

**Abstracts of the workshops conducted by participants of English Language Programs,
and representatives of Regional English Language Office**

John Scacco

Regional English Language Officer

for Central Asia

Overview of Programs and Materials for Your Professional Development

Are you looking for new materials for your classroom? Are you looking for reliable and free ELT resources? Would you also like to polish your teaching skills through online distance course? This 40-minute presentation will outline a full array of programs and resources for English language teachers as well as English language learners offered by the Bureau of Educational and Cultural Affairs (ECA) at Department of State.

Dr. Katherine Purgason

Fulbright Scholar,

Lomonosov State University of Moscow in Dushanbe

Well-Balanced Teaching and Learning

The theme of this conference is “The English Language—a Key to Dialogue.” One of the characteristics of a good dialogue is that it is back and forth, well balanced among those who are communicating with each other, so one side doesn’t dominate the conversation. That idea of balance has inspired my talk. I will be discussing balance in second language acquisition—the need for teachers to not be swayed to one side or the other in several relevant debates, but instead to find a middle ground.

Dr. Nancy Ackles

Fulbright Scholars

Tashkent State Pedagogical University

Language Teachers as Leaders for Positive Change

In many countries including the US, English language teachers have been important in introducing positive changes into education systems. When I give the talk, I include a few practical examples of how this works so that teachers leave with some activities they can use in the classroom as well as some encouragement about the worth of the hard work they are doing.

Stephanie Corwin

English Language Fellow,

D.Serikbayev East Kazakhstan State Technical University

in Ust-Kamenogorsk

Exit Tickets

In the 21st century, students (and their teachers!) need many skills and it is often difficult for teachers to impart and measure them--skills such as personal productivity, motivation, confidence, initiative, etc. One way teachers can accomplish several pedagogical targets and bring focus to these dispositions at once is by using a program of "exit tickets" in their courses. Join us for a workshop and discussion to learn: What are "exit tickets"? How can I use them in my classes (with and without technology)? How can they help me and my students achieve language-learning goals? How can they help me develop my students' 21st century dispositions?

Steven Gomez

English Language Fellow,

Arabaev Kyrgyz State University in Bishkek

Using Drama in the Classroom

For this workshop, teachers will learn to use Total Physical Response (TPR) to motivate students to speak and listen to English. Using drama in the classroom will not only lower students affective filter but also promote the use of creative vocabulary. These songs games and activities can be used in any classroom, from lower level to advanced students.

Robert Dunn

English Language Fellow,

Magtymguly University in Ashgabat

Facilitating Authentic Speaking Practice

Integrating skills and incorporating technology improve learners' speaking skills by creating opportunities to practice authentic speaking. This presentation examines strategies and activities to facilitate authentic speaking practice, including using podcasts for the basis of conversation clubs, rewriting role-plays from textbooks, using readings as the basis for debates, and using mobile apps, such as Line or WhatsApp as teaching tools. Presentation attendees will participate in a discussion on how to best incorporate these strategies and activities into their own teaching contexts.

Dr. Katherine Purgason

Fulbright Scholar,

Lomonosov State University of Moscow in Dushanbe

Multi-Level Activities with Proverbs

Proverbs are a great source of input in an EFL class because of their brevity. This presentation focuses on how to use them for speaking, writing, grammar, pronunciation, critical thinking, and intercultural communication in such a way that students of different proficiency levels can all participate at the same time.

Benjamin Taylor

English Language Fellow,

Gumilyov Eurasian National University

Building Your Toolkit: Making the Most of State Department Resources

I will present a series of free, easy-to-use internet resources that teachers of students in every language proficiency level will find useful and engaging. The workshop will include brief previews of the key features of each resource, as well as first-hand accounts of the success Mr. Taylor has had with these resources.

Sarah Bedrouni

English Language Fellow,

Institute of International Relations in Ashgabat

Reducing Teacher Talk Time

This workshop will tackle the subject of teachers reducing the amount of time that they are speaking in English language classrooms. Through individual, pair, and group activities, English language teachers will discover or revisit strategies to help them speak less so that English language students have more time to improve their English language fluency.

Sandra Lee

English Language Fellow,

Korkyt Ata Kyzylorda State University

Classroom: Equipping students to Use the Language They Know to Get the Language They Don't Know

During production, ESL students often depend on translation and dictionaries or simply become paralyzed when they fixate on a word in L1 that they don't know in English. This workshop discusses methods to teach students to ask for new vocabulary words using words that they already know, using games, jazz chants, and critical thinking. It also discusses teaching students how to paraphrase and redirect discourse around known vocabulary to encourage fluency in speaking.

John Mettillie III

English Language Fellow,

Kyrgyz-Uzbek University in Osh

Classroom Activities: Mechanical, Meaningful, and Communicative

Based on the frequently cited article Communicative Language Teaching Today by Jack C. Richards, this workshop presentation details the communicative approach and focuses specifically upon effective classroom activities. A brief review of the linguistic and psychological research supporting communicative language teaching provides a basis for further exploration of how instructors can best incorporate such language learning techniques into their classes. The majority of the workshop approaches various language activities from an analytical and interactive perspective. Participants engage in multiple activities including those based on information-gap and jigsaw types and focusing on accuracy or fluency in line with the communicative approach.

Kendra Staley

English Language Fellow,

International University for Humanities and Development

in Ashgabat

World Geography, Cultures, and Traditions

Intercultural Communications activities, using compare/contrast vocabulary and all four language skills, are popular with students worldwide. This presentation demonstrates easily-adaptable activities for Uzbek students and incorporates themes of geography, tea customs, eating habits, and sports around the world.

Elise Brittain

English Language Fellow,

Samarkand State Institute of Foreign Languages

Opening Communication through Effective Speaking Fluency Activity Design

No language learner professes himself as proficient in the language until obtaining spoken fluency which meets particular expectations of communication. Although most teachers acknowledge communicative language teaching as necessary for language development, many are not confident to provide activities that target students' fluency. As English continues to become more and more popular for communication across cultures, fluency in spoken communication becomes even more necessary. In this workshop session, an overview of fluency in speaking and principles of effective fluency activity design will be provided. Participants will practice, evaluate, and revise fluency activities for effectiveness. Participants can take away a clearer understanding of incorporating fluency instruction in teaching and some basic activities.

Alex Barrett

English Language Fellow,

Namangan State University

Building Quality Note-taking Skills

English for academic purposes has come to the forefront of ELT as more and more students see English as the key to accessing higher and continued education. Central to English for academic purposes is a student's ability to listen and take accurate notes during a lesson. This workshop intends to introduce the basic listening and writing skills needed to succeed at this task, as well as provide some activities that can be used to teach and strengthen these skills.

Rebecca Martin

English Language Fellow,

Uzbekistan State World Languages University

Blended Learning with the Station Rotation Model

Uzbekistan is endeavoring to change the national educational system of language teaching from instructor-centered to learner-centered methodology. The aim of this presentation is to not only define more recent teaching practices, but also to have educators act as participants to truly understand how the methods work. This presentation demonstrates a variation of blended learning, the station rotation model. Typically, the rotation model consists of students cycling through both independent

online study as well as face-to-face classroom time. However, as most classrooms in Uzbekistan do not currently supply Internet access, a tech-free modified model is used.

Taryn U'Halie

English Language Fellow,

Karaganda State Technical University

Cooperative learning aids in teaching the past simple vs. the present perfect using minimal sentence pairs

In this grammar activity, students will use the Kagan Cooperative Learning Strategy TIME-PAIR-SHARE to learn the form and the use of the simple past tense versus the present perfect tense. The grammar lesson will also use these two grammar tenses to be contrasted to use minimal pairs to introduce the form and the use of the tenses in reading and writing.