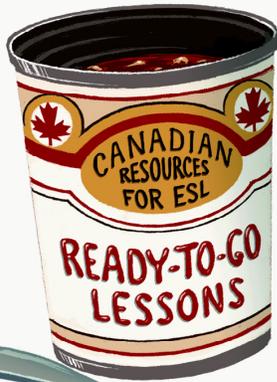




TESL ONTARIO
2015 Conference
November 12-13, 2015
Sheraton Centre Toronto

CONFERENCE PROGRAM





23rd year at
the TESL ON
conference

Canadian Resources for ESL Tables T22 & T23 at the conference

A percentage of profits will be donated
to the Syrian Refugee relief effort.

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NEW BOOKS

Food Related Tasks: Shopping & Beyond

150 pages of exercises, PBLA sheets and suggestions. CLB 1-6 by Janet Kan

A Three Book Series

1. Where Do I Live? 2. What's In My House? 3. What's In My Neighborhood?

Reading, writing, listening, speaking plus CLB assessment & PBLA sheets. CLB 1-2+
by Heather Hovdebo

Listening, Reading & Writing: Book + 2 CDs

140 pages of exercises and PBLA sheets. CLB pre-4 by Janet Kan

150 Job Interview Question Cards

Your Future Ask the Employer About You Your Work History
About the Company & the New Job CLB 6

Deb Scott's 50 Question Activities Book

Answer questions, ask questions, and make questions. Varied levels.

Ask Me! For Beginners

A speaking and listening lively simple group card game for CLB 1. 180 cards. By Terry Rivet

BEST SELLERS

The CLB Listening & Speaking Kit (book + 2 CDs) CLB Stages 1 & 2

Outcomes 1-4 CLB Assessment (A four book series.)

The Grab Bag Series (A seven book series.) CLB 2-3

Lesson Packs 1, 2, 3, & 4 (A four book series.) CLB 1-2+

Deb Scott's 50 Story Boards: Six Pictures Tell a Story (Adaptable to All Levels)

TABLE OF CONTENTS

Canadian Resources for ESL Ad	2
Table of Contents	3
Acknowledgements	4
Sponsors	5-6
Messages from the Board Chair and Conference Chair	7
Program Flow.....	8
iTEP – International Test of English Proficiency Ad	9
Volunteer Opportunities	10
Carleton University School of Linguistics and Language Studies Ad	11
Thursday At A Glance	12-13
Nelson Education Ad	13
Friday At A Glance	14-15
Oxford Seminars Ad.....	15
An Orientation for Participants	16
Registration Information.....	17
Toronto Catholic District School Board Ad	17
Registration Instructions and Fees	18
British Council - IELTS Canada Ad.....	19
Sheraton Centre Floorplan	20
Exhibit Floorplan	21
Exhibit List	22
Keynote Speaker – Stuart Webb	23
Keynote Speaker – Tracey Derwing.....	24
16 th Annual Research Symposium.....	25-26
10 th Annual Panel Discussion	27-28
Welcome Reception & Awards	29
World Education Services Ad	30
Thursday Presentations.....	31-40
FAST-Fighting Antisemitism Together Ad	41
Friday Presentations	41-52
Using Twitter to organize meet-ups at the Conference	52
Presenter Biographies	53-61
Travel Discounts.....	62
Hotel Information	63
Directions to Sheraton	64
Maps – Downtown Toronto, PATH	65-66
Membership Services & Benefits	67-68
Membership Application	69
ESL Week	70
Complimentary Tradeshow Pass	71

ACKNOWLEDGEMENTS

TESL Ontario gratefully acknowledges the support of:



Special thanks go to:

Conference Chair - Barbara Krukowski

Conference Presenters

Panel Discussion Presenters

Paper/Poster Submission Review – TESL Ontario Research Committee

Research Symposium Chairs - Hedy McGarrell and David Wood

Research Symposium Presenters

Technology Fair Advisor - Kevin O'Brien

TESL Ontario Conference Committee

TESL Ontario Conference Volunteers

ADVERTISERS' INDEX

British Council - IELTS Canada.....	19
Canadian Resources for ESL	2
Carleton University School of Linguistics and Language Studies	11
FAST-Fighting Antisemitism Together.....	41
iTEP – International Test of English Proficiency.....	9
Nelson Education	13
Oxford Seminars.....	15
Toronto Catholic District School Board	17
World Education Services	30

11/10/15 @ 9:43PM

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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: ielts.ca

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

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- Both manual and online booking facilities;
- Online results preview available 13 days after your test;
- Flexible for test takers with special needs;

For more information on locations, test dates and scholarships, visit: ielts.ca

REGISTRATION AREA:



Nelson Education is proud to be the Canadian distributor for National Geographic Learning, a part of Cengage Learning. At National Geographic Learning, we believe that an engaged and motivated learner will be a successful one, and we design our materials to motivate. We believe that learning can be exciting, inspiring, and transformational.

Through our learning programs, we want learners to experience the excitement and joy of learning that National Geographic explorers, scientists, writers and photographers experience. We share real stories from National Geographic that increase learners' knowledge of the world and everything in it. We illustrate these materials with stunning National Geographic photography, video, and illustrations that bring the world to the classroom and the classroom to life.

We are excited to be a part of TESL Ontario again this year – come visit us at Booth 24 and 25 in the exhibitor hall!

www.nelson.com/ngl

CONFERENCE SIGNAGE:



Oxford Seminars is a leading provider of TESOL/TESL/TEFL certification courses across Canada and the US. Since 1992, their graduates have been exploring the world, collecting experiences of a lifetime, and finding themselves in high demand. From ESL warm-up games and classroom management techniques to second language acquisition and teaching English grammar, their 100-hour course covers a comprehensive range of teaching skills ensuring their graduates are well-trained, marketable ESL teachers. Included with each course, students receive a comprehensive teaching textbook by Jeremy Harmer, Oxford Seminars' industry-leading 475-page training manual, a practical English grammar text, and a detailed job search manual.

Whether it is help with creating an ESL job-specific resume, understanding the complexities of a teaching contract, or needing assistance with obtaining travel documents, Oxford Seminars' comprehensive Graduate Placement Service assists each graduate with obtaining rewarding employment teaching English around the world. Over 5,000 graduates get certified with Oxford Seminars each year and begin their exciting adventures teaching English abroad.

For more information, attend one of their free information sessions, held at regular intervals in over 100 cities throughout Canada and the US, where you can learn more about their TESOL/TESL/TEFL certification course, and about the exciting opportunities to teach and travel abroad.

www.oxfordseminars.com

MESSAGE FROM THE BOARD CHAIR



Welcome to the 2015 TESL Ontario conference.

As you look through the conference brochure, you will notice some changes in this year's conference. I hope that you will agree that the changes maintain the best of the old conference format, but also reflect feedback from our members.

Our conference theme this year is "Expanding Horizons – Drawing on Experience and Knowledge". The workshops and networking at the conference present an excellent opportunity for English language professionals to share a wide variety of experiences in the classroom as well as to share their expertise in all aspects of language training. In addition to classroom practice, the Research Symposia provide a chance to hear some of the research in applied linguistics that informs classroom practice. This year's research symposium will focus on building vocabulary through formulaic language and delivery of workplace-based language training.

This is the tenth year of our public funder panel discussion. The panel consists of representatives from 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.

It is viewed by many as one of the highlights of the conference. This year's theme is "Expanding Experience and Knowledge".

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

The TESL Ontario conference is a success because of the contributions of presenters and volunteers. Thank you to each of you for contributing your expertise and time. I especially want to thank Barb Krukowski, Chair of the Conference Committee and the many members of the Conference Committee for their work this year. 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.

I hope to see you at the Welcome Reception where we will recognize the winners of the ESL Week competition and celebrate the recipients of the Sparks of Excellence and Distinguished Contribution awards. Enjoy!

Sheila Nicholas – Chair, TESL Ontario

MESSAGE FROM THE CONFERENCE CHAIR

Your Conference Committee is excited to present TESL Ontario's 43rd Annual Conference: "Expanding Horizons: Drawing on Experience & Knowledge". We know you will be happy to return to Sheraton Centre where all of the conference activities will take place!

This year will see some changes to our conference; changes that will ensure fiscal responsibility while continuing to provide a wide range of professional development for ESL professionals. Moving to a 2-day format will still provide options to choose from over 100 sessions, but there will be no Friday evening dinner and entertainment. Thursday's Welcome Reception will take place in the Dominion Ballroom at the Sheraton and will be an excellent networking opportunity while you enjoy light refreshments.

I'm confident you will appreciate another significant change...there will be NO pre-registration for conference sessions. That means you can peruse the brochure at your leisure and pre-plan the sessions you want to attend. When you check in at the conference, you will find out session locations and go there prior to the session start time. In the interest of safety, we ask that you respect the capacity limits of the presentation rooms. Each room will have sufficient chairs for the posted capacity; there can be no standing or sitting on the floor. This model eliminates the frustration of rising in the middle of the night in an effort to pre-select the sessions you want; this year it's first come, first served.

We are grateful to the Ontario Ministry of Citizenship Immigration and International Trade (MCIIT) for providing conference assistance again this year. Information has been sent to all school boards which provide provincially funded adult ESL programs. Your program supervisor will have the details regarding your particular school board allocation.

You can look forward to the same familiar features: the presentations, technology fair, research symposium, ministry panel, posters sessions and exhibitors. We are also providing a spacious networking area where you can relax and connect with other ESL professionals.

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 – Conference Chair, TESL Ontario 2015



PROGRAM FLOW

	Thursday, November 12				Friday, November 13								
8:00													
15	REGISTRATION OPEN	EXHIBITS/POSTERS OPEN		Registration (Coffee in Exhibit Hall)	REGISTRATION OPEN	EXHIBITS/POSTERS OPEN		Registration (Coffee in Exhibit Hall)					
30													
45													
9:00									Concurrent Sessions				Concurrent Sessions
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10:00							Coffee Break				Coffee Break		
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45													
6:00			Welcome Reception										
15													
30													
45													



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VOLUNTEER OPPORTUNITIES

We Need Your Help!

Show your support and be part of the action! Over 750 ESL Professionals will gather in Toronto this November for the TESL Ontario 2015 Conference. Lend your expertise and be a part of the Volunteer Team ... sign up today!

When: November 12-13, 2015

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

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

TO BECOME A CONFERENCE VOLUNTEER

- Register online at <http://teslontario.formstack.com/forms/teslvolunteers2015>.

Prepare Conference Registration Materials (before the conference) – November 9, 10, 11
Collate attendee name badges, registration kits and delegate bags.

Registration Desk Volunteer (at the conference) – November 12, 13

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 prizes

Carleton University in Ottawa offers a **Master of Arts degree in Applied Linguistics and Discourse Studies**. This program offers advanced professional and academic qualifications to TESL practitioners from all backgrounds. The MA also opens doors to areas of **work in teaching specialized courses in colleges and universities, program coordination, administration and planning, and more.**

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Research expertise in

- Second language acquisition and teaching
- Pedagogical grammar and corrective feedback
- Vocabulary and formulaic language
- Spoken language including fluency
- Teacher education and cognition
- Learner and teacher beliefs
- Willingness to communicate and motivation
- Language assessment and testing
- English for academic purposes
- English for specific purposes
- Cross-cultural communication



<http://carleton.ca/slals/applied-linguistics-discourse-studies/ma-program/>

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****Certificate in TESL program is also available as a BA concurrent or post-degree option.***

For more information, contact Dr. David Wood david.wood@carleton.ca



THURSDAY AT A GLANCE

8:00 AM-4:00 PM	REGISTRATION/INFORMATION DESK OPEN – Provincial Ballroom, 2 nd Floor
8:00 AM-5:00 PM	EXHIBITS OPEN – Provincial Ballroom, 2 nd Floor
9:00AM-10:00AM	<p>TA2 Recentralizing Instruction In Quoting, Summarizing, Paraphrasing</p> <p>TA3 Using CLB Assessment Tools In A PBLA Environment</p> <p>TA4 Small Action, Big Change: Collaborative Action Research</p> <p>TA5 Mapping Home: Memories, Culture And Lived Literacies</p> <p>TA6 Building Resilience: Leveraging Volunteering For Student Success</p> <p>TA7 Teaching Canadian History To ELL/ESL Learners</p> <p>TA8 Teachers As Decision Makers</p> <p>TA11 Do You Want To Be A Better Teacher?</p>
9:00AM-11:45AM	<p>TA9 Practical Applications of QR Codes in Language Learning</p> <p>TA10 LearnIT2teach Stage 1 Instructor Training</p>
10:00AM-10:45AM	COFFEE BREAK
10:45AM-11:45AM	<p>TB12 Annual General Meeting (AGM)</p> <p>TB2 Widening The Scope Of Canadian Language Benchmarks Usage</p> <p>TB3 PBLA: Supporting Differentiated Assessment</p> <p>TB4 Insights From A Language Assessor</p> <p>TB5 Expanding Vocabulary Strategies, Maximizing Retention</p> <p>TB6 50+Multi-Level Lessons On Fire Safety And Prevention</p> <p>TB7 The Answer Isn't Important: Critical Thinking In LEAP</p> <p>TB8 Critical Moments In A LINC Classroom</p> <p>TB11 CQ: Cultural Intelligence Is Now An Essential Skill</p>
1:00PM-2:00PM	<p>TC1 KEYNOTE: The Teacher's Role in Vocabulary Learning</p> <p>TC2 Student Identity In EAP</p> <p>TC4 Integrating Digital Technology Into EAP Reading/Writing Classes</p> <p>TC5 Personality Dimensions</p> <p>TC6 Chinese International Students And Critical Thinking</p> <p>TC7 Breakthrough Reading And Visual Tools In The Cloud</p> <p>TC9 Revised CLB Boot Camp Online Modules</p> <p>TC10 Gamify Your Moodle Course With Badges</p> <p>TC11 Navigating The Shoals Of PBLA</p>
1:00PM-3:40PM	TC3 British Council IELTS Teacher Training Workshop
2:00PM-2:45PM	COFFEE BREAK
2:15PM-5:15PM	<p>TD12 RESEARCH SYMPOSIUM: ESL in the Workplace</p> <ul style="list-style-type: none"> • Opening the Window on ESL in the Workplace • Who Recommends the Higher Language Test Score for Workplace Readiness: Language Specialists or Employers? • Workplace English Language Proficiency Assessment Outcomes
2:40PM-3:40PM	<p>TD1 Top 10 Secrets: How To Succeed In Canada!</p> <p>TD2 Designing And Assessing Literacy-CLB 2 PBLA Tasks</p> <p>TD4 Demand High For High Scores</p> <p>TD5 From Content To Skills Based Listening/Speaking</p> <p>TD6 Enhancing Deep Intercultural Learning</p> <p>TD7 Extensive Reading: Left To Your Own Devices</p> <p>TD8 Public Novice ESL Teachers In School Communities Of Practice</p> <p>TD9 Preparing Digital A/V Files For Your Computer Lab</p> <p>TD10 Quartz: Interactive Curriculum Builder 4 ESL/FSL</p> <p>TD11 Enhance Your Skills With Private Tutoring</p>

THURSDAY AT A GLANCE CONTINUED

2:40PM-3:40PM

Poster1 The Forgotten Skill: Expanding Vocabulary For Spoken Production
Poster2 Getting Animated: Graphic Novels In The ESL Classroom
Poster3 Life In A Flipped Classroom
Poster4 Effects Of Videoconferencing On EFL Speaking Ability
Poster5 Complex Noun Phrases: Key Elements In Academic Language
Poster6 Organizing a Terry Fox Run for EAL Students
Poster7 Mapping Home: Memories, Culture And Lived Literacies
Poster8 Life And Career Skills In The ESL Classroom
Poster9 The Periodic Table Of English Sounds

4:00PM-5:00PM

TE2 Engaging Students By Leveraging Their Technology
TE3 PBLA: Enhancing Our Classroom Practice
TE4 PBLA - Anticipating Challenges And Building Solutions
TE6 LearnIT2teach: Managing Blended Learning
TE7 Northstar - Bringing Learners Into The 21st Century
TE8 Maximizing Our Linguistic Resources In The ESL Classroom
TE11 How To Build An E-Learning Course

5:00 PM

EXHIBITS CLOSE

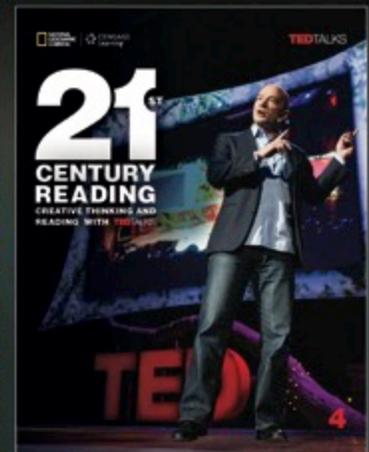
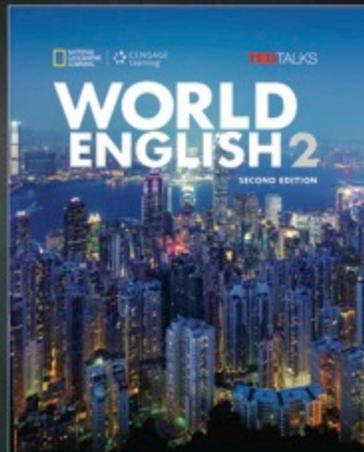
5:15-6:45 PM

WELCOME RECEPTION & AWARDS – Dominion Ballroom, 2nd Floor

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National Geographic Learning is proud to announce a new partnership with **TED** in English Language Teaching. Visit Nelson Education at Booth #24-25 for more information on how we can work with you to provide authentic, compelling materials for the classroom!

TEDTALKS



www.nelson.com/ngl



FRIDAY AT A GLANCE

8:00 AM-4:00 PM	REGISTRATION/INFORMATION DESK OPEN – Provincial Ballroom, 2 nd Floor
8:00 AM-5:00 PM	EXHIBITS OPEN – Provincial Ballroom, 2 nd Floor
9:00AM-10:00AM	FA2 Language Learning And 3D Virtual Worlds: An Exploration FA3 Role-Playing Adventures: Fun And Engaging Activities FA4 Best Practices In Teaching Online FA5 Integrating Personal Reflections & Storytelling In The Classroom FA6 DIY LMS: Manage Your Own Online Course FA7 New Touchstone Online: The Current State Of Blended Learning FA8 Gamification For Motivation FA9 Communication Skills - More Than Pronunciation And Vocabulary FA10 PowToon for the Language-Learning Classroom FA11 Dictation Triptychs For Extreme Jigsaw Learning
9:30AM-11:45AM	FA12 PANEL: Expanding Experience and Knowledge
10:00AM-10:45AM	COFFEE BREAK
10:45AM-11:45AM	FB1 More Vocabulary FB2 Techniques to Energize Classes and Engage All Learners FB3 Authentic Speech - Looking Past Accuracy vs Fluency FB4 Supporting PBLA With Blended Learning/Edulinc.Org FB5 Building Confidence In The ESL Learner FB6 Real Vocabulary: Teaching Lexis Through English Media FB7 TOEFL iBT As Content-Based Language Learning FB8 Silent Engagement And Turn-Taking During Open Class Discussions FB9 Three NNESTs' Identity Negotiations and Positionings FB10 Developing E-Materials For Your Classroom With Hot Potatoes – Part 1 FB11 Igniting Learner Potential Through Project-Based Learning Modules
1:00PM-2:00PM	FC1 KEYONTE: The Social Side of an L2 Accent FC2 The Ins And Outs Of Prepositions FC3 PBLA In ESL Literacy Classes: 'ESL For All' FC4 Technophobe To Techno-Savvy: Teaching And Learning TESL Online FC5 Actualizing Potential: Fostering Student Development As Self-Directed Learners FC6 Building Communicative Competence Through Learner Interaction FC7 Gamifying Your TOEFL Course FC8 Teachers in Transition: Career Development of Novice ESL Teachers FC9 OSSLT Success And Literacy Practices In Toronto Schools FC10A Developing E-Materials For Your Classroom With Hot Potatoes – Part 2 FC11 Virtual Teamwork Exposed
2:00PM-2:45PM	COFFEE BREAK
2:40PM-3:40PM	FD1 Expanding Learners' Horizons And Interactions With Grammar Games FD2 Colligation: The Way Grammar Should Be Taught FD3 Intro To CLB ESL For Adult Literacy Learners (All) FD4 E-Portfolios To Foster Autonomy In Pronunciation FD5 Disability Awareness: Practising Inclusiveness In The Language Classroom FD6 "Draw Me A Picture" Tools For Visual Learners FD7 Essential Questions: A Curricular Framework For Reading/Writing FD8 Reinterpreting Think-Aloud In L2 Metaphor Comprehension FD9 Reflecting On Settlement Language Priorities From The Sector FD10 Basic Course Editing In Moodle FD11 If Technology Is The Food Of Writing , Click On!

FRIDAY AT A GLANCE CONTINUED

2:40PM-3:40PM

Poster1	The Forgotten Skill: Expanding Vocabulary For Spoken Production
Poster2	Getting Animated: Graphic Novels In The ESL Classroom
Poster3	Life In A Flipped Classroom
Poster4	Effects Of Videoconferencing On EFL Speaking Ability
Poster5	Complex Noun Phrases: Key Elements In Academic Language
Poster6	Organizing a Terry Fox Run for EAL Students
Poster10	Reciprocal Reading In The ESL Classroom
Poster11	Monday Morning Wake-Ups!
Poster12	A Study Of CLT Based Curriculum In Bangladesh
Poster13	Working One-To-One: Challenges

2:15PM-5:15PM

FD12	RESEARCH SYMPOSIUM: Formulaic Language - A Promising Way To Think About Vocabulary Building
	<ul style="list-style-type: none">• Learning all the Parts of the Puzzle: Focused Instruction of Formulaic Sequences Through the Lens of Activity Theory• Formulaic Sequences in L2 English Academic Writing: Proficiency level differences• To What Extent Do EFL Students Know the Collocations of High Frequency Words?• Explicit Instruction of Formulaic Expressions and Second Language Pragmatic Competence

4:00PM-5:00PM

FE2	Academic Listening: Beyond Comprehension Questions
FE3	Taking Hybridization To New Horizons
FE4	The Lazy Teacher Principle: Getting Students Learning More
FE5	Engage Your Team Using Tutela Groups
FE6	Teaching Advanced Speaking And Listening Through Improv
FE7	Accent Modification: ACE Assessment & Training Resources
FE8	Teaching Chinese Students In North America
FE9	Measuring Productive Depth Of Vocabulary Knowledge
FE11	Multi-Level PBLA Assessments: CLB 1-4

5:00 PM

EXHIBITS AND CONFERENCE CLOSE

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AN ORIENTATION FOR PARTICIPANTS

The registration desk will be on the Second Level in the Provincial Room. Registration hours: Thursday/Friday from 8:00 am to 4:00 pm.

Included in your registration fee:

- Education (Technology Fair, Research Symposium, Plenary Presentations and Concurrent Sessions) as outlined in the Conference Brochure. Admittance is restricted to maximum capacity per session based on fire code regulations.
- Access to Exhibits in the Provincial Ballroom (Thursday/Friday from 8:00 am to 5:00 pm).
- Coffee in the Provincial Ballroom from 8:00 am to 4:00pm. A morning coffee break at 10:00-10:45 am daily and an afternoon coffee break at 2:00-2:45 pm daily.
- Welcome Reception & Awards on Thursday from 5:15 to 6:45 pm in Dominion Ballroom (*tickets are complimentary but must be reserved in advance*).

GETTING THE MOST OUT OF YOUR TESL ONTARIO CONFERENCE EXPERIENCE

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

- Read this brochure completely and familiarize yourself with the numerous selections from which you can choose.
- Be prepared when you register online - register with an email address we can use to contact you and have your credit card information handy.
- REMEMBER: After you process your payment on InternetSecure, click on the button to return to your registration to get your registration confirmation 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.
- There is NO advance session selection this year. All attendees will receive a list of sessions and their locations at registration. Attendees will be required to line up at the door of the session they'd like to attend. Each room will be set up for the maximum capacity of the room; due to fire regulations no standing or sitting on the floor will be permitted.
- You will receive a registration confirmation when you register, confirming your registration and payment. The information you provide in your online registration will be used to create your name badge.
- You will be sent an email right before the conference packed with important information. Please read the information that we send you and print any information you will need to make your conference experience more enjoyable.
- Volunteer to assist with preparing registration materials before the conference or at the registration desk during the conference! Volunteers will have a "Volunteer" ribbon on their name badge, 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 \$225 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 2-DAY PASS TO 2016 CONFERENCE.

REGISTRATION INFORMATION

- Online registration opens on October 15.
- All registrations must be processed online; mailed or faxed registrations will not be accepted.
- All registrations must be paid by credit card; Interac, cheques or cash will not be accepted.
- REMEMBER: After you process your payment on InternetSecure, click on the button to return to your registration to get your registration confirmation and receipt.
- Changes/updates to the conference program will be posted on our website www.teslontario.org.

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

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

CONTACT YOUR CREDIT CARD COMPANY IF YOU HAVE ANY QUESTIONS ABOUT PASSWORDS / SECURITY.



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 1-8

LBS Literacy and Basic Skills

ELT Enhanced Language Training for ESL Instructors

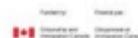
Other Services

- LINC Care for Newcomer Children
- ESL Nursery Program



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

Angela Gauthier
Director of Education
Michael Del Grande
Chair of the Board



REGISTRATION INSTRUCTIONS

How do I register? Starting October 15, register online at www.teslontario.net using any credit card; complete instructions are included online. If you do not have access to the Internet, use a computer at work or at the library.

Cancellation Policy: Requests for refunds must be received in writing by TESL Ontario by November 3 and will be subject to a \$50.00 administration fee. All refunds will be issued following the conference.

Presenters: Presenters will automatically receive a complimentary registration for the day on which they are presenting. If you are planning to attend both days, you will be required to pay the one-day registration fee.

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

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

Non-members: May pay the member rate if a membership form and accompanying fee (page 69) has been submitted to TESL Ontario.

How do I select my sessions? Advance session selection is not available this year. All attendees will receive a list of sessions and their locations at registration and will be required to line up at the door of the session they'd like to attend. Each room will be set up for the maximum capacity of the room. Due to fire regulations, no standing or sitting on the floor will be permitted.

Can I register at the conference? It is preferable that you register online in advance so your badge and materials will be prepared in advance, but on-site registrations will be accepted.

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

How do I get my badge and conference materials? The registration desk will be in the Provincial Ballroom on the Second Level, on Thursday and Friday.

TESL Ontario 2015 Conference Registration Fees			
	Member	Student	Non-member
One Day	\$185	\$155	\$315
Two Day	\$285	\$230	\$395
HST is NOT included. #R126198043			



THERE ARE
1001 WAYS
TO SPEAK
ENGLISH...

...but the best way to teach it
is to be certified!

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 31, ATESL (Lake Louise, BC)
- ▶ November 12, TESL (Toronto, ON)
- ▶ November 28 and 29, ILSC (Vancouver, BC).

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™



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

SHERATON CENTRE - FLOORPLAN

SECOND FLOOR

ONE FLOOR ABOVE LOBBY

REGISTRATION
EXHIBITS
MEETING ROOMS
POSTERS
RESEARCH SYMPOSIUM

From the Lobby-

Take the escalators up to the Second Floor.

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

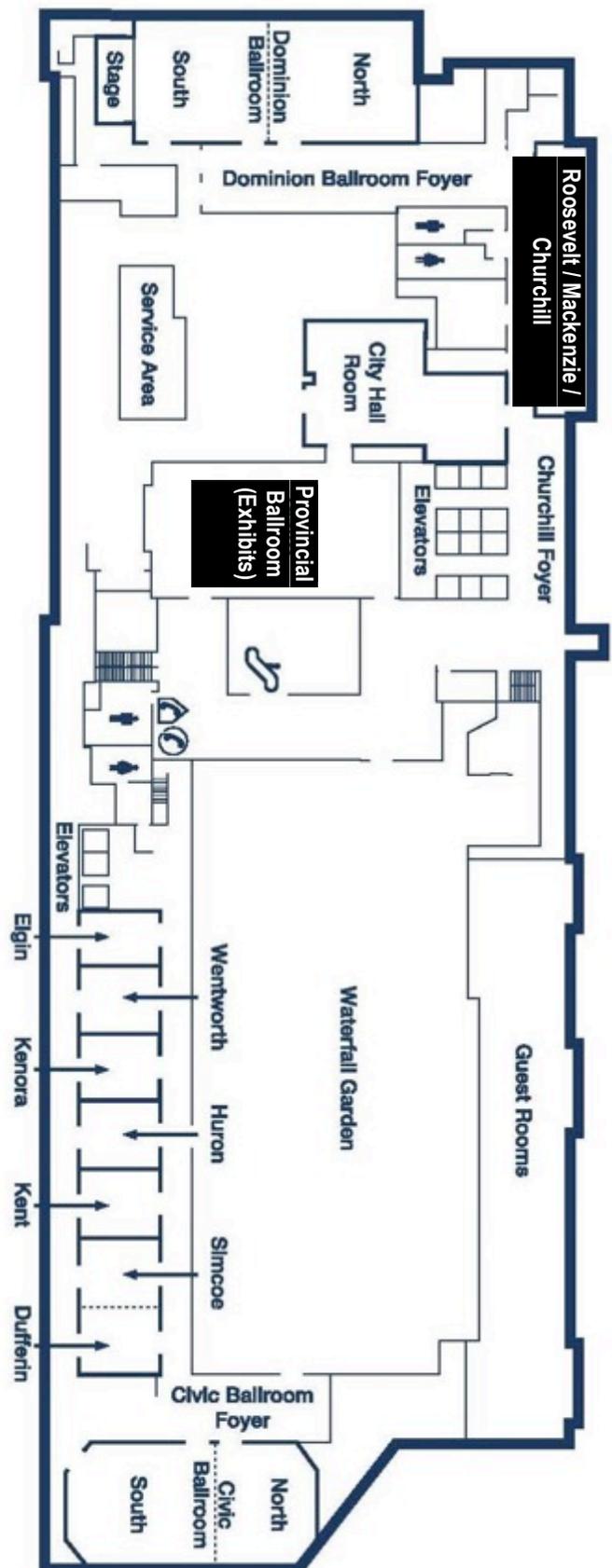
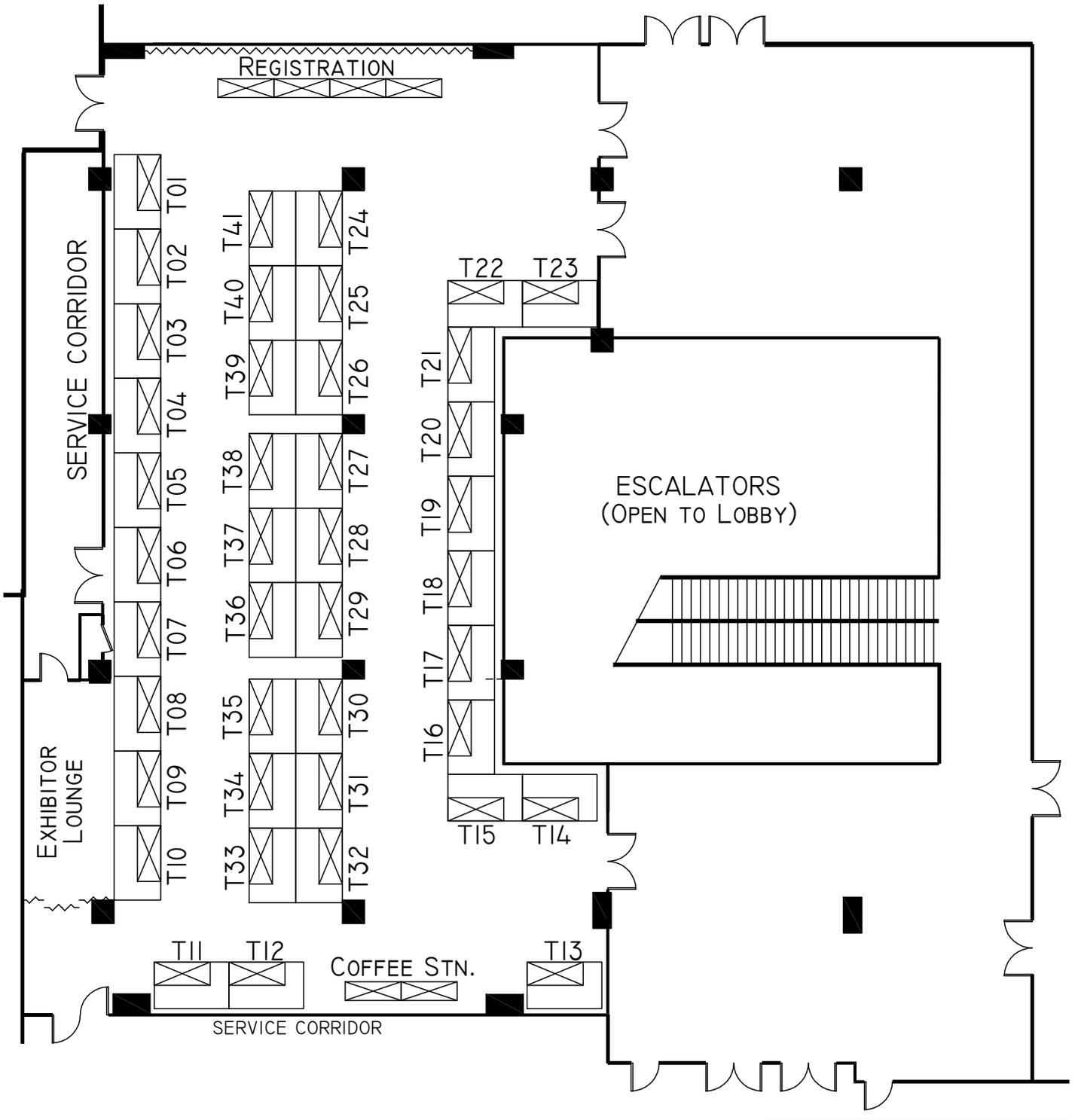


EXHIBIT FLOORPLAN

PROVINCIAL BALLROOM



EXHIBITOR LIST

*Alphabetical by Exhibitor
as at October 5, 2015*

British Council-IELTS Canada.....	T27-28-29
Cambridge University Press.....	T01-02-03
Canadian Resources for ESL.....	T22-23
Centre for Canadian Language Benchmarks (CCLB).....	T05
COSTI Immigrant Services.....	T17
Frontier College.....	T40
Historica Canada.....	T15
iTEP - International Test of English Proficiency.....	T18
NAS Software Inc.	T26
Nelson Education.....	T24-25
Ontario Teachers Insurance Plan.....	T39
OSLT.....	T35
Oxford University Press.....	T31-32-33-34
Paragon Testing Enterprises.....	T04
Pearson ELT.....	T19-20-21
Pippin / U of T Press.....	T30
SEVEC.....	T14
The G. Raymond Chang School of Continuing Education, Ryerson University.....	T10
The Personal Insurance Company.....	T41
Toronto Catholic District School Board.....	T16

EXHIBIT HOURS

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

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

KEYNOTE SPEAKER – STUART WEBB

The Teacher's Role in Vocabulary Learning

Understanding English language newspapers and novels requires learning the most frequent 8,000-9,000 word families. Achieving this level of lexical development represents a considerable challenge for second language learners. In the language learning classroom, words are taught regularly to students. However, classroom time is limited, and it may only be possible to teach a relatively small proportion of the words that advanced learners may eventually know. There are many things that teachers can do apart from teaching vocabulary that help students to make meaningful progress in their lexical development. A large part of the teachers' role in vocabulary learning involves preparation and planning. There is a great deal to be learned about each word, and without a principled approach to teaching vocabulary, many words are likely to be learned to a small degree and then forgotten. In this talk I will describe the different components that are necessary in classroom vocabulary learning and discuss how teachers can help students to effectively and efficiently learn words.

Stuart Webb is a Professor in the Faculty of Education at the University of Western Ontario. His research interests include vocabulary, second language acquisition, and extensive reading and listening. His articles have been published in journals such as Applied Linguistics, TESOL Quarterly, and Language Learning.



KEYNOTE SPEAKER – TRACEY DERWING

Tracey Derwing is a Professor Emeritus in the TESL program (Department of Educational Psychology) at the University of Alberta and an Adjunct Professor in the Department of Linguistics at Simon Fraser University. Her research interests include pronunciation and pragmatics for ESL learners, as well as immigration issues affecting integration.



The Social Side of an L2 Accent

Second language accents can have a profound effect on communication, particularly when they interfere with intelligibility, but accents can evoke other reactions, both positive and negative, in listeners. In this presentation, I will review many common attitudes towards second language accents, and will examine research that has focused on enhancing willingness to communicate from the standpoint of both the L2 speaker and the L1 listener. Topics such as accent stereotyping and discrimination, accent as ‘vampire,’ accent reduction, accent and identity, the role of context, and the role of the interlocutor will be explored. Finally, pedagogical implications for ESL teachers and students will be surveyed.

16TH Annual Research Symposium

THURSDAY, NOVEMBER 12

2:15 - 5:15PM

ESL IN THE WORKPLACE

Opening the Window on ESL in the Workplace

Tracey Derwing – University of Alberta, Simon Fraser University

In this presentation I will discuss findings from two research projects; in the first I will describe research carried out at two companies in Edmonton that hired a substantial number of immigrant professionals. The results of interview data with L2 employees and HR representatives from the companies will be presented, along with responses to a questionnaire from native English-speaking employees on their views of working with their L2 counterparts. The second study focuses on the instruction of pronunciation for long-term employees in a window factory, who, after several promotions, had greater need for more comprehensible speech. Some of the challenges and successes of workplace programs will be outlined; recommendations and considerations will be suggested for future projects.

Who Recommends the Higher Language Test Score for Workplace Readiness: Language Specialists or Employers?

Andrea Strachan – Touchstone Institute

Regulatory bodies are mandated through the Ontario Regulated Health Professions Act to certify only practitioners who demonstrate the knowledge and skills to practice in a safe and effective manner. Internationally educated health professionals must complete professional practice exams to demonstrate their professional competence, and a language proficiency exam to demonstrate their communicative competence. Scores on international standardized language proficiency tests are often used in this context. This study investigated cut score recommendations made by health professionals and language specialists who participated as expert panelists in a standard setting study. Cut score recommendations by each expert group were collected using a standard setting instrument and the discussion periods between judgment rounds was recorded and analyzed. Results showed that language specialists recommended higher cut scores than health professionals. The transcript analysis indicated that language specialists contributed information about language testing that helped the panel understand the language testing process, and health professionals contributed workplace examples that helped the panel understand the language demands of the workplace.

Workplace English Language Proficiency Assessment Outcomes

Julia Williams and Christa Schuller –University College, University of Waterloo

This presentation outlines the evolution of an English language proficiency assessment for foreign-trained optometrists. While the presentation is situated within the optometric profession, it will have applicability to the development of language proficiency assessments within multiple workplace contexts.

The Optometric English Language Proficiency Assessment (OELPA) was developed to assess the impact of enhanced English language training embedded in a bridging program for foreign-trained optometrists. The enhanced language training program offers instruction in reading, writing, listening, speaking, and Canadian optometric culture. Further, simultaneous content and language instruction delivered during clinical labs make this program especially noteworthy.

The OELPA was developed in four phases that included occupation-specific language needs analysis, creation and pilot testing, revision and generation of new versions, and the shift in test ownership to an arm's length organization. Careful delineation and constant communication of the strengths and weaknesses of the assessment were used to situate the OELPA appropriately within the scope of the bridging program. Assessment results indicate that the learners improved their English language skills over the course of the training program. The presentation will conclude with consideration of how relationships among test and program developers are key to supporting effective language assessment within workplace contexts.

16TH Annual Research Symposium

FRIDAY, NOVEMBER 13

2:15-5:15PM

FORMULAIC LANGUAGE - A PROMISING WAY TO THINK ABOUT VOCABULARY BUILDING

Learning all the Parts of the Puzzle: Focused Instruction of Formulaic Sequences Through the Lens of Activity Theory

Lina AlHassan – Carleton University

The role of focused instruction of formulaic sequences—chunks that are acquired and produced as wholes (Wray, 2002)—plays in improving second language (L2) learners' academic skills has been the center of focus in Second Language Acquisition (SLA) research. However, only a few research studies have empirically investigated this role (e.g. AlHassan & Wood, 2015). Moreover, there has not been any attempt to explore English for Academic Purposes (EAP) instructors' perspectives on this teaching approach. This mixed methods pilot research study adapted key concepts proposed in Activity Theory (AT) to probe into the effectiveness of focused instruction of formulaic sequences in augmenting EAP students' academic reading and writing skills and to explore EAP instructors' perspectives on this teaching approach. The results showed that focused instruction of formulaic sequences could improve academic reading and writing skills, but the instructors had mixed views about its effectiveness.

Formulaic Sequences in L2 English Academic Writing: Proficiency level differences

Randy Appel – Concordia University

Research on formulaic sequences, frequently occurring multiword units, has seen significant growth in recent decades. However, despite the growth of research in this area, relatively few studies have focused on how non-native English writers make use of formulaic sequences in their academic English writing, and how these structures contribute to assessments of English proficiency. In the present study a corpus of short argumentative essays written by English language learners who took the Canadian Academic English Language Assessment (CAEL) were analyzed for the use of formulaic sequences. Two sub-corpora, one composed of essays evaluated as low-level and one composed of essays evaluated as high-level, were analyzed for differences in the use of frequently occurring formulaic sequences. Results revealed marked differences in terms of the use of specific formulaic sequences by each group of writers and the nature of the sequences used by these two groups. Implications for the teaching and assessment of second language English academic writing are discussed.

To What Extent Do EFL Students Know the Collocations of High Frequency Words?

Stuart Webb – University of Western Ontario

Anderson and Freebody (1981) made the distinction between breadth and depth of vocabulary knowledge. Breadth of knowledge refers to the number of words for which the forms and meanings of individual words are known and receives much attention from both teachers and researchers. Depth of knowledge refers to how well words are known and involves the learning of other aspects of vocabulary knowledge such as collocation, word parts, and association that may receive less direct teaching. Vocabulary tests typically focus on breadth, but measuring only form and meaning cannot fully indicate what may be known about a word. Therefore, measuring a different component of depth of knowledge helps to provide a more complete picture of learners' lexical development. Since it is impossible to teach all words and collocations, careful consideration should be taken to decide which multi-word combinations are worth spending time on. In this talk I will discuss the value in measuring knowledge of multi-word combinations and describe the development of a test designed to measure knowledge of collocations.

Explicit Instruction of Formulaic Expressions and Second Language Pragmatic Competence

Alisa Zavialova – Carleton University

Research on formulaic language pedagogy has shown that a wide repertoire of formulaic expressions can help second language (L2) learners to present themselves as proficient language speakers. Formulaic expressions play a crucial role in developing L2 pragmatic competence, since they often serve specific pragmatic purposes (Bardovi-Harlig, 2012). Eight students from two Language Instruction for Newcomers to Canada (LINC) programs in Ottawa were asked to participate in six role-plays focused on refusal and thanking speech acts. The research design consisted of pre-, post- and delayed post-tests, where participants were split into experimental and control groups. The experimental group was exposed to a 9-hour instructional intervention that included whole-class discussions and tasks designed to foster better acquisition of meanings and/or functions of refusal and thanking formulaic expressions. In addition, written and oral reflections about the explicit instruction course were collected from experimental group participants at different stages of the study and analysed for recurrent themes. The results imply that explicit instruction of such expressions can help spoken language become more pragmatically appropriate. The results also suggest that explicit instruction can help L2 learners to overcome the challenges they may face while performing refusal and thanking speech acts.



PANEL DISCUSSION

FRIDAY, NOVEMBER 13

9:30-11:45AM

TESL Ontario will be hosting our Tenth Annual Panel Discussion to be held at our 43rd TESL Ontario Conference in November 2015. 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 *Expanding Experience and Knowledge*.

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.

TENTH ANNUAL PANEL DISCUSSION

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 focusing on developing self-employment training programs geared to both adult and youth entrepreneurs.

Richard Lecours - Operations Manager, Citizenship and Immigration Canada - Ontario Region

Since 1997 with Citizenship and Immigration Canada, Richard has worked directly with most Language Training communities across Ontario, from London to Ottawa, from North Bay to Belleville, and much of the GTA. He is also engaged in Refugee Services here as well as responsible for Multiculturalism, Labour Market and Francophone issues for Ontario. He has worked briefly overseas in New Delhi and Hong Kong, and is proud to have had a part in the establishment of 7 Newcomer Welcome Centres in Ontario.

Askin Taner - Senior Program Design and Development Analyst - Ministry of Training, Colleges and Universities

Askin Taner is a senior analyst at the Strategic Policy and Programs Division, Ministry of Training Colleges and Universities (MTCU). At MTCU, he is currently working on adult education policy development and essential skills programing design. Prior to joining MTCU, Askin worked at the Global Experience Ontario, Labour Market Integration, and Language Training units of the Ministry of Citizenship, Immigration, and International Trade. Askin served as Vice-Chair on the Board of Directors of the Davenport Perth Community Health Centre from 2006 to 2012. Askin's educational background is in political science and public administration. He carried out graduate studies at the Department of Political Science, University of Toronto.

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.

Welcome Reception & Awards

It is with great pleasure that I invite you to attend the Welcome Reception & Awards on Thursday, November 12th from 5:15 to 6:45 pm.

Join the TESL Ontario Board of Directors for some refreshing punch and delicious appetizers while you network with colleagues from across the province and Canada in a relaxed environment. A cash bar will be available.

Please come and celebrate ESL Week and our distinguished Award Winners with the TESL Ontario Board of Directors.

Sheila Nicholas

Chair - TESL Ontario Board of Directors

where:

Dominion Ballroom

when:

November 12 at 5:15 to 6:45 pm

r.s.v.p.

On your conference registration form





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WES is recognized by the Government of Ontario and is a designated provider of educational credential assessments (ECA) for Citizenship and Immigration Canada (CIC).



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THURSDAY PRESENTATIONS

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

9:00AM-10:00AM

**TA2 Recentralizing Instruction In Quoting, Summarizing, Paraphrasing
John Sivell - Brock University**

Insights and strategies that are central to the work of ESL/EFL teachers can help move instruction in writing from sources back towards the centre of postsecondary institutions' academic concerns, thereby not only better serving NS and NNS students alike, but also reaffirming the contribution of our professional expertise.

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

**TA3 Using CLB Assessment Tools In A PBLA Environment
Kathy Hughes and Anne Senior - CCLB**

How to make the most of the CLB Support Kit, Can Do statements and existing CLB assessment tools in a Portfolio Based Assessment (PBLA) environment.

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

TESL Ontario Video Booth
Come visit the TESL Ontario video booth and tell us about your conference experience. Our volunteers will record videos of your comments and post them to the TESL Ontario Conference twitter feed.

**TA4 Small Action, Big Change: Collaborative Action Research
Heejin Song - University of Toronto
Angela Arnokouros - Greenwood Secondary School**

This paper addresses collaborative action research that explores two ESL teachers' reflective and culturally responsive classroom practices to create an inclusive learning environment. The study highlights the importance of collaborative action research for professional development and underscores multiliteracies pedagogy for inclusive education.

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

**TA5 Mapping Home: Memories, Culture And Lived Literacies
Julianne Burgess - Mohawk College**

Where is home? Is it the place where you were born, where you live now, or memories you carry with you? Participants are invited to draw and discuss their own "body maps" to interrogate notions of home, culture and identity - a meaningful exploration for teachers and English learners.

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

**TA6 Building Resilience: Leveraging Volunteering For Student Success
Yuliya Miakisheva, Doina Nugent and Karen Sharawy - York University**

The presenters will introduce and share practical strategies on the implementation of a volunteering component within an ESL program to promote greater student success in the classroom, and beyond, and encourage greater student resilience and a sense of control over academic or professional progress through social networking and volunteering.

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

TA7 Teaching Canadian History To ELL/ESL Learners

Bronwyn Graves and Lee-Anne Lavell - Historica Canada

This workshop will discuss teaching resources available for middle and secondary school ELL/ESL educators to help their students learn about significant moments in Canadian history.

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

TA8 Teachers As Decision Makers
Kristjan Seferaj - British Council Canada

The presenter reports on a study using a teacher-as-decision-maker framework to explore how EFL teachers use communication-based textbooks in their classes, and explains how L2 teachers can use the framework to reflect on their delivery practices.

Category: Paper
Level: Elementary, ELT/SLT, Secondary
Focus: Research
Audience: Administrators, Researchers, Teachers with/without Experience

TA11 Do You Want To Be A Better Teacher?
Manpal Sahota - inconvo

In this workshop, attendees will be learn what reflective practice is, how it can help them develop as teachers, and the various ways they can reflect on their teaching. Attendees will also be able to sample a small taste of what a reflective practice meeting between dedicated teachers could be like.

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

Twitter: #TESL2015

9:00AM-11:45AM

TA9 Practical Applications of QR Codes in Language Learning
Agnieszka (Aga) Palalas - Athabasca University
Przemyslaw Pawluk - George Brown College

Participants learn how to create and apply QR codes for interactive language activities using computers/mobile devices. QR codes are mobile-readable tags which link to multimedia information and can support meaningful contextualized ESL practice. Participants create QR-code-based language tasks that can be later applied in their unique ESL context.

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

TA10 LearnIT2teach Stage 1 Instructor Training
Jim Edgar - New Media Language Training
Nancy Van Dorp - New Media Language Training
Kevin O'Brien - New Media Language Training

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, ELT/SLT
Focus: Electronic Classroom/Technology
Audience: Teachers with Experience

10:45AM-11:45AM

TB12 Annual General Meeting (AGM)

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

10:45AM-11:45AM

TB2 Widening The Scope Of Canadian Language Benchmarks Usage

Anne Senior - Centre for Canadian Language Benchmarks

Participants will reflect on the current usage of the Canadian Language Benchmarks and provide input on how their use should evolve to meet increasingly complex demands from a variety of sources.

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

TB3 PBLA: Supporting Differentiated Assessment **Tara Holmes - CCLB**

This session will introduce a framework for planning assessment for more than one benchmark level. We will share classroom examples and discuss strategies to incorporate differentiation in existing resources.

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

TB4 Insights From A Language Assessor **Natalie Renton - The Centre For Education and Training**

Be part of a dialogue to demystify the assessment process within the publicly funded language programs. Learn about a typical day for a language assessor, the tools used, the needs assessment and the referral process in an interactive format.

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

TB5 Expanding Vocabulary Strategies, Maximizing Retention

Daragh Hayes - Fanshawe College

Research shows that some vocabulary learning strategies are more brain-friendly than others. In addition to addressing commonly held myths concerning vocabulary acquisition that may impede successful learning, this workshop will let participants experience several hands-on teaching strategies promoting robust vocabulary acquisition and retention.

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

TB6 50+Multi-Level Lessons On Fire Safety And Prevention

Jacqueline Johnson and Sheila Nicholas - St. Georges ESL Centre
Tony Sabbatini - Guelph Fire Department

Learn how to download and use this award-winning multi-level ESL curriculum on Fire Safety and Prevention to plan and deliver lessons that are designed to save lives of immigrants while they learn all four English competencies (CLB 1-8). Resources will be explained and demonstrated.

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

TB7 The Answer Isn't Important: Critical Thinking In LEAP

Ken Beatty - Anaheim University/Pearson

A key purpose in Learning English for Academic Purposes is to enhance students' critical thinking skills for those questions that do not always have set answers. Critical thinking is also fostered when teachers present problems without clear solutions. This interactive talk engages teachers to rethink how students learn.

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

TB8 Critical Moments In A LINC Classroom
Christine Smart-Wiseman - York University

A presentation of my dissertation project is the purpose of this session. Attendees will listen to the development of my project and have the opportunity to provide their own insights and feedback. The study involves implementing critical pedagogical practices in a low-level adult LINC classroom.

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

TB11 CQ: Cultural Intelligence Is Now An Essential Skill
Melissa Pedersen - The Centre Skills Development & Training HDSB

As our society becomes increasingly multicultural, it is essential that we be aware of and able to "switch" our cultural points of view. This interactive workshop will look at the concept of "Cultural Intelligence" and why it's so important for functioning successfully in a multicultural setting, especially the Canadian workplace.

Category: Interactive Workshop
Level: Adult ESL/LINC, ELT/SLT, College/University
Focus: Other: Both classroom and 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 a Board Recruitment Table on Thursday to answer your questions and share their experiences.

1:00PM-2:00PM

TC1 Keynote: The Teacher's Role in Vocabulary Learning
Stuart Webb - University of Western Ontario

Understanding English language newspapers and novels requires learning the most frequent 8,000-9,000 word families. Achieving this level of lexical development represents a considerable challenge for second language learners. In the language learning classroom, words are taught regularly to students. However, classroom time is limited, and it may only be possible to teach a relatively small proportion of the words that advanced learners may eventually know. There are many things that teachers can do apart from teaching vocabulary that help students to make meaningful progress in their lexical development. A large part of the teachers' role in vocabulary learning involves preparation and planning. There is a great deal to be learned about each word, and without a principled approach to teaching vocabulary, many words are likely to be learned to a small degree and then forgotten. In this talk I will describe the different components that are necessary in classroom vocabulary learning and discuss how teachers can help students to effectively and efficiently learn words.

TC2 Student Identity In EAP
Lisa Tappenden-Der - York University English Language Institute

Do you feel that your EAP students feel challenged and respected in the classroom, or do they feel discouraged or incapable of achieving their academic goals? This two-part workshop will address the issue of student identity and prior knowledge and will provide examples and activities to help students achieve greater efficacy in the classroom.

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

TC4 Integrating Digital Technology Into EAP Reading/Writing Classes

Hee-Seung Kang - Case Western Reserve University

The presenter will introduce digital technology instructors can use in an English for Academic Purposes course, focusing on reading/writing classes. The audience will learn how digital technology can be integrated into the curriculum to improve academic reading and writing skills. Benefits and disadvantages of using technology will be discussed.

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

TC5 Personality Dimensions

Anjum Karimi - PICS

Recognize your strengths and enhance your professional relationship with others through an interactive workshop based on the most up to date version of Temperament Theory. Using a brief four colours assessment tool discover your preferred temperament, and identify the skills, talents and limitations which align with that temperament.

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

TC6 Chinese International Students And Critical Thinking

Huan (Catherine) Liu and John Sivell - Brock University

What is so-called Chinese culture? What is critical thinking? Learn how multiple factors like cultural differences, diverse discourse patterns, differences between small and large cultures, and language proficiency - often discussed separately - can be combined for better insight into Chinese international students' actual needs and strengths.

Category: Presentation
Level: Adult ESL/LINC, College/University
Focus: Paper
Audience: All Participants

TC7 Breakthrough Reading And Visual Tools In The Cloud

Bogdan Pospelovsky - Bridges

Snap&Read embeds simplified English and/or second language translation right in the original text and reads in 90+ languages. Widgit Online creates and shares visual materials. We'll demo teaching and learning strategies with these low cost cloud apps. Attendees with Windows/Mac/Chromebook computers can try them out too.

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

TC9 Revised CLB Boot Camp Online Modules

Anne Hajer - Consultant

Through guided instruction by the facilitator, this technical workshop provides participants with a hands-on opportunity to explore the revised CLB Boot Camp, an online 10-hour self-study course related to the revised Canadian Language Benchmarks comprised of 3 modules: CLB Basics, Planning and the CLB, and Assessment and the CLB.

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

TC10 Gamify Your Moodle Course With Badges

Jim Edgar and Nancy Van Dorp - New Media Language Training

Badges are used to recognize skills and achievements and they can help motivate online learning. This hands-on session explains the concept of badges and demonstrates how to enable and award them in a Moodle course using common activity types in the LINC courseware at edulinc.org.

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

TC11 Navigating The Shoals Of PBLA

Kim Henrie - Mohawk College
Mary-Anne Peters - Mohawk College

As part of the first cohort of Portfolio-based Language Assessment (PBLA), currently rolling out in LINC and provincially-funded ESL programs across Canada, Mohawk College started training classroom teachers in September 2014 and piloting implementation in April 2015. We will share strategies we've used and lessons we've learned thus far.

Category: Presentation
Level: Adult ESL/LINC
Focus: Program Administration / Direction
Audience: All Participants

1:00PM-3:40PM

TC3 British Council IELTS Teacher Training Workshop

Sabiha Khuram - British Council
Rod Smith - British Council
Kristjan Seferaj - British Council

This workshop is designed with practical ideas and materials, and provides top tips and classroom activities which the participants can use in their classrooms. This two and half hour workshop is for teachers who are presently teaching IELTS classes in their Institutions or Teachers who plan to teach in the future.

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

2:15PM-5:15PM

TD12 RESEARCH SYMPOSIUM: ESL IN THE WORKPLACE

Opening the Window on ESL in the Workplace

Tracey Derwing - Simon Fraser University

Who Recommends the Higher Language Test Score for Workplace Readiness: Language Specialists or Employers?

Andrea Strachan – Touchstone Institute

Workplace English Language Proficiency Assessment Outcomes

Julia Williams and Christa Schuller –University College, University of Waterloo

See page 25 for detailed presentation descriptions.

2:40PM-3:40PM

TD1 Top 10 Secrets: How To Succeed In Canada! **Kate Maven - The Centre for Skills - HDSB**

There are many unwritten rules in Canada that learners and their families need to know to succeed socially and in schools & workplaces. Participants will hear secrets I've learned as a teacher, mother, and employment counsellor, and have the chance to share their own most important unwritten rules for success.

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

TD2 Designing And Assessing Literacy-CLB 2 PBLA Tasks

Agnes Kucharska and Jennifer Weiler - Immigrants Working Centre

Build your knowledge about backward design lesson planning, task development, and assessment. Participants will collaboratively brainstorm tasks using the backward design lesson planning format and consider action-oriented feedback on sample tasks.

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

TD4 Demand High For High Scores
Christien Lee - Freelance ELT Author and Consultant

Demand High teaching, a term coined by Jim Scrivener and Adrian Underhill in 2012, is a set of classroom techniques that aim to maximize students' learning opportunities. It represents a powerful way to improve test scores for students taking high-stakes tests like TOEFL and IELTS. This session will introduce some effective Demand High techniques.

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

TD5 From Content To Skills Based Listening/Speaking
Sean Henderson - LEAF Program - Wilfrid Laurier University

Discussing reasons for the change from content based to skill based teaching in an English for Academic Purposes listening and speaking class. Reviewing three listening/speaking skill assessments: note-taking, presentations, and discussion groups.

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

TD6 Enhancing Deep Intercultural Learning
Keely Cook - English Language Institute, Renison University College, University of Waterloo
Emiko Yoshida - Renison University College
Kyle Scholz - University of Waterloo

In this talk, we present the design and outcomes of an innovative pedagogical approach that facilitates deep intercultural and language learning through peer collaborations and reflections occurring across disciplines.

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

TD7 Extensive Reading: Left To Your Own Devices
Jeff Gulley - Oxford University Press

Extensive reading has long been considered an essential element to ESL education, but logistical barriers have often prevented proper and full implementation. New technologies are now allowing teachers to "flip" their extensive reading component to a digital platform, meeting students in an elegant 21st Century format

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

TD8 Public Novice ESL Teachers In School Communities Of Practice
Gloria Romero - University of Ottawa

Inclusion and participation in schools determine whether or not novice teachers (NTs) stay in the profession. By using Wenger's theory of Communities of Practice, this study explores the participation and integration of 150 NTs of English in Chile when interacting and engaging in shared activities with experienced teachers in public schools.

Category: Paper
Level: College/University, ELT/SLT
Focus: Employment Related
Audience: Administrators, Researchers, Teachers with/without Experience

**TD11 [Enhance Your Skills With Private Tutoring](#)
Carolyn Flores - The Centre for Skills Development
and Training**

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

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

POSTER PRESENTATIONS 2:40PM-3:40PM

**Poster1 [The Forgotten Skill: Expanding
Vocabulary For Spoken Production](#)
Kerstin Okubo - University of Toronto**

How can EAP students expand their spoken vocabularies? Currently, EAP vocabulary study focuses on building comprehension, and vocabulary for speaking is largely underemphasized. This presentation will invite participants to move beyond studying only the unknown vocabulary in source material, and explore ways to exploit authentic sources for production.

**Poster2 [Getting Animated: Graphic Novels In
The ESL Classroom](#)
Heather Donnelly - University of Guelph
Elaine deVries - Renison University College**

This poster will expose participants to graphic novels and ways they can be incorporated in ESL classrooms to engage students and help them acquire critical reading skills. Observers will also learn activities they can integrate into their teaching practices, and see how to apply evaluation criteria when selecting graphic novels.

**Poster3 [Life In A Flipped Classroom](#)
Christopher Smrke - English School of Canada**

This presentation will discuss one teacher's use of the flipped classroom methodology in a continuous intake grammar class using self-made videos. There will be a chance for group discussion about the benefits and drawbacks of this technique along with some helpful suggestions for those that want to try it themselves.

**Poster4 [Effects Of Videoconferencing On EFL
Speaking Ability](#)
Atsushi Iino - Hosei University, Japan**

This presentation introduces a practice of videoconferencing between EFL learners in Japan and English teachers in the Philippines for two semesters long. The tasks to promote SLA were sequenced before and after the videoconferencing. The result showed the positive effects in speaking ability, overall English proficiency and international posture.

**Poster5 [Complex Noun Phrases: Key
Elements In Academic Language](#)
Hedy McGarrell and Lanlan Lin - Brock University**

Do your EAP students use complex noun phrases in their academic writing? These phrases are considered characteristic of academic writing. This study shows how native speakers of Chinese use these phrases at two different levels of ability. Findings

**Poster6 [Organizing a Terry Fox Run for EAL
Students](#)
Dana Murphy - Association for New Canadians**

This presentation gives an overview of one LINC school's experience with the Terry Fox Run. It includes information on potential benefits to learners, examples of curriculum links with the LINC and CLB programs, some examples of classroom activities, and tips on organizing the run itself. Previously presented - LINC/ARAISA conference, Apr. 2015.

**Poster7 [Mapping Home: Memories, Culture
And Lived Literacies](#)
Julianne Burgess - Mohawk College**

Where is home? Is it the place where you were born, where you live now, or memories you carry with you? This is a presentation of newcomer youth body maps, exploring notions of home, culture and identity.

**Poster8 [Life And Career Skills In The ESL
Classroom](#)
Olga Makinina - Carleton University**

The presentation addresses learning scenarios that help adult ESL students negotiate their language identity and improve their proficiency by participating in the social practices of the target language community (searching and applying for a job).

Poster9 [The Periodic Table Of English Sounds](#)
Judy Thompson - Thompson Language Center

The Periodic Table of English Sounds is two charts in one. The 40-sound phonetic alphabet for speaking is overlaid on top of the ABC alphabet for reading so learners can easily SEE what is the same, what is different and what is missing.

2:40PM-4:40PM

TD9 [Preparing Digital A/V Files For Your Computer Lab](#)
Randy Kwak - Language Training Centre of Ottawa

This is a hands-on computer workshop that will enable you to process and prepare media files on your PC from audio/video recordings made with your students in your classrooms with your own digital cameras, voice recorders, and smart phones.

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

TD10 [Quartz: Interactive Curriculum Builder 4 ESL/FSL](#)
Sharon Rajabi and Anne-Marie Kaskens - Toronto Catholic District School Board

This is a hands-on demonstration of Quartz's various interactive builders. Participants will be able to create a course & unit outline, and a lesson plan. They can browse the CLB toolbox, the Exemplars, as well as needs assessment & assessment tools.

Category: Technology Lab
Level: Adult ESL/LINC
Focus: Other: Program Design
Audience: All Participants

ACCOMMODATIONS
Sheraton Centre Toronto Hotel

Group rate: \$225.00 plus taxes, per night
Cut-off Date: October 19, 2015
Group code: TESL Ontario 2015 or T2K09A
Reservations: 1-888-627-7175
Online: <https://www.starwoodmeeting.com/Book/T2K09A>
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!

4:00PM-5:00PM

TE2 [Engaging Students By Leveraging Their Technology](#)
Frank Bieri - Niagara College

A hands-on session where participants will learn how to use technology (e.g. Nearpod) to support interactive teaching and learning. Participants will be encouraged to tap into their own creativity to enhance learner engagement using technology that students already bring to the classroom.

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

TE3 [PBLA: Enhancing Our Classroom Practice](#)
Tara Holmes - CCLB
PBLA Regional Coaches

Adult ESL classrooms are using Portfolio-Based Language Assessment (PBLA), a classroom approach to language assessment that is based on the CLB and incorporates assessment for learning strategies. This session will provide participants with the opportunity to discuss implementation strategies and key emerging issues.

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

TE4 [PBLA - Anticipating Challenges And Building Solutions](#)
Shirley Graham - Ottawa-Carleton District School Board

The OCDSB has been using PBLA since 2010. In this presentation, you will learn to identify challenges and gaps, provide PD to build capacity among staff. Outlines for PD ideas, tools to help with the PBLA process will be shared with participants. Questions and discussion are encouraged.

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

TE6 LearnIT2teach: Managing Blended Learning

Rob McBride - New Media Language Training Inc.

Kevin O'Brien - The LearnIT2teach Project

Implementing online and blended learning in language programs represents an opportunity and a challenge for managers. This session will discuss key software, hardware, human resource and leadership questions and provide an overview of the LearnIT2teach online course for program administrators.

Category: Presentation
Level: Adult ESL/LINC
Focus: Program Administration / Direction
Audience: Administrators

TE7 Northstar - Bringing Learners Into The 21st Century

Rita Leithead - Pearson ELT

This is a 45 minute presentation of the new updated hybrid version of Pearson ELT's NorthStar series. Participants will see how 21st Century core competencies are taught to help students succeed in this century.

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

TE8 Maximizing Our Linguistic Resources In The ESL Classroom

James Corcoran - University of Toronto

The presenter makes a case for maximizing our linguistic resources in the ESL classroom-including making space for and using other languages when teaching English-as part of a greater project of (re)conceptualizing English language learners as multilingual and multicompetent as opposed to deficient users of English.

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

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.

TE11 How To Build An E-Learning Course

Christien Lee - Freelance ELT Consultant and Author

This session will provide a step-by-step demonstration of how to create short e-learning courses for language learning using rapid e-learning software. The demonstration will cover topics like the basics of e-learning, writing content, building engaging scenarios, creating quizzes (both traditional and non-traditional), and assigning grades.

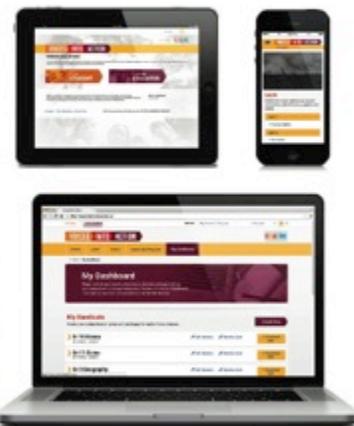
Category: Technology Presentation
Level: Adult ESL/LINC, ELT/SLT
Focus: Electronic Classroom/Technology
Audience: All Participants

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 - Personal Action

FRIDAY PRESENTATIONS

Twitter: #TESL2015

9:00AM-10:00AM

FA2 Language Learning And 3D Virtual Worlds: An Exploration

Catherine Dunn - Humber College
Alina Filip

In this workshop attendees will be introduced to the Second Life (SL) platform and the creation of avatars. Participants will be given information on communities of practice and designing effective language learning activities using Second Life.

Category: Interactive Workshop
Level: Adult ESL/LINC, College/University, ELT/SLT, Secondary
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.

FA3 Role-Playing Adventures: Fun And Engaging Activities

**Maria Glass - George Brown College
Daisy Glass - Glass School**

In this workshop, we will introduce and demonstrate a game-like, task-based activity called Role-Playing Adventure. Participants will try out some of the tasks and participate in a discussion about the concepts underlying the activities. This presentation is a repeat of a successful workshop delivered at the 2015 TESOL Convention in Toronto.

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

FA4 Best Practices In Teaching Online
Patricia Glogowski - Humber College

This presentation focuses on best practices in online teaching. In particular, the presenter focuses on the pedagogy of creating interactive activities using the discussion forum, wikis, blogs, and the virtual classroom that are available on Blackboard. Specific examples of online student-centred activities will be discussed.

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

FA5 Integrating Personal Reflections & Storytelling In The Classroom
Anna Bartosik and Huong Lu - Sheridan College

This workshop focuses on personal reflections and storytelling. The learning process, enhanced through cognitive and transformative learning theories, will be outlined. Breakout groups, providing opportunities to discuss effective uses of storytelling through personal reflection, will culminate in a discussion on SLL needs in diverse approaches.

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

FA6 DIY LMS: Manage Your Own Online Course
Michael Simpson - Self-employed

Teachers should be familiar with the functions/tools of an LMS (Learning Management Systems). Apply a "do it yourself" approach with free software. DIY LMS develops educators skills with core functions of LMS systems like Moodle and Schoology. WordPress will be discussed as an alternate system.

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

FA7 New Touchstone Online: The Current State Of Blended Learning
Tom Sepp - Cambridge University Press

The Touchstone program by Michael McCarthy is known for its many innovations: use of corpus research, conversational strategies, inductive learning, media. The new second edition provides new options for digital support and social interaction. Come explore the state of the art in blended learning and receive a free trial of Touchstone Online.

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

FA8 Gamification For Motivation
**Johanathan Woodworth - York University
Danny Tan - Ryerson University**

The potential of gamifying education and especially language courses is full of promise: gamification provides tools and facilitates language learning, encourage peer support and fosters learning communities.

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

FA9 Communication Skills - More Than Pronunciation And Vocabulary
Lindsey Gutt and Ben Collins - York University English Language Institute

As teachers, we are sometimes under the mistaken assumption that our students will automatically have the necessary conversation skills to begin, develop, continue and end a conversation. This presentation will share various activities and the rationale for developing these activities that teach and enhance the implementation of conversation skills.

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

FA10 PowToon for the Language-Learning Classroom
Maryse Prazuch and Angela Prosser - Sheridan College

Are you interested in expanding your toolkit of digital-media applications? Join us in an interactive tech session as we explore Powtoon, a fun flexible animated presentation tool that will transform your lessons and language activities. In this session, you will explore some of the features of the application and create your own PowToon.

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

FA11 Dictation Triptychs For Extreme Jigsaw Learning
Joseph Ng, Hala Bastawros and Suman Jeoti - MicroSkills LINC

Imagine flashing three key terms, distributing a 1-sheet handout, and letting that worksheet engage, only meddling occasionally, and being adored by learners for such a useful exercise! Welcome to Dictation Triptychs, debuted at TESL PHE i3 2015!

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

9:30AM-11:45AM

FA12 PANEL: EXPANDING EXPERIENCE AND KNOWLEDGE

TESL Ontario will be hosting our Tenth Annual Panel Discussion to be held at our 43rd TESL Ontario Conference in November 2015. 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 *Expanding Experience and Knowledge*.

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 Video Booth
Come visit the TESL Ontario video booth and tell us about your conference experience. Our volunteers will record videos of your comments and post them to the TESL Ontario Conference twitter feed.

10:45AM-11:45AM

FB2 Techniques to Energize Classes and Engage All Learners

**Laura Markslag - Upper Grand District School Board
Scott Badiuk - Ontario College of Teachers**

Back by popular demand, this workshop provides instructors with more 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: Adult ESL/LINC, College/University, Elementary, ELT/SLT, Secondary
Focus: Classroom Activities and Strategies
Audience: All Participants

FB3 Authentic Speech - Looking Past Accuracy vs Fluency

Marijke Wertheim - University of Toronto

Who are we teaching our students to sound like? Underlying the common measures of accuracy and fluency is the more complex concept of authenticity. This workshop will explore the relationship between these measures and look at ways to help our students find an authentic voice.

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

FB4 Supporting PBLA With Blended Learning/Edulinc.Org

**Larry Iveson - Ottawa-Carleton District School Board
Jim Edgar - New Media Language Training**

Portfolio-based language assessment (PBLA) and LearnIT2teach are two projects funded by Citizenship and Immigration Canada for settlement language training. This session provides a brief overview of these initiatives and looks at specific ways that Moodle and the LINC courseware at edulinc.org can support PBLA.

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

FB5 Building Confidence In The ESL Learner Jennifer Weiler and Audrey Beaulne - Immigrants Working Centre Brett Basbaum - Hamilton Public Library

Self-efficacy (self-confidence) plays a vital role in learners' persistence, motivation, and academic performance. In this workshop, participants will be introduced to the four sources of self-efficacy and how to apply the concepts to guide their students towards success in the classroom. Participants will reflect on how self-efficacy affects personal achievements.

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

FB6 Real Vocabulary: Teaching Lexis Through English Media

Angela Guardiani - English School of Canada

Teaching vocabulary explicitly is often ignored in the classroom, for many reasons; lack of resources, to prioritize other skills, or simply frustration over too much choice. This presentation will address all these issues and offer concrete advice on how to present students with authentic, accessible English vocabulary and how to make it stick.

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

FB7 TOEFL iBT As Content-Based Language Learning

Shawn Gorman - ETS

The presenter will discuss the definition and importance of "content" in testing academic English; outline the role of academic content in the integration of listening, speaking, reading, and writing tasks in the TOEFL iBT test; and demonstrate classroom activities that help students develop these skills.

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

FB8 Silent Engagement And Turn-Taking During Open Class Discussions

Michael Karas - University of Western Ontario

This presentation looks at turn-taking and silent learning during teacher-fronted open class discussions. Focusing on a university EAP class, it looks at how students attempt to enter classroom conversations, and also how they engage in silent learning when others are speaking.

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

FB9 Three NNESTs' Identity Negotiations and Positionings

Shaheda Akter - York University

This study is the co-construction of three non-native English speaking teachers' (NNEST) professional identity through the lenses of their experiences and their interpretations of the NNEST status. The study indicates that these NNESTs' positionings reflect positively on their teacher agency making them contented and empowered as English language teachers.

Category: Paper
Level: Adult ESL/LINC
Focus: Paper
Audience: Teachers with/without Experience

FB10 Developing E-Materials For Your Classroom With Hot Potatoes – Part 1

Marjan Bateni - LINC Home Study

In this part of the workshop, participants will be introduced to Hot Potatoes and they will see a presentation with detailed instructions on how to create web-based classroom activities using YouTube and Hot potatoes. They will receive handouts for further independent practice.

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

FB11 Igniting Learner Potential Through Project-Based Learning Modules

Shafaque Mulla - Thorncliffe Neighbourhood Office

Attendees will discover innovative ways to activate learner potential and help learners develop language skills exponentially through project-based learning modules. Attendees will receive useful tips and tools on selecting compelling project topics, aligning RWT goals with the CLB, designing effective modules and conducting authentic assessment.

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

1:00PM-2:00PM

FC1 Keynote: The Social Side of an L2 Accent

**Tracey Derwing - University of Alberta;
Simon Fraser University**

Second language accents can have a profound effect on communication, particularly when they interfere with intelligibility, but accents can evoke other reactions, both positive and negative, in listeners. In this presentation, I will review many common attitudes towards second language accents, and will examine research that has focused on enhancing willingness to communicate from the standpoint of both the L2 speaker and the L1 listener. Topics such as accent stereotyping and discrimination, accent as 'vampire,' accent reduction, accent and identity, the role of context, and the role of the interlocutor will be explored. Finally, pedagogical implications for ESL teachers and students will be surveyed.

FC2 The Ins And Outs Of Prepositions
Leonardo Gomes - Freelance

Prepositions and their rules are rather elusive. This workshop addresses some of the issues before attempting to demystify / explain prepositions by exploring their grammatical nature. We will also demonstrate some classroom activities designed to draw students' attention to their form, meaning, and the word partnerships in which they occur.

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

FC3 PBLA In ESL Literacy Classes: 'ESL For All'
Joanne Pettis - CCLB
PBLA Lead Instructors

PBLA can enhance language learning for ESL Literacy students. This session explores the CCLBs new ESL for Adult Literacy Learners (ESL for ALL) and how teachers can use it in a PBLA context.

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

FC4 Technophobe To Techno-Savvy: Teaching And Learning TESL Online
Patricia Glogowski and Lara McInnis - Humber College

We will introduce an innovative online Teaching English as a Second Language (TESL) course that prepares ESL student-teachers to teach with and about technology. The course content, course structure, and learner attitudes will be overviewed. We will also explore the benefits, limitations, and future implications of teaching TESL students online.

Category: Presentation
Level: Adult ESL/LINC, College/University
Focus: Other: TESL Program and Course Design
Audience: All Participants

Twitter: #TESL2015

FC5 Actualizing Potential: Fostering Student Development As Self-Directed Learners
Scott Jamieson, Ling Hu and Nataliya Borkovska - University of Guelph

Fostering self-direction in learning is an important concept of adult education and development. Second language teachers should strive towards actualizing student learning potential. The presenters describe how EAP teachers can better guide student learning and share how self-directed activities can be implemented in reading and writing courses.

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

FC6 Building Communicative Competence Through Learner Interaction
Irene McKay - George Brown College

Are you interested in building communicative confidence and competence in learners? The presenter demonstrates interactive tasks and activities for learners including questionnaires, problem solving, planned language production, language games and riddles. The presenter shares tips for implementing interactive activities, resources and materials.

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

FC7 Gamifying Your TOEFL Course
Christien Lee - Freelance ELT Author / OUP

Gamification, the application of game mechanics to non-game situations, is a major trend in online learning that has benefits for traditional classroom instruction, too. This session will cover some practical gamification ideas for TOEFL teachers that are adaptable for other high-stakes tests like IELTS and even general or business English classes.

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

FC8 Teachers in Transition: Career Development of Novice ESL Teachers

Farahanz Faez - Western University
Antonella Valeo - York University

This session explores the challenges and conditions facing ESL teachers in their early career development. The presenters report on a study which investigated the experiences of novice ESL teachers looking for work in TESL and discuss teacher attrition in relation to the professional landscape of ESL teaching.

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

FC9 OSSLT Success And Literacy Practices In Toronto Schools

Stephen Bahry - University of Toronto, English Language Program

This paper investigates the relationship between Toronto language minority students' success, their first and home language, their English resource access, and free time English literacy practices. Preliminary factor analysis suggested that L1 maintenance supports OSSLT success. Implications for policy, practice and research are discussed.

Category: Paper
Level: College/University, Elementary, Secondary
Focus: Paper
Audience: All Participants

FC10A Developing E-Materials For Your Classroom With Hot Potatoes – Part 2

Marjan Bateni - LINC Home Study

This is the hands-on portion of the workshop where participants will practice how to create, send and publish online quizzes, cloze activities or web-based YouTube activities which they will create at the workshop using Hot Potatoes. Attending Part 1 is recommended, but not mandatory for the completion of Part 2.

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

FC11 Virtual Teamwork Exposed

Nancy Van Dorp - TESL Ontario
Tamsin Cobb - Conestoga College
Maria Margaritis and Nadeen Sullivan

Can teams be effective if you never see your teammates? This session takes you behind the scenes of a successful virtual team-the TESL Ontario Blog Team! Attendees will "hear it all" through a non-scripted discussion and leave with tips for creating a successful virtual team.

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

2:15PM-5:15PM

FD12 RESEARCH SYMPOSIUM: FORMULAIC LANGUAGE - A PROMISING WAY TO THINK ABOUT VOCABULARY BUILDING

Learning all the Parts of the Puzzle: Focused Instruction of Formulaic Sequences Through the Lens of Activity Theory

Lina AlHassan – Carleton University

Formulaic Sequences in L2 English Academic Writing: Proficiency level differences

Randy Appel – Concordia University

To What Extent Do EFL Students Know the Collocations of High Frequency Words?

Stuart Webb – University of Western Ontario

Explicit Instruction of Formulaic Expressions and Second Language Pragmatic Competence

Alisa Zavialova – Carleton University

See page 26 for detailed presentation descriptions.

2:40PM-3:40PM

FD1 Expanding Learners' Horizons And Interactions With Grammar Games **Tina Intini and Irene McKay - George Brown College**

Are you looking for engaging games to bring interaction into your grammar classes? The presenters demonstrate additional grammar games (from their 2010 session) which stimulate learner interaction and provide hours of lively grammar practice for students at all levels. Bring your sense of humour! The presenters share ready-to-implement materials.

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

FD2 Colligation: The Way Grammar Should Be Taught **Ken Lackman - Ryerson University**

This session will explain the theory of colligation and show that, in addition to meaning and form, learners need to know the grammatical patterns words are used in. This new approach to teaching grammar will be demonstrated with several classroom activities that raise students' awareness of colligations and encourage acquisition.

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

FD3 Intro To CLB ESL For Adult Literacy Learners **Krista Walsh-Murray and Anne Senior - CCLB**

This session will inform those interested in and/or working with adult ESL literacy learners of the new ESL for ALL Literacy Document. It will also let participants see what additional training tools are planned to complement the document and an opportunity to share ideas and their own input into these training tools. Repeat session from 2014.

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

FD4 E-Portfolios To Foster Autonomy In Pronunciation

Jennifer St.John - University of Ottawa

The use of E-portfolios with advanced-level ESL learners who seek to improve their pronunciation motivates learners to develop specific self-monitoring and self-correction strategies, while furthering their understanding of the sound system. The pedagogical and practical aspects of this assignment will be demonstrated through student exemplars.

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

FD5 Disability Awareness: Practising Inclusiveness In The Language Classroom

Lois Molto and Laura Stoutenburg - Conestoga College

This workshop is designed to increase awareness of learning disabilities and to encourage practical strategies for inclusive education in the adult language classroom in keeping with AODA legislation. Participants will create a repertoire of inclusive teaching strategies, and the presenters will share strategies from their own classrooms.

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

FD6 "Draw Me A Picture" Tools For Visual Learners

Judy Thompson - Thompson Language Center

This workshop features and teaches two visual pronunciation tools; 'Vennglish' and the 'The Six-Point Guide to Speaking English' wall posters for teachers to help learners plot where they are in their journey to fluency, how far they have come, and how much further they have to go.

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

FD7 Essential Questions: A Curricular Framework For Reading/Writing

Kevin McCourt - Oxford University Press

Essential questions provide a strong foundation for curriculum design. This presentation explores the benefits of employing essential questions in a thematic approach using authentic content for developing reading, writing, vocabulary, grammar, and critical thinking skills.

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

FD8 Reinterpreting Think-Aloud In L2 Metaphor Comprehension

Farzaneh Salehi Kahrizsangi and Stephanie Arnott - University of Ottawa

In this presentation, findings from a study are used as a springboard to discussing the use of Think Aloud techniques for helping L2 learners understand metaphors. Findings indicate that, while interpreting metaphors, learners not only address the researcher or themselves, but also the text. Pedagogical implications will also be discussed.

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

FD9 Reflecting On Settlement Language Priorities From The Sector

Brenda Lohrenz - LISTN, Language Instruction Support and Training Network
Karen McNeil - Centre for Education & Training
Teresa Costa - YMCA of Greater Toronto

Exploration of findings from TESL Canada's settlement language national network survey (spring 2015) informed by CIC's Integration Summits (fall 2014); a brief overview will be provided of both national and Ontario-specific responses. This presentation will encourage consideration around newcomer language priorities and building our sector voice.

Category: Presentation
Level: Adult ESL/LINC, ELT/SLT
Focus: Program Administration / Direction
Audience: All Participants

FD11 If Technology Is The Food Of Writing , Click On!

Adam Saleh - York University

The presenter will show how integrating writing and speaking-not reading- can be surprisingly beneficial. Since writing and speaking are intimidating skills, humor, through technology, is used to release tension, and lower learners' affective filter.

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

POSTER PRESENTATIONS
2:40PM-3:40PM

Poster1 The Forgotten Skill: Expanding Vocabulary For Spoken Production

Kerstin Okubo - University of Toronto

How can EAP students expand their spoken vocabularies? Currently, EAP vocabulary study focuses on building comprehension, and vocabulary for speaking is largely underemphasized. This presentation will invite participants to move beyond studying only the unknown vocabulary in source material, and explore ways to exploit authentic sources for production.

Poster2 Getting Animated: Graphic Novels In The ESL Classroom

Heather Donnelly - University of Guelph
Elaine deVries - Renison University College

This poster will expose participants to graphic novels and ways they can be incorporated in ESL classrooms to engage students and help them acquire critical reading skills. Observers will also learn activities they can integrate into their teaching practices, and see how to apply evaluation criteria when selecting graphic novels.

Poster3 Life In A Flipped Classroom

Christopher Smrke - English School of Canada

This presentation will discuss one teacher's use of the flipped classroom methodology in a continuous intake grammar class using self-made videos. There will be a chance for group discussion about the benefits and drawbacks of this technique along with some helpful suggestions for those that want to try it themselves.

Poster4 [Effects Of Videoconferencing On EFL Speaking Ability](#)

Atsushi Iino - Hosei University, Japan

This presentation introduces a practice of videoconferencing between EFL learners in Japan and English teachers in the Philippines for two semesters long. The tasks to promote SLA were sequenced before and after the videoconferencing. The result showed the positive effects in speaking ability, overall English proficiency and international posture.

Poster5 [Complex Noun Phrases: Key Elements In Academic Language](#)

Hedy McGarrell and Lanlan Lin - Brock University

Do your EAP students use complex noun phrases in their academic writing? These phrases are considered characteristic of academic writing. This study shows how native speakers of Chinese use these phrases at two different levels of ability. Findings

Poster6 [Organizing a Terry Fox Run for EAL Students](#)

Dana Murphy - Association for New Canadians

This presentation gives an overview of one LINC school's experience with the Terry Fox Run. It includes information on potential benefits to learners, examples of curriculum links with the LINC and CLB programs, some examples of classroom activities, and tips on organizing the run itself. Previously presented - LINC/ARAISA conference, Apr. 2015.

Poster10 [Reciprocal Reading In The ESL Classroom](#)

Rasha Fahim - Queen's University

The presentation will introduce reciprocal teaching, how it evolved, the strategies used in it, and how it is implemented in ESL classrooms for all learners. The attendees will be given materials to create their own strategies to suit their learners.

Poster11 [Monday Morning Wake-Ups!](#)

Kate Maven - The Centre for Skills, HDSB

Monday mornings can be a challenge, even for experienced teachers. I have classroom tested more than 50 different group- and chart-based activities, SURE to get learners engaged & actively using their English first thing on Mondays.

Poster12 [A Study Of CLT Based Curriculum In Bangladesh](#)

Nasreen Sultana - Queen's University, Kingston, ON

This presentation explores the Communicative Language Teaching (CLT) based English curriculum in Bangladesh, which has been introduced almost two decades back, however, has failed to bring the desired improvement in language teaching in this country. The presentation discusses the reasons behind the failure of CLT in Bangladesh.

Poster13 [Working One-To-One: Challenges](#)

Thiago Veigga - Estude Inglês!

This session aims at addressing issues related to one-to-one teaching to better equip teachers involved with this kind of teaching or those who want to begin such teaching. We will look at how it differs from group teaching and see some tips.

2:40PM-4:40PM

FD10 [Basic Course Editing In Moodle](#)

Jim Edgar, Nancy Van Dorp and Kevin O'Brien - New Media Language Training

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, ELT/SLT

Focus: Electronic Classroom/Technology

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 a Board Recruitment Table on Thursday to answer your questions and share their experiences.

4:00PM-5:00PM

FE2 Academic Listening: Beyond Comprehension Questions

Charles Wotton, Arlene Samlalsingh, Nicola Carozza and Kerstin Okubo - University of Toronto (International Foundation Program)

In this fast-paced presentation, experienced listening instructors from the University of Toronto will describe how they approach expanding academic listening beyond comprehension questions. Including: speaking activities, critical thinking, connecting discipline-specific courses and EAP, incorporating vocabulary/grammar, listening journals.

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

FE3 Taking Hybridization To New Horizons

Paul Van Raay - Humber College ITAL

Discover how an ESOL Workplace Writing Course at Humber College utilizes crowd sourcing, learning portfolios, and student content curation to move beyond social constructivist learning in a hybrid format. See how students in this course find, analyze, organize and share information, which they then use to create content for the course.

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

FE4 The Lazy Teacher Principle: Getting Students Learning More

Ken Beatty – Anaheim University

Teachers work well beyond their required hours on a range of tasks outside their job descriptions. But students can take on a variety of roles and, in doing so, improve a range of skills. This presentation provides theory, tips and tricks to get students doing more in the classroom.

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

FE5 Engage Your Team Using Tutela Groups **Diane Ramanathan and Pascal St. Jean - Tutela.ca**

Explore opportunities to engage your team. Learn how your colleagues are delivering PD. See how to: - hold synchronous and asynchronous PD activities - record sessions to create a PD library -deliver blended workshops

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

FE6 Teaching Advanced Speaking And Listening Through Improv

Mary Ritter - American Language Institute, New York University, SPS

Do you ever wonder whether and how you should encourage role-playing in your classroom? In this interactive workshop, you will be introduced to fun improv-based activities that require students to perform advanced speaking and listening tasks. Participants will leave with a handful of practical exercises as well as a defense of their usefulness.

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

FE7 Accent Modification: ACE Assessment & Training Resources

Lisa Bjerke - Optima Communications Inc.

An overview of the Accent on Canadian English Pronunciation Kit (ACE PAK) will be provided. Learn how to incorporate the Accent on Canadian English Program (book & cds) into the classroom or workplace. Accurate segmental and suprasegmental aspects of English are targeted to enhance spoken English. These resources were developed by a speech language pathologist specializing in accent modification.

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

Twitter: #TESL2015

FE8 Teaching Chinese Students In North America
Xiaoxiao Du - Western University
Hee-Seung Kang - Case Western Reserve University

Presenters introduce the background, provide a literature review, talk about the methodology, present findings and discuss implications. The audience will discuss and learn the available resources to teach Chinese students in North American context.

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

FE9 Measuring Productive Depth Of Vocabulary Knowledge
Alireza Barouni Ebrahimi - Western University

This study measures productive depth of vocabulary knowledge of the most frequent 1000 word families. The participants will be given productive Collocation, Word Part, and Association Tests to evaluate their performance on different aspects of vocabulary knowledge.

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

FE11 Multi-Level PBLA Assessments: CLB 1-4
Agnes Kucharska - Immigrants Working Centre

Implementing PBLA in a multi-level ESL class is a challenge for even the most experienced teacher. This interactive workshop will focus on the creation of PBLA assessments designed for use in Stage I classes. Participants will collaboratively adapt several real-world assessment tasks. All four language skills will be addressed.

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

Using Twitter to organize meet-ups at the Conference



CoffeeEDU is a subset of the unconference. CoffeeEDU is not about promoting a product or organization, it is about expanding your PLN in a face to face meet up for one hour.

Do some networking and sharing.
Exchange contact information and ideas while making new connections.

What is a #coffeeEDU chat?

#coffeeEDU is a hashtag that can be used at any conference. It is gaining a lot of popularity at larger conferences. The hashtag allows conference attendees to easily find out when and where other ESL professionals are meeting up for discussions.

Why should I participate?

The great thing about #coffeeEDU is that it helps teachers expand their Personal Learning Networks face to face; the meet-up is *up to* one hour.

Who organizes it?

Anyone can host a #coffeeEDU meet-up, but we thought we would get the ball rolling this year and have asked for a few volunteers to start a couple of #coffeeEDU chats at this conference; next year, you should take the lead.

I still don't get it. What does a #coffeeEDU chat look like?

The website for information is coffeeEDU.org. They can be followed on Twitter @coffee_EDU. #coffeeEDU encourages you to promote your meet up and post your photos.

Ok, you've convinced me. How do I participate?

Just show up to one of the scheduled #coffeeEDU chats.

When?

Thursday November 12 @ 10:00 am - Dominion Ballroom South
Thursday November 12 @ 12 pm - Dominion Ballroom South

Friday November 13 @ 10:00 am - Dominion Ballroom South
Friday November 13 @ 12 pm - Dominion Ballroom South

PRESENTER BIOGRAPHIES

Shaheda Akter

Shaheda Akter is a graduate student of Applied Linguistics at York University. She has been in English language teaching profession for about 15 years. She taught ESL, EFL and EAP in Canada, the UK and Bangladesh.

Lina AlHassan

Lina AlHassan is a language instructor at the English Intensive Program, Ottawa University, and the English for Academic Purposes Program, Algonquin College. She is pursuing her PhD in Applied Linguistics and Discourse Studies at Carleton University. Her research interests relate to teaching English for Academic Purposes, particularly academic writing skills.

Randy Appel

Randy Appel is a PhD student in the Education program at Concordia University in Montreal. His research interests include academic writing, second language writing, corpus linguistics, and the study of formulaic language by L1 and L2 users.

Angela Arnokouros

I have been an educator for TDSB for over 18 years and I am always learning and growing within my profession. I have taught students in grade 7-12 and am currently a teacher at Greenwood S.S. teaching English As a Second Language to various levels, from beginner to advanced.

Stephanie Arnott

Stephanie Arnott is an Assistant Professor in the Faculty of Education at the University of Ottawa. Her primary research focus is on methodological and curricular innovation in Canadian L2 education, with a complementary emphasis on investigating the motivation of core French students and the knowledge base of second language teachers.

Scott Badiuk

Scott Badiuk, OCT, B.A., B.Ed., worked in operations management before transitioning his skills into the education sector. He is passionate about the field of psychoanalysis and its application to learning engagement and classroom management.

Stephen Bahry

Stephen Bahry has taught ESL for over 30 years Uoft's English Language Program, and in China and Tajikistan and has taught at OISE/UT. His research centres on relation of L1 and L2 in academic success of bilinguals in Canada, China, Central Asia and Afghanistan.

Alireza Barouni Ebrahimi

I am a fourth year PhD candidate in Studies in Applied Linguistics at Western University, Canada. I have been an ESL instructor for 13 years. My research interests are vocabulary knowledge, measuring vocabulary knowledge, and teaching methodologies.

Anna Bartosik

Anna Bartosik is a Sheridan ESL Professor with 20 years in adult training, LINC, and ESL. Storytelling, classroom technology integration, and putting learning theories to practice engage Anna's professional pursuits. She is working on her ID Certificate from Athabasca University and her MA at OISE.

Brett Basbaum

Brett Basbaum is an ESL instructor who has taught LINC as well as international students. She currently works at the Hamilton Public Library in the ESL Learning Centre. This past summer, Brett had the amazing opportunity to teach a two week course in Dalian, China.

Hala Bastawros

Hala Bastawros is the instructor for MicroSkills LINC's Workplace English program. A candidate for the MA TESOL degree, she is TESL Ontario-accredited and has been trained in settlement counselling, teaching IELTS, and career development.

Marjan Bateni

Marjan Bateni holds a MA in TESL, two PTCT certificates in developing e-materials, and several certificates in CLB-based assessment tools. She has been an ESL teacher for over 25 years, a Language Assessor since 2006, and a Language Assessor Trainer since 2011. She specializes in CLBs and eLearning.

Ken Beatty

Dr. Ken Beatty, Anaheim University TESOL Professor, has taught in Canada, Asia and the Middle East and lectured widely on language teaching and learning and CALL from the primary through university levels. Author of 130+ textbooks, he has delivered 200+ teacher-training sessions in 25 countries.

Audrey Beaulne

Audrey Beaulne is a LINC instructor in Hamilton at the Immigrants Working Centre where she currently teaches CLB 1-3. She has been teaching since 2004, and has taught Literacy through CLB 5.

Frank Bieri

Frank Bieri is currently academic Co-ordinator for EAP Programs at Niagara College. Throughout his teaching career, he has developed an educational philosophy that is guided by people's desire to learn. Frank's specific areas of interest include classroom design innovations, engagement technology, audio/visual tools, software, and new educational technology initiatives.

Lisa Bjerke

Lisa is a speech-language pathologist and director of Optima Communications Inc. She is the author of the Accent on Canadian English Program and the ACE Pronunciation Assessment Kit. Lisa is a corporate & educational consultant in the area of pronunciation improvement and clear communication.

Nataliya Borkovska

Nataliya Borkovska is a Lead Instructor - University of Guelph English Language Programs. Her main areas of professional interest lie in second language pedagogy, collaborative learning, and specialized vocabulary instruction.

Julianne Burgess

Julianne Burgess teaches English as an Additional Language in the LINC for Youth Photo Project at Mohawk College in Hamilton. She is a graduate of the Brock University Master of Education program and a co-investigator in this study with Dr. Jennifer Rowsell.

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Nicola Carozza

Nicola Carozza's most recent work includes teaching EAP (Listening and Speaking) at the University of Toronto and Writing Composition at Seneca College. He has a Master of Teaching (ELLs and Fostering Inclusion) from OISE, and his interests include meaningful and authentic assessment.

Tamsin Cobb

Tamsin is the blog manager for the TESL Ontario Blog. By day, she works as a writing consultant at Conestoga College working with students in various programs and enhancing the Virtual Learning Commons. Tamsin enjoys creating community in a digital world.

Ben Collins

Ben Collins teaches English at York University English Language Institute.

Keely Cook

Keely Cook is the Assistant Director of the Bridge to Academic Success (BASE) pathways program at the University of Waterloo. Her interests are curriculum development, content and language integrated learning and new literacy studies.

James Corcoran

James is an EAP instructor and ESL/EFL teacher educator with experience teaching adults across North and South America. James recently received his PhD in Language and Literacies Education from OISE/University of Toronto. James' research interests include critical language teacher education and EAP.

Teresa Costa

Teresa Costa is the General Manager of Newcomer Settlement Programs at the YMCA of Greater Toronto, the largest CIC funded language assessment and referral centre. Teresa has 20 years of experience in the settlement sector and is an NLAB representative to the National Settlement Council.

Tracey Derwing

Tracey Derwing is a Professor Emeritus in the TESL program (Department of Educational Psychology) at the University of Alberta and an Adjunct Professor in the Department of Linguistics at Simon Fraser University. Her research interests include pronunciation and pragmatics for ESL learners, as well as immigration issues affecting integration.

Elaine deVries

Elaine deVries is an EAP instructor at Renison University College, English Language Centre. She has a M.A. in English and a B.A.A. in Journalism and has been teaching for over 10 years in EAP, LINC, and secondary school programs.

Heather Donnelly

Heather Donnelly (BA, BA, BEd., MEd.) has been teaching adult EAP/ESL learners since 2009. She currently teaches courses for the University of Guelph (all skills), the University of Winnipeg (online writing), and Fanshawe College (IELTS). Ms. Donnelly has also taught classes for the University of Windsor and Lakehead University.

Xiaoxiao Du

Dr. Du is an internationally trained educator and researcher working at Western University. Her research interests include multilingual and multicultural education, ESL/EFL learning and teaching as well as heritage language education in Canada.

Catherine Dunn

Catherine Dunn is a professor of EAP and the Academic Student Advisor at the English Language Centre at Humber College. She has a particular interest in identity and language learning in the adult context.

Jim Edgar

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

Farahanz Faez

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

Rasha Fahim

Rasha Fahim has been an ESL instructor for over ten years. She has taught both in the Middle East and here in Canada. She is currently an instructor at the School of English, Queen's University as well as an MEd student at the Faculty of Education, working on her second Master's degree.

Alina Filip

Alina is an ESL/EAP instructor with over 10 years of experience teaching in Canada, Saudi Arabia and Japan. She holds an M.A. in Applied Linguistics.

Carolyn Flores

Carolyn Flores is a LINC/ESL instructor with over 20 years of Canadian and overseas teaching/tutoring experience. She is the owner/operator of a successful private tutoring business that operates in Halton and Peel Regions. When she's not teaching, she's busy working on her blog www.eslmadeeasy.ca.

Daisy Glass

Daisy Glass has been teaching EFL in Brazil for over forty years. An enthusiast for communicative teaching, Daisy has, throughout her career, created a wealth of activities and trained a large number of teachers. Daisy is the creator of the Role-Playing Adventures.

Maria Glass

Maria Glass is an ESL professor with George Brown College in Toronto. She holds a TESL certificate, a Ph.D. in Linguistics (Pragmatics) and a Master's in Applied Linguistics. Her research interests include Pragmatics, Interpersonal and Intercultural Communication, and Second Language Acquisition.

Leonardo Gomes

Leo Gomez (CELTA, DELTA & TESL Ontario) has been TEFLing since 2000, mostly in Brazil, USA, Spain and Canada. He is a DoS, Teacher and a Teacher educator in Toronto. He is interested in promoting natural conversations and believes that the best interactions happen among the people in the classroom.

Shawn Gorman

I hold a PhD in French language and literature, have taught English and French at the secondary and university levels, and have worked for ETS as a test developer for three years. I primarily work on the TOEFL test.

Patricia Glogowski

Patricia Glogowski teaches in the TESL Ontario program at Humber College. She is interested in the possibilities and limitations of using online learning environments to teach and learn. Her other research interests include teaching pragmatic competence, IC, and discourse analysis. Connect with me:
<https://about.me/patricia.glogowski><https://about.me/patricia.glogowski>

Shirley Graham

Shirley is the Education Officer for ESL/LINC/LBS at the OCDSB. The PBLA process has been used there since the pilot project in 2010. Shirley graduated from the U of T and also Vancouver Comm. College TESL program. She is TESL ON certified and was trained as an assessor in 2010.

Bronwyn Graves

A former high school teacher, Bronwyn's passion is for sharing her love of history while challenging learners to think critically about the past. She is currently Education Manager at Historica Canada.

Angela Guardiani

Angela Guardiani (MA) is a teacher at English School of Canada. Her special interest is in speaking skills and non-verbal communication. Angela believes that with the right support, anyone can become a confident and fluent speaker of English.

Jeff Gulley

Jeff Gulley is an ESL Consultant and Product Manager with Oxford University Press. He previously taught ESL overseas and has contributed to various ESL publications as both a writer and an editor.

Lindsey Gutt

Lindsey Gutt teaches English at York University English Language Institute.

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.

Daragh Hayes

Daragh Hayes is an ESL Professor at Fanshawe College. He holds a Masters in TESOL from Columbia University and a Bachelor of Education from OISE. He has co-authored two textbooks, contributed to various academic journals, and presented at conferences in Canada, Asia, and Oceania.

Sean Henderson

I have been an ESL Facilitator with the LEAF Program at Wilfrid Laurier University for 4 years. Taught at the Graduate University of the Chinese Academy of Sciences in Beijing from 2008 to 2011. TESL Certified through Conestoga College TESL program.

Kim Henrie

Kim Henrie is a LINC Instructor and PBLA Lead Teacher for the ESL Department at Mohawk College.

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

Ling Hu

Ling Hu is a Lead Instructor in the English Language Program at the University of Guelph. She has taught both EFL/EAP in China and Canada. Her professional interests are primarily in needs-based EAP curriculum development that fosters collaborative and autonomous learning.

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.

Atsushi Iino

Atsushi Iino has MA in Columbia University Teachers College, and MS in University of Tokyo, Language and Information Sciences. He has taught English for 25 years and interested in teaching and researching interaction in L2 with ICT. He is currently a visiting researcher in Brock University, Department of Applied Linguistics.

Tina Intini

Tina Intini has been teaching ESL for over 20 years. She is currently teaching EAP in the School of ESL at George Brown.

Larry Iveson

Larry Iveson has been a LINC and ESL Instructor in school board and community college programs in Ottawa since 1983. He has been a PBLA Lead Instructor since the start of the Ottawa PBLA Pilot in 2010 and is a PBLA Regional Coach.

Scott Jamieson

Scott Jamieson is a Lead Instructor - University of Guelph English Language Programs. He has been teaching in a blended classroom for the past six years. His professional interests include investigating the impact of context on teaching and learning as well as individual differences in learning.

Suman Jeoti

Suman Jeoti has wide international experience teaching ESL, EFL, IELTS, TOEFL and Literature. She is a supply instructor / volunteer with MicroSkills LINC. Also, she has been associated with two community colleges for ESL/ IELTS. She has a Master's in English and B.Ed, besides being TESL, OCT and CELTA certified.

Jacqueline Johnson

Jacqueline Johnson MA is an ESL instructor with a wide background in journalism, marketing and community building and development.

Hee-Seung Kang

Hee-Seung Kang is Director of ESL Writing Program at Case Western Reserve University (Cleveland, OH, USA) where she teaches EAP, undergraduate writing courses and graduate courses in ESL pedagogy. Her research interests include multilingual students' academic writing socialization, ESL/writing program administration and ESL/EFL teacher education.

Michael Karas

Michael Karas is a PhD student at the University of Western Ontario. He has taught English in Korea and China. His research interests include: NNEST issues, silence and reticence in the English language classroom and the lived experiences of foreign English teachers in EFL contexts.

Anjum Karimi

TESL accredited ESL/LINC/ELT Instructor. Personality Dimensions Trainer. At present delivering LINC 1/ Literacy classes at PICS. Affiliate Representative, P/H/E Chapter of TESL ON.

Anne-Marie Kaskens

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

Sabiha Khuram

Dr. Sabiha Khuram is a Hubert Humphrey fellow (a Fulbright Programme) with a Doctorate in Educational Leadership from USA and a double Masters in Educational Management (UK) and English Language Teaching (Pakistan), Sabiha is a highly experienced trainer and leader in the educational management area

Agnes Kucharska

Agnes has been a language instructor for 15+ years. She has experience teaching levels ranging from Literacy to CLB 8 and is the PBLA Lead Teacher at Immigrants Working Centre.

Randy Kwak

Randy Kwak has many years of practical teaching experience. He uses student-generated listening and video files when possible as he finds that the only activity students enjoy more than watching their teacher is watching and listening to each other.

Ken Lackman

Ken Lackman spend seven years in Prague teaching English and developing materials for The Caledonian School. After returning to Canada in 2002, he worked as the Academic Director at EF Toronto until 2007. He is currently working as an instructor at Ryerson University and a CELTA trainer at Greystone College.

Lee-Anne Lavell

Lee-Anne is the Program Coordinator for Passages Canada at Historica Canada. Coming from a background in social work and international development, Lee-Anne has coordinated projects in Canada and abroad with a focus on international cooperation, multiculturalism, identity and heritage. She speaks English, French and Spanish.

Richard Lecours

Since 1997 with Citizenship and Immigration Canada, Richard has worked directly with most Language Training communities across Ontario, from London to Ottawa, from North Bay to Belleville, and much of the GTA. He is also engaged in Refugee Services here as well as responsible for Multiculturalism, Labour Market and Francophone issues for Ontario. He has worked briefly overseas in New Delhi and Hong Kong, and is proud to have had a part in the establishment of 7 Newcomer Welcome Centres in Ontario.

Christien Lee

Christien Lee has worked in ELT since 1994 as an instructor, teacher-trainer, school owner, curriculum developer, and author. He currently works as a freelance writer, consultant, and e-learning developer specializing in test preparation. His latest book, *Tactics for the TOEFL iBT® Test*, was published by Oxford University Press in 2015.

Rita Leithead

Rita Leithead has been the Pearson ELT Rep for Ontario for the past 11 years. She holds a BA from the University of Waterloo and her B.Ed. from the University of Toronto

Lanlan Lin

Lanlan Lin is a graduate of the MA Applied Linguistics/TESL program, Brock University.

Huan (Catherine) Liu

Huan Liu is an MA (TESL) student at Brock University, with a special interest in Chinese and other international students' adjustment to the Canadian academic context.

Brenda Lohrenz

Brenda Lohrenz (BC) is a TESL Canada Board Member and chair of the Settlement Language National Network (SLNN) as well as sector co-chair of the Newcomer Language Advisory Body (NLAB). She is currently the Executive Director of BC's provincial Language Instruction Support and Training Network.

Huong Lu

Huong Lu, a Sheridan LINC Professor, has 15 years in LINC/ESL. Her interests are in creating dynamic classrooms and fostering transformative learning through language coaching techniques, e-Learning tools, and learner reflections. She has certificates in Adult Ed., Language Coaching & Instructional Design and currently working on her M.Ed at Athabasca.

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 an ESLA instructor and a doctoral student in the Applied Linguistics and Discourse Studies program at Carleton University. She has been teaching ESL and Russian in Canada, the USA, and Eastern Europe.

Mourad Mardikian

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.

Maria Margaritis

Maria is a team lead for the TESL Ontario Blog. On the virtual stage, she teaches English online to professionals from Italy and volunteers teaching IELTS for the Adult Literacy Program at the Windsor-Essex Public Library. Behind the curtain, she scribbles stories with her HB pencil in a Moleskine.

Laura Markslag

Laura Markslag, OCT, M.S.Ed., has taught English and French to learners of all ages and abilities for 15+ years. Experiences teaching around the globe have led to her interests in learner motivation, technology-assisted learning, and cross-cultural communication.

Kate Maven

Kate Maven has an M.A. in English, and specializes in Pronunciation, Writing, and Creativity. She teaches multilevel ESL to adults in Burlington, and since 2009 has presented hands-on, well-received workshops at the TESL Ontario Conference in Toronto, as well as at a number of TESL affiliates.

Rob McBride

Rob McBride is a project manager for the LearnIT2teach Project and Executive Director of TVLT New Media Language Training Inc., an Ottawa-based charity that promotes technology based education. Mr. McBride has taught extensively in the immigrant settlement and literacy basic skills sectors.

Kevin McCourt

Kevin McCourt is an ELT Sales Consultant for Oxford University Press, where he has worked for 3 years. Before joining the ELT Department at OUP, Kevin taught EAL for ten years and also worked in curriculum development.

Hedy McGarrell

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

Lara McInnis

Lara McInnis has been teaching a variety of TESL, ESL and EAP courses at Humber College for over 10 years. Her research interests include L2 writing and corrective feedback, paraphrasing strategies in ESL classrooms, and, most recently, adult learners' attitudes towards online learning platforms.

Irene McKay

Irene McKay has taught ESL/EFL at George Brown College for over 30 years. She has taught learners at all levels and coordinated the George Brown TESL program and headed George Brown's summer language programs in China. She is the author of Have Your Say 1 and Have Your Say 2.

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.

Karen McNeil

Karen McNeil is Director of Language Services with the Centre for Education & Training. Karen is responsible for LINC Home Study, language assessment services, language assessor training (CLBA, CLBLA, ELTPA), the online self-assessment tools, and the HARTs database used by funded language assessment and training providers across Ontario.

Yuliya Miakisheva

Yuliya Miakisheva (MA, TESOL) has worked in the field of higher education for over 15 years, in North America and overseas. Her professional experience includes ESL/EFL, and working with internationally-trained medical and legal professionals teaching EAP/ESP. She presently works as an instructor and a pre-graduate preparation program coordinator at YUELI.

Lois Molto

Lois Molto is a Professor in the Conestoga College English Language Studies department with 13 years ESL teaching experience in both LINC and EAP instruction. Lois is currently studying in the Language and Literacies Masters Program at OISE, with an interest in language and disabilities.

Jane Mountain

I am an ESL Instructor at St. George's School for Adult English, UGDSB. I have been teaching ESL for 4 years and have an Honours B.A. and a B.Ed. in Adult Education Specializing in ESL.

Shafaque Mulla

Shafaque Mulla is an enthusiastic educator with a special interest in SLA research, reflective teaching and learner autonomy. She is a LINC Instructor and PD Partner Lead at the Thorncliffe Neighbourhood Office. She has also worked extensively with foreign-trained professionals as an OSLT Instructor and TOEFL-IELTS Coach.

Dana Murphy

Dana Murphy (B.A. (Hons), B.Ed) has been teaching for 15 years. She has been working as an EAL instructor at a LINC school for the past 13 years, and she is currently teaching a literacy-level EAL class. She also coordinates the Terry Fox School Run at her school.

Joseph Ng

Joseph Ng teaches in the LINC programs at MicroSkills and TCET's distance-learning arm. Educated in North America and Singapore, he enjoys fiddling in philology, stress-busting pedagogical tricks, e-portfolios, and field trips in the GTA.

Sheila Nicholas

Dr. Sheila Nicholas is the supervisor of Upper Grand's ESL program, and past chair of TESL Ontario. She has extensive background in all aspects of ESL training, and acted as consultant and editor of the curriculum

Doina Nugent

With long careers in both international elite athletics and language education, Doina Nugent, (MA, HDip. Ed.) has always been fascinated by human performance optimization, whether as a competitor/coach in endurance sports, or in her work as an educator with international graduate students at the York University English Language Institute.

Kevin O'Brien

Kevin O'Brien is Web Manager and Training and Development Specialist for LearnIT2teach. Kevin has been an active elementary, secondary and adult educator for over 40 years. At one time or another, he has taught Adult Literacy and LINC. Kevin has worked with technology since the early 80's.

Kerstin Okubo

Kerstin Okubo has been an ESL professional for more than 18 years. She began her focus on EAP in 2008 with the University of Winnipeg's EAP Program before spending four years in the University of Toronto's ELP. Kerstin currently teaches Academic Listening and Speaking with the UofT's IFP.

Agnieszka (Aga) Palalas

Dr. Agnieszka (Aga) Palalas, long time teacher and researcher of ESL, adult ed and educational technologies, has recently focused on blended and mobile learning solutions for Mobile-Assisted Language Learning (MALL). She is a regular presenter at international conferences and has published numerous articles and book chapters pertaining to MALL.

Przemyslaw Pawluk

Przemyslaw (Pshemek) Pawluk is a teacher, researcher, and entrepreneur. He is a professor in School of Computer Technology at GBC teaching web and mobile development. Przemyslaw is co-founder of Mobi-Learning Inc. His research interest include m-learning, cloud computing, software engineering.

Melissa Pedersen

Melissa Pedersen, the Coordinator Immigrant Services at The Centre skills Development & Training HDSB, is a frequent presenter at TESL Ontario and published article writer. She has over 25 years' experience working with the immigrant community including instructing LINC/ESL.

Mary Anne Peters

Mary Anne Peters is the LINC and ELT Coordinator and a LINC teacher in the ESL Department at Mohawk College. She has taught ESL for 18 years, with a special interest in multiple literacies, project-based learning and programming for young adults.

Joanne Pettis

Joanne Pettis was Coordinator, Adult EAL Curriculum Development and Implementation for Manitoba for 25 years. She has contributed to the development of PBLA and various CLB resources nationally.

Bogdan Pospelovsky

Since becoming a teacher in 1994, Bogdan has taught ESL in Moscow, literacy in the Chicago Public schools and consulted on technology for teaching in school districts across Canada for Bridges. He's also helped develop Canadian symbolizing software and presented at conferences locally and abroad.

Maryse Prazuch

Maryse Prazuch (MSc, BEd, CerTESL, CLBPT Assessor) is a faculty member in the LINC Program at Sheridan College and has over twenty-five years of experience in ESL teaching, program coordination, language assessment, and curriculum and material development.

Angela Prosser

LINC instructor at Sheridan College teaching CLB 6 listening and speaking. Have worked in LINC for the past 5 years. TESL certified and currently working on my MA in Applied Linguistics at York University.

Sharon Rajabi

Sharon Rajabi is a consultant for the TCDSB & project manager for Ontario Curriculum Guidelines Project. Sharon's interest is in the application of technology in SLA and its impact on communication, second language learning, and program design.

Diane Ramanathan

Diane Ramanathan is a community coordinator for Tutela.ca. She is responsible for training and webinars on Tutela. She is also an online instructor for LINC Home Study and an occasional instructor for the TESL program at Algonquin College.

Natalie Renton

Natalie Renton is currently a language assessor with the Centre for Education and Training. She currently works for the York/Simcoe/Durham regions. She has over 5 years of assessment experience and over 10 years of teaching EFL/ESL at various levels.

Mary Ritter

Mary Ritter is an award-winning full-time Language Lecturer at The American Language Institute at New York University, where she teaches ESL and Intercultural Communication. Her research interests include teaching speaking online, cultural styles of discourse, and improv theater.

Gloria Romero

ESL teacher with 20 years of experience in teacher training in Chile. PhD candidate in Second Language Education from U. of Ottawa. Research interests: novice teachers' inclusion in schools, school communities of practice, volunteer teaching, inequity in second language teaching and learning.

Tony Sabbatini

Tony Sabbatini is Assistant Chief of Fire Prevention for the Guelph Fire Department. Tony has a background in ESL instruction which was invaluable in the development of the curriculum.

Manpal Sahota

Manpal Sahota spent 13 years working in Korea as a teacher and teacher trainer, and currently works as an Instructional Director for an online education company. Manpal has a TESOL certificate and an MA TESOL degree, and has a passion for learning and sharing with teachers from around the world.

Adam Saleh

Adam is a York University Lecturer. He has M.A in TESL in addition to TESL Ontario and TESL Canada certificates. He was a Testing and Assessment Coordinator for 5 years. He had papers presented in 12 international conventions.

Farzaneh Salehi Kahrizangi

Farzaneh Salehi is a PhD student in TESL at Faculty of Education, University of Ottawa. She works as a Research/Teaching Assistant at uOttawa. Her research interests are ESL, metaphor comprehension process and hermeneutics. She has been teaching English to EFL/ESL students for over ten years.

Arlene Samlalsingh

Arlene Samlalsingh teaches English for Academic Purposes at the University of Toronto's International Foundation Program where she specializes in Listening and Speaking. She has been a trainer and a teacher for well over ten years and has a Master's degree in Adult and Second Language Education.

Kyle Scholz

Kyle Scholz is a PhD Candidate in the Germanic and Slavic Studies department and a liaison with the Centre for Teaching Excellence at the University of Waterloo. His research interests include digital game-based language learning.

Christa Schuller

Christa Schuller, PhD, is the International Optometric Bridging Program Coordinator and Senior Instructor at Renison University College at the University of Waterloo. She has teaching expertise in workplace English, and speaking and writing skills development.

Kristjan Seferaj

Dr Kristjan Seferaj has 18+ years EFL/ESL teaching, teacher training, and directorship experience in Europe and North America. His main research interests are EFL teacher education, teacher cognition, teacher decision making, and EFL methodology.

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 as well as tools and resource development. She has experience working in LINC, adult ESL and workplace English programs.

Tom Sepp

After some ESL teaching in Quebec and Ontario, Tom Sepp has worked for Canadian and international educational publishers. Currently a freelance consultant and representative, he's particularly curious about the role of technology in education. One of his main clients is Cambridge University Press.

Kareen Sharawy

Kareen Sharawy has an M.A. in Teaching English as a Foreign Language from London Metropolitan University, UK. She has worked as a trainer and a coordinator with YUELI, AMIDEAST and other organizations. Her interests include innovation in classroom teaching, test preparation and using technology.

Michael Simpson

Mike has been teaching since 2002 and working with web design and media software since 1995. He works as an English teacher, a computer trainer, and a graphic designer. In recent years he has taught/trained in Toronto at schools such as George Brown, St. Stephen's, and CCLCS.

John Sivell

John Sivell teaches courses in the TESL Certificate and TESL MA programs at Brock University.

Christine Smart-Wiseman

Christine is currently a PhD candidate at York University. She is also a seasoned LINC instructor, mother of 6 daughters, and avid soccer player. She is very passionate about using critical pedagogical approaches in the classroom and strongly advocates for social justice.

Rod Smith

Rod Smith: Rod Smith is an author, teacher-trainer, examiner and educational consultant for the British Council. During his long career, he has worked for several internationally-renowned language schools, both in the United Kingdom and elsewhere in the world.

Christopher Smrke

Chris Smrke is a Lead Teacher at English School of Canada and a distance educator working for the LINC Home Study program. He always looks for ways to include technology in the classroom and also help students gain autonomy over their own learning both in and out of the classroom.

Heejin Song

Heejin Song is a PhD candidate at OISE, University of Toronto and her areas of research interest include critical pedagogy, bilingual education, multicultural education and action research.

Pascal St. Jean

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

Jennifer St. John

Jennifer St. John is an ESL teacher at the University of Ottawa. Her pedagogical and research interests include the study of how technology is best used to promote learner autonomy.

Laura Stoutenburg

Laura Stoutenburg has been a language teacher for over 20 years and has worked in a variety of contexts, including LINC, Workplace, and post-secondary language programs. She is a Professor and TESL Certificate Program Coordinator at Conestoga College in Kitchener.

Andrea Strachan

Andrea Strachan (TESL, M.Ed.) is a language and communication specialist whose projects have included occupation-specific language training curricula and assessments for adult immigrants, language proficiency policies for professional licensure and registration, and research on the language and communicative demands of professional practice. She is currently director of the Communication Competency Program at Touchstone Institute.

Nadeen Sullivan

Nadeen is a team lead for the TESL Ontario Blog and teaches in the EAP Program at Niagara College. Having completed her post-graduate studies online, she appreciates the flexibility of virtual learning. By night, while others soundly sleep, Nadeen can be found fighting grammatical crime and solving domiciliary mysteries.

Nasreen Sultana

Nasreen Sultana is a PhD candidate at the Faculty of Education in Queen's University, Kingston. Prior to this, she earned BA (hons), MA and MPhil in English and later taught at tertiary level in Bangladesh for five years. Curriculum, testing and language in media are her areas of interest.

Askin Taner

Askin Taner is a senior analyst at the Strategic Policy and Programs Division, Ministry of Training Colleges and Universities (MTCU). At MTCU, he is currently working on adult education policy development and essential skills programing design. Prior to joining MTCU, Askin worked at the Global Experience Ontario, Labour Market Integration, and Language Training units of the Ministry of Citizenship, Immigration, and International Trade. Askin served as Vice-Chair on the Board of Directors of the Davenport Perth Community Health Centre from 2006 to 2012. Askin's educational background is in political science and public administration. He carried out graduate studies at the Department of Political Science, University of Toronto.

Danny Tan

Danny now teaches at Ryerson University and York University after teaching in different universities in Korea for 6 years.

Lisa Tappenden-Der

Lisa Tappenden-Der currently teaches English for Academic Purposes at York University English Language Institute. Lisa has an M.Ed. in Second Language Education from the University of Toronto and has experience teaching English in Toronto and Beijing. Her interests lie in curriculum development.

Judy Thompson

Judy Thompson is an internationally recognized TEDx speaker, author and teacher trainer. Her innovative, energetic presentations inform, entertain and empower educators with simple tools like the English Phonetic Alphabet for teaching pronunciation. Judy developed online systems for effectively coaching speaking and teaches for Your Diversity at Work in London.

Antonella Valeo

Antonella Valeo is an Assistant Professor at York University where she teaches graduate courses in applied linguistics and ESL to undergraduate students. Her research focusses on instructed second language acquisition, form-focussed instruction and language teacher education and development.

Nancy Van Dorp

Nancy Van Dorp, CTD, is an advocate of using technology, in all of its forms, to support learning. She is a trainer, mentor, developer, and PTCT Instructor on the LearnIT2Teach team, and teaches culture courses at Sheridan. Currently, she is a co-administrator of the TESL Ontario blog.

Paul Van Raay

Paul Van Raay has been teaching ESOL essay and workplace writing courses at Humber College for 15 years. Before Humber he taught at Chuo Gakuin University and Lotus Development in Japan. Paul has developed and is currently delivering Humber's Hybrid ESOL Workplace Writing Course.

Thiago Veigga

Coordinator of the Brazilian school Estude Inglês, Thiago Veigga has a post-graduate degree in Media-Education from the Pontifical Catholic University of Rio de Janeiro and is currently working on his Masters with the University of Leicester.

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 Education and experience working as an ESL instructor in Canada.

Stuart Webb

Stuart Webb is a Professor in the Faculty of Education at the University of Western Ontario. His research interests include vocabulary, second language acquisition, and extensive reading and listening. His articles have been published in journals such as Applied Linguistics, TESOL Quarterly, and Language Learning.

Jennifer Weiler

Jennifer Weiler is a MEd candidate and works at the Immigrants Working Centre. She has taught Foundation-Phase II literacy and CLB 1-5. She was a contributing writer for the revised literacy CLB. She is passionate about teaching ESL literacy learners and structuring lessons to meet the needs of learners.

Marijke Wertheim

Marijke Wertheim teaches Methodology in the TESOL Certificate program at Woodsworth College, University of Toronto. She also teaches a wide variety of programs in the English Language Program at the University of Toronto School of Continuing Studies, George Brown College and Humber College.

Loralei Westerik

Loralei Westerik is currently an ESL/LINC instructor who has taught from Literacy to Level Six and Canadian Citizenship. She spent over eight years in South Korea where she taught EFL in private institutes, public elementary, middle, and high schools and public school teacher's training classes.

Lindsay Wilkins

I am currently an ESL Instructor at St. George's ESL Centre in Guelph. I have been teaching ESL for three years and also have a Bachelor of Education in secondary education.

Julia Williams

Julia Williams is the Director of English Language Studies at Renison University College at the University of Waterloo. She has published several textbooks, including Learning English for Academic Purposes, and Academic Connections. She is currently working on a Ph.D.

Johanathan Woodworth

Johanathan, currently, teaches at York University, is a Standardized Examination Consultant, and is the Academic Coordinator for the York University English Language Test.

Charles Wotton

Charles Wotton teaches English for academic purposes at the University of Toronto's International Foundation Program where he specializes in listening and speaking. He has taught English for nearly 20 years in Spain, Russia and Canada and has an MA in Applied Linguistics.

Shan Wu-Felipe

I am currently an ESL Instructor at St. George's ESL Centre in Guelph. I have been teaching ESL for 12 years. I also have experience teaching CALL and pronunciation.

Emiko Yoshida

Emiko Yoshida is a course instructor at Renison College. She has a Ph.D. in Social Psychology from the University of Waterloo. Her main research interests are cross-cultural psychology and internationalization in higher education.

Alisa Zavialova

Alisa Zavialova is a PhD student in Applied Linguistics at Carleton University. She has extensive English language teaching experience in Canada and abroad. She currently teaches ESL, EAP and LINC in Ottawa. She conducts research on teaching formulaic language and its role in promoting second language pragmatic competence.

TRAVEL DISCOUNTS



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- VALID: November 9 to November 16, 2015**
- 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.
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- 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."
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- IDENTIFICATION:** Participants must reference the event's VIA confirmation number: **13134**.

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



Porter Airlines flies from the Toronto City Centre Airport, just minutes from downtown. Porter shuttles offer comfortable and complimentary service between downtown and Toronto City Airport, approximately every 15 minutes. The Porter shuttle bus runs to and from the west entrance of The Fairmont Royal York Hotel, at the north-east corner of Front and York streets, just across from Union Station.

Porter Airlines is proud to offer a 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 2015. The discounted fares are available for booking from August 28, 2015 November 17, 2015 and available for travel:

Location:

Dates of Travel:

From: Anywhere in Canada or US	To: Toronto	From: 11/09/2015	To: 11/13/2015
From: Toronto	To: Anywhere in Canada or US	From: 11/12/2015	To: 11/17/2015

Please book online at www.flyporter.com or through your travel agent using promo code **TESLO15**.

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

1-888-627-7175

Rate: \$225.00 plus taxes per night

Participant code: TESL Ontario 2015 or T2K09A

Cut-off date: October 19, 2015. Book early to avoid disappointment.

Online Reservations: <https://www.starwoodmeeting.com/Book/T2K09A>.

NOTE: *the group rate is available 3 days before and 3 days after the conference, if you wish to arrive early or depart late and enjoy the City of Toronto!*

Sheraton Centre Toronto Hotel, a CAA/AAA Four Diamond hotel, is near all of Toronto's attractions and is connected to the financial and entertainment districts by way of the PATH, a 16-mile underground network of shops and services. Shopping, Mirvish Toronto theatres, world-class dining at downtown Toronto restaurants, and Toronto museums are steps away. Sheraton Centre Toronto Hotel has received a 4 (out of 5) Green Key Rating based on the Corporate Environmental Management section of the Green Key Audit.

It is connected via the PATH to Union Station and the bus station (via the Dundas entrance of the Atrium on Bay - walk South through the Eaton Centre). There are many restaurants in the hotel and the underground PATH. The Eaton Centre is accessed by the Underground PATH from the Concourse Level and is open until 9:00 pm.

Stay Connected While on the Road at the Link@Sheraton. Out of town doesn't mean out of touch. Guests are invited to stay connected with complimentary computer with high-speed Internet access, printing capabilities, docking stations for laptops and more. The Link@Sheraton is designed as a social destination allowing guests to interact with each other while checking emails, researching local attractions or even printing airline boarding passes for free.

- Free high-speed Internet access
- PC workstations
- Printing accessibility
- Airline check-in and boarding pass printing stations
- Comfortable couches and television

Standard Hotel Amenities

Check in: 3:00 PM **Check out:** 12:00 PM

The city's preeminent destination hotel for business or leisure for over 30 years, the Sheraton Centre Toronto boasts Toronto's largest year-round pool, a 24-hour fitness centre, Business Centre, Senses Spa and two levels of shops, services, restaurants and lounges.

Entertainment

- Cable Television
- In-Room Movies
- In-Room Video Games

Bed Features

- The Sheraton Sweet Sleeper™ Bed

Bathroom

- Carrera Marble Vanity
- Curved Shower Rod
- Hairdryer
- Deluxe Bath Amenities
- Koehler Fixtures

Dining

- 24-Hour Room Service
- Coffee Maker

Office/Telecom

- Data Port Line
- Dual-Line Telephone
- Radio/Alarm Clock
- Voicemail

Room Features

- Oversized Desk
- Non-Smoking Guestrooms
- Connecting Rooms Available
- Mahogany Desk
- Rollaway Bed
- Ergonomic Desk Chair
- Individual Climate Control

Accessibility Features

- Disability Accessible Guestrooms

Pets

- The Sheraton Sweet Sleeper Dog Bed Available

Room Amenities & Services

- Wake-up Service
- Ironing Board
- The Sheraton Sweet Sleeper Crib
- Iron
- Maid Service
- Video Check-Out

Internet Access

- High Speed Internet Access
CAD 14.95 per day

DIRECTIONS TO SHERATON

For directions from your location, please visit <http://www.sheratontoronto.com/Driving-Directions>.

From the West (London, Sarnia, Toronto International Airport)

Follow Hwy. 401 East to Hwy. 427 South. Take Hwy. 427 South and follow signs for Hwy. QEW (Queen Elizabeth Way). The QEW turns into the Gardiner Expressway. Once on the Gardiner Expressway watch for York St. exit. Take York St. exit ramp (stay on the left hand side of the ramp) and follow York St. until it ends at Queen St. Turn right on to Queen and you will see our Motor Court entrance immediately on the right hand side.

From the North (North Bay, Barrie)

Follow Hwy 400 South to Hwy. 401 West. Follow Hwy. 401 West to Hwy. 427 South. Take Hwy. 427 South and follow signs for Hwy. QEW (Queen Elizabeth Way). The QEW turns into the Gardiner Expressway. Once on the Gardiner Expressway watch for York St. exit. Take York St. exit ramp and follow York St. until it ends at Queen St. Turn right on to Queen and you will see our Motor Court entrance immediately on the right hand side.

From the Niagara Region

Follow Hwy. QEW (Queen Elizabeth Way) into Metro. The QEW turns into the Gardiner Expressway. Once on the Gardiner Expressway watch for York St. exit. Take York St. exit ramp (stay on left hand side of the ramp) and follow York St. until it ends at Queen St. Turn right on to Queen and you will see our Motor Court entrance immediately on the right hand side.

From the East (Montreal, Ottawa)

Follow Hwy. 401 West to the Don Valley Parkway (DVP). Take the Don Valley Parkway South all the way to Richmond St. exit. Take Richmond St. (along past Sherbourne, Jarvis, Church, Yonge & Bay streets). Get into the right lane after Bay St. the Hotel is at the next intersection (corner of Richmond St. & York St.), however the Motor Court entrance is on your right-hand side just before this intersection.

Directions by Public Transportation to the Sheraton Centre Toronto Hotel

From Union Station (Subway or GO Transit)

Take the Yonge-University-Spadina Line to Queen Station. From Queen Station, take the PATH (West) to reach the Sheraton Centre OR walk west on Queen Street for one block.

From Toronto Coach Terminal (bus)

The Toronto Coach Terminal is located on the northwest side of Bay Street and Dundas Street West (south of Edward Street, east of Elizabeth Street). You can walk underground from the bus station to the hotel by entering the Dundas Street entrance of the Atrium on Bay. Enter the Eaton Centre close to the subway entrance and walk across to The Bay, take the escalator to the basement and there is a walkway which will lead you directly to the hotel.

Union Pearson Express departs from both Union Station and Toronto Pearson International Airport every 15 minutes. Your journey takes just 25 minutes; it's the swiftest and most reliable way to travel. An adult one-way ticket is \$27.50 and an adult return ticket is \$53. More information online tickets are available at <https://www.upexpress.com/Tickets/Tickets>.

Taxis from the airport have zoned fares. To get from the airport to the downtown area will cost approx \$53.00. More information can be found online at <http://www.torontopearson.com/en/toandfrom/ground/>.

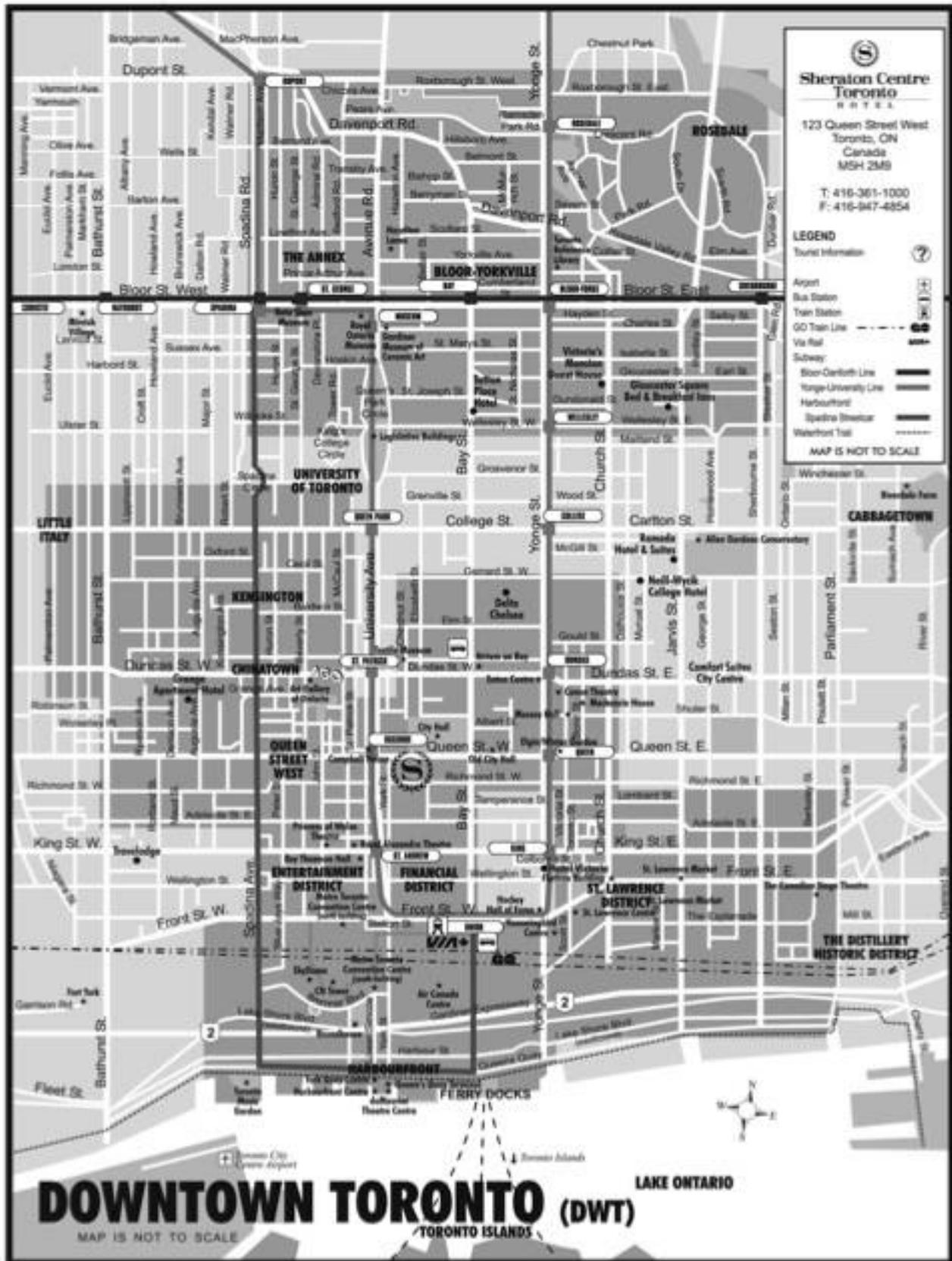
The Toronto Transit Commission (TTC) runs transportation to and from Pearson International. Travel between the Sheraton Center and Pearson International via the TTC requires taking both a bus and a subway for a total of two transfers. From the airport take the TTC 192 Airport Rocket (bus) to Kipling Station on the Bloor-Danforth Subway. Then take the Bloor-Danforth Subway East to St George station and transfer to the Young-University-Spadina Subway South to Queen St Station. From Queen St Station walk west on Queen St for 1 block. The Sheraton Center is located at 123 Queen St West. The total travel time from the airport to the hotel is approximately one hour and the cost is \$3.00. Please Note* When you pay your fare, you will need to ask the driver for a "Transfer" which will allow you to switch to the subway at Kipling Station. Be sure to sit on the right side of the bus for the best views! More information can be found online at: http://www3.ttc.ca/Riding_the_TTC/Airport_service.jsp.

Parking

The Sheraton Centre Toronto Hotel offers Valet Parking for \$50.00 CAD per night, with unlimited in and out privileges. Availability is limited to 215 spots and are distributed first come, first served. They extend up to 30 minutes complimentary parking in the Motor Court for the unloading of luggage at time of arrival.

An alternate parking option is the "Green P" parking at Nathan Phillips Square Garage - 110 Queen Street West (across the street connected to the hotel via the PATH). Parking rates and hours can be found online at http://parking.greenp.com/parking-info/carpark-info/36_110-queen-street-west-nathan-phillips-square-garage.html.

Map-Downtown Toronto



P A T H



MEMBERSHIP SERVICES & 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:

Two for the Price of One!

When you join TESL Ontario, you also become a member of 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** – Bi-monthly webinars will be available free of charge to all TESL Ontario members.
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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 Ontario Blog**

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@cogeco.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
- Canada's Wonderland 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

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



ESL WEEK

November 8-14, 2015



Ontario ESL professionals support learners in their pursuit of success.



Show your support of ESL Week by participating in TESL Ontario's ESL Week Activities. Visit our website for detailed information:
www.teslontario.org





You're Invited!

what:

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

where:

Sheraton Centre Toronto Hotel – Provincial Ballroom (2nd Floor)
123 Queen Street West, Toronto, ON M5H 2M9

when:

November 12/13: 8:00AM - 5:00PM

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

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