

ESL Workshop and Symposium:

Effective Listening and Speaking Instruction for ELLs



May 3, 2014
9:30 a.m. – 4:30 p.m.

University of Arkansas
Reynolds Center Auditorium



UNIVERSITY OF
ARKANSAS
COLLEGE OF EDUCATION
& HEALTH PROFESSIONS

FREE REGISTRATION

RSVP by calling 479-575-7244 or emailing jamos@uark.edu by April 20 to receive lunch.

This workshop and seminar is intended for K-12 pre- and in-service teachers in all contexts and for all learner levels. It will inform teachers on how they can help English language learners become more successful listeners and speakers.

Teachers: be ready to listen, speak, move, discuss, reflect, and invigorate!

Attendees will also receive FREE ESL tools and materials that they can use in their classrooms!

Presenters

Larry Vandergrift, Ph.D.

Retired professor of the Official Languages and Bilingualism Institute, University of Ottawa, Canada

Learning to Listen; Listening to Learn

Listening plays a critical role in literacy development; however, this skill is mostly taken for granted and not really taught. The goals of this presentation are twofold. First, teachers will learn about the cognitive processes underlying listening and the crucial role of metacognition in successful listening comprehension. Second, teachers will examine some practical tools to help students experience and reflect on the process of listening in order to better comprehend what they hear. In short, teachers will be guided to help their students learn to listen so that, in turn, students can better listen to learn.



Marsha Chan, M.A.

Professor of ESL at Mission College, Santa Clara, Calif., author-publisher at Sunburst Media



Tools and Techniques for Developing ELL Listening and Speaking

In this high-energy hands-on workshop, Marsha Chan will present methods and materials to empower classroom teachers to help ELL students develop their listening and speaking skills in English. Participants will discuss and identify characteristics of spoken English that affect listening and compare communication factors that help with those that hinder. They will examine several instructional techniques, experience and analyze a variety of activities designed to engage learners of differing ages and linguistic abilities, evaluate them for applicability to their own instructional contexts, and formulate a plan to implement at least one tool or technique to promote the listening success of their ELLs.

Organizers

Hayriye Kayi-Aydar, Ph.D., Assistant Professor of TESOL, University of Arkansas

Erin Casey, Ph.D., Clinical Assistant Professor of Childhood Education, University of Arkansas

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