

## WORKSHOP ABSTRACTS

### **ER: Extensive Reading, Effective Reading**

Extensive Reading – reading a lot of easy, interesting texts – is an important way to help learners increase both their reading skills and their enjoyment of English. And the payoffs are many. ER students see an increase of not only reading abilities but also their vocabulary, understanding of grammar, listening and speaking skills (even when those aren't directly taught)! This workshop will introduce reasons to use ER and ways to implement it in and outside of class. One more important thing about ER: with most language learning techniques, the benefits are later, once someone has achieved a certain level. Because ER uses easy-to-understand stories, the students experience pleasure while they are reading.

### **The Brain-Body Connection: Let's get physical**

When we sit for 20 minutes, blood flows downward to the feet and legs. Standing and moving for just one minute causes a 15% increase of blood (and therefore oxygen) to the brain. That's just one reason to get students up and out of their seats regularly. There are many more. This session will look at reasons and ways to have students moving their bodies, while moving their English abilities up at the same time. In addition to major physical activities, we'll consider short "5-minute energy breaks."

### **Do-It-Yourself NeuroELT: Making your textbook more brain-friendly.**

Brain Science in education pioneer Leslie Hart famously said "Designing curriculum without knowing about the brain is like designing a glove without knowing about the hand." But whoever wrote your textbook was thinking about grammar and vocabulary, hopefully tasks and motivation – and was probably not focused on brain science. But the brain is where learning occurs. This session will introduce 7 quick and easy ways to make your textbook more appropriate for brain-compatible learning. We'll look specifically at modifying textbook tasks to make them better. They include (1) emotion, (2) providing choice, (3) novelty, (4) multi-sensory learning (5) challenge (6) creativity and (7) personalization. All the ideas are based on established science and replicable studies. More on brain science in ELT is available on the presenter's website: [tinyurl.com/DIYneuroELT](http://tinyurl.com/DIYneuroELT)

### **English Language Teaching and The Science of Happiness: Positive Psychology in the language classroom.**

Positive, motivated students learn more. How do we build that attitude? Positive psychology offers direction. Traditional psychology focuses on *mental illness*. Positive psychology investigates *mental health: What do happy, mentally healthy people do?* This is more than "the power of positive thinking." It's science, based on real research and replicable studies. TIME magazine dubbed it "the Science of Happiness." Seligman's (2011) PERMA model of well being - Positive emotion, Engagement, Relationships, Meaningfulness, Accomplishment - take positive psychology to a new level which integrates well with our goals as language teachers. For example, positive psychology encourages "active constructive" answers to questions which help people re-experience positivity. Exactly the same behavior helps students practice using questions as a discourse strategy to keep a conversation going. Many more practical ideas will be included.