



**IATEFL Slovenia Saturday Seminar  
April 13th, 2019**

**OOZ Koper  
Staničev trg 1  
6000 Koper**

<b>Seminar Programme</b>	
9.00 – 9.15	Welcome
9.15 – 10.00	<b>Milan Mandeljc</b> Unattached Speaking
10.00 – 10.15	Coffee break
10.15 – 11.00	<b>Maks Pavlica</b> The Subject Matter - Does It Matter?
11.00 – 11.15	Coffee break
11.15 – 12.00	<b>Helena Miklavčič</b> Power Games in Golding's The Lord of the Flies
12.00 – 12.45	Lunch
12.45 – 13.35	<b>Rhonda Petree</b> Ready, set, action: Active teaching strategies that promote language and content development
13.45 – 14.35	<b>Rhonda Petree</b> Content learning through Project-Based Learning: Models, resources, and techniques
14.35 – 14.55	Coffee break
14.55 – 15.45	<b>Rhonda Petree</b> “Ideas Worth Spreading” - Using TED Talks in structured student discussions
16.00 – 16.50	<b>Rhonda Petree</b> Taking our students to the next level: Strategies for teaching multilevel classes
16.50 – 17.00	Acknowledgements

## Seminar Abstracts

**Milan Mandeljc**

Unattached Speaking

For a long time, students were encouraged to voice their opinion that had been lost, unaccounted for (or even unwanted) somewhere down the line of teacher-centred pedagogical practice. They needed to be heard. As a result, their speeches and writing are rife with Tarazanesque chest-banging: "In my opinion, I believe...". But what do they believe? What is this opinion of theirs? And, actually, is it important to have it served at all times? Does it not eventually impede a free-flowing conversation about topics beyond "I" and "Me"? Aren't, in fact, personal opinions counterproductive?

**Maks Pavlica**

The Subject Matter - Does It Matter?

In foreign language examinations students are often required to talk or write about topics they hardly know anything about. In this workshop we will consider what students can/should do when faced with such situations. The primary solution is to make students aware of some strategies that might help them perform the task successfully and to practise them in class.

**Helena Miklavčič**

Power Games in Golding's The Lord of the Flies

I am going to present some ideas for classroom activities when teaching William Golding's novel The Lord of the Flies. Since teaching a new literary text for the Matura exam poses a challenge to the teacher, I aim to present some ready-made activities that will help the student analyse the work and understand the power games on the boys' island.

**Rhonda Petree**

Ready, set, action: Active teaching strategies that promote language and content development

Are you looking for ways to increase the amount of time that students talk during your lessons? Do you want to develop your repertoire of teaching techniques? In this workshop, the presenter will demonstrate a variety of teaching strategies organized around different content themes, including posters and gallery walks, talking lines, scavenger hunts, four corners, fishbowl, and more. The presenter will explain how to implement these strategies to ensure the greatest student benefit and provide resource information.

### Content learning through Project-Based Learning: Models, resources, and techniques

Are you tired of giving your students worksheets and textbooks? Are you interested in Project-Based Learning (PBL) where students create plays, videos, models, newsletters, posters, and presentations to show what they have learned? During this workshop, the presenter will demonstrate a variety of projects that require students to communicate in authentic contexts, use their linguistic resources, create a public product, and reflect on what they learned or need to learn. Using PBL, teachers can incorporate standards while engaging students in meaningful, personal learning. Participants will gain access to a variety of sample projects ideas appropriate for young students and will receive step-by-step instructions and online resources.

### “Ideas Worth Spreading” - Using TED Talks in structured student discussions

In order for students to have meaningful, fluent conversations, teachers need to provide structure and scaffolding. In this workshop, the presenter will demonstrate a TED Talk discussion project designed to develop students' oral fluency skills, to increase students' content and vocabulary knowledge, and to raise students' awareness to pronunciation features. In this project, students work in small groups to choose TED Talks based on specific content themes. They prepare for their discussions by watching the TED Talk, analyzing the transcript, and completing specific role sheets. During the discussion, students talk about the TED Talk using their completed role sheets in addition to using sentence-stem cards. After the discussion, students complete a discussion debriefing where they reflect upon their personal contributions to the discussion as well as their groups' effectiveness. Participants of this workshop will receive role sheets and debriefing handouts, TED Talk suggestions, and step-by-step project instructions.

### Taking our students to the next level: Strategies for teaching multilevel classes

One of our most important tasks as teachers is to help our students reach a higher level - whether we are teaching language skills or content-knowledge. However, our students enter our classrooms with different skill and knowledge levels. Our tasks is to challenge those who are at higher-levels and support those who are at lower-levels, while ensuring that ALL students make progress towards a different level of learning. In this session, the presenter will share information on key concepts such as comprehensible output, differentiation, scaffolding, and choice, while demonstrating effective teaching strategies related to those concepts. Participants will design activities and practice teaching strategies relevant to their own teaching situations. Participants will have access to all workshop materials and resources.