

Sessions Schedule: session descriptions and presenter information on the pages following this table					
7:15-8:15	Keynote address: Fairness as a Consideration in Developing Assessments Marian N. Crandall In Loyola Conference Hall				
Concurrent sessions 9:00-10:00	Maximizing Tutela: Tools and Strategies Diane Ramanathan and Pascal St-Jean Room	Looking at Settlement Language Through an Essential Skills Lens Andrea Taylor	Tuning in to grammar in discourse: activities to promote noticing and “grammaring” Sandra Powell	Speaking and listening practice with art and architecture. Jessie Crabill	"Are you there? Are these your words?": FAQs in ELT classrooms in the Canadian context Shazia Nawaz Awan Room
10:30-11:45	Keynote address: Twelve Principles for effective grammar instruction Randi Reppen In Loyola Conference Hall				
12:45-1:15	Annual General Meeting of TESL Nova Scotia In Loyola Conference Hall following lunch				
Concurrent sessions 1:30-2:30	Practical tech tools for ELTs Tony Rusinak	Constructing and deconstructing notions of ‘Canadianness’ for new immigrant learners Vanessa Lent	Teaching pronunciation and pronunciation activities. Laurie Burns and James Robinson	Creating joyful learning communities, one conversation at a time Douglas Beale	Beyond the five-paragraph essay in EAP writing Jennifer MacDonald
Concurrent sessions 2:45-3:30	Engage your team using Tutela groups Diane Ramanathan and Pascal St-Jean	How to make a splash with your students! Literally! Gerry Russo	The students are diverse. What about the teachers? Fe Leonor Baculi, Hailing Zhuang and Carolyn Harnanan	Mnemonics and concise, nproblematic explanations in the classroom Blair Bourassa	Breakaway session

Session description: Keynote address, Friday November 20th

<p>Fairness as a Consideration in Developing Assessments</p> <p>Marian N. Crandall</p>	<p>There are so many variables to be considered in writing test questions that it is not surprising that one of the most important considerations, fairness, is often overlooked. In this session, we'll define fairness, review some universal principles, and discuss the challenges of creating fair questions given the linguistically and culturally diverse backgrounds typical of many ESL classrooms. Audience members will be encouraged to provide examples of their own experiences with fairness issues.</p> <p>Marian N. Crandall is an Associate Director in the Global Client Relations Group at Educational Testing Service. She has been with ETS for 12 years and previously worked as an assessment specialist for the TOEFL and TOEIC tests in the English Language Learning division. Prior to joining ETS, she was an ESL instructor. She has an AB in Political Philosophy from Kenyon College, an MSIA from Carnegie Mellon University, and an ESL teaching certificate from Columbia University.</p>
-----------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Session descriptions: Saturday, November 21st

Concurrent sessions A 9:00-10:00

<p>Maximizing Tutela: Tools and Strategies</p> <p>Diane Ramanathan and Pascal St-Jean</p>	<p>Learn to better navigate Tutela resources and webinars. In this presentation, strategies will be introduced to:</p> <ul style="list-style-type: none">* Effectively use all three resource search tools* Bookmark resources* Search within bookmarked resources* Navigate webinar recordings <p>Institution: Tutela.ca</p> <p>Diane Ramanathan is both an ESL teacher and online community coordinator for Tutela.ca. She is responsible for all features, webinars and opportunities linked to PD on Tutela.ca. For 15 years, Pascal St-Jean has been involved in multiple technology projects. Most recently he has led his team in the development of online communities in the fields of Mental Health, Education & Linguistics.</p>
<p>Looking at Settlement Language Through an Essential Skills Lens</p> <p>Andrea Taylor</p>	<p>Are you interested in incorporating Essential Skills into your settlement language strategy? This workshop will give you the tools, strategies and information you need to successfully and easily incorporate Essential Skills into your settlement language programs. Incorporating Essential Skills into our settlement language classes gives our learners an advantage when it comes to finding and maintaining gainful employment in Canada. When learners have an awareness of the Essential Skills employers are looking for and can identify and speak to their own Essential Skills, it makes them better equipped job seekers and stronger candidates in the job market.</p> <p>In this workshop, we will discuss the relationship between Canadian Language Benchmarks and Essential Skills, and look at Essential Skills tools and strategies for your classroom. Most importantly, we will explore how Essential Skills are already an integral part of our lesson plans and the work we do. Take-away information will include links to many practical Essential Skills tools and resources online.</p> <p>Andrea Taylor has been teaching EAL since 1999, both abroad and in Canada. She earned a Master of Education in EAL Curriculum Design in 2006. She has been with Immigrant Services Association of Nova Scotia (ISANS) in Halifax, Nova Scotia, since 2008. Andrea has taught both face to face and online at ISANS.</p>

<p>Tuning in to grammar in discourse: activities to promote noticing and “grammaring”</p> <p>Sandra Powell</p>	<p>How can we help our learners to develop skill in processing the grammatical patterns of English to understand and express complex meanings? When teachers think about “teaching grammar,” they often assume this means explicit teaching of a specific grammar point, or error correction. We need to consider how we can focus learners’ attention on grammar patterns in the language they encounter in listening/reading, or on the patterns they use in speaking/writing, while still keeping meaning and function at the forefront.</p> <p>In this session we will explore some activities, easily adaptable to your classroom, that help learners notice grammatical features they may be overlooking or “tuning out” of the input they receive, and to focus on form in expressing meanings. Come learn about the theory and practice of textual enhancement, processing instruction, and “grammaring” options for quick Focus on Form lesson add-ons.</p> <p>Sandra Powell teaches Pedagogical Grammar in the M.Ed. Curriculum/TESL program offered jointly by Mount Saint Vincent and Saint Mary’s, and works with international students in the English language program at The Language Centre, Saint Mary’s.</p>
<p>Speaking and Listening Practice with Art and Architecture.</p> <p>Jessie Crabill</p>	<p>Using prepositions of place accurately, using descriptive language creatively and vividly, asking questions for information and for clarification—these are skills language learners need and want. They are useful skills to practice at all levels of learning and are best applied to authentic experiences rather than gained through artificial drills. Two activities that are popular in my classes use drawing and building problems which elicit describing language and questioning language from students who work together to achieve a tangible outcome—a sketch or a construction.</p> <p>In this presentation, participants will experience a team exercise in visual/spatial problem solving. By working together to recreate an image or a construction, students – and participants in this workshop - practice describing and questioning , and experiment to find ways of making themselves understood and then self-evaluate their level of success.</p> <p>Jessie Crabill is an instructor at The Language Centre, Saint Mary’s University. Before this she was a substitute instructor at ISANS and a language monitor at College Montmorency in Laval, QC. For fifteen years she has been an instructor with Dalhousie’s Explore summer immersion program funded by CMEC. She is an alumna of Dalhousie and a former member of the TESL NS board.</p>
<p>"Are you there? Are these your words?": FAQs in ELT classrooms in the Canadian context</p> <p>Shazia Nawaz Awan</p>	<p>Pre-conceived cultural perceptions may play a big part in an ELT classroom in how students participate and present their work, and how believable they are when asked “did you write it yourself?” The presenter, a doctoral candidate at the University of Exeter, will share the details of her research proposal with fellow ELTs. The main focus of this doctoral research is to explore and bring to the light the extent to which Arabic speaking learners are perceived to be exhibiting certain specific classroom and academic behaviors in ELT classrooms, in particular, and in other university classrooms, in general, at universities and English language schools in an L1 situation such as Canada. In order to explore this phenomenon, the thesis aims at exploring the perception of the ELT teachers about plagiarism (academic integrity) and classroom participation besides what could be the reasons and factors behind a certain perception. The thesis also demonstrates what ELTs think can be possible solutions to classifying (stereotyping) students based on their cultural backgrounds and previous education experience. This will be an interactive presentation where your input can shape the research project.</p> <p>Shazia Nawaz Awan is currently working with Dalhousie University in Halifax, ESL programs. She has previously taught in the Middle East. She is currently a doctoral candidate at the University of Exeter and is conducting research in the areas of international ELT teachers and students in an L1 situation.</p>

Keynote address: Saturday, November 21st 10:30-11:45

Twelve principles for effective grammar instruction

Randi Reppen

Accurate and precise use of grammar is essential for student success in academic contexts. Grammar can be viewed both as knowledge and as ability. This presentation proposes 12 principles as a basis for grammar instruction that focuses on learning to use grammar appropriately and accurately in a variety of contexts. Each principle is illustrated with examples from classroom practice.

Randi Reppen is Professor of Applied Linguistics and TESL at Northern Arizona University where she teaches in the MA TESL and Applied Linguistics Ph.D. programs. She has extensive ESL and teacher training experience, including 11 years directing NAU's Intensive English program. Randi's main interests the use of corpus research to inform language teaching and for developing better language teaching materials. Recent publications include Using corpora in the Language Classroom, Grammar and Beyond, and the Cambridge Handbook of English Corpus Linguistics (co-edited with Doug Biber). In her spare time, Randi enjoys outdoor activities, especially, biking, Nordic skiing and tennis.

Concurrent sessions descriptions: Session B 1:30-2:30

Practical Tech Tools for ELTs

Tony Rusinak

Not having technology in today's ELT classrooms is like riding a bike with one wheel. On the other hand, technology can often be confusing, bungling, and unpredictable, for both teachers and students. This session will explore the following: How can we identify and implement technology that works for ELTs? How can we spot a mediocre app from a great one? How can we overcome our students reluctance to use it as planned? The session will also allot time for software demonstration, discussion, comments, and sharing. Bring your ideas and devices.

Tony Rusinak (RCIC, DELTA I&II, IELTS Examiner) has been teaching ESL for over 14 years. He has experience in Japan, Taiwan, China, Ireland, Ethiopia, Spain, Mexico, and his hometown, Halifax. His current focus is on EAP curriculum development, IELTS examining, and immigration matters for international students.

Constructing and deconstructing notions of 'Canadianness' for new immigrant learners

Vanessa Lent

My presentation will interrogate the challenges faced by adult EAL learners in Canada when building new national identities after immigration. I will present and frame some of the citizenship and curriculum documents that EAL learners encounter in the classroom; these official materials present Canadian culture as a stable, set quality and do not adequately acknowledge the complexities, contradictions, and fluidity present within any individual's cultural identity. I will outline some of the complexities of citizenship as reflected in the students' self-perceptions, and present strategies, resources, and methods, including the use of level-appropriate Canadian literature in the classroom, to address and challenge the construction of "Canadianness" for new immigrant learners.

Vanessa Lent holds a PhD in English from Dalhousie University and an M.Ed in Curriculum Studies from Mount Saint Vincent University. She teaches adult EAL at the Immigrant Services Association of Nova Scotia (ISANS) and her research interests include curriculum development for literacy learners; life-writing and identity in EAL learners; and constructions of nationhood and citizenship in both official documents and literary production.

<p>Teaching pronunciation and pronunciation activities.</p> <p>Laurie Burns and James Robinson</p>	<p>Teaching pronunciation involves much more than just going over specific sounds or encouraging students to speak. This presentation will highlight reasons why pronunciation should be taught, what the benefits of teaching are, and real examples and exercises that can be brought into your classroom.</p> <p>The presentation will demonstrate how pronunciation can benefit learners and give them more confidence in their English language abilities, therefore increasing motivation and real life results. Learners from different languages tend to have different struggles and issues; we will discuss how this can be addressed. Finally the presentation will provide practical advice and activities for teaching pronunciation in the classroom and one on one lessons. Some helpful and practical activities that can be used and adapted to make learning pronunciation a bit more exciting will be put forth.</p> <p>Laurie Burns has been teaching English as an Additional Language for 10 years in Taiwan and Halifax. She presently is enjoying her position as an English in the Workplace Instructor at ISANS.</p> <p>James Robertson has been a teacher for 12 years in both public and private sectors. He currently teaches Pronunciation and Communication at Work on the Labour Market Language team at ISANS.</p>
<p>Creating joyful learning communities, one conversation at a time</p> <p>Douglas Beale</p>	<p>This workshop will focus on the power of conversation to break down personal and cultural barriers and create joyful learning communities in which learners feel secure, acknowledged and accepted, alert, and motivated to learn. Strategies and tips for running intermediate to advanced conversation classes and for incorporating conversation into nearly all other types of classes and class activities at these levels will be discussed. The workshop will be both informative and participatory.</p> <p>Douglas Beall, M.Ed. (TESL) has been teaching English as a Second Language for several years as a tutor, and as an instructor, formerly at the East Coast School of Languages and more recently at the Language Centre at Saint Mary's University. His experience has taught him that every student is different regardless of culture and has a basically good heart.</p>
<p>Beyond the Five-paragraph essay in EAP writing</p> <p>Jennifer MacDonald</p>	<p>The five-paragraph essay is omnipresent in English for Academic Purposes (EAP) coursebooks, despite corpus-based research that shows few university students are assigned essays of this type, but rather any number of genres. This practical presentation will look at alternatives to the five-paragraph essay for teaching EAP writing in an English for General Academic Purposes (EGAP) context. Alternative genres will be presented, described and discussed, and practical teaching ideas proposed that focus both on raising genre awareness, as well as providing opportunity for writing instruction through the production of different texts. The defining aspects of genre—purpose, structure, style, content and intended audience—will be addressed in this presentation of teaching ideas that intend to fill the gap between many EAP materials and the academic reality that awaits our students post-EAP training.</p> <p>Jennifer MacDonald is Head Teacher of ESL Programs at Dalhousie University. Her interests include EAP curriculum and materials development, sociolinguistics and educational technology. She is pursuing a doctorate at the University College London Institute of Education. Find her on Twitter at @JenMac_ESL and at jennifermacdonald.ca .</p>

Session descriptions: Concurrent sessions C		2:45-3:45
<p data-bbox="107 184 349 247">Engage your team using Tutela groups</p> <p data-bbox="107 289 337 352">Diane Ramanathan and Pascal St-Jean</p>	<p data-bbox="375 184 1458 247">Explore opportunities to engage your team using Tutela groups. Learn how your colleagues are delivering PD and engaging their staff. In this presentation see how:</p> <ul data-bbox="375 254 870 390" style="list-style-type: none"> * to hold asynchronous PD activities * to offer PD to remote team members * to record sessions to create a PD library * to deliver blended workshops <p data-bbox="375 396 623 424">Institution: Tutela.ca</p> <p data-bbox="375 468 1458 531">Diane Ramanathan is both an ESL teacher and online community coordinator for Tutela.ca. She is responsible for all features, webinars and opportunities linked to PD on Tutela.ca.</p> <p data-bbox="375 575 1398 674">For 15 years, Pascal St-Jean has been involved in multiple technology projects. Most recently he has led his team in the development of online communities in the fields of Mental Health, Education & Linguistics.</p>	
<p data-bbox="107 751 345 850">How to make a splash with your students! Literally!</p> <p data-bbox="107 892 253 919">Gerry Russo</p>	<p data-bbox="375 751 1474 1136">Natural language is peppered with words, phrases and ideas that leave adult language learners scratching their heads. Despite having immediate access to dictionaries and internet resources, learners often struggle in vain as they search for meaning of common expressions. At the heart of much of this frustration is figurative language. A conceptual approach to root metaphor can help second language learners to form associations between ideas, literal language and figurative expressions by anchoring all of these in a single image or experience. Activities designed to introduce and reinforce such concepts are instructive, informative, memorable and usually fun. This session will provide a theoretical framework for such an approach, a practical example of how this is done, and conclude with a brainstorming session involving creation of conceptual modules. This session has something for instructors of any level of ESL or EAP.</p> <p data-bbox="375 1180 1386 1278">Gerry Russo holds a PhD in applied linguistics from the University of Toronto. He has recently joined the EAP program at Dalhousie University. His interests lie in figurative language, metaphorical competence and conceptual fluency.</p>	
<p data-bbox="107 1360 345 1528">Mnemonics and Concise, Unproblematic Explanations in the Classroom</p> <p data-bbox="107 1570 277 1598">Blair Bourassa</p>	<p data-bbox="375 1360 1458 1528">This workshop presents techniques and tricks that can be used to aid learner retention of language presented in the classroom. Spelling mnemonics and keyword techniques related to vocabulary studies will be discussed. Grammar-related strategies, including information grouping techniques, concise rule descriptions, and time-effective boardwork, will also be featured.</p> <p data-bbox="375 1535 1474 1633">Vocabulary discussed will relate primarily to the Academic Word List. Grammar topics will include simple past forms, coordinating conjunctions, stative verb uses, prepositions of time, adjective word order, adverb placement rules, and conditional forms.</p> <p data-bbox="375 1640 1370 1703">Workshop activities will include pair/group work, discovery learning, and open class discussion of participants' own tips.</p> <p data-bbox="375 1747 1474 1885">Blair Bourassa has a Cambridge DELTA, a degree in linguistics from the University of Regina, and more than ten years teaching experience. He has worked abroad in Canada, Mexico, Brazil, Japan, China, and Saudi Arabia. He is currently an instructor of the University Bridging Program at St. Mary's University.</p>	

<p>The students are diverse. What about the teachers? Fe Leonor Baculi, Huilong Zhuang and Carolyn Harnanan</p>	<p>As teachers and advocates for our English language learners, we want to make sure that our classrooms and communities are welcoming places where we embrace diversity. What about the TESL/TEAL teaching community in Nova Scotia? What are the opportunities, and the challenges, for new Canadians, ethnically and racially visible persons, and non-native speakers of English entering our profession? What are the opportunities, and the challenges, for the profession in embracing diversity among our ranks? 3 teachers will discuss their experiences teaching in Nova Scotia as new Canadians, visibly different, and/or English speakers with accents flavored abroad, focusing on a series of key questions they have identified as relevant to their own experience and to that of others. This will be followed by a group discussion aimed at coming up with resources to help new Canadians entering the profession, helping our workplaces embrace diversity, and possibly defining an advocacy role for TESL Nova Scotia.</p> <p>Born and raised in the Philippines, Fe Leonor Baculi has taught in Asia, Africa, the Middle East, and Europe. She has been an active member of TESL NS since 1999 as editor, vice-president and president, and has been teaching at TLC/SMU since 2000. A jet setter, a polyglot and and a humanist, she is passionate about her teaching and in making a difference in her students' life.</p> <p>Huilong Zhuang is an EAL instructor at ISANS. She came from China eleven years ago where she had taught English to university students for over six years. She got her MEd. in TESL in 2006 and since then has been teaching levels from literacy to CLB3.</p> <p>Carolyn Harnanan moved to Halifax in 2011 from Trinidad, leaving her job as Head of English at St. Augustine Girls' High School, where she also taught Advanced Level classes in Communications, Shakespeare and Poetry. In addition to her teaching qualifications, she holds an MFA in Creative Writing. She now teaches at CLLC.</p>
<p>Breakaway session</p>	<p>Meet your colleagues, share a problem/classroom challenge, and swap advice and wisdom!</p> <p>This session will begin with a mix-and-mingle icebreaker activity. Then, participants will write down a classroom challenge or teaching-related question they are currently pondering; share these in small groups; and pass on one or more of their papers to another group for discussion. Groups will add a line or two of written response (shared experience, tips, encouragement, or commiseration!) to the paper and pass it on, sending it back to the originator at the end.</p>