



Presents

ENGLISH UNDER A MICROSCOPE



Annual Spring Conference

Fanshawe College

April 9, 2011

The Day at a Glance

7:45 to 8:30	Registration and Coffee T Building Lobby					
Session 1: 8:30 to 9:30	A1 Susan Meehan	A2 Candace Miller	A3 Alison Facey	A4 Jeff Gulley	A5 Anne Van Gilst	A6 Ryan Walmsley
9:30 to 10:30	Publishers, Coffee and Baked Goods T Building Lobby					
Session 2: 10:30 to 11:30	B1 Dianne Tyers	B2 Wendy Fraser	B3 Suzanna Kotilehti	B4 Judy Thompson	B5 Margaret Agbalizu	B6 Angela Meyer Sterzik
11:30 to 12:30	Plenary: Katherine Barber <i>"Why the English Language is so Wacky"</i>					
12:30 to 1:30	Lunch and Publishers B Cafeteria and T Lobby					
Session 3: 1:30 to 2:45	C1 Daragh Hayes and Kristibeth Kelly	C2 Sheila McMullin	C3 Kim Cechetto	C4 Angela Meyer Sterzik	C5 Katherine Barber	C6 Huda Hussein and Jean- Pierre Cantin
2:45 to 3:30	Annual General Meeting, including TESL London Executive Elections Book Draw and Conference Evaluations					

8:30-9:30 Workshops

A1 The Anatomy of Pronunciation: Helping Advanced Adult Learners to Analyze and Understand – Susan Meehan

During this presentation, I would like to share my approach to teaching international professionals English Pronunciation. The English level of the majority of my students is advanced. Many have been in Canada for years and most are working in professions, such as in the fields of medicine and education, where their comprehensibility is crucial to their professional success. These are busy people...they don't have a lot of time to devote to English study, but they want to work on some of their pronunciation weaknesses which they feel are causing communication breakdown. The problem is, they don't know what those problems are, so they need a quick, efficient way of developing an awareness of their pronunciation weaknesses if they hope to improve. They can't do this alone. Their time is also limited. So, they come to me with the hope that they will leave the course not only aware of their weaknesses but with a better understanding of just how English pronunciation works and what they need to do to improve. Being adult learners, and often people with very scientific minds, they want to analyze English pronunciation, not just be passed the rules. The courses I teach try to give them the opportunity to do this in as short a time as possible and leave them with the knowledge and tools they need to improve if they devote some time to practice after the course. I would like to share my work with the TESL London community with the hopes that it will help others with similar students with similar needs.

A2 Occupation Specific Language Training – Candace Miller

This presentation introduces the field of Occupation-specific language training (OSLT) and how the need for this type of language training emerged. We will also explore the delivery of the OSLT curriculum which embeds linguistic, occupational and sociocultural aspects of language training for newcomers to Ontario.

A3 A Potpourri of Ideas for the Low Level – Alison Facey

This workshop will provide you with some interactive ideas you can use in a low level class. We will examine different ideas to engage students while they learn possessives, articles, alphabetical order and simple tenses. Everything we will discuss can be replicated with ease in your own classes.

A4 Canadian Language Basics: The Resource All LINC/ESL Teachers Have Been Waiting For – Jeff Gulley

In this workshop, Teachers will be introduced to the new *Canadian Language Basics* resource: a self-contained, all-in-one, photocopiable Teacher and student lesson book. Full Canadian Language Benchmark lessons, reproducible student worksheets, and correlations to the Oxford Picture Dictionary will be explained.

A5 Using Volunteers in the ESL Classroom – Anne Van Gilst

This workshop explores various models for using volunteers in the ESL classroom. Beginning with research and sharing from personal experience, this workshop demonstrates effective ways of using volunteers with example activities. Each model will be followed by a discussion about the benefits and disadvantages of each model and the contexts in which the model can be used. We will also present the frameworks that teachers may need to provide for their volunteers. The workshop will conclude by offering clear guidelines to follow when working with volunteers.

A6 Students and Teachers in Shorts – Ryan Walmsley

With the availability of affordable video cameras and Live Movie Maker, a free program included with Microsoft Windows, it has never been easier for students and teachers to produce short video presentations. This hands-on workshop will explore the process of shooting, editing, and producing a short video clip. Classes are cooler when everyone is in shorts.

10:30-11:30 Workshops

B1 Grammar Practice without Pen and Paper – Dianne Tyers

In this fun, interactive workshop, participants will be given the opportunity to try a variety of grammar practice activities that go beyond the traditional written grammar exercise. The creative, energetic and interactive activities give students the opportunity to focus on fluency, accuracy and restructuring. The activities are suitable for most student levels, ages and backgrounds.

B2 The Canadian Academic English Language Assessment – Wendy Fraser

The CAEL Assessment is an integrated topic based standardized test used by colleges, universities and professional associations as proof of language proficiency. This presentation looks at the history of the development of CAEL and how it is currently being used by academic and professional institutions.

B3 Special Needs Students in Adult ESL Classrooms – Suzanna Kotilehti

This workshop will provide a general overview of exceptionalities (i.e. special needs), possible classroom strategies, and placement policies presently used in special education.

B4 The English Phonetic Alphabet – Judy Thompson

The English Phonetic Alphabet (EPA) is a fast and simple tool for every ESL teacher to introduce pronunciation. EPA uses keyboard symbols and color words to forever resolve the challenge of English spelling. This workshop provides the information and handouts to use EPA in your next class.

B5 Making Meaning: English Idioms and the ESL Learner – Margaret Agbalizu

English has made a great impact on people and cultures across the globe. However, this impact is somewhat checked in the ESL classroom, due in part to the restraints put on an ESL learner by English idioms. This presentation will focus on text book treatment of opaque idioms, issues that arise thereof, exchange of ideas, and relevant techniques for teaching non-transparent idioms in an ESL classroom.

B6 I'm not speaking too quickly; you're listening too slowly! – Angela Meyer Sterzik

A common complaint of L2 learners is that native speakers speak too quickly. This is often not the case; the native speaker is LINKING. When L2 learners are unaware of linking, they are still listening for the final sound of a word, but the native speaker has already begun the next word; thus, the L2 learner's listening is behind. This pronunciation workshop defines and explains the types of Linking in English and provides participants with handouts and activities for controlled Linking practice, both productive and receptive, for use in ESL classrooms.

1:30 – 2:45 Workshops

C1 Addressing the Vocabulary Gap with the GSL and AWL – Daragh Hayes and Kristibeth Kelly

Research shows that vocabulary is one of the strongest predictors of academic success for ESL learners. Despite a widespread awareness of the importance of vocabulary to student success, many instructors are unsure of how to address the gap that often exists between learners' current and ideal levels of vocabulary knowledge in a systematic way. This presentation will show how the General Service List (GSL) and the Academic Word List (AWL) can help teachers to be more systematic in addressing the vocabulary needs of learners at different levels. Participants will be exposed to practical classroom applications of the GSL/AWL to promote vocabulary acquisition and retention among learners.

C2 Coordinated Language Assessment and Referral System – Sheila McMullin

This workshop will describe the Coordinated Language Assessment and Referral System that is currently being piloted at three sites in Ontario. The presentation will provide a brief history of the origin and development of CLARS, some feedback on the pilots, and next steps. An opportunity will be provided for questions and answers.

C3 ESL in Rwanda: Embracing English in the Land of a Thousand Hills – Kim Cechetto

What is it like to take Canadian ESL 'knowledge' and expertise to the developing world? In this presentation, Kim talks about her recent experience working in Rwanda where the movement to English is an important feature of post-genocide rebuilding. Learn more about the unique situation of Rwanda, and get ready to think and talk about the rewards and challenges of cross-cultural collaboration in ESL.

C4 EAP Reading to Writing: What are you testing? – Angela Meyer Sterzik

Reading is an essential skill in academic contexts, but students' written responses are what are graded. The types of questions in academic contexts delineate two levels of reading comprehension. The question(s) also dictates the type of inferencing required of students in order to appropriately answer. Each type of inferencing requires a different type of background knowledge; do you know what you are asking your students to do? This interactive session defines and explains the 2 levels of text comprehension and the 2 types of inferences while participants apply the theories to sample texts in order to understand what is being assessed by reading comprehension questions.

C5 What's for Dinner? Teaching Canadian English – Katherine Barber

1. Vocabulary: Canadian food words
2. Communication: interacting in a restaurant/fast food place
 1. The Canadian food game
 2. Vocabulary and grammar: the Nanaimo bar recipe. Food preparation verbs, imperative and passive.
3. Reading passage: Making a meal of it

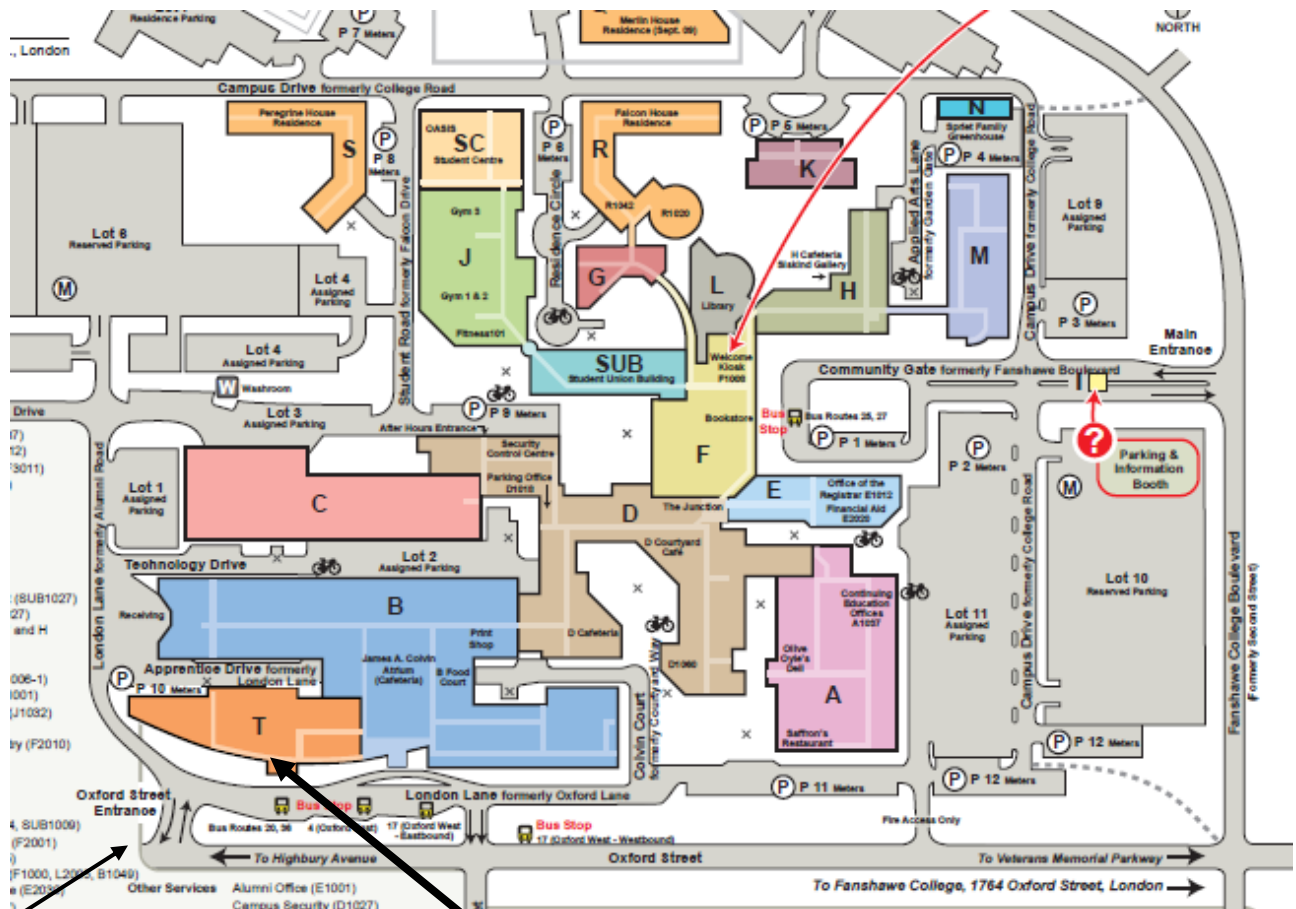
C6 London & Middlesex Local Immigration Partnership – A Collaborative Community Initiative – Huda Hussein and Jean-Pierre Cantin

The LMLIP is a collaborative community initiative designed to strengthen the role of local and regional communities in serving and integrating immigrants through a Local Immigration Partnership (LIP). The project provides a collaborative framework for, and facilitates the development and implementation of, sustainable local and regional solutions for successful integration of immigrants to London and Middlesex. This will enable our community to put immigration on its overall planning agenda and benefit from the successful social and economic integration of immigrants. The London & Middlesex Local Immigration Partnership is engaging communities and stakeholders from six areas of focus in the conversation on the integration of the immigrant. As a result, six issue specific Sub-councils have been established to facilitate the successful integration of the immigrant..

SITE INFO

The conference is being held at Fanshawe College, located at 1001 Fanshawe College Boulevard, which is east of Highbury Avenue, on the north side. The entrance is off Oxford. You can park anywhere at the college on Saturdays, and there is no charge for parking. Lots 1, 2, 3 and 4 are the closest to T building, where registration will take place.

Directions from the 401, eastbound or westbound. Take exit 189 North, onto Highbury Avenue. Follow Highbury for approximately 10 kilometres. Turn right onto Oxford Street, and continue on Oxford for approximately one kilometre. Fanshawe is on your left.



Enter the College
Here

Registration and Workshops
are in T Building

Our Plenary: Katherine Barber

Why the English Language is so Wacky

Katherine Barber offers a fun look at how our language has evolved over time. This is a fascinating topic to all who speak English from birth or have to learn it as a second language, exploring among other things why our spelling is so difficult.

Katherine Barber is a bestselling author, *Canadian Oxford Dictionary* editor, and popular language blogger.

Katherine Barber, "Canada's Word Lady", is an authority on English usage, particularly in Canada.

"I recommend Ms. Barber highly. She is articulate, intuitive, has the timing of the finest stand-up comedian and the acuity of the sharpest academic. She has the power to engage her audience and make them wiser than they were before her thoughtful monologue." -- Geoff Roberts, Headmaster, The Crescent School

"No matter what word she puts under the microscope, Barber clearly takes its history seriously, but her light, witty descriptions make each discovery a pleasure." -- Publishers Weekly

"She delivered a blazingly fast-paced lecture with an enthusiasm seldom seen when discussing porky word origins."
-- johnwmacdonald.com

Our Presenters

Susan Meehan, owner of Applied Language Associates in London, enjoys helping international professionals strengthen their English communication skills. Teaching pronunciation is one of her passions.

Candace Miller At Fanshawe College, the OSLT program has been delivered through Academic Access in the Centre for Community and Training Services. As Program Consultant of Academic Access, **Candace Miller** has been on board with the OSLT project since its inception at the college in 2008. Candace has an extensive background in adult ESL training both internationally and locally where she currently teaches Communication for Nursing in the Bridging Internationally Educated Nurses program. Candace has a Bachelor of Education and nearing completion of a Master of Arts in Education with a concentrate in Community Colleges. She is also an active member of TESL Canada, TESL Ontario and the London Middlesex Local Immigration Partnership.

Alison Facey has been teaching adult ESL/EFL in Canada and overseas for close to two decades. She has been teaching Literacy and Level 1/2 in the YMCA LINC program at the South London Community Centre where she is the Site Supervisor.

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

Anne Van Gilst has taught English in various settings (overseas, EAP, community) and levels for over 10 years. More recently, she has taught Writing to International Students at King's University College. During the last 5 years, Anne has coordinated volunteer-based community conversation circles, women's reading and discussion groups, and beginner classes.

Ryan Walmsley holds qualifications in Computer Science, Education and ESL. His functional but imaginary title at Fanshawe College is "tech ninja and evangelist of innovation."

Dianne Tyers has worked in English language education for twenty years. She owns Advance Consulting for Education, INC a teacher training and curriculum development company.

Wendy Fraser has taught ESL/EAP for 30 years in a variety of contexts. Since 1994 she has developed and researched the CAEL Assessment at Carleton University in addition to teaching EAP and language testing.

Presenters continued

Suzanna Kotilehti is presently teaching ELLs with various exceptionalities. Qualifications and education: B.Ed. in special education and elementary school teaching, TESL Ontario, and M.Ed. in Educational Psychology and Special Education.

Judy Thompson, Author of *English is Stupid*, is also a professor and speaker with specialized knowledge about the differences between spoken and written English. Judy has a BA in English, TESL Certification and is a CLB Assessor.

Margarat Agbalizu is an EAP specialist and adult ESL instructor. She currently works with the School Board. Margaret has taught ESL in different contexts and in various capacities. She enjoys researching EAP related issues.

Angela Meyer Sterzik has taught EFL, ESL, EAP, ELT and TESL. She currently teaches EAP at Fanshawe College and is working on her PhD in Applied Linguistics.

Kristibeth Kelly currently teaches ESL/EAP at Fanshawe College and is completing her M.Ed at OISE/UofT in curriculum development and second language acquisition.

Daragh Hayes holds a MA TESOL from Columbia Teachers College. He has worked in Canada, Japan, and Australia as an ESOL instructor, researcher, and curriculum coordinator.

Sheila McMullin is the Program Advisor responsible for the LINC Program in CIC Ontario Region. She is the co-chair of the CLARS Advisory Committee

Kim Cechetto is Coordinator of the English Language Institute at Fanshawe College and spent much of her 2009-2010 sabbatical year in Rwanda, working with the Ministry of Education and the National University on the country's transition to English.

Jean-Pierre Cantin, Director Programs and Services for Central-South-West, Collège Boréal

Huda Hussein, Project Coordinator of the London & Middlesex Local Immigration Partnership