
EDITOR'S NOTE

This is my last issue as editor of TESL Ontario's Contact magazine. My heartfelt thanks go out to all our readers. You are literally the *raison d'être* of the magazine. And of course, all the writers who have contributed their ideas and research are its life force. It has been my pleasure to connect these two groups, to put you, if I may, in contact.

In 2012, I took over the editorship from Tania Pattison, who served as editor for a year after the untimely death of Clayton Graves in 2010. Clayton was editor for seven years before that. I am grateful to them and to the other editors who went before for their vision and stewardship. I would also like to thank Kevin O'Brien, our advisory board, and other folks who have worked behind the scenes to make the magazine and the new(ish) website what it is.

Finally, I am most sincerely grateful to my wife, Yoko Reynolds, who has patiently, carefully, and skilfully designed and laid out of all of the issues that I have edited.

A call for a new editor has now gone out. You can find it on the next page. I wish the new editor the very best.

A number of the articles in this issue grew from presentations at last fall's TESL Ontario [conference](#), which was held November 1 & 2 at the Sheraton Centre, Toronto. The issue opens with a detailed description from John Allan, Jaqueline McMaster, and Keith Hackett of their shift from textbooks to an in-house, digital system for developing, managing, and publishing course content.

Sardar Anwaruddin's article describes the results of two attempts to increase knowledge mobilization among teachers. He also describes five actors in successful knowledge mobilization and underscores the important role of teachers as interpreters of research results.

Nermine Abd Elkader presents her ideas about increasing student engagement in speaking activities by having students employ the meta skills of reflection, and self and peer assessment. Next is an article from Tessa E. Troughton, who investigated lexical borrowing among Francophones in the Greater Toronto Area and found significantly lower rates of lexical borrowing than the rates reported by previous researchers.

Wrapping up the issue, Plamen Kushkiev provides his insights into a compulsory professional development policy at a private language school, and Patrice Palmer discusses the need for teacher self care.

Along with these articles, I strong recommend reading [conference report](#) and the [panel discussions](#) to understand where English teaching in Ontario is headed.

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