

Partnership 4 Learning  
Jordan Syria- TESL Conference: July 24-25, 2006

WORKSHOP ABSTRACTS

**Personalization**

Main Objective :When we personalize a task,we allow students to make it very much their own by giving them opportunities to express their own individual opinions, experinces and feeling as well as working on it on a level appropriate to them .

**Getting Students to Write (Even When They Hate Writing)**

In this workshop I will talk about one of the most difficult aspects of teaching a writing class, which is getting the students motivated and excited about writing. I will try to find out solutions for this challenge and how to make it more fun. Then, I will suggest some topics to write about and that i think are interesting. Finally, I want to practice two of the ideas with my colleagues.

**Well Done while Having Fun**

Letters and vocabulary do not stand alone but they are within a language. We don't enjoy color but we enjoy portraits and pictures painted with these colors. We don't enjoy letters but we enjoy phrases and sentences built up with these letters.

When students enjoy the language, they learn it smoothly and teacher's mission would be easier. When it comes to practice a language, teachers need to find ways within the language that students enjoy. However, teachers should keep in mind that those are learners not native speakers, so teachers need to be selective and creative to reform, simplify and gradually practice activities that would fit with their students.

*This workshop focuses on Oral Intelligibility through palindromes, tongue twisters and pangrams.*

Palindromes are words or phrases that read the same in both directions.

Tongue Twisters are great fun. This is one of the few types of wordplay that exist in every language. There are lots of well-known ones in English.

Pangrams are sentences that use every letter of the alphabet.

We can go further more to work on different language criteria through jokes.

**Teaching Modals Using Games**

In this workshop I will share ideas with other teachers about the benefits of the use of games in teaching grammar. My example will be teaching modals through games. We will try –together- to answer these questions:

Why games?

What are the advantages of using games in teaching grammar?

Which game should I choose?

**The Art of Asking Good Questions**

Objectives: Recognizing new types of question

Using the suitable questions for encouraging students for good discussions.

Strategies, techniques and approaches:

1. Drama “ pro-can”- “ partner fighting”
- 2.Group working

3. Brainstorming
4. Question on a stick
5. Question –question improvisation dialogues

Skills involved: speaking- listening- writing (optional)

Summary: The workshop talks about the importance of questions in our lives for teachers as well as for students. The types of questions . Some games the teacher can implement in the classroom to develop a discussion and solve the problem of shy students.

### **Collins Writing Program**

Objectives:- To give teachers , schools , and districts a unified program that can be used in all classrooms and in all subject areas from grades k 12. Summary:- Writing is the most difficult activity we ask students to do. So, the Collins Writing Program will enable students to think comfortably on paper , to develop the essential writing skills they need for future academic success , and to perform well on state and national assessments. This unique program develops thinking skills through five types of writing assignments and can be easily used in any content area. These types are:-

A:- Type1: Capture Ideas.

B:- Type2: Respond correctly.

C:-Type3:- Edit for focus correction Areas.

D:-Type4:- Peer Edit for focus correction Areas.

E:- Type5:- Publish.

### **Teaching present continuous using drama**

Drama was considered as something that had to be performed on the stage in the last decades. But recently it has been seized upon as a new method of teaching different skills of the language. Therefore,

this workshop aims to involve drama in teaching second language effectively. This workshop actually focuses on how to teach grammar generally and the present continuous particularly since it is the best tense to be acted as well as performed at front of other teachers since it is very important for the non-native speakers. This work shop emphasizes how to teach present continuous which has to be taught deductively by giving examples and finding out the formula, after that some performances with different activities will be carried out by the teachers in order to practice the present continuous.

### **The Use of PowerPoint Software in Teaching Vocabulary Items**

No one can deny that technology is playing today a key role in teaching and learning process introducing some facilities to the teacher to perform his/her role completely, therefore ,this workshop aims to show the importance of PowerPoint software in teaching new vocabulary items as a kind of changing and developing of the old methods of teaching and in a way which can not be applied by any other mean as well as this workshop aims to show the use of this technique in teaching focusing on vocabulary items effectively and providing teachers with a practical example of using this technique in teaching.

There is no doubt that the old methods including the black board and the chalk still practice their influence in teaching so that this workshop came to emphasize the use of PowerPoint software in teaching in a way which ensure that students have been involved and effected and to give them more illustration in addition to their deep understanding of the lesson.

Ignoring some difficulties may face the teachers in this field implying their lack of knowledge in using this software so that they should have a previous good practice before

being able to apply this technology in teaching, teachers can use this technique in teaching vocabulary items in effective way and make their lesson full of fun and benefits to their students.

### **Interactive dictation**

Objectives:

By the end of this workshop, teachers are expected to:

1. identify the types of dictation.
2. recognize the benefits of using dictation for all the levels of the ESL students.
3. select the appropriate dictation for their classes and students.
4. use interactive dictations, variable games and activities to develop all four language skills in an integrative way.

\*\* Dictation is one of the oldest techniques known for both the teaching and testing of foreign languages.

The traditional way of giving students a dictation has been seen nowadays very boring and unnecessary for the advanced level of the ESL students. Yet, interactive dictation can help develop all four language skills (speaking, listening, writing and reading) in an integrative way.

### **Using Windows Movie Maker as a Teaching Tool.**

I'm going to talk about the benefits of two programmes in the process of teaching and learning, I'll show this through a lesson that I'm going to explain. The lesson is (The Great historical city of Jerash). The two programmes are (PowerPoint 2003 and Windows Movie Maker) I'll talk about the two programmes but I'll use Windows Movie maker to explain the lesson. You know that it's very obvious that Technology is playing a significant role in our life through different aspects even though some people still don't believe in it. But it's a fact that we should accept. Using Technology in an educational environment as a teaching tool (not a primary source) is something amusing, exciting and interesting. Moreover Technology gets you out of the routine when you use it in a proper way. Technology attracts students, that's why I'm going to talk about these two programmes which I feel very useful to be practiced in the classroom. Windows Movie Maker is amazing and very simple software that is installed easily with any version of Windows XP. What makes it a wonderful tool for teaching is that it includes Audio, Video, Pictures, Writing and it mixes them in a wonderful way. I'll make a leaflet that will help me while I explain this programme.

### **Integrating Grammar into Language Skills**

It is axiomatic to say that all the language skills are intertwined. The teaching of one skill requires by necessity the involvement of the other language skills. But what about grammar? As a matter of fact, the teaching of grammar has always been a controversial issue. Should it be taught inductively or deductively? Both sides of the argument have grounds in language teaching theory. This paper is dedicated to one side of the argument. Grammar can be taught to students in connection with the four skills, rather than as a separate compartment. However, due to the limits of time, only two skills will be reviewed in relation to grammar; namely, speaking and writing.

### **Teaching Grammar Interactively:**

This workshop aims to practice the structure of grammar in different situations. There are a lot of different activities practicing structure (using imperative) such as: using a map for giving directions, using a recipe (how to make a cup of tea / coffee ...etc), doing

stances ( a set of sketches of stick people in different physical situations ) and using imperative symbols .

### **Fluency practice through listening and speaking**

Fluency practice through listening and speaking is a good technique that gives learners the opportunity to motivate self-expression in real-life situations and simultaneously help them relate these situations to their own lives. To demonstrate this technique in both listening and speaking, a few activities have been chosen to get all learners to be active participants in the workshop.

### **Using Stories and Story Telling in Teaching**

There are many reasons why we want to tell stories in our classes .

A-Stories provide students with opportunities to listen to language in context rather than in bits and pieces.

B-Stories also introduce new vocabulary and language forms within rich network of associations.

c-They can have a deep impact on a person's construction of knowledge and self.

d-They have the power to reach deep within us into areas that regular teaching may not visit.

Teachers can help students retell, think and imagine using vocabulary, pictures or other materials.

### **Recycling Vocabulary.**

Main Objective: To find ways of helping students to combat the effects of memory decay.

-In my workshop I am going to discuss the tools to improve the student's retrieval ability.

-We are going to think of ways of making the experience of learning vocabulary more memorable.

-I am going to display ways of recycling the information that we teach.

-At the end of my workshop I am going to present a game as an example Of many more games that can be used for recycling the vocabulary that we have already taught.

### **Teaching Grammar Using Games**

This workshop deals with "using Games in teaching grammar" as you know grammar learning is so hard and requires an effort, so games help and encourage learners to sustain their interest and work. Games also help the teacher to create context in which the language is useful and meaningful. So many teachers use games in teaching grammar to get students involved in the class

### **“Turning mirrors into windows” Through Critical Thinking.**

Level: All.

Teaching nowadays is becoming a very “ challenging” experience for both teachers and students.

In order to keep our sanity as teachers, to maintain order to successfully manage our classrooms and for learning to take place, a teacher has to encourage creativity, challenge and trigger the learner's interest through exposing learners to real world tasks by giving them meaningful “ hands on” activities that connect the “school” knowledge with the “real world” knowledge.

Students are not born with the power to think critically, nor do they develop this ability naturally beyond survival level thinking. Critical thinking is a learned ability that can be taught.

This workshop provides ideas and activities for teaching “ Critical thinking”.

### **Using Drama in SL Learning to Reduce Students’ Anxiety**

My workshop is about (Using Drama in L2 classes)to improve students speaking through reducing Ss anxiety activities. And to simplify learning English as a second language , make learning more interesting & to reduce Ss anxiety while doing the activities>

Level : First and second grades.

Skills: Speaking

### **Teaching Conversation through Scenarios**

Scenarios are means of communication. They are contrasted to role play and dialogue. They are simulation of real- life situations and require language in order to reach a resolution. Learners are themselves in scenarios. Target language is used purposefully and skillfully in communicating with others through scenarios.