Lexical Bundles: Comparing Native and Non-Native English Writers](#)

**Hedy McGarrell - Brock University
Miriam Brouwer - University of Toronto**

Lexical bundles are frequently recurring word sequences within a register. In academic writing, such word sequences are often characteristic of how experienced writers express ideas in their discipline. This poster reports on a study that compares how native and non-native English speakers use lexical bundles in their graduate writing.

POSTER5 [Cultural Identity: In the Mirror and the Classroom](#)

Adrianna Semerjian - Hamilton-Wentworth District School Board

Culturally responsive teaching requires that educators uncover their own biases, assumptions and expectations. This poster aims to provide ideas for cultivating cultural self-awareness in the classroom and on a personal level. It touches on the concept of culture itself and the various elements that shape an individual's cultural identity.

POSTER6 [Language Training for Immigrants in Canada and Finland](#)

**Marianne Seppä - University of Helsinki
Kim Henrie - TCET/Mohawk College**

This poster presentation will offer an overview of second language education for adult immigrants in Canada and Finland from a comparative perspective. Our poster introduces the language programs and the theoretical frameworks of both the Helsinki Capital Region and Ontario, including available study paths, assessment tools, content and objectives.

POSTER7 [The Six-Point Guide to Speaking English](#)

Judy Thompson - Thompson Language Center

It's a poster with a new way of looking at teaching speaking. It helps students when they can see the street-view of the process of conversation at a glance. Teachers can help students master step by step the six elements of spoken English on their way to fluency.

Twitter: #TESL2014

POSTER8 Primary School English Teachers' Grading Practices and Interpretation

Cheng Zhou - Queen's University

The poster will display the design of this study. It will include sections of study purposes and the significance, literature review, research questions, methodology and potential limitations. Presenter will explain and answer specific questions during the poster presentation.

10:20AM-12:20PM

TBA Market Yourself for Employment

Jessica Webster - The Centre for Education & Training

You've been living under a rock if you haven't heard the term personal brand. What does it mean? How can I shape my reputation? Is a social media presence necessary? Get answers to these questions as well as tips for self-assessment, networking and job search for teachers.

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

TBC ELLs with Learning Difficulties: Assessment, Identification and Instruction

**Vicki Adelson - Toronto District School Board
Christie Fraser - OISE/UT**

The goal of this 120-minute interactive workshop is to provide participants with a systematic process for the assessment, identification, and instruction of English language learners who may have special education learning needs. A manual to support educators will be provided. Common concerns and questions will also be addressed

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

TBF Text Analysis Tools for Teachers

Douglas Orme - University of Toronto

This hands-on workshop will teach you to use the latest text-analysis tools. These tools will help find the right level of reading &/or listening material for your class quickly & with confidence. We will also learn & use new tools to extract vocabulary from any text to aid you in producing materials.

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

11:40AM-12:40PM

TCD Integrating Verb Tenses Through Story Telling and Writing

David Rayo - Western English Language Centre (WELC)

Gaining accuracy in writing and speaking is a long process for most second language learners. In order to aid learners in this journey, this presentation will focus on how to integrate various verb tenses into a single narrative. This presentation is especially helpful for ESL/EAP teachers.

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

TCG Communicating with Grammar: Beyond Reference and Practice

Jeff Gulley - Oxford University Press

Grammar is a key element of communication – the end goal of language teaching. A well-created, integrated, contextualized grammar resource can help your students beyond grammar instruction itself. This workshop examines the roots of what grammar really is and compares the different styles of grammar resources available.

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

TCH Action Research for ESL Teachers

Antonella Valeo, Farahnaz Faez, Ranya Khan and Dmitri Priven - TESL Ontario Research Committee

Action research holds potential to connect teaching and research in ways that are relevant to the ESL classroom. Learn how to conduct participatory action research in your classrooms, how to find the resources needed and connect with others who can support you.

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

TCJ Integrating & Managing Blended Learning, LINC Administrator's Guide

**Rob McBride - New Media Language Training Inc.
Mavis Spencer - The LearnIT2teach Project**

The LearnIT2teach Project enhances LINC delivery by enabling the better integration of technology. LINC administrators attending this session have an opportunity to:

- gain a deeper understanding of blended and flexible approaches in settlement language training,
- review better practices for managing technology in their programs,
- hear insights into how program innovation succeeds.

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

TCL The Benefits of Learning English at an Employment Centre

Lea Westlake and Madeleine Nerenberg - KEYS Job Centre

KEYS Job Centre is an employment centre in Kingston that offers settlement and workplace English classes for CLB 3-8 learners. This presentation explains this unique model of language training delivery, highlights the benefits of having language training and employment services located together and outlines how these services interact to benefit newcomers.

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

TCM Technology-enhanced Instruction in Ontario: A Systematic Digital Search

Pejman Habibie - The University of Western Ontario

The current study means to demonstrate a systematic digital search through pearl harvesting method into the literature on technology-enhanced instruction in Ontario.

Category: Presentation
Level: College/University
Focus: Research
Audience: All Participants

TCN Creating Intercultural Competence on Campus

Diane Hardy and Hana Taleb Imai - Bow Valley College

The goal of this session is to promote intercultural understanding through an experiential activity and personal reflection. Premised upon a TED Talk, it highlights that an individual's account of their culture is but one perspective of that cultural community.

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

11:40AM-1:40PM

TCE Getting Through the First Three Months

**Cameron Moser - Newcomer Centre of Peel
Ellen Zhang - Newcomer Centre of Peel**

You're hired! You hired someone! You have three months to find out if there's a round peg and a round hole. We will help you better understand how to integrate into and excel within a language instruction team by leveraging and focusing our collective knowledge and skills.

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

TCK Developing Cloze Exercises for Teaching and Testing

Amelia Hope and Carla Hall - University of Ottawa

Cloze tests, which require test-takers to supply words that have been removed from a passage, are a common format for ESL reading assessment. In this workshop, participants will learn strategies for producing good cloze exercises that can be exploited as both instructional and testing material.

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

11:40AM-2:00PM

TCI Can Do Statements: Back and Better

Anne Senior - Centre for Canadian Language Benchmarks

This presentation will give participants the opportunity to discuss the use of the revised Can Do statements with their colleagues. Participants will then get hands-on practice using the Can Do statements as they watch videos of learners at several different benchmarks and review writing samples.

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

1:00PM-2:00PM

TDA-K KEYNOTE: How Important is 'Spoken Grammar'?

Michael McCarthy - University of Nottingham, UK

In 1985, my colleague Ronald Carter and I published two papers on spoken grammar and its role in English language teaching. We based our evidence on data from native-speaker corpora. The papers engendered a debate from which we (and, we hope, our challengers) gained a great deal. In this talk, I review that debate and our findings, and progress made in the understanding of spoken grammar in the last 20 years. I present examples of the core features of spoken grammar and show how these underpin successful interaction. Being able to use spoken grammar features appropriately and successfully enables learners and incoming non-native users to break down significant barriers to integration and the creation and maintenance of good relations. I consider how best to approach the teaching of spoken grammar and how we can overcome some of the reluctance and even, in some cases, prejudices that discourage material writers, curriculum designers and teachers from incorporating spoken grammar into their teaching programs.

TDC In Class Task Based Speaking Assessments

Beverley Payne - Thames Valley District School Board

In class Speaking assessment has value. This workshop will present a variety of task based assessment ideas. Workshop participants will then modify speaking activities according to their own learner's needs. Small groups will have the opportunity to discuss benchmark needs and to modify the provided template and tracking rubric.

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

TDD A Practice-Oriented Definition of Post-process Second Language Writing

Amir Kalan - OISE/U of T

This presentation is a report of a systematic literature review of post-process L2 writing theory. This review has been conducted in order to answer the following questions: (1) What is post-process L2 writing? (2) What are some examples of practical implementation of post-process writing theory in L2 writing classroom practice?

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

TDF An Introduction to Using Corpora in the Classroom

Jim Papple - Brock University
Dan Cornish - Sheridan College

You've heard of corpora but are wondering how they can be used in your classroom. This presentation shows some easy-to-learn corpora and what they can do for classroom instruction. By session end, everyone will have a plan for how to create resources for their own classroom needs.

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

TDG Combining ESL and Workforce Instruction for Today's Students

Bernardo Souza - Pearson ELT

Success in the workforce requires more than just English proficiency. Employers seek people who think creatively, problem solve, adapt to new technologies, and work independently. Project Success, a new course for adult learners, integrates essential employability skills into a comprehensive ESL curriculum - blending classroom learning, digital media and online learning.

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

TDL Transitioning from General ESL to EAP Listening and Speaking

Sean Henderson and Marcia Campos - LEAF Program - Wilfrid Laurier University

Attendees will gain insight into the difficulties of bridging general ESL and EAP listening and speaking courses. Through a discussion of assessments and rubric, the audience will see a few possible ways of harmonizing the two forms of English learning to prepare students for their post-secondary studies.

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

TDM Service Integration: the New Normal

Melissa Pedersen and Alex Harchenko - The Centre Skills Development & Training HDSB

Integrating services can be a way of creating efficiencies while ensuring clients and learners are guided on their pathways and achieve optimal outcomes. This interactive workshop will look at the process of moving towards service integration, why it's now so important for our sector, and successful models. Open brainstorming discussions.

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

TDN S-O-S: From Surviving To Thriving With Stress

Beverly Beuermann-King - WorkSmart LiveSmart

Stress is a fact of life. Many people know stress can build to a level difficult to handle. This interactive workshop helps you to choose the most effective coping strategies based on the S-O-S Principle™ by identifying positive opportunities and utilizing practical approaches to integrate into your busy life.

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

1:00PM-2:30PM

TDJ Blended Learning in Adult Settlement Language Training

Maria Moriarty and Trudy Kennell - New Media Language Training

Join us to learn about a just released Annotated Bibliography looking at the possibilities and challenges of a Blended Learning approach in Adult Settlement Language Training. We will look at what instructors, administrators and students need to know and do to develop and sustain successful Blended Learning language training programs.

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

2:15PM-5:15PM

TEH-RS RESEARCH SYMPOSIUM: Learner Beliefs and Attitudes

BELIEFS ABOUT LANGUAGE LEARNING AND THE EXPERIENCE OF SECOND LANGUAGE LEARNING

Elaine K. Horwitz – The University of Texas at Austin

LEARNER BELIEFS OF WORD FREQUENCY AND THE IMPACT ON VOCABULARY NOTEBOOKS

James McCrostie – Daito Bunka University

MINDSETS, GOAL ORIENTATIONS AND LANGUAGE LEARNING

Kimberly A. Noels – University of Alberta

See page 28 for detailed presentation descriptions.

2:45PM-3:45PM

TED Information Overload, Critical Literacy, and L2 Reading

Sardar Anwaruddin - OISE, University of Toronto

Attendees will learn about the information overload in our contemporary society and its challenges to L2 learners' reading practices. This presentation will focus on principles and strategies that may enable students to become critical consumers of texts written in a second or additional language in the era of information overload.

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

TEG Teaching Speaking Online

Judy Thompson - Thompson Language Center

Participants will receive a document for assessing speaking and the tools to evaluate individual students' needs. Also included is an outline of ways, means and exercises to make the biggest difference for online students in the shortest amount of time. This presentation assumes the educator has basic Skype skills.

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

TEJ An E-Portfolio Suite of Formative and Summative Assessment Tools

Hala Bastawros and Joseph Ng - Microskills

The E-Portfolio Suite of assessment solutions captures the demands of both portfolio-based assessment and task-based CLB assessment on a Google based platform. The classroom gets the buzz it wants through Blogger, and administrators get secure, neat-looking spreadsheets through Google Forms. Either way, LINC/ESL instructors come out feeling pretty good.

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

TEL Developing and Teaching Effective English for Specific Purposes Programs

Carol Derby - Immigrant Settlement and Integration Services (ISIS)

This presentation will showcase the English for Specific Purposes (ESP) programs that Immigrant Settlement and Integration Services (ISIS) has developed for healthcare and engineering professionals. Taught with realia and experiential outings, these courses provide exposure to authentic workplace culture and communication, resulting in improved language, increased confidence and higher employability.

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

TEM Confessions of a Newbie

Janet Soppitt - Niagara Community of Christian Schools

Are you a new ESL Teacher? Do you often feel overwhelmed in the classroom? Then this seminar is for you! We will look at being new, and how that actually benefits our students rather than hinders them. Bring materials and experiences to share. I will provide you with tools and materials for the classroom.

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

TEN Three Approaches to Teaching Reading: Literature-based, Skills-based; and Content-based
Ian Sutherland - Cambridge University Press

Using three recently published reading skills texts, the presenter will demonstrate three markedly different approaches to the teaching of reading: literature-based, skills-based, and content-based. The presenter will describe the varied approaches and illustrate them by examining *Discovering Fiction 2nd Edition*, *Making Connections, 2nd Edition* and *Academic Encounters 2nd Edition*

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

2:45PM-4:45PM

TEC Language, Learning and Digital Literacies in Adult ESL

Svetlana Lupasco - Thorncliffe Neighbourhood Office

This interactive workshop is designed to explore Best Practices in Adult ESL Literacy Instruction including reflective teaching and learning, strategic reading, building learner confidence and autonomy, PBLA framework and authentic online task-based instruction for real life skills.

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

TEE Utilizing Language Placement Guidelines for Effective Lesson Planning

Shurla Charles-Forbes - Centre for Education & Training

This workshop provides an overview of the Coordinated Language Assessment and Referral System (CLARS) and the National Language Placement and Progression Guidelines (NLPPG). Working in groups, participants discuss challenges experienced and devise solutions. Participants demonstrate understanding of the new guidelines by working through case studies to prepare sample lesson plans.

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

TEF Moodle Basics

Jim Edgar, Nancy Van Dorp and Kevin O'Brien - LearnIT2teach

This session introduces course authoring in Moodle, a popular learning management system. Participants will be introduced to Moodle, explore course settings, learn how to contextualize a course and add course activities. This workshop is open to all, especially anyone interested in the CIC-funded LearnIT2teach Stage 2.

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

TEK Effective Practicum Practice: The Coaching Side of Mentoring

**Laurel Mathew - ESL/ Trinity Western University
Carolyn Kristjánsson - Trinity Western University**

This interactive workshop will provide participants with an opportunity to reflect on the role of the practicum teacher and the nature of effective practicum mentoring by means of brief case study analyses and the strategic application of various coaching techniques in response to selected practicum scenarios.

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

2:45PM-5:05PM

TEI PBLA: Assessment of Reading and Listening Skills

Tara Holmes, Joanne Pettis and Anne Hajer - Centre for Canadian Language Benchmarks

This interactive workshop will focus on developing CLB-related assessment tasks for reading and listening. Participants will learn how to select appropriate texts, develop questions that address the purpose of the text and discuss strategies for giving-action oriented feedback. Participants will come away with strategies and tools to use in their classrooms.

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

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.

4:05PM-5:05PM

TFD 'Second Life': Possibilities in ESL

Farhana Ahmed - York Univeristy

This paper explores the prospects of 'Second Life' as an additional tool for learning ESL in a virtual immersive 3D environment. Analyzed through Vygotsky's lens of sociocultural theory, 'Second Life' experience offers challenging possibilities beyond textbooks that are more far reaching than what a mere language classroom can provide.

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

TFG Mastering Articles

Marcus Burt - SEC

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

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

TFJ How to Select and Implement ESL Mobile Apps?

Aga Palalas - University of New Mexico

This session explores strategies and tools for implementing mobile devices to expand ESL practice outside the physical classroom. The focus is on mobile apps for individual and group language practice. The presentation starts with a short overview of the theory of mobile-assisted language learning. A demonstration of selected mobile apps follows. Some familiarity with mobile devices/apps is recommended. Attendees are encouraged to bring their mobile devices in order to practice the mobile apps discussed in the session.

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

TFL Reflections on PBLA in CLB 1-2 and 6-8

**Agnes Kucharska - Immigrant Women's Centre
Kim Henrie - LINC Home Study/ Mohawk College**

Would you like to make portfolio-based language assessment (PBLA) part of your classroom? Not sure what to include in a learner's portfolio? In this session, we will look at how two different LINC programs have approached PBLA implementation in CLB 1-2 and CLB 6-8 classes. We will discuss successes and challenges. Sample portfolio materials will be provided.

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

TFM Teacher Perceptions of PTCT Course at Algonquin College

Dmitri Priven and Bernice Klassen - Algonquin College

This presentation will report on perceptions of 15 PTCT participants at Algonquin College. It will include the teacher survey findings and instructor observations and the impact the findings have had on the course design, and the most appropriate direction forward for delivering the course, which may have implications on PTCT course delivery in general.

Category: Presentation
Level: ELT/SLT Adult ESL/LINC College/University
Focus: Pan-Canadian Initiatives & Activities
Audience: Teachers with Experience, Administrators, Researchers

TFN REALIA

Magda Simpson - Thames Valley District School Board

The focus of my presentation is to inspire teachers, students and parents to use cultural realia both in the real world and in the classroom. We can learn about history by asking questions, researching the origin of a physical object in the internet, dictionary, encyclopedia and other sources. Be proactive!

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

SPECIAL EVENTS

Keynote Speakers

How Important is 'Spoken Grammar'?

Thursday, 1:00PM-2:00PM

Supporting Students' Self-Determined

Motivation to Learn Languages

Friday, 1:00PM-2:00PM

Research Symposium

Learner Beliefs and Attitudes

Thursday, 2:15PM-5:15PM

Processing and Memory in ESL

Friday, 9:30AM-12:30PM

Discourse in the Classroom

Friday, 2:15PM-5:15PM

Annual General Meeting

Thursday, 10:20AM-11:20AM

Welcome Reception

Thursday, 5:30PM-6:30PM

Ninth Annual Panel Discussion

Transcending Boundaries of Language and Learning

Friday, 9:30AM-11:45AM

Friday Night Dinner and Entertainment

Friday, 7:00PM-11:00PM

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Friday Presentation Descriptions

9:00AM-10:00AM

FAD Advanced Academic Skills-course reflections ELP, University of Toronto

Bill Mboutsiadis - University of Toronto - English Language Program

Kimberley Hindy - University of Toronto - English Language Program

The Advanced Academic Skills course incorporates critical pedagogy for learner autonomy and academic literacy development for various university level engineering and social science students. Learners take on increased ownership; the instructor becomes a learner participant while students become autonomous researchers. Examples presented: research projects, ePortfolios, auto-ethnographic digital-stories, and community engagements.

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

FAF Facebook for the TESL Ontario Community
Suma Balagopal - Caledon Community Services

The Social Media Committee uses facebook to provide resources and community connection to the membership on a regular basis. Facebook is an 'easy-to-use' tool with a growing archive of relevant resources. Walk through steps to create your own facebook account, perhaps for their classes, personal requirements or their teaching centre.

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

TESL Ontario does not endorse or support products and services represented in conference presentations. TESL Ontario cannot guarantee the accuracy of the information contained in each presentation. The comments/opinions expressed by the presenters are entirely their own.

FAG Grammar Practice Anywhere, Anytime with Next Generation Grammar

Rita Leithead - Pearson ELT

Are you looking for a fully contextualized four skill grammar course where students can practice, review, and apply the skills learned in class anywhere, anytime? Then you must see how Pearson's Next Generation Grammar can meet all those needs!

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

FAJ Twitter Basics @RT & More
Lisa Kattelus - Toronto District School Board

Join the flock and learn how twitter can enhance your school, classroom, program, and professional development. Two enthusiastic tweeters will share their experiences and show you how to optimize your own twitter accounts. Handouts to takeaway will help get you started!

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

FAL Culturally Bound: Breaking down Barriers for Internationally-educated Professionals

Maggie Heeny and Christa Schuller - Renison University College, University of Waterloo

For internationally educated professionals, cultural awareness and language are integral to professional success. Drawn from an optometric bridging program, this presentation describes how ESL instructors can encourage student contribution to their own learning with classes focused on cultural appropriateness in any workplace and matching L2 language competency with professional competency.

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

FAN ESL Program Assessment
Kourosch Lachini

This presentation introduces ESL program assessment methods and the criteria for their selection. It will also discuss concepts like performance criteria, triangulation, reliability, and validity. The common confusables in course versus program assessment such as grading versus scoring and concept-based assessment data versus performance-based data are also clarified.

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

9:00AM-11:00AM

FAA Screenplay Writing in the ESL Classroom
**Jacqueline Angi-Dobos - Niagara Christian
Community of Schools**
Gabriel Angi-Dobos

Learn the basics of screenplay writing from a screenplay teacher and film director - then see how to use this knowledge in the ESL classroom from a veteran ESL teacher. Come prepared to gain a new skill, practice it, and have fun.

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

**FAC Intercultural Communication – Building
Inclusion and Transcending Boundaries**
Pat Wright - Hamilton Centre for Civic Inclusion

The importance of the shaping impact of culture in education and at work is well recognized. Effective Intercultural communications is becoming increasingly important in workplaces and communities, therefore the ability to apply cultural proficiency and inclusion principles is recognized as an essential tool for increasing educational outcomes and workplace productivity.

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

**FAE Designing CLB 1-8 Listening Assessments
using the CLB 2012**

Sabine Ricioppo - Triple Innovation

Participants will receive several tips from a CLB Assessor that will help them create CLB listening assessments. They will have a chance to evaluate an instructor designed listening assessment task and apply benchmarking principles to improve it. This hands on workshop focuses on developing benchmark level appropriate discourse and questions.

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

FAK Effective Coaching and Support

**Cheryl Richman, Carol Visser and Susan Lefebvre -
Toronto District School Board**

Get back into the classroom with new tools and resources that will help you coach and support your teachers more effectively. You'll have an opportunity to share common challenges and you'll leave the workshop with proven tips to successfully coach your staff to improved outcomes.

Category: Interactive Workshop
Level: ELT/SLT, Adult ESL/LINC,
College/University
Focus: Other
Audience: Administrators

FAM Strings Attached
Lise Kinahan

Whatever our goals in life, are we ever prepared for the strings attached to achieving them? Both teachers and students need to know how to rise above these stressors. Teachers: de-stress, and learn how to use the same fun, challenging activities to help students face the boundaries they encounter.

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

9:00AM-11:20AM

FAI PBLA and Module Planning

Joanne Pettis and Tara Holmes - Centre for Canadian Language Benchmarks

Fundamental to successful PBLA in the classroom is good instructional planning that reflects students' identified needs and goals. Participants in this session will learn how to use a Module Plan Template for instructional and assessment planning.

*Participants are asked to bring a copy of the CLB to the session.

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

9:30AM-11:45AM

FAB-P PANEL: Transcending Boundaries of Language and Learning

Renate Tilson - TESL Ontario

TESL Ontario will be hosting our Ninth Annual Panel Discussion to be held at our 42nd TESL Ontario Conference in October 2014. 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 *Transcending Boundaries of Language and Learning*.

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

9:30AM-12:30PM

FAH-RS RESEARCH SYMPOSIUM: Processing and Memory in ESL

THE MEMORY EFFECT - DOES WORKING MEMORY AFFECT HOW WE LEARN NEW SECOND LANGUAGE GRAMMAR?

Philippa Bell – L'université du Québec à Montréal

LEARNING AND USING LANGUAGE, FROM THE INSIDE OUT: NEW PERSPECTIVES ON THE COGNITIVE BASIS OF LANGUAGE PROCESSING

Craig Chambers – University of Toronto Mississauga

KNOWLEDGE SOURCES IN L2 WRITING AND THEIR CONTRIBUTIONS TO THE RESOLUTION OF LREs

Xavier Gutierrez – University of Alberta

See page 29 for detailed presentation descriptions.

10:20AM-11:20AM

FBD Building Social Presence in Online ESL/EAL programs

Geoff Lawrence - York University

Social presence is crucial in the success of online English language learning. This presentation will share international research findings highlighting strategies to build online social presence to engage learners and build cohesive learning communities. Implications for ESL and TESOL education will be outlined to develop effective online ESL/EAL teaching.

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

FBF Creating Language Learning Opportunities Using Moodle

Jim Edgar, Nancy Van Dorp and Kevin O'Brien - LearnIT2teach

Participants in this session are introduced to tools to provide reading, writing, listening and speaking practice using the popular Moodle learning management system and Tutela.ca. This workshop is open to all, especially anyone interested in the CIC-funded LearnIT2teach Stage 3. Note that Tutela registration is not part of this presentation; participants who can log in with their own Tutela account will get the most from this session. Sign up for free in advance at tutela.ca.

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

FBG All About Learner's Dictionaries for the ESL Classroom

Jeff Gulley - Oxford University Press

Knowing how to use a learner's dictionary is a skill in itself, but most students are unaware of what information is contained in one. Dictionary activities can enliven dictionary use in your classroom.

This workshop explores learner's dictionaries as an essential, flexible language teaching resource.

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

FBJ Embracing the Blogosphere

**Nancy Van Dorp - LearnIT2Teach / TESL Ontario
Tamsin Cobb - TESL Ontario**

Blogs are a way for people to convey thoughts, tips, resources, and experiences—a way to share and connect. We'll look at the TESL Blog Project and leave you with the tools you need to navigate through the blogosphere to enhance your skills, resources, and enjoyment in teaching ESL.

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

FBL CELPiP Information Session - Get the Facts!

Marcy Laufer - Paragon Testing Enterprises

This one-hour information session is designed to familiarize teachers with the CELPIP Test. Find out about the format and scoring of the CELPIP test, learn about CELPIP performance expectations, and get an overview of CELPIP instructional materials. Equip yourself to help your students succeed on the CELPIP test.

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

FBN Implementing Blended Learning into Adult ESL with Ventures

Tom Sepp - Cambridge University Press

The presentation will show how you can start to implement technology and blended learning into your adult ESL classroom on your own terms. You'll get several new ideas on how to use free Internet materials, and new online technology from the Ventures program from Cambridge to enhance language learning.

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

11:40AM-12:40PM

FCA Collocation and the Learner: Wading Into the Depths

Michael McCarthy - University of Nottingham, UK

While most learners' lexicons typically increase in size, the development of collocational knowledge is more complex. In this talk, I use learner corpus evidence to examine three issues surrounding collocation: (1) binomial ordering (2) tautological collocations and (3) delexical verb collocations.

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

FCC Developing Critical Thinking**Marcia Campos, Jaime Hignell and Sean Henderson - Wilfrid Laurier University**

Preparing students to be college or university ready is beyond simply helping them acquire language skills. One of the challenges is to help students develop and display critical thinking skills in their assignments.

In this workshop, participants will discuss some activities designed to help students analyze information more critically.

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

FCD [CANCELLED]**Pronunciation development: Sound by sound or word by word?****Ron Thomson - Brock University**

Implicit in pronunciation teaching materials is an assumption that learning to pronounce a particular vowel or consonant in one context will transfer to other contexts. Little research, however, has demonstrated whether this is in fact the case. In this presentation, I will report on a large-scale training study investigating this question.

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

FCG Teaching to a Multilevel Classroom**Kevin McCourt - Oxford University Press**

Learn strategies for turning the challenges of teaching in a multilevel classroom into manageable and dynamic learning experiences for both students and instructors. Attendees will come away from this presentation better-equipped to handle the challenges that multilevel classrooms present.

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

FCJ PD Opportunities using Tutela.ca**Pascal St-Jean and Diane Ramanathan - Tutela.ca**

Tutela.ca is dedicated in creating new opportunities in helping TESL Ontario teachers get PD time. Join our team as we demonstrate how you can take advantage of Webinars, Online Videos, Sharing Resources, Engaging Fellow Teachers and many more features all geared towards helping you capture your mandatory PD.

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

FCK Interactive Classroom Using Mimio products**Agnes Kucharska and Hayam Mazen - Immigrant Women's Centre**

Would you like to use more interactive technology with your Literacy and CLB 1-2 language learners? Come and learn about the portable MimioTeach bar that turns any whiteboard into an interactive board. Web based resources will be provided which will allow participants to create interactive lessons.

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

FCL The Role of the Language Assessor**Jane Kay and Anita Gomes - YMCA of Greater Toronto**

Participants will gain insight into the daily work of language assessors at the YMCA of Greater Toronto. The presentation will include a general overview of the assessment tools currently in use and their implementation (tool specifics will not be covered). Q&A to follow.

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

Twitter: #TESL2014

FCM An ELT Experience

Anjum Karimi - Polycultural Immigrant and Community Services(PICS)

This interactive session would provide invaluable tips on running a successful ELT session. The participants would gain information about the 'Invisible Job Market of Canada' as well as strategies to teach Essential Employability Skills that the employers are looking for in job applicants.

Category: Presentation
Level: ELT/SLT
Focus: Employment Related
Audience: Teachers without Experience

FCN Free Professional Development for Practitioners With a Passionate Attitude (#passionatti)

Natalia Aleko and Yuliana Bagan - English Online Inc.

Digital newbie? Tech savvy? #PASSIONATTI! Come to our session and explore free English Online PD opportunities for ESL practitioners. Listen to shared stories on how to present a webinar, give online classes, engage in National REALIZE! Forum, and see the benefits and applications of your online learning experiences.

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

FFC* The Cultural Intelligence Difference: It's All About You

Rhonda Singer - Culture Chemistry - A division of Noanda Enterprises Ltd

Experience the difference that Cultural Intelligence (CQ) can make in enhancing trust, building confidence and opening communication channels by learning the power of this four capability model. Discover your own CQ through completing a mini self-assessment, and exploring how to apply your results for enhanced classroom benefit.

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

11:40AM-1:40PM

FCE Designing PBLA Assessments and Reflection

Nancy Carey - College Boreal and Thames Valley District School Board

PBLA, portfolio-based language assessment, is here! In this interactive workshop participants will complete a module for a given task then design level-specific assessments and reflections. Groups collaborate in their choice of level: Literacy, Stage One or Stage Two. The completed model will act as a future sample which can be modified to suit. Participants are asked to bring in some topics or themes and their CLB document as it will be used as a reference.

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

FCF Ontario Curriculum Framework: The Interactive Plan Builder

**Sharon Rajabi and AnneMarie Kaskens - TCDSB
Lea Westlake - KEYS Job Centre
Johanne Myles - Queens University**

The Interactive Plan Builder (IPB) is an online curriculum planning resource, designed to assist instructors and administrators of ESL/FSL programs in planning courses based on the Canadian Language Benchmarks (CCLB, 2012a) and learner needs.

This hands-on presentation is a walkthrough of the components of the online Interactive Plan Builder.

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

FCI Orientation to the Revised CLB and Support Kit

Anne Hajer - Centre for Canadian Language Benchmarks

This session introduces instructors to the revised CLB and the CLB Support Kit.

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

1:00PM-2:00PM

FDA-K KEYNOTE: Supporting Students' Self-Determined Motivation to Learn Languages

Kimberly A. Noels - University of Alberta

There are many reasons for why students take language courses, and some of these are better than others for sustaining motivation over the long run. In this talk, I consider how an orientation to learn a language because it is personally relevant and/or because it is felt to be inherently interesting and engaging (that is, for self-determined reasons) supports engagement in the learning process, and thereby a variety of positive learning outcomes. I also show evidence that feelings of pressure, whether from others or self-imposed, can undermine motivation, and I suggest strategies by which teachers can effectively support students' self-determined motivation by supporting their sense of autonomy, competence and connectedness with other people. Drawing from recent conceptualizations of language learning motivation as a complex, dynamic system, I point out how reasons, engagement, and feelings of autonomy, competence and relatedness reciprocally influence each other over time. Likewise, I discuss how students' motivational orientation and engagement and teachers' motivational orientation and engagement mutually interact in a transactional relationship.

FDC We're Back to the Well: Now What?

Kelly Morrissey - YMCA of Windsor and Essex County

John Sivell - Brock University

Come hear the results of a year of field-testing "Sending Them Back to the Well: Slowing Down, Turning Fewer Pages, and Engaging Learners More Deeply." (fewerpages.blogspot.ca) Together we will discuss, critique, and extend the principles. Participants will receive Word templates for easy implementation of many of the activities.

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

FDD LearnIT2teach – Teacher PD and Online Courseware: Looking Back & Ahead

Rob McBride - New Media Language Training Inc.
Matthias Sturm and Pat Fahy - The LearnIT2teach Project

This session describes the LearnIT2teach project, providing teacher PD and LINC learner courseware. The presentation will provide details about the project's purposes, elements, delivery technologies, findings, and theoretical framework. Suggestions for successful professional development training for public organizations, based on teacher and administrator feedback, will be included.

Category: Presentation
Level: Adult ESL/LINC
Focus: Electronic Classroom/Technology
Audience: All Participants, Teachers with/without Experience, Administrators, Researchers

FDG NorthStar Lights the Way to Student Achievement

Rita Leithead - Pearson ELT

The prize-winning NorthStar series goes into its 4th edition with fresh topics, explicit skills, stepped out support for critical thinking tasks, MyEnglishLab access for all learners, plus teacher-friendly online learning. See how new features and clear design engage learners and bring them to new levels of language, knowledge, and understanding

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

FDJ Bringing Online Video into the Classroom

Kevin McCourt - Oxford University Press Canada

It's no secret that video is a fantastic tool for the language classroom. Join us for a guided tour of the best places to find engaging, pedagogically sound online video for your classes, and leave with innovative ways to help your students "stream" their way to success. Fresh ideas guaranteed!

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

FDK Canadian Idioms and Expressions
Anita McLeod - St. George's Centre for ESL

One of the most common challenges for adult ESL learners is understanding and participating in 'real-life' spoken English, which is filled with idioms and expressions. How do we bring authentic spoken English to the classroom and teach it? This workshop demonstrates how to use TV clips to improve learners' understanding of common idioms and expressions.

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

FDL Enhance Your ESL Skills with Private Tutoring!
Carolyn Flores - The Centre for Skills Development and Training

Enhance your skills with private ESL tutoring sessions during your off hours and help learners build on skills and prepare for career and educational testing. Learn about setting fees, the initial assessment, finding and keeping students, developing lesson plans, billing and record keeping and shifting from classroom teaching to 1-on-1 teaching.

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

FDM Learn Practical Methods to De-stress
Wanda Komorowski - The Centre for Skills Development and Training

Finding ways to de-stress, whether in one's work or private life, is important to staying healthy and happy. Learn some practical but effective techniques to de-stress, assess your level of energy, and increase your inner energy battery using some simple methods.

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

FDN My Story of Extensive Reading
Pamela Barkwell - Brock University

Extensive Reading is an effective way of increasing students' reading fluency, vocabulary and general language skills, and encouraging a love of reading. However, it is not without its problems. This presentation will provide suggestions for implementing an extensive reading program and will give advice on dealing with its pitfalls.

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

POSTER1 How Do ESL Teachers Perceive Digital Technology?
Seunghee Chung and Eva Kartchava - Carleton University

To determine language teacher beliefs about the use of digital technology in the classroom, 35 Canadian pre-service and in-service ESL teachers completed an online beliefs questionnaire and were interviewed (n=10). Although the results show generally favorable attitudes, they also shed light on the limitations in training and available technological support.

POSTER3 You Can Teach Grammar
Margaret Hurley
Jimena del Azar-Pintaric - Central Tech
Claudia Bertotto - Ontesol and Coventry House

"It sounds better." "That's just how it is." "English is crazy!" We hate giving such bad answers to grammar questions. One reason we do it is insufficient grammar background. Three TESOL trainers addressed this problem with a grammar resource for trainee teachers. This session describes how they developed it.

POSTER4 Lexical Bundles: Comparing Native and Non-Native English Writers
Hedy McGarrell - Brock University
Miriam Brouwer - University of Toronto

Lexical bundles are frequently recurring word sequences within a register. In academic writing, such word sequences are often characteristic of how experienced writers express ideas in their discipline. This poster reports on a study that compares how native and non-native English speakers use lexical bundles in their graduate writing.

POSTER5 **Cultural Identity: In the Mirror and the Classroom**

Adrianna Semerjian - Hamilton-Wentworth District School Board

Culturally responsive teaching requires that educators uncover their own biases, assumptions and expectations. This poster aims to provide ideas for cultivating cultural self-awareness in the classroom and on a personal level. It touches on the concept of culture itself and the various elements that shape an individual's cultural identity.

POSTER6 **Language Training for Immigrants in Canada and Finland**

**Marianne Seppä - University of Helsinki
Kim Henrie - TCET/Mohawk College**

This poster presentation will offer an overview of second language education for adult immigrants in Canada and Finland from a comparative perspective. Our poster introduces the language programs and the theoretical frameworks of both the Helsinki Capital Region and Ontario, including available study paths, assessment tools, content and objectives.

POSTER7 **The Six-Point Guide to Speaking English**

Judy Thompson - Thompson Language Center

It's a poster with a new way of looking at teaching speaking. It helps students when they can see the street-view of the process of conversation at a glance. Teachers can help students master step by step the six elements of spoken English on their way to fluency.

POSTER8 **Primary School English Teachers' Grading Practices and Interpretation**

Cheng Zhou - Queen's University

The poster will be display the design of this study. It will include sections of study purposes and the significance, literature review, research questions, methodology and potential limitations. Presenter will explain and answer specific questions during the poster presentation.

POSTER9 **Bringing Inquiry-based Learning into the Listening Classroom**

Joan Dundas - Brock University

This poster session will examine a Listening project modelled on the principles of inquiry-based instruction. This was piloted in the Summer of 2014 and the results and feedback will be shared with the aim of moving the project forward.

2:15PM-5:15PM

FEH-RS **RESEARCH SYMPOSIUM:
Discourse Analysis**

**WORKPLACE DISCOURSE: WHAT
ENGLISH LEARNERS AND THEIR
TEACHERS NEED TO KNOW**

Julie Kerekes - OISE/University of Toronto

**SPOKEN CORPORA AND CLASSROOM
INTERACTION**

Michael McCarthy - University of Nottingham, UK

See page 30 for detailed presentation descriptions.

2:45PM-3:45PM

FEC **Stop Copying!**

Greg Pedwell - St. George's Centre for ESL, Upper Grand District School Board

Your students want and need to speak, listen, read and write in English, not just fill in the blanks! Make tomorrow's class more communicative/interactive without a single handout, by finding out how your colleagues and peers do it.

Category: Interactive Workshop

Level: Adult ESL/LINC

Focus: Classroom Activities and Strategies

Audience: Teachers with/without Experience

FED Grammar: Necessary Evil; Not Necessarily Boring, Passive

Alice Johnston-Newman - La Cite collegiale

Grammar doesn't have to be boring. A more natural approach to teaching and learning grammar can help our students gain the confidence to communicate, live and work successfully in English. The key: recognize, clarify, practise, reinforce, apply. Listen to the theory and experience through practical examples how this can be achieved.

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

FEJ TESL Ontario's New Webinar Series

**Christina Cole and Francine Kalogris - TESL Ontario
Jen Artan - Thames Valley District School Board**

This presentation introduces TESL Ontario's new webinar series (September 2014), and demonstrates the Big Blue Button online platform. Participants will observe an archived webinar and learn how to attend and contribute to a webinar. Potential webinar presenters will learn what makes an effective webinar and the benefits for professional development.

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

FEK Grammar Teaching Made Easy through Song Lyrics

Miranda Hong Wang - Self-employed

This presentation will explore the connection between lyrics and grammar teaching. During the presentation, sample songs will be played along with lyrics projected; discussions of grammatical phenomena presented will be carried out through casual interactions; and attendees will be invited to sing along to appreciate the core methodology.

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

2:45PM-4:45PM

FEA Directions Forward in Government-funded Language Programs

**Yves Saint-Germain - Citizenship and Immigration
Mourad Mardikian - Ontario Ministry of Citizenship, Immigration and International Trade**

This presentation will offer an overview of national policy directions, highlighting initiatives being undertaken by CIC and MCI. Several key areas of focus will be explored, including placement and outcomes assessment, online tools and technologies, and strengthening partnerships across the language sector. This session will provide an opportunity for discussion and information exchange between practitioners and government officials, and may be of particular interest to LINC and ESL administrators.

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

FEB Monday Morning Wake-Ups! Group & Chart-Based Activities

Kate Maven - The Centre for Skills - Halton District School Board

Monday mornings can be a challenge, even for experienced teachers. I have developed and classroom tested more than 50 different group, chart-based activities to use first thing on Mondays. Participants will try out at least 4 different MMW-Up activities to review or introduce lessons on Pronunciation, Vocabulary, Grammar, and Writing.

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

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.

FEE A Pragmatic Collaborative Approach to Improving Immigrant Health

Sue Boudreau, Catherine Hodgins and Rhonda Newhook - Ottawa-Carleton District School Board

Research has shown that immigrant health declines within 10 years of arrival in Canada. Participate in this interactive workshop to learn strategies to bridge L2 learning to Public Health presentations that engage learners in improving their language skills while learning to improve their health. There will be prizes!

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

FEF LearnIT2teach Stage 1 Instructor Training

Jim Edgar, Nancy Van Dorp and Kevin O'Brien - LearnIT2teach

This is the first of four LearnIT2teach stages. This session explains important e-learning concepts and includes a hands-on exploration of the LINC courseware, which is available to participants after completing a Pre-Stage 2 module. Instructors must work 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, Administrators

FEG A New Way to Teach Reading

Ken Lackman - Ken Lackman & Associates

A new approach to teaching reading that trains students to become better readers rather than just test comprehension. This session will demonstrate a simple lesson framework that gives students practice with strategies to improve comprehension and acquire vocabulary. All the strategies are designed to be easily used outside the classroom.

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

FEL Finding a Way: Tutor Training Beginners

Erin McDonald - Language Assessment Services of NS

Tutors are precious resources that sometimes get discouraged because they feel unprepared for their important role. Tutor training that taps into their existing formal and informal skills is vital to harnessing their potential. This workshop will present participants with refreshing ideas for motivating EAL volunteer tutors working with adults.

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

FEM Beyond the Comprehension Question

Marijke Wertheim - University of Toronto

Teaching listening and reading is challenging. How do we "get at" what students understand and help them develop more effective skills? In this workshop, we'll look at matching specific strategies to listening & reading texts, then work with sample texts to tailor this approach to any context or level.

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

FEN Utilizing Language Placement Guidelines for Effective Lesson Planning

Shurla Charles-Forbes - Centre for Education & Training

This workshop provides an overview of the Coordinated Language Assessment and Referral System (CLARS) and the National Language Placement and Progression Guidelines (NLPPG). Working in groups, participants discuss challenges experienced and devise solutions. Participants demonstrate understanding of the new guidelines by working through case studies to prepare sample lesson plans.

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

2:45PM-5:05PM

FEI PBLA: Assessment of Reading and Listening Skills

Tara Holmes, Joanne Pettis and Anne Hajer - Centre for Canadian Language Benchmarks

This interactive workshop will focus on developing CLB-related assessment tasks for reading and listening. Participants will learn how to select appropriate texts, develop questions that address the purpose of the text and discuss strategies for giving-action oriented feedback. Participants will come away with strategies and tools to use in their classrooms.

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

4:05PM-5:05PM

FFC The Cultural Intelligence Difference: It's All About You

[TIME HAS CHANGED TO 11:40AM-12:40PM]

Rhonda Singer - Culture Chemistry - A division of Noanda Enterprises Ltd

Experience the difference that Cultural Intelligence (CQ) can make in enhancing trust, building confidence and opening communication channels by learning the power of this four capability model. Discover your own CQ through completing a mini self-assessment, and exploring how to apply your results for enhanced classroom benefit.

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

Board Recruitment Table

Every year the TESL Ontario Board of Directors invites Expressions of Interest from its members to join the board. We look for leaders who are visionary thinkers with a wide range of experience in the field of English as a Second Language education to join the Board. If you have ever considered joining the Board and wonder about the work the directors do, please take this opportunity to converse with some of the directors. Directors will be at the Membership table at certain times throughout the conference to answer your questions and share their experiences.

FFD Caring for the Whole Person in the EAP Classroom

Snezhana Harizanova - York University

This paper presentation will suggest that catering to the whole person in EAP can help make learners' experience more joyful and successful. Based on research in Suggestopedia, cognitive science and psychology, possible ways in which that could be achieved in EAP classrooms will be discussed and participants' opinion invited.

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

FFJ A Practical Method to Create Innovative Online Courses

Maria Glass and Liz Romero - George Brown College

We will share a simple and practical method to create innovative online language activities. This method has been used in the design and development of courses for the School of ESL at George Brown College. The results are engaging online courses that promote critical thinking skills and problem solving skills.

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

FFK Publishing ESL Textbooks

Jason Tomassini - Oxford University Press

Lucia Engkent - Seneca College

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

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



Saturday Presentation Descriptions

9:00AM-10:00AM

SAD Racial Microaggressions in Toronto Private-Language Schools

Vijay Ramjattan - OISE/University of Toronto

This paper reports on the findings of a master's thesis that detailed the racial microaggressions experienced by 10 teachers from various Toronto private-language schools. Racial microaggressions are everyday racist slights that these teachers experience due not being White native-English speakers. Steps to prevent microaggressions are explored.

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

SAE Strategies on Including Metaphors in the ESL Curriculum

Tina Beynen - Carleton University

This workshop will facilitate the development and sharing of ideas and resources for building implicit and explicit metaphor comprehension activities in ESL classrooms. An explicit metaphor lesson delivered in a LINC 5/6 classroom will be discussed, followed by a brainstorming session on creating tasks to develop metaphorical competence.

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

SAJ Keep Your Chins Up in Retirement
Tim Westhead - Tim Westhead Productions

Make the transition to retired life smoother, create an enjoyable lifestyle and achieve more satisfaction from leisure activities. Pre-plan your retirement with helpful tips and practical suggestions from a 30-year classroom veteran and former department head who's now smiling in his retirement! (Not financial planning.) Website: www.timwesthead.com

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

SAN Maximizing Production in EAP Grammar Class

Phoebe Kang, Debbie Lee, Allyson Rossetto and Carol Dohn - Brock University

This presentation will demonstrate a pilot project in EAP program expanding the use of the on-line grammar workbook and the process of how a flipped class was implemented in the upper-intermediate EAP course to maximize production time during class.

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

9:00AM-11:00AM

SAF Building Resiliency through Technology
Christina Cole - TESL Ontario
Barbara Stasiuk - Sheridan College

In this interactive workshop we demonstrate technological tools that can be used in the ESL classroom: Wikis, Podcasts, web conferencing, audio files, TED Talks, methods of feedback, and Corpus activities. Participants will explore tools to take back into the classroom and will receive a handout of technological resources.

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

SAI Revisiting the CLB ESL Literacy 2000 Document

Anne Senior - Centre for Canadian Language Benchmarks

To provide an overview of research and work done this year with the Government of Manitoba and experts from across Canada to revise and update the CLB 2000: ESL for Literacy Learners document. Inform those interested in and/or working with adult ESL of a new CLB resource to aid them in working with adult ESL Literacy learners.

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

9:00AM-11:20AM

SAC IELTS Teacher Training Workshop-Speaking Module

Rod Smith and Kristjan Seferaj - British Council

Objective: The session has been designed with practical learning aims in mind and to support the participants in their teaching of IELTS, with ideas and materials which they could take away and use in the classroom.

The IELTS test assesses the English language proficiency of people who want to study or work where English is the language used. It provides a fair, accurate and relevant assessment of language skills based on well-established standards and covers the full range of ability, from the beginner through to a very high level of proficiency. It will be an interactive workshop where participants will be shown Videos of the Face-to-Face Speaking test and asked to assess it against set Standards, followed by discussions. Participants will also be provided with handouts of activities which they could use in their classrooms.

Due to time constraints only the Speaking Module will be offered during the Conference and later, all the Teachers who attend will be invited to attend the three other Modules (Listening, Reading and Writing).

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

10:20AM-11:20AM

SBD What Does Your Gesture Represent in the Classroom?

Sadia Banerjee - York University

Discussing research on gesture and human body in humanities and social sciences, I will demonstrate how gestures might be socially constructed modal resources for meaning-making in the classroom and pedagogical tools for learning, development as well as regulatory control that conform and/or resist English language pedagogy and classroom practices.

Category: Paper
Level: Secondary, ELT/SLT, Adult ESL/LINC, College/University
Focus: Research
Audience: Teachers with Experience, Researchers

SBE Crossing bridges: Launching the Ryerson University Foundation Program

Danny Tan, Toomsalu Marju and Fregeau Heather - Ryerson University

The Ryerson University Foundation Program (RUFFP) was developed to prepare academically qualified international applicants who had not met the English proficiency requirements for their program of choice. This paper reports on the original design and goals of this innovative 24-week program as well as its challenges.

Category: Presentation
Level: College/University
Focus: Paper
Audience: All Participants

SBN ELT Inside, Out, and Expanding: "Consulting" in China

DJ Kaiser - Webster University

Native English speakers can be viewed as welcome resources or arrogant know-it-alls of English Language Teaching. This talk provides cautionary advice for any native speaker teaching English or doing teacher training overseas. Contrasting ESL and EFL settings, respecting cultural differences, and using constructive communication methods will be addressed.

Category: Presentation
Level: ELT/SLT
Focus: Other
Audience: All Participants

11:40AM-12:40PM

SCC Teaching Discussion Pragmatics in an Academic English Program
Jagrati Chauhan - York University English Language Institute

I will begin with an analysis on teaching pragmatics, share and lead a talk on the jigsaw strategy that I used along with the rubric that I developed to assess students, and finally lead a discussion on the strategies participants have used to help students improve their pragmatic competence.

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

SCE Integrating Languages through Plurilingual Education
Angelica Galante - OISE - University of Toronto

Over 200 languages are spoken in Canada. Making use of this plurality of languages in the EAL classroom helps learners develop their English skills. In this interactive workshop, a brief introduction to plurilingual education will be presented, and participants will actively engage in plurilingual practices they can use in their English classroom.

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

SCI PBLA: Beyond the Basics
Kathy Hughes and Rana Ashkar - Centre for Canadian Language Benchmarks

Portfolio Based Language Assessment (PBLA) is a learner-centred approach to classroom assessment aligned to the principles and competencies of the Canadian Language Benchmarks. This session will provide an opportunity to explore key Assessment for Learning (AFL) strategies that are at the core of the PBLA practice maximizing student engagement and the enhancement of learning.

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

SCJ Implementing Change in the Classroom: Tracing Teacher's Learning

Danielle Freitas - University of Toronto

This paper investigates the learning and conceptual development processes of an experienced English language teacher during the first eight months of the implementation of a new curriculum. It reports on her struggle to cope with the drastic changes in her teaching caused by the adoption of this more academic curriculum.

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

POSTER1 How Do ESL Teachers Perceive Digital Technology?

Seunghee Chung and Eva Kartchava - Carleton University

To determine language teacher beliefs about the use of digital technology in the classroom, 35 Canadian pre-service and in-service ESL teachers completed an online beliefs questionnaire and were interviewed (n=10). Although the results show generally favorable attitudes, they also shed light on the limitations in training and available technological support.

POSTER3 You Can Teach Grammar

Margaret Hurley
Jimena del Azar-Pintaric - Central Tech
Claudia Bertotto - Ontesol and Coventry House

"It sounds better." "That's just how it is." "English is crazy!" We hate giving such bad answers to grammar questions. One reason we do it is insufficient grammar background. Three TESOL trainers addressed this problem with a grammar resource for trainee teachers. This session describes how they developed it.

POSTER6 Language Training for Immigrants in Canada and Finland

Marianne Seppä - University of Helsinki
Kim Henrie - TCET/Mohawk College

This poster presentation will offer an overview of second language education for adult immigrants in Canada and Finland from a comparative perspective. Our poster introduces the language programs and the theoretical frameworks of both the Helsinki Capital Region and Ontario, including available study paths, assessment tools, content and objectives.

11:40AM-1:40PM

SCD Music and Movement in Adult ESL Marian Rose

Music is a powerful tool in second language instruction, but its use in the adult ESL classroom is often very limited. In this session we go beyond 'BINGO' to explore the many creative ways music can be used to support adult ESL learners. Come prepared to move and to laugh!

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

SCF Assessing Made Easy Marina Zaccheo - Hamilton Wentworth District School Board

This presentation is based on the Oxford Picture Dictionary Assessment Program. In this presentation, you will learn how to use this extremely user friendly software as well as create custom tests and print reproducible tests to help make assessment in the classroom easier and timely.

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

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

Get the answers to the big questions about the number one career management tool. Learn tips on how to use this tool in your professional development, job search, career and classroom. Find out the benefit of LinkedIn for your students and few teaching ideas.

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

Twitter: #TESL2014

1:00PM-2:00PM

SDC World Englishes: A Realistic Approach in Teaching ESL MaryAnne John - Seneca College

Attendees will become familiar with the concept of World Englishes and multiple perspectives to teaching ESL. Different approaches will be discussed in the presentation and teachers will be encouraged to use the World Englishes lens in ways that best suit their specific environments and contexts.

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

SDE Adaptable Vocabulary Teaching Techniques Sophie Wang - Words That Talk

If every time when the textbook changes you have to re-do all your vocabulary worksheets and board games, this workshop might be for you. Five adaptable teaching techniques focusing on academic vocabulary will be presented for participants to try out and evaluate, including both classroom activities and computer/mobile applications.

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

SDJ Factors Influencing Collocation Recognition by ESL Speakers Olga Makinina - Carleton University

The research examines how different extra- and intralinguistic factors influence recognition and choice of collocations, or fixed multiword combinations. The study implications concern potential challenges in collocation acquisition for pedagogical intervention in the ESL classroom. Attendees will learn the criteria of selecting and effectively teaching collocations.

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

1:00PM-3:00PM

SDI Ready, Set, Learn: Strategies for Fostering Student Success

Laura Markslag - University of Guelph
Scott Badiuk - Ontario College of Teachers

This workshop will provide instructors old and new with fresh ideas for energizing classes, building community, and appealing to learners' minds, bodies, and souls with the goal of creating fully engaged students. All strategies can be implemented immediately in the classroom and will help foster sustained and substantive student success.

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

2:30PM-3:30PM

SEC Fostering Learner Autonomy in Vocabulary Acquisition

Enoka Makulloluwa - Brock University / University of Colombo

This workshop focuses on explicit vocabulary learning strategy (VLS) instruction to ensure vocabulary retention in Language Learners. The participants will get hands on experiences in experimenting how VLS can be used to enhance learner vocabulary. The strategies will include both discovery and consolidation strategies accommodating diverse learning styles of learners.

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

SED Improv Exercises for the ESL Classroom

Mary Ritter - New York University

Can your students act without a script? Improvisation is just that. In this workshop, you will learn improv warm-ups, games, and exercises that can improve your students' listening skills, confidence, and fluency in English.

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

SEE A Cultural Interpretation of Chinese ESL Students' Classroom Behaviors

Hongfang Yu - Fanshawe College
Xiaoxiao Du - Faculty of Education, Western University

A PPT will be used in the presentation. Attendees will hear the presentation based on the PPT. They will be invited for small discussions during the presentation. There will also be two time slots for attendees to raise their concerns and discuss strategies.

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

SEF Teaching Pronunciation Pragmatically

Danny Tan - York University
Johanathan Woodworth - York University

This workshop demonstrates how to Teach Integrated Pronunciation Strategies (TIPS) focusing on accumulated and scaffolded segmental and suprasegmental items. Sample tasks and tests are shared to help instructors evaluate student progress and achievement. Participants will replicate assignments and evaluate student-generated tasks with evaluation keys to measure student performance.

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

SEJ The Right Amount of Grammar at the Right Time in the Right Manner

Dulani Suraweera - OISE/University of Toronto

This interactive workshop intends to demonstrate how focus on form (FOF) approach can be used in an English for Academic Purposes classroom. A concise literature review justifying the technique will be followed by a series of interactive activities eliciting the classroom application of the FOF approach .

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

SEN Common Pitfalls in Teaching English Pronunciation

DJ Kaiser - Webster University

This presentation will address three ineffective yet common approaches in English pronunciation: teaching vowels through “key words,” teaching secondary stresses in words and noun constructions, and oversimplifying stress-timed rhythm in English. Participants will learn to recognize these pitfalls in materials and learn practical strategies to teach these same pronunciation features.

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

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.



Presenter Biographies

Hosnie Abu-Abed

Hosnie Abu-Abed is a LINC teacher at India Rainbow. She taught EFL for years before becoming a LINC teacher 19 years ago, and she has experience in all LINC levels.

Vicki Adelson

Vicki Adelson currently works as a Special Education Consultant for the Toronto District School Board. She has worked as both a special education and English as a Second Language teacher.

Farhana Ahmed

Ph.D. student, York University. Language Facilitator, ESL Open Learning Center, York University. Masters and TESOL certification, York University. Taught ESL in Canada; EFL and Business English in Bahrain, Singapore, Bangladesh.

Natalia Aleko

Natalia Aleko coordinates REALIZE! Online Forum for EAL/ESL Practitioners in Canada and contributes to all aspects of teacher collaboration and professional development. Her interests include Web 2.0 tools and PLNs.

Ashoo Anand

In her role as the Multicultural Coordinator, for the Credit Valley Conservation, Ashoo has been involved in developing programs that can appropriately engage culturally diverse communities in environmental education programs.

Gabriel Angi-Dobos

Gabriel worked in the International Film Business for 25 years. He studied screenplay writing under Bart Gavigan in Brussels, Belgium. Gabriel has taught screenplay writing in both Hungary and Canada.

Jacqueline Angi-Dobos

Teaching ESL for over 20 years; taught in 4 countries to students from 7-94 years old. Currently Director of International Education at Niagara Christian Community of Schools in Fort Erie.

Sardar Anwaruddin

Sardar Anwaruddin is a PhD candidate in Curriculum Studies and Teacher Development at the Ontario Institute for Studies in Education (OISE) of the University of Toronto. Correspondence: s.anwaruddin@mail.utoronto.ca

Jen Artan

Jen Artan is an SLT-CEI with TVDSB. Produced/directed “Police Services - Newcomers to Canada” (London version). She’s currently TESL London’s Communication Chair and member of the Webinar Administrative team.

Rana Ashkar

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

Scott Badiuk

OCT certified, Scott Badiuk transitioned his skills from the business industry into the education sector. Scott has a passion for psychoanalysis and its application to learning engagement and classroom management.

Yuliana Bagan

Yuliana Bagan is a strong advocate of life-long and self-directed learning. At English Online Inc., she coordinates online PD events and creates learning opportunities for ESL practitioners across Canada.

Stephen Bahry

Stephen Bahry, Ed.D., currently at English Language Program, University of Toronto and visiting scholar at OISE/UT, has wide experience in teaching, teacher education and testing in Canada and internationally.

Suma Balagopal

Suma has been teaching at the LINC program with Caledon Community Services since 2007. She teaches a multi level class with levels ranging from 1-7.

Sadia Banerjee

Sadia Banerjee is a PhD student in Applied Linguistics at York University. She works as an ESL tutor at Centennial College. Her research area is gestural representation in language classrooms.

Pamela Barkwell

Academic Coordinator of Reading in Brock University's ESL Services. Over 25 years teaching and course development experience. Educational background includes studies in English Literature, TESL, Curriculum Studies, and Adult Education.

Brett Basbaum

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

Hala Bastawros

LINC Instructor with 10+ years experience teaching youth and adult learners. Demonstrated in-depth knowledge of adult education and teaching principles, assessment, analysis of learning needs, programs designing and evaluation techniques.

Audrey Beaulne

Audrey is a LINC Instructor at Immigrant Women's Centre in Hamilton. She is currently teaching a CLB 1-3 class and has experience teaching levels ranging from Literacy to CLB 5.

Philippa Bell

Philippa Bell is an assistant professor at the Université du Québec à Montréal. One of her research interests is to understand the relationship between working memory and the acquisition of second language grammar using explicit (conscious) and implicit (unconscious) learning mechanisms.

Beverly Beuermann-King

A leading Canadian wellness speaker and author, Beverly Beuermann-King helps people find the right strategies to effectively deal with today's stressful challenges through workshops that are informative, engaging and practical.

Tina Beynen

A second year Master's student, Tina is researching ESL metaphor comprehension. She is a writing tutor in Carleton's Writing Tutorial Service and interested in working with adult and EAP learners.

Sue Boudreau

Sue Boudreau has been working with the OCDSB for 23 years as an ESL and LINC instructor, Performance Based Language Assessment (PBLA) Lead, Support Instructor and Curriculum Developer.

Miriam Brouwer

Miriam Brouwer is a graduate of the Applied Linguistics program at Brock University and pursuing a Masters of Health Sciences in Speech Language Pathology at the University of Toronto.

Marcus Burt

Marcus Burt has been teaching English for 18 years. He enjoys games, graphic design, and computers.

Hanna Cabaj

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

Marcia Campos

I have been an ESL instructor for over 10 years. As a seasoned professional in this field, my classes target to help students enhance their critical thinking and communication skills.

Craig Chambers

Craig Chambers is an Associate Professor of Psychology affiliated with the interdisciplinary Human Communication group at the University of Toronto Mississauga. Professor Chambers' research explores the mental processes underlying the processing and acquisition of spoken language at various points across the human lifespan.

Shurla Charles-Forbes

Shurla, MEd AE(c), CTD, MCATD, has been working in adult education for the past 14 years. She is the Language Teacher Curriculum Coordinator at the Centre for Education & Training.

Jagrati Chauhan

Dr. Jagrati Chauhan teaches Academic English at York University. She has a PhD in English and a Masters in Linguistics. She is also an instructor and senior writer for EduPros.

Seunghee Chung

Seunghee Chung is a MA graduate of Applied Linguistics and Discourse Studies, Carleton University.

Tamsin Cobb

Works with students to develop their writing skills and uses social media to connect students with online resources. Blogging is her passion; she is co-administrator of the TESL Ontario blog.

Carolyn Cohen

Carolyn Cohen is Project Lead for TESL Ontario's PTCT initiative. She has worked in ESL for 25 years in teaching, teacher/assessor training, senior program administration, assessment development and program evaluation.

Christina Cole

Currently pursuing an M.A. in Applied Linguistics; a webinar administrator (lead) for TESL Ontario's new webinar series. She is actively engaged in using technology as a tool for ESL learning.

Dan Cornish

Teaches EAP at Sheridan College and is active as a TESL trainer. Dan's interests include L2 dynamic assessment, teaching advanced listening and speaking, corpora, dialogue journals and peer response in writing.

Jimena del Azar-Pintaric

Jimena del Azar-Pintaric is an ESL teacher in the Toronto public school system and Trinity CertTESOL teacher trainer at Coventry House International and Ontesol.com.

Carol Derby

Manager of Labour Market Language programs at Immigrant Settlement and Integration Services (ISIS). 15+ years experience in EAL and curriculum development; currently manages face-to-face and online EAL classes.

Carol Dohn

Carol's teaching has focused mainly on upper intermediate and advanced writing and grammar. Her interests include integrating grammar and writing skills in an EAP environment, and in effective pronunciation instruction.

Xiaoxiao Du

Xiaoxiao Du is a Learning Coach at the Western English Language Centre. Her research area is English language learning and teaching.

Joan Dundas

Since becoming the Listening Coordinator in 2003, Joan has been interested in multimedia approaches to Listening. Currently, she is working on how to construct more relevant and authentic Listening assignments.

Jim Edgar

Jim has been a CALL practitioner and teacher trainer since the mid-1990s. He currently works with the LearnIT2teach project and enjoys helping participants develop their skills in blended course delivery.

Lucia Engkent

Lucia Engkent teaches academic reading and writing at Seneca College. She has written six textbooks, including Skill Set and Take Part.

Farahnaz Faez

Farahnaz Faez is a member of the TESL Ontario Research Committee and faculty at Western University.

Pat Fahy

Patrick J. Fahy is a Professor, Centre for Distance Education, Athabasca University. He has been a teacher for 40 years (from adult basic education and ESL to graduate levels).

Carolyn Flores

Carolyn Flores is a LINC/ESL instructor with over 20 years of Canadian and overseas teaching/tutoring experience. She is the owner of a tutoring business that operates in Halton Region.

Christie Fraser

Christie Fraser is in the final year of her doctoral studies at OISE, University of Toronto, in the Department of Applied Psychology and Human Development.

Danielle Freitas

Danielle is a PhD candidate in Language and Literacies Education at the University of Toronto. Her research interests and expertise lie in Language Teacher Education and Language Learning and Assessment.

Angelica Galante

Angelica Galante is a Ph.D. candidate at OISE-University of Toronto. She currently teaches at University of Toronto and Niagara College. Her research interests include plurilingual, intercultural and critical literacy education.

Maria Glass

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

Anita Gomes

Anita Gomes (BComm, TESL) is a full-time language assessor with the YMCA of Greater Toronto Language Assessment and Referral Centre. She has experience in teaching LINC.

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.

Xavier Gutierrez

Assistant professor of applied linguistics and Spanish at the University of Alberta. His research focuses on knowledge representations of language and their relationship to second language learning and use.

Pejman Habibie

Pejman Habibie is a research and teaching assistant at Western University, Ontario, Canada. His research interests are English for professional academic purposes, scholarly publishing, genre analysis, and doctoral education.

Anne Hajer

Anne Hajer has been working in the field of adult ESL for over 25 years as an instructor, teacher trainer, curriculum developer and is currently a PBLA Regional Coach.

Carla Hall

Amelia Hope and Carla Hall work at the University of Ottawa. Amelia Hope is Head of Language Testing Services and Carla Hall is a Language Teacher and Test Development Coordinator.

Jeannie Haller

I have taught at YUELI for seven years and am particularly interested in academic listening comprehension and note-taking skills. This is my second research project based on these areas.

Alex Harchenko

15+ years' experience working with the immigrant community and newcomer learners. Previously an ELT Instructor and a LINC Home Study Instructor, Alex is currently a Settlement Information Specialist.

Diane Hardy

Coordinator of Innovation and Research in the Centre for Excellence in Immigrant and Intercultural Advancement at Bow Valley College in Calgary, Alberta. Has been working in the field for 20+ years.

Snezhana Harizanova

Has 10+ years of EFL/ESL teaching experience. Her research interests lie in the field of L2 education and her main area of research is Suggestopedia and its applicability in EAP.

Fregeau Heather

Taught college-level ESL and degree-level English at a variety of private language schools and postsecondary institutions in Toronto/Germany. Holds a bachelor's and a master's degree in contemporary English Literature.

Maggie Heeney

Maggie teaches undergraduate academic writing at Renison University College. She has years of teaching EWP to engineers and optometrists. Her interests lie in writing development and TESL teacher training.

Sean Henderson

I taught English speaking and writing at Graduate University of the Chinese Academy of Sciences in Beijing for 3 years. Since September 2011, I have taught in the LEAF Program.

Kim Henrie

Kim is currently an instructor for the LINC Home Study Program and a LINC instructor and PBLA Lead Teacher at Mohawk College.

Jaime Hignell

I have been an ESL Instructor for 8 years. I have worked in Canada, Korea, and England. I am currently involved in developing a new course focused on cultural awareness.

Kimberley Hindy

Kimberley Hindy, TESOL Certificate(Honours; University of Toronto), M.Ed.(Second Language Education; OISE, University of Toronto), appointed instructor at the University of Toronto's English Language Program.

Catherine Hodgins

Catherine has worked for the OCDSB for 24 years as both an ESL and LINC Instructor, PBLA Lead Instructor and Curriculum Developer.

Tara Holmes

Tara Holmes is the author of several resources related to using CLB in the ESL classroom. Since 2010 she has enjoyed working with Joanne Pettis on the implementation of PBLA.

Amelia Hope

Amelia Hope and Carla Hall work at the University of Ottawa. Amelia Hope is Head of Language Testing Services and Carla Hall is a Language Teacher and Test Development Coordinator.

Elaine K. Horwitz

Elaine K. Horwitz is Professor of Curriculum and Instruction at the University of Texas at Austin, USA. She has published widely on beliefs about language learning and language anxiety. She is the author of *Becoming a Language Teacher: A Practical Guide to Second Language Learning and Teaching*, 2nd ed., Pearson, 2013.

Kathy Hughes

Kathy Hughes is a Project Manager with the Centre for Canadian Language Benchmarks with over 20 years' experience in the fields of international development, community leadership and second language training.

Margaret Hurley

Margaret Hurley is an ESL instructor and Trinity CertTESOL teacher trainer at Coventry House International and Ontesol.com.

MaryAnne John

Working with English and discovering ways to make learning enriching makes me bring World Englishes into the ESL environment especially in our multicultural setting in Toronto.

Alice Johnston-Newman

Alice Johnston-Newman is an experienced, English as a first- and second-language professor at La Cité collégiale and co-author of *Communicating with Grammar 1* and *Famous Canadian Authors*.

DJ Kaiser

DJ Kaiser, PhD is an Assistant Professor and Coordinator of TESL at Webster University in St. Louis, Missouri.

Amir Kalan

Language and Literacies Education Ph. D. student at OISE/University of Toronto. As a practitioner, he has been teaching English as an additional language for fifteen years in Canada and abroad.

Francine Kalogris

Francine Kalogris is a Business ESL instructor with extensive teaching experience, specializing in training internationally educated professionals. She also teaches blended courses and is a Webinar Administrator for TESL Ontario.

Phoebe Kang

Teaching EAP since 2004 and has been working as Academic Coordinator- Grammar since 2012 at Brock University. Her interests are teacher education, technology in language teaching & learning, curriculum design.

Anjum Karimi

TESL ON accredited instructor, Affiliate Representative, P/H/E Chapter of TESL ON. Have recently self-published a book, 'An ELT Experience' based on my journey to success in Canada.

Eva Kartchava

Eva Kartchava is Assistant Professor of Applied Linguistics and TESL at Carleton University. Her research interests include the relationship between corrective feedback and L2 learning.

AnneMarie Kaskens

Anne-Marie has worked for the Toronto Catholic District School Board for 20 years, in ESL instruction, supervision, and curriculum development. She is currently Team Leader for the Ontario Curriculum Framework.

Lisa Kattelus

30 years experience in Adult ESL Program delivery; works as an ESL Program Officer at the TDSB. Participates regularly as a presenter, facilitator, and teacher-trainer on various ESL program topics.

Jane Kay

Jane Kay (BA, TESL) is a team leader and language assessor with the YMCA of Greater Toronto Language Assessment and Referral Centre. She has experience in teaching ESL.

Trudy Kennell

Trudy is interested in the changes technology can bring to adult language learning classrooms but tries not to get swept away with promises of automatic transformative learning.

Ranya Khan

Ranya Khan is a member of the TESL Ontario Research Committee and faculty at Sheridan College.

Lise Kinahan

A teacher with 40+ years' experience in the classroom, my portfolio includes teaching all language skills at all levels, including teacher training. I currently teach TOEFL/IELTS Preparation for the TDSB.

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.

Carolyn Kristjánsson

Carolyn Kristjánsson teaches in the MA TESOL program at Trinity Western University in Langley, BC. Her research interests include interpersonal dynamics in online and face-to-face learning communities.

Agnes Kucharska

Has been a language instructor for 15+ years. She has experience teaching levels ranging from Literacy to CLB 6 and recently became the PBLA Lead Teacher at Immigrant Women's Centre.

Kourosh Lachini

PhD in TESL; TESL Ontario certified instructor/trainer. Has taught English for 30+ years at different international institutions. He has trained ESL instructors and has advised/efereed MA theses and PhD dissertations.

Ken Lackman

B.Ed., DELTA; spent seven years teaching and creating materials in Prague before becoming the Academic Director at EF Toronto (2002 to 2007). Now a freelance teacher trainer and coursebook writer.

Marcy Laufer

Marcy is the Instructional Products Coordinator at Paragon Testing Enterprises and has 20+ years of experience as an ESL professional. She holds a B.Ed., B.A Honours English, and CELTA.

Geoff Lawrence

Geoff Lawrence, Ph.D. is an ESL and teacher educator, researcher and curriculum designer interested in exploring the potential of online, blended and classroom-based English language teaching and teacher education.

Debbie Lee

Deborah Lee (MEd) teaches EAP at Brock University. Prior to working at Brock, she taught EFL in South Korea. Her research interests include corpus research, vocabulary acquisition, and critical thinking.

Susan Lefebvre

Susan Lefebvre is a Program Officer for the TDSB's Essential Skills Upgrading program. Key to her responsibilities is the coaching and support of literacy instructors in the ESU program.

Rita Leithead

Rita Leithead is a Senior Pearson ELT Sales Consultant for Ontario and Manitoba. She has been with Pearson for 10+ years and has supported ESL/EAP higher education and adult programs.

Brenda Lohrenz

Brenda Lohrenz is co-chair of the Newcomer Language Advisory Body (NLAB) and E.D. of Language Instruction Support and Training Network (formerly ELSA Net), a B.C. provincial settlement language umbrella organization.

Svetlana Lupasco

Svetlana is an experienced adult ESL professional from Toronto with a special interest in Best Practices in Adult ESL Literacy, blended learning and collaborative professional development.

Krista Madani

Krista Madani has been providing strong leadership in the Employment and Training field for over 10 years, in which she has worked on the full range of programs and services. She is currently the Manager, Program Development in the Strategic Policy and Programs Division for the Ministry of Training, Colleges and Universities. In this role, she oversees the development of Employment Ontario programs. She started her time with the Ministry in 2007 after being transferred from the Government of Canada. Krista has held a number of progressive positions in local field offices and head office branches.

Olga Makinina

Olga Makinina is a doctoral student in the Applied Linguistics and Discourse Studies program at Carleton University. Her research interests include formulaic language, heritage speakers, and code-switching in bilingual writing.

Enoka Makulloluwa

PhD candidate in Educational Studies specialising in learning and cognition at Brock University. She has MA degrees in Linguistics and TESL. Her research interests are bilingualism and vocabulary studies.

Faith Marcel

Faith holds an MA in Applied Linguistics and a post-graduate Certificate in TESL. She teaches EAP at Niagara College and serves on the OSLT online development team with Colleges Ontario.

Mourad Mardikian

Mourad Mardikian manages the Language Training Unit within the Ontario Ministry of Citizenship, Immigration and International Trade. This unit supports adult non-credit ESL, FSL and citizenship language training programs, and is the lead for Ontario for all program development and operational policy related to adult language training in Ontario for immigrants.

Toomsalu Marju

Marju oversees the administration and development of the ESL/EAL programs at Ryerson University and is responsible for English language testing at Ryerson.

Laura Markslag

Dedicated to improving student learning experiences, Laura (OCT, M.S.Ed.), Instructor at Guelph University, has taught ESL/EFL/ESP/EAP learners of all ages and abilities in Canada, Spain, and Japan for 15+ years.

Laurel Mathew

Taught for nine years at English as a Second Language International (ESLI) at Trinity Western University (TWU) in Langley, BC. Recently completed her Masters of Arts in TESOL at TWU.

Kate Maven

Masters degree in English, and specializes in Pronunciation, Fluency, Writing & Creativity. Taught ESL to adults since 1980, and has presented workshops at the TESL Ontario and affiliates since 2009.

Hayam Mazen

Hayam Mazen, LINC Instructor at the IWC, Hamilton. She taught TEFL and EAP at the FAO/UN, Egypt. She has a degree in English Literature from the American University in Cairo.

Reza Mazloom-Farzhagy

Reza Mazloom-Farzhagy is the TESL Ontario Accreditation Services Manager. He holds a BA and an MA in TEFL. He has taught ESL/TEFL both internationally and in Canada for many years.

Bill Mboutsiadis

M.A. TESOL candidate (Teachers College-Columbia University), appointed instructor at the University of Toronto's English Language Program. Presented at education conferences, workshops and in-service teaching in Canada, U.K., Japan, Myanmar & Philippines.

Rob McBride

Worked on many technology-based learning projects including "Fast Forward", "Explore Canada" (a CD-ROM history & geography of Canada in easy English & French), and multiple ESL broadcast and video projects.

Michael McCarthy

Michael McCarthy is Emeritus Professor of Applied Linguistics, University of Nottingham, UK, Adjunct Professor of Applied Linguistics, University of Limerick, Ireland and Visiting Professor, Newcastle University, UK. He is (co-)author and (co-)editor of 50 books and more than 100 academic articles, including the international best-seller adult courses Touchstone and Viewpoint.

Kevin McCourt

Kevin McCourt is an ELT Sales Consultant with Oxford University Press. He previously taught ESL for ten years both overseas and here in Canada.

James McCrostie

James McCrostie is an Associate Professor at Daito Bunka University in Japan. His teaching and research interests include vocabulary acquisition as well as academic and professional writing. He is currently a visiting researcher at Carleton University on a one-year research sabbatical.

Erin McDonald

Erin McDonald has either been a volunteer tutor, coordinated tutors and/or tutored tutors since 1998. She has been a language assessor since 2004. She owns Language Assessment Services of NS.

Hedy McGarrell

Hedy McGarrell is Professor of Applied Linguistics at Brock University. Her research focuses on ESL writing and technology in language learning and teaching.

Anita McLeod

I have over 20 years of experience in teaching ESL to adults of all levels. I am currently an ESL Instructor at St. George's Centre for ESL in Guelph.

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, Immigration and International Trade. 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.

Yuliya Miakisheva

Yuliya Miakisheva (MA, TESOL) teaches EAP and works as a pre-graduate preparation program coordinator at York University. She's also worked for several years with internationally-trained medical professionals teaching EAP/ ESP.

Karen Miller

Karen has been a Program Coordinator at Seneca College for over 10 years for the ESL OSLT, and more recently the TESL/TEFL program.

Maria Moriarty

Maria has worked in adult literacy for over 20 years. Maria is enthusiastic about the potential of technology and blended learning as tools to support teaching and learning.

Kelly Morrissey

Kelly Morrissey is a LINC Instructor with a passion for excellence. She has experience teaching pronunciation, LINC literacy, LINC 2, and a multi-level class for seniors.

Cameron Moser

After immigrating to Canada, Cameron moved into adult education, and then transitioned from LINC Instructor to Language Instruction Manager at the Newcomer Centre of Peel.

Johanne Myles

Johanne has over 30 years of professional teaching and teacher education experience in ESL and communication skills. She has participated in several research projects focusing on language acquisition and instruction.

Madeleine Nerenberg

Madeleine Nerenberg is an employment specialist and program manager with over five years' experience delivering employment services to immigrant professionals and immigrant job seekers and managing immigrant services programming.

Rhonda Newhook

Rhonda has been teaching ESL/LINC in the Ottawa community for ten years and more recently has been an itinerant instructor for the OCDSB and a curriculum developer on this project.

Joseph Ng

Joseph Ng is a LINC instructor for both the classroom and home study programs and loves to harness technology to make life easier for the teacher and harder for students.

Kimberly A. Noels

Professor in the Department of Psychology and an Adjunct Professor in the Department of Educational Psychology at the University of Alberta. Her research interests focus on the social psychology of intercultural communication, particularly the interconnections between second language learning, motivation, identity, and interethnic relations.

Kevin O'Brien

Kevin O'Brien has been an educator for over 40 years. Kevin has worked with technology since the early 80's and has been a presenter at TESL Ontario and other affiliates and LINC PD days.

Douglas Orme

Douglas Orme has been teaching at the UofT's Academic English Program for almost 15 years. He taught in Japan and LINC programs before that. His current interests centre on the use of (and resistance to) technology in language teaching, music in language instruction, testing & assessment, and the pedagogy of pronunciation.

Agnieszka (Aga) Palalas

Dr. Agnieszka Palalas has been teaching and designing ESL for over two decades. Aga has been researching and designing mobile-assisted language learning resources and tools for several years.

Jim Papple

Jim has an MA in TESL with a research interest in reflective practice. Jim has worked with a variety of corpora both in his own research and in his classroom.

Beverley Payne

A 20 year involvement in ESL and a background in Social Work and Human Resource Consulting all contribute to a desire to provide functional and stimulating learning environments.

Melissa Pedersen

Melissa has over twenty years' experience working with newcomers, including instructing in LINC/ESL in the classroom and workplace, and coordinating ELT, Job Search Workshops and settlement services programs.

Greg Pedwell

Has been working in ESL for 10 years at home and abroad. He has led several workshops on lesson planning and learning strategies for TESL Ontario, TCDSB and TESL Peel/Halton/Etobicoke.

Joanne Pettis

Joanne Pettis has worked on the development and implementation of PBLA since 2009 and is currently a PBLA Project Lead with the CCLB along with colleague Tara Holmes.

Dmitri Priven

Dmitri Priven is a member of the TESL Ontario Research Committee and faculty at Algonquin College.

Sharon Rajabi

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

Diane Ramanathan

Diane is both an ESL teacher and online community coordinator for Tutela.ca. She is responsible for all features, webinars and opportunities linked to PD on Tutela.ca

Vijay Ramjattan

Vijay will graduate with an M.A. in Adult Education & Community Development in November 2014. His research interests include language-based and racial discrimination in the workplace.

David Rayo

David Rayo teaches EAP with over 10 years of experience. He is currently completing a Master's in Multilingualism and Multiliteracies. He currently works at Western's English Language Centre.

Cheryl Richman

Cheryl Richman is a Program Officer for the Toronto District School Board in the adult ESL program. Her 25 years of experience includes teaching and supporting instructors in the classroom.

Sabine Ricioppo

Sabine Ricioppo, M.Ed. (TESL), works as an ESL Consultant, CLB Assessor and ESL Instructor. She has extensive experience conducting workshops on benchmarking student listening, speaking, reading and writing.

Liset Rieger

Liset has more than 20 years experience teaching Esl/Drama. Currently working for PDSB as teacher and Support Lead. She has presented at many TESL conferences and affiliates and abroad.

Mary Ritter

Mary Ritter is an award-winning Language Lecturer at the American Language Institute at New York University, where she teaches intercultural communication, business English, and oral presentation skills.

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.

Marian Rose

Marian is well-known across Canada and the U.S. as a musician, author and folk-dance specialist. She is currently pursuing a master's degree in Linguistics at l'Université de Québec à Chicoutimi.

Allyson Rossetto

Allyson Rossetto is currently in her twelfth year of teaching ESL at Brock University. Allyson's main interest is finding new and interesting ways to teach grammar, especially for advanced levels.

Yves Saint-Germain

Yves Saint-Germain joined Citizenship and Immigration Canada in 2006, and is currently the Director of Language Policy within the Integration-Foreign Credential Referral Branch. He is responsible for language training policy, including setting directions for the Language Instruction for Newcomers to Canada program, and immigrant integration policies for francophone minority communities.

Christa Schuller

Christa teaches academic writing and speaking at Renison University College. She also coordinates the language teaching in the Optometric Bridging Program. Her interests include speaking/listening and assessment.

Kristjan Seferaj

DELTA-qualified teacher who holds a MA in TESOL (University of Leicester), and a PhD in TESOL (Aston University). Has taught IELTS preparation classes for 15+ years in Canada and Europe.

Adrianna Semerjian

Adrianna Semerjian is a graduate student, a full-time LINC Instructor, and a volunteer with TESL Niagara. She has taught at various levels and institutions both in Canada and South Korea.

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, Tom Sepp is currently an Educational Consultant with Cambridge University Press. He has 25 years of experience in developing and implementing educational technology.

Marianne Seppä

Marianne Seppä is currently a PhD candidate in the department of Teacher Education at the University of Helsinki and Finnish as a second language instructor in adult education.

Kareen Sharawy

M.A. in Teaching English as a Foreign Language from London Metropolitan University, UK. Her research interests include innovation in classroom teaching, test preparation courses and using technology.

Magda Simpson

TESL Ontario Language Certificate of Accreditation. Certificate of Achievement TESL Ontario approved Post TESL Certificate Training Courses: Developing e-Materials for Language Training. TESL Training Course Certificate, Ace TESOL Certificate. B.A.

Rhonda Singer

Rhonda helps multicultural workplaces achieve their strategic goals with innovative and practical solutions. She has 20+ years of senior leadership success in corporate, entrepreneurial and not for profit environments.

John Sivell

John Sivell is a TESL educator at Brock University with teaching and training experience in Canada and abroad.

Lesline Smikle

Lesline has been a teacher for over 15 years in a variety of contexts. Currently, she works in the English Language Studies department at Conestoga College.

Rod Smith

Rod Smith is an author, teacher-trainer, examiner and educational consultant for the British Council. Rod is also a musician and has written and performed his own material for the BBC.

Janet Soppitt

Janet trained at University College, Oxford and has a diversity of teaching experience. She moved to Canada in 2005 and currently teaches at Niagara Christian Community of Schools.

Bernardo Souza

Senior Pearson ELT Consultant for Quebec and Coordinator for Canada. He has been with Pearson for 5+ years and has supported ELT teachers in K-20 and adult education programs.

Mavis Spencer

Mavis Spencer has worked for many years as an ESL teacher in Canada and abroad and is currently Coordinator of the full-time LINC program at Algonquin College in Ottawa.

Pascal St-Jean

For 15 years, I've been involved in multiple technology projects. Most recently I've led my team in the development of online communities in the fields of Mental Health, Education & Linguistics.

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.

Matthias Sturm

Matthias works for AlphaPlus, an adult basic education support organisation specializing in the use of digital technology in literacy programming.

Dulani Suraweera

Dulani Suraweera has 10+ years of experience teaching EAP at the University of Colombo, Sri Lanka. She has a BA in English MA in Linguistics and MA in Applied Linguistics.

Ian Sutherland

Ian Sutherland has been the Canadian manager for Cambridge University Press for 20 years. Along with sales, his work includes market development, editorial and securing new authors and programs.

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.

Danny Tan

Danny has taught in additional language education for over twenty years in Canada and overseas. Teaching in Toronto has allowed him to develop meaningful and engaging curriculum in EAP.

Judy Thompson

Judy is an internationally recognized TEDx speaker, author of 'English is Stupid' and teacher trainer. Her innovative, energetic presentations inform, entertain and empower educators with simple tools for teaching pronunciation.

Jason Tomassini

Jason Tomassini has worked as an editor in the ESL department at Oxford University Press for eight years. Previous to that he taught English in Asia for seven years.

Antonella Valeo

Antonella Valeo is Chair of the TESL Ontario Research Committee and an Assistant Professor of ESL & Applied Linguistics at York University.

Nancy Van Dorp

Nancy Van Dorp is an advocate of using technology to support learning. She is a trainer and mentor on the LearnIT2Teach team, and a co-administrator of the TESL Ontario blog.

Carol Visser

Carol Visser manages the TDSB's Essential Skills Upgrading program. She's worked in adult literacy for 19 years and ensures literacy instructors receive support and coaching necessary to achieve program outcomes.

Krista Walsh-Murray

Krista Walsh-Murray is a Project Manager with the Centre for Canadian Language Benchmarks. She has a Master's degree in Literacy and experience working as an ESL instructor in Canada.

Miranda Hong Wang

Miranda Hong Wang has taught English for over 20 years. Her educational history includes a Bachelor's degree in English, a Master's degree in International Relations, and a TESL Ontario Certificate.

Sophie Wang

Sophie Wang (B.Eng., B.Sc., M.A.) has taught EAP and LINC programs for over 10 years, developed curricula and authored activity books. Her current research is on technological mediation in education.

Jessica Webster

Jessica has trained everyone from executives to community service providers and language teachers around the globe. She designed job-search related workshops for the Centre for Education & Training.

Jennifer Weiler

Jennifer Weiler is an M.Ed student who works at the Immigrant Women's Centre, Hamilton. In over ten years of teaching, she has worked with students in Foundation-Phase II literacy and CLB 1-5.

Marijke Wertheim

Teaches Methodology of TESOL in the TESL Certificate Program-Woodsworth College, University of Toronto, and courses in the English Language Program, School of Continuing Studies, UT, and George Brown College.

Loralei Westerik

Loralei Westerik is a Level 2 ESL/LINC instructor who has taught levels ranging from Literacy to eight. She spent 8.5 years in South Korea where she taught EFL.

Tim Westhead

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

Lea Westlake

Lea Westlake has worked as an ESL instructor, administrator and curriculum developer for over 20 years in high school, university and community settings. She currently works at KEYS Job Centre.

Johanathan Woodworth

Implementing, developing and teaching in EAP, ESP, OSLT and standardized programs. With 10+ years of experience in English language teaching, currently teaches at YUEL and is Academic Coordinator for YELT.

Pat Wright

An educator who has authored research papers on Antiracism, Equity and Inclusion in Education, Pat develops curriculum and provides various organizations with cultural competency together with diversity and inclusion training.

Hongfang Yu

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

Marina Zaccheo

I teach ESL with the Hamilton-Wentworth District School Board. I've been teaching for four years. I currently teach CLB 1. I also have experience teaching Literacy, CLB 2 and 3.

Ellen Zhang

Degree-Human Resources & MBA-York University. At Newcomer Centre of Peel, she ensures the right people are in the right places to do the right jobs in the right way.

Cheng Zhou

First year MEd student in Queen's University, under the supervision of Dr. Liying Cheng. Study interest is in classroom assessment, teachers' grading practices and ESL teaching now.



Travel Discounts

VIA RAIL:

- VALID:** **October 13, 2014 to October 20, 2014**
- TERRITORY:** From all stations throughout the VIA system to Toronto, Ontario and return.
- RESTRICTIONS:** Fare applies to a maximum of two passengers per booking. One complimentary stopover is allowed at no additional charge. For travel on all fare plans in Business class, the first stopover is allowed at no additional charge, provided that this stopover takes place in Toronto, Montréal or Ottawa only.
- DISCOUNT:** **10% off the best available fare in Economy, Economy Plus, Business, Business Plus, Sleeper, or Sleeper Plus 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 Escape Class fares.
- IDENTIFICATION:** Participants must reference the event's VIA convention code: 12925.

Online booking tips >> Please book online at www.viarail.ca. You have to log in to your profile, or create one prior to booking. On the Passenger information screen, select "Convention fare" from the "Discount Type" drop-down menu, and enter the discount code for your convention or event in the "Discount code" field. This code has been given to you by the conference organizer. The conference fare will be shown on the next page.

PORTER AIRLINES:

Porter Airlines is proud to offer a 15% discount on available base fares (with the exception of the lowest class fare during a public seat sale) for travel to and from TESL Ontario 2014. The discounted fares are available for booking from June 25, 2014 to October 21, 2014 and available for travel:

Location:		Dates of Travel:	
From: Anywhere in Canada or US	To: Toronto	From: October 12, 2014	To: October 18, 2014 (excluding October 13)
From: Toronto	To: Anywhere in Canada or US	From: October 15, 2014	To: October 21, 2014

Please book online at www.flyporter.com or through your travel agent using promo code TESL14.

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



Hotel Information

ACCOMMODATION – Sheraton Centre Toronto Hotel, 123 Queen Street West, Toronto, ON

Accommodations are available at the Sheraton Centre Toronto at a discounted group rate of \$219.00 plus taxes, per night. Reserve your room online at

<https://www.starwoodmeeting.com/StarGroupsWeb/booking/reservation?id=1407081940&key=1162E289>

or contact the hotel directly at 1-800-325-3535 and indicate that you are attending TESL Ontario 2014. To receive the group rate, please make your reservation before October 3, 2014. 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 Metro Toronto Convention Centre-South Building

Public Transit

TTC

Yonge-University-Spadina Line: Exit at Union station and proceed west on Front Street to the North Building , where you can access the Skywalk to enter the South Building. Or exit to Union train station and follow the Skywalk to either the North or South Building.

Bloor-Danforth Line: When travelling west or east, you will need to transfer to the Yonge-University-Spadina Subway Line at either Bloor-Yonge Station, St. George Station or Spadina Station. Then continue until you reach Union Station and exit the subway. From Union station you can proceed west on Front Street to the North Building , where you can access the Skywalk to enter the South Building. Or exit to Union train station and follow the Skywalk to either the North or South Building.

Scarborough RT Line: Travel west to Kennedy Station. From Kennedy Station transfer to the Bloor-Yonge Line. Continue on the Bloor-Yonge Line until your reach Union Station and exit the subway. From Union station you can proceed west on Front Street to the North Building , where you can access the Skywalk to enter the South Building. Or exit to Union train station and follow the Skywalk to either the North or South Building.

Sheppard Line: Travel west to the Sheppard-Yonge Station and transfer to the Yonge-University Spadina Line. Travel south until you reach Union Station and exit the subway. From Union station you can proceed west on Front Street to the North Building , where you can access the Skywalk to enter the South Building. Or exit to Union train station and follow the Skywalk to either the North or South Building.

Please visit [Toronto Transit Commission Subway Map](#) to view an interactive map of the subway.

GO Transit

From Union station you can proceed west on Front Street to the North Building , where you can access the Skywalk to enter the South Building. Or exit to Union train station and follow the Skywalk to either the North or South Building.

Please visit [GO Transit](#) for information Train and Bus Routes in your area.

Driving Directions

From 401 East

- Take Highway 401 West to the Don Valley Parkway South
- Follow the Don Valley Parkway South to the Gardiner Expressway
- For the South Building exit at the Yonge/York exit
- As you exit the ramp continue west along Lakeshore Blvd. to Lower Simcoe St.
- Turn right at Lower Simcoe St. then turn left into the garage

From 401 West

1. Take Highway 401 East to Highway 427 South
2. Follow Highway 427 South to the Gardiner Expressway
3. For the South Building exit at York St.
4. Proceed north two lights to Bremner Blvd.
5. Turn left on Bremner Blvd.
6. Turn left on Lower Simcoe St. then turn right into the garage

From QEW

- Follow the the QEW East; it will become the Gardiner Expressway in Toronto
- For the South Building exit at York St.
- Proceed north two lights to Bremner Blvd.
- Turn left on Bremner Blvd.
- Turn left on Lower Simcoe St. then turn right into the garage

From North (Barrie)

- Take Highway 400 South to Highway 401 West
- Follow Highway 401 West to Highway 427 South
- Follow Highway 427 South to the Gardiner Expressway
- For the South Building exit at York St.
- Proceed north two lights to Bremner Blvd.
- Turn left on Bremner Blvd.
- Turn left on Lower Simcoe St. then right into the garage

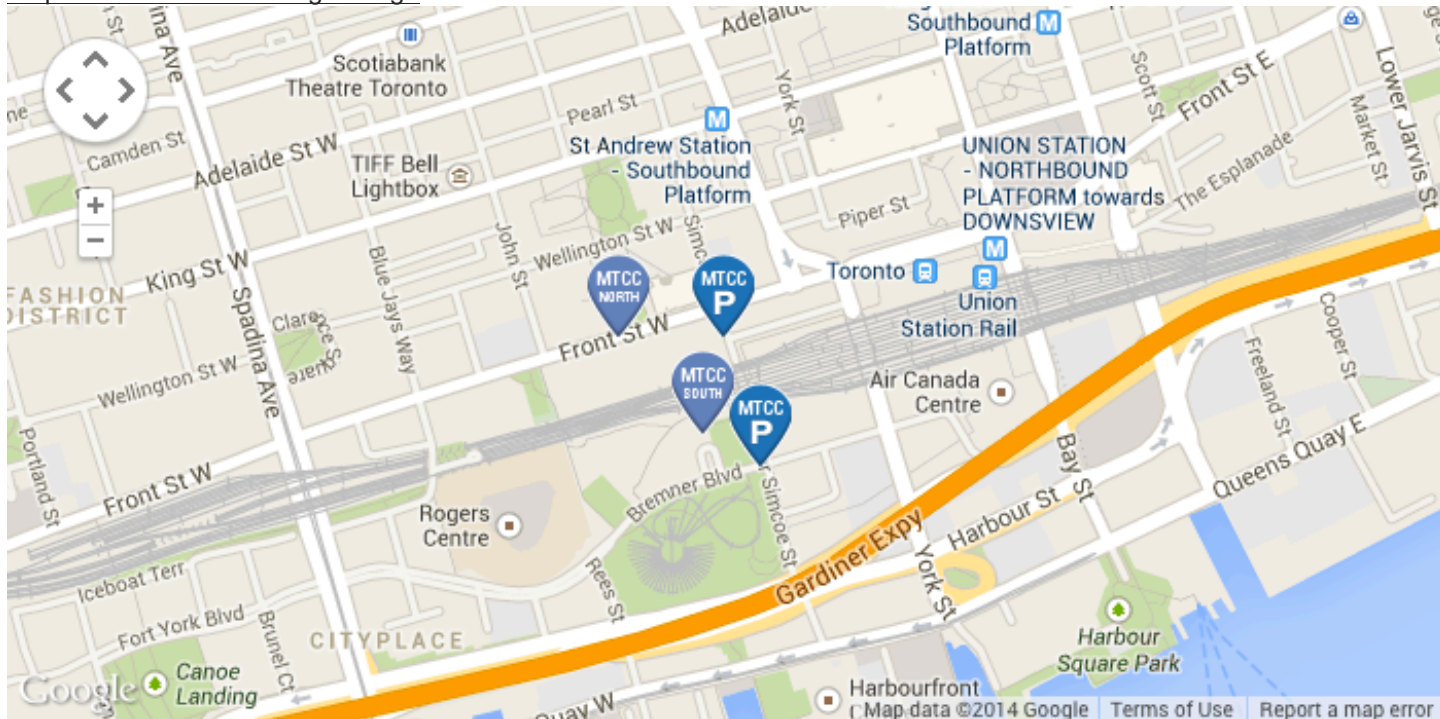
From the Airport

- Take Highway 401 East to Highway 427 South
- Follow Highway 427 South to the Gardiner Expressway
- For the South Building exit at York St.
- Proceed north two lights to Bremner Blvd.
- Turn left on Bremner Blvd.
- Turn left on Lower Simcoe St. then turn right into the garage

Parking

There are 1700 parking spots at the MTCC. Regular parking rates at the MTCC are \$4.00/hour to a maximum of \$23.00 from 7:00am-7:00pm. After 7:00pm, Day & Evening maximum is \$28.00. There are no in/out privileges with regular parking rates.

Map of MTCC and Parking Garage



Membership Services and Benefits

TESL Ontario is comprised of more than 4700 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 3-day annual conference.
- **Webcast Conference Sessions** - Close to 200 hours of TESL Ontario Conference webcasting is available free of charge to all TESL Ontario members.
- **Webinars** – Semi-monthly webinars will be available free of charge to all TESL Ontario members. Launching September 2014.

Publications

- **CONTACT** - TESL Ontario's e-Magazine (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.
- **TESL Ontario Blog** – Launching September 2014

Social Media

Follow TESL Ontario on Facebook, Twitter, Linked In and Pinterest. Social media is a great way to receive association updates, news, teaching resources and 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.
- Share your expertise by giving a conference presentation.
- You may choose to expand your management skills and experience by serving on an Affiliate Chapter Executive, the TESL Ontario Board of Directors or TESL Ontario committees.

Member Savings Programs

Health and Dental Insurance

TESL Ontario Members are eligible for discounted group rates on individual Health and Dental, Travel, Life, Critical Illness, and out of Country Insurance.

The group 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

James Gordon, TESL Ontario's insurance representative, is readily available to all TESL Ontario members to discuss your specific health and dental insurance needs and help you make an informed decision. James can be reached at: (905) 628-9265 or Toll-Free at: 1-855-432-7361 or by email at: nodrogaj@sympatico.ca

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".

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

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
- 30% off Royal Ontario Museum admission
- Ontario Science Centre discount
- Centreville Amusement Park discount
- Famous PEOPLE Player discount

For more information on our programs, visit <http://www.teslontario.org/membership-centre/membership-benefits/>.

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 12-18, 2014, and has been declared in the following participating communities across Ontario:

Corporation of the Municipality of Arran-Elderslie

The Town of Aurora

The City of Barrie

The Corporation of the Municipality of Brampton

The Corporation of the Township of Brock

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 City of Elliot Lake

The Town of Essex

The Corporation of the Town of Fort Erie

The Town of Fort Frances

The Corporation of the Township of Huron-Kinloss

The Corporation of Loyalist Township

The City of Markham

The Town of Midland

The Town of Milton

The Town of New Tecumseth

The Town of Newmarket

The Corporation of the City of North Bay

The Town of Northeastern Manitoulin and the Islands

The Town of Oakville

Township of Oro-Medonte

The Corporation of the City of Oshawa

The Corporation of the City of Pickering

The City of Port Colborne

The Municipality of Port Hope

The City of Quinte West

The Town of Rainy River

The Corporation of the Township of Ramara

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

Township of Selwyn

The Town of Whitchurch-Stouffville

The Regional Municipality of York

**SEE THE DISPLAY OF ALL ESL WEEK ACTIVITY
ENTRIES AT THE METRO TORONTO CONVENTION CENTRE**