

12TH INTERNATIONAL RESEARCH CONFERENCE ON EDUCATION, LANGUAGE AND LITERATURE

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IRCELT WORKSHOPS

Increasing Student Motivation and Engagement Through Synchronous and Asynchronous Activities



Kyla McMillan, a current Virtual English Language Fellow at International Black Sea University

We have all noticed that declining student motivation is an unfortunate side effect of virtual learning. This workshop will introduce attendees to synchronous and asynchronous activities designed to increase student motivation and engagement. The proposed activities have been tested in virtual classrooms and can be used at any point in a lesson: to warm up, reinforce content, or to reflect on or summarize content. These activities not only encourage student engagement with the content but also focus on teacher-to-student and student-to-student engagement, bonds that the virtual learning environment has challenged. In addition to receiving new activity ideas to use in the virtual and traditional classroom alike, attendees will have a chance to share their own ideas for motivation and engagement.

“Well, I disagree!” Understanding and teaching the social dimensions of English intonation



Kevin Hirschi,
Ph.D. Candidate at
Northern Arizona University

English intonation is complex. It can convey emotions (Lieberman, 1966), or in some cases reflects sentence structure (Cooper & Cooper, 1980). However, intonation in conversation is frequently used for neither of these purposes; it is instead used to help speakers share discourse context. Research in Discourse Intonation (Brazil, 1998) describes the use of “intonational cues to link the information [said by the speaker] to a world or context that the hearer can make sense of” (Pickering, 2018, p. 19). Prosodic segmentation, relative tone height (low-mid-high) and tone choice (rise, fall, level) are used to reveal the pragmatic intention of the speaker, designed with the listener(s) in mind.

This workshop presents the basic components of Discourse Intonation to empower teachers and researchers with a precursory understanding of the social nature of English prosody. It also reports on research that supports the importance of English learners using intonation in agreement/disagreement sequences (Hirschi, 2022), as well as directives / expressive (Taguchi et al., 2021). A sampling of teaching techniques for intermediate and advanced learners will also be demonstrated and provided. Finally, a discussion of the importance of discourse intonation in Lingua Franca contexts, such as Georgia, will be facilitated with the cooperation of workshop participants.

Classroom Management: Student Correction Techniques



Steven Gomez, English Language Instructor at Al Faisal University in Riyadh, Saudi Arabia and former Integrated Teaching Specialist for PH International in Georgia

In this workshop, participants will learn about various strategies for how to correct students when speaking. First, we will define some of the psychological aspects of mistakes in language learning. Both teachers and students tend to view errors negatively when in fact they are a natural part of the language acquisition process. The way in which teachers respond to errors can affect students' anxiety, attitude, aptitude, and motivation when learning English. With this framework in mind, we will examine various scenarios of why, when, and how to correct students. Specifically, participants will be able to identify the differences between accuracy and fluency activates. Then, participants will be able to choose the best strategy for correcting students (self-correction, peer correction, delayed correction, and direct and indirect correction).

Social Media in the Language Classroom



Shélynn Riel - a former English Language Fellow in Argentina



Anna Ciriani-Dean - a former English Language Fellow to Armenia and Ukraine

The continuous rise of social media on a global scale makes it impossible to ignore the potential of social media as a learning tool and as a means to empower students to become active citizens of the world. In this interactive workshop, we will discuss the primacy of digital literacy as a 21st-century skill, and present an objectives-based approach to engaging students in the language-learning process through social media. Participants will have a chance to experience select platforms, reflect on the unique affordances of each, and brainstorm ideas for integrating session ideas into their respective learning contexts.