

21st

International IATEFL

Slovenia Conference

6th - 9th March 2014

Terme Topolšica

Little Ideas

for Great Changes

TWin

odlični izleti v London!



Twin, Zemljemerska ulica 12, 1000 Ljubljana • Tel.: 01 280 28 20 • 080 1025 • 040 187 830 • e-pošta: twin@siol.net • www.twintur.com

V Sloveniji največji* organizator potovanj v VB za šolsko mladino. Že od l. 1995!

* učenci, dijaki in učitelji 183 slovenskih šol so že potovali z nami – Veliko Britanijo med šolskim letom obiščemo skoraj vsak konec tedna. **Obisk LONDONA** je za mnoge **nepozabno doživetje** – z nami je potovanje varno, zanesljivo, poučno in zabavno! Pridružite se nam. Svoje učence spremljate brezplačno že pri vsaj 10 udeležencih. **Ponudite svojim učencem/dijakom »angleško izkušnjo«, ki je brez Vas ne bi bilo!**

Turistična agencija TWIN se s kulturno-izobraževalnimi potovanji ukvarja že 18. leto. Ker v Veliko Britanijo potujemo pogosteje kot večina ostalih slovenskih organizatorjev potovanj, ponujamo odlično in preverjeno izvedbo. Naše cene tudi že vključujejo javni prevoz in obvezne vstopnine. Cene so odvisne predvsem od termina odhoda in vaše fleksibilnosti pri odhodu.

Zakaj s Twin-om v London:

1. Pogosti in redni, zagotovljeni odhodi v London. Twin organizira šolska potovanja v London že 18 let, v povprečju imamo na mesec vsaj 3 zagotovljene odhode v London.
2. Odlično vodstvo. Pri Twinu se zavedamo, da je odlično poznavanje običajev in turističnih znamenitosti Londončanov le prvi korak k odlični izvedbi. Naši vodniki imajo dolgoletne izkušnje pri vodenju šolske mladine, zato odlično poznajo vse sestavine programa, saj jih sami pripravljajo. Tudi zato je vodenje/izvedba toliko bolj fleksibilna glede na želje skupine. Naj še omenimo, da boste v Sloveniji težko našli vodnike, ki v London vodijo tako pogosto kot Twinovi vodniki.
3. Nastanitev, ki presega običajno turistično kategorijo. Pri Twinu se zavedamo, da je dober spanec pomembna sestavina izleta. Vsi naši hoteli so hoteli s 3* in pri večini udeležencev presežejo njihova pričakovanja. Kot specialist za London lahko zagotovimo vsaj en bogat angleški zajtrk (običajnih zajtrki v Londonu so skromni kontinentalni).
4. **Nikoli naknadno ne spreminjamo pogojev.** Naša cena je vedno znana že ob prijavi in se nikoli ne spremeni zaradi spremembe cen dobaviteljev, goriva, manjšega števila prijavljenih ali drugih razlogov v drobnem tisku.
5. Vedno ponudimo kakšno dodatno storitev – brezplačno. S program zagotavljamo minimalni obseg storitev oz. ogledov, vendar nikoli ne izvedemo samo minimalnega obsega – vedno, pri vsaki skupini dodamo nekaj posebnega, kar ni zapisano v programu. Prav tako v naših programih nikoli ne zapišemo "če bo čas dopuščal", kajti vse naše programe vedno v celoti izvedemo. In ker si London zelo pogosto ogledujemo, poznamo tudi optimalno zaporedje ogledov brez nepotrebnega hitenja.
6. Vsaj 183 osnovnih in srednjih šol je že potovalo z nami. Več kot 50 šol potuje vsaj enkrat povprečno na vsaki 2 leti. Če želite neobvezujoče vzpostaviti stik z organizatorjem na eni od šol, ki je že potovala z nami, vam bomo z veseljem posredovali kontakt.
7. Ponujamo 4-dnevni program, kjer je zajamčeno potreben le en dan izostanka od pouka.

Več informacij na www.twintur.com ali na brezplačnem telefonu 080 1025 ali v poslovalnici na Zemljemerski ulici 12 v Ljubljani.

Dear participants, welcome to the 21st International IATEFL Slovenia conference.

It is amazing how the time flies, as it seems only a short while ago we had our meeting on the last day of the previous conference, evaluating it so that we can make it even better this time. You may not know this, but there has been a team of dedicated people organizing, calculating, arranging, breathing and living it ever since the last year's conference ended. We hope we did well. After all, our "baby" has come of age internationally, so we needed to make it even more special.

We tried to include and accommodate all the expressed wishes and concerns. And we will probably be hiding behind every corner during the conference to see whether you like it as much as we wanted you to, to see the glow in your eyes again, saying "Wow - that was really well done!". Because essentially we think this is what drives us. It is the fuel we need to continue providing all this for you. Many of you brought your friends this year. We hope they thank you and bring their friends next year. :)

And now: go, have fun, learn a lot, talk to people, mingle and above all, exchange ideas. First the change will happen in you, then in people around you. If you get a good idea during the conference, make sure to share it with us. Do not hesitate with comments about the things you really liked or about the little mishaps you saw happen. Practice makes perfect, they say.

In any case, do keep calm and enjoy the conference.

IATEFL Slovenia team

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Acknowledgments

We would like to give special thanks to the following:

RELO Regional English Language Office
Embassy of the United States Ljubljana
British Council
Pilgrims
Center Oxford
Express Publishing
Twin
SOL
Terme Topolšica
DZS
Cambridge University Press
Rokus
Tangram
Založba Obzorja
English in Action
Macmillan
Oxford University Press
Pearson
STA potovanja
e-Twinning CMEPIUS
Independent Usborne Representatives
Tuam Vinetou



Programme Changes & Cancellations

Changes made after the printing of this Conference Programme will be displayed on the IATEFL notice board. Please check the notice board frequently for changes to the conference programme and any cancellations.

Coffee Breaks

Coffee and tea included in the registration fee will be served during the thirty-minute morning and afternoon breaks. The coffee/tea stands will be located in the exhibition area.

Lunch Break

There will be a one-hour break at lunchtime. Lunch is available in the hotel restaurant or in the hotel bar, where you can get some light refreshments.

Registration Opening Times

Thursday	6 th March	14.00 – 17.00
Friday	7 th March	08.00 – 09.00
Saturday	8 th March	08.00 – 09.00

Upon registration you have received the conference package and name badge. Please wear the badge at all times. Your name badge entitles you to access all sessions, the Exhibition Area and the social programme on the day/s you registered for.

Q&A

This year's novelty is the Q&A session with some of our speakers where you can chat with our guests and get the answers to your questions.

Members of the Organising Committee for the Conference

Alenka Tratnik
Dolores Malić
Jasna Džambić
Sandra Vida
Janja Čolić
Peter Oletič
Lea Sobočan
Mateja Kores
Polona Šivec

Raffle

This year, raffle will be slightly different. Each raffle ticket will be a mini quiz. The raffle will be in several parts, so it will be shorter and on the program every day, so that even more participants can be part of it. The number of SO(u)L awards depends on the number of submitted forms.

iatefl Slovenia
www.iatefl.si

Thursday, 6th March 2014

TIME		AUDIENCE	ROOM
14.00 – 17.00	Registration of the participants		
16.00 – 16.30	Official opening of the conference		
16.45 – 17.45	Nina Jerončič I teach meme!	ws, all	<i>plenary hall 1</i>
	Nizama Muhamedagić, Ilhana Škrgić Little concepts for great learning: Cognitive approach to phrasal verbs	ws, prim, sec	<i>plenary hall 2</i>
	Maja Petričić Štritof So long, Holden	T, sec	<i>3rd floor</i>
	Suzana Požanel Think teaching outside the box: Think teaching intercultural competence	ws, all	<i>4th floor</i>
18.00 – 19.00	Anthony Gaughan The Se7en deadly sins of ELT	all	<i>plenary hall 1</i>
19.00 – 20.00	Dinner		
20.30 – 22.00	Steve Bingham and Jeremy Harmer Poetry Evening		<i>plenary hall 1</i>

Friday, 7th March 2014

TIME		AUDIENCE	ROOM
7.00 – 7.30	Guided morning gymnastics in the swimming pool		
8.45	Welcome, changes etc.		
09.00 – 10.00	OPENING PLENARY Edmund Dudley (sponsored by OUP) Teaching as a daily routine		
10.15 – 11.00	Stephanie Clarke Fast, fun and furious	ws, all	<i>plenary hall 1</i>
	Eric Bergman Getting the balance right	ws, sec, comm	<i>plenary hall 2</i>
	Edmund Dudley Q&A	all	<i>2nd floor</i>
	Bojana Nikić Vujić Conquering vocabulary through games	ws, vyl, yl, prim	<i>3rd floor</i>
	Andreja Hazabent Habe Coping with the rude, the annoying and the lazy	ws, all	<i>4th floor</i>
11.00 – 11.30	Coffee break		

TIME		AUDIENCE	ROOM
11.30 – 12.30	Edmund Dudley Teenagers – what makes them tick?	sec	plenary hall 1
	Steve Lever Keeping it real: classroom meets world	T, comm, sec	plenary hall 2
	Marjorie Rosenberg The revised 2015 Cambridge English exams	ws, sec, adults	3 rd floor
	Beatrix Price Movement and games = interactive Class MAGIC?	ws, very yl, yl	4 th floor
12.30 – 13.30	Lunch		
13.30 – 14.00	George M. Chinnery, Gergo Santha What's in it for me? A complete guide to RELO for teachers	T, all	plenary hall 1
	Mark Andrews Fieldwork in Devon on teacher and student courses at SOL	T, all	plenary hall 2
	What do I do with the rods in my conference pack?	ws	2 nd floor
	Jasna Džambić Round table: second year secondary school competition	sec	3 rd floor
	Lisa-Ana Mislej The grammar of English etiquette	ws, all	4 th floor
14.15 – 15.00	Jeremy Harmer There were ten in the bed... revisiting repetition	ws, all	plenary hall 1
	Beatrix Price Jane Austen's world in the light of the 21 st century	ws, all	plenary hall 2
	Bernarda Avsenik, Andrea German Velušček The newly updated edition of Touchstone 7 Workbook	comm, prim	room 3
	Lisa Hundley Seattle writes: you're a poet and you didn't even know it	ws, all	4 th floor
15.00 – 16.15	PLENARY Jamie Keddie Videotelling	all	plenary hall 1

prim = primary, **sec** = secondary, **yl** = young learners, **vyl** = very young learners, **tert** = tertiary, **comm** = commercial presentation, **ws** = workshop, **T** = talk, **ESP** = English for special purposes

BYOD = bring your own device

16.15 – 16.45	Coffee break + mini raffle		
TIME		AUDIENCE	ROOM
16.45 – 17.45	Stefania Ballotto Changes art can make	ws, all	plenary hall 1
	Marjorie Rosenberg Spotlight on learning styles	ws, sec, adults, ESP	plenary hall 2
	Jamie Keddie Q&A		2 nd floor
	Magda Pašalić, Irena Sinovčić Trumbić Cool tools from wi-fi EFL world	ws, all	3 rd floor
	Irena Rimc Voglar, Dejan Kramžar Use of the eTwinning desktop and the virtual classroom Twinspace (BYOD)	ws all	4 th floor
18.00 – 18.45	Anthony Gaughan 40 things to do with a text	ws, all	plenary hall 1
	Stephanie Clarke Change your life with visualisation and visioning part 1	ws all	plenary hall 2
	What do I do with the rods in my conference pack?	ws	2 nd floor
	Tina Blatnik Listening unplugged!	ws, all	3 rd floor
	Elma Bešić Differentiated learning - reading and writing in primary school	ws, prim	4 th floor
18.55 - 19.15	Mejreme Berisha Teaching in the 21 st century (pecha kucha)	all	plenary hall 1
	Stephanie Clarke (Continued) Change your life with visualisation and visioning	ws,all	plenary hall 2
	What do I do with the rods in my conference pack?	ws	2 nd floor
	Estera Deželak The word-catcher: a creative writing experiment	T, sec, adults	3 rd floor
	Ivana Banković Using storytelling to foster children's appreciation of arts	T, vyl, yl	4 th floor
19.15 – 20.00	Dinner		
20.30 – 23.00	Social evening – THE ULTIMATE PUB QUIZ		

Saturday, 8th March 2014

TIME		AUDIENCE	ROOM
8.45	Announcements, changes		
9.00 – 10.00	PLENARY Stefania Ballotto (sponsored by Pilgrims) Changes Art can make		<i>plenary hall 1</i>
10.00 – 10.30	Coffee break		
10.30 – 11.15	Jamie Keddie Videotelling Workshop	ws, all	<i>plenary hall 1</i>
	Gregor Pirš Cuisenaire rods in ELT	ws, all	<i>plenary hall 2</i>
	Stefania Ballotto Q&A		<i>2nd floor</i>
	Marša Meznarič Montessori 101	ws, VYL, prim	<i>3rd floor</i>
	Katja Rotar Teaching poetry	ws, adults	<i>4th floor</i>
11.30 – 12.30	PLENARY Jeremy Harmer (sponsored by British Council): Yes, but why do we need teachers at all?		<i>plenary hall 1</i>
12.45 – 13.30	Lunch		
13.30 – 14.00	AGM		<i>plenary hall 2</i>
	What do I do with the rods in my conference pack?	ws	<i>2nd floor</i>
14.00 – 14.45	Eamonn Shanahan Continuing professional development with the British Council	T, all	<i>plenary hall 1</i>
	Janja Čolić Using songs in the English classroom	ws, all	<i>plenary hall 2</i>
	Jeremy Harmer Q&A		<i>2nd floor</i>
	Silva Bratož, Mojca Žefran Creativity in routine?	ws, all	<i>3rd floor</i>
	Danka Kezunović To play and learn - are you serious?	ws, YL, prim	<i>4th floor</i>
15.00 – 15.30	Nikki Fortova, James Thomas Change happens if...	T, all	<i>plenary hall 1</i>
	Aleksandar Tonić Shakespeare@TheGlobe	ws, prim	<i>plenary hall 2</i>
	Mojca Saje Kušar, Maja Zajc Kalar Shall we play?	ws, all	<i>3rd floor</i>
	Anže Perne Round table: third year secondary school competition		<i>4th floor</i>
15.30 – 16.00	Coffee break + mini raffle		

TIME		AUDIENCE	ROOM
16.00 – 17.00	Mojca Belak The joys of improvisation	ws, all	plenary hall 1
	Danny Singh Let's make love in English	ws, all	plenary hall 2
	How to look drop dead gorgeous in 10 minutes	makeup workshop	2 nd floor
	Akos Gerold Online and face-to-face professional development for business English teachers	ws, adults, ESP	3 rd floor
	Sandra Vida British Council materials for teens	T, sec	4 th floor
17.15 – 18.00	Anna Hebronova Fun ways of using English texts in lessons	ws, all	plenary hall 1
	Barbara Dvornik Round table: primary school competition		plenary hall 2
	Nora Tartsay Nemeth What's in a QR code?	ws, sec, adults, ESP	2 nd floor
	Atsuko Takase Which improves English proficiency more, extensive reading or skills building?	T, all	3 rd floor
	Draginja Ristić Promoting values and culture in the English classroom	ws, YL	4 th floor
18.15 – 19.00	Mark Andrews Reading the media	ws, all	plenary hall 1
	Grape bath for your hands (bring a big towel please)		plenary hall 2
	Dardan Shabani Cooperative learning strategies	T, all	2 nd floor
	Béla Tóth A blended learning program from plans to implementation	T, adults, ESP	3 rd floor
	Lea Sobočan Making ESP relevant - practical tips and materials building	ws, all	4 th floor
19.15 – 20.30	Dinner		
20.30 – 23.00	Raffle of main prizes + social evening: Dancing the night away – all the moves that make you cool		

Sunday, 9th March 2014

TIME		AUDIENCE	ROOM
09.00 – 10.00	CLOSING PLENARY, Anthony Gaughan Punching your weight in the language classroom		plenary hall 1
10.15 – 11.15	Open space: time for reflection		plenary hall 1

Conference abstracts

Thursday, 6th March 2014

16.45 – 17.45

Nina Jerončič

I teach meme!

ws, all

Many people email each other inspirational powerpoints and chain letters. Teenagers share memes with Bad Luck Brian, Lolcats and Ragecomics. No idea what I'm talking about? Then you have a reason to join this workshop, where we will create memes with ELT value and learn how to impress digital natives in today's English language classroom. Don't be the Unhelpful Highschool Teacher! Speak meme! Teach meme!

(Note: Bring your laptop or tablet for maximum experience)

Nizama Muhamedagić, Ilhana Škrgić

Little concepts for great learning: cognitive approach to phrasal verbs

ws, prim, sec

Phrasal verbs learning in primary and secondary school can sometimes be difficult for students since it is commonly based on traditional views of grammar. This workshop will show you how to take a step forward and enhance acquisition of phrasal verbs by placing focus on cognitive concepts within, making it easier for your students to understand and use them.

Maja Petričič Štritof

So long, Holden

T, sec

Having taught *The Catcher in the Rye* for too long, I was eager to introduce a contemporary coming-of-age novel, written from a non-white perspective. Sherman Alexie's funny yet heart-breaking narration together with poignant drawings, chronicle the adolescence of one Native American boy as he attempts to break away from the life he was destined to live.

Suzana Poženel

Think teaching outside the box: think teaching intercultural competence

ws, all

ELT today is much more than traditional focus on the 4 language skills. In today's globalised world, there appears to be a growing need for teaching the 5th skill – intercultural competence. This workshop aims at giving ideas on how to develop intercultural competence of language learners by examining activities of culturally different modes of behaviour in target and foreign culture(s). Every photo, drawing, intercultural movie or even product from a different culture could be subject to cultural discussion and debate. The audience will also have an opportunity to complete intercultural tasks in small groups.

18.00 – 19.00

Anthony Gaughan

The Se7en deadly sins of ELT

all

Since the 1980s, Communicative Language Teaching (CLT) has succeeded in purging classrooms of the following “vices” which “afflicted” earlier generations:

1. Repetition drilling
2. Translation and use of the L1
3. Heavy dictionary use
4. Teacher explanations of grammar
5. Reading texts aloud in class
6. Telling students they are wrong
7. Teacher Talk Time

If you will allow me, I would like to present the case for the defence for these approaches and try to persuade you to give in - on occasion and consentingly - to temptation.

Friday, 7th March

09.00 – 10.00

Edmund Dudley

Teaching as a daily routine

I get up, I have breakfast, I go to school... In this session we'll be taking a closer look at our daily teaching routine. Does everything run like clockwork, or is it a daily struggle? What could we change or improve? The session will look at a range of practical ideas and useful tips to help us establish the kind of classroom habits, routines and traditions that can make our teaching more effective - and make learning lots more fun.

10.15 – 11.00

Stephanie Clarke

Fast, fun and furious

ws, all

Fun games and activities to get your students talking in their English lessons.

Eric Bergman

Getting the balance right

ws, sec, comm

When students and teachers are faced with the same exam topics year in and year out, remaining motivated can present a challenge. In order to stimulate interest and language production, what is needed are some new twists on familiar themes. With this in mind, this session will look at some familiar exam topics from new angles and in addition, will explore how teachers can provide students with an effective balance between language development and exam practice. The session will be illustrated with ideas, examples and activities taken from Pearson's upper-secondary course, New Success.

Bojana Nikić Vujić

Conquering vocabulary through games

ws, vyl, yl, prim

This workshop deals with games and activities that can be used for promoting vocabulary acquisition and basic writing among young learners. Some of the games and activities that we will show are the following: a) My name is Ball, Thumbball, b) We grow a magic tree, c) The dance of magnetic letters, d) Board games, e) Draw a monster, etc.

Andreja Hazabent Habe

Coping with the rude, the annoying and the lazy

ws, all

Why is it that there are students who just cannot do what teachers want them to do? Why is it that there are such who keep getting on our nervous? And why is it that we feel exhausted and irritated every time they leave our classroom? What is it that we are missing?

11.30 – 12.30

Edmund Dudley

Teenagers – what makes them tick?

In this session we will look at some of the challenges presented by teenage students and find out what makes them different from adults and young learners. We will think realistically about what teachers can do to have a positive impact on teenage students' motivation and consider the implications for our teaching. The session will offer some simple strategies for getting the best out of teenage learners and some practical techniques for increasing the appeal of our lessons.

Steve Lever

Keeping it real: classroom meets world

T, comm, sec

Language teachers often find themselves pulled between teaching real language skills and those needed to pass exams. We will look at ways in which we might bridge this gap and think about how narrow it might actually be becoming. We will examine how familiar concepts like linguistics, sociolinguistics, pragmatics, and the CEF can help us with reconciling our responsibilities.

Marjorie Rosenberg

The revised 2015 Cambridge English exams

ws, sec, adults

This workshop will introduce and explain the 2015 changes to both the Cambridge English First and the Cambridge English Advanced exams. Both exams have been shortened and revised to meet both professional and academic needs. Participants will be able to compare the tasks as they now stand and the changes which will be implemented in 2015.

Beatrix Price

Movement and games = interactive class MAGIC?

ws, very yl, yl

Young learners enjoy doing movement accompanied activities in the language lessons. They enter into the mood of the language through movement and understanding, from a global, universal totality to the individual. Games are introduced that represent this positive motivation for them, they serve the child's healthy development through joy, delight and enjoyment and support flexible, mobile thinking.

11.30 – 12.30

George M. Chinnery, Gergo Santha

What's in it for me? A complete guide to RELO for teachers

T, all

The Regional English Language Office (RELO) for Central and Southeastern Europe, based in Budapest, offers a range of programs and resources for both teachers and learners of American English and culture. During this session, participants will be introduced to RELO's teacher exchange programs, teacher training programs and grant opportunities, as well as a wealth of free books, journals, games, mobile apps, and audiovisual materials for educators and students.

Mark Andrews

Fieldwork in Devon on teacher and student courses at SOL

T, all

In this talk you will hear about the exciting developments on both teacher and student courses at SOL and an approach to language learning which is based on exploring the local environment both at home and abroad.

Lisa-Ana Mislej

The grammar of English etiquette

ws, all

Do you feel awkward at least a few times a day? Do you dislike showing your true feelings? Are you polite? You must be English then. In my workshop, I'm going to talk about hidden social rules and English etiquette, which are visible every day but not noticed. Join me for some entertaining and helpful ideas on "do's" and "don't's" in this field.

11.30 – 12.30

Jeremy Harmer

There were ten in the bed... revisiting repetition

ws, all

Years ago, when some of us trained to be teachers, repetition (especially drilling) was all the rage! And then, somehow, we lost sight of it and even began to think it was unnecessary and outdated. But is it? That's the question which this talk address – and concludes that 'utterances repeated are also utterances resignified' – in Claire Kramsch's words. How then should we bring this about, and what should we get students to repeat?

Beatrix Price

Jane Austen's world in the light of the 21st century

all, ws

Reading Jane Austen's novels in the original language is a great pleasure; but how to approach the long and complicated language, and what is more, how do we persuade our students to read them either through graded readers or by introducing the authentic novels bit by bit? What is the route to make Jane Austen's world familiar to our learners? How can we use blogs, literary shows, webinars, websites, downloadable lesson plans, film adaptations of the original novels and modern interpretations to orientate ourselves in the Austen maze?

Bernarda Avsenik, Andrea German Velušček

The newly updated edition of Touchstone 7 Workbook

comm, prim

We will present the newly updated edition of Touchstone 7 Workbook. We are going to point out its efficient strategies to encourage active engagement of students and its unique approach of the incorporation of a global perspective into foreign language education. Special focus will be placed on the reading and writing sections as well as cultural and cross-curricular topics.

Lisa Hundley

Seattle writes: you're a poet and you didn't even know it

ws, all

This workshop adapts a civic poetry context (Hickey, 2009) to the classroom to elicit meaningful language through learner-composed poems. The medium of poetry should underscore how learners from a diversity of backgrounds, levels and situations can activate creativity to produce meaningful, enjoyable text in a foreign language. Come with your pencils sharpened for a lively session!

15.00 – 16.15

Jamie Keddie

Videotelling

all

In this talk, I would like to share a classroom technique which combines storytelling with visual material, especially online video. 'Videotelling' is storytelling for the YouTube generation. In the session, we will see how a single video clip can be turned into a whole-class communicative event, with possibilities for language emergence and language learning along the way.

16.45 – 17.45

Stefania Ballotto

Changes art can make

ws, all

Art is perhaps the most under-used resource in language teaching. Art and design are everywhere. Art provides us teachers with an opportunity to create lessons that will live long in our student's memories. Discover the artist within and unleash your creative abilities. Be inspired, and immerse yourself in a world of colour, shape and creativity.

Marjorie Rosenberg

Spotlight on learning styles

ws, sec, adults, ESP

Have you ever wondered what makes your students tick? Part of the secret may be individual learning styles. This interactive workshop will give you the chance to gain knowledge about learning preferences and strategies and try out a variety of language activities from Spotlight on Learning Styles (Delta Publishing) especially designed to appeal to a different learner types.

Magda Pašalić, Irena Sinovčić Trumbić

Cool tools from Wi-Fi EFL world

ws, all

Today's technologies are changing how we learn and teach. Advancements in technology equip the teacher with resources for the creation of student-centered learning environments. We invite you to explore with us some of the free web tools ranging from the basic vocabulary acquisition to joining a visual story telling community and embarking on a creative writing adventure for all ages.

Irena Rimc Voglar, Dejan Kramžar

Use of the eTwinning desktop and the Virtual classroom TwinSpace

ws, all, BYOD

The workshop will be an opportunity to explore the eTwinning Desktop and virtual classroom TwinSpace. Participants will have access to the portal and will be able to try basic tools at the workshop.

18.00 – 18.45

Anthony Gaughan

40 things to do with a text

ws, all

Just how many things can you think of to do in class with a written text or audio recording? Read it for gist? Comprehension questions? Gap-fill? Discuss it afterwards? Would you believe me if I told you that there were at least 40 things you could do? In this workshop I'll share at least 40 ways of working on reading, listening, speaking and writing skills, as well as going to work on language, using everyday texts and a little ingenuity.

Stephanie Clarke

Change your life with visualisation and visioning

ws, all

"There is nothing either good or bad but thinking makes it so" from "Hamlet" by William Shakespeare. This is a workshop for personal/spiritual development. Learn to use the magic of your mind to create a new reality for yourself - expanded, peaceful and prosperous - both in the classroom and in your private life.

Tina Blatnik

Listening unplugged!

ws, all

Have you ever wondered why our students grumble every time they hear the next task is going to involve a listening comprehension? Are you eager to get a more enthusiastic response without really breaking sweat? Focusing on both micro- and macro-listening activities, this workshop will help you break the routine and liven up your listening lesson.

Elma Bešić

Differentiated learning - reading and writing in primary school

ws, prim

This workshop will demonstrate differentiated instruction in a classroom in Bosnia and Herzegovina, where students were put into three different groups according to knowledge, skill and ability within one class of the same grade. The instructor created her own materials, including stories on an iPad, vocabulary games, flash cards, and other activities adapted to each group and level.

18.55 - 19.15

Mejreme Berisha

Teaching in the 21st Century

all

In my pecha kucha presentation I make a contrast between educators that support the development of 21st century skills anywhere, anytime students are learning, and hesitant teachers to use new technology.

Estera Deželak

The word-catcher: a creative writing experiment

T, sec, adults

How is writing taught? Can it be taught? How to make a literary work work? The presentation will touch upon different aspects of writing and engage you in a few short creative tasks. We will be writing, and talking about writing, and thinking about writing.

Ivana Banković

Using storytelling to foster children's appreciation of arts

T, vyl, yl

This paper explores the topic of storytelling in relation to the children's attitude towards the arts. It investigates and discusses how stories, as art themselves and as an impulse for other creative activities, can be used to foster development of artistic appreciation in children and why this issue is important in early childhood education.

Saturday, 8th March 2014

09.00 – 10.00

Stefania Ballotto

Changes art can make

Art is perhaps the most under-used resource in language teaching. Art and design are everywhere. Art provides us teachers with an opportunity to create lessons that will live long in our student's memories. Discover the artist within and unleash your creative abilities. Be inspired, and immerse yourself in a world of colour, shape and creativity.

10.30 - 11.15

Jamie Keddie

Videotelling workshop

ws, all

In this workshop, we will expand on some of the techniques that I demonstrated during my talk. We will look at some more ideas and consider ways in which you can apply the principles and create videotelling activities for your own classroom.

Gregor Pirš

Cuisenaire rods in ELT

ws, all

The presentation will be dealing with the use of cuisenaire rods in the classroom. We will have a look at some activities a teacher can do in the classroom to enrich students vocabulary and speaking skills as well as their self-esteem

Marša Meznarič

Montessori 101

ws, VYL, prim

Monte-what? Montessori. OK, it comes from Italy, right? Is it a dish? A type of music? Noup. Learn more in this talk/workshop. In Montessori 101 I will briefly present the montessori philosophy. You will have a chance to see a video of "a day in a montessori school" and put your hands on some of the montessori materials.

Katja Rotar

Teaching poetry

ws, adults

Practical examples and material for teaching 3 poems from matura and creating your own material for teaching poetry.

11.30 – 12.30

Jeremy Harmer

Yes, but why do we need teachers at all

The constant tension between teaching and learning is brought into sharp focus in the digital age, where access to knowledge is available to all so that tasks may be less about what teachers can show and tell and more about what students can find out for themselves. What, then, is our role in all this? Should we simply organise learners in what Sugata Mitra has called SOLEs (self organised learning environments) or is there more, still, for us to do?

Ah. Questions, questions. But it's questions that make teaching worth doing, because in trying to answer them we learn more about who we are and what our students need and want from us.

14.00 – 14.45

Eamonn Shanahan

Continuing professional development with the British Council

T, all

CPD refers to the continuous process of looking for ways to deal with new challenges and improve your performance as a teacher of English. It is an essential part of being an English teacher and it is the responsibility of each individual teacher to evaluate themselves and identify how to progress. CPD takes place across all stages of a teacher's career.

Janja Čolić

Using songs in the English classroom

ws, all

By selecting different types of songs, you can suit the needs and interests of your students that therefore feel motivated and interested in English. Songs are fun and contain natural language. Also, students get to hear different accents of English. They are good to introduce many of the topics that they may cover and a variety of new vocabulary can be introduced. You will be provided with some ideas about how to adopt songs' lyrics as well as get some of the 'ready-to-take' into the classroom material.

Silva Bratož, Mojca Žefran

Creativity in routine?

ws, all

Our workshop will deal with two concepts which are rarely considered together, i.e. creativity and routine. We will discuss the benefits of using various types of routines in the ELT classroom as scaffolding strategies which provide a safe learning environment and encourage peer-peer interaction in meaningful, creative and spontaneous ways.

Danka Kezunović

To play and learn- are you serious?

There is a common perception that learning should be serious by its nature, and if there is laughter and fun, there is not any learning indeed. It is such a misconception. Through playing games, students can learn English the way children learn L1 without being aware they are studying, and without stress, they can learn a lot. This presentation will demonstrate ready-to-use classroom games providing intense and meaningful practice of language in fun and relaxed atmosphere.

15.00 – 15.30

Nikki Fortova, James Thomas

Change happens if...

T, all

This presentation details our practice teaching framework in which trainees put into practice the substance of the pre-requisite coursework. Our so-called "internal practice teaching" prepares them for school placement, a ministry requirement. We are thus able to send our trainees out to schools with training in linguistics, classroom management and the micro-skills that are compatible with current trends in ELT.

Aleksandar Tonic

Shakespeare@TheGlobe

ws, prim

Is our classroom just a stage where we are merely players? Literature tends to be a rather neglected aspect of TEFL in our primary education. In this workshop you will be presented with some practical ideas and materials for teaching bare basics of Shakespeare and the Globe Theatre to your pupils (grade 7-9).

Mojca Saje Kušar, Maja Zajc Kalar

Shall we play?

ws, all

This is a presentation of how generally boring proverbs can become fun for the students of all age. Why not let a little humor to your classes and let the students do the job? They can make a short video for a chosen proverb and then put them together in a fun video. Camera should not be a problem, since we are constantly losing our nerves because of their mobile phones... Come and see an example!

16.00 – 17.00

Mojca Belak

The joys of improvisation

ws, all

Improvisation in class is a great way to get students to speak. It is often easier for learners than guided dialogues, and definitely much more fun. Come and try improvisation exercises and face one of the most dreaded situations in our profession: standing in front of a group of people not knowing what you are going to say next.

Danny Singh

Let's make love in English

ws, all

The difference between one language and another is not words, but sounds! Speaking a language well, means being able to utter all those strange sounds, peculiar only to that language, without reverting back to the mother-tongue interference. This workshop will demonstrate with practical and humorous examples just how important a factor this is in speaking a language.

Akos Gerold

Online and face-to-face professional development for business English teachers

ws, adults, ESP

When facing the choice between online and face-to-face professional development opportunities, many business English teachers seem to be unsure which to opt for and sometimes appear to be biased in their choices. This workshop will explore the objective advantages and disadvantages of both types of delivery from a variety of perspectives to help participants make an informed and unbiased decision that best suits their learning styles, time and other circumstances.

Sandra Vida

British Council materials for teens

T, sec

Teenagers nowadays are a demanding group of people to teach. If you don't give them at least partially what they want, or manage to wrap it in the veil of what smell like their world, they will never take you seriously. With the help Of British Council materials for teens, it is doable for everyone now.

17.15 – 18.00

Anna Hebronova

Fun ways of using English texts in lessons

ws, all

This workshop brings some fresh ideas on how to include English literature into classes. Students mostly get bored only hearing the word "literature". We will use Usborne books and make reading more fun. We will cooperate on some activities for various ages of students and try to inspire kids to listen and read!

Nora Tartsay Nemeth

What's in a QR code?

ws, sec, adults, ESP

This practical workshop focuses on defining, using, and creating QR codes for classroom practice. With teenagers or adults, QR codes can be used to motivate the learners to look around their environment, discover learning opportunities, and share their ideas. If you want to be an active participant in the workshop, bring your own device.

Atsuko Takase

Which improves English proficiency more, extensive reading or skills building?

T, all

This presentation focuses on Japanese EFL students' improvement in general English proficiency through extensive reading (ER). The experimental group participated in ER and the control group took a regular skills building reading course. Edinburgh Project on Extensive Reading (EPER) cloze tests were administered at the beginning and the end of the course. The ER group showed significant improvement.

Draginja Ristić

Promoting values and culture in the English classroom

ws, YL

Integrating culture and language teaching is certainly one of the most pleasant and creative aspects of teaching English. It brings real life into classroom in a natural way. Getting to know the ways of the English speaking world makes learners immersed into learning process; they are easily and actively involved, highly motivated and last but not least - they enjoy it. On this occasion I would like to share the ideas and experiences since I have been teaching young learners for more than ten years. The most rewarding for me is that it is often heard: "I know! We've done it in English!" It is not the chronological order of the events that matters, but the fact that learners remember and are inspired. This is also an effective way to promote values and compare particular aspects of English speaking countries with their own country and its culture, as well as, a way of different skills development and creativity through project work.

16.00 – 17.00

Mark Andrews

Reading the media

ws, all

The ability to critically evaluate the media is a key skill for every young person. By looking at the front pages of British newspapers we will see how this kind of work can help Slovene young people in reading their own media as well as learning English.

Dardan Shabani

Cooperative learning strategies

T, all

Keeping the students' attention, making them use the target language in the class and engaging all students are among the challenges of ours as teachers, especially when having classes of a big number of students. This presentation will introduce some "on-the-spot activities" (no prep-time needed) that enhance students' cooperation skills and engagement in the class both as learners and "instructors". Implementing these activities, which later become structures rather than activities, will encourage the students to help and learn from each other. See how little ideas can make great changes!

Béla Tóth

A blended learning program from plans to implementation

T, adults, ESP

In line with modern teaching trends more and more teachers use blended learning methodology in their classes. Though most of us are familiar with this trend, we often lack the proper planning skills. This presentation elaborates on planning, design, implementation and assessment of a blended learning course.

Lea Sobočan

Making ESP relevant - practical tips and materials building

ws, all

ESP is still an uncharted territory for many newly qualified teachers. Do I need to know law if I want to teach Legal English? Where do I find the vocabulary? How do I know what to include in the curriculum? What happens when they ask me a question I can't answer? Do I need to prepare only authentic materials? What are authentic materials anyway? This workshop will try to answer some of those questions and offer some go-to strategies when developing materials and planning lessons for your ESP classes.

Sunday, 9th March 2014

09.00 – 10.00

Anthony Gaughan

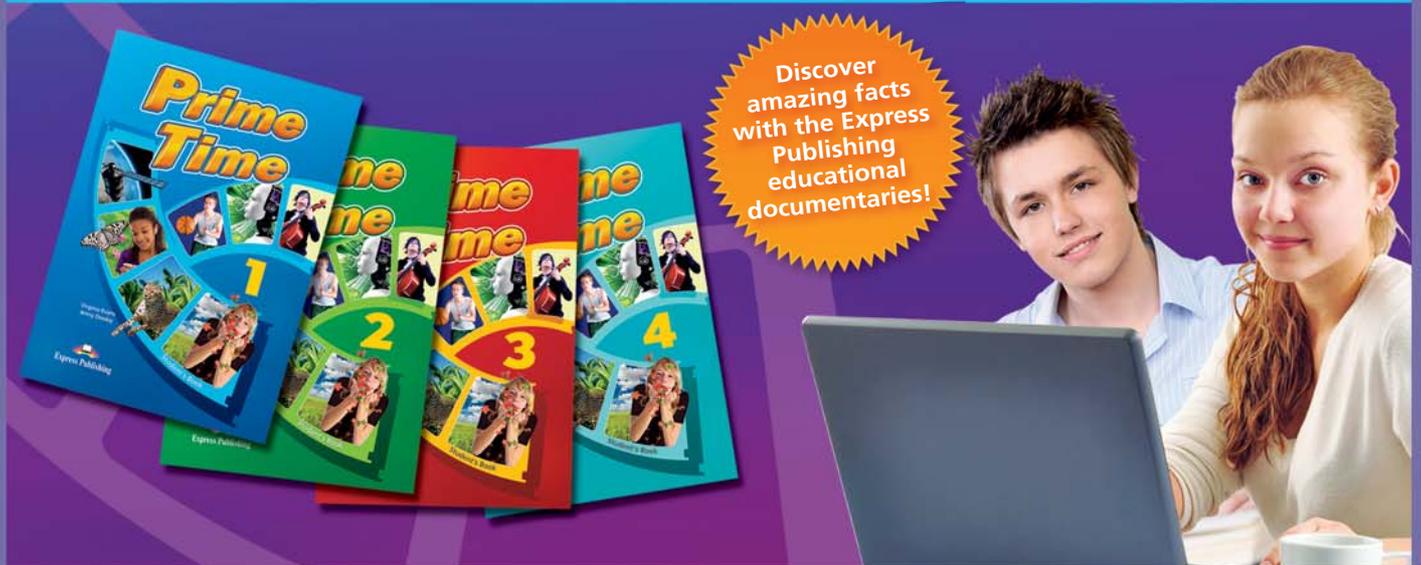
Punching your weight in the language classroom

Float like a butterfly; sting like a bee - Cassius Clay AKA Muhammad Ali - Have you ever wondered why you sometimes fail to knock out your learners - in learning terms, that is? Maybe – in your darker moments – you have thought that teaching might better be left to the Thornburys, the Harmers, the Scriveners – the heavyweights. But if you ever thought that, let me reassure you. You only need to learn to punch your weight in the classroom. Come on. Let's get in the ring and work up a sweat.

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