



الكلية الأسترالية في الكويت
Australian College of Kuwait




**ACK's English Department in collaboration with
Central Queensland University proudly hosts
its 3rd Annual Conference
on Teaching and Learning English as a Second
Language and Literacy**

Focus: Teaching Learning Strategies

25 March 2017

Australian College of Kuwait

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Australian College of Kuwait
Saturday, 25 March

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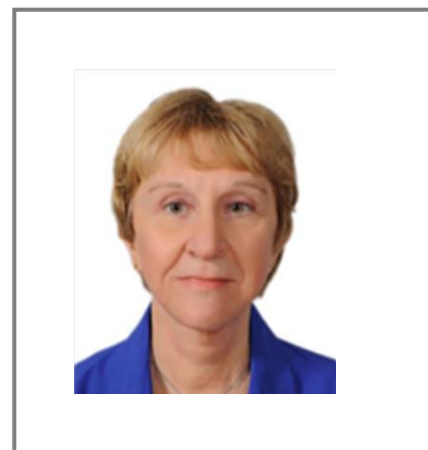
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Keynote Speaker

Saturday, 25th March at 9:00am-10:00am. Auditorium

Carol Griffiths, Ph.D.

Faith University, Istanbul, Turkey



Presentation: The language learning strategy puzzle: what is their role in successful language learning?

Over the years, the strategy question has been debated on a number of levels. Indeed, some very heated controversies have raged, resulting in Dörnyei and Skehan (2003) recommending that the concept should be abandoned and replaced with self-regulation. The strategy concept has, nevertheless, survived (as Dörnyei and Ryan, 2015, acknowledge). This talk will begin by debating a definition of language learning strategies (Rubin, 1975; Oxford, 1990; Griffiths, 2015), and identifying a number of constructs which are commonly confused with language learning strategies, but which are, in fact, different (e.g. skills, styles and other types of strategies). We will then go on to discuss the relationship between strategies and successful language learning (e.g. Green and Oxford, 1995; Griffiths, 2003).

Strategies, however, do not exist in isolation. In fact, the contributing factors all interact like an extremely complex jigsaw puzzle. Other variables will therefore be considered, including orchestration (the way strategies interact with each other), context (e.g. TL/FL, CLIL, EMI, etc.), goal orientation (e.g. GE, exam, vocabulary, grammar, skills, etc.) and individual learner characteristics (e.g. motivation, beliefs, investment, affect, proficiency, aptitude, autonomy, age, gender, nationality, culture, personality, style, etc.).

This will be followed by an account of a small-scale study of a group of successful learners and the strategies they used (Griffiths and Cansiz, 2015). The results of this study would seem to indicate that successful language learners use many carefully orchestrated strategies frequently, especially those that suit their goals, their situations, and their own individual characteristics. Implications of these findings for classroom practice will be suggested.

Workshop: Language Learning Strategy (LLS) Instruction: The Tornado Hypothesis

The workshop will begin by recounting the author's experience of strategy use, and why they are important, and asking for other contributions from members of the audience. Participants will be reminded of the definition of LLS provided in the talk (actions chosen by learners for the purpose of learning language, Griffiths, 2015). The idea that LLS are "value neutral" will then be introduced, that is, they are not "good" or "bad" in themselves: a strategy is effective if it works for a given learner in a given context working for a given target. Two important caveats will then be introduced. The first relates to cause and effect, the second to linearity. The Tornado Hypothesis suggests that strategy use makes learning more successful, which makes more strategies available, which increases learning effectiveness and so on in an ever expanding spiral.

When it comes to strategy instruction, we have to say that by no means all strategy instruction programmes have been successful, as reported by Wenden (1987) and Griffiths (2013). In the face of such negative results, Rees-Miller (1993) recommended that the time spent teaching strategies is better spent teaching the subject. Other researchers, however, such as Chamot and O'Malley (1986), Cohen (1998), Macaro (2001), Nakatani (2005) and Vandergrift and Tafaghodatan (2010), have produced more positive results.

Five principles for successful programmes are suggested: awareness raising, explicit instruction, practice, implicit instruction and evaluation. This will be followed by a description of a study which examined strategies

used for language skills development (LSD, Griffiths, 2004), with an emphasis on listening and speaking. Some suggestions will then be made for teaching strategies specially aimed to develop these skills, and invitations offered to the participants to contribute any good ideas of their own.

Keynote Speaker

Saturday, 25th March at **11:00am-12:00am**. Auditorium

Melanie Gobert, EdD.

Higher Colleges of Technology, Abu Dhabi Men's College

Presentation: Reading: A 21st Century Skill in Higher Education

It is assumed that reading is a basic, core skill in the range of skills needed to be a 21st century thinker and that all students have acquired these skill before embarking on higher education (Kivunja, 2014), yet research in the United Arab Emirates shows that the average Emirati student has read only 4 books a year compared to her/his Korean peers (40 books), and the average Emirati family only has 20 books in the home compared to the average British home which has 203 books. In fact, research in the USA from the ACT college placement tests shows that about 50% of high school graduates lack the necessary reading skills to adequately commence college. In the USA and Europe, many of these students are language minority students. In addition, more and more English-medium colleges and branches of English higher education institutions are opening abroad in non-English speaking countries. English proficiency has also become a graduation program requirement in more and more foreign universities due to the impact of globalization. Add to that the impact of electronic media on education and the impact of the retrieval of information from the Internet on the human brain, higher educational institutions are often left with a deficit in the college-preparedness of incoming students. A result of this, particularly for many English-medium overseas colleges and universities, is that the teacher is paid to read and summarize the content for under-prepared students, thus impacting the standard of the graduates of the university and the university's reputation. This talk will look at some of the causes and effects of this phenomenon and discuss some research-based solutions.



Workshop: Using Mreader to Track Students' Extensive Reading

This workshop will present the 10 tenets of extensive reading as originally written by Bamford and Day (1998) and give attendees the opportunity to debate if all tenets are still valid, and if so, how they may need to be modified. Participants will be introduced to the Mreader online platform that individual teachers and learning institutions can use to track students' progress in extensive reading. The site contains over 4,300 quizzes on Graded Readers (English Language Learner Literature) as well as on popular young adult or youth literature written for English speakers. The site was originally developed with funding from Kyoto Sangyo University and the Japanese Ministry of Education and can be used free of charge by any educational institution. In this workshop, teachers will learn how to use the website and participate as both a "student" and a teacher. Attendees will also learn how to set up a reading competition at their institution using Mreader to track how much students have read to motivate students to read extensively.

ACK's 3rd ANNUAL CONFERENCE – PROGRAM SCHEDULE

Saturday, 25th March, 2017

8:00am-8:50am	Conference Registration & Event Information The Lobby (Enter Main Entrance Bldg #1)		
8:50am - 9:00am	Opening – President's Speech		
9:00am – 9:50am	Keynote Speech Auditorium Carol Griffiths, Ph.D., Fatih University on <i>The language learning strategy puzzle: what is their role in successful language learning?</i>		
10:00am-10.50am	Workshop 1 TITLE: An approach to teaching contextualised listening strategies Presenter: Will Alderton Room: F21	Workshop 2 TITLE: Is Teaching Vocabulary in Context Enough? Presenter: Fajer Al-Rashid Room: F18	Workshop 3 TITLE: Teaching and Learning Intelligence Presenter: Natalie Jaques Room: F17
11:00am-11.50am	Keynote Speech Auditorium Melanie Gobert, Ph.D., Higher Colleges of Technology, Abu Dhabi Men's College on <i>Reading: A 21st Century Skill in Higher Education</i>		
12:00pm-12.50pm	Presentation 4 TITLE: Computer Differentiated Instruction and Face-to-Face Pedagogy Presenter: Janet Testerman Room: F24 (LAB)	Presentation 5 TITLE: Helping Students Develop Communicative Efficiency in Speaking Presenters: Sara Al-Shehab / Camille Bondi Room: F21	Presentation 6 TITLE: Using Mreader to Track Students' Extensive Reading Presenter: Melanie Gobert Room: F25 (LAB)
1:00pm-1.50pm	Workshop 7 TITLE: Language Learning Strategy (LLS) Instruction: The Tornado Hypothesis Presenter: Carol Griffiths Room: F21	Workshop 8 TITLE: Communicative tasks for better Academic Presentations Presenter: Will Alderton Room: F18	Presentation 9 TITLE: Are you Listening to Me? Presenter: Tery Lemanis Room: F17
2:00PM	LUNCH		

KEY NOTE SPEAKERS – BIOGRAPHIES

Saturday, 25 March

1. Carol Griffiths, Ph.D.

Fatih University, Istanbul Turkey

Associate Professor Dr Carol Griffiths has British and New Zealand citizenship. She has been a teacher, manager and teacher trainer of ELT for many years. She has taught in many places around the world, including New Zealand, Indonesia, Japan, China, North Korea, UK and Turkey. She has also presented at numerous conferences and published widely, including her books *Lessons from Good Language Learners* and *The Strategy Factor in Successful Language Learning*. Learner issues (e.g. individual differences, such as strategies, style, gender, age, culture, motivation, identity), teacher education and support (e.g. methodology, error correction), language issues (e.g. ELF, multilingualism), sociolinguistics, action research, and using literature to teach language are her major areas of research interest.

Email: carolgriffiths5@gmail.com. Webpage: www.carolgriffiths.net

2. Melanie Gobert, EdD.

Higher Colleges of Technology, Abu Dhabi Men's

Melanie Gobert, EdD, is on the General Education Faculty at the Higher Colleges of Technology, Abu Dhabi Men's College. She is the editor of *Sand Huts and Salty Water: The Story of Abu Dhabi's First Schoolteacher* by Ahmad Khateeb (Makaram Publishing, 2016) and the *Proceedings for the Third World Congress on Extensive Reading* (Lean Publishing, 2016). She co-edited *Current Issues in Reading, Writing and Visual Literacy: Research and Practice* (2015) published by Cambridge Scholars. She has also published and presented widely in the region, including, "Taboo Topics in the ESL/EFL Classroom in the Gulf Region," in *Intercultural Communication with Arabs* (2014, Springer). She has two upcoming chapters on "Accommodation in ESL," and "Realia" in the new Wiley Publications *A to Z of Assessment* and *A to Z of English Language Teaching*. She was the editor of the Student Edition of *From Rags to Riches: A Story of Abu Dhabi* by Mohamed Al Fahim (Makaram Publishing, 2011) and she has also published "Grammar Correction in ESL Writing Classrooms," in *Cultivating Real Writers* (HCT Press, 2010) and "Key Findings from Research and Implications for the Classroom," in *Cultivating Real Readers* (HCT Press, 2010). She was a featured speaker at the 2nd World Congress on Extensive Reading held in Seoul, Korea in 2013, and she presented on "Language Learner Literature and Identity" at the Excellence in Language Instruction: Supporting Classroom Teaching and Learning Regional TESOL International Conference at the National Institute of Education in Singapore, in December 2015. She is a past president of TESOL Arabia, and she was the editor of *Perspectives*, the TESOL Arabia peer-reviewed English Language Teaching journal, from 2009-2014.

PRESENTERS – BIOGRAPHIES & ABSTRACTS

Saturday, 25 March

1. **Will Alderton**

CQUniversity

Will Alderton is the Director of Studies at CQUniversity in Melbourne, one of CQUniversity Australia's four English language centres. He has been working in TESOL since 2005 and has taught Academic, Business and General English in Cambodia, South Korea, Poland, the UK and Australia. He has completed a Master of Applied Linguistics (TESOL), the International Diploma in Language Teaching Management (IDLTM), is currently undertaking the Cambridge Delta, and is an editor for the Language Education in Asia journal. His interests include learner identity and motivation, as well the use of technology in language teaching.

Workshop Title #1: An approach to teaching contextualised listening strategies

Abstract: When listening, learners tend to adopt one of three strategies to compensate for underdeveloped listening skills. They may avoid a breakdown of understanding, attempt to resolve it, or seek assistance in repairing it. Moreover, a further set of strategies can assist learners in noticing, storing and retaining information. This workshop will first explore this simple framework for listening strategies proposed by Field (2008), before exploring how learners can be trained in strategy use to aid listening by using a developmental approach. This will assist teachers to form an additional strand in their teaching of listening skills.

*Field, J. 2008 Listening in the Language Classroom, Cambridge University Press

Workshop Title #2: Communicative tasks for better Academic Presentations

Abstract: This practical workshop will explore proven techniques teachers can use to assist learners to deliver better oral presentations in English. The emphasis will be on learner-centred tasks, focussing on elements such as planning and rehearsal. Additionally, teachers will discuss the use of peer evaluations. These have been used successfully at CQUniversity to improve learners' oral presentations, by stressing the value of communication between learners, drawing attention to the need to be understood, and in getting appropriate feedback to aid development.

2. Fajer Al-Rashid

Instructor/Academic Advisor
Australian College of Kuwait (ACK)

Al-Rashid is an instructor and an academic advisor at the English Department in ACK. She has a BA degree in English Language and Literature, and an MA degree in Comparative Literature and Cultural Studies. She was appointed as a Tesol Kuwait board member, chairing the Teacher Training and Development interest section from 2015 to 2016.



Workshop Title: Is Teaching Vocabulary in Context Enough?

Abstract: The term context is prevalent in both the theoretical and the practical sides of English language teaching. Most contexts are normally provided by instructors in the classroom, but learners of second of languages also learn new words in the course of reading naturally occurring text outside the classroom. Research has proven that learning new words in the course of reading does occur but in small increments, so is teaching in context enough? This workshop will explore the theory behind using context to teach vocabulary and the effectivity of using such strategy for vocabulary recall and comprehension. It will also suggest a number of strategies and activities for effective vocabulary instruction..

3. Natalie Jaques

Senior Manager – Teaching and Learning Center
Australian College of Kuwait (ACK)

Natalie was an instructor for over twenty four years at an Australian Training College in Australia. Natalie delivered and assessed in new teacher training programs (both accredited and professional development programs) and in the vocational area of Children’s Services. Natalie was the award recipient for Teacher of Year 2015 at her former organization. Natalie has extensive experience with Quality assurance of Australian and international training programs, working directly with clients in various industries to develop high quality training programs. Natalie has completed a Bachelor Degree in Vocational Education Training and is currently studying her Masters by Research. Natalie is currently the Senior Manager of Teaching and Learning Center at Australian College of Kuwait where her role includes enhancing the teaching and learning culture and development of academic policies and procedures.



Workshop Title: Teaching and Learning Intelligence

Abstract: Quality teaching and learning requires intelligence for considered selection and application of concepts, skills, tactics, strategies and organizers. This workshop provides a cognitive framework for faculty which will support this effective selection and application. This workshop will leave your mind bubbling with great practical activities to use with your students.

4. Janet Testerman

Gulf University of Science & Technology (GUST)

Dr. Janet Testerman has a Ph.D in Education from the University of Miami in Coral Gables, Florida. Currently an Assistant Professor in the English and Education Departments at Gulf University for Science and Technology in Kuwait, she is working on the second year of a two-year research study in which she establishes and studies a professional learning community in a government high school in Kuwait.

Workshop Title: Computer Differentiated Instruction and Face-to-Face Pedagogy

Abstract: This study focuses on the efficacy of a computer-aided instruction (CAI) program, Achieve3000, which provides interactive reading and writing activities designed to enhance students' literacy. The students in this study attend Gulf University for Science and Technology (GUST), a private university in Kuwait. Professors had been expressing concerns that the English skills of students were not adequate for study at the university level. After implementing several literacy improvement strategies with varying degrees of success, the GUST English faculty decided to introduce Achieve3000, a differentiated instructional program. Previously instructors had found that no matter what text was assigned, many students had not been completing the reading because the reading level of the text was either too rudimentary or, for the majority of students, too advanced. With Achieve3000, students receive the same (in terms of content) nonfiction article via email each day, but each student receives text written at his or her reading level. Results relate instructional style in combination with Achieve 3000 to quantitative literacy gains.

5. Sara Al-Shihab

Senior Instructor
Australian College of Kuwait (ACK)

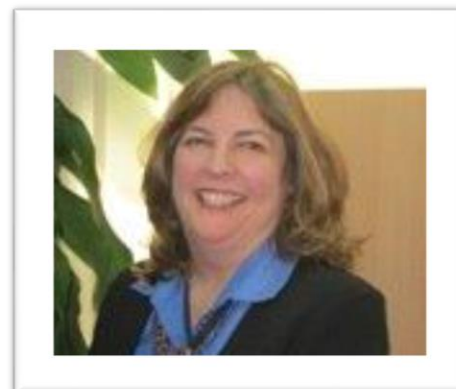
Sara Al-Shihab has a MA degree in Teaching English to Speakers of Other Languages (TESOL) from the University of Liverpool and has a BA degree in English Language and Literature from Kuwait University. She completed a TESOL course for developing teacher education and management skills. Sara is a Senior Instructor at the Australian College of Kuwait. She has taken on additional roles whilst at ACK. She is currently a Writing Coordinator, and she previously took on the role as Reading Coordinator. She previously worked at the American University of the Middle East, Kuwait University, and the ELS Language Center teaching English. Sara has been teaching English to college/university students for the past 10 years.



6. Camille Bondi

Senior instructor/ Manager – Publications
Australian College of Kuwait (ACK)

Camille Bondi has a Masters in Teaching English to Speakers of Other Languages from the University of Southern Queensland. She is a Senior Instructor and was formerly the Deputy Head of English and Head of Foundation English in the Foundation Skills Program at the Australian College of Kuwait. She previously worked at Kuwait Airways in the Training Department as an English Language Trainer. Camille served on the Board of TESOL Kuwait as Membership Officer, International Liaison Officer and as Co-Chair of the first TESOL Kuwait Conference. She was the Organizing Committee Chair for the First and Second Annual Conferences which were held at Australian College of Kuwait in January, 2013 and 2014. She is a Distinguished Toastmaster which is the highest award Toastmasters International bestows. Camille's High Performance Leadership Project was developing and chartering the first TESOL Toastmasters Club in the world with a team of advisors. TESOL Toastmasters is a Special Interest Group under TESOL Kuwait, a professional development organization for English language educators.



Workshop Title: Helping Students Develop Communicative Efficiency in Speaking

Communicative Language Teaching (CLT) is believed to promote language learning in the classroom. This approach plays an important role in contributing to students' oral production. In order to help English language teachers put Communicative Language Teaching into practice, this presentation focuses on what it is according to Harmer (2007) and Littlewood (1987) and states the value and importance of using communicative activities in English language teaching classes. Moreover, it introduces communicative speaking

activities that could be used in class and presents some suggestions when using the activities. This workshop will provide you with the necessary strategies to enhance your speaking classes in English.

7. **Tery Lemanis**

International Business Department, Express Publishing

Tery Lemanis (B.M. in Music Performance) is an experienced teacher and teacher trainer and has conducted teacher training and professional development seminars in Latin America, Europe, Asia, Africa and the Middle East. His main interests lie in incorporating new technologies and music in the ELT classroom. He is currently working as an ELT Consultant for Express Publishing.

Workshop Title: Are You Listening to Me?

Listening can be hard to teach but is vital as both a real-world competence and an exam skill. There is a danger we end up merely providing listening practice as opposed to teaching and, thus, listening becomes a passive experience rather than the active one it should be. We will have a look at some helpful ideas that will help our learners tune in to listening.

Please contact the below officers for early registration and/or inquiries.

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Vendors:

