

IATEFL Slovenia Magazine  
Summer issue 2015, no. 64



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# TWin

# odlični izleti v London!

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**Turistična agencija TWIN se s kulturno-izobraževalnimi potovanji ukvarja že 18. leto. Ker v Veliko Britanijo potujemo pogostejše 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.**

„Večkrat sem brskala po vaši spletni strani, a je bila do nedavnega še zastarela, s programi iz pred let, ko sem še sama spremljala učence v VB. Danes pa sem nad prenovitvijo navdušena! Svetovala bi vsem učencem, dijakom (ki še niso potovali s Twinom) in njihovim staršem, naj se za tovrstno izkušnjo čimprej odločijo. Res je, da takšno potovanje oz. tečaj nekaj stane, a je vredno vsakega vplačanega centa. Investicija v znanje (pa naj bo to tečaj jezika ali zgolj spoznavanje dežele, njenih navad in kulture) je edine naložba, ki se splača. Sama sem učenca (kot učitelj spremljevalec) spremljala dvanajstkrat, pa mi je žal, da nisem začela že prej. Kdor ima rad angleščino, je pot v njeno matično deželo neizbežna. Ko pa te dežela premami, ko vzljubiš njeno kulturo in blagovročnost jezika, se vedno znova vračaš. To je kot ljubezen. Sedaj sem v pokoju, najbolj od vsega pa pogrešam potovanja z učenci. Ni lepšega kot poslušati navdušene starše, ko jim njihovi otroci ob vrnitvi iz VB po prihodu še dolgo v noč ne dajo spati, ker jim pripovedujejo o svojih izkušnjah. Skoda, da ne obstajajo programi za starejše. LP“

*Pavla Štepić, Zagorje ob Savi.*

## 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.

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## Dear readers,

So it's a wrap for another school year! I think I can safely speak on behalf of every teacher to say that we're all looking forward to taking some time off. But this is also the time when we look back on the year and reflect on the work that's been done. Our main event, the March conference in Topolšica, was a great success as usual, and I hope you had the chance to be there and soak in the ideas of our wonderful speakers.

This last issue of IN magazine for the 2014/15 school year offers you plenty of interesting reading – reflections both on our conference and on “the big one” in Manchester, information about IATEFL competitions, and much more.

So I'd just like to give a big thanks to all our contributors and indeed to all of you who read our magazine and support us in any way.



I hope you have a great summer! ☺  
Mojca Oblak, *IN* editor

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# The Coziest Conference in Europe

by Dragana Radoman

*Radoje Cizmovic and Milija Nikcevic elementary schools, Niksic, Montenegro*



**It's been a month since I arrived back home in Montenegro from the IATEFL Slovenia conference – truly the coziest I have ever attended! Well, the impressions still haven't faded and my motivation remains the same. First of the many things I really appreciated was the hospital-**

**ity of the Slovenian organisational team we mostly worked with (Lea, Dragana and Sandra) and their effort to make the conference both educational and enjoyable. It hardly needs saying that they completely fulfilled the aim of combining learning and fun!**



Some of the workshops topics made me wonder – what is the best method of teaching in the 21<sup>st</sup> century? Is it better to pre-plan lessons in detail or to teach unplugged (of course in both cases according to the needs of the students)? So many different suggestions were offered – music and rhythm, fun and games, toys and gadgets, personalising pictures and photos, critical thinking, portfolios, short movies, the TED-ed website, presentations, technology –, all possibly part of ELT classroom.

Anyway, from all the above-mentioned and very usable activities and possibilities, I am definitely looking forward to using TED talks and making short video sequences with my students. I had heard about and watched TED talks before, but never knowing that there is actually a platform called TED-ed, designed for using those motivational and inspiring talks in the classroom, where we can download already prepared lesson plans or upload our own.

Overhearing a conversation about using mobile phones in the classroom, which is generally not allowed, I became aware of how useful it might be to actually use them in the teaching/learning process, and this encouraged me to try out a short form of digital video in the classroom. After all, aren't we all aiming to teach functional language and skills? The contacts with fellow teachers I made during the conference, with teachers not only from Slovenia but also from the countries involved in the RELO project (Albania, Bosnia and Herzegovina, Croatia, Macedonia, and Serbia) and other countries too, are also extremely valuable for me, as we all share the common aim of providing our students with possibilities to learn meaningful language in a positive atmosphere, involving them in decision-making processes and together helping to make the world a better place to grow up and live in. Also I must not forget to mention the social events that were organised, as these really brought us together and strengthened the bonds between us even more – counting stars from the pool or eagerly participating in the Ultimate Pub Quiz. I enjoyed and shared the happiness of the team that won the trip to London and the teacher who won the trip to Devon. With so many teaching tips and activities offered and exchanged, it will be an enjoyable task to adopt or adapt them in order to improve my teaching practice. Anyway, all the activities I've mentioned combined, beyond doubt, to make this conference truly the "coziest in Europe"!





# “Adopt, Adapt, Improve”

by Zorka Radonjić

**The words are still buzzing in my ears: “Would you like to attend a conference in Terme Topolsica, Slovenia?” I couldn’t hide my excitement, since I had never attended a teachers’ conference before. So the arrangements were made and the two of us were soon flying to Ljubljana to see what conferencing is all about. And what I came across was completely unexpected, but in every way positive.**

This experience left a strong impact on me. From the very first steps on Slovenian soil, I met our new friends from the RELO project. We (my colleague Dragana and I) had been invited by the Slovenian IATEFL as RELO participants. The main idea of this project is to make an alliance of the English teachers’ associations of the Balkan countries for joint future projects and exchange of experience. The idea is certainly worth spreading and working on. But that wasn’t the only reason I enjoyed the conference so much. In fact, there were so many of them – the variety of workshops and plenary sessions, meeting new people, educators and teachers from culturally different environments, but with the same wish to enhance language teaching and learning. ... All of us sharing the same drive that induces us all to make our teaching better and more interesting.

The plenary sessions were inspiring and boosting. One can learn a lot listening to Mojca Belak, Christine Coombe, Marjorie Rosenberg, Chaz Pugliese and Erika Osvath talk, and I for one certainly did. From the world within us, we teachers were advised to find the strength that lurks, the opportunity to rise and shine and express our leadership; to get ourselves unstuck and leave the comfort zone; to use the unplugged approach when teaching; to explore the world of rhythm and rhyme. Dragana and I enjoyed listening to these inspiring teachers immensely, and I got plenty of ideas and techniques which will prove very useful in the classroom. There was a

colourful range of workshops. Participants got the chance to watch many teachers use various techniques with different topics in the classroom, saw how it worked for them, and could think about how they could be adapted or improved, from using games, toys and media to stimulating students into using real language and motivating them in many ways. I jotted down every piece of advice applicable to my classroom!

At first glance, the IATEFL conference might seem solely dedicated to teaching (and in that regard it completely fulfilled its purpose), but it was a homey, cheerful and cosy conference too. Coffee breaks, meals together, evening gatherings, swimming in the pool and more tied it all together and made it splendid. Meaningful conversations took place during lunches and dinners – ideas shared, experiences passed on. All in the understanding that we were all there because we are aware of the importance of lifelong learning.

And as for the venue... I can only say that it was a great choice. All in one place: accommodation, sessions and workshops. And above all beautiful scenery.

On the last day of our stay in Slovenia, we managed to see a bit of Ljubljana. It was a sunny Sunday, a day just perfect to enjoy the beauty of the city. Clean streets, people strolling or enjoying a coffee in a street-side café.... It’s a city where past and present meet in mutual understanding and thus create an amazing landscape. One could never get tired of walking through it: the bridges, churches and small shops, the market place and some unbelievable buildings. In short, a little bit of something for every taste!

So by now, I imagine you’ve noticed how much I enjoyed visiting Slovenia and the conference. The only thing that I’ll add, then, is see you there again! ☺



# To attend or not to attend the International IATEFL Slovenia Conference?

by Vera Stoilov Spasova

**To attend or not to attend the 22<sup>nd</sup> International IATEFL Slovenia Conference was the question that had lingered in my mind for some time before a colleague pushed me in the right direction. She knows that I have two small children at home who are often ill and one of whom had never spent time away from me before the conference. However, she also knows that every teacher needs some time away from family and school to recharge his or her batteries and learn new things to use in the classroom.**

Upon arrival it became clear why this conference has been dubbed “the cosiest conference in Central and Eastern Europe”. Everybody there was friendly, making you feel welcome right from the start, and the atmosphere was cosy indeed!

After the official opening, Mojca Belak’s talk “Teachers 1–0 Nightingales” conveyed a strong message to her listeners. She reminded us of the power each teacher has in class and the ability to use it no matter what our surroundings want from us. Every teacher reflects his or her opinions, whether consciously or subconsciously, and can become a role model or a warning for the students.

After the plenary, there were several workshops to choose from, and I decided to listen to Vesna Gros talking about encouraging learners’ autonomy with an e-portfolio. She gave us an insight into her experience with a web application called Mahara, which she uses with her students to create electronic portfolios. It was particularly interesting to listen to her as some of the teachers at our school have used e-portfolios in the last two years as part of a project, so the topic was partially familiar to me.

Mark Andrews and Rakesh Bhanot made the evening interesting with their “International Get-To-Know-Each-Other Evening” event, where participants from each country brought and shared with us food or drinks typical of where they come from and told us the best things about living there. I think this idea was really great, because we got a chance to get to know each other better. But the icing on the cake was the plenary in the swimming pool. Yes, you read it correctly! Mark Andrews held a plenary in the pool, where we dealt with various questions. As teachers are we just treading water to keep our heads dry? Do we go with the flow or do we swim

against the tide? With questions like these, Mark massaged our minds while the thermal water massaged our bodies, thus really making it truly a plenary with a difference!

After the morning gymnastics in the pool and the workshops, Erika Osvath held her opening plenary “Exploring the World of Rhymes and Rhythms”, in which she talked about using chants in our everyday teaching as one of the most successful tools for improving students’ speaking and helping them remember new language. Together we made our own rap song, and in so doing Erika taught us how we can turn the activities she had demonstrated into memorable learning opportunities for our students.

“English in Action: Fun and Games to Motivate Speaking in the Classroom” by Stephanie Clarke was the dynamic workshop I attended next. I joined various games, exercises and activities aimed at boosting confidence and picked up new ideas on how to use English in the classroom.

Barbi Bujtas and her workshop “Four YouTube Genres to Spice up your Lessons” gave me ideas on how to use the website my students often visit to make the lessons less boring and more appealing to the younger generation. At the same time my colleagues were being mesmerised by Jean McCollister and her border collie BammBamm in their unforgettable workshop “Who Let the Dogs in? Unleashing Students’ Potential with BammBamm”. BammBamm is a certified therapy dog with the Slovenian animal therapy organisation Tačke Pomagačke, and together they showed the participants a range of activities with which therapy animals can help language learning.

In the afternoon, Andreja Lakner and Andreja Muhvič showed us how English can be applied to every school subject. In their cross-curricular work with students, they presented their experience with students doing physics presentations in English.

Dragana Stegić’s workshop “Critical Thinking – Bringing the World into your Classroom” touched on topics such as human rights, racism and nationalism and showed us that it is very important to teach students to think outside the box. She explained to us that we as teachers should have the cour-



age to address important issues that surround us every day and teach our students to talk and think about them critically, giving strong arguments to back up our statements.

Dr Christine Coombs then held the “Professionalising your Language Teaching” plenary, in which she talked about what it means to be a professional and the importance of setting goals and planning your life as well as your career.

Having a sense of humour is important, and using it in class is very useful if we want to liven things up. In Lisa-Ana Mislje’s workshop “Teaching with Humour: The Difference between British and American Comedy”, we learnt about these differences by watching videos and trying out various exercises which can be applied to them.

Friday night’s evening was spiced up by the Ultimate Pub Quiz, where we found out how much we knew about various topics. The quiz was also a great way to strengthen the bonds among us.

On Saturday morning, Marjorie Rosenberg’s plenary “Getting Unstuck – Stretching out of our Comfort Zones” got me pondering on the reasons teachers tend to stick to certain ways of teaching and using technology they are comfortable with. During her talk we tried to come up with the ideas to “get unstuck”.

In the Saturday morning workshop “Win Your Students’ Hearts: Fun with Idioms in the Classroom”, led by Ilhana Škrgić, we tried out different techniques to deal with idioms. The cursed poet ([www.cursedpoet.net](http://www.cursedpoet.net)) helped show us idioms related to the heart in a fun way.

In his speech on Thursday, Rakesh Bhanot challenged us to attend a workshop we wouldn’t normally join, so I decided to see what Beatrix Price had to say in her “Boys and Girls and Everyone Else: Classroom Management in the YL Class” workshop. I was very pleasantly surprised, and I can even say that her workshop was one of the best I attended. It was full of fun, games and competition, giving the participants a load of ideas to use in the classroom and pack their lessons with variety.

Alan Paradiž also gave me a great idea to use in my classes. “INFOGRAPHICS – Oral Presentations with a Twist” was a workshop where we looked at an alternative to oral pres-

entations. The workshop talked about infographics, which are easier to read and deal with than just plain old texts.

“Teaching with Miles Davis: Doing More with Less” was a plenary held by Chaz Pugliese in which he talked about the influence Miles Davis has had on his teaching style.

Then Margit Szesztay showed us how to use YouTube videos in the classroom in her workshop “Widening Horizons with YouTube – Going Deeper”. The clips we viewed dealt with real world issues which can be used to inspire and motivate our students to change the world.

Maja Jerkovič and Mark Andrews presented their work in “A T-Shirt Project that Makes a Difference”. With this project they showed once again that we live in a small and interconnected world. We were then able to become a small part of their project by bidding for T-shirts made by Maja’s students to help families affected by the recent floods.

On Sunday I attended Nizama Muhamedagić’s interesting workshop entitled “Super Teaching with Mind Maps”. Nizama showed us how we can help our students memorise things more easily by creating and using mind maps. In her opinion, mind maps are so successful because they reflect the way our brains actually work.

In the final plenary, “DITOW – do iT tHE oTHER wAY”, Rakesh Bhanot taught us how to create greater interest in class simply by doing things differently. He showed us various ways to motivate our students, keep their interest, and make both learning and teaching fun and memorable.

Well, less than a week has passed and I can say that the 22<sup>nd</sup> International IATEFL Slovenia Conference was a great success. The talks and the workshops I attended were all very interesting, and my only regret is that I wasn’t able to attend more of them. And besides the talks and the workshops, there were also many other things that made the conference so special: raffles with great prizes, a guided walk around the village of Topolšica and a real interactive chatroom & paraffin bath for our hands to mention just a few. So all in all, I thoroughly recommend attending these conferences to everyone; for my part, I’m already looking forward to taking part again next year!



# Rakesh Bhanot's DITOW Recipe

by Vesna Gros

Have you ever done something you would not normally do as a spur-of-the-moment decision and later realised a lot of good came out of it? I remember doing my hair differently from usual when a streak of hair got in the way – I used my hair clip in a way I'd never done before, and in five minutes' time no fewer than three students had told me my hair looked splendid! Now I often wear it like that and even my partner approves of it. Or once I decided to put some sugar in my Bolognese sauce (not something I'd normally do) and – voilà – a great new recipe was born. Why am I explaining this and what does it have to do with Rakesh and ELT? Well, it's all about doing it the other way: DITOW.

At this year's IATEFL conference's closing plenary, Rakesh listed a number of ideas and challenges that could help those teachers who are stuck in a rut to change their attitudes and way of doing things. Already at the beginning of the conference, he'd challenged the participants to go to talks and sessions we would never usually go to. He suggested that sometimes doing something you are not interested in turns out to be more enjoyable than our usual choices. When asked at the end of the conference how that had worked out, a lot of the participants nodded in approval and shared their stories about the wonderful workshops they'd attended.

When you do things the other way, your perspective changes. It works rather like those lateral thinking problems, such as the following:

*Two people in the desert were looking in opposite directions. There were no cameras and no mirrors, but they could both see each other. How?*



Well, if they'd just both turned around, they'd have been facing each other, thus clearly in full view of each other, yet they would still be looking in opposite directions!

In a similar manner, Rakesh listed a range of ideas to use in class. Some of them were suggested somewhat tongue-in-cheek, but others completely seriously. For example:

- Give homework at the beginning of the lesson or have a student give it and it is less likely that they will forget what their homework is.
- Get students to mark their fellow student's work and they'll write more neatly.
- Don't give answers too quickly – silence is OK; actually, it is then that the most thinking happens.
- Turn instructions around, for example instead of saying "Please switch off your phones," say "Please switch on your phones when you leave the classroom."
- If you want your students to certainly read pages xx to yy, tell them explicitly not to read them.
- Put a word on the board and say, "This is a totally useless word, don't remember it," and they'll most probably still know it by the end of the week.
- Tell your students to underline the words they understand instead of underlining the words they don't – it's a lot more motivating.
- When doing reading comprehension tasks, don't just let them answer the questions – give them answers and have them come up with questions or don't give them any questions at all and have them write the questions themselves, have them write questions the answers to which are not in the text, etc.
- Hand out completed crosswords and instruct students to write the clues, then look at the clues from different groups for the same answer.

These little tricks work in the same way as adverts like "Twenty reasons not to visit Greece" – they are attention-catching and more likely to work. Similarly, a little DITOW can open a path towards becoming more approachable: just remember how Pope Francis' popularity soared when instead of the usual "I will pray for you," he said "Pray for me."

Rakesh also warned the audience against some important don'ts:

1. Don't teach grammar rules – get your students to work out the rules themselves.
2. Don't just teach – let the students teach you something as





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well (if you leave the classroom without learning something new, you're a bad teacher!)

3. Don't stop your students from making mistakes – encourage them to make mistakes and ask them to find deliberate mistakes (include mistakes in a reading text and they will read it much more attentively).
4. Don't just use authentic materials – use translations from the students' own language as well.
5. Don't talk about parsnips! Parsnip is a forbidden fruit and stands for:
  - Politics
  - Alcohol
  - Religion
  - Sex and sexual orientation
  - Narcotics
  - Idealisms (racism, sexism, etc.) + incest
  - Pork
6. Don't start with a course book, but with the needs of your students. A little story to illustrate this:  
*A Chinese emperor was looking for the best teacher for his*

*daughter. When choosing the best among the finalists, they presented their assets as follows:*

**Teacher A:** *I will use the latest technology and different approaches.*

**Teacher B:** *I believe in a humanistic approach, and I promise to make sure I will teach her as a whole person.*

**Teacher C:** *Tell me how your daughter learns, then I will teach her.*

Which teacher do you think he chose?

At the end of the day, sometimes you can even solve problems if you do things the other way. Once a UKIP politician claimed she was not racist, but just had a fear of people with negroid features. It's not hard to guess what happened next: she was publicly mobbed as deeply racist and expelled from the party. However, some time later a black woman wrote a long article in The Guardian claiming the politician might not have been racist but was probably just ignorant and inviting her to come and spend a day with her family to check again what exactly it was that bothered her about her race.

A lot of trouble can be saved by DITOW, and it might well change the way we as teachers function in class. So why not try it out and see for yourself?

# Attending Conferences – What's In It for Me?

by Dragana Stegić

**Lately I've been hearing more and more complaints from teachers saying that conferences are too expensive or impossible to attend due to their not being able to get days off work. It got me thinking how I could possibly explain to someone who has never attended an event such as an IATEFL Slovenia conference why it's so important that they not only should and could but absolutely must attend at least one conference per year!**

My first encounter with the Slovenian IATEFL conference was when I was still a student. My Modern English Language teacher (bless her!) suggested that I should go and have a look and maybe also help out a bit. Before that, I had never heard anything about IATEFL and what they do or about what the whole concept of teachers' conferences was about. Well, the minute I arrived, I got it! Those of you who attend conferences on a regular basis will know what I'm talking about. The moment you approach the throng, you feel the same buzz as if you were in the middle of a beehive – all the worker bees are there, moving around in indescribable harmony, greeting each other, talking, meeting new people and running screaming towards those they have been waiting for a whole year to see again. The energy is unbelievable – there's no stress or shouting, no school rules or regulations. There's only the conference programme and you're absolutely free to choose whatever suits you best. The people presenting are always experts in their field, which may seem intimidating at first, but that only lasts until the moment you meet them in person. They are inevitably really friendly, positive and always willing to answer all of your questions and give you guidance when you're not quite sure what to do next. I am sure that most teachers have had that feeling of hopelessness every once in a while. That overwhelming feeling when you think you have everything planned and figured out, do your lesson, but then on leaving the classroom start wondering whether what you just did had any impact on the students. We're witnessing ever faster change in a typical student's profile, and it is more important than ever to keep up with the changes, to grow, to evolve together with our students.

If you think about the pre-technology era (*I mean the period when you couldn't even call a friend and sob into the headset about how much you hate your job*), what a challenge that must have been, having to rely on no one but yourself for some sane judgment! Well now, moving back to the 21<sup>st</sup> century, the abundance of teaching aids is unbelievable – teachers' associations, online ELT communities, conferences, blogs, forums, newsletters... you name it, it's there! So wouldn't it be a shame to ignore the

wonderful network at your disposal and go back to complaining about how no one understands the challenges of the teaching profession? I'm sure if you to stop and think about it for a minute, you'll see that there must be plenty of teachers who were in the same situation as you but who have made real progress and are ready to offer a helping hand if you just reach out. Well, no one's going to show up at your doorstep with a "How to Survive Teaching" kit (at least not yet, though I'm sure someone out there is working on it!). And it's not just about networking and getting ideas for lessons – it's also a chance to meet other teachers from your country or abroad. It's a chance to make new contacts, to connect, or even to start working on a new project together. There are funds available and plenty of teachers who are ready to connect or perhaps even waiting for someone precisely from your town or region. On the other hand, if you're not sure about the projects, but have some ideas which others might find useful, then you are always welcome to give a presentation of your own. I have done this myself a couple of times and the feeling of doing it and the feedback you get afterwards from people who attended your talk or workshop are incredibly rewarding. I agree that getting the days off can be quite a challenge, but you can even find useful tips online (IATEFL Slovenia has circulated the document) explaining how you can persuade the principal, the school, even the significant other to understand why it's very important to attend conferences. And yes, one's financial situation can also be a problem, but there are plenty of teachers who attend conferences just for the day. The majority of conferences are at weekends, so if you're not sure about going for the whole package, why not just try a Saturday? I promise you, you'll soon be hooked and wonder why it's taken you so long! It's important to be aware that when you grow and develop as a teacher, everyone around you benefits from it. Here's what happens: the teachers who attend seminars, workshops or conferences have more energy and even start loving what they do again; consequently, the students sense that energy and start enjoying their English lessons more, because you've provided a fresh input for them; then the principal sees the results (maybe your class happened to win first prize at a national competition); and last but not least, your significant other is no longer a shoulder to cry on after a long, stressful day, but someone you can brag to about how much fun you had at work!

So just imagine – all of this, and so much more, is out there if you just make the leap and decide that you've had enough of being stuck in a routine, seeing no way out. Teaching can and will become fun again, but only if one's willing to see "what's in it for me"!



# The Importance of IATEFL Slovenia Conferences

by Gita Šmid

*Cvetko Golar Primary School, Škofja Loka*

**Hi! I started teaching 18 years ago. Being a university student at that time, my only aim was to graduate as soon as possible. So when I passed all my exams and got my diploma in English in 1999, I thought that was the most I could have wished for. I got a job at a secondary school in Ljubljana and I was quite happy. I had no idea at that time that such a thing as “continuous professional development” for teachers even existed. Nobody told me about it and, having finished my university studies, I considered myself knowledgeable enough and up to the task.**

However, things changed. I got married, had a baby girl and found a job at a primary school in Škofja Loka, which is closer to my hometown. Teaching younger pupils meant new challenges and different teaching methods. But I was enthusiastic about everything. The children were more pleasant to teach than my former secondary school pupils! They brought their text books and workbooks to class, did their homework and were mostly eager to listen to the teacher. And there were no discipline problems such as occur nowadays. So I was more than satisfied with my situation.

Then one day a colleague of mine, Andreja, told me she was going to attend the IATEFL conference in Ljubljana and said it would be great if I could join her. I had not heard of IATEFL conferences before but was really glad she'd told me about it and invited me along – being at school all the time and doing the same things over and over again, I thought that attending a conference might be a pleasant change. Though of course our headteacher had to agree to it first....

And so it was. I attended my first IATEFL conference for Slovenia in 2004 and I was thoroughly impressed. So many teachers of English in the same place at the same time! So many excellent speakers! It was amazing. It was great to listen to some native speakers of English again, because not everyone has the chance to go abroad (to English-speaking countries) every year. It was something I really needed, something to lift the spirits. Not only was it good for my professional development, it was also fun getting to know new people and make new friends. In short, for me it was superb. Well, that was my first IATEFL Slovenia conference, and I don't think I've missed any since! Later on the venue changed: the IATEFL Slovenia conference moved to Terme Topolšica. I admit I had second thoughts about this at first. Having two small children at home, I wasn't really sure whether to attend the conference or not. Besides, it was quite a long trip for me. However, as always Andreja per-

sueded me, and on our way to Topolšica, chatting while driving, I was already convinced that my family would survive without me for three or four days! In fact, it's sometimes good to be apart for a while, because we love each other even more when we're back together.

Topolšica is completely different from Ljubljana. The place is fantastic. It's very relaxing, which is something we need and deserve after days and weeks struggling at school. And after a day of workshops and lectures, you don't have to drive home. You can stay where you are, put your feet up and enjoy the fabulous social evenings. So now I look forward to the IATEFL conference in Topolšica every year. When one conference is over, I'm already looking forward to the next. I get topped up with new ideas and new knowledge. I meet old friends again and make new ones. And perhaps most important is finding out that we are not alone, but face similar problems in the classroom. It's not only happening to me, so I'm not afraid to share.

There is also another crucial thing that the IATEFL conference reminds us about, one which we simply forget in our everyday lives: how important we are, and how we must take time to appreciate ourselves. This is something we need to be reminded of. In this context, one of the best quotes I heard at this year's conference was said by Marjorie Rosenberg: "Teachers touch eternity."

We should never forget this. It is so true, but we just don't realise it enough. We are sometimes afraid to speak out and stand up for ourselves in the face of criticism and possible humiliation from parents, headteachers or even the wider society. Therefore I consider the IATEFL conference a must, something that teachers of English should never miss. So I would like to take this opportunity to say a big THANK YOU to the whole organising committee. Thank you for all your wonderful hard work. Girls, you know who you are and you rock! Please, never give up!

And I'd just like to finish with a quote from Beatrix Price:

*The sun says: I glow;  
The wind says: I blow;  
The tree says: I grow;  
The stream says: I flow;  
The man says: I know.*

Well, thanks to the IATEFL Slovenia conference, I know more!

# IATEFL Slovenia Conference

Here are some lovely thoughts that the participants of this year's conference shared with us...

Thank you all, it wouldn't be the same without you!

**Dragi organizatorji,**  
najlepša hvala za čudovito konferenco,  
ki nam je dala dodatni zagon  
in inspiracijo za delo,  
ki ga radi opravljamo.  
Vse pohvale za organizacijo  
in se vidimo prihodnje leto!

*Tina Baloh*

**Hvala za odlično organizacijo,**  
super družbo  
in izredno pozitivno vzdušje  
letošnje Topolšice!!! Super je bilo,  
zadovoljni smo bili tako službeno,  
kot privatno.

*Bojana Mihelač*

**Čestitam za IATEFL,**  
žal mi je bilo da sem  
morala oditi tako zgodaj,  
res jebilo živahno.

*Lidija Bertonec*

**Ponovo ti moram čestitati**  
na svemu. Konferenciju  
nikad ne bih više propustila,  
odlični predavači, i plenarci  
i radioničari, odmor za dušu  
i telo, ponovo se osećam kao  
čovek a ne kao robot. :-)

*Maja Jerković*

**Thanks for everything.**  
It was a great conference  
and I am really glad I was  
able to get to it, present,  
meet so many new people  
and catch up with 'old' friends.

*Marjorie Rosenberg*

Hvala vsem članom ekipe,  
da vztrajate in organizirate te zares  
fantastične konference. Na naši šoli  
imamo srečo, da nas podpirajo pri našem  
izobraževanju in smo lahko šle na seminar  
vse tri učiteljice angleščine. Vse smo še čisto  
navdahnjene in pri ves dan (pri pouku  
in v odmorih) pojemo, izmenjujemo ideje  
in si zapisujemo pesmi in rime,  
ki so nas navdušile.

**Super ste! Hvala vam za vse!**

*Darja Vtič*

**congratulations  
again....**  
a class conference...  
and as you say...  
gets better each year

*Mark Andrews*















One never likes good things  
to come to an end because they  
make us sad. (...) So happy to have  
met wonderful people who I hope to see  
in some of the forthcoming conferences.  
My dear colleagues, thank you for sharing  
your thoughts, ideas, advice, laughter and love.  
Since I could feel it in the air. We were there  
for the sake of love, the love of teaching.

**Thank you for everything! :\***

*Zorka Rađonjić*  
<https://zorkaradonjic.wordpress.com/>

Želim da vam se zahvalim  
na savršenoj prilici, sjajnom  
gostoprimstvu i fantastično  
organizovanoj konferenciji.  
**Ostajemo u kontaktu i planiramo  
dalju saradnju.**

*Dragana Rađoman*

**Dragi Lea, Sandra in vsi ostali,**

Rada bi se vam tudi bolj »osebno«  
zahvalila za še eno čudovito konferenco.  
Znova vam je uspelo ustvariti sproščeno vzdušje,  
znova ste povabili odlične strokovnjake, znova je bilo  
vse tipi topi. In to je recept za dejstvo, da se vračamo  
domov s te konference polni neke nove energije in zanosa,  
ter idej, ki jih potem koristno uporabimo. Ta konferenca  
je zame kot droga, ki mi pomaga dvigniti svoje utrujeno  
telo, napolniti baterije in kvalitetno (vsaj upam)  
»zvoziti« semester do konca.

**HVALA VAM, punce, iz vsega srca!**  
*Barbara Majcenovič Kline.*

Hoj, Sandra.  
Še enkrat iskrene čestitke  
za še eno odlično speljano  
konferenco. Pravi profi si!  
**„Thumbs up!“**

*Andreja Wastl Petrič*

**Thanks  
for a great conf!**  
*Rakesh Bhanot*



# Manchester, England, England, Across the Atlantic sea, And I am a genius, genius....

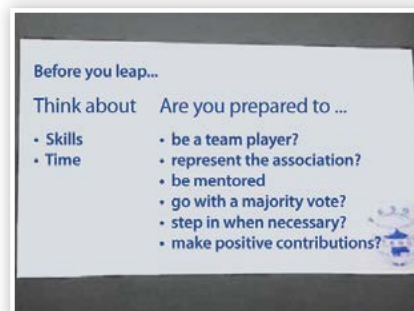
by Sandra Vida

**This tune from the musical Hair kept repeating itself in my head as I was flying towards Manchester to attend the 49<sup>th</sup> IATEFL conference there. I was really excited for several reasons. First, University of Manchester is where I did my MA, although it was a distance course and I had never been to Manchester before, so this was the chance to visit it. We also had a face-to-face (re)union coming up with fellow students and teachers I'd worked with. And the other reason is the one why, in my opinion, there will always be the need to organise such conferences, despite the flood of webinars and other online conferencing opportunities – to meet old and new ELT friends and connect and reconnect in person.**

When I attended my first IATEFL conference five years ago, I have to admit I was rather disappointed. Despite its size, or perhaps because of its size, it felt impersonal and sterile and I could not help but feel a bit lonely in the crowd of more than 2,500 delegates. The programme seemed hard to navigate, and I seemed to keep making the wrong choices of workshops. But five years on, and with five more years of IATEFLing experience at home and abroad, and the picture is completely different. Conferences are not a maze with too many dead-ends anymore, and the Manchester conference proved to be a fantastic experience, with excellent workshops and a fantastic social side. It seems that now I know pretty much everybody involved in the scene and I'm loving it! The feeling of being accepted as an equal, of being valued and trusted, is beyond words. I found that even many people I'd not met before had heard of the Slovenian conference with our poolenary and they all want to come here as soon as possible. It made me feel so proud – of all the hard work we put into IATEFL Slovenia, of all our great successes. I know I'm starting to sound like a Mastercard advert, but the feeling was genuinely priceless.

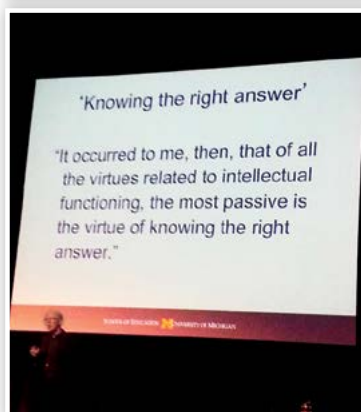
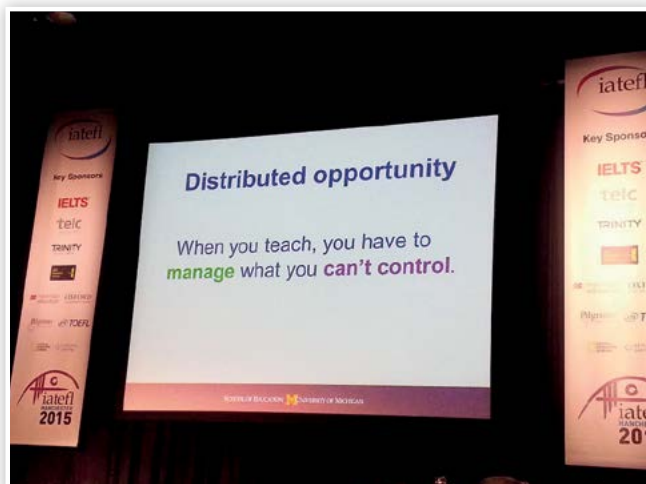
Anyway, I went to one of the "How to..." sessions. These, aimed at people who are interested in how to get published or how to get the most out of a conference, are on before the actual conference starts. The one I went to was "How to Get the Most out of your Teaching Association". I wanted to meet people who are actively looking to give and take from what an association like ours had to offer. Sure enough, even if you don't want to "eat, drink and breathe the association, like some of us do", as the presenter put it, there are still plenty of things

you can do for mutual benefit. With the words of Christine Coombe at our conference in March still resonating in my ears, I am eagerly awaiting more Slovenian teachers to wake up and grab the opportunities on offer. As Christine said, "Start taking responsibility of your professionalism. Invest in yourself. Become a member of a professional organisation like IATEFL Slovenia." There are plenty of things to do, and I got some good new ideas as well. If you find something in the photo that you could start with, do let us know.



Otherwise, I saw a great number of fantastic speakers, and they are all on my list to get to come to Slovenia as plenary speakers. Perhaps not all of them for 2016, but certainly soon. Ken Wilson has already been to Slovenia; this was some time ago, but perhaps some of you still remember him. He manages to inspire me every time, and that is why for me he is at the top of the list! Luke Meddings taught us how to imitate the Queen and otherwise have fun with pronunciation. The workshop was hilarious and, as I saw online in many blogs about the conference by other people, it's impossible to put in words just how good it was. Shaun Wilden and Nikki Fortova presented some interesting apps and how they use them in the classroom. Perhaps you can get some ideas from the list on the photo.





To get a taste of what's on offer, you can see many of the sessions recorded at <http://iatefl.britishcouncil.org/2015>.

Adrian Underhill made an excellent point about the dark matter of teaching. In his opinion, the undervalued, least researched and almost never taught dark matter of teaching is improvisation, and yet so much of teaching relies on it. This really is true, if you think about it, and it gets us right back to the importance of CPD (continuous professional development). How? Why? Because only a teacher who has a solid knowledge base, is well informed about novelties, and has been to many places and learned about other cultures can successfully improvise on a daily basis. This is the reason why each one of us should attend at least one conference a year and why continuous professional development should not only be sponsored and desired but in fact mandatory.

Jeremy Harmer gave his talk on a rather sticky subject – testing. On why we hate it and why we need it at the same time. He made a good point – testing does not solve all problems, but until we find a better way, there are still groups of people I want to be extensively tested before they are qualified. If a doctor operates on me, for example, I do not want him to be only 54%. I need him to be 100%. How else can we determine this if not by testing is beyond me, so for the time being, I am back to preparing those tests and making them tough!

Of course, a conference would only be worth half as much if there were no social component to it. And the Manchester conference offered plenty of opportunities to connect and reconnect at parties, literature and music evenings, and the inevitable pub quiz. If this sounds familiar, it's because our conference has it all as well! So if you cannot attend the UK conference in the future, you can be sure that ours, though smaller in scale, will be just as good. So see you soon at one of them!

# Video in the Classroom? Sounds Fun! So Why Not?

by Marjana Hvalec

Attending the 22<sup>nd</sup> IATEFL conference in Topolšica in March this year, my first time at an IATEFL conference, left me feeling inspired and determined to attend more in the future. Taking part in numerous thought-provoking workshops and plenaries, where everybody can find something of interest to them, has stirred my curiosity, so here I have decided to take a deeper look into how and why videos can be used in the classroom.

## Why use a video in the classroom?

One of the most obvious reasons is that videos are now easily accessible. Second, with a video you can get a message across quickly and it is a great tool to practise listening skills with full contextual back up; you can effectively introduce new concepts or reinforce previously learned ones. And third, videos are usually motivating for our pupils, especially if the scenes in them are taken from everyday life or include topics they can relate to. Consequently, they become more engaged, the lessons become livelier and the video – hopefully – will get a conversation going, encourage critical thinking, make the pupils more aware of cultural differences, and allow them to learn something new and simply enjoy the lesson we have prepared for them.

## General guidelines

The length of the video is up to you, of course. However, in my opinion, less is more. I'm sure we can all agree that with a three-minute video you can easily prepare a 45-minute lesson. After you have chosen the video, think about the objectives of the lesson and prepare some questions or assignments to encourage attention and discussion afterwards. Before watching, ask the pupils to look for or listen for something specific to get them focused and interested in the video. You might consider pre-teaching some of the vocabulary, if necessary. In a short clip, there might well be no need to interrupt the playback at all. After watching the video, check for understanding, reinforce the main point, connect to (other) real-life examples, elicit new vocabulary, point out grammar points, do a role-play, create a discussion, write a story, draw a sketch... in short, do whatever you consider suitable, effective and interesting for your pupils based on your objectives.

## Where can I find good videos?

Since time is a valuable commodity in teachers' lives, I have decided to make a collection of video sources available online, some with lesson plans. The sources include the objectives and the topics covered in Touchstone 9 by Janez Ske-la. The videos are a great addition to teachers who use Touchstone 9 in class and I'm sure that teachers that teach from other textbooks will find them useful as well. The level of English is pre-intermediate and intermediate.

There are numerous sites where you can find suitable videos. For the purposes of this article, I have selected three: YouTube, Mary Glasgow Plus and the British Council's LearnEnglish Teens.

With Mary Glasgow Plus you just have to sign in and you have access to videos with lesson plan activities you can download – I have chosen some that are available online. If your school subscribes to Mary Glasgow Magazines, you will get a code to allow unlimited access to the videos provided by Mary Glasgow Plus.

British Council Teens offers a wide variety of videos on various topics. You can immediately check for understanding and the transcripts of the videos are there if you need them. It also offers discussion questions and provides you with worksheets and downloads.

I usually upload the sources of the videos I use to Moodle and have them available for use at any time for myself or my pupils in case they're interested in watching them again.

I hope all this makes your quest to find a good video for your Touchstone 9 lessons easier. Good luck!

## Sources

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- Zane Education: The Benefits of Using Educational Video in the Classroom, <http://www.zaneeducation.com/educational-video/education-and-video.php> (accessed 28 March 2015)
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- Sparks Fly: Effective use of Video in the Classroom, [http://cynthiasparks.tripod.com/effective\\_use\\_of\\_video\\_in\\_the\\_cl.htm](http://cynthiasparks.tripod.com/effective_use_of_video_in_the_cl.htm) (accessed 28 March 2015)



### A list of videos as a supplement to your Touchstone 9 lessons

Unit in Touchstone 9	TOPIC	VIDEO TITLE	SOURCE	LINK
1	Christopher Columbus	Christopher Columbus: What Really Happened?	YouTube	<a href="https://www.youtube.com/watch?v=aF_unlvjccA">https://www.youtube.com/watch?v=aF_unlvjccA</a>
1	Slovenia	Slovenes	YouTube	<a href="https://www.youtube.com/watch?v=MAO-SOMvoj0k">https://www.youtube.com/watch?v=MAO-SOMvoj0k</a> <a href="https://www.youtube.com/watch?v=Q50U39u2g8A">https://www.youtube.com/watch?v=Q50U39u2g8A</a>
1	Native Americans	We Are Still Here – A Documentary on Today's Young Native Americans	YouTube	<a href="https://www.youtube.com/watch?v=HnP-KzZzSCLM">https://www.youtube.com/watch?v=HnP-KzZzSCLM</a>
1	The USA	The Story of Thanksgiving	YouTube	<a href="https://www.youtube.com/watch?v=faUY-J9fMiGg">https://www.youtube.com/watch?v=faUY-J9fMiGg</a>
2	Food	Lunchtime at Mary Glasgow	Mary Glasgow Plus	<a href="http://maryglasgowplus.com/videos/205871">http://maryglasgowplus.com/videos/205871</a>
2	Food	Energy Drinks: Time for a Ban?	Mary Glasgow Plus	<a href="http://maryglasgowplus.com/videos/302472">http://maryglasgowplus.com/videos/302472</a>
2	Food	Food in Britain	LearnEnglish Teens	<a href="http://learnenglishteens.britishcouncil.org/uk-now/video-uk/food-britain">http://learnenglishteens.britishcouncil.org/uk-now/video-uk/food-britain</a>
2	Sports	Extreme Sports	LearnEnglish Teens	<a href="http://learnenglishteens.britishcouncil.org/uk-now/video-uk/extreme-sports">http://learnenglishteens.britishcouncil.org/uk-now/video-uk/extreme-sports</a>
2	Sports	Sport is Great	LearnEnglish Teens	<a href="http://learnenglishteens.britishcouncil.org/uk-now/video-uk/sport-great">http://learnenglishteens.britishcouncil.org/uk-now/video-uk/sport-great</a>
2	Sports	Women's Football	LearnEnglish Teens	<a href="http://learnenglishteens.britishcouncil.org/uk-now/video-uk/womens-football">http://learnenglishteens.britishcouncil.org/uk-now/video-uk/womens-football</a>
3	Teenagers	Being a Teen in 2013	Mary Glasgow Plus	<a href="http://maryglasgowplus.com/videos/240260">http://maryglasgowplus.com/videos/240260</a>
3	Discussing films	Film and Cinema	Mary Glasgow Plus	<a href="http://maryglasgowplus.com/videos/270705">http://maryglasgowplus.com/videos/270705</a>
3	Communications	Social Media Revolution	LearnEnglish Teens	<a href="http://learnenglishteens.britishcouncil.org/uk-now/video-uk/social-media-revolution">http://learnenglishteens.britishcouncil.org/uk-now/video-uk/social-media-revolution</a>
3	Conditionals	Camping in Iceland	LearnEnglish Teens	<a href="http://learnenglishteens.britishcouncil.org/grammar-vocabulary/grammar-videos/conditionals">http://learnenglishteens.britishcouncil.org/grammar-vocabulary/grammar-videos/conditionals</a>
3	Passive Voice	Travels in China	LearnEnglish Teens	<a href="http://learnenglishteens.britishcouncil.org/grammar-vocabulary/grammar-videos/passive-forms">http://learnenglishteens.britishcouncil.org/grammar-vocabulary/grammar-videos/passive-forms</a>
3	Friendship	Boarding schools in the UK: Friendship	LearnEnglish Teens	<a href="http://learnenglishteens.britishcouncil.org/uk-now/video-uk/boarding-schools-uk-friendship">http://learnenglishteens.britishcouncil.org/uk-now/video-uk/boarding-schools-uk-friendship</a>

# My Visit to the 8<sup>th</sup> ELTAM Conference in Skopje, Macedonia

by Gregor Pirš

Every year I set new academic goals I want to achieve. One of the goals I had set for 2014 was to visit all ELT-related conferences in the area. Unfortunately, most of them take place in May, but a few do take place in the autumn, and so the decision was made – Macedonia here I come!

It was a nice summer evening when I sent in my speaker proposal for the ELTAM conference. I was keen on going to Macedonia as I knew (and still know, I suppose!) very little about the country. So I've sent in my speaker proposal and waited and waited... and in late September a reply came through. But the joy and excitement over the acceptance was

soon replaced by the reality that I lacked funds! So I started to think how I was going to solve this and soon remembered the RELO workshop I attended in Opatija. I got in touch with RELO and they approved a scholarship application to go to Macedonia. The process of getting the scholarship is actually really easy (especially compared to some EU grant schemes) and the staff at RELO in Budapest and the staff at the US embassy were really approachable. So the next step was to wait until the end of October, board the plane and enjoy the conference in Skopje. This took place during our autumn break, so I've decided to describe the trip in the form of a holiday diary.

## Day 1

Departed Zagreb airport at 9 p.m. I had to get the last flight out, as I had to work before. The hotel where I was staying organised a shuttle service for me. The flight to Skopje was great and to my huge amazement, the guy who picked me up at the airport was the actual hotel owner. He offered me a cup of tea (it was nearly midnight), gave me a map of the area and recommended a few sights to see. We spoke a strange mixture of Serbian and English, but we got by.

## Day 2

It's time to explore Skopje. I found things in the city to be very reasonably priced and quite different from what I'd expected. The people are friendly, though they don't seem to laugh too much! A walk from my hotel to the city centre took around 20 minutes. The area where I'm staying reminded me of Maribor. While I was walking towards the centre, I realised that I know nothing about Skopje or Macedonian history. A huge surprise were the red double-decker buses. It seemed to me that the city was still looking for its identity and was trying out different things. And the biggest shock was the architecture. It was definitely different to what I'd expected. The city was completely rebuilt after the 1963, and they'd started to adopt a Greek-like architectural style (see pictures below).

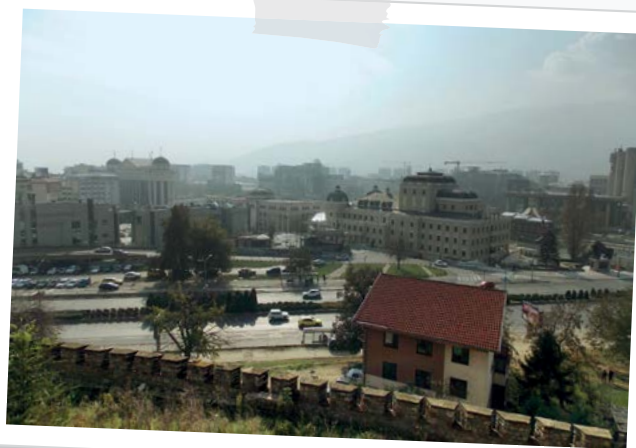






*This photo of the Museum of the National Struggle for Independence (I would strongly recommend a visit) was taken from the old stone bridge which is the only structure that survived the earthquake more-or-less undamaged. On the right you can see the National Theatre building. If you continue straight on and cross the river, you reach the old market, also known as the Čaršija, which is very similar to the one in Sarajevo, only smaller and rather less splendid. On a small hill overlooking the Čaršija lies the old fortress; it's been neglected for many years, but today more and more tourists are visiting it as it offers spectacular views of the city.*

*The view from the fortress*  
*After exploring the sights, I went to the roundtable discussion, which was a preconference event. Very informative. Apparently Macedonia is making changes to their teachers' grading scheme and the system they are trying to incorporate will be very similar to Slovenia's (three categories: novice, experienced and expert teacher). The audience was quite international, and we all shared our views. At the end of the discussion, I came to the conclusion that there are many things that are universal to teaching all over the world; one of these was the feelings that teachers have towards national institutes of education....*



### **Day 3 and 4: The conference**

*The venue for the conference was amazing. The place was dedicated to the history of the Macedonian movie industry and the plenary hall was definitely the most comfortable I have ever been to. As I was waiting for the plenary to start, I saw many familiar faces, which gave me that special feeling of being away from home but still being among friends.*

*The conference programme was very diverse and I found it pretty good. Being a speaker at an international conference has its advantages and disadvantages. The biggest advantage is that you're sharing your work and your experience with other people from the trade who are there because they want to be there. The biggest disadvantage (at least that's my conclusion) is that all the best workshops take place at the time you yourself are presenting!*

*My workshop on sensory learning was very well attended, and some people actually had to sit on the floor. It's very difficult to describe the exact feelings that went through my mind; I know that I was really quite scared when the RELO representative entered the room.... But after a while, I totally forgot about him and went on with my work, which went smoothly. The feedback I got from people was great and I've met a person from the Czech Republic who does much the same in her country, though at a different level.*

### **A final word**

The diversity of the workshops provided has given me a greater insight into the level of know-how I have. The biggest surprise was how lucky I was with making new friends, so my personal network has developed even further. So I'd like to end by thanking the RELO office in Budapest and the American Embassy for all the support they provided me in the process of getting the grant and also say a big thanks to ELTAM for the great hospitality and a job well done.

# Sharing best practices: How to stimulate students to read

## The reading culture project

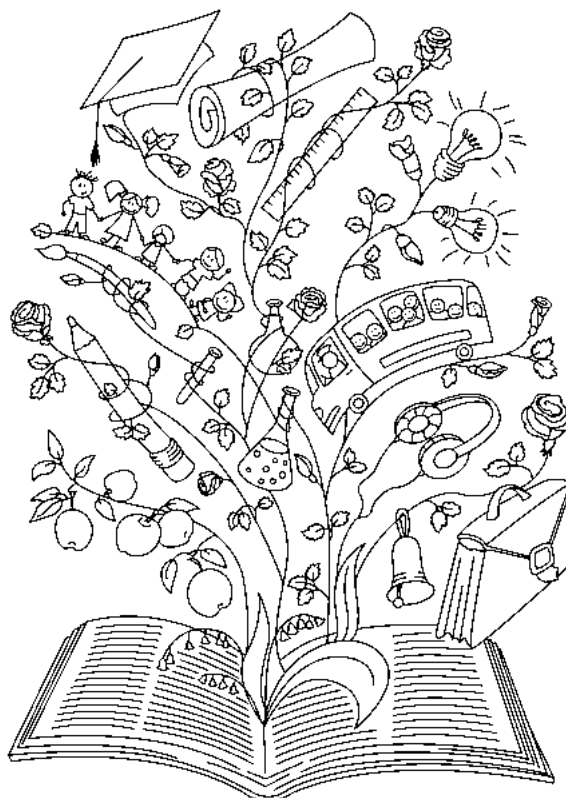
by Vesna Družinec Pilko

*Elementary School Griže*

The term reading culture encompasses much more than only reading, writing, speaking and listening. Reading expands vocabulary, stimulates imagination and interests, helps developing the skills of independent learning, improves thinking and enriches the emotional processes. Children gain language skills and intellectual knowledge with reading.

At the of the school year the mentors of the reading badge and the librarian set a timeline for the project, set where the project will take place, the persons in charge for activities and other participants. We also set the following goals:

- development of different types of literacy,
- master different reading and writing techniques,
- reading different types of texts,
- impart values to students and parents which are a result of thinking and creating through the love of reading.



### Action plan

ACTIVITY		WHO?	WHEN?
Goal	Description of activities for achieving the goal	Mentor/ participants	Time of execution
The students get familiar with the new approach to assess the results of reading books for the reading badge.	Introduction of work principle for the reading badge	Mentors of the reading badge Students from 1 <sup>st</sup> to 9 <sup>th</sup> grade	September
Motivation of students to begin reading.	Setting up the reading corner in classrooms	Mentors of the reading badge Students from 1 <sup>st</sup> to 9 <sup>th</sup> grade	September
Students compare the differences and similarities between fictional characters and their own personal experience.	<b>1. The reading badge: SMILE FROM MY BOOK – roundtable</b>	Mentors of the reading badge	October
	Topic: Teenagers in literature ..... Topic: Fairy tales .....	Students from 6 <sup>th</sup> to 9 <sup>th</sup> grade Students from 1 <sup>st</sup> to 5 <sup>th</sup> grade	



Acquiring the elements of negotiation with the help of a selected topic. Reading poems as motivation for further poetic creative writing.	<b>2. The reading badge: SMILE FROM MY BOOK – PROS/CONS</b>  Topic: Thriller/adventure ..... Topic: Poems for children .....	Mentors of the reading badge  Students from 6 <sup>th</sup> to 9 <sup>th</sup> grade Students from 1 <sup>st</sup> to 5 <sup>th</sup> grade	November
The students get familiar with the new form of sharing experience after reading the books.	Introduction of working methods for the reading badge to teachers	Librarian/teachers	December
Students share their feelings about their first love and then compare it with read stories. The students recognize the characteristics of a fable and perform a puppet show.	<b>3. The reading badge: NASMEH MOJE KNJIGE – literary event</b>  Topic: Love in literature ..... Topic: Animal stories – fables .....	Mentors of the reading badge  Students from 6 <sup>th</sup> to 9 <sup>th</sup> grade Students from 1 <sup>st</sup> to 5 <sup>th</sup> grade	January
Presentation of children's books, written as part of a school literary competition.	Literary event for children's and junior literature with awards	Mentor of the literary group/ members of the group Students from 1 <sup>st</sup> to 9 <sup>th</sup> grade	February
Promotion of reading with help of celebrities.	Celebrities (sports and culture etc.) giving reading sessions to students	Mentors of the reading badge Students from 1 <sup>st</sup> to 9 <sup>th</sup> grade	February 7
The students meet the illustrator and see his or her works. They learn about the difference between a comic book and fiction.	<b>4. The reading badge: NASMEH MOJE KNJIGE – discussion with the comic book illustrator</b>  Topic: Comic book..... Topic: Illustration	Mentors of the reading badge, art teacher  Students from 6 <sup>th</sup> to 9 <sup>th</sup> grade Students from 1 <sup>st</sup> to 5 <sup>th</sup> grade	March
Promoting the creativity with learning through experience.	How a book is born (Trubar Homestead in Rašica)	Teachers of Slovene The 7 <sup>th</sup> grade students	April
Students are awarded for their work and develop the sense of responsibility.	The reading badge award ceremony with a guest illustrator.	The librarian, art teacher, mentors of the reading badge Students from 1 <sup>st</sup> to 5 <sup>th</sup> grade	April
The students learn about cultural heritage and strengthen the national consciousness.	Culture trail – field trip for students which were awarded the reading badge	Teachers of Slovene, the librarian Students from 6 <sup>th</sup> to 9 <sup>th</sup> grade	April
Teachers are awarded for their work and they strengthen their relationships and communication.	Conclusion of the reading badge for teachers	The librarian	May

All the above mentioned activities took place throughout the year were also accompanied by other monthly activities, for example **SILENT READING** – an activity where students from 1st to 5th grade spend 5 minutes reading in silence before the start of class. Book aficionados, the **AMBASSADORS OF READING**, present books to their peers in the library. **“READING IS COOL”** poster where students write down their comments and recommendations for books and try to stimulate others to read. In the first educational peri-

od, under the project **READING FOR KNOWLEDGE**, we will also invite parents to participate in the project, because we understand the role parents have when it comes to reading and literacy development of the children.

Our aim is to impart values to students and parents which are a result of thinking and creating through the love of reading. We strive to stimulate students to become avid readers forever.

# Music, Stories and Magic

by Erika Osváth

## Instant groove lesson recipe

If someone asked me to jump in and teach a stand-by lesson to a group of any age, whether children, teenagers or adults, I'd just walk in now with no pen, no paper, no book nor laptop and be fairly sure we could come up with something fun and useful together – something that I would certainly enjoy and hope the students would too. A lesson full of vocabulary practice, functional language, pronunciation, lots of speaking and listening and possibly some reading and writing too, age of the students and time permitting.... As I'm sure some of you know already, one of my instant lesson ideas is to make a rap song together with the group.

I love rapping with my classes, and this activity always seems to work, even in my teacher-training sessions. So one day I got really curious to find out why this was and ended up looking into some of the uses of rhyme and rhythm over the whole history of education. In my quest I stumbled upon Alexander de Villedieu, a French teacher and poet from the 12th century, whose *Doctrinale Puerorum*, a book of Latin grammar put into rhyming and rhythmic verses, made it possible for literacy to become widespread well before the age of the printing press of Johannes Gutenberg two and a half centuries later. It was the power of the rhymes and rhythms that was so catchy and appealing to everybody that they were able to memorise the rules in no time, then were able to use these rules to work out and understand Latin text. Simply amazing!



After all the history and theory, I felt I needed to stop with my search, but then I started to notice that everything around me takes its own rhythm: from the tweeting of the birds in the spring to the silence that sometimes surrounds me, from the shape of the sunbeams at sunrise to the colour of my daughters' eyes.



Everything has its own rhythm, and all we can and should do is to notice it and let it come out: as a lovely proverb from Zimbabwe has it, "If you can walk, you can dance; if you can talk, you can sing".

So that's why I think rhymes and the rhythm of a rap song are such powerful teaching tools, even in the EFL classroom. So make sure you try out the following task!

<http://www.youtube.com/watch?v=AH06lmV-vDE&list=UUbx-UWEsv94uwmkqaniQyiTw&index=7>

Did you write down the key words? If you managed to spot them, you have half of the recipe for making a rap song already!

Anyway, here's the universal rap recipe:

1. When you enter the room, notice how everything and everybody are: the weather, how many of your students are looking out the window or gossiping, the quality of the light, everything that is part of that moment. This will help you tune in with your students and together



find the topic that interests them the most at that very minute. So let's say our topic of this moment is spring or summer (suitable for lower levels)...

2. Elicit a few words, expressions or collocations about the topic, then reformulate, upgrade and write the language on the board. So in this case we might get "windy", "hot", "rainy", etc." With any new vocabulary items, you might play some games to reinforce meaning and use. This could include work on stressed syllables, for example through humming a word/expression to them and asking students to guess it, followed by the same activity done in pairs.
3. The above would be a good way to sensitise students to the rhythm of these key words and then to get them ready to stand up and add the rhythm with their bodies, too. So at this stage choose three to four words to make a vocabulary chant or rap with them with movement. The easiest rhythm pattern you can use for this purpose is a four-beat one, which you can then vary as you wish depending on whether you use three or four key words. For the three words above, you could use the following pattern:

1, 2, 3, X (clap)	windy,	hot,	rainy,	clap
1. 2. 3, X	windy,	hot,	rainy,	clap
1, 2, 1, 2	windy,	hot,	windy,	hot
1. 2. 3, X	windy,	hot,	rainy,	clap

4. Then put together some language around the vocabulary, some chunks that would be likely to occur naturally when talking about this topic, to create authentic speech. For example:  
Is it really summer? Where has the spring gone?  
It's rainy and windy, and terribly hot.  
I wonder why this is, and I'm listening to the birds.  
They just keep tweeting and like it a lot.  
(I just made this up based on my moment!)

5. Finally, read it out to them in the four-beat pattern and ask them to mark the stressed words/syllables. Then get them to stand up, chant it together, dance along and enjoy the rhythm. If you have some music to play, it makes it even more fun.

Enjoy the groove!



Erika Osvath, MEd in Maths, DTEFLA, is a freelance teacher, teacher trainer, materials writer and co-author of the European Language Award-winning 6-week eLearning programme for language exam preparation. Before becoming a freelance trainer in 2009, she worked for International House schools for 16 years in Eastern and Central Europe, where she worked as a YL co-ordinator, trainer on CELTA, LCCI, 1-1, Business English, YL and VYL courses, and Director of Studies. She has extensive experience in teaching very young learners, young learners and teenagers. Her main interests lie in these areas as well as using technology in ELT. She regularly travels to different parts of Hungary to teach demonstration lessons with local children and do workshops for teachers, and this is something she particularly enjoys doing as it gives her the opportunity to delve into the human aspects of these experiences. Blog: [www.erikaosvath.com/](http://www.erikaosvath.com/) Twitter: [@erikaosvath](https://twitter.com/erikaosvath)

Conference 23rd International IATEFL Slovenia

# 23<sup>rd</sup>

**International IATEFL Slovenia Conference 2016**

**3<sup>rd</sup> to 6<sup>th</sup> March 2016, Terme Topolšica**

**Where inspiration is born**

## Upcoming conferences and events

### SOL Summercamp for English teachers

**Date:** August 2 - 10  
**Venue:** Čadca, Slovakia  
**www:** <http://soulcamp.eu>

### Game Based Learning course

**Date:** August 24 - 30  
**Venue:** Ohrid, Former Yugoslav Republic of Macedonia  
**www:** <http://www.friends-of-education.org>

### IATEFL Poland Conference

**Date:** September 18 - 21  
**Venue:** Krakow, Poland  
**www:** <http://iatefl.org.pl>

### 1<sup>st</sup> International SKA ELT Conference

**Date:** September 25 - 26  
**Venue:** Bratislava, Slovakia  
**www:** <https://scelt.wordpress.com>

### 2<sup>nd</sup> English for healthcare conference

**Date:** October 24 - 25  
**Venue:** Bern, Switzerland  
**www:** <http://www.englishforhealthcare.com>

### TESOL International Convention and English language Expo

**Date:** April 5 - 8 2016  
**Venue:** Baltimore, Maryland, USA  
**www:** <http://tesol.informz.net>

### 24<sup>th</sup> International IATEFL Poland Conference 'Quality in Language Education in Various Educational Environments'

**Date:** 18 - 20 September 2015  
**Venue:** Krakow, Poland  
**www:** <http://iatefl.org.pl>

### 1<sup>st</sup> International ELT Conference 'Teaching together, Learning together'

**Date:** 25 - 26 September 2015  
**Venue:** Bratislava, Slovakia  
**www:** <https://ska2015.wordpress.com/>

### 25<sup>th</sup> IATEFL – Hungary Conference 'Looking forward, looking back'

**Date:** 9 – 11 October 2015  
**Venue:** Budapest, Hungary  
**www:** <http://iatefl.hu>

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

Letos je že četrtyč zapored potekalo tekmovanje v znanju angleškega jezika za 7. razrede. Tekmovanje je bilo organizirano na dveh ravneh, šolski in državni. Šolsko tekmovanje je potekalo 30. januarja 2015, državno pa 25. februarja 2015. Vsaka šola je lahko na državno tekmovanje prijavila največ tri skupine. Tudi letos smo vsa priznanja (bronasta, srebrna in zlata) podelili na državni ravni.

Letošnje tekmovanje smo naslovili **LET ME TELL YOU A STORY**. Pripovedovanje zgodb nas spremlja od malih nog pa vse tja v pozno starost. Nekateri pravijo, da je življenje enačba iz zgodb – veselih, žalostnih, resničnih in namišljenih. Tako so si letos tekmovalci izmišljevali svoje zgodbe ali na inovativen način predstavili že obstoječo zgodbo. Zgodba se je lahko dogaja v preteklosti, sedanjosti ali prihodnosti. Pomembno je bilo zgolj, da je skupina svoje ideje povezala v zaključeno celoto in svojemu izdelku dala izvirni naslov.

Na državno tekmovanje smo prejeli kar preko sto različnih zgodb in tako z letošnjo temo že na šolsko tekmovanje privabili okoli sto več tekmovalcev kot lani. Tudi letos so bile skupine sestavljene iz dveh do petih članov, na državnem tekmovanju pa je sodelovalo 344 tekmovalcev iz vse Slovenije. Mentorji so izdelke objavili na spletnem odložišču, kar je šlo letos zaradi podrobnejših navodil že v samem razpisu gladkeje. Še vedno ste nekateri objavljali nedelujoče povezave oz. povezave, ki so zahtevale prijavo avtorjev izdelkov, a smo sproti rešili vse probleme.

Prispele izdelke je tekmovalna komisija ocenjevala glede na naslednje kriterije: vsebino oz. sporočilno vrednost, slovnično oz. jezikovno pravilnost, bogastvo besedišča in pravopis, pravilno izgovorjavo in gladkost, strukturo izdelka, ustreznost njegove dolžine ter splošni vtis.

Za bronasto priznanje je bilo treba osvojiti 70 % točk, za srebrno 80 % točk ter za zlato 94 % točk (v skladu s pravilnikom ministrstva, ki za tekmovanja, na katerih

sodeluje manj kot 500 tekmovalcev, določa od 2 do 19 zlatih priznanj). Bronasto priznanje je letos osvojilo 96 tekmovalcev, srebrno 74 tekmovalcev, zlato priznanje pa 16 tekmovalcev. Učenke iz skupin, ki si delita prvo mesto (Maša Pandža, Zala Vodopič in Karin Bačnik z OŠ Medvode ter Evelin Krajnc, Valentina Esih in Špela Hrnčič z OŠ Olge Meglič Ptuj) za nagrado prejmejo izlet v Gardaland, ki ga podarja agencija Alpetour.

## Statistika na kratko:

- Število sodelujočih šol: 60
- Število izdelkov, ki smo jih prejeli za državno tekmovanje: 107
- Število vseh tekmovalcev: 461
- Število bronastih priznanj: 29 skupin (96 tekmovalcev)
- Število srebrnih priznanj: 23 skupin (74 tekmovalcev)
- Število zlatih priznanj: 5 skupin (16 tekmovalcev)
- Število mentorjev: 65

Vse izdelke si lahko ogledate na povezavi, ki je objavljena na spletni strani društva IATEFL Slovenia ([www.iatefl.si](http://www.iatefl.si)). Sedmošolci so ponovno pokazali visok nivo znanja angleškega jezika in veliko mero izvirnosti in domiselnosti. Mentorji sporočate, da je tekmovanje zanimivo in otrokom privlačno, vas je pa nekaj izrazilo pomisleke glede tega, da se na državno tekmovanje uvrstijo najboljši izdelki s šolskega tekmovanja. Nekateri si po štirih letih želijo tekmovanja z drugačnimi pravili, drugi sporočate, naj ga ohranimo v dosednji obliki, saj ste se ravno navadili dela z aplikacijo Voicethread in poteka tekmovanja. Razmislili bomo, kako bi lahko v prihodnje ustregli vsem in po potrebi nadgradili tekmovanje.

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

Vesna Gros,  
koordinatorka tekmovanja

Lea Sobočan,  
predsednica društva



# Poročilo o tekmovanju iz angleškega jezika za učence 8. razreda osnovne šole

**V šolskem letu 2014/15 je društvo Iatefl Slovenia organiziralo šesto tekmovanje iz znanja angleškega jezika za osmošolce.**

Tekmovanja na šolski ravni se je udeležilo 3946 tekmovalcev, na tekmovanje pa jih je pripravljalo 459 mentorjev iz 335 šol po celotni Sloveniji. Šolska raven tekmovanja je potekala v ponedeljek, 20. 10. 2014, tokrat prvič z izbrano temo **Festivals and Holidays in Slovenia**.

Državna raven tekmovanja je tako kot lani potekala na trinajstih šolah v različnih regijah, in sicer v ponedeljek, 24. 11. 2014. Na državno raven, ki je potekala pod naslovom **Festivals and holidays around the world**, se je uvrstilo 364 tekmovalcev pod okriljem 193 mentorjev.

Ko je tekmovalna komisija ovrednotila tekmovalne pole in je pretekel rok za ugovore na vrednotenje, je bilo podeljenih 53 zlatih, 56 srebrnih in 237 bronastih priznanj. Vsem tekmovalcem in njihovim mentorjem čestitamo za uspeh in dosežena priznanja.

V letošnjem šolskem letu smo v sodelovanju z STA Potovanja in Camp California podelili tudi nagrade vsem srebrnim in zlatim tekmovalcem, prejeli so mednarodno izkaznico ISIC, ki omogoča različne ugodnosti doma in v tujini. Prvouvrščeni tekmovalec Gregor Gajič pa se bo udeležil jezikovnega tabora Camp California v Pakoštanju. Tudi glavno nagrado podarja STA Potovanja.

Državna tekmovalna komisija je po vrednotenju daljših pisnih sestavkov na državni ravni izbrala najboljše, ki so

bili objavljeni v zimski številki revije društva IN (št. 63). Šest pisnih izdelkov je bilo objavljenih pod naslovom **The "WOW-effect" stories**, v njih pa ste lahko prebrali, kako osmošolci ustvarijo nov slovenski praznik, 'Slovenian Thanksgiving', opišejo navade in običaje, ki ga spremljajo, ter utemeljijo njegov nastanek ter izvor. Svoje zabavne, pa tudi tehtne domislice so tekmovalci zapisali v izjemni angleščini in navdušili komisijo. Verjame mo, da bomo tudi v prihodnjih tekmovanjih še naprej odkrivali podobne bisere in jih z veseljem objavljali v naši reviji.

Tudi v naslednjem šolskem letu, pred katerim pa nas najprej čakajo težko pričakovane počitnice, bomo nadaljevali s tekmovanjem, ki vsako leto doživi nekaj manjših ali večjih sprememb na bolje. Veseli smo vseh odzivov mentorjev, ki nas pokarate ali pohvalite, vedno pa sodelujete z nami ter tako svojim učencem omogočate, da se udeležujejo tekmovanja in imajo možnost doseganja dobrih rezultatov.

Zahvaljujemo se mentorjem in učiteljem za delo s tekmovalci, še posebej tistim, ki ste aktivno udeleženi pri pripravi šolske in državne ravni tekmovanja. K sodelovanju že zdaj vabimo vse, ki bi želeli sodelovati pri organizaciji državne ravni tekmovanja v naslednjih letih ali kakor koli drugače sodelovati z nami pri pripravi tekmovanja. Za vse pobude in predloge se lahko oglasite na naslove koordinatorke [barbara.dvornik@gmail.com](mailto:barbara.dvornik@gmail.com).

*Uspešen zaključek leta in lepo, dolgo poletje!*

Barbara Dvornik,  
koordinatorica tekmovanja

Lea Sobočan,  
predsednica društva

# Poročilo o tekmovanju v znanju angleščine za 2. letnike

Slovensko društvo učiteljev angleškega jezika IATEFL Slovenia je v šolskem letu 2014/2015 že šesto šolsko leto zapored uspešno izvedlo tekmovanje za dijake 2. letnikov srednjih šol. Razpis, pravilnik tekmovanja, navodila za tekmovanje in kriteriji za ocenjevanje so bili objavljeni konec julija na spletni strani [www.iatefl.si](http://www.iatefl.si), prav tako pa so bili vsi dokumenti poslani članom IATEFL Slovenia po elektronski pošti.

Tekmovanje je potekalo na dveh ravneh, in sicer je bilo na posameznih šolah najprej izvedeno šolsko tekmovanje (10. 11. 2014), nato pa so izmed prijavljenih izdelkov šole poslale najboljše na državno tekmovanje (8. 12. 2014).

Letošnja tematika tekmovanja je bila »Let's go green«, s katero smo želeli omogočiti dijakom, da tudi sami pokažejo, kako razmišljajo o tej zelo aktualni temi. Določen je bil žanr posnetega prispevka, in sicer so morali dijaki posneti reklamo, kar jim je dalo precej možnosti za uporabo lastne domišljije, prav tako pa so morali razmisliti, kaj se na predpisano tematiko da narediti v okviru oglaševalstva oz. reklam. Predpisanih je bilo tudi po 10 besed v posamezni kategoriji, ki so jih morali dijaki smiselno uporabiti v posnetem prispevku. Besede so bile naslednje:

## KATEGORIJA A / C:

SMITHEREENS (N), MUTUALITY (N),  
DIFFIDENCE (N), DESOLATE (V),  
PROCRASTINATE (V), FORETELL (V),  
SINISTER (ADJ), TORRID (ADJ),  
TRANSIENTLY (ADV), ELOQUENTLY (ADV)

## KATEGORIJA B / D:

VALUE (N), DECLARATION (N), TRASH (N/V),  
SHIMMER (V), FORGE (V), POSTPONE (V),  
RESOURCEFUL (ADJ), TARDY (ADJ),  
READILY (ADV), REASONABLY (ADV)

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

Državnega tekmovanja se je udeležilo 15 šol, in sicer je v 27 skupinah tekmovalo skupno 120 dijakov. Letos smo prejeli celo en izdelek v kategoriji D, ne samo izdelkov v kategorijah A in B, česar smo zelo veseli. Diskvalificirana je bila ena skupina.

Še posebej je znova potrebno pohvaliti in izpostaviti njihov trud pri pripravi spremnega besedila kot tudi pri rekvizitih, prostorih itd., ki so jih pri samem snemanju posnetka uporabljali. V vsem tem se kaže velika zagnanost, motivacija za predpisane tematike, kar tudi nam kot pripravljalcem potrjuje, da delamo v pravi smeri in da dijaki na takem tekmovanju radi sodelujejo, kar so znova dokazali tudi letos.

Število priznanj po kategorijah

Priznanje	A	B	D	skupaj
zlato	3	1	/	4
srebrno	8	2	1	11
bronasto	7	1	/	8
skupaj	18	4	1	23

Najbolje so se odrezale naslednje šole oz. skupine dijakov (prva tri mesta v posamični kategoriji):

## KATEGORIJA A:

- Gimnazija Franca Miklošiča Ljutomer s posnetkom GFML Goes Green**  
(Gašper Lovrec, Katja Vöröš, Jakob Škrobar, Bernard Rebernik, Alen Trstenjak)  
*mentorji: Liana Miholič, Ludvik Rogan, Saša Pergar*
- Gimnazija Poljane s posnetkom Let's Go Green**  
(Manca Opara, Katja Duh, Ema Luna Karara Geršak, Tinkara Smrekar)  
*mentor: Emil Lokar, Ana Lazić Paunović*
- Gimnazija Vič s posnetkom Let's Go Green**  
(Gašper Bizjan, Tija Jakič, Luka Jarc, Martin Ivanjko)  
*mentorja: Blanka Klobučar, Timothy Gallagher*

## KATEGORIJA B:

- Srednja poklicna in strokovna šola Bežigrad s posnetkom Go Green**  
(David Petrovič, Alin Benson, Maruša Turk, Žiga Franzot)  
*mentorica: Tanja Kovačič*
- Srednja elektro-računalniška šola Maribor s posnetkom Are you aware?**  
(Maja Kitek, Niko Mesarič, Žiga Jančič, Jaka Blazina)  
*mentorica: Sanela Magerl Majhenič*
- Šolski center Ptuj, Elektro in računalniška šola s posnetkom How long?**  
(Domen Zelenko, Aljaž Galun, Aljaž Nahberger, Matic Kostevc, Urban Munda)  
*mentorica: Nadja Jager Popović*

Letos društvo znova sodeluje s Srbijo pri pripravi mednarodnega nivoja tekmovanja, kamor so se znova uvrstile najboljše tri ekipe iz vsake države (tako dijaki tekmujejo v kategorijah A in B, za kategorijo D je bil prijavljen samo en filmček). Filmčke bodo ponovno ocenile komisije iz sodelujočih dveh držav in tako bodo dijaki imeli možnost ponovnega uspeha tudi na mednarodnem nivoju. Držimo pesti za naše skupine! Rezultate bomo objavili takoj po končanem ocenjevanju.

Naj na koncu še enkrat iskreno čestitamo vsem sodelujočim, vsem mentorjem pa se najlepše zahvaljujemo za pomoč pri izpeljavi tekmovanj.

Nasvidenje do prihodnjega leta!

Jasna Džambič  
koordinatorka tekmovanja

Lea Sobočan  
predsednica društva



# Poročilo o tekmovanju v znanju angleščine za 3. letnike

Slovensko društvo učiteljev angleškega jezika IATEFL Slovenia je tudi letos izvedlo tekmovanje za dijake 3. letnikov na dveh ravneh – regijski in državni. Regijsko tekmovanje je potekalo 2. 2. 2015 na sedmih regijskih šolah (Gimnazija Nova Gorica, Gimnazija Jesenice, Gimnazija Murska Sobota, II. Gimnazija Maribor, Ekonomska šola Ljubljana, ŠC Ravne na Koroškem – Gimnazija in Grm Novo Mesto – Center biotehnike in turizma). Državno tekmovanje je potekalo 16. 3. 2015 na Ekonomski šoli v Ljubljani.

Razpis tekmovanje smo na naši spletni strani objavili konec julija 2014. Razpis je vseboval podatke o strukturi tekmovanja in tipu nalog.

Na regijsko tekmovanje se je prijavilo 717 dijakov iz 82 šol oz. šolskih centrov, kar je še nekaj več kot lansko leto (660 dijakov iz 79 šol). Letos je za razliko od prejšnjih let tekmovanje potekalo samo v 4 kategorijah – A1 (*splošne gimnazije*), A2 (*mednarodni oddelki in dijaki, ki so več kot eno leto bivali na angleško govorečem področju*), B (*strokovne šole*) in C (*angleščina kot drugi tuji jezik*). Na državno tekmovanje se je skupaj uvrstilo 125 dijakov.

Naloge po posameznih kategorijah so se skoraj povsem razlikovale. Naloga s področja kulture je bila v kategorijah A1 in A2 na temo Oscar Wilde in obdobje nove romantike (*fin de siècle*) v britanski in irski književnosti. V kategorijah B in C pa je bila podlaga za nalogo s področja kulture film Chaplin.

Na državnem tekmovanju so se najbolje uvrstili naslednji dijaki (navajamo najboljše dijake v posamezni kategoriji).

Kat.	1.mesto	2.mesto	3.mesto
A1	<b>ROŽLE TOŠ</b> ŠC Celje, Gimnazija Lava <i>Mentorica: Andreja Vipotnik Ravnak</i>	<b>JARI BEGUŠ</b> Gimnazija Bežigrad <i>Mentorica: Maja Petričič Štritof</i>	<b>SANDRA KNEZ</b> I. gimnazija v Celju <i>Mentorica: Marjetka Pintarič</i>
A2	<b>ALMA ŠIVEC</b> Gimnazija Bežigrad <i>Mentorica: Karmen Goršak</i>	<b>LANA KATARINA GOTVAN</b> Gimnazija Bežigrad <i>Mentorica: Tanja Kovač Flisar</i>	<b>ELA BOGATAJ STOPAR</b> Gimnazija Bežigrad <i>Mentorica: Karmen Goršak</i>
B	<b>LAURA KRAČUN PIŽMOHT</b> Sr. šola za oblikovanje in fotografijo Ljubljana <i>Mentorica: Sandra Žeželj</i>	<b>2.mesto</b> <b>NINA KUGL</b> Gimnazija in sr. kemijska šola Ruše <i>Mentorica: Tanja Breznik</i>  <b>SIMON ŠEGATIN</b> Elektrotehniško-računalniška strok. šola in gimnazija Ljubljana <i>Mentorica: Beti Kerin</i>	
C	<b>BARBARA VIDA</b> Dvojezična srednja šola Lendava <i>Mentorica: Sandra Vida</i>	<b>ŽIGA SODIN</b> Sr. šola Slovenska Bistrica <i>Mentorica: Nataša Gumilar Papotnik</i>	<b>KATARINA DURIČ</b> II. gimnazija Maribor <i>Mentorica: Zlata Novak</i>

Ostali rezultati so objavljeni v sistemu DMFA. Skupaj smo podelili 21 zlatih priznanj. Spodnjo mejo točk za srebrno priznanje je določila Državna tekmovalna komisija. Skupaj smo podelili 52 srebrnih priznanj. Preostalih 52 tekmovalcev prejme bronasto priznanje. Vsem dijakom čestitamo za sodelovanje na tekmovanju. Zahvaljujemo se tudi mentorjem in še posebej regijskim organizatorjem za pomoč pri izvedbi regijskega tekmovanja.

Nataša Meh,  
*koordinatorica tekmovanja*

Lea Sobočan  
*predsednica društva*

Glavni sponzor tekmovanja:  
*Twin turistična agencija*



Sponzorja tekmovanja:



Embassy of Ireland in Slovenia

# Friends of Education: An Association of Innovative Teachers

by Dragica Zdraveska

## Our vision

The vision of the association, established in September 2015 is a commitment towards both the process of modernisation of the education process using digitalised resources and at the same time humanising it by adopting a holistic way of teaching and learning. This means that members are devoted both to their students' and their own whole well-being. To this end they find the whole process far more important than just the knowledge that students accumulate (often without actually realising why they need it or what they can do with it).

In this sense the association strives to give a new meaning to the education process itself. At the national level, the mission entails finding a way to establish a centre for pedagogical design, producing digital resources and creating plans and programmes for teacher training on the use of digital resources in class, while internationally it involves establishing and maintaining a stable network with international organisations in order to provide and ensure best-quality education.

## The tasks of Friends of Education are as follows:

- Collecting folk tales, games, customs and songs
- Digitalisation of the collected cultural heritage
- Publishing written and digital media on pedagogy and primary school children education
- Following national and international guidelines on improvement and development
- The development and improvement of schooling practices with the aid of digital media
- Additional activities related to education and cultural heritage protection

## Action plan of the 'Friends of Education' Association of Innovative Teachers for the Development and Digitalisation of Education and Cultural Heritage

This programme regulates the basic actions and clearly states the members' responsibilities and tasks determined in the Statute.

The action plan is decided on and determined for consecutive four-year periods. There is also a specific programme for each year, which is to be conducted according to the plan and schedule.

The association endeavours to improve and hence affirm good educational practices, both in its own right and in collaboration with other associations. The main purpose is to highlight the use of digital media in class and the digitalisation of the cultural heritage.

## The action plan will be implemented via

- Digitalisation of folk tales, customs, songs and games
- Carrying out training sessions on digital media usage in primary education
- Fieldwork research sports and recreation
- Organising seminars and workshops on the use of digital media in education
- Organising activities that will create networks for teachers, leaders and enthusiasts and help them achieve more in their fields of interest
- Taking part and organising events in Macedonia and abroad

Website: [friends-of-education.org](http://friends-of-education.org)

FB: Friends of Education

Email: [friendsofeducation@outlook.com](mailto:friendsofeducation@outlook.com)



# Learn smarter flashcards

Carry a dictionary with you.	Don't be afraid to make mistakes.
Learn alone.	Read different things.
Learn often, but don't learn a lot of material in one go.	Read texts from the course book loudly.
Do gap fill exercises for homework.	Make sure you have regular contact with the language.
Don't worry if you haven't studied all year, English can be crammed in one week.	Study with others.
Use flashcards.	Think in English.
Go to England.	Try to minimize the number of mistakes you make.
Watch films.	Watch films very loudly.
Have fun while learning.	Watch films with Slovenian subtitles.
If you don't understand a song, it was just not meant to be understood.	Listen to Croatian music.
It is better to learn 3 hours in a row instead of 6 times 30 minutes.	Make sure you understand and translate every word in a text.
Learn in bed.	Be curious.

Cut up the cards and mix them up. Give a stack each to a group of students (4-5) and have them agree which tips are good and which are bad. Make sure they can justify their decision. Then mix them up and have them explain from memory what their group thought. Some ideas can be understood in more ways and are therefore good and bad at the same time. Challenge their decisions by pointing out the opposite or grouping them accordingly. For homework they should write down three tips they found most useful for themselves.

# Ivy Smith

by Tjaša Lemut Novak

