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Teachers talking shop

Say "Hello!" to the world

Poems of the conference

Post-conference events

Multiple intelligences in the classroom

Beauty and the beast

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Dear members,

teachers' favourite season is here :)

We're happy to announce our next, 25th!, conference! You can read more about it on our Facebook and web pages. We'll keep you updated about the speakers and everything else. We also have a new web page: <http://iatefl2.splet.arnes.si/>.

As you can see in this issue of our IN we spent two great Saturdays together with our members - one gave us some great ideas to use in the classroom and the second one was active in a fun way - we went to Escape Room in Ljubljana and had great time!

If you have any ideas, opinions or any other thoughts, please contact us so we can grow and share our ideas.

Let the summer be as long and fun as you want it to be!



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Zgodnje poučevanje tujega jezika v vrtcu in projekt "Say "Hello!" to the world"

Neža Božič

Zgodnje poučevanje jezika predstavlja zame vseskozi velik izziv. Na začetku mi je prineslo nemir in strah – kar naenkrat se je vame naselil občutek, da po več kot desetih letih poučevanja angleščine v razredu ne vem, kako naj se tega lotim in stvari izpeljem. Porajalo se mi je veliko vprašanj. Sledilo je brskanje po literaturi in svetovnem spletu, izobraževanje, učenje na lastnih izkušnjah. Zgodnje poučevanje naj bo zabavno, igrivo, v gibanju, čustveno obarvano, veččutno, izkustveno, s poskusi in napakami, z imitacijo, spontano, nezavedno... Strah in nemir sta postala velik izziv, za katerega sem danes hvaležna. Je izziv, ki mi omogoča veliko ustvarjalnosti, mi odpira nove ideje, je izziv, ki me notranje bogati in mi omogoča, da skupaj s svojimi učenci rastem.

V letošnjem šolskem letu sem dobila priložnost zgodnje poučevanje angleščine v vrtcu povezati s projektom *Say hello to the world*. Zame predstavlja projekt *Say hello to the world* osmišljenje ciljev zgodnjega poučevanja tujega jezika v povezavi s kurikulumom vrtca. Je projekt, ki omogoča konkretno uporabo jezika z namenom komunicirati. Otroci pridobijo neprecenljivo izkušnjo, ki jih uči, zakaj pravzaprav potrebujemo tuj jezik.

Hitro lahko ugotovimo, da se tako cilji dokumenta SEJO (Skupni evropski jezikovni okvir), kot cilji zgodnjega poučevanja tujega jezika, cilji kurikulumuma vrtca in projekta *Say hello to the world* med seboj povezujejo, prepletajo, dopolnjujejo. Skupni evropski jezikovni okvir pravi, da je potrebno varovati in razvijati **bogato dediščino raznolikih jezikov in kultur v Evropi** ter da naj ne bo raznolikost ovira pri sporazumevanju, temveč vir medsebojnega bogatenja in razumevanja. Z **boljšim znanjem sodobnih evropskih jezikov bo omogočeno** lažje sporazumevanje med Evropejci, katerih materni jeziki so različni, da bi tako spodbujali evropsko mobilnost, medsebojno razumevanje in sodelovanje ter odpravili predsodke in diskriminacijo (SEJO, 2011). S tem so usklajeni splošni cilji učnega načrta zgodnjega poučevanja tujega jezika, ki po-

udarjajo **senzibilizacijo** za tuje jezike, spoznavanje **kulturne različnosti in stikov** med kulturami, razvijanje učencevih sprejemniških, tvorbnih in interaktivnih spretnosti/zmožnosti (Učni načrt za tuji jezik, 2013). K temu dodajmo le nekatere izmed številnih ciljev projekta *Say hello to the world*, kjer otroci ob spoznavanju ožjega in širšega družbenega, naravnega in kulturnega okolja ter **spoznavanju medkulturnih in drugih razlik**, rešujejo probleme nestrpnosti, premagujejo stereotipe, predsodke; kjer imajo možnost seznanjanja z **raznimi kulturami in tradicijami**; razvijejo svojo **kreativnost, ustvarjalnost**, uporabljajo pridobljena znanja na področju igre, gibanja, ustvarjanja; kjer je cilj **učenje tujih besed oziroma jezika**. Vse te cilje vpletamo v cilje **kurikuluma vrtca** in sicer na področju **gibanja** (npr. uvajanje otrok v igre, kjer je potrebno upoštevati pravila; spoznavanje in usvajanje različnih elementarnih gibalnih iger), **jezika** (npr. zavedanje obstoja lastnega in drugih jezikov ter lastne in drugih kultur; spodbujanje ustvarjalnosti in neverbalnih komunikacijskih spretnosti), **umetnosti** (npr. spoznavanje, raziskovanje in eksperimentiranje z umetniškimi sredstvi - telesom, glasom, materiali, predmeti, instrumenti, tehnikami in tehnologijami), **družbe** (npr. pridobiva konkretne izkušnje za sprejemanje drugačnosti), **narave** (npr. spoznava sebe, svoje telo, dojema telesna podobnosti in razlike med ljudmi ter enakovednost vseh), **matematike** (npr. rabi imena za števila, rabi simbole, klasificira in razvršča) in še kje (Kurikulum za vrtce, 1999)

V našem vrtcu v projekt *Say hello to the world* vstopa več mentoric in da bi cilje dosegli, je pri tem potrebno skupno sprotno načrtovanje. Vzgojiteljici in jaz, učiteljica angleščine, se redno sestajamo in dogovarjamo o dejavnostih v določenem obdobju, iščemo področja, kjer je največ možnosti za vključevanje angleščine, določimo, katere cilje kurikulumuma za vrtec pokrijemo pri angleščini, kaj potrebujemo za izvajanje dejavnosti in kdo pripravi material ter okviren potek dneva in ure angleščine. Trudimo se, da se dejavnosti pri angleščini prepletajo z ostalimi dejavnostmi, ki se tistega dne dogajajo v vrtcu.



Prehod na angleščino se vedno začne z rutino – najprej pozdravom v angleščini in nato dejavnostjo, ki jo imenujemo **Music Box**. Pri tem se otroci postavijo v krog in si ob izštevanki podajajo škatlo, v kateri imamo piktogramе z vsemi pesmicami, ki so jih otroci spoznali pri angleščini. Otrok, pri katerem se izštevanka zaključi, potrese škatlico, jo odpre in ven vzame listek s piktogramom. Nato vsi skupaj tisto pesmico zapojemo. Aktivnost s škatlico ponovimo tolikokrat, da zapojemo vse pesmice, ki so v škatli. V uvodni del pogosto vključim tudi **ritmične vaje** s ploskanjem, tapkanjem, tleskanjem s prsti, topotanjem z nogami. Tudi vmes, ko motivacija otrokom pade, z ritmičnimi vajami hitro spet pridobim njihovo pozornost. Otroci imajo zelo radi ritmično vajo, kjer enkrat udarimo z dlanmi po koljenih, enkrat ploskujemo in po enkrat tlesknemo s prsti najprej desne in nato še leve roke. To ponovimo štirikrat, s tem da četrtič tlesknemo s prsti obeh rok hkrati. Ritmično vajo pospremimo z besedami »*We can do it, we can do it, we can do it, yes, we can!*«

Sledi prehod na tematsko obarvane dejavnosti. Za motivacijo uporabim škatlo presenečenja, igre, zgodbico, skratka nekaj, kar otroke samo po sebi napelje na razmišljanje o obravnavani tematiki. V osrednjem delu uporabim veliko različnih, kratkih aktivnosti, ki ustrezajo različnim tipom učencev – vizualnim, avditivnim in kinestetičnim, pri katerih učenci opazujejo, poslušajo in gibajo.

Pri temi **To sem jaz**, so otroci z vzgojiteljicama spoznavali svoje telesne značilnosti, izdelali svoj portret, primerjali višino. Pri angleščini smo to temo povezali z barvami, zato so se otroci opazovali v ogledalu, izdelali svoj obraz, se nato primerjali med seboj, tvorili skupine po barvi las in oči ter izdelali **stolpčni prikaz** glede na barvo las in oči. Ob tem so v angleščini spoznavali besede za barve in dele telesa.



Kakšne barve las in oči imamo – stolpčni prikaz
(Foto: Vrtec Radeče)

Igrali so njim zelo ljubo **igro z muholovci**, pri kateri slike barv (ali katerekoli druge) razmestimo na mizo ali tla, vsak otrok ima v roki muholovec in ko povem določeno besedo, se otroci trudijo čim hitreje udariti na tisto sliko. Igro lahko igramo na izpadanje.



Igra z muholovci (Foto: Vrtec Radeče)

Otroci zelo radi tudi preizkušajo barve, zato jim je zelo všeč aktivnost **Colour machine**. Takrat se igramo s strojem za mešanje barv, kjer najprej ugotavljamo, katere barve bomo mešali. Pripravili smo lončke, barvaste škrobne čepke (lahko tudi tempera barve in podobno), vodo in palčke za mešanje. Preden smo barve mešali, so otroci predvideli in napovedali, kakšno bravo pričakujejo po mešanju. Nato smo primerjali rezultate mešanja z njihovimi napovedmi.

Za spodbujanje veččutnega učenja so učenci barve tudi **vojnali**. Pripravila sem različne tekočine v neprozornih plastenkah in učenci so preko vonja ugotavljali, kakšne barve je vsebina v plastenkah (npr. mleko – bela, pomarančni sok – rumena, češnjev sok – rdeča, mentolova ustna voda – zelena in podobno). Tudi pri tej aktivnosti, so najprej barve ugibali in potem primerjali svoje napovedi z rezultati.

Pri spoznavanju sebe smo se s pomočjo pesmice **If you're happy** dotaknili tudi počutij. Otroci so spoznali izraze *happy, angry, scared, sleepy*, ki sem jih prikazala na papirnatih lutkah. Izraze smo uporabili pri utrjevanju dialoga *What's your name? My name is...*, kjer je otrok izžrebal papirnato lutko in je nato v takem razpoloženju vprašal drugega otroka po imenu. Lutke z razpoloženji smo uporabili v času božiča tudi za igro **Who took the cookie?** Pri igri uporabim kratko zgodbo, v kateri je mama spekla piškote, vendar so trije piškoti izginili. Tri piškote, narisane na listkih, skrijemo v tri kinder jajčka in jih premešamo med prazna kinder jajčka. Otroci sedijo na tleh v krogu, vsak izžreba eno jajčko in jo skrrije za hrbet.



Začne se iskanje izgubljenih piškotov ob izštevanki.

Vprašamo:

Who took the cookie from the cookie jar? (Ime otroka) took the cookie from the cookie jar.

Otrok, ki smo ga poklicali vpraša: *Who me?*

Odgovorimo: *Yes, you.*

Otrok odpre in pogleda v kinder jajčko. Če nima piškota odgovori: *Not me.*

Vsi vprašamo: *Then who?*

Otrok imenuje naslednjega, za katerega misli, da ima piškotek. Ta otrok tudi pokaže na papirnato lutko in nam s tem sporoči, v kakšnem razpoloženju povemo izštevanko (veselo, jezno, prestrašeno, zaspano). Igra traja toliko časa, dokler ne najdemo vseh treh piškotov.

Pri temi Jaz in moja družina so otroci z vzgojiteljicama govorili o svojih družinah, obiskovali so jih njihovi družinski člani, spoznavali so njihove poklice in še marsikaj drugega. Pri angleščini smo se v okviru te teme podali v **raziskovanje pravljič**. Z vzgojiteljicami so otroci pravljič prebirali, pri angleščini pa smo v njih iskali družinske člane. Lotili smo se tako klasičnih (npr. Janko in Metka, Trije prašički, Zlatolaska in trije medvedki) kot tudi modernih pravljič (Franček, Mišek Tip, Pujsa Pepa). Pri tej aktivnosti sem prinesla slike družinskih članov, otroci so izbirali med slikami in k vsaki pravljič postavili tiste slike družinskih članov, ki v njih nastopajo. Poleg tega, da so otroci spoznavali besedišče v angleščini, ga zelo velikokrat slišali in tudi sami uporabili, so spoznavali, da so družine raznolike in da štejejo različno število družinskih članov. Pri poučevanju angleščine je dobro, da se k naučenim temam vračamo in ustvarjamo tako imenovane jezikovne zanke. S tem namenom sem temo družina povezala z barvami. Skupaj z otroki smo se določili barvo za vsakega družinskega člana, izdelali legendo in nato še svoje **družinske hišice**. Vsak otrok je svojo družinsko hišico

predstavil drugim, otroci so jih primerjali, preštevali družinske člane.

Teme Jaz in moj vrtec smo se lotili z vidika, da kot zunanja sodelavka vrtca dobro ne poznam in so mi ga otroci **predstavili**. Pripravila sem slike z različnimi prostori in vsak otrok je dobil zadolžitev – nekateri so dobili sliko prostora in celo skupino popeljali do tam, drugi so v tabeli označili s pikami, koliko takšnih prostorov smo našli, tretji so prešteli pike in zapisovali števila. Načrtovala sem, da bodo otroci vrtec spoznavali skozi **različna čutila**. Ob ogledu vrtca in tudi njihove igralnice smo zajeli vidni kanal. Pri raziskovanju igralnice so otroci dobili slike različnih predmetov in jih iskali po igralnici. Preštevali smo okna, vrata, mize, stole in ostalo pohištvo ter v lončke dajali toliko kroglic, kolikor predmetov smo našli. Pri slušnem kanalu smo ob zaprtih očeh poslušali zvoke, ki jih slišimo v vrtcu in ob tem skupaj ustvarjali pesmico z zvoki, kjer so otroci povedali, kako slišijo posamezne zvoke (npr. *The chair in the room goes bum, bum, bum...*). Pri nadaljnjem spoznavanju vrtca bomo ugotavljali, kaj vse lahko vonjamo, okušamo in tipamo v vrtcu.

Pri vseh dejavnostih, ki jih izvajam, uporabljam angleščino, kar pomeni, da skrbno načrtujem tudi jezik, ki ga pri poučevanju uporabljam. Govor je podprt z mimiko, gestami, slikovnim gradivom, tako da otroci lahko sledijo in razvijajo razumevanje. Z različnimi dejavnostmi jih silim k uporabi angleščine, saj postavljam jezik v vlogo sredstva, s katerim dosežejo cilj ali izražajo namen.

Otroci so angleščino sprejeli zelo pozitivno, radi sodelujejo v različnih aktivnostih in se preizkušajo v uporabi tujega jezika. Mislim, da smo na pravi poti uresničevanja zastavljenih ciljev in da bomo z iskanjem vedno novih poti razvijali ustvarjalnost, dobre medsebojne odnose, strpnost, predvsem pa ljubezen do tujih jezikov.



Določanje barv družinskim članom
(Foto: Vrtec Radeče)



Izdelava družinskih hišic
(Foto: Vrtec Radeče)

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Post-conference event, 13th May 2017

Am I crazy enough to attend the post-conference event on a beautiful Saturday? After a week of hard work, after a week of speaking and writing tests with my pupils? Am I eager enough to give a presentation too?

Obviously I am!

So, on 13th of May, a few of the teachers gathered. After starting the post-conference event with butterflies in my stomach, too afraid to give another presentation to my fellow colleagues, I was sure that by mid-afternoon there would be no-one there to listen to me anymore.

But the boutique-like audience surprised me. We were one big family, supportive, open to new ideas, creative and humorous. I soon turned into a pupil, absorbing the dynamics of her classmates, focusing on the positive outcome of learning, and, most of all, I became aware of my mistakes

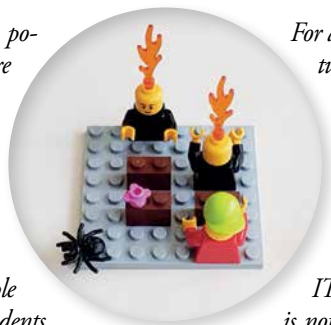
and started learning anew. The butterflies started to fly away!

And when was I most absorbed in my learning? All the topics were great, but I felt that the workshop focusing on descriptions of calendar pictures was the most interesting. The interaction among us participants was funny and it was great. What is more, we were listening to one another and, eventually, we created one whole, fun story. Just the way I wish it to be in the classroom with my pupils.

When I look back on that beautiful Saturday, it was certainly the networking with my colleagues that made my day, and I am so grateful to LATEFL for the experience.

Katja Leban

What would you think had happened at the LATEFL post-conference event in Ljubljana on 13 May if you were shown the pictures above and were told these were creations by the participants? The teachers who participated went crazy? Perhaps... But it was the good kind of crazy, the kind called creativity, the kind called vivid imagination. As Albert Einstein (supposedly!) said, "Logic will get you from A to B; Imagination will take you everywhere." And aren't teachers just the sort of people who want to be taken everywhere and then take their students everywhere?



For all you seekers of spirituality, who knew that English Matura poems were rich with life lessons? It turns out teacher-turned-life-coach Helena Miklavčič Jakovac did and she was happy to share her learnings.

"No technology, no problem," said Barbara Dvornik. Well, that's a pretty far-fetched statement, I thought to myself, being the kind of teacher who is heavily reliant on IT tools and may as well head off home when the computer is not working in class! But (you guessed it) the story has a happy ending: after turning into a curator in a makeshift art gallery, then into a tour operator selling package holidays to Toronto to fellow teachers (if this doesn't make any sense, I guess you just had to be there!), I was ready to rethink my (ab)use of information technology in class.

Andreja Hazabent almost made me weep as I reunited with Lego bricks (my toy of choice back when I was a child) after many years. Others seemed to share the excitement and, voilà, the inner child was wide awake. The fire we decided to put on the figurines' heads does not suggest anger or burnout, but is instead a benign fire, a symbol of a burning passion, creative ideas happening in teachers' minds.

What steamy messages would Romeo and Juliet send each other on WhatsApp? How would you convince a vampire to spare your life if it were to bite you? Were you taught how to swim by a fish? Random questions? Not really! Thom Jones beautifully managed to make sense out of everything (while playing some really cool music in the background!).

Vera Stoilov Spasova invited us to channel our inner kamishibai performer. And you'd never guess what happened next! Well, maybe you would, as this was just the title of one of the kamishibai projects we managed to create in groups in only half an hour.

For some more male energy at the event, there was Milan Mandeljc talking about global warming. Well, sort of: Frost was defrosted. The American poet, that is!



Meanwhile Katja Leban showed us how it is all about the 3 H's with teachers: Head, Heart, Hands. She presented a bib she uses in teaching young learners phonics. Rumour has it they are selling like hotcakes on eBay.

To sum it all up, Sandra Vida and Dragana Stegić reminded us why it's great to be a curious English teacher, always willing to learn, and why it's good to network and stay connected.

So, dear LATEFL community, stay curious, stay connected! And see you at the next event!

Danijela Manoilov



Teachers talking shop: stories shared over coffee and cake

Uwe Pohl & Anna Szegedy-Maszák

It all begins with a story

Telling stories is fundamental to what makes us human and so a universal feature of all known cultures. Perhaps this is because telling and listening to stories touches something very deep in the human psyche: it is a form of being. At the same time, such sharing is also a profoundly interpersonal act and part of "the social cement which creates group cohesion" (Thomas, 1993:3).

In the course of human history the need to tell and hear stories has not changed, only the forms and contexts in which personal narratives are shared have become much more diverse. We now experience story-telling in daily conversations with family, friends and colleagues or the media in a wide array of forms - diaries, anecdotes, jokes, news stories, autobiographies or blog posts. As Atkinson (1998:22) writes, "all human beings have a story, even many stories, to tell about the life they are living. Everything that happens, happens in story form."

So what do **teachers** talk about when they talk to their peers, family members and friends? What stories of their everyday experience, their values, aspirations, disappointments, conflicts and collaborations are there waiting to be told? There are a few great online initiatives, such as *MindShift Stories Teachers Share*, for example, <https://www2.kqed.org/mindshift/category/stories-teachers-share/> with a wide selection of podcasts created by and for teachers. But where, in **real** time, do teachers find the space and a climate in which they would want to tell stories and be listened to?

These questions were central to two sessions run at recent IATEFL-Hungary events run by members of the Mentor SIG: the 26th conference in Kaposvár 2016 and the Winter Warmer Conference in February 2017. We see great potential in letting teachers share professional stories in a relaxed and enjoyable setting. So in this article we will be telling the story of these two events.

The CoffeeWorkShops

Are you being served?

Stepping into our workshop at Radnóti or in Kaposvár you might have confused the conference room with the lounge of

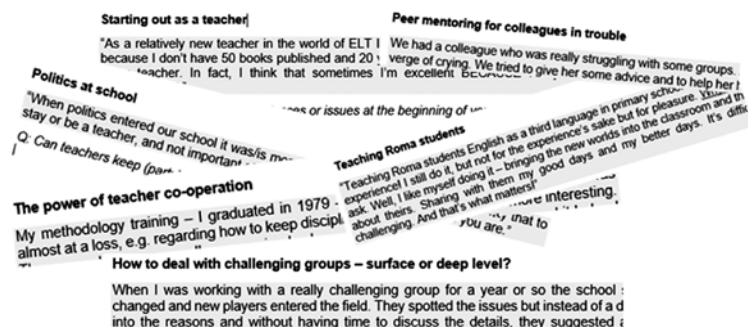
the conference. Appetizing home-made pastries were on the table, water for tea and coffee was boiling in the kettle, tables were arranged as if in a cafe, and waiters/waitresses (Judit Révész, Uwe Pohl, Ágota Pálmai) in neat aprons were going around asking whether you'd take sugar, lemon or milk in your tea.



The idea for doing our workshop in coffee-house style goes back to the world-café method <http://www.theworldcafe.com/key-concepts-resources/world-cafe-method/>. Conferences are tiring affairs and teachers, like most people, enjoy moments of rest and being 'pampered' a little. We wanted to invite participants in coffee-house style to talk about things that matter to them and to share their own stories of life and work. But good talk hardly ever just happens. It usually needs the right kind of 'trigger' and requires at least a minimum of structure to develop and be inclusive. This is why the workshop organisers decided on a mix of trigger stories and facilitated group discussion.

Trigger stories

Participants were first asked to read a number of very short stories posted along the wall and to decide which they would like to discuss. All of the trigger stories were related to te-





aching or wider issues of education and each had been given a simple heading. At the same time they were the often very personal stories, offered by the organisers of the workshop or – in the case of the second event at Radnóti – new additions written by participants at the previous conference in Kaposvár. Here a few examples of story themes:

The discussion

After a vote on which three (Radnóti) or four (Kaposvár) stories were to be discussed, each table was assigned a story and a workshop organiser acting as facilitator. Then participants formed discussion groups according to the topics they chose. The discussion started with the facilitator reading the trigger story aloud to jog everyone's memory. Each story ended with a problem question which invited participants to relate the story to their own experience and to suggest ideas for addressing the issue(s). The facilitators were not directing the conversations; their role was rather to make sure everyone became part of the conversation. One round of discussions (three rounds in all) lasted for no more than ten minutes, after which participants were allowed to choose whether to join a new group or stay with a topic.

Tangible outcomes

The format of the café style created a relaxed atmosphere and encouraged participants to play around with ideas. But the facilitators kept track of the discussion and jotted down the main ideas raised. At the same time the roundtable format added to the sense of shared focus and collaboration. Given the diverse background of the participants (novice teachers, teacher trainers, language school teachers, etc.), the stories were approached from different angles, which resulted in equally varied interpretations and, ultimately, a range of very specific suggestions for addressing the underlying issue(s).

An example case story: *Culture and communication problems in the Hungarian classroom*

One of the topics which was discussed in the Kaposvár 'café' concerned the challenges arising from teaching non-Hungarian speaking students together with Hungarian speakers in state schools. Here is the story:

I teach in a bilingual school where there are more and more foreign students who do not speak any Hungarian. Some of them speak English well or at least well enough for us to be able to communicate with them. There are others - mostly Asian students - who only understand English and express themselves in English at a very basic level, but do not communicate at all during the lessons. They do not show any emotions, there is no body language, sometimes we do not even know whether they understand what we are talking about because they do not look at us, they do not work during the lessons and do not react to us at all. And then there are some who do not speak any Hungarian or English. These students are completely isolated in the school, completely lost. To be honest, as teachers, we feel lost as well.

Questions: How could we help these students? How should we communicate with them? How should we teach them in a mixed group of 20?

The issues which were pinpointed by the discussion group included motivation problems and the considerable differences among students as regards their cultural, linguistic and educational backgrounds. The teachers also came up with were down-to-earth suggestions, especially given the limited time to delve into such a complex and, for most Hungarian school teachers, still unfamiliar topic. By way of illustration, here are a few of their ideas:

- setting up a peer-system (Hungarian students looking after their non-Hungarian peers)
- allowing students to introduce their own culture or make it into a project for Hungarians
- involving the parents
- actively finding what the 'common language', e.g. talents of students are
- handing them so-called 'emotion cards' to help them to express their sentiments
- assigning a counsellor to each student, creating a 'preparatory course' which would include and intercultural programme and last, but not least
- encouraging the teacher to learn about the culture of the student

A story of my own

After the three rounds of discussions, each participant was handed a coloured template on which to write a story of their own, if they wished. Not everybody did but each workshop yielded at least four to eight new stories. Some were inspiring success stories, others unresolved issues, with some ending with a question to the reader. Interestingly, the stories participants wrote there and then did not relate strictly to the methodology of English language teaching, but reflect broader educational issues and concerns, e.g.



- issues concerning the teacher as a member of a school staff, the relationship with colleagues, peers and supervisors, the teacher as subject to teaching conditions within the institution
- difficulties and success stories of adapting to a specific group of students, be it special needs students, students of different cultures, levels of English, or communicative styles
- questions related to the imparting of knowledge that goes beyond language teaching, e.g. educating students to become critical thinkers and citizens



The benefits of a world café format

There are a number of benefits to this way of running a workshop. Here we'd like to highlight those that we see as contributing directly to EFL teachers' well-being and professional development.

Emotional release

Teaching is an intellectual activity, for sure, but it also requires a great deal of emotional energy. Classroom teaching is about making split-second decisions continuously, decisions which often are not clear-cut, sometimes involving moral dilemmas. Disclosing and verbalising experiences and worries in a non-threatening setting helps teachers to process those often stressful experiences.

Language development for teachers

EFL teachers have relatively few opportunities to use English with other proficient speakers, i.e. to 'talk shop' in the language they teach. This type of workshop created a forum in which the teachers got to think, talk and write in English about professional matters in the company of sympathetic and interested peers.

Professional feedback

It is perhaps safe to say that some EFL teachers do not feel the complexity of their work is appreciated enough. Positive feedback from students, parents or employers is, of course, important. But, in our experience, recognition expressed by teaching peers carries a special weight. For one, feedback from another teacher is professional, as opposed to that given by a parent or a student. What is more, appreciative feedback given by a colleague from a different school, institution or even country – without any vested interest in the discussion – might be felt to be more impartial and therefore accepted.

Validating practical knowledge

In our small café setting, discussing the teachers' case studies encouraged and aided participants in articulating their own, often tacit, knowledge based on personal experience. When this happens – and in our experience it doesn't happen very often – such teacher knowledge can become a valuable shared resource (Pohl/Révész 2014:123-124). For this reason, the aim of each discussion was to arrive collaboratively at a shared understanding of a problem and ways of addressing it. The scope of ideas

and suggestions that were generated at the two workshops in the span of just one hour showed how insightfully and creatively a group of teachers can deal with their own concerns. For this reason, the 'servers' role taken by the teacher trainers who had been involved in the design of the workshops was very fitting.

How about organizing a cafe in your school?

In this article we have given an account of a 'workshop with a difference', organised at two recent IATEFL Hungary conferences. But we also see some additional advantages if teachers organise a café-type workshop in their schools. Familiarity with the specific context and participants might help to shed light on issues and dig deeper when it comes to, for example, individual students, specific groups, the curriculum or parents. Examining an issue from various perspectives with first-hand experience and in a shared context is likely to lead to enhanced understanding. Most of what will be talked about is likely to be personal in nature. We believe the café workshop setting will add a lighter note to such an event, making it a *team-building* event, not run by outsiders but by members of the school team. For more creative ideas on how to organise professional conversation with minimal means you might want to check out Theodore Zeldin's *Oxford Muse*, which features *Conversation Meals* with a menu like a restaurant menu, i.e. starters, main course and dessert but instead of descriptions of food dishes, each heading contains topics to talk about. <https://www.oxfordmuse.com/>

Whatever the ultimate format, our conference workshops have shown how teachers can find the solutions to their own problems if given some time, space and a bit of pampering. Be it a cafe organized for teachers of various institutions or a cafe organized for and by colleagues of the same school, the main purpose is for teachers to share stories and enjoy the experience. So, bring on the tea, coffee and the pastries, and let's talk shop!

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Poems of IATEFL Slovenia conference

Jury:

- Lynda Steyne
- Jen Macarthur
- Lea Sobočan

Results of the competition

- 0305 (winner)
- Raca
- Ladybird

1.

TO BE A TEACHER

*To be or not to be a teacher
people sometimes come and ask
although I feel to be a preacher
for me has never been »hard« task.*

*I like my job, I like my work,
I like my students' sleepy faces,
for some of them I am a jerk
but of regret – there are no traces...*

*Sometimes it's not easy to explain
why English has so many tenses,
but as long as I can break some fences
I know my work is not in vain...*

*Last time a young man said hello
and told I taught him long time ago....
A baby slept in his hands' nest and he whispered
– »she was my teacher – and the best....*

Mojca Božnik

2.

I TEACH, I LEARN I LEARN, I TEACH

*What did I at this conference learn:
It's not about how much you earn,
It's not what teachers make.
Don't be afraid to make a mistake,
And don't forget to sometimes take a break.*

*Playing with LEGO is always fun,
For teaching phonics use the word »sun«.
From mobile apps as a means to an end
To mobile assisted language use – that's the trend.*

*If you want to have great figure,
Irish dancing will make your muscles bigger.
Speaking of size : from pictures to props,
With YL everything should be as big as triceratops.*

*And when the technology decides to misbehave,
Put on your pretty face and just smile and wave.*

Vesna Gros

3.

The Bait Not Swallowed (A TRIBUTE TO FROST)

*I had two options on that day:
To lose it on to keep my cool.
To do both there seemed to be no way
And I couldn't simply go away.*

*That's why I stopped to weigh my steps
Practicing what could happen next.
Exploding will release my stress,
But staying calm will disturb us less.*

*As col as a cucumber, I went on,
Feeling that somehow I had won.
We wasted no time, the lesson was done,
All goals were achieved, we even had fun.*

*Thinking about it during the break,
There was no doubt and no regret.
I chose reason over instinctive rage
And that made all the difference.*

Helena Miklavčič

4.

The Dark Is What Keeps Me Alive

*Dark is the maze I am wandering
Plague defiles its roots so deep
Where do I go? To the old or unknown?
There's no map to read*

*Old is laid to waste
New should fix the taste
Savour every drop you suck
Venerate new gold
If you want to have some luck*

*Choose the path which will have fulfilled you
Even though it hurts at first
Plunge to your life, to your freedom
And embrace, brace*

*Dark, the dark is what keeps me alive
Power from the black
Dark, the dark is what has the surprise
All emotions touched
Enter the void*

Luka Lavrin

5.

There Once Was A Conference

*There once was a conference in March,
Where teachers were taught to recharge.
But instead it transpired,
That truly desired,
Were facials and spas by and large.*

Barbara Urh in Alenka Jana Jančar

6.

IATEFL

*Inspiring
Actively-involved
Top-notch speakers
Enthusiastic
Forward-looking
Leaving with a feeling of great satisfaction*

Martina Kobal

7.

I TEACH THEREFORE I AM

I guess you don't know me

*Teacher, this is who I am
Endless preparations
Active all the time
Caring for students
Hopeful to the end*

*Tired but not bored
Happy at the end of the day
Energetic and lively
Romantic believer
Extreme reliever
Focused on the lessons
Open to students' ideas
Ready to listen
Eager to learn new stuff*

*Interested in new topics
Am I stupid or what
Might be, but I like it*

Jolanda Obronek

8.

TEACH?!

*When I was a naive school boy
I asked my mother and father
what all the teachers are for.*

*Are they important? Are they »for real«?
Are they someone I should ignore?*

*My mother and father were thrilled to report
that – in the world – there are teachers of all sort.
Some might be laid back, some might be tense
but they're the lot that should be adored!*

*After sitting in schools for a decade and more
...observing...constantly learning...accepting them all,
I grew up and had to make a life-changing choice.*

*What to do? Who should I become?
There was only one person who knew –
and it wasn't my mum.*

*Having my experience, values and wishes in mind
Becoming A TEACHER did not spring as a surprise.*

*So, now – again after a decade and more,
there is merely one thing that I can ensure –
Being a teacher is priceless indeed.*

*I teach but I also learn as I teach...
I work but I also have fun as I work...*

*DON'T get me wrong – it's not all fun and games.
Oh, but...it's incredible...it's remarkable - it's IT!*

*I teach because that is what really makes a difference.
I teach because I want the future to be bright and ours.*

*I TEACH... and I hope I'm learning
enough to teach as I should be teaching.*

Tjaša Lemut Novak

9.

Says who? I do!

*Cosy as it is
year after year,
looking fo friends
without any fear.
Eye contact making
all day round,
sweet smiling
without any sound.*

*I'm finally here
prepared to learn,
how to relax myself
'cause it's my turn.
Setting an example
to be proud and fair,
I hope you all
Enjoy, share & care.*

Lidija Branilović

10.



*When there's IATEFL there's always sun,
Why, oh, why when inside there's much more fun.
But torn apart you should not be,
Behave like a teacher, be a bee.*

Mojca Fink



11.

An ode to a conference

*English teacher have so much fun,
Oh thanks God I'm not a nun!*

*At the conference we share knowledge,
So our lesson plans are always flawless.*

*Thank you IATEFL team,
This event wae really supreme!*

Anja Colja

13.

A TEACHER BEFORE SLEEP

*Being a teacher is my profession,
it's a calling, not obsession.*

*I need a break or two a year
and occasional enthusiastic cheer
by students and their parents alike,
and I don't want to pick a fight.*

*It's true, along my teaching route
I learn a lot,
it's not for good
in every spot
I see that knowledge boundless lies,
to get obtained by me it cries,
and all for the betterment of you, my kids,
it's night now – time to close my eyelids.*

Tadej Braček

12.

I TEACH, THEREFORE I LEARN

*Inside and outside together we create
And pass on our milestone at knowledge
Teach is what we do, and damn we do it well mate
Endless is our imagination already at college
For, together we all are great future makers
Long, kind, amazing – just like cookie bakers!*
LONG LIVE THE IATEFL!

Nina Gorkič

14.

IATEFL PARADISE

*What the hack? I can't go back?
No way, I say, I'm going my way!*

*Look at me, set yourself free!
Go with the flow,
There is nothing you don't know.*

*'Cause i'm a teacher,
not a preacher,*

*I'm standing up with shining eyes,
let's all join hands in IATEFL paradise.*

Jolanda Obronek

15.

IATEFL POEM

*Teaching is like juggling 10 pies in space
It tastes like warm marshmallow on a cold night
It smells like pencil shavings in a coffee pot
It sound like rockets launching into unknown
It makes me feel joyful!*

Katarina Ule

16.

A CONFERENCE TO INSPIRE

*Like oil-lamps in the night
We burn with fire.
To teach is our aim,
To commit to knowledge, to inspire!
But what with all the stress,
Can we unwind, recharge, rewire?
There is a yearly chance for us,
It isn't dire,
There ia s place, a gathering
We all admire,
That makes us realize
No matter where or how we turn,
We teach, therefore we learn.*

Aleksandar Tonic

17.

I TEACH THEREFORE I LEARN

*It's difficult to rhyme
but not if you have time,
so listen to my story
you won't be sorry.*

*Once there was a little girl
in a big, big world,
she was as gentle as a pearl,
her imagination flying like a bird.
From the very beginning
English words had her spinning,
entertaining and explaining
all the learning puzzles remaining.*

*To be honest and to be true,
to forget all the times she was blue,
English was her shield,
where teaching was cunningly concealed.*

*So she was learning and midnight oil burning
so many pages turning and turning,
until with a blink of an eye
teaching was the chioce she had to justify.
She was testing and assessing,*

*With her nails in the desk often scratching,
but her heart was reaching
so many heights with the kids teaching.*

*Sometimes easy and sometimes hard,
in the classroom or running around the yard,
with quizzes and bruises, tests and tears,
with lots of fun the kids would overcome the fears.*

*She was proud and she was strong,
preparing them for life while she sang,
teaching them to fight te wrong,
be creative and change te world with a bang.*

*And now there's little Ena,
whose teacher is Jelena, and she says:
»When I grow up I want to be a teacher,
not just any creature, but an English teacher.«*

*We teach therefore we learn
and make so many worlds turn,
getting richer and richer
with every smiley face we feature.*

Jelena Spasić



MULTIPLE INTELLIGENCES IN THE CLASSROOM

By Janja Uhernik, Primary school Pobočje

In this article I am going to talk about multiple intelligences, an important subject for our profession because children learn in many different ways and as teachers we can make their learning easier by adapting our approaches in teaching.

















The theory of multiple intelligences was first developed by Dr Howard Gardner. He argued that intelligence testing based on IQ was too limited and proposed that each person has seven different intelligences that work together with different strengths (Maretič Požarnik, B., pp. 146–147). The seven intelligences according to Dr Gardner are linguistic, logical/mathematical, visual/spatial, musical, bodily/kinaesthetic, interpersonal and intrapersonal.

Children who have well developed linguistic intelligence tend to enjoy word games, storytelling and reading; those that are particularly good in the logical/mathematical aspect enjoy number games; those that are visual/spatial enjoy art (drawing, painting and sculpting) and creating visual patterns

and thus need visual stimulation; those who are musically intelligent like to sing along to and clap to the rhythm of music; bodily/kinaesthetic types learn best by moving and through touching and feeling and tend to enjoy role-playing and dancing, so teachers should involve such children in dancing, acting or sports activities; interpersonal children like to be social and enjoy group work; while intrapersonal children are self-motivated and prefer doing solitary activities (*adapted from <http://www.udel.edu/bateman/acei/multint9.htm>*). Therefore we as teachers should include all these intelligences into the teaching process and help our students develop them.

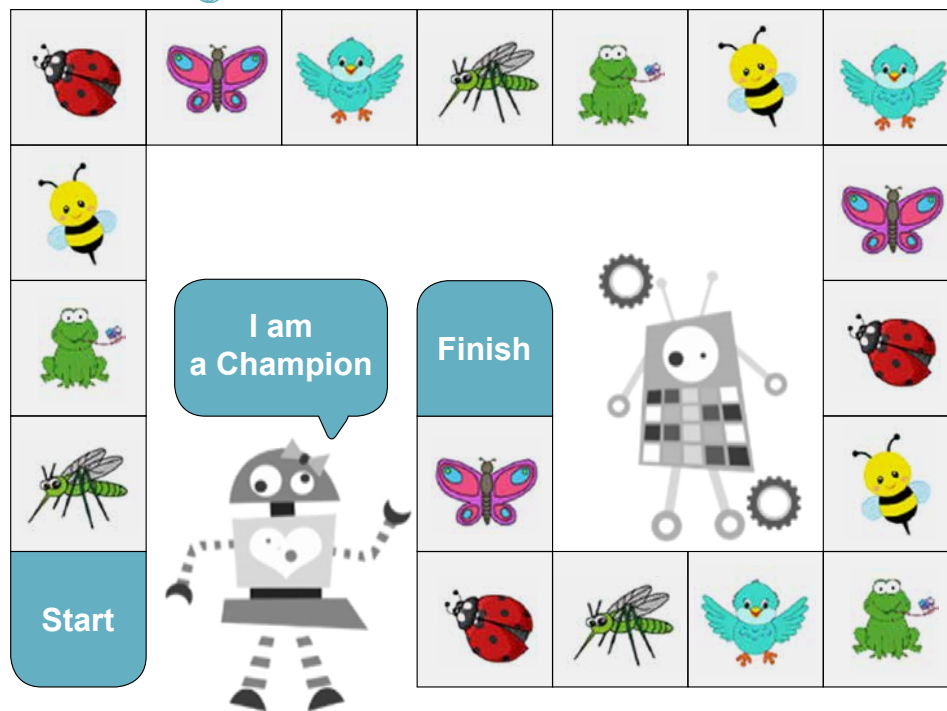
In English, for example, I used most of the seven intelligences when we learnt about spring animals in the 2nd grade. I adopted the theme for logical/mathematical learners, for example, by giving them sequencing and counting exercises, for example asking “How many bees do you see in the picture?” and getting them to finish sequences like the ones below.

Sequencing activity

The visual/spatial learners, meanwhile, drew all the spring animals (mosquito, bee, butterfly, ladybug, bird and frog) on posters and glued the written words (on cards) next to the animals. We did some of the work in groups so that the intrapersonal learners were satisfied too. I also made a spring board game and question-and-answer cards. For musical and kinaesthet-

Board game



ic learners, I included a song that involves a lot of movement (Spring is Here, which you can find at <https://www.youtube.com/watch?v=Do-brRgD5aOU>). We also clapped hands to the rhythm and then used it to say the names of the spring animals out loud. At the end of the hour we did a worksheet to revise the spring animals and in this way the interpersonal learners also had the opportunity to express themselves more easily.

Questions and answers activities for group work

A: HAVE YOU GOT ...?

- ✓ B: YES, I HAVE.
- X B: NO, I HAVEN'T.



A: HAVE YOU GOT ...?

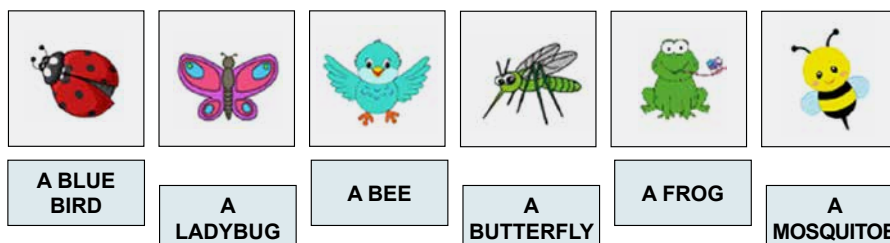
- ✓ B: YES, I HAVE.
- X B: NO, I HAVEN'T.



Spring animals

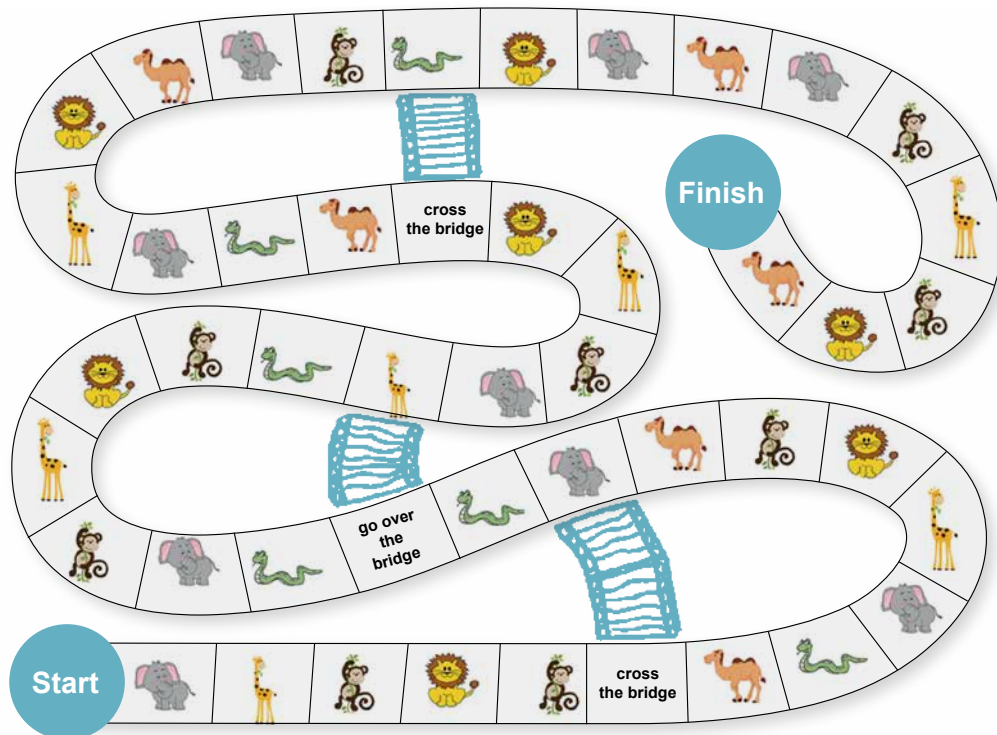
Cut out and glue the words next to the pictures. Izreži in prilepi besede ob ustrezne sličice.

Worksheet



In the 1st grade, meanwhile, we learnt about zoo animals. I began the lesson with pantomime and the song Let's Go to the Zoo, which involved a lot of movement, as I have several kinaesthetic learners in the class. Visual/spatial learners, meanwhile, also had the opportunity to see all the animals from the song, as I projected the song from YouTube (available at <https://www.youtube.com/watch?v=OwRmivbNgQk>). I also used cards with the zoo animals all the time during the learning process. Then the pupils individually drew their favourite zoo animals in their notebooks, as I also have some interpersonal learners in the class. We also did some activities in groups. One group got the following board game to revise all the zoo animals we had learnt.

Board game



Another group got a game on an interactive board in which they had to find and count all the animals of accurate species in the picture. Meanwhile logical/mathematical learners got the sequencing activity below.

Sequencing



To sum up, as teachers we need to vary our lessons to give children the opportunity to use all seven intelligences. We should observe our students and see how each of them learns best. We can find this out by giving them various activities or just by asking them which kinds of learning they find easiest. And once we find out what kind of learners our students are, it's down to us to provide suitable activities for them.

Resources:

- <https://www.youtube.com/watch?v=OwRmivbNgQk>
- <https://www.youtube.com/watch?v=DobrRgD5aOU>
- <http://www.udel.edu/bateman/aceil/multint9.htm>
- Maretič Požarnik, B., *Psihologija učenja in pouka*, Ljubljana, DZS, 2003

HERE IT IS AGAIN – BEAUTY AND THE BEAST

By Gita Šmid, Cvetko Golar Primary School, Škofja Loka

My favourite Disney classic is *Beauty and the Beast*. I fell in love with it back in 1992 and when I heard about the new film, I grabbed the chance to introduce the animated version in the classroom (7th grade).

I know it cannot be done in a lesson, but it might be a useful activity if you have some extra time after a test paper or before the holidays.

Have fun 😊



1. WHILE WATCHING, ANSWER THE FOLLOWING QUESTIONS:

1. Where is the story set? _____
2. Why does the prince turn into a beast? _____
3. What does Belle think of her village? _____
4. What is Belle's father's name? _____
5. What does her father do? _____
6. Who is the most handsome boy in town? _____
7. What does Belle like doing? _____
8. Where does Belle's father want to go? _____
9. What happens? _____
10. Where is Belle's father taken? _____
11. Who helps Belle to find her father? _____
12. What is the candlestick's name? _____
13. What is the clock's name? _____
14. What does Belle do for her father? _____
15. Does she stay in the tower? _____
16. What do the enchanted characters perform for her? _____
17. Which part of the castle is forbidden? _____
18. What happens when she enters it? _____
19. Who saves Belle from the wolves? _____
20. What happens to the Beast? _____
21. What does Belle do? _____
22. What do they do together? _____
23. What does the Beast give to Belle? _____
24. Where does Maurice go to ask for help? _____
25. Is Belle happy with the Beast? _____
26. Who does she miss? _____
27. Why does the Beast release Belle? _____
28. What do the villagers want to do with the Beast? _____

29. Does Belle return to the castle? _____
30. Who falls into the abyss? _____
31. Is the spell broken? _____
32. What happens to the Beast and the other characters in the castle? _____

2. FIND THE CHARACTERS FROM THE STORY IN THE GRID BELOW (ALL DIRECTIONS POSSIBLE):

PRINCE, LEFOU, BEAST, COGSWORTH, BELLE,
LUMIERE, MAURICE, MRS POTTS, GASTON, CHIP

A	P	R	I	N	C	E	B	C	D	E	F	G	H	I
Q	W	V	U	T	S	R	P	O	N	M	L	K	E	J
M	A	C	X	G	H	B	T	Z	W	Q	M	C	R	F
B	A	T	H	X	B	E	L	L	E	K	W	S	E	D
F	W	U	L	K	O	A	P	A	Y	C	Q	K	I	Z
D	R	G	R	O	M	S	X	Y	A	Q	H	L	M	Y
M	A	R	E	I	L	T	G	H	S	T	D	A	U	Q
R	B	T	W	T	C	W	F	J	R	L	F	Y	L	W
S	C	Z	E	Z	M	E	D	O	A	E	G	W	R	E
P	G	U	W	W	B	R	W	K	Y	F	H	X	T	X
O	H	I	Q	U	U	S	S	L	N	O	T	S	A	G
T	I	W	A	I	G	T	A	W	X	U	J	C	Z	B
T	H	B	F	O	Q	W	P	M	C	W	K	V	U	L
S	L	V	C	P	A	Z	O	N	V	M	L	B	W	O
W	Q	N	M	L	W	U	I	B	P	I	H	C	I	W

3. PAST SIMPLE AND MIXED PARAGRAPHS

Once upon a time, a young, unkind and selfish prince _____ (live) in a shining castle. One freezing night, an old beggar woman _____ (offer) him a rose in return for shelter. The prince _____ (sneer) at the gift and _____ (turn) her away. As a punishment the old woman _____ (transform) him into a horned beast and _____ (place) a spell on everyone in the castle. To break the spell, the prince must learn to love another and earn her love in return, all before the last petal of the rose would fall.

Belle had been warned not to go to the West Wing, but when the others weren't looking, she _____ (enter). The Beast _____ (find) out and _____ (roar) "Get out!" Terrified, Belle _____ (flee) from the castle with Philippe, into the freezing night. She _____ (be) soon surrounded by wolves and as they _____ (close) in, the Beast _____ (appear) and _____ (fight) to save Belle. One of the wolves _____ (bite) his arm before being sent flying and the rest of the pack _____ (run) away. The Beast staggered and _____ (fall) to the ground.

In a charming village not far from the castle _____ (live) a beautiful girl named Belle who _____ (love) to read about sword fights, magic spells and princes in disguise. Even though the villagers _____ (like) her, they _____ (laugh) at her because she always _____ (have) her nose in a book.

After the incident, Belle and the Beast _____ (become) friends. They _____ (have) dinner together, they _____ (read) stories and they _____ (go) for walks in the garden. The Beast _____ (want) to do something for Belle and he _____ (give) her his whole library.

All the other village girls _____ (admire) handsome but conceited Gaston. He was so big-headed that he always _____ (boast) that Belle _____ (be) the lucky girl he was going to marry, but Belle _____ (not be) at all impressed by Gaston.

In the village, meanwhile, no one _____ (believe) Maurice's story about the Beast. Gaston _____ (arrange) to send Maurice to an asylum with the intention of forcing Belle to marry him in return for her father's release. At the castle, Belle and the Beast were enjoying a romantic dinner with music. Then Belle _____ (see) her father in a magic mirror. Although heartbroken, the Beast _____ (allow) Belle to return home with the mirror. She _____ (show) Gaston and the villagers that her father's story _____ (be) true.

Belle's father, Maurice, was an inventor. When Belle _____ (arrive) home, she _____ (find) him gazing at the ruins of his newest invention. Inspired by Belle's confidence in him, he _____ (go) back to work to rebuild his invention in time for a neighbouring village fair.

On his way to the village fair, Maurice _____ (get) lost in the forest. The wolves _____ (frighten) his horse Philippe and he _____ (fall) off the horse. Fleeing from the wolves, Maurice _____ (enter) a forbidden castle. Two enchanted characters, a candlestick called Lumiere and a clock called Cogsworth _____ (welcome) Maurice. Cogsworth _____ (be) nervous, as guests _____ (be) never welcome at the castle, but Lumiere _____ (lead) Maurice to sit by the fireplace. Suddenly, a hulking figure stormed into the room and Maurice was seized and _____ (carry) to a dungeon.

Gaston _____ (turn) the villagers against the Beast. He _____ (guide) them through the forest to the castle, where he _____ (want) to kill the Beast. Inside the castle, meanwhile, the enchanted characters _____ (prepare) to take on the invaders.

Gaston _____ (find) the Beast and a fierce battle was fought high up in the castle. Gaston _____ (wound) the Beast before he _____ (fall) from the roof. The Beast _____ (hear) Belle's voice call him. He _____ (take) one step towards Belle but _____ (fall). Running to his side, in tears Belle _____ (declare) her love for him.

Philippe led Belle to the castle. She _____ (enter) timidly and eventually _____ (find) her father in a remote dungeon. As she _____ (approach) him, an enormous creature from the shadows appeared and Belle _____ (beg) for her father's release. When the Beast _____ (show) no mercy, Belle _____ (offer) herself in return for her father's release. She was desperate because she _____ (know) she would never see her father again, so the enchanted characters _____ (entertain) her with a wonderful cabaret show.

Belle _____ (watch) in amazement when the Beast _____ (turn) to her, no longer a monster, but a handsome prince. The spell was broken. Joy _____ (fill) the castle as the enchanted objects _____ (become) human again. The magic _____ (carry) Belle and the Prince into the ballroom, where they _____ (begin) to dance.

And everyone _____ (live) happily ever after.

THE END

ENGLISH COMPETITION IS TOUGH. THIS YEAR, 8 GRADERS GOT STUCK ON A DESERT ISLAND...

Hello, whoever opens this bottle. My name is Emilia Johnson. I'm a 14 year old girl from Manchester and I was recently on a cruise in Hawaii with my cousin and her close friends. An incident happened and now I'm on a stranded island, clueless about what to do.


Okay, so here's how the incident happened. We were on a cruise all by ourselves, but it wasn't a problem because my cousin is 18 and my parents trust her. So we were 2 days into the cruise. We decided it would be fun to jump off the yacht. I, as the reckless person I am, jumped first. It was fine but then a huge wave hit me and BANG! I slammed into a rock. Next thing I know I'm on an island all by myself. Crazy, I know.

So the things that happened were also pretty bizarre. First, a small man led me into the jungle and I followed him for some stupid reason. Suddenly, I fall down, get tied up and carried into a tent. They took me to their leader who declared for me to be his life companion. While they were planning the ceremony, I ran far away, terrified, not knowing what the ceremony would be like.

I'm scared I might not get off this island, but I'll try surviving, after all I didn't watch Discovery Channel for nothing. I've already got a shelter made of leaves and a source of food, which is fruit. I hope I can make it, but if I don't, you the reader! Yes, you! Contact my parents and tell them what happened. Here's the number: 555-3218. Please send help to islands west of Hawaii. Thank you reader!

Ena Ilievska

OŠ Franceta Prešerna, Maribor



I got stuck on a desert island. It all started with my Indonesian cruise vacation. One day we went to this beautiful island with a couple of tourist guides. I got lost and the small boat with tour guides was gone when I came back. Today is my 15th day and things are getting worse day after day.

Thank God I found a small pond somewhere in the jungle. I managed to make a fire and a very uncomfortable shelter. I mainly eat bananas and coconuts. One day, there was a very fierce storm and I was scared for my life. I also made a wooden spear that I hunt fish with. Just when I thought things couldn't get worse I got bit by a huge spider. It happened about six hours ago and I already feel sick. I'm hoping for the best, but heat really has a way of killing the mood.

I desperately want to see my family again, but I realize my end is near. I'm going to make it, I have to.

Filip Šorli

OŠ Ivana Roba, Šempeter



Whoever is reading this listen up! Never bring your girlfriend on a private plane! That was the reason I got into this mess. We had a fight and she pushed me off the plane. I'm lucky that I had a parachute on at the time. Now, I'm on a desert island in the middle of the Pacific Ocean. Since I got here a lot has happened.

I managed to set up a campfire and a shelter. I also found a stream and gathered some berries and coconuts. Yesterday I went swimming to find some fish but instead I found a shark. I tried to catch it but it easily dodged my crooked handmade spear. Then it attacked me. It bit off my leg and seriously injured my arm. I barely got out of the water and saved myself. This morning with a bunch of flies on my wounds. Currently I have no clothes because I used them to patch myself up. I would have been able to survive if my wounds weren't infected but now things are looking dim. In 10 days my wounds would have been healed but I can't rest so I can discard that option.

Now I'm going to tell you what's really going to happen in the next 10 days. My wounds will be severely infected and I'm going to be almost starved to death. In the next month or so I'm going to go crazy because humans are social animals and isolation can really get to you. If I'm lucky I won't be dead in the next six months.

I'm not going to say to send help because I don't know my coordinates. But I'm going to ask you one thing: please call the police and report Jane Doe for attempted murder. You've got my statement signed here, in your hands. Please take care of this for me.
Best regards,
Steve Johnson

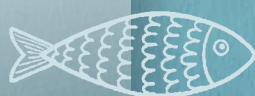
Filip Trplan
OŠ Poljane, Ljubljana

I am stuck on a desert island in the middle of nowhere and I have no water! There is some food here though. I have no earthly idea where exactly I'm located.

I rented a boat in the docks. People warned me, that there will be a storm, but I didn't listen. I thought I was smart. But I should have listened. The waves ripped the motor of the boat off and the boat deflated when I crashed on this lonely island, which is, by the way, not so lonely. Some weird wolf animal attacked me and I ran away and climbed up a tree, so it couldn't get me. I also heard some other strange noises today, and god knows that I don't what to think about those. I was lucky to find an oasis very quickly. There was some fruit there, I don't know if it was poisonous or not, but I needed to eat. I also thought to myself, that in an oasis, there should be water, so I started digging. So I dug and dug, but all I found was this bottle, that the note you are reading came in. I washed it all up and put the note inside. Seems like someone else was already on this island a long time ago. If you are wondering if you need to send help or if I'm already dead, the date is 21.11.2016.

Thank you if you are reading this, for finding this message. I think I can survive here for barely a week or two, if I don't find more fruit or actual water. Thank you if you tried to help, even if they bring me back as a corpse. I already spelled out SOS in sticks and stones on the shore. I really hope I can thank you in person if I come back.

Nejc Simčič
OŠ Franceta Bevka, Tolmin



I'm stuck on an island for about three days now. Food is running out quickly and the heat is unbearable. The only good thing though is that I can take a swim whenever I desire.

Oh, I wish that none of the things that happened actually happened. We were on a cruise around the world and we were just on our way to the Caribbean when they attacked us. Some evil people stabbed the captain in his sleep. They also killed some people on board. Luckily, they didn't kill me. I was sneaky so I grabbed some canned food and water and jumped in the sea. I played dead when they were looking, but when they weren't I slowly swam towards the shore of the island. The first day I arrived I was very weak. My legs were weak so I kept falling down. I spent the night on the beach, lying on the sand. The second day I was feeling stronger, but I had no clue where I was. I started searching around to find some food. I caught some fish and shells. Later I went deeper into the jungle and found some berries and a river. When it was getting darker I started a fire to prepare my food, when I saw the ship I was on, cruising around. I freaked out and stopped the fire and went to sleep. Today is the third day and they're here again. I'm scared of them and I'm hiding but I think they saw me. I think so since they keep circling around the island. I don't see my life here, since all I'd do is hide from them. If they come for me, they will kill me. I need your help! Please come quickly! I'll do my best to hide but please if you're reading this, help me! It's only a matter of days.

Lana Šmon

OŠ Šmarje pri Kopru

Hi, my name is Maj Pivk, and I'm writing this S.O.S. letter because we were on a cruise, and our ship sank, because the engine overheated and exploded. I managed to survive with my family and 20 other people. We came to a desert island with just a couple of palm trees and sand.

When we came here, people started to panic, but it all settled down in about two days. We built a fire and a large shelter, so we could stay warm. We managed to get about 20l of water of the hip, and some bottles are still washing up from the boat wreck. We also have some coconuts which luckily have water in them. We grabbed as much food as we could, and there is still some in the water. It is about 30°C, it's really hot, so the shelter was a good idea. There was also a huge storm in which we collected about 1l of water.

I think we can survive on this island for about 35 more days, then we will probably go hungry and go completely mad. I also think there will be a search party going on soon, so I'm not THAT worried.

If anyone finds this, please, send help. When the ship sank, I think, we were somewhere between the Philippines and Australia.

P.S.

The ship sank on 12 July 2016.

PLEASE HELP

Maj Pivk

OŠ Ivana Cankarja, Vrhnika





Two days ago, I was flying to the third city on my list, when my plane crashed. I was just sleeping and the woman next to me woke me up and asked me if I'd ever been in such a horrible turbulence. I looked out of the window and realised we're crashing.

It all happened so fast. Suddenly, I was on this island and I've been here for two days now. I found a small river and I've been drinking water from it. It's so hot in the day, but it's freezing at night. I've been eating some fruits, fish, anything I can find. I started building a small boat, but there isn't enough wood to finish it. If you find this, please send help, or I don't know what I'll do.

Okay, I'm going to get some more water now; it's been hours since I last drank. I also spend a lot of time on these rocks by the corner of the island, waiting for a boat or something, anything to come by. But it's really hot there, because it's right under the sun. Hopefully, someone will come pick me up soon or I don't think I'll last very long.

Maja Nemec
OŠ I Murska Sobota

*I don't know what
day it is, 2016*

Dear you,
If you found this letter, please take your time and read it. Don't throw it away, because otherwise you'll have to possibly deal with my death.

Anyway, believe me or not, I got stuck on this small desert island. I'm a pilot and I know how to ride a plane, but the turbulence came and I couldn't do anything about it, because I was literally in the middle of nowhere. I thought I was going to die, but I guess luck was on my side this time. Well, kind of. My plane landed on this small island. The problem is, my arm is broken, same goes for the plane. But the fact that I'm still alive is probably enough to get me out of here.

So, now you're asking yourself what are you supposed to do? Well, the only thing I need is for you to go to the New York police station, find my husband Alex Jones, and tell him that I'm still alive. He is going to know what to do next. And tell them that they have to be quick! The only thing I have left is a sandwich that I prepared myself at home 2 day ago. I still haven't explored the island though, but I will have to in case nobody helps me.

So that's all you have to do. If you want I'll give you money, too. Just get me out of here, the monkey just came to me and smelled my armpit. That's not that bad though, at least I know there's life here. But I would feel much better if you do it, I promise you. I'll appreciate it for the rest of my life. Just fly or drive to New York and find my husband. I hope that's not too hard for you to do. Except if you're stuck on the desert island too. Then there are already 2 of us. We can do this.
Your friend, Annie Jones.

Dunja Rutar
OŠ Franceta Bevka, Tolmin



Poročilo o tekmovanju v znanju angleščine za učence 7. razreda osnovne šole

Letos je šestič zapored potekalo tekmovanje v znanju angleškega jezika za 7. razrede. Tekmovanje je bilo organizirano na dveh ravneh, šolski in državni. Šolsko tekmovanje je potekalo 31. januarja 2017, državno pa 28. februarja 2017. Vsaka šola je lahko na državno tekmovanje prijavila največ tri skupine. Tudi letos smo vsa priznanja (bronasta, srebrna in zlata) podelili na državni ravni.

Letošnje tekmovanje smo naslovlili **ENGLISH CLASS (ROOM) OF THE FUTURE**. Učenci so morali predstaviti, kako bo po njihovem mnenju potekalo učenje angleščine v prihodnosti. Prihodnost je bila lahko bližnja ali daljna, domišljiji smo pustili prosto pot. Prejeli smo ogromno domiselnih prispevkov, kar nekaj skupin pa je letos malce skrenilo s teme in so namesto učenja in poučevanja angleščine predstavljali kar pouk oz. šolo na splošno kot jo vidijo v prihodnosti. Zaradi tega so skupine izgubljale točke pri postavki vsebina, kar je povzročilo nekaj slabe volje, a upam, da to učencev in mentorjev ni odvrnilo od sodelovanja na našem in podobnih tekmovanjih v prihodnosti.

Na državno tekmovanje smo prejeli preko sto izdelkov, ki jih je oblikovalo 352 tekmovalcev iz vse Slovenije. Tudi letos so bile skupine sestavljene iz dveh do petih članov, mentorji pa so izdelke objavili na spletnem odložišču. Prispele izdelke je tekmovalna komisija ocenjevala glede na naslednje kriterije: vsebino oz. sporočilno vrednost, slovnično oz. jezikovno pravilnost, bogastvo besedišča in pravopis, pravilno izgovorjavo in gladkost,

strukturo izdelka, ustreznost njegove dolžine ter splošni vtis.

Za bronasto priznanje je bilo treba osvojiti 70 % točk, za srebrno 80 % točk ter za zlato 90 % točk. Bronasto priznanje je tako letos osvojilo 65 tekmovalcev, srebrno 66 tekmovalcev, zlato priznanje pa 16 tekmovalcev. Prvih pet učencev in učenk je prejelo nagradni izlet v Gardaland, ki ga podarja turistična agencija Alpetour. To so: Miha Abram in Martin Časar z OŠ Elvire Vatovec Prade ter Ana Lečnik, Tina Mazej in Klara Lina Roter z OŠ Petrovče.

STATISTIKA NA KRATKO:

- Število sodelujočih šol: 65
- Število izdelkov, ki smo jih prejeli za državno tekmovanje: 109
- Število vseh tekmovalcev: 486
- Število bronastih priznanj: 20 skupin (65 tekmovalcev)
- Število srebrnih priznanj: 21 skupin (66 tekmovalcev)
- Število zlatih priznanj: 6 skupin (19 tekmovalcev)
- Število mentorjev: 69

Vse izdelke si lahko ogledate na povezavi, ki je objavljena na spletni strani društva IATEFL Slovenia (www.iatefl.si – zavihek Tekmovanja – Arhivi).

V imenu tekmovalne komisije in sponzorja Alpetour vsem tekmovalcem iskreno čestitam za njihove dosežke, mentorjem pa se najlepše zahvaljujem za njihovo sodelovanje in povratne informacije. Vabim vas, da se nam ponovno pridružite prihodnje leto.

Vesna Gros,
koordinatorka tekmovanja

Sandra Vida,
podpredsednica društva

Sponzorj tekmovanja:



Poročilo o tekmovanju v znanju angleškega jezika za učence 8. razreda osnovne šole v šolskem letu 2016/17

V šolskem letu 2016/17 je Slovensko društvo učiteljev angleškega jezika Iatefl Slovenia organiziralo osmo tekmovanje v znanju angleščine za učence 8. razreda. Pravilnik in razpis tekmovanja v tekočem šolskem letu sta bila objavljena na spletni strani društva. Tekmovanje je bilo sistemsko podprto in izvedeno preko strežnika DMFA.

Tekmovanje je bilo dvostopenjsko, na šolski ravni so učenci tekmovali za bronasta priznanja, na državni ravni pa za zlata in srebrna priznanja. Tema letošnjega šolskega tekmovanja je bila Holidays - Hidden Pearls of Slovenia. Udeležilo se ga je 3811 učencev, ki so tekmovali v bralni spretnosti, uporabi jezika v sobesedilu in kreativnem pisanju. Učenci so se 17. 10. 2016 pomerili na matičnih šolah. Bronasto priznanje je osvojilo 633 učencev. Tema državnega tekmovanja je bila Travelling around the World. Na državno tekmovanje se je na podlagi rezultatov šolskega tekmovanja uvrstilo 495 učencev. Organizirano in izvedeno je bilo 21. 11. 2016 na 5 lokacijah.

lokacija	gostitelj	organizator
Celje	OŠ Franja Malgaja Šentjur	mag. Alenka Kalan
Koper	OŠ Kanal	Barbara Kragelj Jerič
Ljubljana jug	OŠ Ledina Ljubljana	Nives Syed Mihelič
Ljubljana sever	OŠ Jožeta Moškriča, Ljubljana	Tadeja Helena Andoljšek
Maribor	OŠ Hajdina	Urška Medved

Učenci so se pomerili v poznavanju in rabi besedišča, poznavanju kulture in kreativnem pisanju. Zlato priznanje je osvojilo 53 učencev, srebrno priznanje pa 98 učencev. Poleg priznanj smo učencem podelili tudi nagrade. Najboljšim 5 tekmovalcem je turistična agencija TWIN podarila tridnevni izlet v London. Nagradjeni tekmovalci:

Ena Ilievska	OŠ Franceta Prešerna, Maribor, <i>mentorica Nataša Želježič</i>
Maja Kodra	OŠ Koper, <i>mentorica Mojca Žvokelj</i>
Gaja Pariš	OŠ Domžale, <i>mentorica Maja Juvan Stough</i>
Filip Šorli	OŠ Ivana Roba, Šempeter, <i>mentorica mag. Nina Drstvenšek</i>
Lovro Jug	OŠ Jožeta Moškriča, Ljubljana <i>mentorica Marijana Marolt</i>

Izmed tekmovalcev, ki so na državnem tekmovanju napisali najboljše pisne sestavke in zanje prejeli vse točke smo izžrebali Dunjo Rutar (OŠ Franceta Bevka, Tolmin, mentorica Tatjana Veličković), ki je prejela enodnevni izlet na Dunaj. Podarila ga je turistična agencija Palma. Turistična agencija STA je dobitnikom zlatih priznanj omogočila brezplačno pridobitev ISIC izkaznice, s katero tekmovalci lahko uveljavljajo številne ugodnosti in popuste.

Iskreno čestitamo vsem tekmovalcem, ki so prejeli priznanja in njihovim mentorjem. Zahvaljujemo se vsem učiteljem angleščine za prispevek k našemu skupnemu tekmovanju, ki širi zanimanje za učenje angleščine in večja znanje angleščine. Hvala popravljavcem državnega tekmovanja, organizatorjem državnega tekmovanja, organizatorjem šolskega tekmovanja in vsem mentorjem, ki so sodelovali pri izvedbi in vrednotenju.

Želimo vam uspešen in miren zaključek šolskega leta in vas vabimo, da se nam ponovno pridružite v naslednjem šolskem letu.

mag. Helena Žnidaršič Seme
koordinatorka tekmovanja

Dolores Malič,
predsednica društva

Glavni sponzor tekmovanja:
Twin turistična agencija



Poročilo o tekmovanju v znanju angleščine za 2. letnike 2016/17

Slovensko društvo učiteljev angleškega jezika IATEFL Slovenia je v šolskem letu 2016/2017 že osmo šolsko leto zapored uspešno izvedlo tekmovanje za dijake 2. letnikov srednjih šol. Razpis, pravilnik tekmovanja, navodila za tekmovanje in kriteriji za ocenjevanje so bili objavljeni konec julija na spletni strani www.iatefl.si, prav tako pa so bili vsi dokumenti poslani članom IATEFL Slovenia po elektronski pošti, prav tako pa tudi mentorjem in mentoricam dijakov, ki so sodelovali na dosedanjih tekmovanjih.

Tekmovanje je potekalo na dveh ravneh, in sicer je bilo na posameznih šolah najprej izvedeno šolsko tekmovanje (14. 11. 2016), nato pa so izmed prijavljenih izdelkov šole poslale najboljše na državno tekmovanje (9. 12. 2016).

Letošnja tematika tekmovanja je bila »**ALL DIFFERENT, ALL EQUAL**«, saj smo želeli dijake spodbuditi h kritičnemu razmisleku ter oblikovanju in izražanju lastnega mnenja o aktualnem dogajanju in stanju v svetu, v katerem živijo. Določen je bil žanr posnetega prispevka, in sicer so morali dijaki posneti **reklamo**, kar jim je dalo precej možnosti za uporabo lastne domišljije. Predpisanih je bilo tudi po 10 besed v posamezni kategoriji, ki so jih morali dijaki smiselno uporabiti v posnetem prispevku. Besede so bile naslednje:

KATEGORIJA A / C:

DISBELIEF (N), SYNONYM (N), MILESTONE (N), UPDATE (V), RECONCILE (V), ADHERE (V), PECKISH (ADJ), APPREHENSIVE (ADJ), REASSURINGLY (ADV), HUMBLY (ADV)

KATEGORIJA B / D:

DISBELIEF (N), BRAVERY (N), MONUMENT (N), UPDATE (V), DWELL (V), OBLITERATE (V), DIVERSE (ADJ), SHOCKING (ADJ), EXPONENTIALLY (ADV), MISTERIOUSLY (ADV)

Kriteriji pri izbiri najboljše skupine (tako na šolski kot na državni ravni) so bili naslednji: pravilnost uporabe podanih besed, ustvarjalnost/domiselnost pri uporabi podanih besed, jezik, izgovorjava, informativnost prispevka, splošni vtis in tehnična izvedba.

Državnega tekmovanja se je udeležilo **15 šol**, in sicer je v **30 skupinah** tekmovalo skupno kar **139 dijakov**. Diskvalificirani sta bili dve skupini. Dijake in dijakinje je potrebno - kot vsako leto - znova pohvaliti za izvirnost in ustvarjalnost pri pripravi filmov. Vsekakor velja pohvaliti tudi njihov kritičen razmislek o temi, ki je danes še kako aktualna. S svojimi posnetimi filmi so dokazali, da znajo tudi sami izraziti svoje mnenje o enakopravnosti, da se zavedajo trenutnih razmer in da si želijo in podpirajo enakopravnost, tolerantnost in spoštljiv odnos do slehernega človeka, ne glede na barvo kože, veroizpoved, spolno usmerjenost ali družbeni položaj. V vsem tem se znova kaže velika zagnanost, motivacija za predpisane tematike, kar

tudi nam kot pripravljalcem potrjuje, da delamo v pravi smeri in da dijaki na takem tekmovanju radi sodelujejo, kar so znova dokazali tudi letos.

Število priznanj po kategorijah

Priznanje	A	B	D	skupaj
zlato	4	1	1	6
srebrno	7	1	/	8
bronasto	7	4	/	11
skupaj	18	6	1	25

Najbolje so se odrezale naslednje šole oz. skupine dijakov (zlata priznanja v posamezni kategoriji):

KATEGORIJA A:

SERŠ Maribor s posnetkom *Miracles*

(Domen Babič, Tim Cof, Martin Grosek)

mentorica: Sanela Magerl Majhenič

Gimnazija Poljane s posnetkom *All different, all equal*

(Aleksandra Pantič, Nadja Štradjot, Simon Moe, Zala Mlakar, Špela Banko)

mentor: Emil Lokar

Šolski **center Novo Mesto**

s posnetkom *Let us reconcile all the differences*

(Gašper Brežnjak, Anže Iskra, Valentina Umek, Matic Koračin, Sandi Kumer)

mentorica: Marjana Pogačnik

Gimnazija Nova Gorica s posnetkom *Same Love*

(Nina Munih, Lana Muhič, Zoja Muhič, Teo Batista Mitrovič)

mentorica: Martina Kobal

KATEGORIJA B:

Srednja šola za strojništvo, mehatroniko in medije Celje s posnetkom *Feminism*

(Neža Hrovat, Oja Flis, Klavdija Brvar, Anja Špegelj, Nika Turk)

mentorica: Marijana Marinšek

KATEGORIJA D:

Gimnazija Franca Miklošiča Ljutomer

s posnetkom *All different, all equal*

(Klara Dragovič, Polonca Ducman, Veronika Heric, Nina Petkovič, Gaja Šiško)

mentorica: Saša Pergar

Še enkrat iskreno čestitamo vsem sodelujočim, vsem mentorjem pa se najlepše zahvaljujemo za pomoč pri izpeljavi tekmovanja. Nasvidenje do prihodnjega leta!

Jasna Šebez
koordinatorka tekmovanja

Dolores Malič
predsednica društva

Poročilo o tekmovanju v znanju angleščine za 3. letnike 2016/17

Slovensko društvo učiteljev angleškega jezika IATEFL Slovenia je tudi letos izvedlo tekmovanje za dijake 3. letnikov na dveh ravneh – regijski in državni. Regijsko tekmovanje je potekalo 13. 2. 2017 na sedmih regijskih šolah (Gimnazija Nova Gorica, Gimnazija Jesenice, Gimnazija Murska Sobota, II. gimnazija Maribor, Srednja zdravstvena šola Ljubljana, I. gimnazija v Celju in Grm Novo Mesto – Center biotehnike in turizma. Državno tekmovanje je potekalo 20. 3. 2017 na Srednji zdravstveni šoli Ljubljana.

Razpis tekmovanje smo na naši spletni strani objavili konec julija 2016. Razpis je vseboval podatke o strukturi tekmovanja in tipu nalog.

Na regijsko tekmovanje se je prijavilo 647 dijakov iz 91 šol oz. šolskih centrov. Tudi letos je tekmovanje potekalo v 4 kategorijah – A1 (splošne gimnazije), A2 (mednarodni oddelki in dijaki, ki so več kot eno leto bivali na angleško govorečem področju), B (strokovne šole) in C (angleščina kot drugi tuji jezik). Na državno tekmovanje se je skupaj uvrstilo 113 dijakov.

Naloga s področja kulture je bila letos v vseh kategorijah na temo Georgea Orwella in njegovih del *Animal Farm* in 1984. Na državnem tekmovanju so se najbolje uvrstili naslednji dijaki (navajamo najboljše dijake v posamezni kategoriji).

Kat.	1.mesto	2.mesto	3.mesto
A	NINA ZIMIČ Gimnazija Litija <i>Mentorica: Irena Prašnikar</i>	ANDREJ LAGANIS Gimnazija Koper <i>Mentorica: Helena Miklavčič</i> ZALA JULIJA KAVČIČ Gimnazija Kranj <i>Mentor: Mitja Hribar</i>	
A2	TITA ALEKSANDRA JANC Gimnazija Bežigrad <i>Mentorica: Karmen Goršak</i>	ANA ČASAR II. gimnazija Maribor <i>Mentorica: mag. Polona Vehovar</i>	ANASTAZIJA ZAJEC Gimnazija Bežigrad <i>Mentorica: Karmen Goršak</i>
B	RADO JERKOVIČ Gimnazija in sr.kemijska šola Ruše <i>Mentorica: Maja Hergan</i>	LUKA VILFAN Elektrotehniško-računalniška strok.šola in gimn. Ljubljana <i>Mentorica: Beti Kerin</i> ROK STRAH Elektrotehniško-računalniška strok.šola in gimn. Ljubljana <i>Mentorica: Beti Kerin</i>	
C	TILEN MAJCEN Gimnazija Ptuj <i>Mentorica: Brigita Vertič-Kumer</i>	KAJA KAČ II. gimnazija Maribor <i>Mentorica: Zlata Novak</i>	HANA NEMEC Gimnazija Murska Sobota <i>Mentorica: Nataša Benkič</i>

Ostali rezultati so objavljeni v sistemu DMFA. Skupaj smo podelili 21 zlatih priznanj. Spodnjo mejo točk za srebrno priznanje je določila Državna tekmovalna komisija. Skupaj smo podelili 50 srebrnih priznanj. Preostalih 42 tekmovalcev prejme bronasto priznanje.

Vsem dijakom, ki so se udeležili letošnjega tekmovanja čestitamo za sodelovanje na tekmovanju. Zahvaljujemo se tudi mentorjem, regijskim organizatorjem za pomoč pri izvedbi regijskega tekmovanja in ga. Vesni Šušnica Ilc za izvedbo državnega tekmovanja na Srednji zdravstveni šoli Ljubljana.

Nataša Meh
koordinatorka tekmovanja

Dolores Malič
predsednica društva

Understanding learners 1:

Getting feedback

By Kevin Thomson

This series of articles explores twelve professional practices that are important for the development of English language teachers.

Development in these practices moves through a series of key stages, from being aware of the practice to being able to help other teachers to progress. These articles will help you to develop your understanding, skills and confidence in these areas.



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Useful vocabulary	
feedback	Feedback is information and opinions about something that helps you to improve in future. For example, 'She received very good feedback about her new book'.
questionnaire	A questionnaire is a piece of paper with a list of questions written on it. It is used to find out information or opinions.
to motivate	If you motivate someone it means you make him or her want to do something better.

Understanding learners is very important when teaching English. Your lessons will be more successful if you know and understand your learners well. Some of the most important things to understand are: your learners' language level, their interests, the kinds of activities they enjoy doing and how they learn best (by hearing, by seeing, by doing, etc.).

It is important for the teacher to receive regular feedback from his learners. This feedback will help the teacher to plan future lessons which will help the learners make progress. The **feedback** will also help the teacher prepare lessons which are enjoyable for the students and this should **motivate** them to take part in the classes and learn more quickly. It is a good idea for the teacher to ask for feedback from the learners at the beginning of a course or school year to help him plan his lessons. It's also a good idea to get feedback during and at the end of a course or school year. This should help the teacher to know that his students feel interested and are learning from the activities he prepares.

The worksheet has the following sentences written on it:

- Name
- In class, I like
- In class, I don't like
- My favourite activity is
- When we do speaking activities do you prefer working in pairs, in small groups or with the whole class?
- Please complete the two sentences below:
In future lessons, I hope we
- In future lessons, I hope we do not*

Useful classroom phrases

For the students

- I really liked this activity.
- I didn't like that lesson.
- I would like to do more speaking.
- Can we do more reading?

Activity: Using a feedback questionnaire

This activity should help the teacher to understand her learners. The activity can be adapted for the beginning, middle or end of a course, term or school year. In general, it is a good idea to seek regular feedback from your students. With young children the questionnaire should be simpler. The children can draw smiling faces or sad faces in response to simple questions. If your learners have a very low level of English, the questions can be written in the learners' first language. Even with young children, it is a good idea to ask for feedback to check

Activity: Designing questionnaires

Decide how often you will ask your learners for feedback – once a week, once a month, etc. What other questions could you ask in a questionnaire to give your learners? For example, you could ask about homework, playing games in class or asking about the language level in lessons (too easy/difficult?).

Key points to remember

- It is important to know your learners well.
- You should ask for feedback from your learners on a regular basis.
- Make your own feedback sheets with simple questions like 'Which activities did you enjoy in the lesson today?' These questions can be done in the learners' first language if they have a very low level of English.
- Plan your lessons taking into account the feedback you receive from your learners.

Over to you

Speak with a colleague about how often you will ask for feedback from your learners. Make a list of questions to ask your learners. Decide if the questions should be in English or the learners' first language.

Answers
A2; B4; C1; D3