



English Language Teaching Conference

May 4, 2024

Ulaanbaatar, Mongolia

May 11, 2024

Darkhan, Mongolia

Sponsored by
Deseret International Charities



Dr. Norman Evans

Dr. Norman Evans is a Professor in the Department of Linguistics at Brigham Young University. He has been an ESL teacher, program administrator, teacher trainer, researcher, and author for over 30 years. In his previous professorship at BYU-Hawaii, he was twice selected as the University's Teacher of the Year. His research focuses on writing in a second language, curriculum development, ESL program administration, and self-regulated language learning. He is the co-founder of the Journal of Response to Writing and serves as a manuscript reviewer for several professional journals. He is the author or co-author of over 40 articles, chapters, and books.



Dr. Ben McMurry

Dr. Ben McMurry is the Administrative Coordinator of the Intensive English Program at Brigham Young University. He has taught and administered in Intensive English programs at various institutions over the past two decades. As the Administrative Coordinator at the English Language Center he oversees curriculum, assessment, evaluation, teacher training, and institutional research. He has an affinity for materials development and working with teams to create meaningful learning experiences for students. His research interests include the psychology of language learning, materials development, and program administration.



Karina Jackson

Karina Jackson is the Coordinator of Curriculum and Instruction at the Intensive English Program at Brigham Young University. She has taught a wide-range of skills and proficiency levels of English over the last 10 years. In her current position, Karina leads the decisions on the curriculum and in-service teacher training at the BYU English Language Center. Karina also currently serves as the Vice President of the Intermountain TESOL organization. Her research interests include curriculum development and open educational resources.



Andrea Gonzalez

Andrea Gonzalez is the Teacher Training Coordinator at the Intensive English Program at Brigham Young University. She oversees the curriculum and scheduling of in-person training for volunteer teachers planning to teach English outside the United States. She enjoys mentoring novice teachers and guiding them through their teaching practicum experience. Andrea has also taught a wide range of skills and proficiency levels of English over the last 13 years at BYU's English Language Center. Her special interests include grammar, curriculum and materials development, and teacher training.

Workshop Schedule

8:00-9:00 a.m.	Registration	
9:00-9:30 a.m.	Welcome & Introductions	
9:30-10:20 a.m.	Opening Plenary Dr. Norman Evans <i>Interaction in the Language Classroom: The Why, What, and How</i>	4
10:30-11:20 a.m.	Workshop Session 1	
11:30-12:20 p.m.	Workshop Session 2	
12:30-1:20 p.m.	Lunch	
1:30-2:20 p.m.	Workshop Session 3	
2:30-3:20 p.m.	Workshop Session 4	
3:30-4:30 p.m.	Closing Plenary Dr. Ben McMurry <i>It's Time to Maximize Interaction in the Classroom</i>	14

Workshop Sessions

Workshop A	Dr. Norman Evans <i>Teacher and Student Interaction: Developing a Language Teaching Philosophy</i>	6
Workshop B	Andrea Gonzalez <i>Interactive Grammar Instruction</i>	8
Workshop C	Karina Jackson <i>Interactive Classroom Activities</i>	10
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Interaction in the Language Classroom: The Why, What, and How

Norman Evans

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Objectives:

1. Clarify what it means to learn a language.
2. Introduce two key language learning principles.
3. Explain
 - *Why* interaction in the language classroom is essential
 - *What* it means to have an interactive language classroom
 - *How* interaction can be achieved in the language classroom
4. Bring today's conference into focus.

**"If you know
a language, but
you can't use it,
it is useless."**

Galiimaa
English Language
Center student

What does it mean to learn a language?

In the space below, draw a picture of "**interactive** language learning."



Use this code to
submit a picture of
your drawing

Learning a Language: Two Key Principles:

1. Language as communication
2. Knowledge and skill (fact and act)

Interactive Teaching Techniques: Two models

1. PPP
 - P**resent
 - P**actice
 - P**erform
2. PDPER-P model
 - P**resent
 - D**emonstrate
 - P**actice
 - E**valuate
 - R**e-**p**actice

Bringing these ideas together in today's conference

- a. The presenters
- b. The presentations
- c. The workbook contents
 - Breakout sessions
 - Reflections

Conclusion

Turn to page 16 in the workbook. Take several minutes and write three things you hope to gain from this conference today.



Developing a Language Teaching Philosophy: What, Why, How

Norman Evans

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Objectives:

1. Articulate your primary goal as an English language teacher.
2. Identify 3 key language teaching principles.
3. Apply those principles in your English classes.
4. Complete a Teaching Philosophy Summary card.

WHAT is a teaching philosophy?

“A distinctive organizing vision—a clear picture of why you are doing what you are doing.”

(Brookfield 1990 p. 16)

WHY do you need a teaching philosophy?

A well-defined philosophy can help them [teachers] remain focused on their teaching goals and to appreciate the personal and professional rewards of teaching.

Goodyear & Allchin 1998, pp. 106-7

You must continually ask yourself the most fundamental evaluative question of all – *What effect am I having on students and on their learning?*

Brookfield 1990 pp. 18-19

HOW do you develop a teaching philosophy?

Three major components:

- (1) a goal statement, or **why** the teacher is teaching;
- (2) a statement of principles, or **what** the teacher believes will help achieve that goal;
- (3) the practical application of those principles, or **how** they affect the teacher's methodology.

WHY - Goal Statement

- Draft a one or two sentence goal statement.
- Share your draft with others in your group.
- Revise and finalize your statement.

WHAT - Statement of Principles

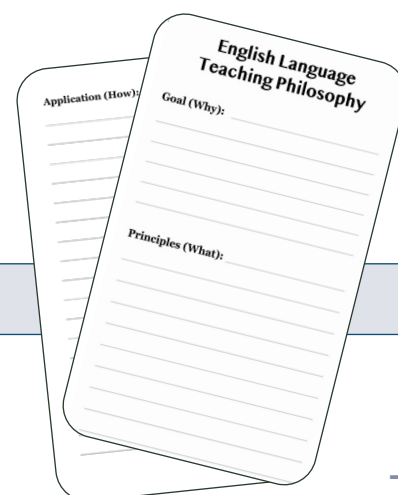
- Identify 3 language teaching principles including Interaction for your teaching.
 1. Interaction
 2. _____
 3. _____
- Share with others in your group.
- Revise & finalize.

HOW - Application of Principles

- Briefly describe in one or two sentences how the interaction principle can be applied to your teaching.
- Share with others in your group.
- Revise and finalize.

Summary

Fill out your index card with the goal, principles and applications that you have finalized.





Interactive Grammar Learning

Andrea Gonzalez

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Objectives:

1. Identify grammar and tasks by proficiency level and context
2. Learn how to make grammar engaging and interactive
3. Adapt activities to different proficiency levels

"[Grammaring] is an illustration of my idea that grammar is an incredibly flexible system that allows us to make new meaning. By using the -ing on the end of grammar, I've turned it into a process, and I've used grammar to do that. It challenges what I think is the misconception of grammar, which is that grammar is a unified body of static rules having only to do with form."

-Diane Larsen-Freeman

Novice speakers...

- use primarily isolated words and phrases
- can talk about everyday topics that affect them directly
- produce lists and notes

Intermediate speakers...

- create with language regarding familiar topics
- can ask and answer simple questions
- produce sentence-level language in present time

Advanced speakers...

- use narration and description in past, present, and future
- produce paragraph-level discourse
- can communicate on personal as well as community topics

ACTIVITY 1

ACTIVITY 2

ACTIVITY 3



Interactive Classroom Activities

Karina Jackson

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Objectives:

1. Understand the role of interactive activities in language development
2. Identify the steps in creating an effective activity
3. Participate in an interactive learning experience with limited resources
4. Design an interactive learning experience

- Meaning is primary.
- Learners are not given other people's meanings to simply repeat.
- There is some sort of relationship to comparable real-world activities.
- Task completion has some priority.
- The assessment of the task is in terms of outcome.

(Nunan, 2014, p.459)

Keys to Successful Interactive Classroom Activities

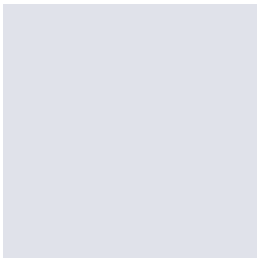
1. Focus on real-world objective _____

2. Create a clear task _____

3. Identify vocabulary _____

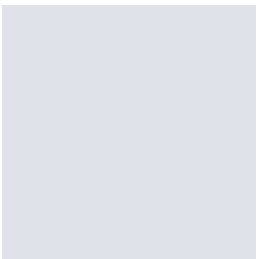
4. Establish language scripts for the task _____

5. Define successful completion _____



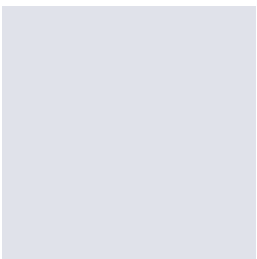
Handwriting practice lines for the first section, consisting of six horizontal lines.

Handwriting practice lines for the second section, consisting of five horizontal lines.



Handwriting practice lines for the third section, consisting of six horizontal lines.

Handwriting practice lines for the fourth section, consisting of five horizontal lines.



Handwriting practice lines for the fifth section, consisting of six horizontal lines.

Handwriting practice lines for the sixth section, consisting of five horizontal lines.



Interactive Vocabulary and Reading

Ben McMurry

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Objectives:

1. Learn interactive ways to practice vocabulary
2. Learn interactive ways to engage students in reading

Three Interactive Vocabulary Activities

Hit the Board



Students are divided into two teams. Each team forms a line facing the board or the projector screen. The teacher or another student says the vocabulary word. The first person in the line runs up and hits the board or the screen to indicate which image best represents the word. The first team that hits the word first earns a point.

VARIATIONS



The screen might also have the word at the top and students go when the new slide is up. You could also put up a picture with two words to choose from



Pictionary



Students are divided into two teams. One person from each team comes to the board and is shown a word. Each student draws the word and the team guesses which word it is. The first team to guess correctly gets a point.

Variations

Instead of moving to a new teammate after guessing the word correctly, you can have the student draw as many words as possible within 1 minute.

Explanation Relay

Students are put into pairs. They sit back to back with one student facing the board of the projector. One student sees the list of words and explains the word to their partner. Once the partner guesses correctly, he writes down the word and they move on to the next one. The pair that finished first wins.

Vocabulary Words

Apartment Building
Restaurant
Hospital
Library
School
Bus stop
Park
Museum

Interactive Reading Activities

L1: Put the Puzzle Together

Give the students a set of sentences and have them place them in the correct order.

L2: Retelling the Story

The students are put into two groups. Each group has a different reading passage. The students read the passage and then retell it to a partner without looking at the original story.

In a small village nestled among rolling hills, there lived a young girl named Maya. She had recently moved to the United States with her parents and younger brother. Adjusting to a new country was challenging, but Maya's family supported each other. Her father worked at a local factory, while her mother helped out at the school cafeteria. Every evening, they gathered around the dinner table, sharing stories of their day. Despite the language barrier, their love and laughter transcended words. Maya's little brother, Sam, was excited about starting school. He would join the first grade, and Maya promised to help him learn English. Their family bond grew stronger as they navigated this new chapter together.

On the first day of school, Maya held Sam's hand as they entered the hallway. The unfamiliar faces and rapid conversations overwhelmed them. Mrs. Johnson, their teacher, welcomed them. She understood their limited English and encouraged them to participate. In class, Maya sat next to a girl named Emily, who explained the math problems. During recess, they played tag with other kids. Maya discovered that school was more than just learning; it was about making friends and embracing differences. As weeks passed, Maya's English improved, and she even volunteered to read aloud in class. Sam made friends and showed off his crayon drawings. Together, they discovered that family and school were a support system that helped them thrive in their new home.

L3: Readers Theater

Students are placed in groups and are given a script. Students read the script together and decide on who does which part. The student practice and focus on fluency and intelligibility.



free scripts from <http://www.thebestclass.org/rtscripts.html>



free scripts from <https://www.teacherspayteachers.com/browse/activities/scripts/free>
[requires free login]



It's Time to Maximize Interaction in the Classroom

Ben McMurry

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Objectives:

1. Review conference highlights
2. Review expectations for the conference.
3. Explore pedagogical practices that support interaction
4. Set goals for improving teaching and learning

1. Rely on course outcomes	5. Evaluate learning effectively
2. Plan lessons effectively	6. Utilize homework strategically
3. Optimize class time	7. Provide meaningful and timely feedback
4. Cultivate a positive learning environment	8. Exemplify professionalism



<https://elc.byu.edu/principled-pedagogical-practices>



For more information about these principles, follow the QR Code.

"People often immerse themselves in dreams and fantasies about a desired future. Though such future fantasies are pleasant, they do not necessarily lead to the effort required to attain the desired future."

Oettingen & Reininger, 2016

Which principle(s) are you going to strengthen to increase interaction in language learning?

What does your future look like?

How will you make it happen?

REFLECTION

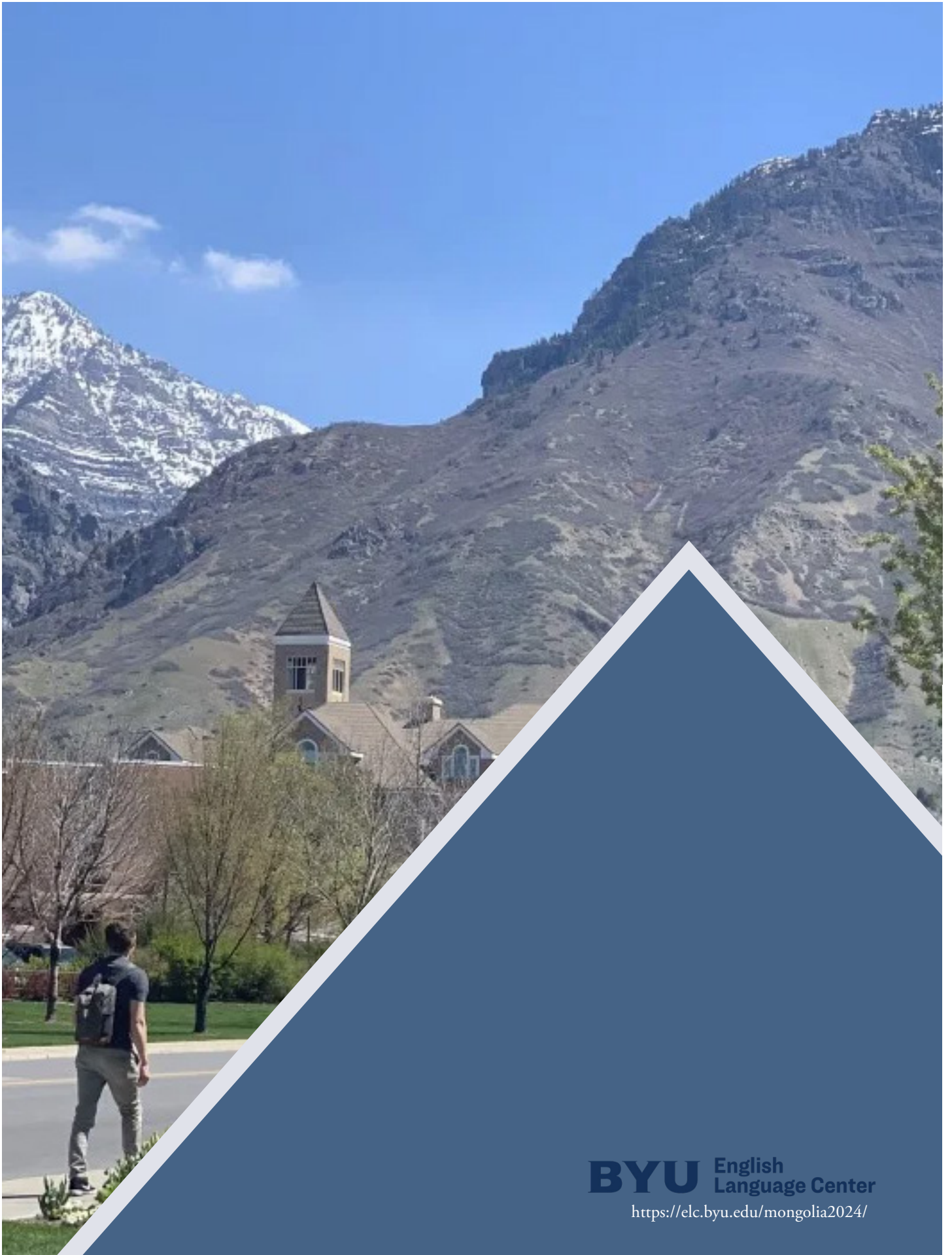
Expectations

1. _____
2. _____
3. _____

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