

Abstracts of Workshops

1. Ch'ng Bee Ee, Karline

IPG Kampus Pendidikan Teknik, Negeri Sembilan, Malaysia

Ch'ng Bee Ee is an English lecturer with 28 years teaching experience. She has conducted puppetry workshops in schools to help teachers promote discovery learning in language arts through creative works.

Bridging Learning in Language Arts through Puppetry to Develop Oral Skills

In encouraging discussion on how the practice of ELT professionals can be enhanced by building bridges from the present to the future, this presentation will highlight an approach of transformative language education in the teaching of language arts in the new standardized English Language Curriculum for Primary Schools. It is the role of the teacher to promote discovery learning in language arts through creative works and performance. Research shows that language minority pupils respond well to the use of creative dramatics in helping them develop oral language skills. Thus, the use of puppets provides a medium in which pupils are comfortable in expressing themselves and it is hoped that this skill can be translated into action in the future. In addressing the KSSR standards for language arts, suitable language activities using puppets will be showcased in this presentation.

2. Daniel Svoboda

Hankuk University of Foreign Studies, Korea

Daniel Svoboda is an Assistant Professor in the Graduate School of Interpretation and Translation (GSIT) at the Hankuk University of Foreign Studies (HUFSS). He graduated with an MA in Literature in 2011 and is currently working on his doctoral dissertation. His professional interests include Korean-English translation theory and literary criticism as well as teacher training and speaking activities in the classroom. Outside of work, he enjoys speaking Korean and traveling around his beautiful adopted country. He is currently President of the Daegu-Gyeongbuk KOTESOL Chapter.

Applying Technology from Translation Classes in ELT

Although typically considered a distinct field from ELT, teaching translation classes with English as the target language in a variety of academic disciplines is a complex process that incorporates both translation studies and ELT. Students wish to improve their translation skills while at the same time enhancing their English skills. While previous translation class paradigms often focused on in-class written assignments which students subsequently read aloud to the class, the current focus has shifted to include the use of a variety of tools such as Computer Assisted Translation (CAT) programs. While these specialized tools have limited applications in ELT, a new set of online applications such as Microsoft Excel Online Surveys and Google Docs Surveys have the potential to revolutionize the process of collecting data from students. The key elements of this new technology are ease of access/use, lack of cost, flexibility, and anonymity. The last element, anonymity, is of particular

importance as it allows students to participate in class discussions and assignments freely without the fear of being singled out due to mistakes in language use. This workshop will introduce participants to a variety of tools that help increase student participation. These tools allow students to complete written translation assignments while also aggregating student input for analysis without disclosing the identity of individual students. Ideas for how to incorporate this technology in ELT writing, speaking, and content-based instruction classes will be discussed.

3. David Bakewell

Chulalongkorn University, Thailand

David Bakewell is the Head of Programmes with Sahavith Schools and a graduate student at Chulalongkorn University (education). His other research has included: The PEN Program for English education in S. Korea, Explorations into Early Childhood L2 Literacy and L2 4-skill Language Development.

International Standards – Thai Price – The Direction of Bilingual Education in Thailand / ASEAN?

There are a number of issues and areas that have been identified through research as problematic in regards to English language teaching in Thailand and more broadly within ASEAN region schools. Rather than simply revisit and restate those problems this R&D project is looking at finding, implementing, testing, and demonstrating solutions for ELT within the constraints and limitations of a K-12, Thai, school environment. CLIL, CBT/CBL, TBL; going beyond the buzz-words, acronyms and initialisms. This will be a discussion-workshop reflecting back on and looking forward from the 5th year of a 15-year research and development project aimed at creating a sustainable model for affordable, high quality, mainstream, bilingual education in the region.

4. Emily Dunn

UNITAR International University, Kota Kinabalu, Malaysia

Emily Dunn is an English Language Fellow with the US Embassy and hosted by UNITAR International University. She holds a MAT in Education additional coursework in TESOL and multicultural education. She has taught at both the secondary and university levels, most notably teaching intensive English programming through John Hopkins University.

Create to Communicate

“65% of the population are visual learners (Mind Tools, 1998), while 90% of all information transferred to the brain is visual in nature” (Hyerle, 2000). These statistics are eye opening! In this presentation the resource **Create to Communicate**, a US State department teaching resource on art in the EFL classroom, will be explored. Throughout the session various creative strategies will be discussed and demonstrated. Art engages critical thinking skills, builds intrinsic motivation in the ESL/EFL classroom, and supports current language education theory. Join us for this presentation to learn how to infuse your teaching with a creative edge!

5. Jasmine Selvarani Emmanuel

Wawasan Open University, Penang, Malaysia

Jasmine has been an educator for about 35 years in both public and private educational institutions. She is currently the Deputy Dean of School of Foundation and Liberal Studies at WOU and deals with English language and communication courses.

Using Open Educational Resources in English Language Teaching classroom

Open Educational Resources (OER) are shared teaching, learning and research resources that are available under legally recognized open licenses. They can save teachers much time and effort on developing resources for classroom teaching. In this workshop session, participants will be introduced to the concept of OER and provided with a 'hands on experience' on how suitable OER can be identified and used in the English Language classroom.

6. Jasvir Kaur K. Amar Singh

English Language Teaching Centre, Kuala Lumpur, Malaysia

Jasvir Kaur K. Amar Singh (PhD) is a teacher educator at the Department of ELT Pedagogy, English Language Teaching Centre, Ministry of Education Malaysia. Her research interest includes Thinking Skills and neuro-pedagogies in the teaching of English as a second language.

Unfolding HOTS through 'Quescussion'

'Quescussion', as the name indicates, is a combination of questions and discussion. The key to Higher Order Thinking skills (HOTS) is the ability to apply higher order thinking questions during discussions to trigger deep thinking and probing thoughts. Questions are the simplest form of interactive tool and are useful in any discipline to foster depths in the levels of thinking. Probing and investigative questions are able to define tasks, express problems and delineate issues. Questions enhances active learning, generates interest, enhance reflection, critical and creative thinking and problem solving skills. Questions therefore define the agenda of one's thought processes and play a crucial role in developing higher order thinking processes. Effective discussions require high order thinking questions which encourage and challenges the discussion and educators need to understand how to use good questioning techniques to develop and enhance students' critical and creative thinking and problem solving ability. This workshop thus aims to demonstrate the special relationship between critical thinking and Socratic questions as the core element of 'Quescussion' in the pursuit of assessing assumptions, issues and situations. The application of Socratic questions during this workshop will gives one a comprehensive view of how the mind functions in its pursuit of meaning and truth. This workshop will demonstrate the application of the 'Quescussion' technique with the Socratic questioning approach to heighten both teachers and students skills to develop questions upon questions at different levels of critical and creative thinking ability.

7. Jillian Baranzin

UNITAR International University, Kota Kinabalu, Malaysia

Jillian Baranzini is an English Language Fellow (US Department of State) hosted by UNITAR International University in Kota Kinabalu. She received her M.A. TESOL from the University of Southern California.

Inductive Grammar: The grass is always greener

Inductive grammar teaching actively engages students and supports deeper levels of understanding through exploration and problem solving through guided instruction. When students are actively involved in the learning process they develop a fuller understanding of the language and its practical usage, enabling them to move from explicit knowledge toward implicit knowledge. Inductive grammar is the process of instruction where carefully selected examples are presented and students are tasked with identifying the rule. Engaging students in the learning process allows for a more interactive and communicative language environment, employing critical thinking skills and language awareness. In addition, students with high levels of classroom involvement demonstrate increased motivation for learning and tasks completion.

8. Jimalee Sowell

SMR HR Group, Johor, M'sia

Jimalee Sowell has been teaching ESL since 1999 and has worked in several countries. She earned her master's degree in TESOL from the SIT Graduate Institute. Ms. Sowell served as an English Language Fellow for two consecutive years in Bangladesh. Ms. Sowell now works in Malaysia as a teacher trainer.

Interactive Reading Activities Workshop

Instructors of English courses and students alike often tend to view reading as a mostly solitary activity with interaction limited to reader and text. Classroom interaction with reading texts is often limited to the teacher eliciting answers to comprehension and vocabulary questions, and students calling out responses. While the current, preferred method of English language instruction in the subcontinent is CLT (Communicative Language Teaching), which, by nature, requires student interaction, teachers sometimes fail to see how reading texts can be used in interactive activities that require communication beyond questions and responses and incorporate a variety of skills. However, there are numerous classroom activities in which students can work with reading texts in an interactive fashion. In this workshop, participants will engage in interactive reading activities that are adaptable to any English classroom regardless of curriculum, level, or materials. Facilitator and participants will also discuss the skills practiced with each interactive reading activity and the pedagogical benefits of implementing such activities into classroom practices.

9. **Leong Mi-Chelle**

KDU College Penang, Malaysia

Leong Mi-Chelle is a lecturer at KDU College Penang. She earned her Master of Arts in Linguistics and English Language Studies from Universiti Sains Malaysia. Recently, she has also obtained Cambridge International Diploma for Teachers and Trainers (CIDTT). She has taught, trained and conducted various programmes for local and international students. Her research interests are in student-centred approach and task-based language learning.

A Load of Fun with Reading

Have you ever felt that teaching reading comprehension is a daunting task? Teachers often have difficulty trying to get students to read a passage. Some may read, but others may not. Even if some read, teachers wonder if the students could really comprehend what they have read, or even looked up the words they could not figure out. So, how do we get them to understand the significant points of a passage? Students need to learn to decode so that they can comprehend what they are reading. Unfortunately, traditional approaches (i.e. worksheets/questions) do not seem to work for this generation. The aim of this workshop is to showcase a few creative and fun ways to approach the teaching of reading comprehension. Some of these ideas also incorporate the other three skills namely listening, speaking and writing. Students get up and get on their feet to participate in the activities which lead to the comprehension of the passage. You would be surprised at how actively they are learning through the load of fun!

10. **Letchumiprabah Ramachandran**

Institute of Teacher Education, Penang Campus, Malaysia

Letchumiprabah has been teaching English for close to 30 years. She is a National Trainer for Thinking Skills, Master Trainer in ELT from MARJON UK and a former Buzan Licensed Instructor.

Thinking Maps, Blooms & HOTS in the ELT Classroom

Thinking Maps, Blooms & HOTS in the ELT Classroom is a simple workshop aimed at sharing with teachers and educators the use of the 8 Thinking (8T) Maps in the ELT classroom. The workshop will use the hands-on approach, whereby participants will be involved in learning how to use the 8T Maps effectively in the ELT classroom. This workshop will also provide an insight into how the Bloom's Taxonomy and HOTS can be integrated effectively & painlessly into the English Language classroom together with the use of the 8 Thinking Maps.

This humble effort is hoped to help fulfill the aspirations mentioned in the Malaysian Education Blueprint (2013-2025), 'which aims to halve the current urban-rural, socio-economic and gender achievement gaps by 2020, make English a compulsory pass for SPM by 2016, and setting clear learning standards for students and parents to understand the progress expected within each year of schooling'.

The key objective of this Blueprint is to improve the quality of education so that students have the skills needed for life and work in the modern economy and to do

this efficiently (i.e. without increasing expenditure). The idea is that by 2025 every Malaysian student will have knowledge, thinking skills, leadership skills, bilingual proficiency, ethics and spirituality and a strong sense of national identity. Hence it is hoped through this workshop, teachers and educators will be able to grasp the essence on how to use the 8T maps to enhance the teaching and learning of English Language in their respective classroom and beyond.

11. Lim Siew Lian

KDU University College, Kuala Lumpur, Malaysia

Lim Siew Lian is a Senior Lecturer in KDU University College. Before that, she had been preparing junior college students in Singapore for the A-level General Paper and English for fifteen years before returning to Malaysia. Since she first conducted a workshop in the 2013 i-ELT conference “*No Flash In the Pan – Fifteen Ways to Exploit Flashcards*”, she has also facilitated other workshops: “*Lost & Found In Translation - Activities For Multicultural Awareness*” (at the 5th International Language Learning Conference organized by USM), “*From Market Research to Marketing: A Hands-On Approach to Learning English*” (at the 12th Asia TEFL & 23rd MELTA International Conference, 2014 in Kuching) and “*Plumbing the Depths -Challenging Students Through Language Arts*” (at the 50th RELC International Conference, 2015 in Singapore).

Into The Woods– In Search of Lessons for the English Classroom

Although Stephen Sondheim’s musical “Into The Woods” first appeared in theatres in 1987, the film version (with Meryl Streep heading a stellar cast) has only just been produced and screened in the cinemas recently. This workshop takes participants through Sondheim’s inventive reworking of fairy tales to explore its potential for the English classroom. While many activities are intended to develop students’ vocabulary and understanding of grammar, literature teachers may also tap into the lyrics for an appreciation of literary devices and characterization.

12. Loke Khoon Ee

Penang, Malaysia

Ms Loke K E had just retired from Teacher Education Institute, Penang Campus. She had taught in primary and secondary schools. She is passionate about using stories to make learning meaningful and interesting.

Further Exploitation of Beginning Readers to Integrate the Four Language Skills and Grammar for Remedial Teaching / Lower Primary Class

As samples, Pre-, While and Post- reading activities are inserted into a few scanned children’s stories on power point slides to engage pupils in the four language skills, as well as enhance thinking skills and grammar. The stories can also be exploited thematically to focus on a certain topic to develop pupils’ vocabulary. Ideas and discussions are invited to further improve and effect learning.

13. Lokman Hafiz bin Asary / Nurul Hanim binti. Ibrahim

Ministry of Education, Malaysia

Lokman and Hanin are both English language teachers graduated from Sheffield University and Macquarie University respectively. They have been actively participating in conferences and workshops mainly in the area of ESL and teaching innovation. They are also developing materials for English teachers which are compiled accordingly to suit the syllabus and believe that research on education should also consider teachers' first hand experiences.

Laughter is the best medicine: Eliciting Vocabulary from Comical Texts Among Low-Performing ESL Secondary Learners in a Rural School in Tanjong Piandang

This longitudinal study addresses the issues of the less highlighted vocabulary teaching in the context of low-performing ESL secondary learners in a rural school in Tanjong Piandang, Perak. Due to heavy emphasis on conventional writing and traditional grammar rules, vocabulary teaching is then becoming less put forth despite its significance in language learning. This study is therefore initiated in an attempt to observe whether students vocabulary can be enhanced using a discovery learning method as well as to evaluate its effectiveness through students' writing. Thirty-four students are given a pre-test of forty multi-choice questions of linear and non-linear text. After eight weeks of interval teaching sessions where students read through comical articles, a post test of the very same set of questions is carried out to examine their semantic understanding. The findings indicate that out of thirty-four candidates, twenty six candidates show improvement in their semantic understanding of the questions given while seven candidates obtain lesser marks than that of their pre-test leaving one single candidate with no difference. An interview session is then executed to further probe the reasons behind such findings. This study, apart from being potentially used elsewhere as guidance for the practising teachers both experienced and novices, also recommends that each of the teaching and learning session be incorporated with a short vocabulary teaching slot to help with students' language learning.

The five senses (and more!) of human nature (as classified by Aristotle) are an everyday blessing most of us are gifted with. So, how about using this known sensory system to inspire learning? Multi-sensory activities not only break barriers, the learning activities maximise learning because learners vary in their learning styles. More importantly, it is both FUN and challenging for learners to use their sensory systems to connect new information and concepts, understand the relationship between them and remember better the process of learning. So, let us come to our SENSES (VAKOG) and dare to be different to help learners discover the wonders of reading, writing, and holistic learning from the sense of a felt experience – factually speaking, learning anew from an old-fashioned notion – a throwback to natural sensory modes of perception that emphasise hands-on or experiential learning.

14. Peeriya Pongsarigun

Chulalongkorn University, Bangkok, Thailand

Peeriya Pongsarigun is a lecturer at Chulalongkorn University Language Institute. Her interests lie in phonetics, phonology, translation, and ELT techniques to overcome mother tongue interference geared toward Thai ELT learners.

Implementing Activities that Promote Critical Thinking in Integrated-skill Classrooms

In Asia, most high school students have to take a national test to get into university. Teachers feel pressured to push students to pass the test and therefore tend to focus on reading, using grammar-translation method, as national tests are usually reading-based. Other skills may be neglected in class. However, language classrooms should focus on integrated skills to provide learners opportunities to communicate in natural settings, and to be exposed to authentic and meaningful content. By familiarizing students with authentic content, the students will be better able to use English as a communication tool with the ultimate goal being to foster students' communicative ability. Instead of only focusing on the short term goal – students passing the test, teachers can and should set up integrated-skill classrooms and scaffold activities to prepare students not only to pass the test, but also to survive and be successful in the 21st century. Students cannot just memorize anymore; instead they should be equipped with critical thinking skills as critical thinking ability is one of the important characteristics of a successful learner. This presentation will discuss the essence of integrated-skill classroom activities and explore language activities which leverage student creativity to develop integrated skills. Creative and fun ways to turn ordinary activities into activities which encourage critical thinking will be demonstrated.

15. Peter Beech

SMR ELT Johor, Malaysia

Peter Beech is a Teacher Trainer currently working as a Facilitator on the ProELT project in Malaysia. His academic interests are centred on ways to make teaching more effective through the application of SLA research findings in the development of classroom methodology.

Enhancing ELT Professional Practice through Continuing Professional Development

Engaging in the process of continuing professional development enables us to remain fresh, embrace innovation and become the best teachers that we can be. In this workshop, we introduce several specific and practical activities which we can adopt as part of our development. Some of these, like keeping a reflective journal, are individual activities but our main focus is on cooperative development.

Being observed and reflecting on feedback is the most immediate way for us to increase our awareness of how we teach, while observing colleagues gives us the opportunity to see different styles of teaching. We suggest guidelines for peer observation designed to promote the development of self-awareness for experienced

as well as novice teachers. These focus on the use of observation as a tool to provide constructive and formative feedback rather than criticism or evaluation.

The input that we receive from observing and being observed can be used as the basis for classroom research, giving us ideas to try out in the classroom and leading to a cycle of experimentation and reflection. This is very useful source of innovation, as it comes from within our own classrooms and so is maximally relevant to the needs of our students.

The workshop also suggests a few other ideas for collaborative development, introducing innovation to maximize the effectiveness of our teaching. These include presentation and discussion of interesting journal articles, sharing ideas for innovation using new technologies, and collaborating together on small-scale classroom research projects.

16. Rabitah binti Abd Wahab

SM Sultan Abdul Halim, Kedah, Malaysia

I am a teacher at SM Sultan Abdul Halim. I graduated as a biology student but fate has taken me to teach English. I have 27 years of vast experience teaching in Sabah, Sarawak and Kedah. I believe that English lessons should be interesting by using authentic materials in class. In 2013, my “Young Writers” programme won me “School Times Innovative Teacher” and “The Excellent Academic Teacher” awards. I believe that teaching would be great if we could touch students’ heart with love.

Re-energizing School-based Assessment in ESL Classroom

I am an English Language teacher who has the passion for fun and learning activities. As a senior teacher, it’s always on my mind to share my experience and knowledge with budding young teachers on how to get students enthusiastic and energetic in class. School-based assessment has become part of the tools to encourage students to be skillful in the four skills; Speaking, Listening, Reading and Writing. In this workshop, we will review a micro-teaching on sample interesting activities for the assessment during lessons and share our thoughts during Observation Feedback after each activity.

17. Raja Zaida binti Raja Ahmad Kamar / Ya’akub bin Ismail

Institute of Teacher Education, Islamic Education Campus, Selangor / Institute of Teacher Education, Malay Language Campus, Kuala Lumpur

Raja Zaida binti Raja Ahmad Kamar is currently teaching at Institute of Teacher Education, Islamic Education Campus in Bandar Baru Bangi, Selangor.

Ya’akub bin Ismail is currently teaching at Institute of Teacher Education, Malay Language Campus, Lembah Pantai, Kuala Lumpur.

Foldables

This workshop will teach participants how to engage their students through tactile and visual supports known as Foldables. Foldables are not origami, but they are interactive 3D graphic organizers created from all types of paper goods and are cut up and folded in different ways, to present different information. Making a Foldable gives students a fast, kinaesthetic activity that helps them organize and retain information. These student-created graphic organizers are a great way to engage students and create effective study aids. Foldables can also be used for a more in-depth investigation of a concept, idea, opinion, event, a person or place. In addition, participants will brainstorm and create foldables applicable for their own ESL classroom use.

18. Roger Chin Chuan Ngok

English Language Teaching Centre, Negeri Sembilan, Malaysia

Roger Chin Chuan Ngok is a senior lecturer in the Research & Development Department at the English Language Teaching Centre, Ministry of Education Malaysia. His research interests are in the area of Vocabulary Building, Training of Trainers (ToT), Translation, Action Research, Education Technology and the four language skills. He has written and presented papers on Vocabulary Building and Vocabulary Tests.

Play & Learn With K-Map

Teachers need to plan for play and specific interactions required to appropriately scaffold children's learning. Play-based language activities or tasks are one of the key contexts for children's early development. Through relationships in play, children develop and demonstrate improved verbal communication and high levels of social and interaction skills. Thus learning points are realized through the tasks. The tasks are in a form of series building from easy to difficult. These tasks are sequenced from word level to sentence, paragraph and finally to whole-text level. The series of tasks that we have designed is fun and engaging for children. Research states that pupils will learn second language in an environment that is fun-filled and feel comfortable to make mistakes as part of learning (Dragan, 2005). Kinaesthetic, whole body, whole environment tasks work better than other tasks. If you refer to things that children already know about, such as roads, roundabouts and maps, they have to take knowledge they already have and place it in a different context. When you have a whole body environment (we call this a K Map), you bring the context to them and the language is linked to what they know, and in a Malaysian context. This means you have activated their prior knowledge, made the language relevant to the children and linked the language to the context all at the same time! This task is a whole body, kinaesthetic approach to learning. The children's linguistic hypotheses about language are being tested through movement.

19. Rosemary Orlando

Southern New Hampshire University, New Hampshire, USA

Dr. Rosemary Orlando is a Professor at Southern New Hampshire University, USA and teaches in the Masters TEFL degree programme. She also teaches at Vietnam National University in Hanoi as a teacher trainer with Vietnamese teachers. She has worked with and trained teachers in Southeast Asia, the Middle East, and the US.

Combining Teacher Learning with Professional Development in Global EFL Teacher Education

Approaches to professional development vary within and across cultures, so it is important for global teacher educators to be aware of the implications within the context of their teacher learners. These implications can be a source of socio-cultural misunderstandings or they can be a source of strength, enabling the teacher educator and teacher learners to bond more closely and cooperatively. Due to the ever-increasing demand for additional, well-qualified English language teachers in settings such as Vietnam and Malaysia, enhanced ELT training methods are being introduced. Teachers in Southeast Asia need to know that English belongs to them and they can adjust teaching and learning styles within their own educational settings. It is a challenge for many teachers as they are still developing their own language skills and are not confident in themselves or their communicative teaching ability. The presenter will discuss how teachers can engage in professional behaviours and can start to manage and plan their own continuing development. By enhancing their knowledge and skills, teachers learn to embrace solutions and overcome challenges in the exciting field of English Language Teaching!

20. Samantha Richards

Brighton Education, Negeri Sembilan, Malaysia

Samantha Richards has a Masters in teaching English to young learners. She works for Brighton Education, a company running teaching training projects for English teachers in Malaysia, China and Cambodia.

Peer Learning between Lower- and Upper Primary School Children in a Primary School in Malaysia

This workshop is based on a piece of action research on peer learning in a reading programme in a primary school in Malaysia. Research was carried out to investigate how accurately upper-primary school students could recognise and correct lower-primary students' reading errors and whether or not the peer reading programme had an effect on the pupils' reading attitudes towards English.

Peer learning places various demands on children, both cognitively and socially. Peer learning provides opportunity for constructivism to take place when learners of differing levels work together actively to negotiate meaning and solve problems. Working together can also bring fun and meaning to learning and creates potential for character building. Many of these principles underpin the KSSR curriculum in Malaysia.

The workshop will start with an explanation and rationalization of the reading programme and a brief summary of the results. Next, participants will experience peer reading at their level and critically analyse the benefits and challenges peer assisted learning brings.

Although the workshop will stem from a piece of work by the presenter, the fruits of the session will come from a collaboration of work from the participants and it is hoped that by the end of the session they will come away with a fresh set of ideas as to how to approach the teaching of reading and will open their minds to peer reading in primary schools.

21. Shaik Husseinudin bin Babu Ali

Institute of Teacher Education, Penang Campus, Malaysia

Shaik Husseinudin has been a lecturer at the Institute of Teacher Education, Penang Campus since 1995. He teaches Literature in English and Children's Literature. He obtained his B.Ed. TESL from the Wichita State University, USA in 1985 and his MEd in Language and Management from the University of Bristol, UK in 1999. He also served in Sekolah Menengah Sains Machang, Kelantan as well as in Penang Free School, which happens to be his former school, prior to joining the Institute of Teacher Education

Interactive Sonnets

Poetry in English can be a daunting genre for many students to explore in the ESL classroom. Many students in my experience as a teacher have expressed their fears and uncertainty regarding poetry as they believe that it is something that is often ambiguous and difficult to 'unravel'. Writing poetry in English is often considered to be an even more challenging task for the second language learners with whom I have come in contact and over the years I have discovered that providing the much needed scaffolding through the employment of cooperative learning strategies have successfully enabled the students to achieve success at writing poetry, even the more structured types of poetry like Shakespearean sonnets and this is what I would like to share with my fellow teachers.

This workshop session will include an activity that could provide a simple means of getting students to write poetry, Shakespearean sonnets in particular. This activity involves all of the students interactively and it provides a means for connecting students' emotion and cognition. It also enables students to take risks with language and minimize anxiety and contributes to the study of the language arts.

22. Yeoh Hee Hee

Institute of Teacher Education, Tuanku Bainun Campus, Penang, Malaysia

Yeoh Hee Hee is an English language lecturer at the Tuanku Bainun Teacher Education Institute. She has about twenty-two years of teaching experience. Her areas of interests include teacher development and action research.

Paper Craft: A Tool in Scaffolding Language Learning

There is no doubt that visuals can be of great importance and relevance to second language learning. Clear and attractive visuals are effective in scaffolding learners' understanding of reading texts, stories, concepts etc. This workshop explores the use of paper craft in creating 'live' visuals and images as aids for teachers to use to help them grab their students' attention and engage them meaningfully in the teaching and learning process. Participants will have the opportunity to create these interesting visuals using the ubiquitous material i.e. paper. Additionally, the workshop will allow participants to discover and reflect on the potential of this simple craft and share their ideas on how to use it effectively in different ways with different target groups of students.

23. Ying Tang / Teoh Seng Aun

Shenzen Xin'an Middle School, Shenzhen, China / Malaysian German Society, Penang, Malaysia

Ying Tang is a senior high school English teacher at Shenzhen Xin'an Middle School, Shenzhen, China. She received her MA in TESOL from the University of New South Wales, Australia in 2003.

Teoh Seng Aun majored in German Studies at the University of Wisconsin, USA. He currently manages the German language classes at the Malaysian German Society in Penang, Malaysia.

Steps to Master the Keys of Highly Effective Language Learning

The goal of strategy training is to teach students how, when and why strategies can be used to facilitate their efforts at learning and using a foreign language. The most effective way to develop learner awareness is to have teachers provide strategy-based instructions to students as part of the foreign language curriculum. The strategies must be correctly categorized into keys and further developed into steps based on well tested evidence from research.