

# 2012

## Adult ELL Teacher Training Workshops

These workshops are for:

- New or volunteer teachers who teach ELL to adult immigrants
- Professional ELL teachers who are new to the field
- Experienced ELL teachers looking for additional training

**Location:** Latin American Association, 2750 Buford Hwy.  
(on Buford Hwy between Lenox Rd. and N. Druid Hills Rd.)

**New Time:** 9:30 am to 12:30 pm

**Cost: FREE**

### Workshop Descriptions

**Saturday, Jan. 21: Grammar and Vocabulary in the ELL classroom**

This workshop will focus on the place of grammar and vocabulary in language teaching. Grammatical competence occupies a prominent position as a major component of communicative competence. Issues about how to teach grammar will be discussed in this workshop. Some techniques for teaching grammar as well as current practices in teaching vocabulary will be presented.

**Saturday, Feb. 25: Reading and Writing in the ELL Classroom**

This workshop will focus on reading as a component of general second language proficiency. Participants will look at the interrelationship of skills, particularly the reading-writing connection. We will discuss different ways of increasing students' motivation in intensive reading and ways of helping students to understand the main information contained in a text. As well, we will look at how writing skills can be developed through controlled exercises in class and how to prepare students for freer writing activities.

**Saturday, March 24: Speaking and Listening Practice in the ELL Classroom**

To be able to interact with the broader community, immigrants must become competent in speaking and understanding spoken English. Building this competence requires a great deal of practice in a safe, comfortable environment. This workshop focuses on creating opportunities for students to practice through a communicative approach to language learning. Participants will look at the difference between fluency and accuracy and strategies for encouraging speaking/listening practice in the classroom.

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### **Saturday, April 21: Pictures and other visual aids in the ELL classroom**

Language teachers often try to help their students to develop not only as individuals, but also in their ability to relate to others. It is not enough for students to have a competent ability in a language if they cannot develop a conversation or discussion. In this sense, language teachers have an additional role as communication teachers. It is important for them to have a wide range of resources in the classroom, such as pictures and other visual aids. In this workshop we will discuss how language teachers can better help develop a student's oral communication skills, as well as how to utilize visual aids.

### **Saturday, May 26: Managing a Multi-Level Class**

Because few adult ELL programs have the resources to offer separate classes for students at different proficiency levels, teachers often find that they are asked to teach English to beginning, intermediate and advanced learners at the same time in the same class. In this workshop, participants will look at the factors that make up the multi-level class, the issues it creates for the teachers, and strategies for effectively teaching a multi-level class.

### **Saturday, June 23: Adult ELL Teaching 101: The Basics**

Are you new to ESL teaching and don't know where to begin? This workshop will present the basic concepts, approaches and methods related to teaching ESL to adults. Specific types of lesson plans and activities will be presented.

### **Saturday, July 21: Materials Development and Adaptation**

This workshop will look at the factors to consider when creating materials for an ELL class, as well as criteria for evaluating published materials. Examples of created materials will be examined. And because no materials are perfect, participants will also look at ways to adapt existing materials to best meet their goals.

### **Saturday, Aug. 25: Presentations, explanations and practice activities in the ELL classroom**

The process of teaching a foreign language is a complex one as with many other subjects. It has to be broken down into three components: (1) presenting and explaining new material; (2) providing practice; and (3) testing. In fact, the teaching processes of presenting, practicing and testing correspond to strategies used by many good learners trying to acquire a foreign language on their own. However, in the classroom, it is the teacher's responsibility to promote these three learning processes by the use of appropriate teaching techniques. In this workshop we will look at how effective presentation, explanation and organized language practice can contribute to successful language learning.

### **Saturday, Sept. 22: Teaching Pronunciation**

In this workshop we will look at some controversial issues connected with the teaching of pronunciation. Participants will have the opportunity to examine various tasks and state their own positions on them. Questions such as: whether pronunciation need to be deliberately taught or not; what accent of the target language should serve as a model, or whether it is permissible to present mixed accents; can/should the non-native teacher serve as a model for target language and others will be discussed.

### **Saturday, October 20: A Brief Intro to Second Language Acquisition**

Understanding the principles and implications of Second Language Acquisition can help teachers to better meet our students' needs as English Language Learners. In this workshop we will lead the participants through a series of activities in order to cover top theories and thought on Second Language Acquisition, including Stephen Krashen, Vygotsky, Ellis and others.