Using Corpora in Teaching EAP
Dr. Ute Römer, Georgia State University
Thursday, February 25th 11:30-1:30, Wells Hall B243

In this workshop, we will discuss ways in which corpora can be beneficially used in the context of teaching English for academic purposes (EAP). We will start with an overview of relevant direct and indirect pedagogical corpus applications and then explore together how freely available online corpora can be accessed by EAP instructors to create materials for the academic writing or speaking classroom.

In our explorations, we will focus on the Michigan Corpus of Upper-level Student Papers (MICUSP) and the Michigan Corpus of Academic Spoken English (MICASE) but also refer to other related resources and their pedagogical usefulness along the way. Workshop participants will also get access to a portion of MICUSP for offline use with standard concordance software packages such as AntConc (time permitting and depending on participant interest, we will include a short AntConc hands-on tutorial and use the software to highlight patterns in MICUSP).

Bring a laptop if you can.

Instructional Technology: Google Apps, Kahoot, and Socrative
Luca Giupponi and Kimberly Benedicto
Wednesday, March 2nd 1:00-2:00, Wells Hall B342

Google Apps is a powerful set of tools that can greatly simplify the way you manage your classroom workflow. Whether you use Google Drive daily or are simply curious about it, come find out how Google Apps can help you achieve your learning objectives while speeding up your workflow.

Kahoot and Socrative are online programs that allow students to answer multiple choice and short answer questions using their smartphones. Responses are instantly aggregated and visualized on the teacher’s screen. Bring your smartphone or laptop if you have one, or you can use a loaner.
We Simply Have to Do More about Reading Fluency in L2 Instructional and Research Domains
Dr. Fredricka L. Stoller, Northern Arizona University
Friday, March 18th 12:00-1:00, Wells Hall B342

By definition, skilled readers are fluent readers. Sadly, the language learners in our classrooms typically read too slowly to be good readers. Furthermore, research has shown that fluency contributes to students’ reading-comprehension abilities (Gorsuch & Taguchi, 2008; Grabe, 2009, Nation, 2009), yet fluency training is often neglected in our classrooms. Complicating matters further is the fact that reading instructors (and language program administrators) oftentimes believe that reading-fluency training is meant to be addressed only at early instructional levels (e.g., in primary school) or with low-proficiency readers. But nothing could be further from the truth. L2 students at all proficiency levels are in desperate need of improving their reading fluency if they are to succeed in future studies. In this session, participants will be introduced to the key elements of reading fluency and then explore a range of reading-fluency tasks that can be easily incorporated into our classes. At the conclusion of the session, we will consider possible research projects that could advance the field in the area of reading fluency.

An Academic Formulas List for Engineering Writing
Yaqiong Cui, Jessica Fox, Magda Tigchelaar
Wednesday, March 23rd 12:30-1:30, Wells Hall B342

The presenters will share the results of their partial replication of the Academic Formulas List (AFL) project (Ellis, Simpson-Vlach & Maynard, 2008) and present a corpus derived, pedagogically useful list of formulaic sequences for technical engineering writing. The presenters will also share the results of their comparison of expert and novice writers’ uses of these formulas.

Post-TESOL Swap
Wednesday, April 13th – 10:00-noon, location TBA

Becoming a Published TESOL Author
Larry Zwier
Wednesday, April 20th 12:30-1:30, Wells Hall B342

If you’re interested in learning about ways to become a published author in the TESOL field, come join this conversation led by Larry Zwier. Expand your awareness of publishing possibilities to genres beyond the refereed, practitioner-oriented journal or ESL textbook. You will come away with new ideas about how to share your language teaching ideas and expertise with a wider audience.