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toscon13



LINDSAY CLANDFIELD & LUKE MEDDINGS

(co)author of 52 (theround), Global (Macmillan)
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(co)author of 52 (theround), Teaching unplugged (Delta)
(co)founder of theround (the-round.com), Dogme in ELT

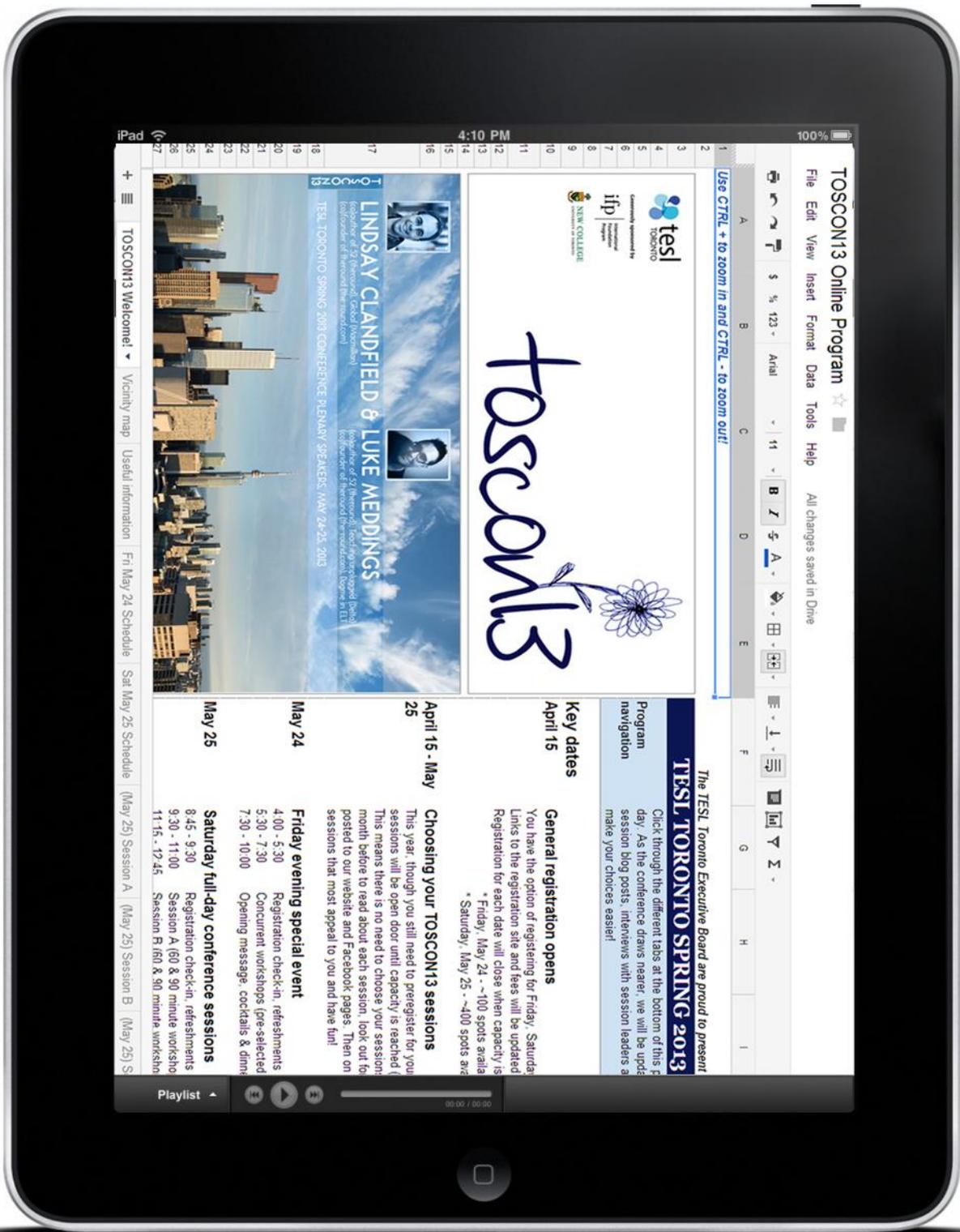
TESL TORONTO SPRING 2013 CONFERENCE PLENARY SPEAKERS, MAY 24-25, 2013

toscon13



6 months to go! bit.ly/toscon13

Conference planning program



Full online program

We're quite digital this year too! This print program includes information about the sessions offered during the conference to help you plan your days. For full up-to-date information regarding location, registration links and other valuable bits and pieces, please visit our online program.

<http://bit.ly/toscon13program>

The TESL Toronto Executive Board are proud to present to you the program for the

TESL TORONTO SPRING 2013 CONFERENCE

May 24

Friday evening special event

- 4:30 - 5:30 Registration check-in, refreshments & appetizers
- 5:30 - 7:30 Concurrent workshops
- 7:30 - 10:00 Opening message, cocktails & dinner

May 25

Saturday full-day conference sessions

- 8:45 - 9:30 Registration check-in, refreshments & snacks
- 9:30 - 11:00 Session A (60 & 90 minute workshops)
- 11:15 - 12:45 Session B (60 & 90 minute workshops)
- 12:15 - 1:45 *Lunch period*
- 1:15 - 2:45 Session C (60 & 90 minute workshops)
- 3:00 - 4:30 Closing plenary

*Exhibitor
displays
8:45 - 1:45*

Useful information



LEGEND

- Hart House
- Wetmore Hall
- Wilson Hall
- Sidney Smith Hall
- Earth Sciences Building

DAY

- 1 - Friday
- 2 - Saturday
- 2 - Saturday
- 2 - Saturday
- 2 - Saturday

WHAT TAKES PLACE HERE

- Concurrent workshops, opening remarks, dinner
- Lunch, exhibitor displays
- Concurrent workshops
- Concurrent workshops
- Closing plenary

		FRIDAY	SATURDAY
CLOSEST TTC STOP		Museum station	Spadina station > Southbound streetcar @ Willcocks
PARKING	Street meters	Hart House Circle Harbord Street	Willcocks Street Huron Street St. George Street
	Green P / Lots	Tower Road Parking Lot	Graduate House Garage
WIFI	Wifi is available throughout the University of Toronto campus. To access it (hopefully to FB and tweet with the hashtag #toscon13), please use the following login info:		
	Networks	UTORwin	UTORwin2
	Network key	UToronto1home	
	Login	spguest	
	Password	toscon13	
PD HOURS	All participants will receive 3.5 hours (Fri) and 7.0 hours (Sat) of recognised PD hours for use in reaccreditation with TESL Ontario. Please keep your registration email receipts as your proof of PD.		
MEDIA	By registering, you acknowledge that TESL Toronto may take photography of common areas, opted-in speakers and sessions.		
UPDATES	Using the #toscon13 hashtag on Twitter, we'll update information throughout the conference. You can too! We'll RT your ideas. All other updates will be done on the <i>online</i> program (http://bit.ly/toscon13program).		



TOSCON13

A SPECIAL MAY 24 EVENING

with LINDSAY CLANDFIELD, JULIA WILLIAMS, LUKE MEDDINGS & THOMAS FARRELL

2 HOURS, 4 WORKSHOPS FOLLOWED BY OPENING REMARKS, COCKTAILS AND DINNER



2 months to go! bit.ly/toscon13

May 24, 2013 – Hart House, University of Toronto

Event schedule

4:30 Registration check-in / Appetizers and refreshments

Title

Abstract

5:30

Unplugging: The Ripple Effect

Luke Meddings

The idea behind Teaching Unplugged is simple: lessons based on the lives and language of the learners. But what are the implications for teaching and teacher training? What parallels are there with other approaches, in ELT and education as a whole? Can any of this make a difference in society? We'll use practical activities to explore the practice of Teaching Unplugged, and reflect on the 'ripples' in a two-hour workshop that just might change the way you think about teaching.

Rediscovering writing

Lindsay Clandfield

Communicative approaches to language teaching have put much value on the oral skill. Classrooms around the world have, over the past thirty years, devoted more and more time in class to speaking, which is great. Writing however, has remained relatively unchanged. Often assigned for homework, or in the form of longer pieces of writing (the composition, the essay, the business letter) this skill has just not seemed as sexy as speaking. However, due to technological developments we are all writing now a lot more than we used to. In some cases, we write more to people than we talk to them. This workshop looks at activities and tools that help students practice writing in new and enjoyable ways.

Trends and textbooks in EAP

Julia Williams

Over the last 20 years there have been many changes in the field of applied linguistics. Are these changes reflected in the textbooks we use to teach our EAP students? Bring a textbook you are currently using and review it for evidence of the recent trends in applied linguistics. Trends related to vocabulary acquisition, genre studies, workplace training, critical thinking, assessment, and teaching methodology will be considered in this interactive workshop.

Reflective practice for language teachers

Thomas Farrell

Reflective practice generally means that language teachers subject their assumptions, beliefs and teaching practices to a critical analysis so that they can become more aware of their practice. Gaining teaching experience as a language teacher is not enough to provide automatic professional development, for we do not learn much from experience as much as we learn from reflecting on that experience; thus experience combined with systematic reflection can lead to professional growth so that we can become more effective language teachers. This workshop outlines what reflective practice is and how language teachers can do it regardless of their level of teaching experience.

7:30 Opening remarks, cocktail & dinner



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TESL TORONTO SPRING 2013 CONFERENCE PLENARY SPEAKERS, MAY 24-25, 2013



6 months to go! bit.ly/toscon13

May 25, 2013 – Full Saturday Conference, New College vicinity, University of Toronto

Session schedule

TT = Teacher training * ESP = Occupation-specific/Business * EXAM = Exam prep * EAP = Academic * G = General ESL * LINC = Settlement

Session A Overview

9:30 - 10:30				9:30 - 11:00		
Room	Presenter	Title	Stream	Presenter	Title	Stream
WI 1016				Webster, J.	90A1: Get LinkedIn	TT
WI 1017	Chubak, L.	60A1: Let's keep it real: "I feel like a bag lady" and other business conversations.	ESP			
WI 523						
SS 1069				Servinis, E.	90A2: Ideas worth spreading: TED talks in the EAP classroom	EAP
SS 1070	Chauhan, J. / Lynn, M.	60A2: Spelling strategies for low level Saudi Arabian students.	EAP			
SS 1072	Anderson, K.	60A3: Test preparation: keeping students at the centre of the process	Exam			
SS 1073	Toth, Z.	60A4: Using listening journals to enhance student autonomy and improve listening skills	G			
SS 1074	Reynolds, B.	60A5: The exercise is not the game	G			
SS 1083				Iveson, T.	90A3: Teaching grammar creatively	G
SS 1085	Lupasco, S. / Allan, J.	60A6: Developing an ESL Literacy blended online course for LINC Learners	LINC			
SS 1087				Gutt, L.	90A4: Fun listening	G

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Session B Overview

11:15 - 12:15				11:15 - 12:45		
Room	Presenter	Title	Stream	Presenter	Title	Stream
WI 1016	Sciamarelli, M.	60B1: English in the workplace: from communication to working tool	ESP			
WI 1017	Bertotto, C. / Hurley, M.	60B2: You can teach grammar	TT / Promo			
WI 523					SIG Meeting (12:15 - 12:45)	ESP
SS 1069	Collins, M. / Collins, B.	60B3: Online documentaries as a tool in the upper-intermediate/advanced EAP classroom	EAP			
SS 1070	Fish, G. / et al.	60B4: A work in progress: The process of revising EAP curriculum	EAP			
SS 1072	Kandil, A.	60B5: The theory and practice of task-based language learning	G			
SS 1073	Marques, A.	60B6: Art in the language classroom	G			
SS 1074				Bersghoeff, C. / Robinson, M.	90B1: Lesson translations: classroom to online and vice versa	G
SS 1083				Smikle, L.	90B2: Cell phone activities	G
SS 1085				CLB	90B3: Orientation to the revised CLB and the Support Kit	LINC
SS 1087				Altunyan, A. / Faradani, K.	90B4: Academic IELTS writing task 1; How to teach and grade it	Exam

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Session C Overview

1:15 - 2:45				1:45 - 2:45		
Room	Presenter	Title	Stream	Presenter	Title	Stream
WI 1016				Samburskiy, D.	60C1: Using COCA in ESL classrooms and beyond	TT
WI 1017				Mikhaylova, E.	60C2: Integrating employment activities into LINC/ESL classes	LINC / ESP
WI 523						
SS 1069				Stilla, J.	60C3: A mathematics approach to composition	EAP
SS 1070				Stout, M.	60C4: Challenges to ICT integration in EFL classes in Japan	G
SS 1072				Somananda, B.	60C5: Incorporating realia into language instruction	G
SS 1073				Pattison, T.	60C6: Take the fear out of journal articles	EAP
SS 1074	Lackman, K.	90C1: CAT: A framework for Dogme	G			
SS 1083	Matechuk, J.	90C2: The Won Chi moment - apps in the ESL classroom	G			
SS 1085	Stupar, M. / Elliott, K.	90C3: Bridging communities	LINC			
SS 1087	Cutura, M.	90C4: Teaching presentation skills	G			

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Session A descriptions

CODE	Session title	Abstract	Type
60A1	Let's keep it real: "I feel like a bag lady" and other business conversations	Personal conversations are pervasive within our work day. Whether considered just chatting, gossip, catching up or the like, these social talk pop ups account for a significant portion of our talk time. They shape institutional culture and nurture collegial relationships, yet are minimized, often ignored, within Business Communication resources or curricula. This session presents new research, emerging from three different Canadian businesses, exploring both the form and functions of authentic social talk at work. Join this session and discussion about why and potentially how we might incorporate more realistic workplace conversation models into our ESL classrooms.	P
60A2	Spelling strategies for low level Saudi Arabian students	In an ESL/EAP classroom, a challenge for low level Saudi Arabian students is English spelling. Most of the time we find students struggling with spelling problems and this may hinder their competence in writing and reading. Our research investigated the spelling problems faced by these students, the causes and implications of their inaccuracies in spelling, and the measures and approaches that could be inculcated as part of classroom instruction to minimize errors and maximize confidence in spelling accurately. This interactive workshop allows participants to first learn about and discuss both our research and the tasks we have developed from it.	W
60A3	Test preparation: Keeping students at the centre of the process	While IELTS/TOEFL prep courses have their place, they can feel like a lost opportunity to develop core skills. This workshop will explore ways to keep students actively engaged with high-stakes test material and interacting with each other, without neglecting test-taking strategies. Participants will leave this presentation with teaching material and techniques for keeping learners at the centre of the study process and for developing core academic skills in tandem with test preparation.	P
60A4	Using listening journals to enhance student autonomy and improve listening skills	In my presentation I am going to share our experience with using listening journals at the International Foundation Program at U of T. I will talk about the rationale for introducing listening journals; describe how we implemented them at IFP; and address some challenges we experienced in helping students make the most of this tool. Although our program focuses on EAP, the journals provide an opportunity for students at the intermediate and higher levels to interact with different types of source material and improve listening skills in general. Therefore my presentation focuses on the general ESL aspects of this tool.	P
60A5	The exercise is not the game	In soccer, coaches will put orange cones on the ground and ask players to dribble the ball around them. This is supposed to improve their footwork and speed, but nobody believes that the purpose of this drill is to get better at dribbling around cones. Everybody understands that the purpose is a transfer of skills to a similar but different situation in a real soccer game. Things are not so clear when it comes to the teaching of English, for students or teachers. We'll do our best to identify which is which.	P

CODE	Session title	Abstract	Type
60A6	Developing an ESL Literacy blended online course for LINC Learners	As a participant at the LearnIT2teach project, I have been developing a Moodle course for my ESL Literacy class. This session will focus on sharing the ideas, tools and materials for ESL teachers working with literacy and low levels in the computer lab.	P
90A1	Get LinkedIn	Join us to answer the big questions about the fastest growing career management tool, LinkedIn. Learn who is using this professional networking tool, what it really is, where it's being used, when you're ready to use it, why you should care, and how to get "LinkedIn". We'll discuss the benefits of this tool for job search, teaching, collaboration, as well as for students.	P
90A2	Fun listening	This presentation will share a variety of activities that teachers can do to enhance their students' listening skills. Using interactive activities based on authentic materials is a fun way to get students to focus on various sounds, words, and meanings when listening to English. The presentation will present sample activities that will also allow the audience to experience the task first hand.	W
90A3	Ideas worth spreading: TED talks in the EAP classroom	This workshop will look at TED Talks in the context of teaching English for Academic Purposes, e.g. for listening, vocabulary, reading, critical thinking, and speaking. The less experience you have teaching with TED, the more you will get out of this workshop. However, practiced TED teachers are also encouraged to come and share your favourite lecture titles and activities.	P
90A4	Teaching grammar creatively	It is easy to get comfortable with a set and formulaic way of approaching grammar teaching. Although that way can be effective, if we do not continue to consider alternative ways of presenting, practicing and revising grammar, it is easy to become bored and uninspired by our own teaching. Furthermore, it's important to ask just how much creative thinking are we asking of our students? This workshop looks at ways of becoming more creative with our planning, our use of materials and technology, and the space in the classroom. We also look at what stops us from being more creative and taking chances. We'll be trying out some different techniques and approaches with the intention of giving you inspiration and encouragement to keep thinking creatively!	P

Session B descriptions

Code	Session title	Abstract	Type
60B1	English in the workplace: from communication to working tool	Understanding work contexts outside education has been a challenge to English teachers. In this session I will describe how I developed a new concept of English in the workplace, the "English Boost Program", as well as offering some practical examples such as the use of simulated conference calls and meetings. I will also show how the syllabus and assessment were developed through making use of these practices. To conclude, I will prove that in order to deliver this program and keep up with this new trend in the business world, a new concept of Business English Teacher must be defined.	P
60B2	You can teach grammar	Grammar is inevitable in ESL; it is also a source of discomfort for many teachers. It may sometimes feel as though students have a more complete grasp of grammar concepts than the teacher. This session will introduce the book <i>You Can Teach Grammar</i> , which is a guide to the rules of English grammar coupled with ideas for how to effectively teach that grammar in the ESL classroom. The session, led by two of the book's co-authors, will include interactive elements to address grammar questions. The book is a text for TESOL programs; it's also useful as a general grammar reference.	PO
60B3	Online documentaries as a tool in the upper-intermediate/advanced EAP classroom	Documentary films are a versatile input that can be the catalyst for developing not only listening skills, but many of the skills required by EAP students. With the multitude of readily available free online documentaries, lessons can be relevant, topical and timely. This presentation will offer a selection of approaches to constructing lessons that are level appropriate, cultivate proficiency in listening comprehension, summary and argumentation, build vocabulary and schema, provide opportunities for academic discussion and presentation, and can be expanded to include academic reading and essay writing.	P
60B4	A work in progress: The process of revising EAP curriculum	The presenters will share the multi-year process of revising and adapting the curriculum for the EAP gateway course to regular studies at Trent University. The process has been both collaborative and reflective and has involved instructors and students from a variety of linguistic and cultural backgrounds. The presenters will show how the curriculum has been adapted to accommodate new situations and challenges while at the same time maintaining the Trent-ESL distinctives.	P
60B5	The theory and practice of task-based language learning	This presentation is divided into two parts: First, the presenter will briefly introduce the subject of TBLL from a theoretical point of view, i.e. the various definitions of language tasks (LT), different kinds of LT, stages of a task-based lesson, characteristics of TBLL, and finally the advantages and disadvantages of a task-driven syllabus. In the second part, the presenter will focus on the practical aspect of TBLL by sharing his experience in designing a task-based English language course. The presenter will link theory and practice by providing some examples of the tasks that he has incorporated in the syllabus.	P

Code	Session title	Abstract	Type
60B6	Art in the language classroom	Can the creation of art make our language classes more vibrant? What light can our understanding of how art engages learners shed on our ideas about teaching English? This presentation will focus on the aesthetic aspects of language study, providing teachers with arts-based activities they can use with a variety of levels.	P
90B1	Lesson translations: Classroom to online and vice versa	This presentation looks at how classroom lessons can be translated to an online environment (and vice versa). Exploring popular classroom activities we show how alternatives have been made in an online environment. Several lessons and activities will be shared, as well as a variety of suggestions and links for future use. Hopefully fun as well as entertaining, attendees will leave inspired with how they can spice up tired lessons without hours of planning!	P
90B2	Cell phone activities	The objectives of this workshop are to (1) share ways that language teachers can use the basic features of their cell phones to facilitate language activities in the classroom and (2) discuss issues around cell phone usage in the classroom. To get the most out of this hands-on workshop, participants should bring their cell phones.	W
90B3	Orientation to the revised CLB and the Support Kit	The Centre for Canadian Language Benchmarks (CCLB) has recently revised the Canadian Language Benchmarks (CLB) and created a new CLB Support Kit. Come and find out what has changed, what has stayed the same and how to utilize the CLB in practical terms. This session will offer a short orientation to the CLB Support Kit which includes guides on grammar, pragmatics and pronunciation. Through hands on activities we will explore some of the exemplars for both the receptive and productive skills. The revised CLB and Support Kit were funded by Citizenship and Immigration Canada.	W
90B4	Academic IELTS writing task 1; how to teach and grade it	This three part workshop will begin with an introduction to the task and the organization (Intro, Body and Conclusion) of the task. Part two will include a presentation of the grammar and vocabulary used in the four main types found in task 1, namely trends, comparisons, processes and illustrations. The participants will then apply the organizational structure presented in part one to the four writing types. In part three we will discuss the IELTS band descriptors, and using real samples, give participants the opportunity to assess the writing samples according to the band criteria.	W
SIG	Special Interest Groups meeting	TESL Toronto currently supports two Special Interest Groups (SIG - http://tesltoronto.org/special-interest-groups-sig): English for academic purposes (EAP) and Language Skills for Employment Purposes (LaSEP). Interested individuals are welcome to attend this meeting to express interest in network with like-minded educators and discuss the future of our SIGs. This meeting will take place from 12:15 - 12:45 approximately.	Group

Session C descriptions

Code	Session title	Abstract	Type
90C1	CAT: A framework for Dogme	Conversation Activated Teaching is a step-by-step method that has all the essential elements of the Dogme approach to language teaching. Emergent language from conversations is remodelled by the teacher in an immediate and non-intrusive way. The only materials required are pens and paper. The method is easy to implement, requires no planning or preparation and can be easily adjusted to suit any lesson length and virtually any level. The workshop will open with a brief introduction to the Dogme approach and a demonstration of CAT will follow.	W
90C2	The Won Chi moment - apps in the ESL classroom	Without instructions or teachers, the children in a small Ethiopian Village of Wonchi were given tablets. The tablets had been loaded with a series of English apps. In less than three months, the children had not only hacked the tablets and customized all of the settings - they had gained a basic understanding of English. What does this mean for the future of ESL education? This presentation will speak of the results of 2 years of trial, error, and success of using apps in the classroom.	P
90C3	Bridging communities	Many language institutions would like to increase visibility of their programs in the public eye but they are not sure how to go about it successfully. Integration into local communities can be a big contributor to immigrants' success. Some of the ways in ensuring sustainable collaboration could range from inviting community members to the premises, to participating in local multicultural events... Because the success of those events has encouraged our students to reach their potentials, we are sharing our experience with you. The focus will be on: theoretical approach, establishing the goals of each event, their promotion and execution.	W
90C4	Teaching presentation skills	This highly interactive workshop will take you through a variety of tried and tested student-centred activities used for improving presentation skills and overcoming fear of public speaking. See how these activities can be used to inspire students' intrinsic motivation and to perfect speaking skills across the levels.	W
60C1	Using COCA in ESL classrooms and beyond	Corpus linguistics is a fascinating data-driven methodology that empowers teachers and learners. With just minimum training, anybody can start exploring English language in use to discover its collocational and colligational patters. This is highly informative for both learners and native speakers, whose intuition may be erroneous at times. I've been using the COCA (Corpus of Contemporary American English) in my teacher-training course on pedagogical grammar and would love to share my expertise. All my students reported that they began implementing corpus linguistics analysis in their teaching and daily lives.	W
60C2	Integrating employment activities into LINC/ESL classes	Seeking and retaining employment is one of the top reasons why immigrants join LINC/ESL classes. The key to successfully accomplishing this task lies in the understanding of Canadian workplace culture. Incorporating employment related activities into your curriculum in a way that allows students to absorb and appreciate this knowledge is the focus of this presentation.	P

Code	Session title	Abstract	Type
60C3	A mathematics approach to composition	This presentation will provide a number of strategies for teaching composition using the language and concepts of Mathematics. These strategies have been developed in response to a fear of the unfamiliar exhibited by students who are just beginning to write essays in Canadian post-secondary institutions. They provide an approach to composition that encourages students to write meaningful essays that respond critically to the claims of other writers.	P
60C4	Challenges to ICT integration in EFL classes in Japan	Learners today are assumed to be “digital natives”. While these learners may be comfortable with technology, they may not be very proficient using it. Even in technologically advanced countries, such as Japan, web technology is only slowly being integrated into classrooms. In this presentation, I will present survey data from an ongoing research project called “Developing Practice Models for ICT-Integrated EFL Instruction Centred on Production and Exchange” (supported by Grants-in-Aid for Scientific Research, 2011-2013; #23520696). I will also share my own evaluation of my web technology integration, and my plans to improve it.	P
60C5	Incorporating realia into language instruction	Using realia in the language classroom is a relatively easy and convenient way of developing not only the language skills of students, but also their confidence in real situations. It can be rewarding and stimulating for both teacher and students. Yet, many language teachers are unaware of the benefits of incorporating realia into language instruction. This practical and interactive session will provide participants with a toolkit of tried and tested learner-centered activities using realia. It will also give the participants a chance to design a variety of language teaching activities using realia.	W
60C6	Take the fear out of journal articles	Advanced-level EAP students need to make the transition from reading ESL materials to the critical analysis of authentic academic text. This is often easier said than done. This presentation shows how even the most intimidating texts—articles from scholarly journals—can be made accessible and even enjoyable for novice readers through the development of suitable accompanying handouts. A sample lesson will be provided, in which the learner is encouraged to consider the content and language of a journal article; participants will be able to use this lesson as a model when developing their own materials.	P

TOSCON13 Session D – Closing plenary

Earth Sciences Building, Room 1050

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teslontario.org/conference bit.ly/toscon13

TITLE	Our version of subversion
TIME	3:00 – 4:00 followed by conference closing remarks
ABSTRACT	Can one new idea per week make a difference? We asked ourselves this question around two years ago when writing 52, an e-book of activities for language teachers using radical texts, subversive images and lateral thinking. During the creation of this book, an even more subversive idea occurred to us: what happens when teachers become publishers? In this plenary we'll explore how answering both questions led to the development of the round, a new independent e-publishing collective in English Language Teaching. We'll explain how editing, sharing and mentoring are fundamental to the vision of the round, and how you can become a part of it.



<http://the-round.com/>



<http://the-round.com/resource/52/>

Presenter biographies

Aaron Marques

Aaron Marques holds a TESL certificate and has taught EFL/ESL in a variety of settings, including universities, the TDSB and private language schools. He is currently pursuing an M.A. in teaching at OISE/University of Toronto, where his research focus is student attention and engagement.

Ahmed Kandil

Ahmed Kandil is a PhD candidate in second language education at the University of Toronto (OISE). Throughout his TESOL career, Mr. Kandil played the roles of instructor, curriculum designer, instructional supervisor, and unit coordinator. His main research interests are related to instructional supervision and the teaching of vocabulary.

Astghik Altunyan

Katrin Faridani

Astghik Altunyan has been an ESL and EFL instructor for nearly a decade in three countries. She holds a Masters in Pedagogy and Linguistics and is currently working at ILSC Toronto.

Katrin Faridani has taught in 4 continents, is now a Cambridge Speaking examiner and trianer and a test prep Program Director at ILSC Toronto. She is currently working on her Delta Certification.

Bihimini Somananda

Bihimini Somananda is a lecturer in English Language at the University of Colombo, Sri Lanka. She has a B.A. (Hons) in English, M.A. in Linguistics and is currently reading for a Ph.D. in Applied Linguistics. Her research areas include curriculum development, testing and evaluation and using technology in language teaching.

Brett Reynolds

Brett Reynolds teaches EAP at Humber college and edits TESL Ontario's Contact magazine.

Carolyn Bergshoeff

Carolyn Bergshoeff, of Mellyn Education, currently teaches for LINC Homestudy National and serves on the TESL Toronto Executive Board. She is active online in both teaching and learning.

Centre for Canadian Language Benchmarks

Anne Hajer works as an education consultant specializing in curriculum development, teacher training and online course development. She was part of the team that did the initial revisions to the CLB and she also helped to develop the CLB Support Kit.

Claudia Bertotto

Margaret Hurley

Claudia Bertotto founded Coventry House International and Ontesol.com. She has over 30 years of teaching experience in England, Canada and Argentina. She designed and delivers North America's only Trinity CertTESOL program. She is co-author of You Can Teach Grammar and Teaching Business English: A Specialist Course for the English Teacher.

Margaret Hurley is an ESL and business English instructor in Toronto, Canada and a TESOL teacher trainer. She is co-author of the TESOL training textbook You Can Teach Grammar, the business book The Blurring Boundary of the Organisation: Outsourcing Comes of Age and numerous academic and business articles.

Denis Samburskiy	Denis Samburskiy is pursuing a Ph.D. in Curriculum and Instruction at State University of New York at Albany. His research interests include ESL/EFL instruction, cognitive linguistics, corpus linguistics and CALL. He currently teaches a course 'Corpus-Informed Pedagogical Grammar of English' and runs an evening ESL program for adults at the university.
Eliza Mikhaylova	With over 10 years of experience as an ESL teacher and a Bachelor's Degree in Linguistics, Eliza has primarily been working with newcomers helping them learn about the workplace culture in Canada. For the past 6 years she has been with WoodGreen Community Services in Toronto.
Ellen Servinis	Ellen Servinis (ellen.servinis@utoronto.ca) is Lead Instructor, Academic Skills, at University of Toronto's International Foundation Program.
Glenda Fish	<p>Glenda Fish has more than twenty years experience teaching EAP, ESL and communication skills in adult education settings. Currently, she is Curriculum Coordinator for Trent-ESL: English for University at Trent University.</p> <p>Tamara Al-Kasey, Tamara Al-Kasey, Ph.D., has worked on the acquisition of Spanish syntax and morphology while teaching language and culture at the university level in the US and Canada. Currently, she teaches reading and writing for EAP as well as beginning Spanish at Trent University, Oshawa.</p> <p>Carlene Hamilton Carlene Hamilton has more than fifteen years experience at the university level in teacher education in Jamaica as well as communication skills and English for University in North America. Currently, she is an instructor in English as a Second Language at Trent University, Oshawa.</p>
Jagrati Chauhan	<p>Michael Lynn Dr. Jagrati Chauhan currently teaches English for Academic Purposes at York University English Language Institute. She is a senior writer and instructor at EduPros. She has a PhD in English and a Master's in Linguistics & English Language Teaching.</p> <p>Michael Lynn currently teaches English for Academic Purposes at York University English Language Institute. Michael has been teaching ESL for over 15 years in a variety of countries. He has completed his Master's in Education (TESOL) at Queensland University of Technology in Australia.</p>
James Matechuk	James Matechuk is an English teacher 2.0. As Academic Director and Head Developer for Connect School of Languages, he has undertaken the task of redesigning traditional, text-book based curricula and standard TESL methodology and integrating it with mobile and web technology.
Jessica Webster	<p>Simran Kaur Jessica's love of teaching and technology has fueled her work in settlement, education and employment services. She has used new media to teach in LINC classrooms, the LINC Home Study program, and private companies. Currently, she facilitates workshops on job search, self marketing, language, and social media at the Centre for Education and Training.</p> <p>Simran Kaur is the Marketing and Outreach Specialist for the Centre for Education and Training. Simran maintains the company's social media presence, and has trained both staff and clients on using LinkedIn effectively.</p>
John Stilla	John Stilla is an English Professor at Humber College Institute of Technology and Advanced Learning. He teaches composition and workplace writing courses to ESL students in diploma programs (i.e. post-EAP). His current research interest is readings-based, argumentative writing.

Katherine Anderson	Katherine Anderson is course developer and instructor of the engineering writing course for the International Foundation Program (New College, University of Toronto). She has long experience with the iBT as the creator of EAP and TOEFL curriculum for New College's Summer English Program and as an IELTS instructor in Europe.
Ken Lackman	Ken spent seven years in Prague teaching and developing materials for The Caledonian School. He then served as the academic director at EF Toronto from 2002 to 2007, and is now working as a freelance teacher trainer and writer. He offers weekly workshops open to all ESL teachers at English Central.
Lesline Smikle	Lesline Smikle (B.A., B.Ed., M.Ed., OCT and TESL) is the Curriculum and Training Coordinator at the Centre for Education & Training. She has taught LINC, ESL, EAP, TESL and high school credit courses in Ontario.
Lindsey Gutt	Lindsey Gutt is an instructor at York University. She has worked as a teacher trainer, curriculum developer, program coordinator and published numerous textbooks.
Lynda Chubak	Lynda Chubak is an enthusiastic advocate of bringing more authentic versus idealized interactions into Business English instruction. Her recent research exploring recorded conversations within Canadian workplaces (MA thesis, 2012), combined with fifteen-plus years of private-sector management experience, shape her distinctive approach to ESL teaching and program development.
Malu Sciamarelli	Malu Sciamarelli is an EFL teacher in Brazil. She teaches in language schools and in companies. She is also a Cambridge English Language Assessment Speaker in Brazil and Inspector in South America, IATEFL ESOL Sig Web and Discussion List Manager, ALTE individual affiliate and International Teacher Development Institute (iTDi.pro) associate .
Meghan Collins Benjamin Collins	Meghan Collins is an ESL instructor in the Bridging Program at York University English Language Institute. She has experience teaching in South Korea and Toronto, and is certified in CELTA, TESL Ontario, has an M.Ed. in TESOL. Her interests lie in curriculum development and student motivation. Benjamin Collins (MEd TESOL) is an instructor at the York University English Language Institute with a variety of in-class and online teaching experience, in universities in Korea and Canada, ranging from EAP and ELT for internationally educated professionals to teacher training.
Michael Stout	Michael Stout is an Associate Professor in the Faculty of Humanities and Social Sciences at the University of Tsukuba located near Tokyo, Japan. His research interests are CALL, EAP, and project-based language teaching. He has presented and run workshops in Japan, several Asian countries, Greece and Turkey.

<p>Milka Stupar</p> <p>Karen Elliott</p>	<p>Prior to her full-time appointment in Sarnia (2009), Milka was active in Toronto ESL Community as a supply-teacher, language interpreter and volunteer. TESL certified from 2006, she holds a B.F.A. from YorkUniversity, currently teaches in LINC/ESL, serves as a TESL London Communication Board Member, and is involved in community outreach.</p> <p>Karen's ESL journey started in Russia. Currently, she teaches at the YMCA of Sarnia Lambton as a LINC/ESL Instructor with emphasis on PBLA and test taking strategies for IELTS and TOEFL. Karen is TESL Certified. Besides Ontario Teacher's Certificate, she holds a B.A. in English and Music (SpringArbor University, Michigan).</p>
<p>Mirjana Cutura</p>	<p>Mirjana teaches EAP courses at Sheridan College. Mirjana's most recent teaching experience includes working at University of Toronto and supply teaching at George Brown College. With more than fifteen years in the field, she has taught ESL, EFL, ESP IELTS and TOEIC test preparation both in Canada and abroad.</p>
<p>Svetlana Lupasco</p> <p>John Allan</p>	<p>Svetlana is an ESL literacy Instructor at Thorncliffe Neighbourhood Office and ESL Methodologies Instructor at a private career college in Toronto. She has been teaching ESL at different levels for 8 years in Canada and abroad. Her particular interests are teacher training, Professional Learning Networks and educational technology.</p>
<p>Tania Iveson</p>	<p>Tania Iveson started teaching ESL in 1990. She has taught in Canada, Spain, Taiwan, England, Brazil and Myanmar, and has been a teacher trainer since 1998. Tania is currently an ESL professor at Sheridan College, an IELTS examiner and a module one DELTA trainer. She is completing her MA in TESOL and is particularly interested in educational psycholinguistics.</p>
<p>Tania Pattison</p>	<p>Tania Pattison is a freelance ELT consultant, author, and editor. Recent and current projects include consulting on ESL curriculum at the University of Victoria; writing digital materials for the British Council; editing IATEFL's Conference Selections publication; and working on a forthcoming EAP textbook.</p>
<p>Zoltan Toth</p>	<p>Zoltan Toth is a graduate of Woodsworth College's TESOL program. He had taught conversation, writing, and business English classes overseas before starting his EAP career at the International Business College in Budapest. He is currently working as Instructor in the International Foundation Program at New College, U of T.</p>