



25th

International IATEFL

Slovenia Conference

8th - 11th March 2018

Terme Topolšica

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TEACHER DEVELOPMENT COURSES – LANGUAGE DEVELOPMENT COURSES

Dear participants,

It is with great pleasure that we welcome you to our 25th jubilee conference. The past 25 years have been an amazing journey which started at a time when our region went through troubling and tumultuous times. Our initial desire was not only to help connect English teachers and provide a platform for the exchange of ideas but also to learn from the renown ELT experts. Our enthusiasm and determination to thrive has brought us to where we are today – a slow but steady rise in membership as well as record numbers of schools taking part in our annual competitions.

The world we live in is changing at an ever-faster pace, which impacts our profession on so many different levels. As public servants, we have become subjected to scrutiny, disdain and criticism. Apart from being burdened daily by additional tasks, projects, reports, angry/disappointed parents, passive students, we have been portrayed in the public as lazy vacationers, always on a break, using every minute of our free time to browse through travel brochures. This is why we need to stand together, now more than ever and offer support to our colleagues both at home and abroad. As teachers we need to stand united and walk boldly through daily challenges all the while carrying the torch of knowledge in our hand. Society needs us. Our students need us.

Each and every one of you has contributed to what makes IATEFL Slovenia the widely-known association it is today and for that we thank you. We always greatly appreciate and value all of your suggestions, comments, ideas, critique, and do our best to justify the trust you have placed upon us. We hope to continue to do so in the future, if not for more, then at least for another 25 years.

Make the most of the days ahead of you,
IATEFL Slovenia team

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Ljubljana

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IMAGINE...

25th International IATEFL Slovenia Conference

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.

Registration Opening Times

Thursday	8 th March	14.00 – 19.00
Friday	9 th March	08.00 – 09.00
Saturday	10 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.

Please leave the plastic name tags at the registration desk before leaving so they can be reused next year.

Raffle

We'll have a simple quiz again ☺

Drawing will take place on Friday and Saturday before the main plenary in the hall LUNA and on Saturday evening for the main prizes. You must be present to win.

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.

Q&A

Please make sure you get to plenaries on time as it won't be possible to get in later. If you have questions for any of the speakers, please feel free to stop them outside of the sessions, this is what we are all here for.

Members of the Organising Committee for the Conference

Sandra Vida, Dolores Malić, Jasna Šebez,
Janja Čolić, Polona Šivec, Nataša Meh,
Alenka Tratnik, Dragana Stegić,
Helena Žnidaršič Seme, Metka Lovrin

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Thursday, 8th March 2018

TIME		AUDIENCE	ROOM
14.00 – 19.00	Registration of the participants		
16.00 – 16.45	Nataša Meh All different all in the same school	all	plenary hall 1
	Metka Lovrin Food for Thought - End World Hunger from the English Classroom	all	plenary hall 2
16.45 – 17.00	Dragana Stegić Why a PCE and WHY GiSIG	all	plenary hall 1
17.00 – 18.00	Fiona Mauchline What the eyes see.... (Global Issues: why, how and should we bother?)	all	plenary hall 1
18.15 – 19.00	Chris Sowton How Sustainable Development Goal 4 fails minority language-speaking children	all, T	plenary hall 1
	James Quartley Incorporating Global Issues in Business English	all, T	plenary hall 2
	Barbara K. Horváth Ebony and Ivory - fostering tolerance in the EFL classroom	all, ws	room 2
19.00 – 20.00	Dinner		
20.00 – 22.00	Official opening of the conference		plenary hall 1
	David and Hillary Crystal Playing with Shakespeare: facts and fictions David and Hilary Crystal create a Shakespearean atmosphere with their light-hearted presentation of old and new facts and fictions about the language of Shakespeare		plenary hall 1
22.00 – 24.00	Chilling in the swimming pool (Swimming pool will be open until midnight just for the IATEFL Slovenia conference participants.)		

POETRY COMPETITION



As a part of our 2018 conference, we are organizing a poetry competition.

All participants of the conference are invited to enter the competition with poems written prior or during the conference.

The first prize will be 50 eur, the two runners up will each receive a prize of 25 eur – in cash!

The winners will be announced on Sunday, after the main plenary.

Each participant may submit one original poem based on the theme of our conference and/or its title, written in English. An independent jury of 3 participants will be appointed on the first day of the conference. Please collect a code when you submit your poem at the registration desk and write this on your entry instead of your name. Leave your poem at the registration desk by 6 pm on Saturday.

Friday, 9th March 2018

TIME		AUDIENCE	ROOM
7.00 – 7.30	Morning gymnastics in the pool		
8.30 – 8.50	Adam Murray Attributes of Effective Listening Materials	adults, T	plenary hall 1
	Tanja Kovačič Classroom karaoke: much more than just singing	all, ws	plenary hall 2
	Vesna Šušnica Ilc Developing writing skills: from horror to adventure	sec, T	room 2
	Anže Perne The Hurricane Season in the Classroom	all, ws	room 3
8.50 – 9.00	Welcome, Changes		hall LUNA
9.00 – 10.00	OPENING PLENARY Penny Ur - Using lesson time		hall LUNA
10.15 – 11.00	Fiona Mauchline In a world of pure imagination	all	plenary hall 1
	Danny Singh Team Building inside and outside the classroom	all, ws	plenary hall 2
	Jean Linehan Define, Discuss, Debate (and other things that start with D)	all, ws	hall LUNA 1
	Katja Leban „ee“ vs „ea“ ... Easy or difficult?	prim, ws	hall LUNA 2
	Nazan Ozcinar Sirel, Ezgi Öner Increasing creativity and motivation with project works in learning environment	all, T	room 2
	Karen White Fun activities for practising speaking	all, ws	room 3
11.00 – 11.30	Coffee break		in the exhibition hall
11.30 – 12.15	Lynda Steyne Fruit or Veggie?: Organising Skills for Writing	all, ws	plenary hall 1
	Lee Shutler Back to the future: humanistic activities to develop speaking skills	sec, ws	plenary hall 2
	Dragana Andrić Liven up your lessons with drama	prim, ws	hall LUNA 1
	Laszlo Katona Imagine that...	all, ws	hall LUNA 2
	Beatrix Price „Seeing in the mind’s eye“ Vision and Motivation for learners, teachers and Teachers’ Associations	all, T	room 2
	Tery Lemanis Effective ELT for Teens & Young Adults	all, comm	room 3

prim = primary, **sec** = secondary, **yl** = young learners, **comm** = commercial presentation, **ws** = workshop, **T** = talk

TIME		AUDIENCE	ROOM
12.30 – 13.00	Peter Dyer How can we avoid being dull speakers	all, ws	plenary hall 1
	Mike Harrison Visualising your thinking – using decision making models in ELT	all, ws	plenary hall 2
	Sandra Feketija Singer or not - everybody can teach through music	all, ws	hall LUNA 1
	Andreja Piškur Vodopivec Let us admire English Satire	sec, T	hall LUNA 2
	Nick Kiley Plug Yourself In - Engaging teenagers with tech	all, ws	room 2
	Mateja Sukič Kuzma Writing creations	prim, talk	room 3
13.00 – 14.00	Lunch		
14.00 – 14.30	Deborah Eagle Straight and Narrow: controlling ideas in written English	all, T	plenary hall 1
	Andreja Mikluš Using English as a Tool to Master a Variety of Topics (part 1)	all, ws	plenary hall 2
	Maja Štekovič One Minute to Win it – Perfect Your English Through an Elevator Pitch	sec, ws	hall LUNA 1
	Meta Štrumbelj Imagine letting students close to you ... scary, isn't it?	all, T	hall LUNA 2
	Mija Selič Introducing Literacy To Young Learners (age 8) (part 1)	prim, ws	room 2
	Nataša Lukovič: The Power within (part 1)	prim	gym
14.45 – 15.30	George Kokolas Gamification & Practical Application for EFL Learners	all, ws	plenary hall 1
	Andreja Mikluš Using English as a Tool to Master a Variety of Topics (part 2)	all, ws	plenary hall 2
	Marija Dzonova Dyslexia in the ELT world: the more apps and tools, the greater problems?	all, ws	hall LUNA 1
	Katja Krobe, Nina Granda Teaching what the learners want to/need to/have to learn	adults, ws	hall LUNA 2
	Mija Selič Introducing Literacy To Young Learners (age 8) (part 2)	prim, ws	room 2
	Nataša Lukovič: The Power within (part 2)	prim	gym

TIME		AUDIENCE	ROOM
15.45 – 16.15	Nora Nagy Mapping the written wor(l)ds of classic novels	all, ws	plenary hall 1
	Andreja Hazabent Moral development and its effect on school work	all, ws	plenary hall 2
	Klavdija Križovnik Be Active and Learn	prim, ws	hall LUNA 1
	Maja Kovačič Creative and Associative Learning in the ELT Classroom	all, ws	hall LUNA 2
	Sandra Kozorog Košuta English through Games	prim, ws	room 2
16.15 – 16.45	Coffee break + raffle!		
17.00 – 18.00	PLENARY Hugh Dellar The Curse of Creativity		hall LUNA
18.15 – 19.00	Mark Andrews David A Hill: A man of many talents.	all, T	plenary hall 1
	Nora Tartsay Nemeth Boosting imagination and creativity in the classroom	all, ws	plenary hall 2
	Vesna Dobrila Classroom activities that enhance students' active engagement in learning	prim, ws	hall LUNA 1
	Helena Miklavčič Educating the heart and the mind	sec, ws	hall LUNA 2
	Erika Golob If Today Was Your Last Day	prim, ws	room 2
	Medico wellness Please register in advance! Medico wellness is a one-and-a-half-hour guided programme. The wellness offers thermal enjoyment in heated armchairs, pleasant touch of water bubbles in the massage pool, purifying peeling, and invigorating kneipp. Another specialty of the program is a relaxing chromotherapy that uses colours to establish the balance of body and mind. An indispensable part of this section of the centre are the resting areas where we will serve you medicinal ginger tea.		
19.00 – 20.00	Dinner		
21.00 – 23.00	Social evening – Imagine... Super 70's flower power party		hall LUNA

prim = primary, sec = secondary, yl = young learners, comm = commercial presentation, ws = workshop, T = talk

Saturday, 10th March 2018

TIME		AUDIENCE	ROOM
7.00 – 8.00	Yoga session with Nicola Epps		<i>gym</i>
8.30 – 8.50	Marija Pavlović English folktales as a means of motivation for young learners	yl, ws	<i>plenary hall 1</i>
	Volodja Šiškov Bonus Questions (How to Inject Some Fun into Written Tests)	sec, T	<i>plenary hall 2</i>
	Maja Savorgnani Be Constructive: Use Literary Constructions.	sec, T	<i>room 2</i>
	Barbara Lukač Patarčec ERASMUS +: EVS Volunteers in Primary School	all, T	<i>room 3</i>
8.50 – 9.00	Mojca Belak Presentation of IATEFL		<i>hall LUNA</i>
9.00 – 10.00	PLENARY Peter Dyer (Pilgrims) Improvisation in the classroom. How to encourage speaking and creative writing by freeing our imaginative spirits	all	<i>hall LUNA</i>
10.15 – 11.00	Penny Ur Higher order thinking skills	all	<i>plenary hall 1</i>
	Brooke Leach Grable Using the Picture Word Inductive Model	yl, ws	<i>plenary hall 2</i>
	Nicola Epps Go with the flow	all, ws	<i>hall LUNA 1</i>
	Nataša Žarkov Ideas for getting students to speak	sec, ws	<i>hall LUNA 2</i>
	Valerija Stanovaja, Anita Tomanič Using emojis in the classroom	all, ws	<i>room 2</i>
11.00 – 11.30	Coffee break		
11.30 – 12.15	Hugh Dellar Smooth Sailing through the Sea of Words (part 1)	all, ws 90 min	<i>plenary hall 1</i>
	Conrad Kellett Igniting the imagination: innovative ways to use magazines / books in the classroom, high tech, low tech and no tech activities	all, ws, comm	<i>plenary hall 2</i>
	Claudia Molnar I'm all ears, are you?	all, ws	<i>hall LUNA 1</i>
	Tjaša Lemut Novak Slovenia, my country	all, ws	<i>hall LUNA 2</i>
	Nada Đukić Critical thinking in practice	all, ws	<i>room 2</i>
	Tanja Marzidovšek Waste it or use it?	yl, prim, ws	<i>room 3</i>

TIME		AUDIENCE	ROOM
12.30 – 13.00	Hugh Dellar Smooth Sailing through the Sea of Words (part 2)	all, ws	plenary hall 1
	Nataša Kranjc Mind Full or Mindful	sec, ws	plenary hall 2
	Gabi Čakš, Jožica Nuč Imagination- a Key to Successful Vocabulary Learning	prim, ws	hall LUNA 1
	Dubravka Blažić Mnemotechniques	all, ws	hall LUNA 2
	Janja Androić Go paperless with Classkick (byod)	all, ws	room 2
	Sandra Vida, Janja Čolić Survive	sec, T, comm	room 3
13.00 – 14.00	Lunch		
13.30	Guided walk of Topolšica Please register in advance!		
14.00 – 14.45	Dijana Mateša We are all mad here, drama ideas for English classroom	all, ws	gym
	Sean Thompson TV Games Shows in the Classroom	all, ws	plenary hall 1
	Sanja Rašković The magic of storytelling, how to use stories in teaching	yl, prim, ws	plenary hall 2
	Zoltan Rezmues Culture to culture: sowing the seeds of creativity	all, ws	hall LUNA 1
	Milan Mandeljć I Write, Therefore I Am! Or: Essaying a (Literary) Essay is Easy	sec, ws	hall LUNA 2
	Aleksandra Jevtović Poetry as Inspiration	all, ws	room 2
15.00 – 15.45	Mojca Belak The Importance of Teacher Language	all, ws	plenary hall 1
	Jelena Perišić Room escape - more than a game	all, ws	plenary hall 2
	Ana Galac Something old and something new	all, ws	hall LUNA 1
	Katarina Lovenjak Can you convince me?	all, ws	hall LUNA 2
	Anita Jokić Open Window	all, ws	room 2
	Dijana Mateša We are all mad here, drama ideas for English classroom (part 2)	all, ws, continued	gym

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TIME		AUDIENCE	ROOM
16.00 – 16.30	Gabriel Clark Revisiting experimentalism: What we can learn from the 1970s	adults, T	plenary hall 1
	Peter Cigrovski How to teach and assess the Matura text types?	sec, T	plenary hall 2
	Silva Bratož, Mojca Žefran, Anja Pirih Presenting the coursebook Reach for the stars 3	yl, comm	hall LUNA 1
	Urška Petrevčič Successful Language Learners, their Profile and Use of Learning Strategies	sec, T	hall LUNA 2
	Syeda Sahar Naqvi Developing a Curriculum to Counter Extremist Ideologies	sec, T	room 2
16.30 – 17.00	Coffee break	all	
17.00 – 18.00	PLENARY David Crystal The story of English in 100 words	all	hall LUNA
18.30 – 19.15	Thom Jones Where imagination runs wild and free	all, ws	hall LUNA
	Suzana Poženeš British English Olympics (BEO) - international academic competition in the UK	all, ws, comm	room 2
	Anna Jančová Forget Alzheimer's	adults, ws	plenary hall 1
	Elvira Hodžič, Ramajana Zahirović Instructional Strategies for Students with Physical Disabilities	all, ws	room 3
19.00 – 19.30	Not-a-virtual Chat room Paraffin bath for your hands Bring a towel!		plenary hall 2
19.15 – 20.30	Dinner		
20.30 – 23.00	Social evening: Lip sync battle + raffle of main prizes		plenary hall 1

Sunday, 11th March 2018

TIME		AUDIENCE	ROOM
7.00	Swimming pool opens for those who want a farewell swim before breakfast!		
9.00 – 10.00	CLOSING PLENARY: Jen MacArthur Imagining the World: Maps in the English Language Classroom	all	plenary hall 1
	Imagine: the poetry competition results		
10.00 – 11.30	Uwe Pohl and Anna Szegedy-Maszák Stories from the conference: what are we taking away? An interactive workshop with cookies and drinks	all	plenary hall 1

Lined area for notes.

Thursday, 8th March 2018

16.00 – 16.45

Nataša Meh

All different all in the same school

Nowadays the majority of primary schools have more and more pupils that in the past would have been put into 'special schools'. These are either handicapped pupils, the ones with learning disabilities or those that have come from another country and do not speak the language.

In the last few years I have taught pupils that have autism, that are deaf, that have only 20% vision, that have severe or mild dyslexia, that have scotopic syndrome, etc. We will discuss how integration and inclusion of children with special needs are dealt with at our school, how I work with special pedagogues and what adjustments I make at accessing these pupils. I encourage you to come and share your views on the topic.

Metka Lovrin

Food for thought - end world hunger from the English classroom

Unlike climate change and poverty, which (younger) students might have difficulties grasping, food is a topic they can easily relate to, since it has an immediate and tangible impact on their world. They have experienced hunger. They probably have also an idea about what and how much they consume daily. They have most likely noticed the difference between their parents' eating habits and their own. This is why food as a global issue offers such a wonderful opportunity to engage students in critical thinking. It fosters new perspectives and enables students to gain new experiences which reach beyond the classroom. In order to gather new teaching ideas, this workshop will encourage you to explore the differences in diets, push you into having a second glance at your groceries, and even motivate you to step out of your pedagogic comfort zone (i.e. the classroom) into the school garden. There will be samples to taste, ideas to collect, and didactic materials to experience and review. After all, the best way to learn is by doing.

16.45 – 17.00

Dragana Stegić

Why a PCE and WHY GiSIG

A brief introduction on what the Global Issues Special Interest Group represents, how the teachers can join and contribute. GISIG provides a forum among ELT practitioners to stimulate awareness and understanding of global issues to exchange ideas on integrating peace education, human rights education, development education, and environmental education into English language teaching. It is for teachers who see themselves as educators in addition to teaching the language and who are keen to bring real-world issues into the classroom, instil a sense of social responsibility and develop critical thinking skills.

17.00 – 18.00

Plenary: Fiona Mauchline

What the eyes see... (Global Issues: why, how and should we bother?)

With a packed schedule, an over-loaded syllabus, and more buzzwords than bees, is there space-time for dealing with global issues in the English classroom on top of everything else? Is it helpful or useful to even try? And if so, how do we do it in a way that will engage our teens (and adults) rather than turn them off? This idea-filled, participative plenary will look at how and why using various kinds of visuals can bring global issues into the teen and adult classroom in ways that open students' eyes and minds, and create memorable language learning moments.

We hope it will also be fun ☺

18.15 – 19.00

Chris Sowton**How Sustainable Development Goal 4 fails minority language-speaking children**

We live in a multilingual world of vanishing languages, in which the languages of linguistic minorities are perpetually being stripped of their instrumental significance (Skutnabb-Kangas, 2009). Against this backdrop of 'language death', but where there is broad consensus about the value of mother tongue instruction and of the relationship between language ability and socio-economic development, it is remarkable that the SDGs – the UN's blue ribbon framework for human development – makes just a solitary reference to language. Following Brocke-Utne, I argue that the notion of 'Education for All' becomes a completely empty concept if the linguistic environment of basic learners is not taken into account, and that the already-marginalized will be affected the most. In advancing this argument, I present a wide-ranging analysis of relevant theory and empirical research and address relevant contemporary discussions such as EMI and Language for Resilience. Finally, I make a series of recommendations which I believe would lead to more inclusive, equitable and lifelong learning opportunities for minority language-speaking children around the world.

James Quartley**Incorporating Global Issues in Business English**

The traditional view of Business English is often of topics like success, marketing, finance and language skills like negotiation, brainstorming, cold-calling. There is no single area of life that Global Issues do not directly affect, so why do so few course books incorporate them? The talk will try to suggest ways to incorporate GI.

Barbara K. Horváth**Ebony and Ivory - fostering tolerance in the EFL classroom**

Gipsy, jew, gay, migrant – have you ever heard any of these curse words inside or outside the classroom? What did do? Do we, EFL teachers, have anything to do with it at all? How many times have we gone on without paying attention and left the job for the form teacher? It is easier and more comfortable to close our ears and teach 'only the language'. But is it possible at all?

The textbooks we use, the readings, listenings and writings we typically work with usually only focus on cultural differences: traditions and the 'food-drink-music' triangle of the English speaking countries. But is it really enough to make our students understand that the world around us is so colourful and the humanity needs to appreciate every shade of it? Just imagine how English can be the key for shaping an accepting way of thinking. By integrating multi-cultural topics into ELT we are all able to foster tolerance among our students and help our colleagues cope with the burning issue of hate and bullying.

If you come to my workshop, I will show you some easy games and activities that can be used in the English language classroom either for a quick warm-up or for a whole-lesson topic.

20.00 – 22.00

David and Hilary Crystal**Playing with Shakespeare: facts and fictions**

David and Hilary Crystal create a Shakespearean atmosphere with their light-hearted presentation of old and new facts and fictions about the language of Shakespeare

Friday, 9th March 2018

8.30 – 8.50

Adam Murray

Attributes of effective listening materials

In an ongoing research project, the researcher is investigating the difficulty (perceived and actual) of listening materials along the students' performance on listening comprehension questions. By using these two sources of information, general recommendations can be made to help his students select more level-appropriate listening materials.

Tanja Kovačič

Classroom karaoke: much more than just singing

Karaoke in ELT is not only about singing and having fun while learning. It entails familiarization, involvement and production activities, which can be used to teach different skills (pronunciation, fluency and motivation in reading, writing, grammar, listening comprehension...) and levels of English language. Come and get free, ready-to-use worksheets as well as practical tips, which will help you achieve great results.

Vesna Šušnica Ilc

Developing writing skills: from horror to adventure

Developing writing skills in technical secondary schools frequently represents a daunting task for teachers and students alike. As a teacher, you are faced with students' eye rolling, general disinterest and if you are very unlucky even open confrontation. To avoid these unpleasant situations, I decided to incorporate elements of Formative Assessment into my teaching practice, which proved to be quite an adventure in comparison to the more traditional classes I had had before. Shouldering most of the responsibility for the task, the students became more creative, self-reflective, and critical towards their peers' written production, and they eventually completed their writing tasks with little trouble. The feedback that I received from the students involved in the process was so favourable that I decided to use the same elements and procedures in other classes as well. The prime aim of my talk is to present the process of writing a short story in the frame of Formative Assessment in a step by step fashion so that it can be easily used in various classroom situations.

Anže Perne

The hurricane season in the classroom

The 2017 Atlantic Hurricane season hit some parts of the USA and the Caribbean hard, leaving many people homeless. This prompted me to prepare a class on hurricanes as not many students knew why, how, and when they form. The talk will provide practical examples of how to approach this topic – from a warmer by using Kahoot.it to very short documentaries for classroom use, explaining the features of hurricanes. The participants will be actively involved by participating in the warmer, answering comprehension questions (for students) and by asking questions should there be any time left at the end. In addition, they will see the mind maps that some of my students prepared on this topic.

9.00 – 10.00

PLENARY: Penny Ur

Using lesson time

As teachers, we have various resources at our disposal: ourselves and our own teaching skills; the learners themselves, of course; textbooks and learning materials; other facilities such as computers, video; lesson time. Of all of these, the most flexible and the most easily used - or abused - for learning is lesson time. It is also the one that has been least discussed in the literature. In this talk, I will discuss some common ways classroom time is wasted, and suggest practical guidelines for optimizing use of lesson hours for teaching/learning.

10.15 – 11.00

Fiona Mauchline**In a world of pure imagination**

Teaching teenagers is a lot more than just methodology and materials, and one of the key challenges teachers face is helping teen (and adult) learners to overcome some of the difficulties which form walls affecting – or even blocking – creative ability and self-expression. “I have no imagination” is a frequent defence mechanism, but if you show them how to break through to and develop their creativity, you’ll give them a skill they can use in and beyond the English classroom. In this workshop, we’ll access your imagination and play with some ideas you can take back and use in your classes. To quote Gene Wilder’s ‘Willy Wonka’ “There is no life I know that compares to pure imagination; living there, you’ll be free if you truly wish to be”.

Danny Singh**Team building inside and outside the classroom**

Team building is as important to a great lesson as the content itself. If all members of the group are willing to collaborate with each other, the lesson will be successful and everybody benefits! In this practical workshop, we will actively perform several team building exercises that you can use inside and outside the classroom with guaranteed success!

Jean Linehan**Define, Discuss, Debate (and other things that start with D)**

This is a „learning by doing“ workshop at which we will discuss and do an activity designed to get students speaking extemporaneously while working on their HOTS. The first part of the presentation, we will discuss why students have trouble speaking „off the cuff“ and the different critical thinking skills we use when defining, describing, discussing and debating. The second part involves the attendees actually participating in the speaking activity.

Katja Leban**„ee“ vs „ea“ ... Easy or difficult?**

The materials of the phonics method after two years of implementation in the classroom will be demonstrated. Pupils in year 2 and 3 have been sounding out the words created from carefully selected letters and sounds. They have also started to read. Now it is time to move one step ahead by introducing new phonemes. Since most of them are generally well accepted, some of them can still be tricky for our pupils.

Nazan Ozcinar Sirel, Ezgi Öner**Increasing creativity and motivation with project works in learning environment**

Profound learning takes place in an educational environment where genuine student involvement, engagement and creativity is nourished. Assigning projects or tasks can achieve this environment and students tend to meet more creative challenges with enthusiasm, enjoying a more challenging and memorable learning experience. We try to succeed this with our ‚choose not to choose‘ method contributing to long-life learning.

Karen White**Fun activities for practising speaking**

Many of our students are reluctant to speak English. In this workshop, we will try out some ideas that make speaking fun so that students forget their fears. They include drawing, games and lists. The activities can be done with small or large classes and adapted to different levels and types of English.

11.30 – 12.15

Lynda Steyne

Fruit or veggie?: organising skills for writing

In this interactive workshop, we'll look at several fun activities that I use to introduce my students to the idea of classification, and use to train them in how to link and organise common ideas and create topic sentences (and thesis statements) in academic writing.

Lee Shutler

Back to the future: humanistic activities to develop speaking skills

This workshop will help arm participants with ideas and activities to spice up their lessons. These activities will reflect the so-called humanistic movement of EFL. They involve no or little planning and represent for the teacher a good investment of planning time for classroom activity. Participants will need to be prepared to take part and have some fun

Dragana Andrić

Liven up your lessons with drama

The texts our coursebooks mostly consist of might not always be motivating enough. Using a different approach could make a great difference. Drama-based activities, presented in this workshop, could bring the characters from those stories to life and immerse the students into the fictional world of the story.

Laszlo Katona

Imagine that...

This aim of the workshop is to explore the underlying possibilities in the combination of drama games with science experiments in the language classroom. The workshop will be divided in three major sections: introduction, practical work, and discussion of the techniques presented. Primary, secondary teachers and university lecturers, teacher trainers are all invited.

Beatrix Price

„Seeing in the mind's eye“ vision and motivation for learners, teachers and teachers' associations

This presentation aims to share the findings how English Language Teacher Associations support their members both professionally and personally in the course of collaborative teacher development. The participants are invited to discover how vision and motivation are deeply linked with different self images, where there is a strong desire for intentional change and a positive future self-image is carefully cherished.

Tery Lemanis

Effective ELT for Teens & Young Adults

Teenagers are often regarded as a difficult and unpredictable group of learners that can bring many challenges to the classroom. In this session, we will take a look at some of the underlying causes for this perception, think back to when we were teenagers, and discuss some proven methods to help tackle common issues like lack of motivation, managing mixed-ability groups, developing rapport and more.

12.30 – 13.00

Peter Dyer**How can we avoid being dull speakers**

This workshop will look at different texts to study. Informative, semi persuasive and persuasive. We will examine the importance of word stress to highlight important words in all texts. Then how to avoid boring our audience to death by following simple intonation rules. Effective pausing for dramatic effect will be studied and finally how we can really colour our words and make effective use of adjectives and adverbs in particular through voice. The workshop will include some authentic texts including press articles and advertisements from TV and radio. The methods used can certainly assist the teacher in the classroom but the materials and activities are invaluable for our students.

Mike Harrison**Visualising your thinking – using decision making models in ELT**

Visuals have been used for years to help us understand information. Can we use them to reflect on where we are with our lessons or professional development – and in a sense make the ephemeral more concrete? This workshop will demonstrate how to use graphic organisers and decision-making models to help you understand where you, and your learners, are.

Sandra Feketija**Singer or not - everybody can teach through music**

Singing talent is not the precondition of a successful lesson taught through music. My aim is to inspire teachers to tackle the song section with self-confidence, and provide a toolbox of different exercises usable in the classroom, through which teachers can also improve our own musical skills.

Andreja Piškur Vodopivec**Let us admire English satire**

Having realized my students were keen viewers of Last Week Tonight, The Colbert Report and South Park, I decided to introduce one of them to my lessons. By means of analyzing satirical elements, character traits and responding with different text types, they comprehend that South Park is not only about bad language but primarily a critical view of the world.

Nick Kiley**Plug yourself in - engaging teenagers with tech**

Most of our students these days are plugged in, and interact with the world through technology. Here will we look at some tools and activities for promoting language learning in an engaging way with teenagers using online tools or their own devices.

Mateja Sukič Kuzma**Writing creations**

My presentation reflects the work from the 4th to the 9th grade to improve students' writing skills. Starting with letters, rebus stories and short descriptions and gradually building up to writing longer descriptions based on picture prompts, dairy entries, imaginative short stories and pieces of poetry. Students' work also consists of creative and imaginative homework assignments.

14.00 – 14.30

Deborah Eagle**Straight and narrow: controlling ideas in written English**

This workshop looks at formal writing conventions, with an emphasis on logical discourse markers.

Andreja Mikluš

Using English as a Tool to Master a variety of topics

Find ways to connect what you are teaching to what you would like to teach and how to go hand in hand with your textbook and still go beyond its pages. In this practical workshop you will learn how to use English to broaden your students' horizons by extending your topics and increasing their interest and motivation for learning. By discussing the already planned lessons and by planning your own, you will gain strategies for teaching communicative competencies to ensure fluency across all language domains and to make your students think in English about a variety of topics.

Maja Štekovič

One minute to win it – perfect your English through an elevator pitch

Foreign language skills can be developed through the use of an elevator pitch which is an essential concept among entrepreneurs. The elevator pitch can be closely connected to students' field of study, especially within vocational education and training. Apart from improving their language skills, students develop the entrepreneurial mindset and soft skills, such as problem-solving, team work, and creativity.

Meta Štrumbelj

Imagine letting students close to you ... scary, isn't it?

Letting students close to you might be scary, but the reward is overwhelming. I refuse to be a reserved teacher who just passes knowledge onto her students. I will present activities, projects and ideas I use in the classroom that help me establish trust and open opportunities to change students' lives.

Mija Selič

Introducing literacy to young learners (age 8)

The workshop will present the activity for speaking, reading and writing practice. We will create a chart in which words/pictures will be grouped according to their related question words and thus help us with the word order, but allow us different combinations of the sentences. With the help of the chart, we will describe a picture. Orally and in writing.

Nataša Lukovič

The power within

This inspiring and meditative workshop includes two parts, a reflection in a mirror session and a guided fantasy. It will provide stress relief and help you accept the personal strengths you carry in your heart. Use the means of guided fantasies in the classroom to practise English and boost students' self-awareness and confidence. Positive energy guaranteed!

14.45 – 15.30

George Kokolas

Gamification & practical application for EFL learners

Keeping students actively engaged in lessons can often be a challenge for teachers. Gamification creates a motivating environment for learners of all ages and provides opportunities for autonomous learning and cognitive development. By using game mechanics in non-game contexts, both students and teachers benefit. Students will view learning as a more enjoyable experience while teachers can collect valuable information on their progress.

Marija Dzonova

Dyslexia in the ELT world: the more apps and tools, the greater problems?

Dyslexia in the ELT/ESL world. Each day we are barraged with a multitude of apps and tools for dyslexic learners. Which ones to try out? Can too many of these produce a countereffect on our dyslexic English learners? Last, but not least, since Gardner's MI theory supported different learning styles, particularly those with learning obstacles, is the revised and updated version still valid for those learners?

Katja Krobe, Nina Granda

Teaching what the learners want to/need to/have to learn

Our presentation will include a talk and a short activity. Covering the topic of intrinsic and extrinsic motivation of (adult) Business English language learners, we will present the results of our research, and discuss how us, EFL teachers, can benefit from considering the learners' motivation, especially in terms of successful planning and implementation of ESP lessons.

15.45 – 16.15

Nora Nagy

Mapping the written wor(l)ds of classic novels

In this workshop I will guide teachers through easy steps to design activities using digital maps and literary texts. By building on the pedagogical affordances of digital applications, the activities will help teachers explore the physical world of famous classic novels and learn more about the linguistic and cultural knowledge they offer.

Andreja Hazabent

Moral development and its effect on school work

There are times when teaching English seems like a background music that pupils cannot hear due to a selected few who are trying to take over the lesson. I will talk about the theory of Kohlberg's moral development stages and how they can be introduced into daily teaching environments, helping teachers and students understand their abilities, school demands and consequences.

Klavdija Križovnik

Be active and learn

My lessons are focused on techniques and methods where students are active and they learn at the same time. The aim of my workshop is to do different activities for different topics, that you can later try with your students. I will prepare handouts with short descriptions and photographs of the activities. So, lots of practical tips and no theory.

Maja Kovačič

Creative and associative learning in the ELT Classroom

We will discuss on the what, why and how of creative and associative learning, and why this approach is more important now than ever before. In pairs and in small groups, we will try out some powerful classroom management and teaching tools in various activities, exchange the examples of good practice and come up with the ideas to use in class.

Sandra Kozorog Košuta

English through Games

Learning grammar or vocabulary can be the scariest or the most boring thing for some teenagers. But if we integrate games into a language class, these can turn into a memorable and joyful experience. Noughts and Crosses, Speech and chain stories are just some of the well-known, yet often neglected games which can make an English lesson memorable and enjoyable.

17.00 – 18.00

PLENARY: Hugh Dellar

The curse of creativity

The concept of creativity casts a long shadow across the world of EFL. All too often, from the moment we first set foot in the classroom, we are encouraged to become more creative as teachers and to creatively adapt classroom material; we are urged to foster creativity in our learners and told not to let our correction interfere with their creative communication. In this talk, I shall be critiquing the peculiar construct of creativity that we seem to be so in thrall to. The talk will be rooted in my own classroom work and will be illustrated with plenty of practical examples.

18.15 – 19.00

Mark Andrews

David A Hill: A man of many talents

In this presentation we will look at some ELT activities that David wrote, some of the architecture, the plants that the music that he loved and the many tributes that people wrote about him after his death on October 13rd last year. Remembering our IATEFL members is also part of what teacher associations are about.

Nora Tartsay Nemeth

Boosting imagination and creativity in the classroom

This aim of this workshop is to discover how imagination and creativity can be developed in the language classroom. A number of techniques will be introduced and participants will be invited to try them out and discuss ways of using the activities with different age groups. The workshop is aimed at teachers of upper primary, secondary or university students, and teacher trainers.

Vesna Dobrila

Classroom activities that enhance students' active engagement in learning

Learning proves most effective when students are motivated. Personal engagement, peer cooperation, communication, imagination, creativity and movement are the elements that can bring higher motivation into classroom. The workshop will provide a few hands-on activities that are easy to prepare and to use, and that enhance the elements stated above.

Helena Miklavčič

Educating the heart and the mind

We will explore ways in which teachers can teach their students important lessons about compassion, tolerance and their own responsibility in creating the ideal world of Lennon's song Imagine. The activities will involve responses to short video clips, poetry, literary extracts (from our Matura texts) and songs. They will range from role-plays to creating short videos.

Erika Golob

If today was your last day

The presentation will be executed in the form of a practical workshop. We will simulate how the song „If Today Was Your Last Day“ works in a classroom. The audience will be provided with materials on how to incorporate teaching collocations and conditional clauses into a fun lesson based on this song.

Saturday, March 10th 2018

8.30 – 8.50

Marija Pavlović

English folktales as a means of motivation for young learners

In the first part I will present the folktales used at my lessons to achieve goals from Učni načrt. In the second part I will show participants how powerful using folktales are in teaching, especially with the young. Lastly, I will give some ideas a teacher can use folktales in materials created for learners and some simple projects learners can do.

Volodja Šiškovič**Bonus questions (how to inject some fun into written tests)**

Faced with fear that his students were not good enough readers, this teacher has devised a devious plan that would encourage his students to read more, understand what they have read better, learn useful things in the process, improve their vocabulary, and, last but not least, involve themselves more in oral grading. This is what he now does.

Maja Savorgnani**Be constructive: use literary constructions**

In this talk, I will focus on interdisciplinary lessons conducted by a teacher of English and Slovene where 3rd year high-school students focused on the topic of "Values in modern society" through three poems by Shakespeare, Byron and Kosovel. The students learnt new topic-related English vocabulary, compared seemingly very different authors and put their creativity to a test by writing their English "constructions."

Barbara Lukač Patarčec**ERASMUS +: EVS volunteers in primary school**

This presentation will introduce Erasmus+: European Voluntary Service, who they are, and the role of these volunteers in the school in terms of promoting language use of everyone at school. As we are currently hosting a volunteer, I will describe our experience with them and the steps needed to become eligible to host one.

9.00 – 10.00**PLENARY: Peter Dyer****Improvisation in the classroom. How to encourage speaking and creative writing by freeing our imaginative spirits.**

Peter's work is inspired by Keith Johnstone, Impro 1979 and his Impro for story telling 1999. Peter uses Johnstone's theories and has adapted and developed his own activities suitable for the language classroom. We look at the very simple rules we must follow when participating in improvisation and how by following these activities, we take an active role in play, learning how to co-operate and accept ideas from others, provide stimulating offers to our fellow players, play with the moment and release our inner creativity through spontaneity. This work is invaluable for use in the classroom and is an introduction only which if explored further, can assist the teacher in day to day interactions and with those of their students. Improvisation is as I stated, a remarkable tool for the classroom but it is the philosophy of improvisation which makes us more creative thinkers, more caring and dynamic people. Teachers will find that students' involvement with role play will be so much more active after having learnt a few improvisational rules. This work is explored in classrooms but also in the wider business world where business organisations are demanding workshops in Improvisation to improve communication and efficiency.

10.15 – 11.00**Penny Ur****Higher order thinking skills**

It is important for ESL materials to include tasks based on both lower- and higher-order thinking skills. This session provides participants with opportunities to view, experience and discuss a selection of language-learning tasks based on critical, divergent and convergent thinking skills, which aim to enhance learning and motivation.

Brooke Leach Grable**Using the picture word inductive model**

The Picture Word Inductive Model is a great strategy to teach beginning English learners. PWIM uses quality photographs that grab students' attention. The classroom discussions around the photos and the work that follows, gives students the opportunity to discover language and grammar rules on their own, instead of being explicitly taught.

Nicola Epps **Go with the flow**

With a focus on listening, this workshop will look at some fun, practical and imaginative activities that you can use in class to keep your students motivated and engaged.

Nataša Žarkov **Ideas for getting students to speak (speaking activities)**

The workshop provides some ideas for teachers to encourage their students to speak. It offers some techniques that I have found to be successful in getting my students to speak mostly in English. The participants get the chance to try some of the exercises I present.

Valerija Stanovaja, Anita Tomanič **Using emojis in the classroom**

Emojis have become very popular in texting and writing emails, especially with teenagers. Teaching with emojis is fun, memorable and increases motivation in teenagers. The aim of our workshop is to demonstrate some hands-on activities with emojis, such as quizzes, story-making, speaking and writing for different language purposes.

11.30 – 12.15

Hugh Dellar **Smooth sailing through the sea of words**

This workshop shows how many of us have a limited grasp of vocabulary frequency because of our availability bias. It also shows how lexical sets can lead to the teaching of infrequent and unhelpful. We'll consider in more depth the examples we give, how to adapt lexical sets and better use of dictionaries, texts and word lists.

Conrad Kellett **Igniting the imagination: innovative ways to use magazines / books in the classroom, high tech, low tech and no tech activities**

The workshop will deliver more innovative ways to use course books in class. By using texts that resonate with our students we stimulate the imagination within, which leads to fantastic learning opportunities. Participants will leave the session having experienced practical ideas they can use on Monday morning. The activities will include high tech, low tech and no tech examples. Using the imagination is an area of English learning often neglected. When we ignite the imagination of our students we give them ownership of the topic, once they have ownership they run with it and explore the possibilities it presents. When imagination is used as a resource we get natural multi leveled activities allowing the flyers to fly and the strugglers to gain confidence. The session will utilise quality publications from Pearson.

Claudia Molnar **I'm all ears, are you?**

During the workshop we will be discussing the challenges of teaching listening skills and how through developing listening skills we can improve our learners' spoken language too. We will be carrying out some fun and effective activities which help develop listening skills, through collaborative learning. In addition to this we will be discussing how teachers can be better listeners in order to foster a confidence building environment, resulting in a community classroom, where openness, tolerance, interest and engagement prosper. Some of the activities include predictive listening, echoing and responding tasks, which encourage creativity as well as accuracy.

Tjaša Lemut Novak **Slovenia, my country**

Teaching a foreign language offers a lot of „space“ for ideas, texts and topics. Through teaching the language students are also taught about the countries where this language is spoken and their cultures and traditions. So, let's use this time for getting to know our country, culture and traditions. Slovenia, my country - I „feel“ you. I feel SLOVEnia.

Nada Đukić **Critical thinking in practice**

It is essential to know how our brain works, so that we can stimulate it appropriately when we want our students to learn effectively or to achieve desired outcomes. The tools of formative assessment help students to use higher order thinking and enable them to be independent, engaged and creative in their learning. We teachers facilitate the learning process.

Tanja Marzidovšek **Waste it or use it?**

Do you love games? Yes? You have come to the right place.
I will show you how to make your own teaching material, of which most is made from waste, and therefore very cheap. Pupils can help you, because it is so easy, fun and fast. And you will never hear it again: „Oh, this is so dull“.

12.30 – 13.00

Hugh Dellar **Smooth sailing through the sea of words**

This workshop shows how many of us have a limited grasp of vocabulary frequency because of our availability bias. It also shows how lexical sets can lead to the teaching of infrequent and unhelpful. We'll consider in more depth the examples we give, how to adapt lexical sets and better use of dictionaries, texts and word lists.

Nataša Kranjc **Mind full or mindful**

Nowadays technology is getting more and more important. We are more concerned about our e-devices and their internal memory units than us and our surrounding.
Students we teach are even more so. That's why they are more often than not unfocused, nervous, ...
There are ways to rekindle the spark of self-awareness to reconnect with ourselves. It takes only 5 minutes.

Gabi Čakš, Jožica Nuč **Imagination- a key to successful vocabulary learning**

Learning vocabulary represents a challenge for students. This is the reason why teachers should search and develop new strategies of memorizing new words. Memorizing vocabulary is not only drilling and repeating words, but it can be an enjoyable and fun experience. With a help of imagination students remember words. The workshop provides strategies and practical methods of presenting vocabulary in the classroom

Dubravka Blažić **Mnemotechniques**

Metaphors and associations are powerful instruments which help us memorize and make sense of certain concepts, words, structures and even pronunciation. First we will mention intelligence, Triune Brain Theory, synaptic connections and linking ideas. Some metaphors and associations will be shared with the participants in order to help them make their teaching easier and happier.

Janja Androić

Go paperless with Classkick (bring your own device)

Tired of photocopying tons of materials? Waiting for your turn to photocopy something? Or even worse, mending the photocopier which is constantly out of order? Here is the solution for you, go paperless with Classkick- a free tool that allows teachers to create assignments which students work on at their own pace. Moreover, teachers can monitor and provide feedback in real-time. Workshop attendees will learn about main features of the app and try it out to experience it first - hand (BYOD).

Sandra Vida, Janja Čolić

Survive

It's been a year since teachers have started using the very first all in one book for teaching the English language in vocational schools - text book and workbook - one book for all three years! It was written based on years of experience with vocational school students and their specific needs. The participants will be able to see and hear about all the innovations this book brings, all aimed at helping both teachers and students do their job.

14.00 – 14.45

Dijana Mateša

We are all mad here, drama ideas for English classroom

This workshop explores creative classroom dramatics. Memorising chunks of literary works and making them your own through inspired improvisations improves creativity, literacy, and speaking skills. It is also fun fun fun, helps group cohesion, and can easily lead to larger drama pieces for school or class events.

Sean Thompson

TV games shows in the classroom

We are quite familiar with many TV Game shows, which provide both entertainment and a huge amount of fun. Bringing them into the classroom is another matter – how to find the balance between learning and entertainment, and how to make it a worthwhile experience. This workshop will provide you with PowerPoint versions of popular Game shows, which have been modified into easy-to-use slides for EFL or even other subjects.

Sanja Rašković

The magic of storytelling, how to use stories in teaching

Stories create magic and boost imagination and therefore can be a very powerful and magical tool used in teaching! Is there anybody who doesn't like stories? In this practical workshop I'm going to demonstrate how stories can be used in teaching and revising grammar and vocabulary.

Zoltan Rezmúves

Culture to culture: sowing the seeds of creativity

When we talk about culture, we usually mean two different things: the culture, or lifestyle of English-speaking countries on the one hand, and the arts and other forms of cultural expression on the other. What role does either form of culture play in learning English? How can we develop cultural awareness and integrate creativity in our classrooms?

Milan Mandeljc

I write, therefore I am! Or: Essaying a (literary) essay is easy

Writing a longer composition is a battle in its own, especially in the world of digitalia. Students' trenches echo with: „Must we write? Why the essay? I have no ideas! I don't know how to write an introduction! Why not on the computer?“ But a good general has all the answers at a ready. The workshop attempts at doing away with all the fundamental fears and brings in some concrete techniques on mature essays, literary essay in particular, for the latter often deters students from taking the Higher Level.

Aleksandra Jevtović
Poetry as inspiration

What can reading and writing poetry do for our students? The answer is – get them to learn the language in an entertaining way and then use it creatively.

From acrostic poems to haikus, from rhyming to free verse this workshop will provide you with ideas on how to use poetry to get your students speaking, writing and performing in English.

15.00 – 15.45

Mojca Belak
The importance of teacher language

What makes teacher language so important is its impact. There is a big difference between saying “Don’t turn around, please” and “Eyes to the front, please.” Based on the principles and findings of Choice Theory, Neuro-Linguistic Programming and Attachment Theory, this practical workshop will shed some light on different ways of talking to students.

Jelena Perišić
Room escape - more than a game

The workshop showcases an activity which aims to show how evaluation and testing can be done in a fun, engaging way, in the manner of a popular Room escape games. The aim of the game is to unlock the door following a series of tasks which focus on a certain areas you want to test or provide more practice at.

Ana Galac
Something old and something new

Coming to the classroom day after day, teachers and students get easily trapped by routine. Students come to classroom knowing exactly what to expect from the teacher they preform well but the spark seems to be missing. In this workshop you may be reminded of some old activities that you used to do with your students or you may learn something new. Teaching is fun. Come to the workshop and spice up your teaching!

Katarina Lovenjak
Can you convince me?

The aim of my presentation is to demonstrate concept-based learning and teaching through second language acquisition. By encouraging students to learn about the importance of structure and personal expression when for example preparing a speech, an oral presentation, a story to tell, a performance to act out or when writing a composition, we help them become convincing in their communication.

Anita Jokić
Open window

Love literature with a twist? Combine a well-chosen witty short story with modern technology, music and interesting tasks. Your students will laugh, discuss morals and be surprised. Challenge them to expand their vocabulary, show their creativity, make book covers or even do a bit of acting and, of course, enjoy reading. Two levels of materials provided.

16.00 – 16.30

Gabriel Clark
Revisiting experimentalism: What we can learn from the 1970s

The 1970s saw a plethora of methodologies emerge into the mainstream. Most were strange and creative, but almost all have been largely debunked and are seen as an embarrassing part of ELT history. But have we thrown the baby out with the bathwater? Can we still learn anything from these hyper-creative methodologies?

Peter Cigrovski

How to teach and assess the Matura text types?

Teachers teaching towards the Slovene national school-leaving exam, the Matura, often wonder how to effectively address the four text types required for the exam (letter, article, report, essay) in their teaching.

This brief talk will thus provide (1) a brief overview of the main text types requirements and (2) will enable the participants to assess Matura candidates' written works. Comparing their grades with those of external assessors will give the participants a better understanding of how to assess their students' texts and what to include in their teaching.

Silva Bratož, Mojca Žefran, Anja Pirih

Presenting the coursebook Reach for the stars 3

The presentation will look at the new coursebook Reach for the Stars 3 (DZS). The authors will discuss the principles and ideas which have shaped the coursebook.

Urška Petrevčič

Successful language learners, their profile and use of learning strategies

The profiles of a good and bad language learners will be presented, as well as their use of language learning strategies. I will also compare the two types of learners and give some concrete suggestions on how to help learners who are not so successful in their language learning become better language learners.

Syeda Sahar Naqvi

Developing a curriculum to counter extremist ideologies

My presentation highlights a technique in developing an effective curriculum to counter radical ideologies. Emphatically, teaching English with a purpose to address social problems and conflict resolution. English teaching for social change is done through infusing grammatical concepts, while focusing on a social topic. This technique may be effective in creating more inclusion and harmony.

17.00 – 18.00

PLENARY: David Crystal

The story of English in 100 words

The story of English in 100 words Taking inspiration from the popular BBC radio series, A History of the World in 100 Objects, David Crystal wondered whether it would be possible to tell the story of the English language through 100 carefully selected words. This talk explains how he chose the words, and discusses some of them in more detail.

18.30 – 19.15

Thom Jones

Where imagination runs wild and free

There are methodological approaches, strategies and pedagogical approaches to every classroom and most types of student. Where is the space for none of the above? Can we harness a fertile imagination to produce relevant and practical classroom plans? Can we achieve realistic aims and objectives, while allowing imagination to roam free? If so, should we?

Suzana Pozenel

British English Olympics (BEO) - international academic competition in the UK

Would you like to offer your students an amazing opportunity to express their talents and challenge their creative thinking skills at a unique international competition in the UK? The B.E.O. attracts students from all around the world to compete in a series of English language academic challenges. Inspired by the ethos and values of the Olympic

Games, the aim is to improve key communication skills, encourage students to grow as individuals and build awareness of other cultures represented.

Anna Jančová
Forget Alzheimer's

When the adults start learning, they are disappointed about the functionality of their memory, which is less effective than in their adolescence. I decided to implement in my teaching micro-lessons and activities on how memory works and how to keep it fresh. The aim of the workshop is to provide teachers with some activities on this topic.

Elvira Hodžić, Ramajana Zahirović
Instructional strategies for students with physical disabilities

For students with cognitive or physical disabilities the classroom environment and educational staff must take in consideration changes and accommodations to increase student participation and enhance learning. When teachers and students adapt effective instructional strategies, students gain the tools necessary to become successful learners. In this workshop we will look into strategies that support students with physical disabilities, and are applicable to use within all classroom settings and with all children.

Sunday, 11th March 2018

9.00 – 10.00

CLOSING PLENARY: Jen MacArthur
Imagining the World: Maps in the English Language Classroom

Maps (and Geography) are a great fit for the English Language learning classroom - they are colorful and provide visual support; they can inform discussions of local/global issues and culture, can be used to teach basic grammar, and are a great fit for CLIL (Content and Language Integrated Learning). Maps are tools, but they are also metaphors. This final plenary will explore traditional and innovative ways to use maps in the ELT classroom, before we embark on our journeys home from Topolšica and chart our courses into the future.

10.00 – 11.30

Uwe Pohl and Anna Szegedy-Maszák
Stories from the conference: what are we taking away? An interactive workshop with cookies and drinks

This workshop invites you to share your most memorable stories from the conference. You will be treated to a menu of topics that encourage you to savour and digest what you have experienced – professionally and personally - in short rounds of conversation. There will also be some home-made goodies to enjoy as we talk. This way you will increase your conference take-away, find out about exciting things that you might have missed and get to share your own recipe for next Monday's English class.

Learning by New Rules!

- Challenge
- Encourage
- Reward



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Že veš, kako boš preživela počitnice? Mi ti predlagamo: POLETNI TEČAJ V ANGLIJI.

ZAKAJ?

- * Počitnice boš preživela s sovrstniki iz celega sveta.
- * Spoznala boš nove prijatelje, obiskala nove kraje, spoznala, kako se stvarem »streže« na južni obali Anglije, preizkušala svojo angleščino in se pri vsem te še – zabavala!

KAM? CHURCHILL HOUSE

Ta partnerska šola se nahaja na južni obali Anglije, v manjšem kraju Ramsgate. Do središča mesta in dolge peščene plaže je le nekaj minut hoje. Znaná pa je po skrbi za svoje najmlajše obiskovalce 12-15 let, juniors. Le-ti so zaposleni ves čas, 6 dni v tednu, nedelja pa je namenjena za plažo, nakupovanje z novimi prijatelji ali aktivnosti, ki jo predlaga naš spremljevalec.

Po pouku pa
na plažo!



Tukaj se tudi
zabavamo!



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