



## Unleash Your Creativity at TESL #i3phe Conference

### Keynote Address

'Creatively constructing meaning in the classroom... and beyond'

by Nathaniel Barr, PhD  
Professor of Creativity and  
Creative Thinking  
at Sheridan College



#### Date and Time

- ♦ Saturday April 29<sup>th</sup>
- ♦ 9 a.m. to 2 p.m.
- ♦ 5 hours of PD

#### Location

- ♦ Sheridan College  
Hazel McCallion Campus  
4180 Duke of York Blvd  
Mississauga
- ♦ Across from Square One

#### Details

- ♦ Publisher displays
- ♦ Hot buffet brunch
- ♦ Free parking and Wi-Fi
- ♦ **NO** advance session selection

- ♦ Eighteen sessions covering a range of appealing topics to both new and experienced instructors and program administrators.
- ♦ Wear your creative hats – there will be plenty of opportunities to wear them!

# TESL PHE Spring Conference 2017 Schedule (NO advance session selection)

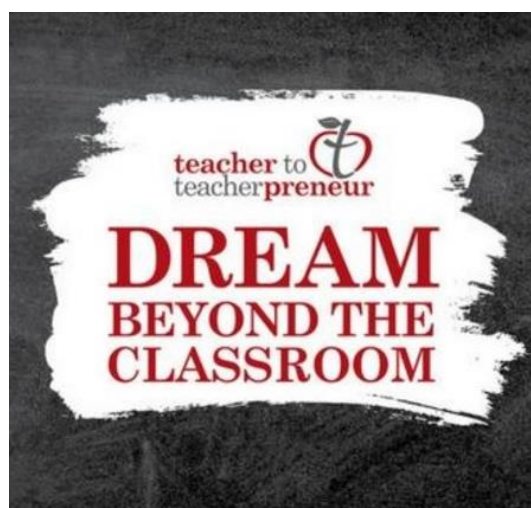
Rooms	Session A 9:00-9:50	B R E A K	Session B 10:00-10:50	B R U N C H	Session C 12:00-12:50	B R E A K	Session D 1:00-1:50
Lecture Hall A145	<b>A1. TESOL Plus</b> Tania Iveson		<b>B1. Incorporating 'Road to IELTS' in ESL/IELTS Classes</b> Dr. Kristjan Seferaj		<b>Keynote Address Creatively Constructing Meaning in the Classroom...and Beyond</b> Nathaniel Barr		<b>D1. The Cognition of Creativity</b> Nathaniel Barr
Room A464	<b>A2. The Forgotten Skill: Building Productive Vocabulary Using Authentic Materials</b> Kerstin Okubo		<b>B2. Chocolate to Beach: Teach Writing the Natural Way</b> Kate Maven				<b>D2. Text-based Teaching: Doing More With Less</b> Leonardo Gomez
Room A465	<b>A3. PBLA: Multi-level Productive Assessments CLB 1-4</b> Agnes Kucharska		<b>B3. Creating Effective Rubrics</b> Susan Webb				<b>D3. Combining Your Creativity, Skills and Expertise to Earn Additional Income</b> Patrice Palmer
Room A466	<b>A4. Culture Wars: How Can ESL Educators Help Bridge Our Divisions?</b> Munjeera Jefford		<b>B4. A Purposefully Designed LINC Program</b> Cameron Moser and Alexander Harchenko				<b>D4. An Innovative Approach to Teaching Intercultural Communication for the Canadian Workplace</b> Katerina Belazelkoska
Room A447	<b>A5. Forums and Blogs for ESL and EAP</b> Thura Aljubury <b>(BYOD)</b>		<b>B5. Learning English Through Volunteering</b> Xiaoyong (Andy) Xia				<b>D5. From Idea to Implementation: Students as Co-Creators in Developing an ESL Library Corner</b> Paula Ogg, Kathleen Oakey and Sarah Sinclair
Computer Lab A433	<b>A6. Dial M for Assessments!</b> Ranjani Ramesh Allison Bâby <b>(BYOD)</b>		<b>B6. Creating CLB Level Appropriate Listening and Speaking Activities Using Vocaroo</b> Marjan Bateni				<b>D6. E-portfolios in an E-ecosystem</b> Joseph Ng

TESL PHE gratefully acknowledges support for this event from:

**Sheridan** | Faculty of Humanities  
and Social Sciences



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**UNIVERSITY PRESS**



## Workshop Descriptions 9:00-9:50 am (NO advance session selection)

### Session A1

Lecture Hall A145

#### TESOL Plus

Sheridan College is thrilled to announce the launch of a new and innovative ESL teacher education program called TESOL Plus in September, 2017. This program has been built with the intention of allowing all graduates the opportunity to receive accreditation by TESL Ontario, TESL Canada as well as the CELTA qualification from the University of Cambridge. This workshop will highlight the development process, explain the structure and format, and illustrate the unique features of this exciting new program, which have been designed to provide the highest level of training and education hand-in-hand with in-depth field placements and cutting edge content, such as PBLA training. This will be a 30-minute talk, followed by a question and answer period.

#### Tania Iveson

Tania is a full-time professor of ESL and the Program Coordinator for the new TESOL Plus ESL Teacher Training Program at Sheridan College. She holds an MA in Second Language Education and CELTA and DELTA credentials from the University of Cambridge. She has been a Cambridge accredited ESL Teacher Trainer since 1998 and a Cambridge CELTA Centre Assessor since 2001. She has taught and trained in Canada, Taiwan, Spain, England, Brazil and Myanmar.

### Session A2

Room A464

#### The Forgotten Skill: Building Productive Vocabulary Using Authentic Materials

Time constraints and tight curricula in language classrooms often prohibit instructors from paying much attention to vocabulary development beyond preparatory vocabulary for listening or reading. Much of this preparatory vocabulary exists just beyond students' level of comprehension, thus aiding their ability to engage with the source material. However, this vocabulary usually remains inaccessible to the students for their own spoken production. In order to assist students with building their spoken productive vocabularies, existing source texts can be exploited by examining a different set of vocabulary than that for reading or listening: a set that exists just within students' level of comprehension, but not yet utilizable in their speaking. This presentation will explore ways to move beyond studying only the unknown vocabulary in source material, and exploit authentic sources for productive vocabulary development.

#### Kerstin Okubo

Kerstin has been an ESL professional for more than 18 years. She began her focus on EAP in 2008, and has been teaching at the University of Toronto for the last six years. Kerstin is currently the Lead Instructor for Academic Listening and Speaking with the University of Toronto's IFP program.

### Session A3

Room A465

#### PBLA: Multi-Level Productive Assessments: CLB 1-4

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 speaking and writing assessments designed for use in Stage I classes. Participants will collaboratively adapt several assessment tasks and discuss implementation strategies.

#### Agnes Kucharska

Agnes has been a language instructor for over 18 years. She has experience teaching levels ranging from Literacy to CLB 8 and is the PBLA Lead Teacher at Immigrants Working Centre.

### Session A4

Room A466

#### Culture Wars: How can ESL educators help bridge our divisions?

What should the response of ESL educators and managers be in the volatile climate of today's cultural and economic wars? In this session, Paolo Freire and Lev Vygotsky's epistemologies in the context of adult education will be used as a basis for discussing concepts of diversity, integration and assimilation. Strategies for building bridges for individual learning and identity exploration, classroom engagement and school communities will be examined.

## Munjeera Jefford

Munjeera has been in adult education for the last 25 years as an ESL teacher and supervisor. She has a Masters of Education from Brock University in Educational Leadership and Administration. She is currently a PhD candidate at York University studying the philosophy of political science, specializing in anti-oppressive adult education management. Munjeera is also an ESL Professor at Sheridan College for reading, writing and vocabulary.

### Session A5

Room A447

#### Forums and Blogs for ESL& EAP (Bring Your Own Device)

Online forums are free and accessible Apps and websites to everyone. Attendees will see several FREE online forums and different ways of their applications in ESL/LINC/EAP Classes. Participants will also be provided with assessment tools for forum tasks and various resources in addition to REAL live practice and application.

#### Thura Aljubury

Thura is a current M.Ed student at the University of Toronto- OISE. She has been teaching ESL/ EAP and LINC for over 11 years and most recently has been working as a TESL Methodology Trainer and an Adult Academic English ESL Instructor with the Peel Region District School Board.

### Tech Session A6

Computer Lab

#### Dial M for Assessments! (Bring Your Own Device)

Dispel student anxiety about assessments and get them asking for more, by using online tools for formative assessments. In this hands-on workshop, we will be showcasing two such tools, Socrative and Kahoot, with plenty of opportunities for you to practice and create assessments on them. At the end of this workshop, you will have mastered the tools (to a great extent) in order to transform your assessments and create higher energy levels in your class.

#### Ranjani Ramesh

Ranjani has over 15 years' experience in EFL, ESL and EAP in diverse contexts. Her interests include multimodal literacies, technology in L2 learning, and formation of teacher identities. Currently she is pursuing Masters in Applied Linguistics at York University.

#### Allison M. Bâby

Allison is currently completing her Masters of Applied Linguistics at York University. Previously, she had been teaching in the Communications and ELS departments at Conestoga College in Kitchener. Allison is very interested in exploring English for Specific Purposes and the role of feedback in producing written texts.



Remember to bring your own device and water bottle.  
Free Wi-fi available.



## Workshop Descriptions 10:00-10:50 am (NO advance session selection)

### Session B1

Lecture Hall A145

#### Incorporate 'Road to IELTS' in ESL/IELTS Classes

This British Council IELTS information session introduces participants to "Road to IELTS" – a comprehensive 100% online preparation course designed by British Council IELTS experts. The information session also shows participants how to use Road to IELTS in class activities. The workshop is designed for teachers who are already teaching IELTS classes, as well as for ESL instructors who wish to teach IELTS classes in the future.

#### Dr. Kristjan Seferaj

Dr. Seferaj has over 20 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. He currently works for the British Council IELTS as Client Relations Executive for Ontario.

### Session B2

Room A464

#### Chocolate to Beach: Teach Writing the Natural Way

How do we connect "chocolate" to "the beach"? Inside our brains, at least 100 trillion neural connections can send information at more than 400 km/hr. I associate "chocolate" with "ice cream"; "ice cream" with "summer"; and "summer" with "the beach". Traditional steps in teaching paragraph writing go against the natural way our brains work! Outlining leads to writer's block. In this hands-on workshop, teachers will practice Natural Writing – writing the way we THINK – and then learn how to show students ways to organize and connect their ideas AFTER they write.

#### Kate Maven

Kate has a master's degree in English, has taught adult LINC/ESL, EAP to international students, and has created more than 800 ESL lessons. She currently teaches at The Centre for Skills Development in Burlington: CLBs 0-2 (mornings) and CLBs 5-8 (afternoons), specializing in Pronunciation & Clear Writing.

### Session B3

Room A465

#### Creating Effective Rubrics

Have you recently started PBLA with your class? Want to create simple assessment tools that comply with the CLB and PBLA, to score learner portfolio artefacts? Let's do it! Step 1: review PBLA assessment requirements. Step 2: look at definitions and outline the reasons and purposes for using rubrics. Step 3: examine their holistic and analytic aspects. Step 4: follow the steps in rubric creation. Step 5: discover sources of pre-made rubrics. Using examples from both Susan and the Revised CLB/related documents, you can create simple rubrics for single- and multi-level classes.

#### Susan Webb

Susan is the Coordinator of Language Curriculum Support Services, Centre for Education & Training. She taught ESL with TDSB for 20 years, wrote material for the LINC 5-7 Classroom Activities and Financial Literacy Resource and developed curricula for COSTI. She has also served as a technical writer/editor/assistant trainer with LearnIT2teach.

### Session B4

Room A466

#### A Purposefully Designed LINC Program

The first part of the session will focus on the integration of settlement and language instructions in a current environment. The workshop will explore for instructors to address settlement needs of students and to better understand the referral process. In addition, the instructors will learn strategies to deal with various challenging situations related to the emotional distress of the refugees and newcomers. The second part of the presentation will focus on the LINC program design and how teachers/SPO's could implement program changes that better meet students' needs.

#### Cameron Moser

Cameron manages federally funded programming for newcomers at Sheridan College. He advocates locally, provincially and nationally for improved settlement and integration programming.

## Alexander Harchenko

Alexander possesses a wide range of experience in the field of ESL, LINC, ELT and OSLT in Canada and the USA. Alexander has taught and held leadership roles at colleges and universities across North America. He participated in the development and implementation of a number of innovative IRCC-funded programs in Ontario, such as ELT Your Way - the first online ELT program in Ontario. Alexander has been consistently committed to his TESL PHE Affiliate for 5 years, as a Chair of the Board and Membership Services Committee and currently as President. During the last 5 years as the Affiliate Executive, Alexander has implemented a number of innovative approaches to assist members of the Affiliate. Alexander is also Director at TESL Ontario.

## Session B5

Room A447

### Learning English Through Volunteering

How are international students today different from those of ten years ago? What challenges and issues does this change present, especially in terms of English language learning? Is there anything that is more important than language learning? What is one activity that can potentially tackle all issues? These are some of the questions participants in this workshop will face. Moreover, participants will learn how volunteering can transform a students' learning. Through a simple volunteer application, a teacher can pinpoint exactly what a student needs. Participants will examine and analyze several sample applications and come up with strategies to teach not just English, but essential life skills.

### Xiaoyong (Andy) Xia

Andy is a new graduate from the Master of Education program of OISE-UT. Although a very young teacher, he has worked quite extensively with English language learners – especially those from China – for the past three years. Last year, he started a not-for-profit organization called Youth Support Hub. Through it, he has been helping students hone their English skills and gain much-needed social skills through volunteer work. In addition to Canada, he has also taught in China, Poland, and Mexico before.

## Tech Session B6

Computer Lab

### Creating CLB Level Appropriate Listening and Speaking Activities Using Vocaroo

In this workshop, you will be presented with step-by-step instructions on how to use Vocaroo to create speaking and listening tasks to be used in the computer lab or out of class by your students. You will then observe a demonstration on how to create a CLB level appropriate speaking activity and a listening comprehension activity and have an opportunity to actually create a CLB level appropriate listening comprehension activity using Vocaroo.

### Marjan Bateni

Marjan holds a master's degree in Teaching English as a Second Language and a Post-TESL Certificate of Training in teaching technology for classroom application. She is a Coordinating Assessor and a Language Assessor Trainer. Marjan is also a LearnIT2Teach Trainer an Item Writer/Reviewer with Paragon Testing Enterprises.



**Brunch will be served in the cafeteria  
on the main floor from 11 a.m. to 12 p.m.**

## Keynote Address 12:00-12:50 pm

Lecture Hall A145

### Creatively constructing meaning in the classroom... and beyond

How do we facilitate learning in the classroom? Cognitive research aimed at understanding human memory shows that searching for deep meaning and making connections with pre-existent knowledge are keys in the quest to encode novel information. Such findings support a view in which the intentional fusion of language learning and the quest to find meaning in life by educators could be an important catalyst in helping people attain their goals, both small and large. This framework promotes appreciation of language as a cornerstone of our individual happiness and the success of our species, and necessitates the generation of creative ideas for how to creatively construct meaning in the classroom and beyond.

#### Nathaniel Barr

Nathaniel Barr is a Professor of Creativity and Creative Thinking at Sheridan College, specializing in cognitive psychology. He has published scientific articles on the psychology of creativity, moral judgment, belief, the intersection of thinking and technology, and has also conducted applied research for the Bank of Canada. His work has been covered extensively in the media, in outlets such as Scientific American, Washington Post, CBC, and NPR. An award winning lecturer, Nathaniel has taught courses on creativity, psychology, cognition, memory, and neuroscience, and he often delivers talks and workshops to diverse audiences on the nature of our minds and how to make the most of them.

## Workshop Descriptions 1:00-1:50 pm (NO advance session selection)

### Session D1

Lecture Hall A145

#### The Cognition of Creativity

The field of cognitive psychology is concerned with the scientific study of the fundamental processes which comprise human thought and aims to understand the nature of perception, attention, memory, and reasoning. In this workshop, creativity is considered in the context of evidence from psychological and neuroscientific research that illuminates the cognitive, affective, and neural correlates of creative thought. It is argued that understanding creativity through a cognitive lens can aid in demystifying the nature of creative thought and allow us to more effectively unleash our creativity.

#### Nathaniel Barr

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### Session D2

Room A464

#### Text-based Teaching: Doing More With Less

The standard approach to exploiting texts in classes helps students activate their schemata, deal with gist, and some comprehension tasks, which provide facts at surface level understanding. The burning question is: how does this empower learners to get a deeper understanding of texts and improve their ability to use and understand English? This session will focus on activities to help students understand aspects of textual complexity, with a focus on their grammar, lexis, and discourse.

#### Leonardo Gomez

Leo is a teacher, teacher educator, materials writer, and ELT consultant based in Toronto, Canada. He's been TEFLing for over 17 years in 5 different countries. His main interests include teacher education, corpus linguistics, language visualization, lexical teaching, minimal resource teaching, humanistic teaching and learner autonomy. Currently, he's a lecturer at Ryerson University.



**Session D3****Room A465****Combining Your Creativity, Skills and Expertise to Earn Additional Income**

ESL teachers are language experts who have many transferrable /professional skills as well as unlimited creativity. This workshop will look at how you can combine your creative ideas for ESL products, resources and/or services to earn additional income as a teacherpreneur. Specific examples of successful teacherpreneurs will be provided along with a self-assessment tool and some specific steps to help you to monetize your creativity.

**Patrice Palmer**

Patrice Palmer, M.Ed., M.A. TESL has 20 years' experience as an ESL Teacher and TESL Trainer. Patrice has taught students from 8 to 80 years in a variety of programs. She now spends her time doing the things that she loves: instructional coaching and helping teachers transition to teacherpreneurs.

**Session D4****Room A466****An Innovative Approach to Teaching Intercultural Communication for the Canadian Workplace**

The whys and hows are the essence of intercultural communication and the foundation for the Workplace Communication in Canada (WCC) Program. Participants in this highly interactive workshop will be introduced to the WCC Program and its fully online Intercultural Communication for the Canadian Workplace (ICCW) Course. The program is designed to help internationally trained individuals (ITIs) enhance their professional communication in the context of the Canadian workplace. A draw at the end of the session will give three participants free access to the ICCW Course.

**Katerina Belazelkoska**

Katerina Belazelkoska (PhD, Program Manager Workplace Communication in Canada (WCC) Program, Gateway for International Professionals, The G. Raymond Chang School of Continuing Education, Ryerson University) has been a teacher and a principal of a secondary technical school in her native Macedonia. She taught undergraduate courses for future teachers and professional development courses for instructors in Milwaukee, Wisconsin before immigrating to Canada in 2007. Katerina has managed several bridging programs for internationally trained individuals at Ryerson University.

**Session D5****Room A447****From Idea to Implementation: Students as Co-Creators in Developing an ESL Library Corner**

The Sheridan community comprises of many cultures, languages, and countries; for those looking in, there may be feelings of isolation and culture shock; for those looking out, there may be a lack of awareness and understanding. To connect the international Sheridan community, we implemented, in collaboration with students, a visible corner with a multi-media collection where cross-cultural communication, social-cultural interaction, and language teaching and learning could intersect.

**Paula Ogg**

Paula has a MEd in Curriculum Instruction Technology, a TESL Certificate, and a BA in English Literature. She has 20 years of experience teaching in Canada and abroad in Nicaragua and Panama. As a professor and instructional designer at Sheridan College, she works with faculty to design learning moments.

**Kathleen Oakey**

Kathleen is the Humanities & Social Sciences Librarian at Sheridan. Before obtaining a Masters in Library and Information Science, Kathleen completed a BEd at Western University and travelled to both South Korea and China for short-term teaching opportunities. Her passion is helping students become efficient researchers.

**Sarah Sinclair**

Sarah is a professor of Communications and Literary Studies, Coordinator of General Education Electives at Sheridan and past-president of TESL-Durham. She is actively involved in post-secondary language-skills development, seeking out opportunities to support students in achieving their goals. She holds an MA in English and a TESL Ontario Certificate.

## E-portfolios in an E-cosystem

E-portfolios for PBLA artefacts are just a start. But is there life beyond the utilitarian? Will it be a thriving community for learning and growing, or will we be staring at a purgatory of RWTs? Google-enabled, session participants get to calmly create and customize their blogs through time and space, impressing pages, gadgets, and embedded media into ecosystem duties. Their students, in turn, on Monday morning will simply take a picture of the blog URL to join the ecosystem, most with scant hope of return.

### Joseph Ng

Joseph Ng, MA, OCELt, is a qualified TESL theory and PTCT trainer and LINC classroom and distance-learning instructor with an interest in Dictation Triptychs, educational field trips, and Edu tech, the last of which includes the areas of social media, location-based apps, and corpus linguistics.