



# Sri Lanka English Language Teacher Educator Conference

Thursday 5 March – Friday 6 March 2020

At MAS Athena, Thulhiriya

*Theme:*

**English language teacher education in the 21<sup>st</sup> century**

- 1. Digital trends**
- 2. The speaking and listening challenge**
- 3. Observation feedback methods and techniques**
- 4. Empowering teachers to teach literature**

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**SLELTEC 2020**  
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## Thursday 5 March 2020

Time	Activity	Location	Title and presenter(s)
8.30	Registration and refreshments	Auditorium and main building	
	Poster presentations	Outside auditorium	<i>The impact of Integrating language skills on achieving objectives</i> <b>A. Jayalath Basnagoda</b> Senior Lecturer, Mahawaeli National College of Education, Polgolla
			<i>The cascade effect of the journey which enwraps the school and community project facilitated by the National College of Education</i> <b>W.M.M.R. Wewagama and S.A.W.M.M.E. Sooriyampola</b> Teacher Educators, Mahaweli National College of Education, Polgolla
			<i>Using technology to enhance language learning inside and outside the classroom</i> <b>I.B.K. Malka N. Wickramasinghe</b> Teacher Educator, Mahaweli National College of Education, Polgolla
			<i>Improving reading and writing through creating newspapers</i> <b>D.M. Shiromi Upulaneththa</b> Teacher Educator, Mahaweli National College of Education, Polgolla
9.00-9.30	Opening ceremony	Auditorium	Chief guest
9.30-10.00	Keynote speech	Auditorium	<i>English literature: New avenues and challenges in today's classrooms</i> <b>Dr Shashikala Assella</b> Senior Lecturer, Department of English, University of Kelaniya
10.00-10.30	Tea break		
10.30-12.00	Parallel sessions (papers): Speaking and listening	Auditorium	<i>An investigation into how far the A-Level General English curriculum contributes to the development of speaking skills for the world of work</i> <b>I. H. C. Damayanthi</b> Lecturer, Siyane National College of Education

<p><b>Facilitator:</b> S.A. Kularathne (Lecturer, Yakarawatta Teaching Centre)</p> <p><b>Rapporteur:</b> Julia Kallinikou</p>		<p><i>Exploiting course-books to develop listening and speaking: A study carried out at the Open University at Polgolla</i></p> <p><b>Amarajeewa Jayalath Basnagoda</b> Senior Lecturer, Mahaweli National College of Education</p> <p><i>'Building confidence to speak English': A course based on the principle of habituation to overcome English learners' lack of confidence</i></p> <p><b>Asantha U. Attanayake</b> Senior Lecturer, Department of English Language Teaching, University of Colombo</p> <p><i>Using smart phones to enhance English language teacher candidates' autonomy as ESL learners</i></p> <p><b>Dulani Rathnayake</b> Lecturer, Pasdunrata National College of Education</p>
<p>Parallel sessions (papers): Observation and feedback</p> <p><b>Facilitator:</b> Ian Smith (Training Consultant, British Council Sri Lanka)</p> <p><b>Rapporteur:</b> Hasantha Kuruppu</p>	<p>Courage</p>	<p><i>How feedback is given by most teacher educators at present and what the most effective way is to give feedback to trainees</i></p> <p><b>S.N.K. Nanayakkara</b> Deputy Principal, Teacher Training College, Unawatuna</p> <p><i>Observations: Problems and solutions</i></p> <p><b>Norma Swyngedaaw</b> Training consultant, British Council Sri Lanka</p> <p><i>Giving feedback so that the teacher has an accurate picture and knows what needs to be done to perform to the required standard</i></p> <p><b>I.B.K. Malka N. Wickramasinghe</b> Teacher Educator, Mahaweli National College of Education</p> <p><i>Ways to make feedback more effective, constructive and action-orientated</i></p> <p><b>Ishwor Prasad Kadel</b> Teacher Educator British Council Nepal</p>
<p>Parallel sessions (papers): Literature and language</p> <p><b>Facilitator:</b> Thanuja Michael</p>	<p>Inspiron</p>	<p><i>Incorporating literature into English language teaching with a focus on the role played by teachers in the learning and teaching process</i></p> <p><b>Noorul Azra Mohamed</b> Lecturer, Sri Lanka Teacher Educator Service, Mahaweli National College of Education, Polgolla</p>

	(In-Service Adviser, Ministry of Education) <b>Rapporteur:</b> Sajani Somathunga		<i>'Students don't write, right?': How micro-writing can play a key part in helping learners develop writing sub-skills</i> <b>Anya Shaw and Shamali Jayarathne</b> Training Consultant and Master Trainer, British Council Sri Lanka and Zonal Education Office, Kandy  <i>Creative and culturally inclusive understandings of teacher identity in language teacher education</i> <b>Sreemali Herath</b> Senior Lecturer, Open University Post Graduate Institute of English, Colombo
	Parallel sessions (workshop): Speaking and listening <b>Facilitator / Rapporteur:</b> R. M. D. Rohan (Lecturer, Pasdunrata National College of Education)	MOS Academy	<i>Training teachers in developing speaking and listening in the classroom</i> <b>Chulani C. Nilaweera</b> Teacher Trainer, Regional English Support Centre, Trincomalee
<b>12.00-1.00</b>	Lunch	Altitude	
<b>1.00-2.00</b>	Panel discussion – plenary <b>Facilitator:</b> Lesley Dick (ELT Projects Manager, British Council Sri Lanka) <b>Rapporteur:</b> Norma Swyngedauw	Auditorium	<i>Current issues and future directions in teacher education</i> <b>Bimali Indrarathne</b> , Lecturer, University of York, United Kingdom; <b>Sreemali Herath</b> , Senior Lecturer, Open University Post Graduate Institute of Education, Colombo; <b>Hasantha Kurruppu</b> , Assistant Commissioner, Department of Exams, Ministry of Education; <b>Darshana Samaraweera</b> , Director, Department of English, National Institute of Education, Colombo; <b>Sanath Jayalath</b> , Deputy Director, Department of English and Foreign Languages, Ministry of Education
<b>2.00-3.30</b>	Parallel sessions (workshop): Digital <b>Facilitator / Rapporteur:</b> Norma Swyngedauw (Training Consultant, British Council Sri Lanka)	Auditorium	<i>'Kahoot conquers the highest peaks in the classroom through interest and attention': Using the Kahoot game-based learning platform to enhance teacher education</i>  <b>Dr Sujeewa Polgampala</b> English Lecturer, Siyane National College of Education, Pattalagedera

	<p>Parallel sessions (workshop): Speaking and listening</p> <p><b>Facilitator / Rapporteur:</b> Julia Kallinikou (Training Consultant, British Council Sri Lanka)</p>	Courage	<p><i>Adaptation of textbooks for interactive speaking and listening classes using different pair-work, prediction, role-play and other activities</i></p> <p><b>Reecha Regmi,</b> Teacher and Teacher Educator, Scholar's Destination, Kathmandu</p>
	<p>Parallel sessions (workshop): Observation and feedback</p> <p><b>Facilitator / Rapporteur:</b> Lesley Dick (ELT Projects Manager, British Council Sri Lanka)</p>	Inspiron	<p><i>Using the United National Sustainable Development goals (SDGs) in teacher training and CLIL language teaching</i></p> <p><b>Shannon Smith</b> English Language Fellow, Uva Wellassa University, Badulla</p>
	<p>Parallel sessions (workshop): Literature</p> <p><b>Facilitator / Rapporteur:</b> S. A. Kularathne (Lecturer, Yakarawatta Teaching Centre)</p>	MOS Academy	<p><i>Three approaches to adopting literary texts for the classroom</i></p> <p><b>Ian Smith</b> Training Consultant, British Council Sri Lanka</p>
<b>3.30-4.00</b>	Tea break		
<b>4.00-5.00</b>	<p>Plenary – digital</p> <p><b>Facilitator:</b> Sanath Jayalath (Deputy Director, Department of English and Foreign Languages, Ministry of Education)</p>	Auditorium	<p><i>Current trends in digital with a practical application in Sri Lanka</i></p> <p><b>Karen Waterston</b> E-learning Consultant, British Council Edinburgh</p>
<b>5.00-6.00</b>	Cultural event	Auditorium	
<b>6.00-7.00</b>	Break (poster presentations and bookstalls)	Outside auditorium	See above for description of posters
<b>7.00-8.30</b>	Dinner	Altitude	

## Friday 6 March 2020

Time	Activity	Location	Title and presenter(s)
9.00-10.00	Plenary <b>Facilitator:</b> Hasantha Kuruppu (Assistant Commissioner, Department of Exams, Ministry of Education)	Auditorium	<i>The speaking and listening challenge</i> <b>Dr Bimali Indrarathne</b> Lecturer, University of York, United Kingdom
10.00-10.30	Tea break		
10.30-12.00	Parallel sessions (workshop): Digital <b>Facilitator / Rapporteur:</b> Norma Swyngedaaw (Training Consultant, British Council Sri Lanka)	MOS Academy	<i>Digital resources for teachers and students</i> <b>Anna Wierstra</b> Teacher Trainer, British Council Sri Lanka
	Parallel sessions (papers): Observation and feedback  <b>Facilitator:</b> Sajani Somathunga (iTESL Coordinator, Department of English and Foreign Languages, Ministry of Education)  <b>Rapporteur:</b> RMD Rohan	Courage (1)	<i>The importance of using reflective journals in bridging the gap between pre-service teachers' theoretical knowledge and practical application in the language classroom</i> <b>S.A.W.M.M.E. Sooriyampola</b> Lecturer, Mahaweli National College of Education
			<i>Mentoring teachers whilst being mentored oneself: A journey in becoming a mentor while mentoring ten teachers carrying out exploratory action-research under the British Council's Aptis Action Research Mentoring Scheme</i> <b>Lok Bahadur Khatri</b> Teacher and Teacher Educator, Shree Krishna Sanskrit and General Secondary School and the Provincial Education Training Centre, Karnali State, Nepal
			<i>Observation: A development and evaluation tool in the ITESL Project</i> <b>Lesley Dick</b> ELT Projects Manager, British Council, Colombo

	<p>Parallel session (workshop): Observation and feedback</p> <p><b>Facilitator / Rapporteur:</b> Thanuja Michael (In-Service Advisor, Ministry of Education)</p>	Courage (2)	<p><i>Features of and techniques for group observation and feedback</i></p> <p><b>Ian Smith</b> Training Consultant, British Council Sri Lanka</p>
	<p>Parallel sessions (papers): Digital</p> <p><b>Facilitator:</b> P.N. Ilapperuma (Director Information and Communications Technology, Ministry of Education)</p> <p><b>Rapporteur:</b> Shamali Jayarathne</p>	Auditorium	<p><i>The Google Classroom mobile application as a learning tool in English language teaching for pre-service teachers</i></p> <p><b>Jayani Pearl Gurunada</b> Teacher Educator and Lecturer, Pasdunrata National College of Education</p>
<p><i>Improving writing skills of English-language learners through web blogs</i></p> <p><b>M. Tharangi Madushika Sirisena</b> Visiting Lecturer, Buddhist and Pali University of Sri Lanka, Colombo</p>			
<p><i>Different digital tools and techniques by which teachers can improve their teaching quality</i></p> <p><b>Ali Ahmad Gharji</b> Teacher of English, British Council Kabul</p>			
<p><i>The use of video recordings for the presentation skills of pre-service teacher candidates in National Colleges of Education in Sri Lanka</i></p> <p><b>W.M. Menik R. Wewegama</b> English Teacher Educator, Mahaweli National College of Education, Polgolla</p>			
<b>12.00-1.00</b>	Lunch	Altitude	
<b>1.00-2.00</b>	<p>Plenary</p> <p><b>Facilitator:</b> Lesley Dick (ELT Projects Manager, British Council Sri Lanka)</p>	Auditorium	<p><i>Widening the scope of effective observation and feedback</i></p> <p><b>Psyche Kennett</b> Consultant in Education and English, United Kingdom</p>
<b>2.00-3.30</b>	<p>Parallel sessions (workshop): Speaking and listening</p> <p><b>Facilitator / Rapporteur:</b> Julia Kallinikou</p>	Courage (1)	<p><i>Opportunities in the Grade 9 syllabus and course-book to improve speaking and listening skills</i></p> <p><b>T.H.S.N. De Silva</b> Assistant Director of Education (English), Zonal Education Office, Anuradhapura</p>

	(Training Consultant, British Council Sri Lanka)		
	Parallel sessions (workshop): Speaking and listening <b>Facilitator / Rapporteur</b> Ian Smith (Training Consultant, British Council Sri Lanka)	Courage (2)	<i>'Your guide but not your master': Adapting the textbook to increase learning and motivation, including in speaking and listening</i> <b>Anya Shaw and Shamali Jayarathne</b> Training Consultant, British Council Sri Lanka, and Master Trainer, Zonal Education Office, Kandy
	Parallel sessions (papers): <b>Facilitator:</b> R.M.D. Rohan (Lecturer, Pasdunrata National College of Education) <b>Rapporteur:</b> Sajani Somathunga	Auditorium	<i>Identification and correction of the erroneous use of verbs in written texts by tertiary level students</i> <b>H.A. Erandi Harischandra</b> Lecturer, National Institute of Business Management, Colombo <i>Improving the English writing skills of pre-service teacher trainees through e-portfolios</i> <b>D.M. Shiromi Upananeththa</b> Teacher Educator, Mahaweli National College of Education, Polgolla <i>The impact of an extensive reading programme on improving speaking and listening skills among prospective teachers at National Colleges of Education</i> <b>Padmini de Silva</b> Senior lecturer, Hapitigama National College of Education
	Parallel sessions (workshop): Literature <b>Facilitator / Rapporteur:</b> S.A. Kularathne (Lecturer, Yakarawatta Teaching Centre)	MOS Academy	<i>Literature in the language classroom for interaction and motivation</i> <b>Dharmendra Bhattarai</b> Teacher and Teacher Educator, Nepal English Language Teachers' Association, Jhapa
<b>3.30-4.00</b>	Tea break		
<b>4.00-5.00</b>	Closing ceremony	Auditorium	Competitions awards announcement and certificates



# Speaker profiles and abstracts

Name, position and biography	Abstract
<p><b>DR SHASHIKALA ASSALA</b>  <b>Senior Lecturer, University of Kelaniya</b></p> <p>Dr Shashikala Assella teaches English literature at the Department of English, University of Kelaniya. Her main research and teaching are on postcolonial literature, women's writing and science fiction while her continuing interest in popular culture, especially audio-visual productions from a global cultural arena, makes her watch too many movies and other cultural productions. She dabbles in Digital Humanities and also encourages others to view approaches to English literature and the humanities through a millennial-friendly digital lens. She has had her research published in many peer reviewed collections ranging from 'Cambridge Scholar' to Rawat publications.</p>	<p><b>English literature: New avenues and challenges in today's classrooms</b></p> <p>Drawing on my experience and exposure to English literature, both as a scholar and as a teacher, I will talk on how teaching English literature in today's classrooms presents exciting challenges and many new opportunities to view the discipline from a fresh perspective. The millennials who are digitally advanced desire both language and literature, be it in English or in another language, to be as quick and as user friendly as their digital content. Are our classroom practices equipped to face these challenges? Are we equipped to reach our students in the way they are able to enjoy the pleasures of literature? While the challenges and the avenues to look at and explore the discipline are innumerable, our roles as teachers are still determined by assessments and student performance at competitive exams. Does teaching English literature need to remain the forte and the prerogative of a select few who are able to provide exam-oriented results? Or can it move beyond the 'elite' circles and become a discipline that can and should be enjoyed by all our students? During the course of my talk, there will be an attempt to answer these questions leading you to reassess and realign your teaching practices for teaching English literature.</p>
<p><b>ASANTHA U. ATTANAYAKE</b>  <b>Senior Lecturer, Department of English Language Teaching, Faculty of Arts, University of Colombo</b></p> <p>Asantha U. Attanayake is a senior lecturer attached to the University of Colombo, Sri Lanka. She received a BA from the University of Peradeniya, an MA from the University of Kelaniya and her PhD from Jawaharlal Nehru University, New Delhi. She was a Fulbright Advanced Teaching and Research Scholar at Pennsylvania State University, USA. She is a HKSEE alumni at Harvard University, USA. Her thesis, 'Undergraduate ELT in Sri Lanka: Policy, Practice and Perspectives for South Asia' is published (2017) by Cambridge Scholars Publishers, United Kingdom. 'Post-colonial Curriculum Practices in South Asia: Building Confidence to Speak English' by Routledge Publishers (2019), United Kingdom, is her latest addition to academia. Currently, she is working on two other books: 'Technology in the</p>	<p><b>'Building confidence to speak English': A course based on the principle of habituation to overcome English learners' lack of confidence</b></p> <p>Despite having studied English as a compulsory subject for over 10 years during schooling, most Sri Lankan learners are unable to make any meaningful utterance in English. We believe that this is due to ignoring the context-specific needs of the learners in developing teaching methodologies. A large majority of Sri Lankan students lack confidence to speak English for fear of being laughed at by society. There is a psychological barrier created by societal attitudes towards learners with a low proficiency in English, which has resulted in this lack of confidence to speak English. The preference for speaking English over all the other skills, namely listening, reading and writing, and the fear of speaking English have been recurrent findings in my studies from 2007 to 2017 involving Sri Lankan undergraduates. A study that involves students from the whole South Asian region shows the same results. The language attitudes that are present in society affect English language learners in post-colonial South Asia resulting in them suffering from Language Attitude Anxiety (LAA). In order to eliminate this special type of anxiety, there is a dire need to make students habituate to using the language in settings where they feel safe using it</p>

<p>ESL Classroom’ and ‘An Action Research Handbook for English Language Teaching in South Asia’, which she is co-authoring with her husband, Colonel Adam L. Barborich.</p>	<p>and being exposed to it. Thus, there is a need for a context-specific teaching methodology aimed at building confidence in speaking English as the central thrust of English language education in Sri Lanka. To this end, we have developed a course, ‘Building Confidence to Speak English’ that uses a novel approach based on psychology. It uses the principles of habituation, a technique used in clinical psychology to eliminate fear in patients, as the core of its teaching methodology.</p>
<p><b>LOK BAHADUR KHATRI</b>  <b>Teacher and Teacher Educator, Shree Krishna Sanskrit and General Secondary School and the Provincial Education Training Centre, Karnali State, Nepal</b></p> <p>Lok Bahadur Khatri is a teacher of English at Shree Krishna Sanskrit and General Secondary School, Birendranagar-7 Surkhet, Nepal, and is also a government roster trainer of English in the Provincial Education Training Centre, Karnali State, Nepal. His past work experience includes roles as a head teacher and as a resource person for the government. Lok freelances as a teacher educator for the English and Schools projects for the British Council in Nepal. Currently, he’s a trainer on Connecting Classrooms for Global Learning and English and Digital for Girls’ Education.</p>	<p><b>Mentoring teachers whilst being mentored oneself: A journey in becoming a mentor while mentoring ten teachers carrying out exploratory action-research under the British Council’s Aptis Action Research Mentoring Scheme</b></p> <p>Classroom-based action research is an obligatory task carried out in Nepal in order to complete a module of the Teachers’ Professional Development (TPD) training. As teachers complete their action research, they need to submit a report. After completing the TPD, they have to carry out at least one piece of action research in an academic year. Likewise, teachers who receive British Council Connecting Classrooms for Global Learning training carry out and share action research, and some teachers also do action research with the technical assistance of the British Council Action Research Mentoring Scheme. Mentoring is a professional relationship in which an experienced person (the mentor) assists a less experienced person (the mentee) in their professional and personal growth. In research contexts, mentoring includes any support for the individual to develop and maintain their research profile and activities (Wikipedia). In a Nepalese context, teacher researchers who are assigned action research tasks rarely get mentored because the action research is not completed, or copy-and-paste reports are submitted. As a roster trainer of the Educational Training Centre (ETC) in Surkhet and a freelance teacher educator for British Council Nepal, the presenter will focus on his experience of mentoring teachers and that of being mentored himself. This presentation reflects the presenter's journey of becoming a mentor while mentoring ten teachers carrying out exploratory action research in Surkhet under the British Council's Aptis Action Research Mentoring Scheme. It also involves the reflective experience of the presenter in assigning action research tasks to trainee teachers.</p>
<p><b>DHARMENDRA BHATTARAI</b>  <b>Teacher and Teacher Educator, Nepal English Language Teachers’ Association, Jhapa</b></p> <p>Dharmendra Bhattarai is an English teacher at Durga Higher Secondary School in Jhapa district. He has completed an MA in Education at Tribhuvan University, Katmandu, Nepal. He has</p>	<p><b>Literature in the language classroom for interaction and motivation</b></p> <p>Literature in the language classroom is a new approach in language learning. This article highlights the use of literature for interaction and motivation in the classroom. For non-native English language learners, the option of learning a second language through the medium of literature can be a good resource for lifelong learning development. Therefore, this paper explores the effectiveness of using literature in triggering proper learning of the target language even in language classrooms. It will also show that literary texts provide a</p>

<p>also completed a BA with English as the major subject. He has been teaching English for last 20 years and has served as a teacher trainer in Jhapa for more than ten years. Just now he is working as a British Council trainer for Core Skills under the Connecting Classroom Project. He is the Chair of the Nepal English Language Teachers' Association (NELTA), Jhapa Branch, as well as an executive member of the Provincial Committee, Province No 1. He has presented papers at the TESOL- NELTA Conference and the National/International Conference of NELTA.</p>	<p>deeper insight into language through which the gap between literature and language can be minimized; and appropriate literacy can be easily achieved. This presentation will enable the audience to realize the importance of literature in the classroom. The findings of the study will be drawn from classroom observations and practical sessions where appropriate research methods and techniques were followed.</p>
<p><b>I. H. CHAMPA DAMAYANTHI</b>  <b>Lecturer, Siyane National College of Education</b></p> <p>I H Champa Damayanthi has been a lecturer at Siyane National College of Education since 2014. She teaches professional subjects to prospective teachers. Prior to that she worked as an ELT teacher for nearly 12 years teaching pre-university students at government schools. She completed her first degree in India at Mangalore University in 2000. In 2007 she completed her Postgraduate Diploma in Education and in 2010 her Master of Arts in Sociology. Recently she completed her Master of Education too. She trained as a Master Trainer on the iTESL Project delivered jointly by the British Council and Ministry of Education. She is interested in carrying out action research related to teacher education.</p>	<p><b>An investigation into how far the A-Level General English curriculum contributes to the development of speaking skills for the world of work</b></p> <p>The objective of this study was to find out whether the components of the Advanced Level curriculum are constructed with a view to developing speaking skills among the A/L students, who are mainly focused on their planned career path. Mixed methods were used for the study, for it needed both quantitative and qualitative data. Systematic random sampling was used for selecting the research population, which included Advanced Level students, English teachers and Human Resources personnel. Accordingly, 60 students and 12 teachers were selected from 1AB and 1C schools in the Gampaha District, ten students and two teachers from each school. Ten HR managers from both government and private institutes were interviewed. A questionnaire to be given to students was prepared, based on the theoretical insight provided by a review of the literature and also based on the objectives of the study. A questionnaire was given to teachers, designed to get their views and suggestions for developing speaking skills and to identify issues relevant to the learning-teaching process in the classroom with respect to the syllabus. Interviews were conducted to gather information on the language competencies expected from candidates for different jobs. Data analysis was done using SPSS 18 computer software and Microsoft Excel 2010. Descriptive statistics were used to illustrate the data, with graphs, diagrams and charts, and give a better perception of the results drawn from the study. The findings of the research revealed that the classrooms of those schools did not provide opportunities for students to develop speaking skills. Since students were more concerned with their core subjects, they did not pay much attention to acquiring English language competencies. The insufficiency of speaking activities in the textbook, a lack of resources and lukewarm attitudes by teachers and students to teaching and learning English resulted in students not improving their speaking skills.</p>

**M. K. PADMINI DE SILVA****Senior lecturer, Hapitigama National College of Education**

M. K. Padmini De Silva is a senior lecturer in English at Hapitigama National College of Education and has experience in teaching English language to prospective teachers of English in English and non-English mediums. Also, she has taught English Language at primary and secondary schools in the state sector. She possesses an MA in Teaching English to Speakers of Other Languages from the University of Ulster (UK), a BA (English, Translation Methods and Philosophy) from the University of Kelaniya, a Diploma in Advanced English for Administrative and Academic Purposes from the University of Colombo, a Postgraduate Diploma in Education Management from the National Institute of Education (Maharagama) and a Diploma in Information Communication Technology for Education Managers from the National Institute of Education (Maharagama).

**The impact of an extensive reading programme on improving speaking and listening skills among prospective teachers at National Colleges of Education**

Improving speaking and listening skills among students in state schools in Sri Lanka who study English as a Second Language (ESL) is a challenge for most teachers of English. Students do not focus on speaking and listening as they are not evaluated at G. C. E. (O/L) and G.C.E. (A/L) examinations. Consequently, the prospective teachers recruited to National Colleges of Education (NCOEs) based on their performance at the above examinations face difficulty in developing good speaking and listening skills, whereas they are able to manage in reading and writing. The main purpose of this study was to examine the possibility of developing speaking and listening skills among the prospective teachers in NCoEs through an Extensive Reading Programme (ERP). The hypothesis of the research was that a systematically planned ERP could be utilized to develop speaking and listening skills among ESL students. Related literature on extensive reading was reviewed when designing the study. 30 prospective teachers were selected as a sample. The ERP was conducted for three months in order to enable students to read a variety of carefully selected materials, enrich their vocabulary and grasp different language structures. The researcher joined them in the ERP and group discussions were held at the end of each week on what they had read during the week. The students were provided with the opportunity to express their views, share experiences, relate stories, ask questions and provide answers. An ERP can be recommended for contributing to the development of other language skills, since the ESL students enjoy reading materials below their proficiency level.

**T. H. S. N. DE SILVA****Assistant Director of Education (English), Zonal Education Office, Anuradhapura**

T. H. S. N. De Silva is currently working as Assistant Director of Education (English) at the Zonal Education Office, Anuradhapura. She started her career as a teacher of English and has served as an in-service advisor. She has more than 28 years' experience in the field of TESL. Her professional interests include designing curriculum materials and teacher training. She has contributed her services to the National Institute of Education, Educational Publications Department and Ministry of Education as a materials writer and also as a national level trainer. She has been validated as a leadership trainer too.

**Opportunities in the Grade 9 syllabus and course-book to improve speaking and listening skills**

This study examines the opportunities provided in the Grade 9 syllabus and the course-book to improve listening and speaking skills of students. The current syllabus, the pupils' textbook and the workbook have been used in this documentary analysis. The findings of the study indicate the challenges faced by students and teachers and the necessity of exploiting activities in the course-books to provide opportunities for more real-life communicative activities. Furthermore, the findings indicate inequality in the distribution of activities under different competency levels.

<p>Currently she is reading for her MA in TESL at the Postgraduate Institute, the Open University of Sri Lanka.</p>	
<p><b>DR LESLEY DICK</b>  <b>English Language Teaching Projects Department Manager, British Council Sri Lanka</b></p> <p>Lesley Dick has spent over 30 years working in English language teacher education in Sri Lanka, the United Arab Emirates, Italy, Turkey, India, Finland and Libya at primary, secondary and tertiary level. Her first degree was a BA Honours from the University of Strathclyde in English and Librarianship. She holds an MA in TEFL from the University of Reading (United Kingdom), a Postgraduate Certificate in Educational Technology from the University of Southern Queensland and a MA and PhD in Cultural Studies from Bowling Green State University in the United States of America. She is interested in sustainable teacher education.</p>	<p><b>Observation: A development and evaluation tool in the Improving Teacher Education in Sri Lanka (iTESL) project</b></p> <p>Observation of teachers and trainers is one of the most useful methods to both develop and assess their skills over a period of time. It is also key to evaluating the impact of any training input. Improving Teacher Education in Sri Lanka (iTESL), a teacher education project running in Sri Lanka from 2017 to the present day, makes full use of observation. The project works in both pre-service and in-service teacher education sectors. In pre-service, the target group is the cadre of teacher educators working in the National Colleges of Education (NCoEs) training the new trainees. In in-service, the target group is practising teachers in schools and teachers attending Teacher Training Colleges (TTCs), Teacher Centres (TCs) and Regional English Support Centres (RESCs). Observation is one factor contributing to the project's success. It works on different levels. As a teacher educator project, observation and feedback methods and techniques were one of the modules covered in the training. Master Trainers, selected from the NCoE lecturer cadre and the In-Service Advisor (ISA) cadre, experienced continual observation and feedback on their own training, therefore experiencing a model for their own behaviour, and were then given the opportunity to practise these skills. Master Trainers and teacher educators received follow-up observations and feedback post-course when back in their own institutions. In the cascade Continuous Professional Learning and Development for Teachers (CPLDT), ISAs conducted observations of teachers they had trained using Survey Monkey to gauge the training impact. Observations results at all levels of the cascade were collected and used as monitoring and evaluation data. This paper explores the use of observation in this project and argues that observation is a key tool in the development of teachers and trainers and is a key monitoring and evaluation tool in any teacher educator project.</p>
<p><b>ALI AHMAD GHARJI</b>  <b>Teacher of English, British Council Kabul</b></p> <p>Ali Ahmad Gharji is a CELTA certified English teacher working with British Council Afghanistan. He has taught the English language for over seven years in different international institutions.</p>	<p><b>Different digital tools and techniques by which teachers can improve their teaching quality</b></p> <p>Technology has revolutionised the way we teach the English language and its impact is visible in many respects. The primary impact is making the teaching and learning of English easier and more reliable through using digital tools by which teachers can provide proper feedback and students can have more enjoyable practice. In this paper, we will explore different tools and techniques by which teachers can improve the quality of their teaching.</p>

**JAYANI PEARL GURUNDA****Teacher Educator and Lecturer, Pasdunrata National College of Education**

Jayani Gurunada is a lecturer at Pasdunrata National College of Education. She teaches English, phonology and guidance and counselling for pre-service English teachers. She has a MATE (International), an MA in Linguistics, a PGDE (English medium), a BSc (Natural Sciences) and a BA in English and English Language Teaching. Her research interests include improving oral communication skills through blended learning, using the flipped classroom model for improving presentation skills and the use of mobile apps as an effective teaching learning tool. She has presented her research findings internationally and locally.

**The Google Classroom mobile application as a learning tool in English language teaching for pre-service teachers**

Smartphones have become a ubiquitous item among young student-teachers today. As T. Hassan (2016) states, Mobile Assisted Language Learning (MALL) has emerged as a potential tool in the instruction of English as a Foreign Language (EFL). The use of mobile applications has become a learning tool that makes the teaching process efficient and easy. Out of all the mobile applications, Google Classroom provides much room to enrich the teaching and learning process through great involvement of both the lecturer and the student-teachers. This has paved the way for student-teachers to improve their writing skills. This research examines the effectiveness of using a mobile application to improve the student-teachers' writing skills. For this experimental study, 60 English student-teachers were selected and were equally divided into an experimental group and a controlled group. Pre-test and post-test methods were used, and mobile phones were used for the intervention process. The experimental group was given a number of activities through the Google Classroom app, such as error correction activities, film reviews, appreciation of poems and commenting on others' ideas, for six months both inside and outside the classroom. The controlled group was taught using the paper and pen approach. At the end of the six months they were given a post-test. A comparative analysis of the results of both tests revealed that the experimental group outperformed the controlled group. Thereby, they showed that the Google Classroom mobile app is a useful and effective tool in the English language teaching process. This further indicated that the mobile app Google Classroom encourages independent learning, which gives the opportunity for learner autonomy.

**ERANDI HARISCHANDRA****Consultant and Lecturer, National Institute of Business Management**

Erandi Harischandra is a consultant and lecturer at the National Institute of Business Management and lives in Colombo.

**Identification and correction of the erroneous use of verbs in written texts by tertiary level students**

This study focuses on identifying and correcting the erroneous use of verbs in written texts by tertiary level students at the National Institute of Business Management. It is hypothesised that learners commit errors for various socio-cultural and linguistic reasons and blended learning would be an effective method as a solution. The research involves a target population of 80 students and ten educators in English. An equal number of males and females are used, with the intention of conducting a gender-based analysis. Two Certificate in English courses are used for the research and students in one group are considered as the experimental group and the students in the other group are considered as the target group. Collection of data to be examined is expected to be mainly done by collecting written answer scripts from the participants on a given essay topic, suitable for their level of language proficiency. Moreover, survey methods, interviews and classroom

observations are also utilised. The gathered quantitative and qualitative data will be analysed based on relevant structural, syntactic and semantic theoretical frameworks. The analysed data will provide an insight into the types of erroneous verb usage and pedagogical implications of this with regard to the overall student population in this research context. Even though the restricted research scope could be a limitation of this study, it will attempt to form valid conclusions and generalisations.

**DR SREEMALI HERATH**

**Senior Lecturer, Postgraduate Institute of English, Open University**

Dr Sreemali Herath is a Senior Lecturer at the Postgraduate Institute of English (PGIE) of the Open University of Sri Lanka. She is the Coordinator of the MA TESL (Teaching English as a Second Language). Prior to that she taught at York University, Canada. She has a doctorate in Languages and Literacies Education from the Ontario Institute for Studies in Education (OISE), University of Toronto. Her doctoral research was awarded the Outstanding Dissertation Recognition Award by the Canadian Society for Teacher Education (CATE) of the Canadian Society for the Studies in Education (CSSE) and it won the Comparative International Education Society's (CIES) Grail P. Kelly Award for Outstanding Doctoral Dissertation that addresses social justice and equity issues in an international context. She is the Director of the Centre for Gender Equality and Equity of the Open University of Sri Lanka.

**Creative and culturally inclusive understandings of teacher identity in language teacher education**

At a time when many classrooms around the world are located in contexts of increasing diversity and constant change, how might language teachers be assisted to develop more inclusive identities that might in return help them appreciate their students' experiences and differences? How might expansive identities help them make classrooms more inclusive and safer spaces? How can creative arts-based approaches to teacher education assist prospective teachers to better understand their emerging professional identities? These are the questions this presentation attempts to address. Drawing on data generated through a longitudinal and multi-site inquiry, carried out in post-conflict Sri Lanka, to investigate the role of teachers in post-conflict reconciliation, this presentation is a critical analysis of teacher identities that emerged in individualized self-portraits generated by teachers. The self-reflective identity portraits created by the teachers reveal how the larger socio-cultural structures that surround their personal and professional lives shape their identities. The paper argues for the need for teacher education to assist teachers to develop more expansive and culturally inclusive identities, so that they become more active agents of change. It concludes with a discussion on the power of visual representations of meaning-making, especially in tapping into teachers' identities that are otherwise hidden.

**DR BIMALI INDRARATHNE**

**Lecturer in Applied Linguistics, University of York**

Bimali Indrarathne is a lecturer in Applied Linguistics at the University of York, United Kingdom. Before joining York, she worked at King's College London and Lancaster University. In Sri Lanka, she worked at Kotelawala Defence University and in several government schools. She has a PhD in Applied Linguistics and an MA in TESOL, both from Lancaster University. She also has an MA in Linguistics from Kelaniya University and a BA from Peradeniya University. She holds both

**The speaking and listening challenge**

Listening and speaking could be the most useful skills for English language learners in Sri Lanka. However, those skills do not seem to be systematically incorporated into the school curriculum. With the recent decision to introduce compulsory listening and speaking tests in schools in Sri Lanka, teachers will need thorough understanding of how listening and speaking skills are acquired by learners and how to facilitate the acquisition process. In this talk, I will first discuss the relevance of concepts such as 'accurate accent' and 'acceptable pronunciation' models within the current English as a lingua franca context. I will then discuss the process of listening with examples to show how bottom-up and top-down processes simultaneously take place in meaning making. The current process-based listening instruction model which would replace the traditional product-based listening

Cambridge DELTA and CELTA qualifications. Bimali's main research interest is Second Language Acquisition. She is currently running several teacher education projects in South Asia on designing English language teaching materials, raising teacher awareness about the effects of learning difficulties on learning languages and teaching English at university contexts.

lessons will also be discussed. Sample top-down and bottom-up activities as well as pronunciation activities will be introduced. Then the participants will get an opportunity to analyse the difference between textbook versions and authentic versions of speech and see why learners need to be exposed to authentic language features. I will then discuss the process of speech production and introduce the teaching speaking cycle proposed in recent speaking literature as a more successful model to teach speaking. Finally, I will discuss the importance of treating learners as problem-solvers in the language learning process and how that can successfully enhance their listening and speaking skills.

**AMARAJEEWA JAYALATH BASNAGODA**

**Senior Lecturer, Mahaweli National College of Education**

Amarajeewa Jayalath Basnagoda is from Polgolla. He is a senior lecturer at Mahaweli National College of Education and has worked there since 2001. Now he works as the Vice President for Continuing Teacher Education. His main subject areas of teaching are English language and Educational Sociology. He is keen on research work and has presented three research papers at conferences, two at the MLE Research Conference in Bangkok in 2016 and 2019 and the other at the Research Symposium held at Pasdunrata National College of Education last year. In his spare time he writes prose and composes poems in English. More than 150 of these poems have appeared in local newspapers and he launched his first publication with a collection of 100 poems in 2017. He loves teaching and experimenting with language teaching methodologies.

**Exploiting course-books to develop listening and speaking: A study carried out at the Open University at Polgolla**

Listening and speaking play a vital role in any language learning. Many language learners find it difficult to express themselves in a Sri Lankan context as much emphasis is placed on preparing learners for examinations through reading and writing. The speaking and listening skills of learners still remain at an unsatisfactory level at government schools as well as in certain courses at universities. This study investigates to what extent course-books could be exploited to develop listening and speaking skills among second language learners. The study was carried out at the Open University at Polgolla with 25 students after their A/Ls, who followed a short course on listening and speaking for ten weeks. They were provided with course-books and lessons were conducted according to given instructions. Observations and performances during the first four weeks were considered unsatisfactory. 90% of them looked at the books and read out the given dialogues with no expression. Though they listened to similar dialogues on the tape, the output was relatively poor. The teaching methodology was changed, and more creative, activity-based methods were employed, which generated more interest, motivation, participation, stimulation and confidence. The remaining lessons were completed, and a transformation was witnessed and assessed. This approach was repeated with the next batch and at the post-test over 90% scored above 75 points. This study has much importance and usefulness for teachers and researchers in considering the development of their students' listening and speaking skills. Being creative and being reflective in their roles will be key factors for the realization of their objectives.

**Poster Presentation: The impact of integrating language skills on achieving objectives**

It is strongly believed that integrating language skills in an English as a Foreign Language (EFL) class can contribute a great deal to the success of the teaching and learning process. This poster presentation shows how well language skills can be integrated with a view to



achieving the set objectives. This presentation is based on a study done on teaching prepositions to 30 non-English teacher trainees at a National College of Education. Observations made, discussions held, and documentary analysis revealed the areas of difficulty. The segregation of language skills and teaching them separately have resulted in an inability to use the target language for effective communication. The reluctance to use the language and the irrational fear of committing mistakes generally prevent second language learners from using the language. This study is aimed at overcoming the above barriers and creating a learner-friendly environment, reflecting views shared by Harmer (2007) who states that productive skills and receptive skills are like two sides of a coin which can never be separated. In this study, a picture-story was used to teach eleven prepositions. The picture-story was displayed on the board, only the prepositions were introduced, and the story was first related by the teacher while the trainees listened. Next, they were encouraged to relate the story through activities like ladder chats, onion circles, running dictations and so on. Motivation, exposure to the target language and maximum participation were clearly observed. The trainees were encouraged to write the story and do peer correction afterwards, which they did with increased interest. Thus, other than using traditional pedagogy, if a teacher can integrate language skills to create a learner-friendly environment, achieving the set objectives will not be a big challenge.

**PSYCHE KENNETT**

**Consultant in Education and English, United Kingdom**

Psyche Kennett has worked on primary and secondary education reform at national and sub-national level for more than 30 years. She specialises in learner-centred, task-based, participatory, inclusive methodology and harnessing learner potential in critical thinking, problem solving and creative solutions across the curriculum. Her main focus is language teacher education, but she has applied ELT methodology, observation and feedback techniques across the curriculum, including for Maths and Science. Psyche first came to Sri Lanka in 1988 and helped set up the Higher Institute for English Education under the National Institute of Education. In the mid-1990s she worked on an Asian Development Bank project enhancing the methodology of Financial Management lecturers at the University of Sri Jayawardenapura and ran methodology courses for Regional English Support Centre managers on the British Council Primary English Project. From 2005 to 2013 she

**Widening the scope of effective observation and feedback**

Supervised teaching practice is one of the most important parts of teacher training. It is only when a teacher gets up and delivers a real lesson to real students that the methodology and the materials really come together in a 'live' event. Part and parcel of this learning experience is to have a qualified observer taking notes and at the end of the lesson sharing observations. There are many tools and techniques for giving effective classroom observation and feedback. This session explores not just the different ways to observe but the different purposes for observing in the first place. It looks at observation and feedback for teacher assessment at individual level but also for needs analyses, research and monitoring and evaluation at cohort, programme or institutional level. Hopefully participants will leave the session with at least one new observation technique to try out on their colleagues, their students, or their institutions.

<p>worked in the Northern and Eastern Provinces and set up the Skills through English for Public Servants programme that supported over 6,000 public servants and she still works at the STEPS Institute in Jaffna today. She is currently working on the EU-GIZ-British Council Supporting Reconciliation Processes project, designing materials and methodology courses for content and language integrated practical Tamil and social cohesion for Sinhalese public servants working in Bilingual Divisions.</p>	
<p><b>NOORUL AZRA MOHAMED</b>  <b>Lecturer, Sri Lanka Teacher Educator Service, Mahaweli National College of Education</b></p> <p>Noorul Azra Mohamed is an English Language Teaching (ELT) teacher educator who has worked with pre-service teacher trainees in a National College of Education for the last ten years and who, prior to that, had 18 years of experience as an English language teacher. She is also a Master Trainer working in the iTESL project. She teaches English literature and language skills and is keen to experiment and research in the ELT field. This interest led her to use literary texts in reading and writing sessions with pre-service teacher trainees, which proved to be effective and complemented each other. Furthermore, this experimental teaching led her to review current literature on the use of literary texts to develop language skills. Thus, she is of the view that the language skills of pre-service teacher trainees can be improved by incorporating literary texts into the language classroom.</p>	<p><b>Incorporating literature into English language teaching with a focus on the role played by teachers in the learning and teaching process</b></p> <p>The low proficiency attainment in English language among the prospective teachers of English at the National Colleges of Education (NCoEs) is a concern for the stakeholders. Teacher educators believe that the low proficiency of these prospective teachers is a challenge to their academic activities. Although the NCoEs make various attempts to overcome this problem, it persists and is renewed each year when a new batch is enrolled. The writer's personal experience of handling both English literature and language with the prospective teachers has given much insight into this issue. The integration of literary texts into ELT, done as experiential teaching, has enabled the writer to observe that there are innumerable benefits. This led to recent research into the integration of literature in ELT. This paper will study the scope for incorporating literature into ELT and the benefits it could accrue, with a focus on the roles that could be played by language teachers in the learning and teaching process. Furthermore, the models and approaches that could be employed in teaching literature will be critically reviewed. Thus, the paper will also make suggestions for the revision of the NCoEs' English syllabus and make recommendations for language teachers to improve the content and quality of their teaching. The primary methodology used in this study is a review of existing literature, while subsequently the paper describes the writer's personal experience and the views gathered from informal interviews with fellow teacher educators.</p>
<p><b>S. N. K. NANAYAKKARA</b>  <b>Deputy Principal, Teacher Training College, Unawatuna</b></p> <p>S. N. K. Nanayakkara has 29 years of experience in the educational world. Her professional qualifications include an English trained teachers' license, a BA in English, a Postgraduate Diploma in Education from the United Kingdom at</p>	<p><b>How feedback is given by most teacher educators at present and what the most effective way is to give feedback to trainees</b></p> <p>This paper consists of information on how feedback is given by most teacher educators at present and what way of giving feedback is most effective to the trainees. When giving oral feedback, it is important to elicit the ideas of the trainee regarding how he/she feels about the lesson after teaching. Afterwards, the ideas of colleagues who have observed the</p>

Merit level), MAs both in TESOL (from the United Kingdom) and in Teacher Education and a Postgraduate Diploma in Education Management (at merit level). Her present position is as Senior Lecturer and Deputy Principal at the Teacher Training College, Unawatuna.

lesson should be asked. Next, the teacher educator should give the feedback in a very constructive manner. For that, the good points of the lesson should be highlighted first and then the areas that should be further developed can be explained in a low-key and also suggestive manner so that the trainee will not get disappointed and frustrated regarding the lesson. When giving the feedback in written form, the same procedure should be adopted, but it is better if the feedback can be given under main headings (e.g. setting the scene, lesson development, etc.). In addition, it is important for the teacher educator to describe ways of developing in weaker areas without just mentioning them. It is also suggested that the lesson is videoed so that the trainee can easily understand and be convinced of the areas needing improvement. Checking the trainee's feedback regarding his/her lesson the following day is also an effective way of finding out whether the trainee has understood the effective and weaker areas of the lesson and also knowing how the trainee is going to do a better lesson next time.

#### **T. G. CHULANI C. NILAWEERA**

##### **Coordinator, Trincomalee Regional English Support Centre**

T.G. Chulani C. Nilaweera is the Region English Support Centre (RESC) Coordinator in Trincomalee. In 1986 she was appointed to Abhayapura Maha Vidyalaya as a teacher and she worked there for 11 years. She obtained professional training and her Bachelor of Education degree. In 1997 she joined the RESC as a teacher assistant and then teacher in charge and now she is the centre coordinator. During her service she obtained a lot of training and taught and trained students and teachers. She also designed materials for GCE A-level and a radio programme. In 1997, she participated in the Primary English Language Project (PELP) with the British Council and delivered training to 84 teachers in Trincomalee. Then she participated in the Secondary English Language Project (SELP) with the National Institute of Education. She attended a TESOL course at Leeds University in the United Kingdom. She trained for the Teacher Knowledge Test (TKT) and the RESC has trained 13 batches (78 teachers) on the CBB Teacher Training Project. The RESC also delivered English for Teaching and 21st Century Skills courses as part of the NDB Teacher Training Project to teachers in her region. Recently she participated in the iTESL Project and received further training, which she has cascaded.

##### **Training teachers in developing speaking and listening in the classroom**

This session focuses on challenges in listening activities. The aim is that by the end of the session participants will have experience on how to overcome challenges in active listening and be able to respond appropriately. This is according to competency level 3.6, 'Listens and transforms the information into other formats.' This competency level will be useful in 2020, as the government schools are going to implement listening and speaking skills. In this session, the ENAPR Training Model (Experience, New Input, Analyse, Practice and Reflection) is used. Pre-session, real-life listening activities are listed and prepared. First, to attract the participants towards the session, randomly blanked lyrics for the song 'Top of the World' will be used. For the Experience stage, participants brainstorm a few real-life listening activities through a 'pyramid' arrangement. This gets a list of real-life activities onto a poster. For the New Input stage, a 'jigsaw' listening activity is completed. The next stage is Analysis – by eliciting, participants identify the challenges of the jigsaw listening activity. Then two groups write down the problems or challenges in spider-gram posters which are placed on two tables. After that, the participants swap tables, leaving the posters on the tables. Each group writes solutions for the other group's written problems. For further practice and to get individual experience of how to address the challenges for the listening activities, participants sit in a circle with three folded papers. Individually, they write a listening activity in the first fold, then pass it to the next participant, who writes a problem for it and passes it to the third participant, who writes a solution for the problem. Then they exchange papers and each person reads all the information on one paper. For Reflection, answers to four or five questions are asked about the session from beginning to end.

**Dr SUJEEWA POLGAMPALA****English Lecturer, Siyane National College of Education, Pattalagedera**

Dr Sujeewa Polgampala has a BSc from the University of Kelaniya, an Advanced Diploma in English for Academic and Administrative Purposes from the University of Colombo and an MSc in Science Education from the University of Peradeniya. She is a trained English teacher and teacher trainer with a Postgraduate Diploma in Teaching English as a Second Language from the University of Colombo and a Postgraduate Diploma in Educational Management at merit level. In addition, she has a PhD in Education (specialised in Higher Education) from the Huazhong University of Science and Technology in China. She has had a successful career as an administrator and educator at the secondary and higher education levels. She is experienced in conceiving and building programs from the ground up through competencies in professional development programme management and staff development and empowerment. She has an extensive background of developing and implementing special programs for at-risk and special needs students, racially and ethnically diverse populations and second-language learners.

**‘Kahoot conquers the highest peaks in the classroom through interest and attention’:  
Using the Kahoot game-based learning platform to enhance teacher education**

It is hard to keep up with today’s world, especially as a teacher. Getting your students’ attention can become a ‘mission impossible’. The only chance to become relevant in such times is to embrace technology such as language learning apps and become friends with the entertainment industry. Today, your success rate depends on how cool you are – ‘If you can’t beat them, join them.’ Traditionally, language learning apps were rudimentary. Now, however, Kahoot is one of the latest gamifying apps that can be constantly used in the classroom to enliven warm-ups, quizzes and reviews. It raises the energy level of the classes to the highest point every time. I have experienced Kahoot with Korean secondary students and witnessed their interest and attention throughout the class. Moreover, the latest Kahoot feature called ‘Challenge’ lets you assign it as homework and is quite helpful. Assigning Kahoot homework saves the teacher a lot of time because this kind of homework corrects itself. Also, after a challenge is completed, you can review the statistics question by question and see the ratio of correct and incorrect answers. Using language learning apps can be incredibly enjoyable for both you and the students. Even if traditional teachers and schools disagree with introducing technology as a teaching aid, it is your job to understand the uniqueness of your learners, embrace technology and work with it. Besides, this app focuses on practical topics, like words and phrases your students will actually get to use in real life. Thus, let technology step in and help you. You won’t regret it. Try it for at least one semester and watch the magic happen!

**ISHWOR PRASAD KADEL****Teacher Educator, British Council Nepal**

Ishwor Prasad Kadel is a teacher educator/mentor working as a freelancer at the British Council. He has been working in the Connecting Classrooms project, English and Digital for Girls’ Education (EDGE) project and English Language - Teacher Education Project (EL-TEP) as a teacher trainer. Previously, he worked on the English for Teaching: Teaching for English (ETTE+) and National Initiative to Improve Teaching in English (NIITE) projects. Ishwor Prasad Kadel has been working in British Council-run projects for six years as a teacher educator.

**Ways to make feedback more effective, constructive and action-orientated**

Feedback covers large areas such as from teachers to students and teacher educators to teachers. The culture of giving and receiving feedback is not very common in Nepal or in South Asia generally. The importance of feedback and the changes it brings in someone’s professional life has always been underestimated by large number of teachers and teacher educators. Simply giving feedback does not make it effective if it lacks skill. In the presenter’s case, his mentors in the British Council, Nepal, gave him effective feedback by observing his training sessions and focusing on specific areas he needed to work on. He was asked to self-reflect on his sessions first and asked how he could do better next time. Then his mentors pointed out, with reasons, his strengths and areas to work on. They used very polite language each time. In his next sessions, he continued with his strengths and worked on improving his weaker areas. Slowly and gradually, he has grown as a teacher educator. His mentors still observe his training sessions and give constructive feedback

rigorously. Likewise, he also uses similar techniques in giving feedback to trainees, making it constructive and finding much improvement in them. In the Master Training of Trainers (MToT) for the EDGE project consolidation phase, he noticed clear, positive changes in his trainees each time they did micro-facilitation, having been given constructive feedback on facilitation skills and preparing session plans. His presentation is centred on 'feedback' and deals with ways to make it more effective, constructive and action oriented. His presentation will begin with an introduction to feedback, followed by its types, a case study and ways to make feedback more effective and constructive to trainees.

**DULANI RATHNAYAKE**

**Lecturer, Pasdunrata National College of Education**

Dulani Rathnayake is a lecturer from Pasdunrata National College of Education. She is currently one of the master trainers on the Improving Teacher Education in Sri Lanka (ITESL) Project. She completed her Diploma in Teaching at the University of Colombo. Prior to joining Pasdunrata she worked as a graduate English language teacher at Bandarawela Central National School teaching general English and English literature for eight years. She is interested in the field of using technology in the classroom.

**Using smartphones to enhance English language teacher candidates' autonomy as ESL learners.**

Motivation is the key to succeed in learning. Lack of student motivation is considered an issue in ESL classrooms. Research has identified that uninteresting course materials, topics covered and assessment strategies influence the active participation of students in the teaching learning process. Independent learning outside the classroom is limited and almost all students depend on teachers when learning English language in Sri Lanka. In contrast, students of any age love to use smartphones. Mobile devices, smartphones, and tablet computers in particular, have gathered a lot of interest among researchers in recent years. According to researchers, educational technologies and learner autonomy always have a strong connection. Therefore, the contemporary language teacher should be equipped with appropriate knowledge and skills concerning the use of mobile devices for language study, and they should prepare to use such devices effectively. This paper describes action research that investigated whether prospective teachers of English could be motivated to improve their English language skills using smartphones and encouraged to become learners who are more autonomous. The data was collected from 60 teacher trainees of English at Pasdunrata National College of Education. It was identified that smartphones motivate the ESL learners to be more autonomous due the attractive functions available on them. On the other hand, mobile applications and YouTube videos are effective in encouraging the ESL learners to be self-learners. The data analysis revealed that the participants' language ability is improved with selected mobile applications used to teach English grammar and the four skills.

**REECHA REGMI**

**Teacher and Teacher Educator, Scholar's Destination, Kathmandu**

**Adaptation of textbooks for interactive speaking and listening classes using different pair-work, prediction, role-play and other activities**

When teachers exactly replicate the curriculum to classes, there can be feelings of boredom and frustration as the same sequence of activities is followed every day. This is especially true in listening as it is taught as a receptive skill. Listening and speaking, the two major

From Nepal, Reecha Regmi has an MA in English Literature and a CELTA qualification. She has worked in the field of education for the past 20 years as a teacher. She started her teaching career soon after completing her tenth standard and has experience of teaching students from kindergarten to BA level. Currently, she is working as an IELTS instructor at Scholars' Destination, Nepal. She is also working as a teacher educator in various projects of the British Council, such as Connecting Classrooms and the English Language-Teacher Education Project.

components for language learning, are closely linked as a successful communication process that cannot take place without one complementing the other. However, the textbooks may not always have integrated activities for these two skills. For pre-listening tasks, textbooks generally instruct students to look at pictures or questions and make predictions. For this, one adaption could be to put students in pairs, ask them to sit back-to-back and then one of them describes the picture to the other and the listener draws the picture according to the description. Another interesting task could be to pause the tape between one speaker's utterances (for example, in a telephone conversation) and making students predict what the recording might say next. Another fun activity could be having only some students listen to the tape and act out what they hear: the others watch the acting and guess what is being said. For post-listening abstract questions, students could be put in a circle, one person starts to answer, and then the teacher instructs them to stop and nominates somebody else to continue. It is common to have role-plays for speaking activities in textbooks. An adaptation of this could be when one group is performing, the teacher writes up some specific questions and later asks other groups to answer the questions based on the role-play. These 'tweaks' can make listening and speaking activities in the classroom motivating and exciting.

#### **ANYA SHAW AND SHAMALI JAYARATHNE**

**Training Consultant, British Council Sri Lanka, and Master Trainer, Zonal Education Office, Kandy**

Anya Shaw is a training consultant working with the Ministry of Education and the British Council Sri Lanka with 18 years' experience in teaching, educational management, teacher education and programme development. After early experiences working in Spain and Brazil, she spent 15 years working in Argentina, where her last post involved pioneering remote teaching through video conferences for state primary schools in Uruguay, secondary schools in Paraguay and Mexico and remote teacher development in Cuba and Kazakhstan. In that position she was responsible for academic management and teacher development for the British Council's flagship remote teaching centre, where a team of 90 teachers taught more than 1000 classes per week. Anya has the Cambridge ESOL Delta, is a CELTA and Delta 1 trainer and an IELTS examiner and has a

#### **'Your guide but not your master': Adapting the textbook to increase learning and motivation**

Textbooks are a key resource that all teachers have access to and are provided to all students island-wide. However, blindly following any textbook does not allow a teacher to respond to individual or group needs and preferences. The danger is that the textbook becomes the master. The textbook should in fact be seen a collection of activities or resources that can be exploited by the teacher to enhance learning and help students to achieve the learning outcomes of competency levels in the syllabus. Therefore, how can we, as teacher educators, support teachers to exploit the textbooks fully with realistic, achievable adaptations that will have maximum impact on learning and motivation? How can teachers ensure that there is a balance of skills? If we want our students to succeed in today's world of work, education and communication, they will need to be competent speakers and listeners so how can teachers integrate more speaking and listening practice into their classes and help students to develop these skills? The numerous texts contained within school textbooks can be used for comprehension and to carry meaning, to present language in context and also to get students responding on a given topic so the tasks may need to be adapted depending on the aim of the activity. Some activities in textbooks simply assess students whereas the focus should be on learning and skills development. This workshop will explore different approaches to exploiting textbook materials, in particular

keen interest in pre and in-service teacher development, teacher research, reflective practice and curriculum reform.

Shamali Jayarathne is a Master Trainer attached to the Zonal Education Office, Kandy. She has a BA (English), a Postgraduate Diploma in Education and an MA in English Linguistics. She has also obtained a Postgraduate Diploma in Child Rights and Classroom and School Management at the University of Lund, Sweden. She followed the materials writers' course at the University of Warwick, United Kingdom, and has developed primary textbooks for the national curriculum. She is a British Council schools ambassador and a UK-validated core skills trainer. She has presented papers and workshops at international conferences in the United Kingdom, Sweden, Finland, Denmark, India and Cambodia. In 2018 she became a Global Master Trainer with Aflatoun International of the Netherlands, delivering social and financial education in the wider South Asian region.

texts, to support students' understanding, production and engagement with tasks that are transferable to any grade. It will also present a resource for self-driven professional development for teachers to help them see how the textbook can really be their guide in the teaching/learning process, not their master.

### **‘Students don’t write, right?’: How micro-writing can play a key part in helping learners develop writing sub-skills**

Once upon a time there was a class of demotivated teenagers on the other side of the world who hated writing and an exhausted teacher who was at the end of his tether. What followed was a tale of overcoming adversity, trial and error, competition and ultimately... inspiration. Motivating students to write can be a challenge. Topics might not be relevant or interesting to students, tasks can be very traditional, writing can lead to a very static classroom dynamic, tasks might not be authentic or give students a reason to write, and different groups and individuals may need help with different areas to develop their writing. The list goes on. So what can be done? How can teachers help students develop their writing skills with tasks that enthuse and how can we, as teacher educators, support teachers in this endeavour? In this session we will hear about a true story, a success story of how one stressed-out teacher's question in the teachers' room ended up motivating an entire school to write. The key was micro-writings, or small, bite-sized writing tasks. These can play a key role in helping students to learn to write and develop writing subskills. Micro-writing tasks can also be tailored to the needs of any class. Alongside this, a writing competition was born and the response from students was unprecedented. Taking ideas from the process, product and genre approaches to writing, in this session we will look at how writing competitions and public display can help boost students' motivation to write and develop the vital writing subskills they need.

### **M. THARANGI MADUSHIKA SIRISENA**

**Visiting Lecturer, Buddhist and Pali University of Sri Lanka, Colombo**

Tharangi Madushika Sirisena is a visiting lecturer in English in many state universities in Sri Lanka. She graduated from the Buddhist and Pali University of Sri Lanka and completed her MA in Linguistics at from the University of Kelaniya. Currently, she is reading for a Master of Philosophy Degree that involves research work based on technology-integrated teaching. She has more than five years' experience in teaching English to

### **Improving writing skills of English-language learners through web blogs**

Writing has always been an important part of language learning. This study aims to explore the potential of web blogs in improving writing skills of students in a state university in Sri Lanka. With the rapid development of technology, blogs play an important role in facilitating writing skills of English learners both inside and outside the classroom. This study was conducted with 80 undergraduates during a three-week intensive program in English in a state university in Sri Lanka, where the subjects did a pre-test to diagnose their entrance-level ability in writing and did a post-test to measure their achievement level after the three weeks of instruction. The 80 undergraduates were divided into two groups: 1) an action group who used web-blog-integrated methods to do writing activities; and 2) a control group

university students and professionals. She has worked as a government teacher trainer for the programs of IPICT and EPASS. She enjoys integrating technology when she teaches students.

who received class-process-oriented writing instruction. The pre-test showed that all the participants had an equal proficiency level related to writing skills, especially in vocabulary. After three weeks of practical sessions, the post-test scores revealed that both groups had developed their writing skills, but the group taught with the blog-integrated methods got relatively higher test scores, performed more actively and found the lessons more enjoyable. Teaching with the web-blog-integrated methods is found to be effective in enhancing writing skills of second language learners.

### **IAN SMITH**

#### **Training Consultant, British Council Sri Lanka**

Ian Smith grew up in Northern Ireland and Scotland and has worked as a teacher, university lecturer, teacher-trainer and academic manager in Japan, England, Ethiopia, India, Ireland, North Korea, Libya, Tunisia, Algeria, the United Arab Emirates, Myanmar, Mauritius and Egypt. He has MAs in English Literature and Philosophy from the University of Aberdeen and Education and Development from the University of East Anglia, as well as Delta and CETFL teaching qualifications. Since 2016, he has worked as a training consultant and project manager at the British Council in Sri Lanka. Projects he has contributed to include Improving Teaching English in Sri Lanka (iTESL), Teacher Education for English (TEE), the English Language Teaching Research Partnership Awards (ELTReP), GIZ English Teacher-Training, HSBC Kids Read, Muslim Aid Supporting English Teaching and Learning, the Council for Business with Britain Teacher Knowledge Test (CBB TKT), NDB English for Teaching, NDB Supporting 21<sup>st</sup> Century Skills, English Language Assessment and Jaffna English for Teaching. He has also tutored on CELTA and Delta courses.

#### **Features of and techniques for group observation and feedback**

Teacher observation and feedback are commonly seen as processes involving a single teacher-trainer and single teacher. The teacher teaches a class and the teacher-trainer is the lone observer present. This is followed by one-to-one feedback. However, there is much to be said for an observation and feedback system involving a group of (for example, half-a-dozen) pre-service or in-service teachers. Therefore, when each teacher teaches, he or she is observed not just by the teacher-trainer but by five of his/her peers. Also, when the teacher receives feedback, it comes not just from the teacher-trainer but from the other teachers too, so that it combines trainer-teacher feedback and peer-feedback. In this workshop, participants will identify the advantages (and occasional disadvantages) of this communal approach to observation and feedback, and will sample some of the different, interactive and creative feedback techniques that the approach makes possible (and that wouldn't be possible in a one-to-one situation). The workshop is based on the presenter's experiences of tutoring on 28 Certificate in Teaching English to Speakers of Other Languages (CELTA) courses, which use this group system of observation and feedback.

#### **Three approaches to adopting literary texts for the classroom**

Taking a well-known literary text and not only using it in a classroom, but also adapting it so that it becomes the basis for an activity or series of activities for the learners to do, can be a challenging task for teachers, course-writers and materials-writers. This is especially true if the classroom is a language-learning one. However, if the text is successfully adapted and the activities are engaging, the results can be highly rewarding for learners and teachers alike. This workshop is a practical one designed at giving participants a 'toolbox' for adapting literary texts for the language-learning classroom and proposes using three approaches as the key 'tools': approaching the text on a linguistic level, on a cultural level and on a personal level. These approaches will be demonstrated with reference to a classic short story by the late 19<sup>th</sup> century / early 20<sup>th</sup> century English author Thomas Hardy. This workshop is based on the presenter's experiences as a materials-writer at Kim Il Sung



University in Pyongyang, North Korea, and is a slightly-expanded version of a workshop he presented at the 21<sup>st</sup> National RESC Conference in Colombo in 2019.

**SHANNON SMITH**

**English Language Fellow, Uva Wellassa University, Badulla**

Shannon Smith is an English Language Fellow connected to the US Embassy in Colombo and based at Uva Wellassa University in Badulla, Sri Lanka. She has been working in international education for over twenty years, as a teacher, a teacher trainer and a project manager. She has most recently been involved in large scale training projects with teachers and public servants in Sri Lanka, Cambodia, Borneo, Myanmar, Thailand, Rwanda and Kazakhstan. In addition to her English language teaching qualifications, she holds an MA in Intercultural Conflict Management with a focus on English and development. She has an interest in international development issues including social justice, global citizenship and multilingualism in the context of English language education.

**Using the United National Sustainable Development goals (SDGs) in teacher training and CLIL language teaching**

This session will demonstrate how the United Nations' Sustainable Development Goals (SDGs) can be used as learning resources for teacher trainers and teachers who are interested in providing relevant content within teacher methodology training, language lessons and courses. The SDGs raise learner and teacher awareness about combating poverty, hunger and environmental destruction while promoting peace, justice and equality. A subsidiary aim of using the goals can be to promote global citizenship as part of the role of English as a Lingua Franca. The session will also explore online teaching resources about the SDGs specifically designed for classroom use to develop speaking and listening skills. It will also provide ideas about how students can generate their own digital content around the SDGs. The session is based on work done on two British Council projects in Southeast Asia. The first was CLIL training with public servants in Myanmar and the second was a large-scale teacher training project in Thailand with primary and secondary state school English teachers.

**S. A. W. M. M. E. SOORIYAMPOLA**

**Lecturer, Mahaweli National College of Education**

S. A. W. M. M. E. Sooriyampola is an English lecturer at Mahaweli National College of Education who handles ELT Methodology and Phonology along with Education Practice for both first and second-year pre-service teacher trainees and also handles the supervision of internees. She has almost 30 years of teaching experience and over 17 years working as a teacher educator. She has experience with different levels of adult learners, such as courses for pre-service and in-service English teachers, advanced courses for in-service teachers, English courses for administrators and English courses for Police English instructors. She is a trained oral examiner for both the state and private sectors and also a registered elocution teacher. She has three basic degrees, a Bachelor of Education, a BA and Educational Studies, and two MAs, in Linguistics and TESOL. She has had several articles published in English

**The importance of using reflective journals in bridging the gap between pre-service teachers' theoretical knowledge and practical application in the language classroom**

This paper explores the importance of using reflective journals in bridging the gap between pre-service teachers' theoretical knowledge and practical application in the language classroom. It also brings into focus the importance of having three main stages in developing reflective practice among pre-service teachers (pre, while, post) by teacher educators during their practicum. In this study, ten pre-service teachers from Mahaweli National College of Education participated and their reflective notes were used in designing guiding questions to assist them in their future reflections (pre). This was done by two teacher educators, including the author. The guiding questions were given to ten participants and five out of them were given guidance by the teacher educators in making use of their theoretical knowledge about ELT methodology and how to apply it in their practice of designing future lesson plans and actual teaching in the language classroom (while). The other five were not given guidance, but they also used the questions to write lesson plans. Post interviews were held for both sets of students, lesson observations were carried out and their block teaching marks were compared with earlier marks (post). During the post interviews, teacher educators helped them make real use of their reflections and

<p>teaching professional magazines and has also one peer-reviewed article published. She is currently taking higher studies.</p>	<p>assisted them in bridging the gap between their learnt theory and practice. The findings of the study show that the students with no guidance did not know how to write their reflections and then make use of the reflections in planning their lessons. It also shows that with these trainees, language acts as the main barrier in writing reflections and also making use of learnt theory in the classroom. The study recommends more systematic guidance in reflection, given by experienced teacher educators, as being necessary for these pre-service teachers to become better language teachers.</p>
<p><b>NORMA SWYNGEDAUF</b>  <b>Training Consultant, British Council Sri Lanka</b></p> <p>Norma Swyngedauw is from the Philippines. She spent 12 years teaching English in the Teaching Centre in British Council Colombo, during which time she also took on teacher training roles, delivering outreach workshops, acting as in-house tutor for the TYLEC course and moderating on online teacher training courses run by the British Council in Sri Lanka, India and Jordan. She joined the English Language Teaching Projects Department at British Council Colombo as a full-time training consultant, project manager and teacher trainer in 2015 and has been a CELTA course tutor since January 2016.</p>	<p><b>Observations: problems and solutions</b></p> <p>Lesson observations are one of the most important ways to support teachers in their ongoing professional development, but problems with them are prevalent. We use the checklist method to ensure objectivity in the evaluation of quality lesson delivery and student learning. Does this process really meet its goal? Do observations really help our teachers become reflective practitioners? This paper gathers opinions from observers as well as teachers about the current tools for observations, issues with them and possible solutions. Viewpoints were gathered through informal discussions with observers and teachers to encourage genuine and straightforward thoughts and attitudes on their issues. The purpose of this paper is to present these viewpoints on the positive value of our current approaches, their setbacks and limitations and suggestions on how they could be overcome or capitalised for the better. The insights and information gathered in this paper will hopefully help us to look at our own situations with fresh eyes and equip us with ideas on how to maximize benefits of teacher observations. This can in turn take us closer to our ultimate goal of benefitting our learners towards their personal development.</p>
<p><b>D. M. SHIROMI UPULANETHTHA</b>  <b>Teacher Educator, Mahaweli National College of Education</b></p> <p>Shiromi Upananeththa is a Teacher Educator for English, currently serving at Mahaweli National College of Education, Polgolla. She was recruited as a teacher of English in 1997 and served until 2009 in three schools in Sri Lanka. In 2008, She completed a TESL course at Colombo University and the following year registered for an MA in Linguistics at Kelaniya University. In 2009 she was promoted to be a teacher educator for English. Since then, she has worked as a lecturer. For her postgraduate degrees, she has compiled two theses on grammar and a survey on the writing skills of teacher trainees.</p>	<p><b>Improving the English writing skills of pre-service teacher trainees through e-portfolios</b></p> <p>This research explores a simple approach to improving English writing skills of pre-service teacher trainees through 'e-portfolios'. A pre-test conducted using a group of 30 trainee teachers of English revealed that their writing skills were not up to standard. Since digital trends are inseparable from the modern teaching/learning process, I thought I would address this issue through a simple platform available on every mobile phone. First, I created a WhatsApp group and asked them to create a cover page with their profile. The intervention was done in two phases. The first phase was to upload a variety of writing activities, starting with simple write-ups, such as paragraph writing, picture descriptions, guided writing and autobiographies. Within a week, everyone had sent their write-up to the group, and during the following week's session, I asked them to select one write-up from their peers, do peer-corrections and add their suggestions and ideas to their friend's write-</p>

She followed a research methodology course at Colombo University in 2016. In 2017 she trained as a master trainer for the iTESL project. She hopes to obtain a PhD in Linguistics.

up. Every trainee got the opportunity to read and correct a different write-up from a different peer. The second phase focused on academic writing through editing samples of essays, writing reports and interpreting graphs. The same approach was implemented through WhatsApp. During this period, it was observed that the trainees were enthusiastic and motivated for better learning. At the end of three months, the final editing of all their writing was sent to them through WhatsApp. Moreover, the trainees produced hard copies of it. The trainees' feedback on this assignment indicates that it was not boring for them and helped them to improve their writing skills. Furthermore, the post-test shows that there is significant improvement in their writing skills. The findings and implications of this study could be applied to the school system in future.

#### **Poster Presentation: Improving reading and writing through creating newspapers**

This mini-project, which I have implemented for the past five years with my teacher trainees in the pre-service course, helped the trainees to improve reading and writing skills in English. Also, it improved their core skills, which are essential in the modern teaching learning process. When I was teaching the passive voice as grammar, I asked trainees to go through the weekend newspapers and note down the language used in and the key features of the passive. Then I put them into small groups. I gave each group five A4 papers and asked to think about a model of a newspaper. They folded the A4 papers and made them into ten pages (20 sides). Then I asked them to appoint two teammates who could take responsibility for preparing each page in the newspaper. They created different names for their papers. Then I gave them the ground rules: "Duration: one month. Materials to use: eco-friendly stuff. Handwritten and drawn on paper." Content, language, organisation and overall presentation were the criteria for the final evaluation. My main objective was to improve their writing skills in English. It was a good way of making them understand the form and the function of passive constructions. Hence, the work was not rigid or boring, so it was not a stressful form of learning at all. In fact, it helped them to become more autonomous learners who also had a team spirit. I monitored their work and assisted them in correcting their write-ups. After a month, in the morning assembly, they held the great event: The Newspaper Launch Ceremony. All the newspapers, about 15 of them, were displayed in the main hall. Then the exhibition opened with a panel of adjudicators to select the best five newspapers. This project helped to improve their reading and writing skills.

**KAREN WATERSTON**  
**E-learning Consultant, British Council Edinburgh**

#### **Current trends in digital with a practical application in Sri Lanka**

There are a lot of different digital tools available and it can be difficult to know where to begin. This two-part talk summarises how different projects in the British Council use technology to reach more teachers and looks at how digital provision is used for ongoing

Karen holds a DELTA and MEd in ELT and Technology and has been teaching for over 25 years. She has worked as a teacher and teacher trainer in Greece, Czech Republic, Jordan, South Africa, Senegal, Mongolia, Qatar, Libya and the United Kingdom. More recently, she has worked on the Thai-Burma border with migrant and refugee teachers and in Sri Lanka with master trainers, in-service advisors and senior teachers. She has a particular interest in teaching in low resource environments and teaching large classes as well as using digital tools to enhance the teaching and learning experience.

professional development and training. Part 1 describes how courses are designed and built on the Teaching for Success domain, how Zoom sessions are used to connect remote teachers and maintain momentum during an online course and how the Teacher Educator Community site supports teachers globally. Best practice for use of social media is touched on as well as how Iris Connect is being used to develop training videos for use on teacher training projects. Using Survey Monkey to monitor progress is explained and demonstrated with a breakdown of how Survey Monkey was used successfully in the Sri Lankan context. Part 2 focuses on how to implement and integrate digital tools into the education provision in Sri Lanka. We will look at how teacher educators can use the tools available to support their own continuing professional development as well as to support the teachers they work with. This interactive session provides a background to current projects and is a chance to learn about tools that can be used in Sri Lanka and to get a set of practical ideas on how to bring technology into teacher development in Sri Lanka.

**WASALA MUDIYANSELAGE MENIK RENUKA WEWEGAMA**  
**English Teacher Educator, Mahaweli National College of Education, Polgolla**

W.M.M.R. Wewegama has an MA in Teacher Education, an MA in Teaching English as a Second Language (TESL), a Diploma in TESL at merit standard, a Postgraduate Diploma in Special Needs Education, a Diploma in Information Technology and a Teaching Knowledge Test (TKT) certificate. She has 35 years of English language teaching service in Sri Lanka. 20 of those years have been spent in teacher education and she is now an iTESL master trainer. She also worked on the English Language Research Partnerships (ELTReP) programme with British Council Sri Lanka in 2017 and 2018. She is interested in gaining first-hand experience by visiting, observing and interacting with the teacher educator community both locally and internationally, looking at how similar issues in teacher education are dealt with in their contexts and at the technology used that impacts on our current practices in decision making, curriculum, implementation and assessment.

**The use of video recordings for the presentation skills of pre-service teacher candidates in National Colleges of Education in Sri Lanka**

The study 'The Use of Video Recordings on Presentation Skills of Pre-service Teacher Candidates in National Colleges of Education, Sri Lanka' attempts to empower the teacher candidates of Mahaweli National College of Education in Sri Lanka to use digital literacy skills for self-regulated learning. Many pre-service teacher candidates find it challenging to develop their presentation skills. This drawback affects their internal oral presentations and the teaching practicum. The study was carried out with ten teacher candidates during a two-week school-based teaching practicum. The study employs a mixed methodology and the research method is action research. Focus group discussions, video recorded presentations and reflective journals were used to collect data and the data was triangulated. The most significant finding was a positive attitudinal change in the teacher candidates' perceptions of self-assessment regarding the use of digital literacy to develop presentation skills. In addition, the findings of the study reveal how video presentations can be used to develop pre-service teacher candidates' presentation skills as well as critical reflective skills to promote self-regulated learning. The study also informs us that linguistic skills and presentation skills need to be taught separately. Supra-linguistic features related to linguistic competence such as stress and intonation in questioning, word order in questioning, grammar use in classroom language and general pronunciation stemmed from lack of linguistic competence. To overcome barriers in developing presentation skills, the teacher educator and the teacher candidate need to collaborate and communicate as a team to harness digitalized resources in teacher education.

**W. M. M. R. WEWEGAMA and S. A. W. M. M. E. SOORIYAMPOLA**

**Lecturers, Mahaweli National College of Education**

W. M. M. R. Wewegama has 35 years of English language teaching service in Sri Lanka, 20 of them spent in teacher education. S. A. W. M. M. E. Sooriyampola has 13 years' experience as an English teacher and 15 years' experience as a teacher educator in a National College of Education.

**Poster Presentation: The cascade effect of the journey which enwraps the school and community project facilitated by the National College of Education**

This is a digital poster presentation done in the form of a diagram and dialogue by two master trainers on the iTESL project carried out in Sri Lanka in collaboration with the Ministry of Education and British Council Sri Lanka, Mrs W. M. M. R. Wewegama and Mrs S. A. W. M. M. E. Sooriyampola. The diagram is placed in a waterfall to symbolise the cascading effect of iTESL, which also impacts on the school and community project done by the National College of Education. Each stage of the diagram will have photographs as evidence of what is described orally by the two presenters, who work as English teacher educators at Mahaweli National College of Education, Polgolla.

**I. B. K. MALKAN. WICKRAMASINGHE**

**Teacher Educator, Mahaweli National College of Education**

Ms. I. B. K. Malka N. Wickramasinghe is a Teacher Educator at Mahaweli National College of Education, a pre-service teacher education institute in Sri Lanka, and is currently a PhD candidate in the University of Colombo, Sri Lanka. She has a research interest in formative assessments in pre-service teacher education. Particularly, she tries to identify how to incorporate sustainable practices into formative assessments and how these can be used to provide lifelong learning skills to learners. Furthermore, through her research studies, she investigates how conceptual structures and visions of novice teachers influence the implementation of formative assessments in the context of ELT classrooms in Sri Lankan schools. She presented a research paper on 'Sustainable Assessment in Teacher Education in Australia' at the 5th International Conference on Language and Education (Sustainable Development through Multilingual Education) in October 2016 in Bangkok, Thailand. She also had a research article completed with Dr Jacolyn Weller and Dr Dorothy Smith from La Trobe University, Melbourne, Australia, on 'Assessment Practices in Teacher Education that Support Sustainability in the Profession:

**Poster Presentation: Using technology to enhance language learning inside and outside the classroom**

The use of technology in teacher education has reportedly increased participation among teacher trainees in the learning process. The use of smartphones and interactive white boards (IWBs) and the Edmodo learning platform has caused this change in the learning atmosphere. Most trainees are constant users of smartphones and these are employed first to surf the internet to watch videos and search Google for information on authors, subject content and definitions of terms. This simple starting point provides initiative for the next steps towards success. The teacher trainees set up learning support groups via famous social media platforms like WhatsApp and Viber. The trainers upload documents and assignment tasks via this media, where the trainees can view them during lessons for reference. This saves time and energy, with the trainees referring to multiple materials simultaneously without having to make printed copies of them. Furthermore, they can post questions to the group and seek the trainers' advice on certain issues that come up in the process of self-learning. Consequently, new authorities have begun to emerge in this virtual world who promote discussions on complicated subject matter and promote peer-learning. IWBs provide another dimension to face-to-face learning in the classroom. The potential of IWBs as interactive learning tools is in promoting the learners' engagement in a subject-area otherwise dominated by less interactive modes of delivery. Edmodo is free software that promotes learning allowing trainers and learners to engage in a virtual space. The trainer can create learner profiles and add them to a group that shares subject matter. Most importantly, the use of technology provides an opportunity to meet learners in a virtual space and enable learners to engage in self-learning which promotes deeper learning skills.

Perspectives from Australia and Sri Lanka' published in the Journal of Perspectives in Applied Academic Practice.

### **Giving feedback so that the teacher has an accurate picture and knows what needs to be done to perform to the required standard**

Providing constructive feedback is intertwined with how the teacher has set up the 'feed-up' and 'feed-forward' of the particular lesson. The feed-up provides the observer with an insight into the design of the teaching and learning process and its implementation. First, the observer needs to organise the process of the observation and the provision of feedback by setting goals for observation. This can be achieved by discussing the lesson's planning and implementation, managing the learning environment and activities, managing student interaction and engagement and conducting evaluation and assessments. Moreover, the teacher should be made aware of the country-specific standards for lessons and the best practice criteria. Second, the observer needs to negotiate with the teacher to identify specific areas of foci and set specific criteria for the observation. This allows the teacher to implement best practice. During the observation, the observer needs to pay attention to recording concrete evidence of best practice and aspects that lack effectiveness by making specific, objective notes. Similarly, the teacher needs to be reflective about his or her own practice. Reflection is a difficult process says Elliot (1991), which requires critical thought, self-direction and problem solving together with personal knowledge and self-awareness. Thorough reflection and teacher enquiry are prerequisites for effective teaching. Once reflection is done, constructive feedback can be provided using the 'Sandwich Model' that includes constructive criticism and suggestions. The whole process of giving constructive feedback provides the teacher with an accurate picture of what he or she is capable of doing and what needs to be done to perform according to required standards.

### **ANNA WIERSTRA**

#### **CELTA Trainer and Teacher of English, British Council Sri Lanka**

Anna Wierstra completed a Certificate in English Language Teaching to Adults (CELTA) at British Council Colombo in 2008 and then worked for the British Council's Teaching Centre as an English teacher. In 2013 she moved into teacher training, working as a trainer for British Council colleagues doing the Trinity Teaching Young Learner Extension Course and for Sri Lankan teachers taking part in workshops and training as part of different projects around the country. In 2018, she moved 'full circle' and became a CELTA course tutor herself.

### **Digital resources for teachers and students**

There is a vast quantity and range of digital resources available currently. This makes it very difficult to choose the most appropriate ones for your learners. This session will explore different digital resources that language teachers can use for primary and secondary students. It will also suggest practical applications of these resources. Examples of technology covered in this session include different websites, apps and interactive whiteboards (IWBs). Nowadays teachers still confuse digital know-how with digital literacy. This session explores this topic and shows that it is not only important to teach children how to operate technology but also to use it intelligently, critically and safely. Therefore, this session will investigate how teachers can raise their awareness of digital literacy and promote it among their students.

# Panel profiles

## **DR DARSHANA SAMARAWEERA**

### **Director, Department of English, National Institute of Education**

Dr Darshana Samarawera is currently the Director at the Department of English, National Institute of Education Sri Lanka. He has been a teacher of English, a teacher educator and a researcher for the past 29 years. As a curriculum developer, he has been involved in developing the English language curriculum for the general education system in Sri Lanka since 2004. His main research interests are teacher burnout, mentoring, curriculum development, teacher development, language assessment and use of technology in the language classroom.

## **SANATH JAYALATH**

### **Deputy Director, Department of English and Foreign Languages, Ministry of Education**

Mr. P.A.S.P. Jayalath, is a Deputy Director of Education attached to the English and Foreign Languages Branch in the Ministry of Education. He obtained a B.A. in English and Mass Communications and an M.A. in Linguistics from the University of Kelaniya. He also followed an M. Ed in TESOL at the University of Colombo. He has also obtained a Postgraduate Diploma in Education in TESL from Colombo University and a Postgraduate Diploma in Information Technology from the University of Moratuwa. He served as a consultant in the National e-Learning centre at the UCSC and as a visiting lecturer of English in IT faculties in both Colombo and Moratuwa Universities. He is the Project Coordinator of the ITESL project conducted by the Ministry of Education in collaboration with British Council Sri Lanka. As an officer, he belongs to the Sri Lanka Education Administrative Service, and he has served as an assistant director in the National Schools Branch and as the Principal of Maliyadeva Boys' College, Kurunegala.

## **DR BIMALI INDRATHNE**

### **Lecturer, University of York, United Kingdom**

Dr Bimali Indrarathne is a lecturer in Applied Linguistics at the University of York, United Kingdom. Before joining York, she worked at King's College London and Lancaster University. In Sri Lanka, she worked at Kotelawala Defence University and in several government schools. She has a PhD in Applied Linguistics and an MA in TESOL, both from Lancaster University. She also has an MA in Linguistics from Kelaniya University and a BA from Peradeniya University. She holds both Cambridge DELTA and CELTA qualifications. Bimali's main research interest is Second Language Acquisition. She is currently running several teacher education projects in South Asia on designing English language teaching materials, raising teacher awareness about the effects of learning difficulties on learning languages and teaching English at university contexts.

**DR SREEMALI HERATH****Senior Lecturer, Postgraduate Institute of English, Open University**

Dr Sreemali Herath is a Senior Lecturer at the Postgraduate Institute of English (PGIE) of the Open University of Sri Lanka. She is the Coordinator of the MA TESL (Teaching English as a Second Language). Prior to that she taught at York University, Canada. She has a doctorate in Languages and Literacies Education from the Ontario Institute for Studies in Education (OISE), University of Toronto. Her doctoral research was awarded the Outstanding Dissertation Recognition Award by the Canadian Society for Teacher Education (CATE) of the Canadian Society for the Studies in Education (CSSE) and it won the Comparative International Education Society's (CIES) Grail P. Kelly Award for Outstanding Doctoral Dissertation that addresses social justice and equity issues in an international context. She is the Director of the Centre for Gender Equality and Equity of the Open University of Sri Lanka.

**HASANTHA KURUPPU****Assistant Commissioner, Department of Exams, Ministry of Education**

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