

Towards Improving Spoken English

A short workshop course for JAPIM

Peter Wickham and Ruth Wickham, Brighton Education Training Fellows at IPGKDRI

8-9th October 2012



Contents

Introduction	2
Objectives	2
Materials:.....	2
Timetable:.....	2
Session 1: Icebreaker	3
Session 2: Pronunciation and Vocabulary.....	3
Two Texts Activity.....	6
A: The Quoll	7
A: Quoll Questions	8
B: The Quokka	9
B: Quokka Questions.....	10
Session 3: Public Speaking	11
Worksheet for Public Speaking	11
Helpful Hints for deciding what to say in your 3-minute speech:	11
1. Brainstorm	11
2. Expand	12
3. Choose the sub-topics that appeal to you.	12
Session 4: Fluency	14
Distance Dictation	14
Survey Other Participants	18
Questions Worksheet:	20
Survey Results	22
Report on Survey Findings	23
Session 5: Listening	24
Session 5a: Shrek DVD (counter 0:00 to 15:16) P Wickham 2011.....	25
Session 5b: Shrek DVD (counter 12:10 to 19:05) P Wickham 2011.....	26
Session 5a: Shrek DVD (counter 0:00 to 15:16) ANSWERS P Wickham 2011	27
Session 5b: Shrek DVD (counter 12:10 to 19:05) ANSWERS P Wickham 2011	28

Introduction

This module includes the materials used in the short workshop course for *Jabatan Pendidikan Islam dan Moral* (JAPIM) in TELTTrAC by Fellows Peter Wickham and Ruth Wickham on October 8-9th 2012.

These two Brighton Education Training Fellows were invited by members of JAPIM to facilitate this course for them.

Objectives

The stated objectives for the course (*translated using Google Translate*):

Participants will:

1. Communicate in English better
2. Build confidence to communicate in English in public
3. Be encouraged to use English properly in daily communication

Materials:

Worksheets and materials are included below.

Timetable:

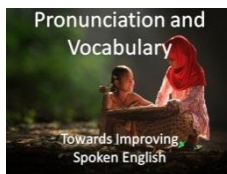
Time-slot	Activity
MON 8:00	Registration
8:30 – 10:00	Opening Ceremony, Icebreakers (Peter Wickham, Ruth Wickham)
10:00 – 10:30	Tea Break
10:30 – 1:00	Pronunciation and Vocabulary (Ruth Wickham, assisted by Peter Wickham)
1:00 – 2:30	Lunch Break
2:30 – 4:00	Public Speaking (Peter Wickham, assisted by Ruth Wickham)
TUES 8:00 – 10:00	Fluency (Ruth Wickham, assisted by Peter Wickham)
10:00 – 10:30	Tea Break
10:30 – 1:00	Listening (Peter Wickham, assisted by Ruth Wickham)
1:00 – 2:30	Lunch Break

Session 1: Icebreaker

- The fellows, Peter Wickham and Ruth Wickham, introduce themselves and talk about their travels and adventures. Participants have opportunities to comment and ask questions.
- Each participant stands up to introduce themselves and give some interesting information about themselves for about 3 minutes. Other participants can comment and ask questions.

Discussions about items of interest continue informally over morning tea (in English).

Session 2: Pronunciation and Vocabulary



NOTE: PowerPoint thumbnails are included in this manual.



It is common for speakers of a second language to incorporate features of their first language into their speaking style. Hence we have a made up language like “Manglish” – like this rhinoceros that looks like a zebra.

English Consonants

Place of articulation	Place of articulation						Voicing
	Labial	Dental	Alveolar	Palato-alveolar	Palato-velar	Velar	
Plosive	p, b		t, d		k, g		
Fricative		f, v	s, z	ʃ, ʒ		h, ʁ	
Nasal	m		n		ŋ		
Liquids			l				
Semivowel					r, ɹ		

The phoneme chart shows the English consonants as they are pronounced – not as they are spelt / written. Some of these cause a few problems for speakers of Bahasa Malaysia (BM).

B M Consonants

Place of articulation	Place of articulation						Voicing
	Labial	Dental	Alveolar	Palato-alveolar	Palato-velar	Velar	
Plosive	p, b		t, d		k, g		
Fricative		f, v	s, z	ʃ, ʒ		h, ʁ	
Nasal	m		n		ŋ		
Liquids			l				
Semivowel					r, ɹ		

The chart of BM consonants has phonemes circled which are not common to both languages.

It is commonly thought that BM is a ‘phonetic’ language with each written sound always producing the same spoken sound. However this is not entirely true, as several phonemes vary according to their position in the word. For example /k/ becomes /ʔ/ word final, and /d/ becomes /t/.

English Vowels and Diphthongs

Vowel	Vowels				Diphthongs			
	Front	Central	Back	Close	Open-mid	Open	Close	Open
i:								
e								
æ								
ɜ:								
ʊ								
ɔ:								
ə								
ɪ								
ʊ								
ɔɪ								
aɪ								

It is obvious from this phoneme chart that English vowels are very complex – although depicted by only 5 vowel letters.

This is the area where most BM speakers struggle with learning good English pronunciation. Generally English vowel phonemes are longer than BM vowels.

The chart of BM vowels is much simpler. And generally BM vowels fall between English vowels.

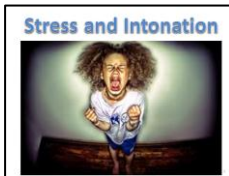
For example:

BM /u/ is longer than English /ʊ/ but shorter than English /u:/

Diphthongs in BM only occur in an open syllable, otherwise they are pronounced as two separate vowel phonemes. In English all diphthongs are long vowels and their pronunciation takes a little extra effort for BM speakers. This is especially true when a loan word with a short vowel has been introduced into BM. For example: BM ‘kek’ for English ‘cake’.

BM Vowels and Diphthongs

Vowel	Vowels				Diphthongs			
	Front	Central	Back	Close	Open-mid	Open	Close	Open
i								
e								
ə								
o								
ɔ								
ɪ								
ʊ								
ɔɪ								
ai								



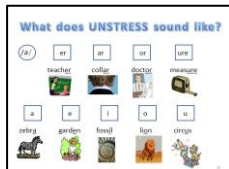
Speakers of BM struggle with English stress and intonation.



However misunderstandings easily arise with incorrect stress and intonation. Slightly inaccurate pronunciation of phonemes is often easier to decode than incorrect stress.



BM doesn't really have stress on syllables like English. So how do we 'stress' a syllable – we say it louder, longer and higher.



Unstressed syllables mostly lose the sound of the vowel – many of the vowels become a simple 'schwa' /ə/, which is generally shorter than the BM /ə/.



Learning to accurately pronounce English involves mastering phonemes, word stress, sentence stress, and intonation.



In BM the stress on each syllable is almost the same.

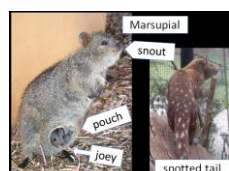


Now we are going to learn some new words, and use them in a conversational activity.

We are going to talk about two animals which are native to Australia – the Quoll and the Quokka.



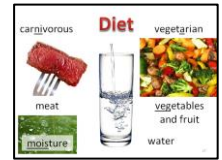
Here is a map which includes Australia, and Papua New Guinea, and we can even see Malaysia in the north.



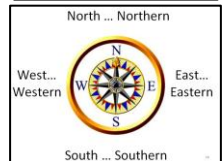
Both of these animals are marsupials, which means that the young are carried in a pouch after a very short gestation period. The young in the pouch is called a joey, the same as for kangaroos (which are generally very large) and the smaller wallabies. An animal's nose is often referred to as a snout. One type of Quoll has spots all the way down its tail, and so is referred to as a Spotted-tailed Quoll.



These are different types of vegetation found in Australia where Quolls live. Notice the words: Jarrah forest, Mallee shrublands, grasses and sedges (which are grass growing in tufts) and succulents, which are like cactus.



When we are talking about diet, we say someone (or an animal) is carnivorous if they eat meat and vegetarian if they only eat fruits and vegetables. Some of these animals don't drink water; they take moisture from the plants they eat.



The four directions of the compass are north, south, east and west. However, when we pronounce the adjectives, 'southern' has a change in the vowel sound.



Something can be really red, or only a little bit red in which case we can say 'reddish' – which is different from the food 'raddish'! This flower has 'tinges of red' on it. Something can be round, or 'roundish' like this baby's head.



Let's learn some words to do with cooking delicious banana fritters. This food is popular, fried, crispy, golden, perfect, and porous (full of tiny holes).



Here are the ingredients – bananas, and flour (not 'flower'), self-raising flour that is, baking powder. We make a batter (not 'better' nor 'butter'), dip the bananas in it and then fry them. Lastly they need to drain on paper towel.



We are going to play 'Bingo!' to practice 25 words.



Don't write on your card, use sunflower seeds as markers. (And you can eat them).



Put a seed on each word as you hear it. When you have five in a row (horizontally, vertically, or diagonally) call out 'Bingo!', and you can have a turn at being the 'caller'.

Participants swap Bingo cards repeatedly at the start of each new game to thoroughly familiarise themselves with the 25 words.

Bingo cards were created by entering 25 words into the Bing Card Maker on <http://eslactivities.com>.

Two Texts Activity

After practising the words with a game of Bingo, participants use the words in the 2 texts activity.

Two Texts



Two texts activity.



Participants are divided into 2 groups.
Each group is given a different text to study.



Participants read the text and try to remember all of the facts. They can discuss the article together, and they can write on the paper but will not be able to keep it.



After 15-20 minutes, the papers are taken away.



Each participant joins a partner from the other group, and tells them the facts from their article – as well as listens to their story.



Now each participant goes to a different member of the other group.



Participants are given a short list of questions to ask their partner about what they were told (not what they read).

Below are the two texts and the questions.

A: The Quoll

The Quoll is a small carnivorous marsupial which is native to Australia and Papua New Guinea. They are sometimes also known as Australian native cats.

There are four species of Quoll in Australia – the Northern Quoll, the Eastern Quoll, the Western Quoll, and the Spotted-tailed Quoll.

A Quoll has a pointed snout (or nose), and brown or black fur with white spots. It looks cute with its bright eyes and moist (wet) pink nose. But it also has a lot of sharp teeth.

The smallest species of Quoll is the Northern Quoll, which is only 12 to 30 centimetres long and weighs less than a kilogram. The biggest Quolls are the Spotted-tailed species which is 40 to 55 centimetres long and weighs around 4 kilograms.

The term 'carnivorous' means that it eats meat. In this case that means they eat insects, birds, frogs, lizards, and small mammals. The bigger Spotted-tailed Quolls eat birds, reptiles, and mammals such as Possums and Rabbits. They sometimes eat 'carrion', which means dead animals. Quolls also eat fruit.

Quolls are mostly nocturnal, which means that they go looking for food at night and spend the daytime hiding in their dens. However the Spotted-Tailed and Northern species both sometimes forage (look for food) in the daytime and even like to sit in the sunshine.

They breed in winter, which is in June to August in Australia, and their gestation period (before the babies are born) is 3 weeks. 'Marsupial' means that the young are carried in a pouch after birth. The young of the Spotted-tailed Quoll are protected in a pouch but the other species only have a shallow fold of skin around the teats to protect the baby.

The Spotted-tailed Quoll is now rare, and can sometimes be found in woodland on the east coast of Australia. The Eastern Quoll is common in open forests in Tasmania. The Northern Quoll is found across the north of Australia in rocky, sparsely vegetated areas. The Western Quoll can only be found in the far south-west in Jarrah forests and Mallee shrublands.

A: Quoll Questions

1. What is another name for a Quoll?
2. Which is the smallest species of Quoll?
3. How heavy is the Spotted-tailed Quoll?
4. Name 3 things that Quolls eat.
5. When do Quolls usually look for food?
6. When do Quolls breed?
7. How long is the Quoll's gestation period?
8. How do Quoll's care for their new babies?
9. What kind of Quoll can be found in Tasmania?
10. What kinds of forest does the Western Quoll inhabit in Western Australia?

B: The Quokka

The Quokka is an Australian marsupial. It looks a bit like a small wallaby (and a wallaby looks a lot like a small kangaroo), except that its tail is short and stiff, and its hind feet are also short. Nevertheless, the Quokka can hop through thick vegetation and tall grasses at great speed.

A Quokka is about 40 to 55 centimetres long, with a 25 to 30 centimetre tail, and weighs between 2½ and 5 kilograms. It has a stocky build (fattish) and has a roundish head and rounded ears, and black nose. Its fur is very dense, and usually brown or grey with reddish tinges around its face and neck and lighter colour on the underside.

Quokkas have a vegetarian diet, feeding on grasses, sedges (a types of grass that grows in tufts), succulents (thick juicy plants like cactus), and leaves. Sometimes there is not much water available, so they need to get their moisture from the plants they eat. They are generally nocturnal, and spend most of the hot days resting in the shade of the trees

Quokkas are mostly found on Rottnest Island which is off the coast of Western Australia, a small island not far from the mainland where Australians love to holiday. The name of the island comes from the Dutch language for “Rat’s Nest” because of the Quokkas. As the Quokkas are quite cute and generally very friendly, people are tempted to feed them with all sorts of wrong foods such as biscuits or bread which can make them very ill. Visitors to Rottnest Island are requested to only offer a little water – which the Quokkas may lick off someone’s fingers or hand.

Quokkas breed on Rottnest Island between January and March. Their gestation period is 27 days, and they give birth to a single Joey. (The word Joey is also used to refer to baby kangaroos and wallabies.) The Joey Quokka stays in its mother’s pouch for about 6 months. After it leaves the pouch, it still comes back to feed off its mother for another 2 months.

The Quokkas are plentiful on Rottnest Island. A few Quokkas can also be found on the mainland in the southwest of Western Australia.

B: Quokka Questions

1. What other Australian animal does a Quokka resemble (look like)?
2. How heavy is a Quokka?
3. What do Quokkas eat?
4. Why do Australians go to Rottnest Island?
5. How did Rottnest Island get its name?
6. What should you not offer to a Quokka, and what would be ok?
7. When do Quokkas breed?
8. How long is a Quokka's gestation period?
9. What is a Joey?
10. How long does a mother Quokka feed her baby?

2. Expand

Now go back and expand each sub-topic with further sub-topics:

Aquarium fish – cost – maintenance – air supply - beauty

Fish in a lake – fresh water – picnic spots at lakes - eat insects

Fish in the ocean – salt water – coral reef – snorkeling – scuba - seaweed

Fish to eat – my favourite – ways to cook fish – special dishes

Dangerous fish – sharks – poisonous fish – fish that sting

Catching fish - bait – rod and reel – boats – nets – fish traps – a fish I once caught

3. Choose the sub-topics that appeal to you.

Prepare 30-60 seconds of talk for each sub-topic.

Write a word or two for each of your chosen sub-topics (a - e) on your Mini Topic sheet to remind you as you speak.

Spend 30 minutes preparing a 3-minute speech with 5 sub-topics.

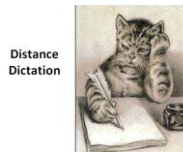
The mini topics should be listed as palm card prompts.

1. Tasty Things Mini Topics: a. b. c. d. e.	2. Rain Mini Topics: a. b. c. d. e.	3. Traffic Mini Topics: a. b. c. d. e.	4. ICT Mini Topics: a. b. c. d. e.
5. Sleep Mini Topics: a. b. c. d. e.	6. Fireworks Mini Topics: a. b. c. d. e.	7. Stories Mini Topics: a. b. c. d. e.	8. Islands Mini Topics: a. b. c. d. e.
9. Television Mini Topics: a. b. c. d. e.	10. Pets Mini Topics: a. b. c. d. e.	11. Sport Mini Topics: a. b. c. d. e.	12. Farms Mini Topics: a. b. c. d. e.
13. Colours Mini Topics: a. b. c. d. e.	14. Shopping Mini Topics: a. b. c. d. e.	15. Hari Raya Mini Topics: a. b. c. d. e.	16. Gold Mini Topics: a. b. c. d. e.

Session 4: Fluency

Two activities in this session are designed to encourage fluency.

Distance Dictation



Distance dictation activity – sometimes called “running dictation” when we play it with children who like to run!



This activity gives opportunity to practice all four skills – reading, speaking, listening and writing. With reading the participant needs to read and remember as many words as possible to go and tell their partner.



Participants choose a partner.



One partner will read and dictate.



The other partner will listen and write. The reading partner can tell them how to spell words, but they must not write it for them.



When all six texts are written, they need to be put into the correct order.



Now partners swap jobs. The reader now becomes the writer.



The new reading partner goes and looks at the charts which contain choices of words to fill the gaps.



This is a race. Nevertheless, participants need to take care to be accurate.

Notes to be read and dictated:

Fried Banana Fritters are one of the most popular snacks in _____ and Singapore. But to be perfect they need to have extremely light, porous, crispy brown _____.

So what is the secret? Maybe there is a secret ingredient that will produce the _____ batter and make it stay _____ for several hours.

Here is the secret. Mix half a cup of self-raising flour, and a quarter of a cup of corn flour, and only one tablespoonful of rice flour with a pinch of _____ and half a teaspoon of _____ powder.

Then you add a hundred and eighty mls of _____ to the flours along with one and a _____ tablespoons of oil to make the batter.

Then you simply cut five or six bananas in half, _____ them into the batter, and deep-fry them in hot _____ for three to four minutes until they are golden brown and crispy.

Finally you should take them out of the hot oil and _____ them on some paper towels. Try it, and see if you _____ make perfect Banana Fritters.

Missing Words:

List 1.

First word:

second word:

Australia

fork

Malaysia

face

Brazil

batter

List 2.

First word:

second word:

perfect

safe

soft

crispy

people

green

List 3.

First word:

second word:

skin

face

paper

rising

salt

baking

List 4.

First word:

second word:

water

ten

cake

half

coffee

one

List 5.

First word:

second word:

throw

water

dip

coffee

wave

oil

List 6.

First word:

second word:

drain

can

wash

sleep

squash

open

Survey Other Participants

Being able to ask and answer questions is vital for conversation and interaction. This activity gives some revision and practice of this important language skill.



Survey Activity



Asking questions in English can become very complicated because of various tenses and other considerations.



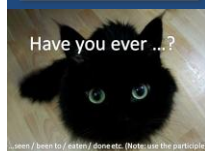
The simplest questions are the ones which require a simple 'yes' or 'no' answer.

The answer to the routine question "Do you ...?" will be "yes, I do" or "no, I don't".

The answer to the question about something at a specific time in the past "Did you ...?" will be "Yes, I did" or "No, I didn't".



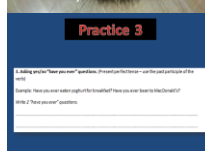
Look at your worksheet and practise writing these types of questions.



The present perfect can be a very confusing tense to use. You can ask a "Have you ever ...?" question, following it with a past participle (this is often irregular in English because of common usage).



The answer to this question is "Yes, I have" or "No, I haven't".



Practise this question type in your worksheet.



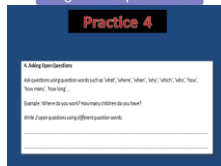
Open questions are more commonly known, starting with "Wh-" words such as what, where, when, why, who, and how.



In a survey, using an open question can result in too many possible answers.



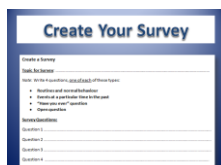
It's a good idea to give multiple choice answers with an open question in a survey.



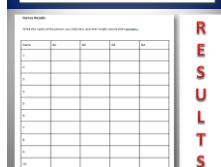
Practise writing open questions on your worksheet.



Choose a topic for your survey. There is a list of suggestions, but feel free to think of another.



Create your survey – make up 4 questions of the types we have discussed.



Ask your questions of other participants, (and answer their questions) and record your answers in the chart.



Write up a short report about your results, and be prepared to report back to the group.

Questions Worksheet:

1. Asking yes/no questions about routines and normal behaviour

Example: Do you eat breakfast at home? Do you like toast?

Write 2 routine yes / no questions

.....

.....

2. Asking yes/no questions about events at a particular time in the past. (The time may be stated or implied)

Example: Did you eat my toast? Did you go to work yesterday?

Write 2 yes / no questions about events in the past.

.....

.....

3. Asking yes/no “have you ever” questions. (Present perfect tense – use the past participle of the verb)

Example: Have you ever eaten yoghurt for breakfast? Have you ever been to MacDonald’s?

Write 2 “have you ever” questions.

.....

.....

4. Asking Open Questions

Ask questions using question words such as ‘what’, ‘where’, ‘when’, ‘why’, ‘which’, ‘who’, ‘how’, ‘how many’, ‘how long’ ...

Example: Where do you work? How many children do you have?

Write 2 open questions using different question words.

.....

.....

Topic

You need to select a topic for your survey.

You can choose *any* topic, but here are some possible ideas or suggestions:

- Food and eating habits
- Transport and travel
- Clothing and fashions
- Family and friends
- Houses, rooms, furniture
- Work and employment
- Education
- The future
- TV and movies
- Reading books and novels
- Favourite music

Create a Survey

Topic for Survey:

Note: Write 4 questions, one of each of these types:

- **Routines and normal behaviour**
- **Events at a particular time in the past**
- **“Have you ever” question**
- **Open question**

Survey Questions:

Question 1

Question 2

Question 3

Question 4

Survey Results

Write the name of the person you interview, and then *briefly* record their answers .

Name	Q1	Q2	Q3	Q4
1				
2				
3				
4				
5				
6				

Report on Survey Findings

My survey was about (topic)

My questions were:

1.

2.

3.

4.

My findings:

.....

.....

.....

.....

.....

.....

Conclusions:

.....

.....

Session 5: Listening

Watching movies is a useful way to practice listening because the speakers will patiently repeat the same section of speech as many times as we choose to keep pressing the button, and there are many visual clues about emotions, context, and meaning.

For this session, members participate in mediated viewing of “Shrek”.

As well as discussions along the way, listening and understanding is assisted by the worksheets below.

Session 5a: Shrek DVD (counter 0:00 to 15:16) P Wickham 2011

Listen carefully for the answers to these questions. We will stop the movie to discuss them.

1. What is an Ogre? _____
2. Name some other Fairy-Tale creatures _____

3. 2:51 What does the angry mob pick up to take with them?

4. 3:43 What kind of fairy-tale Creature will grind your bones to make its bread?

5. What kind of accent does Shrek have? _____
6. 6:09 What kind of accent does Donkey have? _____
7. 10:22 Donkey tells Shrek that he doesn't know what it is like to be considered a _____.
8. 10:39 What does Donkey plan to make in the morning? _____
9. 15:14 Donkey is forbidden to sing. He wants to know if he can _____ or _____ instead.

10. Write down any words that you hear but want to know their meaning.

- a) _____
- b) _____
- c) _____
- d) _____
- e) _____
- f) _____
- g) _____

Session 5b: Shrek DVD (counter 12:10 to 19:05) P Wickham 2011

Listen carefully for the answers to these questions. We will stop the movie to discuss them.

1. 12:10 – 14:52 List the Fairy Stories and Nursery Rhymes in the order that you see the characters:

- a. ___ 3 Blind Mice _____
- b. ___ Snow White & 7 Dwarfs _____
- c. ___ Big Bad Wolf (Little red Riding Hood) _____
- d. _____
- e. _____
- f. _____
- g. _____

2. Write alternative expressions for:

- a. 12:32 "This is **a far cry** from the farm" _____
- b. 12:50 "Dead **broad** off the table" _____
- c. 12:53 "The bed's **taken**" _____
- d. 13:00 "**What?**" (with descending tone and lengthened vowel) _____
- e. 13:25 "**What are you doing** in my swamp?" _____
- f. 13:53 "**What?**" (with raised steady pitch) _____
- g. 19:03 "**The little thing** that happens at night" _____

Session 5a: Shrek DVD (counter 0:00 to 15:16) ANSWERS P Wickham 2011

Listen carefully for the answers to these questions. We will stop the movie to discuss them.

1. What is an Ogre? A large green fairytale creature

2. Name some other fairy Tale creatures dwarf fairy unicorn witch elf Pinocchio

3 Bears 3 Little Pigs Ogre Giant

3. 2:51 What does the angry mob pick up to take with them?

torches pitchforks

4. 3:43 What kind of fairytale Creature will grind your bones to make its bread? giant

5. What kind of accent does Shrek have? Scottish

6. 6:09 What kind of accent does Donkey have? African American

7. 10:22 Donkey tells Shrek that he doesn't know what it is like to be considered a freak.

8. 10:39 What does Donkey plan to make in the morning? waffles

9. 15:14 Donkey is forbidden to sing. He wants to know if he can whistle or hum instead.

10. Write down any words that you hear but want to know their meaning.

a) _____

b) _____

c) _____

d) _____

e) _____

f) _____

g) _____

Session 5b: Shrek DVD (counter 12:10 to 19:05) ANSWERS P Wickham 2011

Listen carefully for the answers to these questions. We will stop the movie to discuss them.

1. 12:10 – 14:52 List the Fairy Stories and Nursery Rhymes in the order that you see the characters:

- a. 3 Blind Mice
- b. Snow White & 7 Dwarfs
- c. Big Bad Wolf (Little red Riding Hood)
- d. witch
- e. The Old Woman Who Lived in a Shoe
- f. The Pied Piper of Hamelin
- g. The Three Bears (+ others)

2. Write alternative expressions for:

- a. 12:32 "This is *a far cry from* the farm" Not as good as
- b. 12:50 "Dead *broad* off the table" woman (not a good term)
- c. 12:53 "The bed's *taken*" occupied/ reserved
- d. 13:00 "*What?*" (with descending tone and lengthened vowel) there's nothing wrong
- e. 13:25 "*What are you doing* in my swamp?" you should not be here
- f. 13:53 "*What?*" (with raised steady pitch) this is wrong

Participant's Evaluation Questionnaire

Name

Date Email

Mark each statement with a *✓* in the appropriate column.

Please feel free to add comments under each statement if you wish.

	Strongly Agree	Agree	Disagree	Strongly Disagree
I enjoyed myself in this workshop. <i>(Comment)</i>				
I learnt something through this workshop. <i>(Comment)</i>				
My English has improved since attending this workshop. <i>(Comment)</i>				
I will apply something from this workshop in my teaching. <i>(Comment)</i>				
I would like to attend another workshop like this one. <i>(Comment)</i>				
I would like to know more about ...				
Any other comments?				