

**Effecting Change in the Classroom...
The Gender Switch**

by Denis Cunningham

**Photocopy-free classes
to save the environment
and enhance learners'
autonomy and engagement**

by Yasmine Atwa

**A Classroom Gallery
- Let's Talk about Art**

by Litza Juhasz

**Breaking the stereotypes:
My 65-year old student**

by Anja Colja

**Accommodating Learners
with Special Needs**

by Beth Elly Baumgartner



Case Study: When power differentials are at work

Nada Đukić

People are more motivated in their actions by their feelings, emotions and desires than they would like to admit. Give a person money and/or a position, and you will get to know them best. Either their virtues or their vices will be magnified. When two opposing parties disagree, the one that is a formal authority figure will definitely have the final say. What can one do if they happen to be on the receiving end of injustice, deceit or lies? *Flourish and prosper*, as one visionary, businesswoman and author suggested. Instead of fighting what they do not want, they need to redirect their attention and focus on what they do want and create it anew.



- | | | | | | |
|-----------|--|-----------|--|-----------|---|
| 4 | Effecting Change in the Classroom...
The Gender Switch
by Denis Cunningham | 25 | Lesson plan TED talks
by Klavdija Krempel Slana | 38 | Any way the wind blows,
doesn't really matter to me
by Danny Singh |
| 11 | Photocopy-free classes to
save the environment and
enhance learners' autonomy
and engagement
by Yasmine Atwa | 28 | Count on me
by Darja Urh | 42 | Interviews with
our plenary speakers
by Deja Bečaj |
| 14 | A Classroom Gallery -
Let's Talk about Art
by Litza Juhasz | 32 | Solidarity and synergy
for a more meaningful life
and a better world
by Mirjana Došen | 44 | Poročilo o tekmovanju v
znanju angleščine za učence
7. razreda osnovne šole
v šolskem letu 2018/19 |
| 8 | Breaking the stereotypes:
My 65-year old student
by Anja Colja | 33 | 26th international latefl
Slovenia conference
#empowered
2019 POETRY
COMPETITION ENTRIES | 45 | Poročilo o tekmovanju v
znanju angleščine za učence
8. razreda osnovne šole v
šolskem letu 2018/19 |
| 20 | Accommodating Learners
with Special Needs
by Beth Elly Baumgartner | 34 | Teacher thoughts
Everything I know about
troubled
students I learned from my
bunnies | 46 | Poročilo o tekmovanju
v znanju angleščine
za 2. letnike v šolskem
letu 2018/19 |
| 22 | Teaching with Edmodo and
the SAMR model in mind
by Aziz Soubai | 36 | Sun, surf, and professional
development
Report on 27th annual
HUPE conference
by Lea Koler | 47 | Poročilo o tekmovanju
v znanju angleščine
za 3. letnike v šolskem
letu 2018/19 |

IATEFL Slovenia Magazine
Vol. 16, No 76,
Summer issue 2019

Published by:

IATEFL Slovenia,
p. p. 1677, 1001 Ljubljana

Email: info@iatefl.si,
www.iatefl.si

IATEFL Slovenia President:

Janja Čolić

IN editor: Lea Koler

Public relations: Sandra Vida

Primary school coordinator:

Metka Lovrin

Secondary school coordinator:

Nataša Meh

Seminars: Maša Kolenko

Printed by: Design Studio, d.o.o.

Graphic design: Petra Turk

Articles, letters and
other contributions should
be addressed to IATEFL,
p. p. 1677, 1001 Ljubljana

Email: lea.koler@iatefl.si

IATEFL Slovenia Board Members:

Janja Čolić, President, responsible
for sponsors, tenders

Sandra Vida, Public relations

Metka Lovrin, Primary school

Nataša Meh, Secondary school

Maša Kolenko, Seminars

Lea Koler, IN editor

Photo:

Cover-page, page 2, 3, 6, 19, 21, 27, 28
www.freepik.com

page 29

www.shutterstock.com

ISSN 1855-6833



Editorial

Rough winds do shake the darling buds of May, Shakespeare said, and in the life of a teacher May does bring some rough winds. There's a rush to cover the last of our subject matters, finalise all the grades, ship our students off to the Matura and the NPZ and all the other final exams, all while trying to keep our sanity intact. Rough winds in abundance.

This time of the year, more so than in December, teachers try to take stock of their past year, reassess their strategies and methodology, and try to come up with a vague plan of what to do next year. The exact plans tend to wait until August, but there is a sense of a bit of inventory-taking in the air in May, and even more so in June.

Of course, there are years when all you want to do is close your eyes and yearn for the end of the school year to come. I hope that whichever option holds true for you, you will enjoy this issue of our magazine, which provides some interesting lesson plans, perhaps to use next year, as well as some ideas and food for thought. I hope our varied articles on elderly students, environmentally-friendly lessons, volunteering, and much more turn the rough winds into a pleasant breeze.

Have a wonderful summer, relax, unwind, collect as many golden moments as you can, and see you in the autumn.

Lea Koler, Editor



Effecting Change in the Classroom... The Gender Switch

by **Denis Cunningham**

*FIPLV Honorary Counsellor
Former President & Secretary General
Fédération Internationale des
Professeurs de Langues Vivantes*

ABSTRACT

After a brief historical overview, a consideration of some theories precedes a study of current thinking in and outside Australia. This includes the IBO (International Baccalaureate Organization) and the PEEL (Project for Enhancing Effective Learning) principles for teaching and quality learning, good learning behaviours and the role of ICT (Information Communication Technologies). Current research is used as a premise upon which to reflect on personal classroom practices, which appear to work, and issue a challenge.

“There is now considerable and incontrovertible international evidence that the major in-school influence on student achievement is the quality of the classroom teacher.”

(Dinham, 2008:7)

1. BACKGROUND

In a post-graduate course in 1975 with Terry Quinn, he asked me to write an overview of linguistics and language teaching. In this paper, I concluded that: “because it concentrates on the neuro-physiological, biological, electro-chemical relationships which assimilate, store and create language, the area of greatest potential may prove to be the at present embryonic field of neurolinguistics, or its forebear, neurophysiology.”
(Cunningham, 1975:16)

I have seen little to change my mind in this respect... but this is not to say that we have not advanced significantly...

As the wheel turns and my career evolves, I find myself back in the classroom confronted by the need to adapt to classroom reality of a new century, a new millennium, a new generation.

Rather than international trends, it is on the classroom, where I wish to focus here. This is also a collaborative “work in progress”, as I reflect upon my classroom practices to answer better the needs of my students.

2. THE INTERVENING YEARS

What I have seen – what we have all seen – is a progression of methods and approaches which focus less on the teacher and teaching, less on the language per se and more on the learner,

how we learn languages – and assessment. Let’s think about it for a moment!

In my experience, the direct method co-existed as a reference outside the classroom with the grammar-translation method in place, then in the debate of the 1960s, experimentation and studies centred on the panacea: the audiolingual method. Methods disappeared with the audiovisual method, replaced by ‘approaches’: situational, notional-functional, communicative, post-communicative ... - before a return to equilibrium with a variety of eclectic and/or interactive, approaches. At the same time, we witnessed alternative approaches – immersion (or partial immersion), especially in primary language learning, Content and Language Integrated Learning (CLIL), suggestopaedia, the Silent Way, Total Physical Response (TPR), Neurolinguistic Programming (NLP), Language Awareness (Candelier, 2004), etc (See also Balboni, 2006:23ff, 49-50; Littlewood, 2004:107). In the 1980s and 1990s, we tinkered and travailed, but the shift to learning was also apparent in preferred learning styles – Dinham (2008:14) makes the point that “catering to a particular perceived ‘learning style’ reinforces that style (ironically, learning styles are *learned*, not innate) at the expense of other approaches” - and, later, the multiple intelligences of Howard Gardner (Gardner 1983; Armstrong, 2000:2):

- linguistic intelligence
- logical-mathematical intelligence

- spatial intelligence
- bodily-kinesthetic intelligence
- musical intelligence
- interpersonal intelligence
- intrapersonal intelligence
- naturalist intelligence

of which we have witnessed predictions of more (Silver, Strong & Perini, 2000:9).

Simultaneously, we saw emerge an emphasis on assessment, on learning targets (or graded levels of achievement, etc) and on profiling student progress against set criteria (and descriptors). We also recognised the need for students to assume responsibility for learning autonomously beyond the confines of the classroom (Raya, Lamb & Vieira, 2007) and extend and augment the 15% of their student lives spent in school.

3. COMPUTER-ASSISTED LANGUAGE LEARNING (CALL) AND INFORMATION COMMUNICATION TECHNOLOGY (ICT)

Ambushing society and education from the 1980s was the infusion of technology. Primitive computers (e.g., Acorn, BBC, Apple, etc) in the 1980s fostered the term and practice of Computer-Assisted Language Learning (and permutations) before the increasing use of technology for communication – in what we now know as ‘email’ – and information (after the creation of the web in 1991).

In 2000, 4 per cent could access the Internet. What is it now? I googled it the other day – as you do in 2018 – to find the number predicted by the end of 2016 was 3.77 billion people, half of the global population.

We have also seen the evolution of technologies, as primitive desktops have spawned generations of netbooks, laptops, iPads or phones and blackboards have been supplanted by interactive white boards (IWB's), a direct descendant of the Promethean prototype (Betcher & Lee, 2009: iii) of 1995.

In a 1984 paper, I reflected on the relevance of technology to the curriculum and postulated that if the teacher saw no relevance of technology to a curriculum area, the student would see this curricu-

lum area as equally irrelevant (Cunningham, 1984:14). Around the same time, amid the many workshops on CALL I organised, I assisted in preparing a professional development day for my school on “computers across the curriculum”. I still recall the assertion of the geography co-ordinator who said: “You may use computers to help you teach languages, Denis, but we will never use them in geography...” Thirty years later, I find my students love Google Earth...

In 1994, I presented a paper in Vilnius on “Technology in an Open Learning Environment: an Australian Perspective”. After the presentation, a member of the audience came up to inform me that teachers of languages in Lithuania were lucky to have a tape recorder as a technical aid. When I returned to Vilnius ten years later, I was blown away by presentations on the uses of technology in teaching languages – some of the best I had experienced on the topic.

Where are we now?

We continue to be influenced by an evolving relationship of teaching and learning, assessment and ICT...

4. RESEARCH AND PRACTICE

Recalling that teachers are the most important in-school factor in student learning, what appears to work best?

For some of the answers, I would like to refer to some local research and studies, fine-tuned over twenty-five years under the banner of PEEL (Project for Enhancing Effective Learning). It is not the only reference we could use, but it is a useful *point de partir* for our conversation on the topic. Alternatively, we could go to Finland – as have many others – after successive assessments of PISA (Programme for International Student Assessment).

The PEEL study identifies the following as its principles for teaching and quality learning:

1. Share intellectual control with students.
2. Look for occasions when students can work out part (or all) of the content or instructions.

3. Provide opportunities for choice and independent decision-making.
4. Provide diverse range of ways of experiencing success.
5. Promote talk which is exploratory, tentative and hypothetical.
6. Encourage students to learn from other students' questions and comments.
7. Build a classroom environment that supports risk-taking.
8. Use a wide variety of intellectually challenging teaching procedures.
9. Use teaching procedures that are designed to promote specific aspects of quality learning.
10. Develop students' awareness of the big picture: how the various activities fit together and link to the big ideas.
11. Regularly raise students' awareness of the nature of different aspects of quality learning.
12. Promote assessment as part of the learning process.

(Mitchell, 2009:193-194)

Marrying this with the focus of teaching – the learner – PEEL has proposed a List of Good Learning Behaviours (Table 4.1) (Baird & Northfield, 2008) as a template of what might characterise a successful learner (Appendix 1).

5. INFORMATION COMMUNICATION TECHNOLOGY (ICT)

To this mix should be added the use of ICT. The precise configuration (of this) will be determined by a range of factors, not the least of which is what is available to the learning situation. It is probably accurate to surmise that our countries represent the happy side – is it happy? – of the digital divide.

In my former school, desktops, netbooks and laptops were readily available, while most classrooms were equipped with Promethean interactive whiteboards (IWB's), so there is immediate access to the Internet and what this provides in information and communication. Seven years ago, the girls were required to acquire MacBooks as part of their materials list and, as of five years ago, some levels were allocated iPads. Combined with this were the uses of the IWB programs, an advanced evolutionary step in the journey from stylus and tablet, chalk and blackboards to whatever the future reveals.

Are we afraid of this technology? Perhaps! But, we shouldn't be! I have been a longstanding advocate of using technology only where it can do the task better (Cunningham, 1984:15) and, where needed, also recommended the teacher and student reversing roles as the younger generation is likely to be more ICT savvy than us. While I witness individual plateaux in ICT skills of different students – they, too, will learn only what they deem useful (and proceed no further) – their expertise applies to a raft of technologies available at school or at home. These may include social networking (e.g., Instagram, SnapChat, Facebook, etc), other blogs (Camilleri, et al, 2007), podcasts, Skype, messaging, multimedia creations, wikis, etc. (Crystal 2006; Ingram et al, 2008:160). And we can be confident that this trend will continue as future technological generations become smaller, more powerful, more robust and less expensive (after the initial introduction on the market).

6. THE MACBOOK EXPERIENCE

As the school management decided that e-learning – whatever configurations this may involve – was a clear focus, textbooks went, leaving the educators with the challenge to cope with this considerable evolutionary phase. For most subjects, the MacBook or iPad replaced print-based materials; the Inter-

net was available through the omnipresent IWC and through the students' individual MacBook or iPad, although some programs (like Youtube) were not available to them. Increasingly, the mobile (or cell-phone) was recognised as a valuable learning tool in class and beyond. Teachers leased individual MacBook Pros with access to the Internet, email and the school intranet of teacher and general (i.e., student access) resources. The teacher MacBook Pros have recent (2016) versions of Works and Office; the students have only Works – which includes Pages, Numbers and Keynote, instead of Word, Excel and Powerpoint.

I would like to dwell upon some of the strategies used to adjust to and cope with this situation. Having said for some time and knowing well that many of the students would be more technologically skilled than I, it was critical that I introduce a collaborative learning environment where we could all learn from the individual best-placed to teach. This was often not me. This was the cornerstone of our approach, where:

- all assisted others in a non-threatening learning environment
- I could teach them about Pages, Numbers and Keynote, which were unknown to them
- I could set tasks giving them the choice of using whichever program they wished – or using their exercise

book – to use and develop skills in the various programs

- I could encourage them to explore the Inspector facility of the Works programs, making comparisons and deriving knowledge from their experiences in the equivalent Office programs
- they were encouraged to use Skype for real, synchronous communication in the target language with a student's sister living in the south of France, a student from the class travelling through Alaska or another sick at home, able (with parental permission) to have a conversation in French with the teacher and friends in class
- Skype was also used to share work (as an attached file) with others in class, who had missed the previous lesson because of an excursion – as it was quicker than email or using the class dropbox
- Photo Booth and iPhoto became popular programs for student work and fun
- the camera facility was used to photograph the IWB content to create a digital file, reverse (i.e., Auto flip) the view and share with other class members
- the camera facility of a mobile phone was found to be a more pragmatic way of capturing the IWB content
- SnapChat was used to convey a message in French to a student in Bali – in response to a student suggestion
- iChat was used to enable students to contribute to a shared work document, revising memories of the telematics "electronic classroom" of the 1980s and process writing of the 1990s
- digital copy of some language content or exercises also found its way legally onto the school Intranet
- Google and Siri were consulted for unknown answers to questions which arose

7. OTHER FACTORS

There are other factors, some of them identified in studies of what makes an excellent teacher. These build upon the research referred to above, but also that of David Ingram (Commings, 1995) and others.

As indicated previously, my career has evolved; after being a principal for ten



years I found myself teaching in a Catholic secondary girls' school. My passion for teaching was not eradicated by decades of teaching, management and 'administrivia' in the government sector. I welcomed the return to the classroom.

However, I did not understand teenage girls when I was a teenager; I wonder if I understand them any better now? And, the younger generation – any younger generation – may find ways in which to live to baffle the previous generation(s). Our current crop of youngsters is very good at that. Just look at the language they use! They have made more contributions to and innovations in the English language since Shakespeare...

8. PERSONAL REFLECTIONS

Influenced heavily by my former colleague, Peter Kadar, the prevailing lesson for me is in the relationships and feedback shared by students – whether I request this or they feel comfortable offering it. As a result, ingredients of the successful personal mix include my:

- respecting, valuing and liking my students (cf. Dinham, 2008:9, 27, 35)
- maintaining and fostering a reciprocal appreciation of humour
- managing an atmosphere based on reward rather than punishment
- being passionate about teaching and student learning (cf. Dinham, 2008:9)
- creating a comfortable environment (Balboni, 2012) which encourages risk-taking in learning
- being relaxed with the students (cf. Dinham, 2008:28)
- asking them what they would like to do
- negotiating with them the sequence and nature of learning tasks
- listening to and acting upon their requests for more oral or written work and other learning activities (e.g., the preparation of Easter and Mother's Day cards for family)
- smiling (rather than being an ogre for the first term)...
- not embarrassing the girls
- actively becoming the learner where their skills are (or not) superior
- empowering them to assume the role of educator in demonstrating the uses of ICT (i.e., the IWB, iPads, webcams, etc)

- taking an interest in their extra-curricular activities (e.g., sport, part-time jobs) and their families (cf. Dinham, 2008:28) – the other element of the partnership
- facilitating and encouraging connections between the world of the students and the curricular content
- providing them with a model which is not one-dimensional but multi-faceted (e.g., teacher, consultant, presenter, waiter, caterer, events manager)
- involving them in other extra-curricular activities – such as catering work – which builds upon their hospitality studies and earns them money
- seeking their advice in such matters as the presentation of this paper
- being patient and calm (cf. Dinham, 2008:28) – despite some requesting that I "yell at them" when they chat
- being available and approachable in class and outside lessons (cf. Dinham, 2008:29)
- hopefully earning their respect and being a positive factor in their learning

I composed the above by reflecting upon what I try to do. Upon reading Dinham (2008), I was comforted by the fact that several of these characteristics were identified as important qualities of the expert teacher (Dinham, 2008:8-9) and teaching (Dinham, 2008:25-35).

In Australia we have an Internet program entitled "RateMyTeacher". It is anonymous so any student, parent or colleague can post whatever is desired. Do you have it? You don't want it, as it has destroyed careers. I have been more fortunate, collecting a five-star rating and such posts as: "Mr Cunningham is by far the best teacher I have had so far in my school career (I'm in Year 9, though he was my teacher last year.)"

Mr Cunningham is a kind and caring person who always wears a smile on his face and puts his students first – a trait rare in educators. He always made sure that we were all comfortable in the classroom and he taught with an always open mind. I'm extremely thankful to have had Mr Cunningham as both my English and Pastoral Group teacher last year. Thank you." It was posted on Valentine's Day last year but this is not to suggest anything romantic.

9. SURVIVAL SKILLS (FOR THE FUTURE)

More recently, I was exposed to a plenary address by Tony Wagner at the IBO 2012 Conference of the Americas (Wagner, 2012). His view of a rapidly changing culture of work in the face of an explosion of knowledge – and what students can do with what they know – resonated with me. The correlation between where my students are at and what they need is strong and comforting, when one considers Wagner's core competencies or seven survival skills:

- critical thinking and problem-solving
 - collaboration across networks and leading by influence
 - agility and adaptability
 - initiative and entrepreneurship
 - effective oral and written communication
 - accessing and analysing information
 - curiosity and imagination
- (Wagner, 2014)

I am also a fan of Howard Gardner. His descriptive approach of multiple intelligences has evolved into a prescriptive view of what our learners and we need for the future. In his 2008 text of *Five Minds for the Future*, he posits that we will need the five what he calls 'minds': (1) disciplined; (2) synthesizing; (3) creative; (4) respectful; and (5) ethical. Logically, he does not profess to be infallible in his prescriptions for the future but his renown as a thinker render him and his ideas worthy of noting – which one local school has espoused.

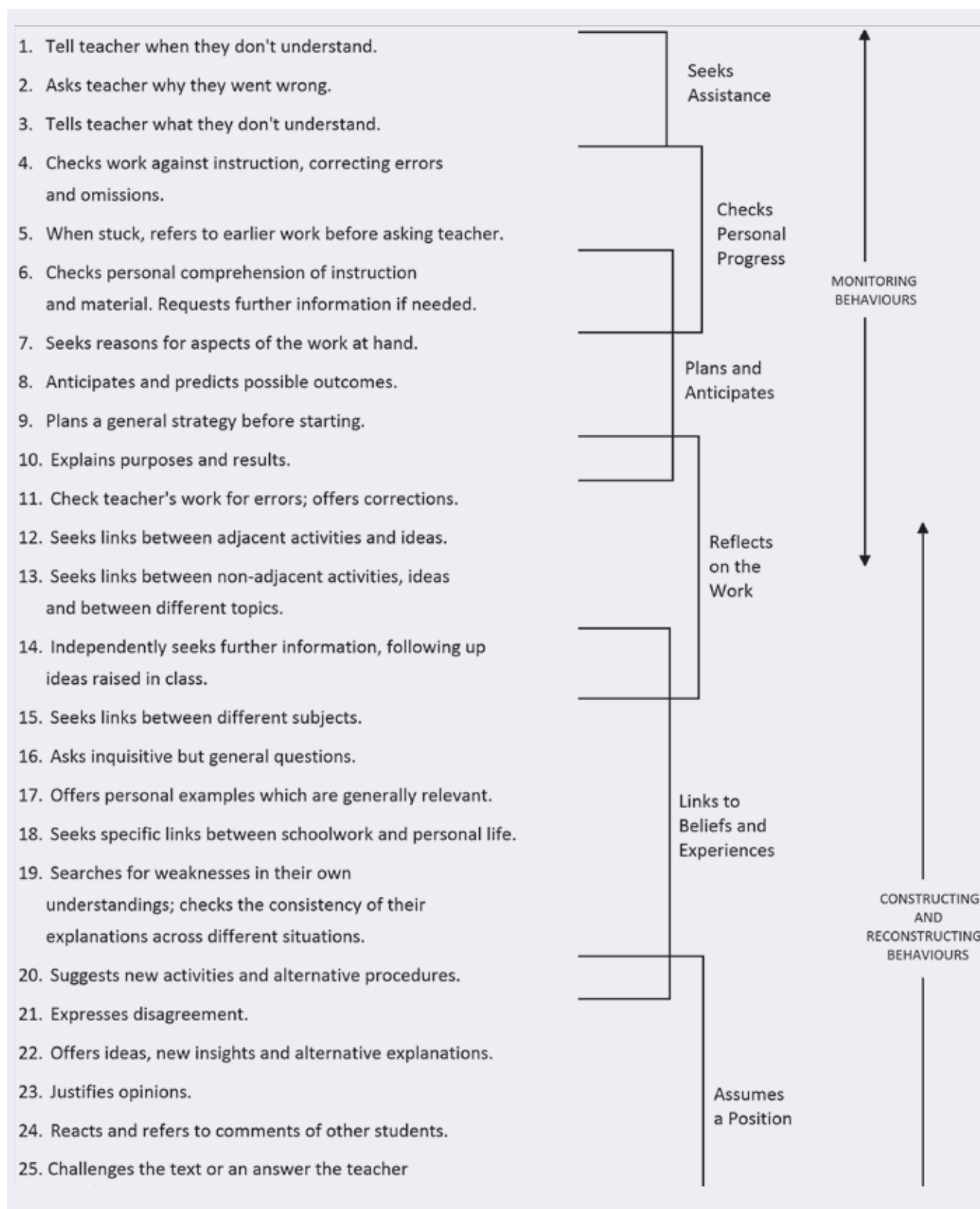
The challenge is to bring the skills of my students closer to those needs identified by Wagner (Wagner, 2014) and promoted by the International Baccalaureate Organisation. We are already well on the way but there is always more to do.

10. CONCLUDING REMARKS

Remember, we speak English - sort of... - in Australia, so we must add to the tyranny of distance (of the remote Antipodes) the fact that Anglophones do not always make the best language learners or polyglots. Remember also, languages are not at the top of the list of curricular choices (for students and community alike) in Australia, so it is helpful for students to like what they are taught, be responsive and positive; it is also useful to build upon

Table 4.1

A list of good learning behaviours



this motivational element (Balboni, 2006:48; Chambers, 1999), to foster self-motivation and learner autonomy (Raya, Lamb & Vieira, 2007). It is also important for me to have an influence on the girls' decision about whether they come to school on those marginal days of illness or despondency. When they ask themselves whether they will go to school, what they have that day, I would like them to decide: "What do I have today? I have French with Mr Cunningham. That's fun and I don't want to miss it..." Once they are at school, we can all teach them better...

One of my sixteen year-old students, Melissa, had the following to add after reading this paper:

I believe that girls learn best when they're able to relate to the teacher and their (sic) style of teaching, also being approachable, helpful, understanding and genuinely nice. That makes a great teacher we all respect, love and aspire to please.

I don't know whether this is what she thinks I am or what I should be...

Another, fifteen year-old Kyla, wrote:

I love coming to French especially having you as a teacher. You're my favourite teacher by far... I do look forward to my French periods and when I look at my timetable in the morning and see that I have French, I know it's going to be a good day.

The father of fifteen year-old Tayla also kindly wrote:

Denis described to me how he gains the trust of the students and amazingly Tayla described the very same sentiment to me stating that she wouldn't send a text or use the computer inappropriately in his class because it would breach his trust. I cannot thank Dennis (sic) enough as he has achieved what to us is a significant contribution to our lives.

Fourteen year-old Emily wrote "I just wanted to let you know that you have been my best ever male teacher and the best teacher I have ever had. (...) you have given me the confidence to continue reading and writing outside of school."

Another couple of fourteen year-olds, Sophie had this to add "You have been the best teacher I have ever had and you

have taught me so much this year", while Anna summed up her views, "(...) it's very rare to come across a teacher like you. You're one of a kind."

11. THE GENDER SWITCH

In 2018, I find myself teaching full-time again at the tail end of my career. I have left the girls' school behind, before doing some replacement work in co-educational Government schools. Now, I find myself in an up-market Independent school with a strange cohort: boys! The gender switch has motivated me to reflect on my practices and this paper. I find that many of the principles espoused previously continue to apply despite the significant differences of gender during the teenage period.

Another significant difference is the policy on technology. We read that mobile phones, in more conservative France, are being discouraged, banned, in schools. Current international research supports this notion, so opposition parties (not in Government) in Victoria have threatened a policy to ban mobile phones from Government schools. In my current teaching environment mobile phones are allowed but must be housed in the student lockers, banned from class. Is this a positive principle? I don't know yet. But, it is a school policy, so I enforce it.

12. CHALLENGE

In this paper, I have reflected on the past, considered the progressive infusion of teaching or learning tools and presented ideas on a paradigm of practice – for students aged 11-18, teenagers.

The challenge is to explore the relevance, to what extent, if any, the above applies to your classroom. To what level and age could the above practices be applied? Upper primary school? The early years of primary schooling? Or, even before that? Or not at all!

I leave it to you as a challenge to explore, if you wish...

I don't have all the answers. I never will! But, I am a learner and keen to improve what I do and how I do it.

My students deserve that!

References

- Armstrong, T. 2000. *Multiple Intelligences in the Classroom*. Alexandria: Association for Supervision and Curriculum Development.
- Baird, J., & Northfield, J. 2008. *Learning from the PEEL Experience*. Clayton: PEEL Publishing.
- Balboni, P. 2006. *The Epistemological Nature of Language Teaching Methodology*. Perugia: Guerra Edizioni.
- Balboni, P. 2012. "What Happens in the Mind When We Learn a Language (and How to Make Sure it Does Happen)". Paper presented at the FIPLV World Congress, Helsinki (Finland), 8 June.
- Betcher, C., & Lee, M., 2009. *The Interactive Whiteboard Revolution: Teaching with IWBs*. Camberwell: ACER Press.
- Camilleri, M., Ford, P., Leja, H., & Sollars, V. 2007. *Blogs: Web Journals in Language Education*. Graz: Council of Europe/ECML.
- Candelier, M. (ed) 2004. *Janua Linguarum: The Introduction of Language Awareness into the Curriculum: Awakening to Languages*. Strasbourg: Council of Europe Publishing.
- Caon, F. 2006. *Pleasure in Language Learning: A Methodological Challenge*. Perugia: Guerra Edizioni.
- Chambers, G. 1999. *Motivating Language Learners*. Clevedon: Multilingual Matters.
- Clyne, M. 1982. *Multilingual Australia*. Melbourne: River Seine.
- Clyne, M. 1991. *Community Languages: The Australian Experience*. Cambridge: CUP.
- Clyne, M. 2005. *Australia's Language Potential*. Sydney: UNSW Press.
- Commins, L. 1995. *Minimum Competency Standards for LOTE Teaching*. Nathan: NLLIA-LTACC.
- Council of Europe. 2002. *Common European Framework of Reference for Languages: Learning, Teaching, Assessment – Language Examining and Test Development*. Strasbourg: Council of Europe (Language Policy Division).
- Council of Europe. 2006. *Plurilingual Education in Europe*. Strasbourg: Council of Europe (Language Policy Division).
- Crystal, D. 1997. *English as a Global Language*. Cambridge: CUP.
- Crystal, D. 2006. *Language and the Internet*. (2nd edition). Cambridge: CUP.
- Cunningham, D. 1975. The Relevance of Linguistics to Language Teaching – An Overview: 1965-1975. Unpublished paper.
- Cunningham, D. 1984. The Computer: Fantasy or Fact in Language Learning? *Babel*, 19:2, 5-17.
- Cunningham, D. 2003. The Future of Languages and Languages Education. Plenary paper at FIPLV 2003, Auckland Park, (South Africa), 2 July.

- Cunningham, D. 2004. Languages in Society and Education: Some Challenges. In *Best Practices of Learning Less Widely-used Languages in Multicultural and Multinational Europe*, (Vilnius: Public Service Language Centre), 26-31.
- Cunningham, D. 2005. The Teaching of Minority Languages as a Second Language. In Marti, F., et al. 2005. *Words and Worlds: World Languages Review*, (Clevedon: Multilingual Matters), 163-164.
- Cunningham, D. 2010. Back in the Classroom.... Paper presented at NBR Seminar, Reykjavik (Iceland), 18 June; published at www.stil-is.weebly.com
- Cunningham, D. 2012. Coping with Change in the Classroom... Paper presented at the FIPLV World Congress, Helsinki (Finland), 8 June.
- Cunningham, D. 2014. Generating Change in the Classroom... Plenary paper presented at the Global ISLPR International Conference, Ankara (Turkey), 11 August.
- Cunningham, D. 2015. Generating More Change in the Classroom... Paper presented at the FIPLV World Congress, Niagara Falls (Canada), 27 March.
- Cunningham, D. 2016. Yet More Change in the Classroom.... Seminar at Vilnius University, Vilnius (Lithuania), 6 June
- Cunningham, D., Freudenstein, R., & Odé, C. (eds) 2006. *Languages Teaching: A Worldwide Perspective – Celebrating 75 Years of FIPLV*. Belgrave: FIPLV.
- Cunningham, D., & Hatoss, A. (eds) 2005. *An International Perspective on Language Policies, Practices and Proficiencies*. Belgrave: FIPLV.
- Cunningham, D., Ingram, D., & Sumbuk, K. (eds) 2006. *Language Diversity in the Pacific: Endangerment and Survival*. Clevedon: Multilingual Matters.
- Delors, J. 1996. *Learning: the Treasure Within*. Paris: UNESCO.
- Dinham, S. 2008. *How to Get Your School Moving and Improving*. Camberwell: ACER Press.
- Djité, P. 1994. *From Language Policy to Language Planning: an Overview of Languages Other Than English in Australian Education*. Deakin: National Languages and Literacy Institute of Australia.
- Gardner, H. 1983. *Frames of Mind: The Theory of Multiple Intelligences*. Reprinted New York: Basic Books, 2004.
- Gardner, H. 2008. *Five Minds for the Future*. Massachusetts: Harvard Business School Publishing.
- Graddol, D. 1997. *The Future of English?* London: British Council.
- Graddol, D. 2006. *English Next*. UK: British Council – accessed (6 May 2010) at: www.britishcouncil.org/files/documents/learning-research-english-next.pdf
- Ingram, D.E., Kono, M., O'Neill, S., & Sasaki, M. 2008. *Fostering Positive Cross-Cultural Attitudes through Language Teaching*. Teneriffe (Australia): Post Pressed.
- Littlewood, W. 2004. *Second Language Teaching Methods: Historical and Theoretical Perspectives*, *HKBUPapers in Applied Language Studies*, 8, 106-128.
- Lo Bianco, J. 1987. *National Policy on Languages*. Fyshwick: Canberra Publishing and Printing Co.
- Marti, F., et al. 2005. *Words and Worlds: World Languages Review*. Clevedon: Multilingual Matters.
- Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA). 2005. *National Statement for Languages Education in Australian Schools: National Plan for Languages Education in Australian Schools 2005-2008*. Hindmarsh: DECS Publishing.
- Mitchell, I. (ed) 2009. *Teaching for Effective Learning: The Complete Book of PEEL Teaching Procedures* (4th edition). Clayton: PEEL Publishing.
- Newby, D., & Penz, H. 2009. *Languages for Social Cohesion: Language Education in a Multilingual and Multicultural Europe*. Strasbourg: Council of Europe Publishing.
- Nicholas, H. et al. 1993. *Languages at the Crossroads: the Report of the National Enquiry into Employment and Supply of Teachers of Languages Other Than English*. Canberra: NLLIA.
- Nuffield. 2000. *Languages: the Next Generation*. London: The Nuffield Foundation.
- Ozolins, U. 1993. *The Politics of Language in Australia*. Cambridge: CUP.
- Pérez de Cuéllar, J. 1996. *Our Creative Diversity*. Paris: UNESCO.
- Raya, M.J., Lamb, T., & Vieira, F. 2007. *Pedagogy for Autonomy in Language Education in Europe*. Dublin: Authentik.
- Rudd, K. 1994. *Asian Languages and Australia's Economic Future: A Report Prepared for the Council of Australian Governments on a Proposed National Asian Languages/Studies Strategy for Australian Schools*. Brisbane: Queensland Government Printer.
- Silver, H., Strong, R., & Perini, M. 2000. *So Each May Learn: Integrating Learning Styles and Multiple Intelligences*. Alexandria: Association for Supervision and Curriculum Development.
- Siniscalco, M. 2002. *A Statistical Profile of the Teaching Profession*. Geneva & Paris: ILO & UNESCO.
- UNESCO. 2002. *Education for All: Is the World on Track?* Paris: UNESCO.
- Victorian Department of Education and Training (VDET). 2002. *Languages for Victoria's Future*. Melbourne: Victorian Department of Education and Training (VDET).
- Wagner, T. 2012. Plenary address at the 2012 IBO Conference of the Americas. blogs.ibo.org/ibtvt/?p=964. (Accessed 2 July 2014)
- Wagner, T. 2014. *Seven Survival Skills*. www.tonywagner.com (Accessed 2 July 2014)

EDITORIAL CORRECTION

In the previous issue of IN, there was an oversight in one of the essays written by students (IN Magazine Winter 2019, p. 43). The mentor of Mark Vodičar was Sabina Petač. We apologise to Ms Petač for the error and to Mark Vodičar. We are publishing the essay again, with the right mentor stated.

Mark Vodičar,
OŠ Valentina Vodnika, Ljubljana
Mentor: Sabina Petač

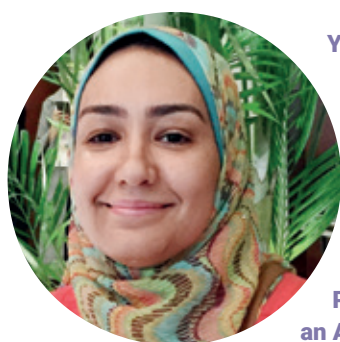
If you don't know the name of the new album Drake just published, you could say you're living under a rock. The new hairstyle from Kylie Jenner? Everyone knows about it. Pop culture affects almost every teenager out there. In 2015 somebody posted a picture of their face and now you see people taking Snapchat selfies left and right. My point is that the media can influence teens way too much sometimes. It has positive and negative effects – mostly negative in my opinion. One celebrity can control millions upon millions of teens. They can say whatever they want, do whatever they want, the teens will follow them. It's almost like brainwashing at this point.

Of course as a little kid you don't know much about new movies, songs etc. That's why most parents are afraid of what media can do to their kids. They are scared they will lose their influence. And a lot of parents do. As a teen myself, I have friends that are influenced more by social media and celebrities than their parents. Some of them want to become famous YouTubers, some of them even Instagram models. This has come so far you can have posting on social media as your full-time job and don't have to worry about your financial issues.

But of course, money and fame can't bring you true happiness, of course not. Helping others, accomplishing something through hard work, even helping your sister to do the dishes bring true happiness. But people don't see these small acts of kindness because even if they shine brighter up close, "In the presence of the moon nobody sees the stars."

Photocopy-free classes to save the environment and enhance learners' autonomy and engagement

by **Yasmine Atwa**



Yasmine has been an English teacher for more than 15 years. She has a BA in English Pedagogy and an Applied Linguistics Diploma.

She is currently doing her DELTA. Her research interests include learners' autonomy, SLA, formative assessment, and cognitive processes that aid learning and language acquisition. She has shared her insights into teaching in Egypt, Malaysia, Spain, Liverpool, Japan and on IATEFL webinars. She is also on reviewing panels in a number of EFL journals.

Yasmine Abdelhamid
@AbdElhamidYas

Yasmine Abdelhamid
<https://www.linkedin.com/in/yasmine-abdelhamid-59845b85/>

Yasmine Atwa
yasmine.abdelhamid@gmail.com

In searching for ways to improve learners' success in learning English as a Foreign Language (EFL) and reflecting on ways to reduce the heavy use of photocopying in classrooms, the importance of experiential learning in engaging students in environmentally-friendly classes has become clear. In learning English as a Second Language, success is best achieved by actively engaging learners by using more than one sense. This is supported by Howard Gardner's theory of multiple intelligences and research conducted by (Hattie, 2011) and (Darling-Hammond, 2010).

The traditional view of a good teacher has always been the one who provides his/her students with lots of handouts to practice, using the language point presented in class. The sight of abandoned classrooms full of discarded photocopies at the end of the evening shift, the amount of time and effort teachers spend on preparing handouts, and the impact of photocopying on the environment (cutting down trees) are some reasons why I adopted the idea of photocopy-free classes. Therefore, rather than having a lot of handouts in class, the emphasis has shifted to student-made handouts using recycled paper.

The proposed model relies heavily on the fact that students' engagement is key in

the process of learning. The fact that they are creating their own handouts promotes the idea of their own responsibility for their own learning. The process of students creating their own handouts involves enhancing motor skills, speaking, listening, reading and writing. Because learning a second language is not just about learning the rules of the language, it is important that we as teachers reflect on the impact of teaching on our students as well as on the whole community.

The article will discuss the potential of using students' self-made materials in the integration of teaching, learning, and assessment. It will provide an overview of multiple activities that are both fun to work with yet very informative and environment-friendly.

In education, student engagement refers to the degree of attention, curiosity, interest, optimism, and passion that students show when they are learning or being taught, which extends to the level of motivation they have to learn and progress in their education. Student engagement is considered to be among the better predictors of learning, yet there is growing concern that there is no consensus on the conceptual foundation of engagement. I am proposing a conceptualisation of student engagement grounded in A. W. Astin's 1948 Student Involvement Theory

and W. A. Kahn's 1999 employee engagement research where student engagement is built on four components: emotional engagement, physical engagement, cognitive engagement in class, and cognitive engagement out of class.

Alexander Astin's 1985 Theory of Student Involvement explains how desirable outcomes for institutions of higher education are viewed in relation to how students change and develop by being involved in a co-curricular manner. The core concepts of the theory are composed of three elements. The first is a student's "inputs", such as their demographics, their background, and any previous experience. The second is the student's "environment", which accounts for all of the experiences a student would have during their education. Finally, there are "outcomes", which cover a student's characteristics, knowledge, attitudes, beliefs, and the values that exist after a student has graduated.

Astin also created five basic assumptions about involvement. He argues that involvement requires an investment of psychosocial and physical energy. Second, involvement is continuous, and the amount of energy invested varies from student to student. Third, aspects of involvement may be qualitative and quantitative. Next, what a student gains from being involved (or their development) is directly proportional to the extent to which they were involved (in both aspects of quality and quantity). Finally, academic performance is correlated with student involvement. This theory has many applications in the world of higher education and is one of the strongest pieces of evidence for co-curricular student involvement.

The major force of learning is usage experience – 'engaged, motivated, purposeful, rich, enacted usage.' (N. Ellis 2019: 48) which is the notion behind the activities detailed below. Also, successful interactions - digital or otherwise - depend much more often on 'sharedness of knowledge and context than on sharedness of languages.' (Ortega 2019: 29). The type of sharing, building up and scaffolding activities allow for the activities' successful interaction. The suggested activities also allow for personalised language use. As Hall 2019: 80 says, "Language knowledge is inextricably tied to language use. It develops as a matter of using language in

shared activity with others within the social contexts of daily life."

COGNITIVE PROCESSES IN LANGUAGE LEARNING

Most of the activities that are provided as examples employ different aspects of cognitive theory (Piaget, J. (1977) and Vygotsky, L.S. (1962).

1. Awareness, consciousness and noticing in learning: Noticing
2. Hypothesis.
3. The role of attention. Attention and learning.
4. Noticing and feedback.
5. Feedback and Focus-on-form.

As teachers, so many questions come to our mind when we think of planning a lesson, such as:

1. How many students are in my class?
2. What is the language point I will be focusing on?
3. Will there be any need for teaching props?
4. How many handouts will I need?
5. How much time will I need to prepare handouts?

Therefore, it seems that most of the teacher's time is either spent making corrections or planning. However, more consideration needs to be devoted to other questions, for example:

1. Will my students be engaged with my handouts?
2. Will my handouts help my students acquire the language better?
3. Will my students have fun reviewing and consolidating an item of vocabulary?
4. Is this language point very important to my students or is it only me who thinks it is important?
5. What is the impact of my teaching on the environment?
6. Will my students keep my handout or will it end up in the bin at the end of the day?
7. Will I be able to maximise the use of my handouts?

Classrooms at the end of the day

To our disappointment, as teachers most of the handouts that we spend hours and hours preparing end up left out on tables and sometimes even under chairs!

The idea

This is about how we can go green and save the environment, while providing classes that are intriguing, full of fun, and helpful. The key questions that the article addresses are: how can you handle a last-minute class cover? How we can reduce the amount of photocopying, eventually help to make our world greener, and maximise the use of student-made materials?

Execution of the ideas that will be presented later is primarily based on using recycled paper, not new paper, and is grounded in the notion that students learn better by doing and when they have the freedom to create the content of their learning, as well as having sufficient autonomy.

Some activities I have devised for my class and which have proven to be effective are illustrated below:

Writing questions on strips of paper

Activity preparation:

1. The teacher only needs to bring strips of recycled paper to class.

Procedure:

1. Each student takes a piece of paper.
2. The teacher asks each student to write down a question they want to ask their classmates.
3. When the students finish writing the questions, they are asked to use these to ask one student and then swap the questions and find another classmate to ask.
4. The activity carries on until stopped by the teacher.

Teacher's role:

1. Teachers go around monitoring
2. Teachers correct errors at the end of the activity.

Types of language points consolidated using this activity:

1. Question formation
2. Using different tenses in questions
3. Using short and long answers.
4. Asking follow-up questions.

Drawing (Prepositions of place)

Activity preparation

1. None

Procedure:

1. Students are asked to use their notes or are given recycled paper on which they draw their favourite room at home
2. Students are then asked to talk about their favourite room with their partner.

Teacher's role:

1. Teachers go around monitoring

- Teachers correct errors at the end of the activity.

Types of language points consolidated using this activity:

- Using prepositions of place
- Using different vocabulary related to one's house.
- Sentence formation

Taking pictures using mobile phones

Activity preparation:

- None

Procedure:

- Students are asked to leave the class, choose a spot, and take a picture.
- The activity is timed, students are only given five minutes to go and take their pictures.
- The teacher makes it clear that this is an individual task.
- Once they come back, they are asked to sit in groups of three and describe the picture to their partners without showing them their pictures. Their partners draw it according to the description they are given. They are also allowed to ask questions.
- By the end, they decide on the one closest to the drawing.

Teacher's role:

- Teachers go around monitoring
- Teachers correct errors at the end of the activity.
- Teachers upgrade students' language whenever possible. When students ask for the English word for an item they don't know, they show the teacher the picture and the teacher provides the word. Thus, the use of L1 is minimised and the students' language is authentically upgraded.

Types of language points consolidated using this activity:

- Descriptive language
- New vocabulary

Cutting up paper to mix and match (suffixes and prefixes)

Activity preparation:

- The teacher provides each student with one recycled A4 sheet of paper.

Procedures:

- The teacher asks the students to cut the paper into 16 parts and demonstrates how this is done.
- The teacher dictates different suffixes, prefixes and stems
- Students are asked to match the parts so as to create new words.

- They check in pairs and then take turns using these words in sentences.

Teacher's role:

- The teacher goes around monitoring
- The teacher corrects errors at the end of the activity.

Types of language points consolidated using this activity:

- Word formation
- Sentence formation

Crossing the river

Activity preparation:

- The teacher provides A5 sheets of recycled paper.
- The teacher writes down words and questions on the papers; one word per paper.

Procedure:

- The teacher divides the whole class into two teams; A and B
- The teacher throws the paper on the floor randomly.
- The two teams are asked to stand in two rows on each side of the scattered papers.
- The teacher makes it clear that the middle area, where the scattered paper is, is a river and each piece of paper is a stepping stone. In order to cross the river, they have to form a sentence or a question by stepping on the stones.
- In the case of a question, they have to answer the question to cross over.

Teacher's role

- The teacher monitors the students, encouraging self-correction and peer-correction and steps in where appropriate.

Types of language points consolidated using this activity:

- Punctuation
- Sentence formation
- Question formation
- Subject verb agreement

What's the rationale?

Integrating global issues in a creative English language classroom

- * Helping the environment.
- * Limited resources.
- * Last minute class cover.
- * Students are more committed to their own creations.
- * Students learn better by doing and using more than one sense.

Issues to consider

- What language items do I want to consolidate?

- What skills do I want to develop?
- The number of students.
- Learner types.
- Physical arrangement of the classroom.
- Planning time
- Possibility of error correction.

Having successful and intriguing classes does not mean spending hours and hours preparing handouts. These ideas are not only about authentic and relevant exposure to L2, they are also about involving students in globally pressing issues such as conserving trees, sustainable development, and helping the environment.

As you can see, based on Austin's ideas, almost all of the activities depend on students' input, their physical and cognitive input. The activities provide an inclusive environment that fosters personalisation and scaffolding as two very important factors contributing to language acquisition and retention.

References

- Astin, A. W. (1999). Student involvement: A developmental theory for higher education. *Journal of college student development*, 40, 518-529. (Original work published 1984)
- Darling-Hammond, L. (2010). **Performance Counts: Assessment Systems that Support High-Quality Learning**. Washington, DC: Council of Chief State School Officers
- Kahn, W.A. (1990). Psychological conditions of personal engagement and disengagement at Work. *Academy of Management Journal*, 33(4), 692-724
- Hattie, J. (2011). **Visible Learning for Teachers: Maximizing Impact on Learning**. New York, NY: Routledge.
- Piaget, J. (1977). The role of action in the development of thinking. In *Knowledge and development* (pp. 17-42). Springer US.
- Vygotsky, L.S. (1962). *Thought and Language*. Cambridge, MA: MIT Press.
- Vygotsky, L.S. (1978). *Mind in Society*. Cambridge, MA: Harvard University Press.
- N. Ellis (2019) Essentials of a Theory of Language Cognition. *The Modern Language Journal*, 47. doi:10.1111/modl.12532
- Ortega, L. (2019). SLA and the Study of Equitable Multilingualism. *The Modern Language Journal*, 103, 23-38. doi:10.1111/modl.12525
- Hall, J. K. (2019). The Contributions of Conversation Analysis and Interactional Linguistics to a Usage-Based Understanding of Language: Expanding the Transdisciplinary Framework. *The Modern Language Journal*, 103, 80-94. doi:10.1111/modl.12535

A Classroom Gallery – Let's Talk about Art

by Litza Juhasz



Born and raised in the United States, Litza Juhasz has worked as a museum educator at the Museum of Fine Arts, Budapest since

1999. Her main interest lies in developing education materials to allow visitors of all ages and interests to have a better understanding of works on display and find connections between them and their own lives. Through consultation she hopes to find the best solutions for visitors to have fun, explore the Museum's collection, and appreciate the historical period in which the objects were made. A lifelong learner herself, Litza's probably practising her coding skills right now.

Teachers come up with the best ideas. A gallery in the classroom. Not in the art room, but rather in the room where English is taught. That was Nóra Szerepi's idea in 2015 when she was testing lessons for the project DepARTures. Over the series of fifteen lessons, by placing a reproduction on the wall in the classroom and inviting her students to her gallery, she created a routine. In reflecting on the project, Nóra commented, "Although at the beginning I did feel apprehensive about presenting works of art in the classroom, one of the foundations of my classes is an atmosphere of accepting everyone's thoughts. I hoped my students would welcome the classroom gallery. I have to admit that your (the author's) presence in the first few lessons provided additional support." Indeed, the students did welcome the art gallery and as they became familiar with taking a closer look at, talking about, and reflecting on what they saw, that routine became a positive part of their English classes, something they even looked forward to.

Educators know the advantages of routines for classroom management, which in turn provide more time for effective learning and instruction. In *The Richness of Routine* Matthew Hutson reviews current research on routines, reporting that scientists have associated everyday routines with making life feel more meaningful. By adding works of art to the foreign language curriculum, teachers introduce a new routine that supports the active skills of speaking and writing, the use of vocabulary and grammar in context, as well as many aspects of visual literacy. Works of art often have interdisciplinary links, therefore helping students see how they may apply what they learn in one subject to other contexts.

All the same, art often seems intimidating. Teachers who have attended work-

shops often report that they do not feel confident using works of art. They themselves are unsure of where to begin and how to understand and interpret what they see. Not having studied art history, just beginning often seems daunting. Why did Nóra Szerepi not feel apprehensive?

In taking her children to programmes at museums, she saw museum educators model techniques that engaged visitors in looking at works of art and questioning strategies that got people talking. When piloting the DepARTures materials, she had detailed lesson plans to follow, a tool for analysing paintings, and background information about the works of art in the unit. While a bit of chutzpah might have helped during the first couple of lessons, she saw her skills at presenting works of art improve week after week. Her students' attitude towards works of art also changed. While they might have been apprehensive at first, Nóra's guiding questions and her acceptance of their opinions created a positive environment in which a new routine could be established.

Guiding questions are simple, open questions that elicit many responses. Museum educators often say that the best two questions to begin any conversation about objects are: What do you see? What else do you see? All the other questions like

- What colours did the artist use?
- How many animals are on each side of the river?
- Would you say that the arrangement of the people and other things is circular, x-shaped, or diagonal?

are specific versions of the original question. Sometimes they are necessary if viewers have not picked up on a specific aspect. The link below gives a

list of more specific questions that can also be used with any painting, drawing, and many objects made after 1900.



<http://bit.ly/2UvYW7m>

Teachers report that they feel more comfortable discussing a work of art with their students after having taken a look at it themselves and especially after speaking about it with others. My own experience shows that no matter how many times I have looked at and thought about a piece of art, and no matter how many groups I have discussed it with, often people, young and old, point out something that I have never noticed before. This happens because what we see and the associations that come to mind are based on what we have seen. Each viewer brings their own unique set of experiences when viewing a work of art. Making a routine of looking at, thinking, and talking about works of art may make our lives as educators seem more meaningful.

GETTING ACQUAINTED – ASKING GREAT QUESTIONS

Both EFL teachers and museum educators face challenges when it comes to asking questions. Museum educators need to ask open ended questions that have more than one possible answer. This helps avoid people feeling shy or anxious. Teachers need to ask less questions and let students ask more. One interactive activity my colleague, Lilla Turcsányi, and I came up with was for visitors to ask paintings questions and then answer them. The task was in connection with the temporary exhibition *From Experiment to Experience* on show from June - December 2018 at the Vasarely Museum Budapest. Over the six month period, independent of age or nationality, we observed that many people asked similar questions and many similar answers were given.

BASIC TASK

- Place images of all three paintings in your classroom gallery.
- Ask the students to tell you their associations. What do they resemble?

You might get responses like

- aubergine
- eggs
- shoe soles
- eyes
- heads
- No matter how outlandish their responses seem, at this point accept all answers that are given. After they generate ideas, tell them that the artist, Ákos Birkás, titled these paintings *Head 8 B54 127*, *Head (h.v.R. XII)*, *Head h.v.R. XIII*. They are three paintings in a series of hundreds he made over a period of years. The paintings are very large and their size makes an impression on the viewer. These three are in a collection of art owned by the Hungarian physicist, György Grüner, and his wife.
- Divide the learners into three groups. Students may work individually, in pairs, or in groups of up to seven. If you have more than twenty learners, add groups as necessary. More than one group may look at the same painting.
- Assign one of the three paintings to each group. Ask them to write several questions that they would like to ask

Birkás Ákos

Head h.v.R. XII., 1992

© Akos Birkas Art Foundation, Budapest



Birkás Ákos

Head (h.v.R. XIII), 1992

© Akos Birkas Art Foundation, Budapest



Birkás Ákos

Head 8 B54 127, 1994

© Akos Birkas Art Foundation, Budapest



this “head”. Depending on the group and the amount of time available, we asked visitors to ask anywhere from three to nine questions. For visitors under 10 years old, we gave them prompts they could choose from if they did not have their own ideas:

- Is it a boy or a girl, a man or a woman?
- How old is the person?
- What is his/her name?
- What is her/his favorite colour?
- What does this person like to do best of all?
- If this person works, what do they do?
- What is this person thinking right now?
- What makes him/her happy?
- What makes him/her sad?
- For one group of learners who were practising conditional tenses, they were asked to write their questions in the first conditional: If you go to a restaurant, what will you order?
- When their questions are ready, ask them to pass their questions to a group who looked at a different painting. Then ask them to answer the question in the way they think the painting will answer. Our experience shows that some people do look at the painting and take inspiration from it when answering. In these cases, we saw similar questions and answers. Other people just have fun and use their wild imagination. Both approaches work well.
- When they have finished answering, ask each group to read the question and the answer. Sometimes we checked back with the group that wrote the question to see if they had an answer in mind and if so, how similar it was to the one the other group gave.

HOW SIMILAR?

These two images of Saint George and the Dragon look very similar. Take a closer look and you will find several differences, however minor they might be. In which one is the dragon's tail wrapped around the horse's leg? And why might that be? Has the pointed metal end of the spear not yet penetrated the back of the dragon's throat? Sounds gory? Feel free to tone down the language depending on the level of queasiness in the group that you teach.

BASIC TASK

- Ask students to come to the classroom gallery and list the similarities and differences that they notice.

TRUE OR FALSE

- After they generate examples, ask them individually, in pairs or in groups,

to write down true and false sentences.

- Take the images down and wait until the next class.
- In turn, ask students to read their true and false statements. Everyone decides whether it is true or false and writes their answer down.
- When all the statements have been exhausted, the student rereads their

Perino del Vaga

Saint George and the Dragon, end of 1530s

© Szépművészeti Múzeum / Museum of Fine Arts, Budapest 2019



Angelo Falconetto

Saint George and the Dragon, ca. 1555–1567

© Szépművészeti Múzeum / Museum of Fine Arts, Budapest 2019



statements, the others respond if they thought it was true or false, and if there is any discrepancy they can now check the image which has been put back up in the classroom gallery.

FOCUS ON VERB TENSES

Art historians often use the present continuous when they write about or describe a work of art. Encourage students to do the same. In addition, with these two works, students will find things they can describe using the past, present perfect, and future tenses.

A LITERARY EXTENSION

Both images portray the legend of Saint George and the dragon. After looking at the images, students read the story. There is more than one version which, depending on the age and fluency of the students, you may or may not want to touch on. Some students who have attended religious school might know the story and this is an opportunity for them to share their knowledge. Ask students to compare the tools a writer and an artist have in order to tell a story. The artist uses many tools which can be analysed with questions found in this guideline (<http://bit.ly/2UvYW7m>). Writers, on the other hand, help readers create pictures in their mind by the choice of words, tenses, sentence structure, punctuation, and literary tools, including alliteration, metaphor and hyperbole.

Biblical and mythological stories as well as historical events have often been represented by many artists and therefore provide a wealth of opportunities for students to develop their skills at analysing images and becoming familiar with their cultural heritage.

TELLING THEIR OWN STORY

Any work of art from any collection can be used to inspire a brand new story. A question many visitors have raised is what the two men might be talking about in *Tavern Scene with Two Men and a Girl*.

- When students come to the classroom gallery, in addition to talking about how Diego Velázquez executed this painting, encourage them to brainstorm ideas on

Diego Rodríguez de Silva y Velázquez

Tavern Scene with Two Men and a Girl, 1618–1619

© Szépművészeti Múzeum / Museum of Fine Arts, Budapest 2019



- How might the three people be related
- Where might the scene take place
- Why might their gaze at one another be so intense
- For a lesson that is focused on fluency, students might write dialogues and act them out.
- If you would like to emphasise word choice, a 100-word story might inspire them.
- Those teachers who include learner autonomy in their classrooms might prefer to give the students several options to choose from.

This image and many others have been uploaded as part of the Google Art Project. You can access them by following the link below.



<http://bit.ly/2Gw6qCf>

When choosing images, feedback from students shows that they prefer paper copies to digital images. Therefore, I recommend printed copies when possible. Works of art reproduced in calen-

dars and postcards are usually of a high enough quality so that the colours more or less resemble the originals. Using drawings and prints reduces the chance for radically different hues in the reproduction. If you do print the images yourself, consider contacting a professional printing company. While it is more expensive than printing them on an office printer, the quality often far outweighs the financial investment. When choosing images, you may also ask students to select works of art from museums. This allows them not only to contribute to creating the language task, but to choose the images on which they are based. Last but certainly not least, visit an art museum or gallery in your local area. Use their collections and temporary shows as educational resources to infuse art into the foreign language classroom.

References

- Hutson, M. 2015, "The Richness of Routine", *Scientific American Mind*, 3 July-8 August.

Breaking the stereotypes: My 65-year old student

by **Anja Colja**



Anja Colja has been teaching adults since passing the CELTA certificate in 2008. She started as an International

School language

teacher in a private language school and recently moved from the capital to the country to work at a Regional Development Agency. She now teaches a variety of courses (in companies, online, group courses) and keeps learning about, and from, her students. She is a chocolate and pizza lover in her free time.

It's a funny situation when people ask me what I do, and I say I'm an English teacher. The obvious assumption of course is that I teach children, and the usual reaction is "aw, cute children and summer holidays!" Then I explain that I teach adults, most recently older people. At this point the comments get even more interesting; from "lucky you, teaching motivated and well-behaved students" to "what is the point of teaching students who are about to retire or have retired already?" and "where is taxpayers' money going!". Normally, I would just smile and nod to avoid a lengthy argument, but the comments did make me stop, think, and assess my current teaching position. Here is how I feel and what I've learned about teaching older students.

We should be aware by now that we live in a society where the older population continues to grow at an unprecedented rate. People live longer and have an active life until a very old age. In Slovenia, almost 20% of the population is now 65 or older and the number keeps growing. Longer life expectancy brings new challenges and opportunities, also in the field of lifelong learning. There are many projects at a national and European level that are currently devoted to adult education, also focusing on the third age.

As teachers, we are aware of the differences and characteristics of teaching different age groups. Although different, there are also some shared characteristics: most learners want to have fun while learning, to have clear objectives, and a supportive teacher. Older learners are usually categorised as an adult group of learners, but they have some unique traits of their own. I have been teaching adults for a while now, but nothing had prepared me for

teaching older people. As in every classroom, there are the good, the bad and the ugly.

MOTIVATION TO LEARN

Young learners learn English at school because it is compulsory, while adults usually need it for their job. Older people learn for different reasons, but the most frequent explanation you can find is that they want to feel included. Learning a language in a group can be fun and a great way to keep social interactions and meet friends. I discovered this is far from being the only reason; many learn English in order to go travelling, help their grandchildren with homework, contribute to the family business, or simply for their own pleasure (because they loved it at school or just want to learn something new). This kind of motivation is really helpful and affects the speed of learning. Clearly, it is easier for the teacher to work in a highly motivated classroom, but occasionally they can be even too motivated. They want to learn everything in their first lesson and just wish you could upload all your knowledge into their heads! I really hadn't expected so many questions at once.

PRE-EXISTING KNOWLEDGE AND EXPERIENCE

Most adults have learned English before, but with older people it is more likely that they had never learned English or they had learned only the basic grammar, and at the same time they often have very limited communication skills. This is where I really struggled – finding a teaching style that would suit both me and my students. My approach to teaching is predominantly communicative, but it doesn't always suit older students. Even a simple pair work activity easily turns into 20 minutes

giving instructions and with frustrated students. Especially difficult are information gap tasks, where even modelling the activity doesn't help. So it's always important to give clear instructions, model the activity several times, or even explain the benefits of such communication activities. You must be flexible, think on your feet, and be able to adapt the activity so that they can successfully manage it. If all fails, just move on to a different activity (even if it ruins your lesson plan).

On the other hand, they very much enjoy some old-fashioned exercises and other activities like translating, reading dialogues, listening, and interacting with the teacher, repetition and vocabulary games. Generally, they become a little timid when doing pair work or group work as they are more comfortable with the teacher monitoring and correcting them at all times.

However, they are very thorough learners, and even if they say they only want to learn the most common useful phrases, you end up explaining grammar and spelling rules to them. Having previous learning experience may affect your students' learning progress in the present – especially if they had negative experiences from school. It is crucial for such students to find lessons relaxing, fun, and useful. Most of them realise very quickly how different teaching has become in the past few years.

Overall, life experience in general provides them with a certain self-confidence and a feeling of self-actualisation which results in very honest and direct communication, which I experienced in the first lesson. We were doing introductions and I asked them what my favourite food was. One of the students immediately guessed it was pizza because I was obviously quite chubby!

PHYSICAL OR MENTAL BARRIERS

There are certain issues specific to older learners that prevent steady progress in learning. Some issues that older learners might have, and which greatly affect language learning, are strictly physical, like impaired hearing and sight, arthritis, or even loss of teeth. As a teacher you should be aware of these restrictions, prepare well, adapt your materials (larger font, clear board work, higher volume for listening activities, etc.), and help and support your students.

Ageing also affects cognitive abilities. I had to keep this fact in mind when I kept explaining again and again what the difference is between "I am" and "you are", and I felt as if my head was about to explode. That was the point where my patience as a teacher was really put to the test.

If you are considering teaching older people, be aware that your attitude and expectations as a teacher greatly

influence their learning outcomes! If you don't believe they can learn, they won't. My students have surprised me plenty of times – they might not be able to repeat a short and simple sentence after me, but they would almost completely get the gist of an extensive article on the topic of Buckingham Palace!

ATTITUDE TO TEACHERS

Finally, I realise that this is not related to the way older people learn, but it is quite a relevant point for the teacher. We are all aware of how respect for the teaching profession has vanished over the years. Management, parents, students, the government... they all know better. The general public feels as if they are all experts in teaching and education and they voice their opinion at every possible opportunity. Consequently, the government has implemented several changes regarding teaching working hours. Now, teachers in public education spend most of their time counting minutes in the classroom and filling in paperwork. Perhaps one of the few places where a teacher gets the respect and recognition they deserve is in an adult classroom, even more so with older people. Some of them might still remember the times when teachers were as respected as doctors or lawyers – and they show it! They usually say thank you after every lesson, tell you what activities they liked, and perhaps even present you with a small token of their appreciation at the end of the course. It's heart-warming!

All in all, I think teaching older people has its challenges, but it only helps you to develop and grow as a teacher. I started reading and researching how to improve and adapt my teaching for this particular age group. Furthermore, it is rewarding and beneficial on many levels: for the individual students and for society in general. We all want to have a population of healthy, educated, and active citizens. So the next time anybody comments on how teaching older people is a waste of time, my answer will be: "I hope to have the same opportunities to learn, to be an active citizen, and to have qualified and patient teachers, who will understand and adapt to my needs. Perhaps we are all going to grow old one day..."



Accommodating Learners with Special Needs

by **Beth Elly Baumgartner**



Beth is a Fellow in Budapest, Hungary. Beth works with special needs students at Mozsárvitő Iskola in Budapest.

She is from Cincinnati, Ohio in the US, where she taught students with disabilities and English to Speakers of Other Languages (TESOL) in Cincinnati Public Schools. In the US she holds teaching licenses in both Special Education and TESOL. Beth is also an artist with a studio in her hometown of Cincinnati, Ohio, where she dabbles in mixed media projects.

"The fundamental purpose of school is learning, not teaching." Richard DuFour

This is wonderful and inspiring, but what if learning is difficult for some of your students? As a teacher it is extremely difficult to keep students inspired at all times but it is so much more challenging to inspire students who have given up and don't think they can learn. The name for this defeatist attitude is "Learned Helplessness."

According to the article by Kendra Cherry, "Learned helplessness occurs when an animal is repeatedly subjected to an aversive stimulus that it cannot escape. Eventually, the animal will stop trying to avoid the stimulus and behave as if it is utterly helpless to change the situation. Even when opportunities to escape are presented, this learned helplessness will prevent any action." (Cherry 2019)

When people feel that they have no control over their situation, learned helplessness has also been found in them. This is common with the special education population as they have the experience of not keeping up and being ridiculed for being "slower." Therefore, this becomes internalized and the child feels he or she can never do the task and gives up.

Everyone can learn. As teachers the job is to believe that. In Special Education, with a Special Needs Learner (SNL), my job is 90% encourager and 10% teacher. The child's resistance wall must be broken down before learning can occur. Teachers know many best practices and must double

up, on them with the SNL. Breaking the information down as much as possible and using the language teaching protocol, using all faculties - reading, writing, speaking and listening - will encourage students who learn in different ways.

As a student at the University, I began by having two majors, regular primary classroom teaching and Special Education. I went into special education teaching solely because sitting in classrooms and learning about Special Education issues, I realized that this student was me. I WAS the student they were talking about who was looking out of the window and thinking of other things. My attention would return and the class was on to the next thing, building on the thing I'd missed. Today this is known as ADD- Attention Deficit Disorder (without hyperactivity), which I was diagnosed with later in University. I also had real problems decoding. Math and foreign languages are actually "codes" the brain needs to understand. I had to work at least five times as hard as others to understand these subjects. I took remedial classes and received special tutoring. I found it really easy to do well in classes I liked and subject matters that interested me but if not, it was very difficult. I'm not alone in my story. There are many people I talk to who went through the same thing as students. They were hopeless as well.

As teachers, how do we help these children? Every student is different and has different needs and there is no "magic cure." Sometimes we can only help a little. Sometimes we can't help at

all. The important part is to try anyway. Teachers don't like to fail. Most of us find it very difficult to not be able to reach our students or not know the correct answer. With special education students, any little thing may help. Anything you can do is better than nothing. You may plant a seed that blooms later, the issue is that you may not know this while you have the student.

One important thing to do is to break the information presented down into meaningful chunks that the student can process. One way to do this is with graphic organizers. Graphic organizers break down the information in a type of chart that the student can use as a guide. There are countless graphic organizers on the Internet. Graphic organizers can be pre-writing activities such as a K-W-L chart (a K-W-L chart is a piece of paper with three sections labelled with bolded words. What do the students KNOW, what do they WANT TO KNOW, and after the lesson, WHAT HAVE THEY LEARNED?) This is just one idea of many. At the end of this article I have included a URL for a Google Drive that contains lots of ideas and links that you can use. This is a great activity to ensure that they understand the concept behind the activity and help you build the schema behind the information being presented.

Before beginning the activity make the directions very clear to the SNL by breaking the activity's directions down

into smaller, more understandable chunks. A simple step-by-step checklist of directions can really help the student who gets lost in the details and forgets what he or she needs to do next.

Second, use more pictures and models or realia. Bringing in real objects, for instance fake food is very helpful in a primary school lesson about food. Anything that can be done to help the student visualize the information is so important. It is said that "a picture is worth 1000 words," and that is so true in teaching the SNL.

Another idea to help the SNL is different vocabulary graphic organizers, such as the Frayer Model, which will help the learner understand what a concept or word IS (synonyms), what it ISN'T (antonyms), the student-friendly definition, a picture, and perhaps the word used in a sentence. This technique can be used at any level. It can be simplified for younger learners and be more sophisticated for higher level learners. (Richardson, ND.)

Go online for ideas and talk to other teachers. A great thing to remember is that there is nothing new in teaching. Good ideas come from somewhere and then we adapt the idea and change it to make it our own. And this continues as we learn and grow as teachers and in the field. There are many free resources online if one knows where to look.

There are many other adaptations that can be used in classroom instruction and during testing. Some of these are as follows:

- **alter group work (regularly change groups based on student needs—high/low skills mix, those with low skills work with you, random, etc.)**
- **vary instructions --for instance differ activities, games, instructions written in a simple list instead of oral**
- **extra time to complete assignments if needed/reducing assignments slightly**
- **a quick break from the activity (get a drink of water, etc.)**
- **large print books and worksheets**
- **audio books**
- **work in a quiet area**
- **student chooses space to work from two options**

To conclude, anything that helps your special education learners will ultimately help everyone in the class so there is usually not a reason to single the SNL out.

For access to my Google Drive of resources, please type <https://tinyurl.com/y8nmksfd> into your internet browser.

If you have any questions, please feel free to email me at: betheslteacher@gmail.com



References

- Cherry, Kendra. "What Causes Learned Helplessness?" *Verywell Mind*, 15AD, 2019, www.verywellmind.com/what-is-learned-helplessness-2795326.
- Richardson, F. *Frayer Model -Vocabulary Strategy*. *Frayer Model -Vocabulary Strategy*, National Behavioral Support Services, www.nbss.ie/sites/default/files/publications/frayer_model_-_vocabulary_strategy_handout_copy_3.pdf.

Teaching with Edmodo and the SAMR model in mind

by Aziz Soubai



Aziz Soubai is a Moroccan EFL teacher with more than 10 years of classroom experience. Aziz has conducted many professional workshops and presentations, mainly related to English language instruction and effective classroom practices. He is the author of *Grammar games for better language instruction*. He is also an International School Award coordinator, an Adobe Education trainer, and has been a mentor on the Coursera platform for six months.

There are a lot of Learning Management Systems, but I would like to introduce my favourite one, which is Edmodo. Why? Simply because it's a safe learning/teaching tool entirely protected by codes.

Edmodo is a valuable resource because students, teachers, administrative staff and even parents can meet and interact online by creating digital groups. I discovered Edmodo while I was searching for a different technological tool, which proved to be a very happy coincidence. I use the system mostly for homework and collaborative projects. "It enables teachers to work with their learners in real time and can be used either in the classroom or at home" (EKMEKCI, 2016 p.1).

Today I have more than 70 students online and we are involved in many partnerships with international schools.

Some of my students, especially those who hadn't had a lot of exposure to English, are extremely hard to teach and they lose interest very quickly. For this reason and others mentioned in this article, individuals in the area of education need to find the right tool to motivate English language learners. In my own understanding, and based on the little experience I have as an Edmodo trainer, I think technology is the answer to our classroom issues, including students' demotivation and lack of interest in foreign languages. I have chosen this system because it helps teachers in many crucial areas, such as assessment, feedback, and collaborative learning.

This article has two main objectives. First, I would like to share how I use Edmodo with as many English teachers

as possible. Doing that will hopefully help me to obtain teachers' reactions and comments about the tools, and perhaps discover new ways to improve the Edmodo practice inside and outside the classroom. Second, a lesson plan is included, where the different stages of using the system and the challenges that teachers might face in this regard are presented.

There is of course a particular course of action that needs to be followed to yield positive results. Perhaps the first element that we need to take into account is preparing our schools and classrooms for the implementation of technology. In this respect a lot of schools, including my own, don't have a multimedia room and this simply means no computers and no connectivity. I think in order to partially address this issue, we can resort to students' mobile phones and provide a Wi-Fi network. The important thing here is to have access to the Internet.

We can also, at the initial stage, ask students to undertake short assignments such as posting a message, writing a comment, reading something on the platform. Of course, this can be done at home to avoid the above-mentioned problems. This would also prepare learners for the use of Edmodo for more serious tasks such as reading, writing and speaking. However, I would recommend using Edmodo first in the classroom as a warm up activity, or for correcting homework, letting the students work on other tasks at home. In this way, we will not face a lot of time pressure in the classroom and the learning process will be more productive.

Name: Aziz Soubai		Lesson title: Communication	Topic: Introduce yourself and others.
Type of lesson: ICT skills, Reading		Student level: All	Student type: All
		Length: 60 min	
Lesson aims: - Communicate and discuss with each other using direct short messages: Introducing expressions on self and others - Post links and use peer feedback and assessment			Teacher comments:
Materials: Personal computers or students' mobile phones- Wi-Fi network			
Lesson procedure:			
Time	Procedure	Teacher comments:	
10 min	1. Warm up and objective discussions: The teacher begins by asking students to log in to their devices. Then we will check homework together and review our previous lesson. The students need to know that this technological tool will help them to be better language learners and it will help them accomplish the objective of today's lesson. The first objective is a little technical knowhow- that is, they will be able to communicate with each other through short introductory messages. The students follow these four short steps: 1. Log in to your account 2. Select and type your post 3. Type the name of the student or connection 4. Click send The second objective is to read the message of their connection/friend and create/write a response/comment/feedback. After they complete this step they can share the comment and post it as a link for peer or whole class discussion.	Edmodo is a huge platform and to make my learners exploit it and understand how it works, I will use the SAMR model, especially the substitution stage in this lesson.	
15 min	2. Instruct and Model Learners first try to complete the task on their own and then the teacher shows them a model or tutorial on how to follow and apply the four steps mentioned, especially if they encounter any technological problems. Another strategy would be using pictures in which the whole process is explained.		
15 min	3. Guided Practice Students complete a small portion of the task, particularly the two steps that are log in and selecting and typing the post, with the participation and guidance of the teacher. The teacher makes sure the students are accessing their personal accounts and are typing their posts by asking questions like: 1. Have you all accessed your Edmodo profile? 2. If you have any connectivity problems let me know.		
15 min	4. Independent Practice Students now complete the tasks on their own. The teacher specifies how many words students are allowed to write in their short messages, with an example shown to the class. Students may also use an online word counter for this purpose. This writing task will be completed in 10 minutes. There will be a timer in front of the class to boost their motivation. In the second task, students will have the opportunity to comment on each other's work. This is divided into two parts. The first part is reading the message. The second is writing a kind of short review and posting it for more class discussions.		
10 min	5. Assessment The teacher will resort to two main strategies to assess a learner's performance and progress in this lesson. First, they read what students wrote about their peers in the peer feedback and assessment phase and, based on the findings, they guide the class on what they need to focus on and show them the other areas that are less important.		

Training teachers to know how to deal with this system is crucial. In this context, there are many websites and webinars that focus on preparing teachers and we need to enrol on these for better professional technological development. Here is a great training site:
<https://www.youtube.com/watch?v=W7N-4X9VzQA>

Additionally, EFL teachers need to create questionnaires, charts, and use statistics to measure their learners' reactions and attitudes towards technology in the class in general, and Edmodo in particular. The purpose of this step is to analyse learners' needs and make plans and strategies accordingly. For this type of device to provide positive pedagogical

results it needs to be introduced and incorporated gradually into the syllabus or curriculum. I find that the SMAR model: Substitution, Modification, Augmentation, and Redefinition, is the best pattern to be followed in this case, particularly in the case of teachers who are new to the use of technology in their classroom practices.

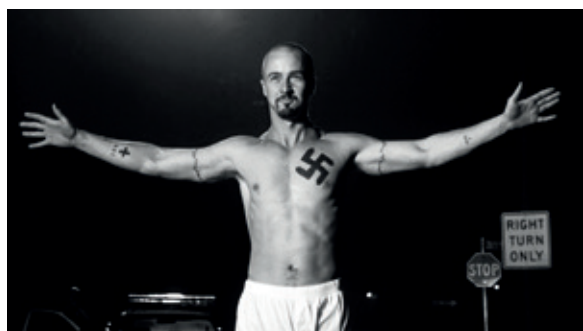
TED TALKS – Ideas worth spreading

Christian Picciolini – My descent into America's neo-Nazi movement – and how I got out

https://www.ted.com/talks/christian_picciolini_my_descent_into_america_s_neo_nazi_movement_and_how_i_got_out

At 14, Christian Picciolini went from naive teenager to white supremacist – and soon, the leader of the first neo-Nazi skinhead gang in the United States. How was he radicalized, and how did he ultimately get out of the movement. In this courageous talk, Picciolini shares the surprising and counterintuitive solution to hate in all forms.

PRE LISTENING



a) Picture analysis:

Think of as many adjectives to describe the man in the photo. Who might he be?

How is he feeling and why?

b) Movie trailer: American History X (1998)

c) Lead-in questions: Define the following: *hate groups*, *hate speech*, *hate crimes*, *hate propaganda*. Can you think of any examples?



Do you know someone who is discriminated against by other members of society due to his race, nationality, gender, sexual orientation, physical appearance...? What are their experiences like? How do they feel?

d) Explanation of key terminology:

STEREOTYPE
DISCRIMINATION
PREJUDICE



STEREOTYPE

a set idea that people have about what someone or something is like, especially an idea that is wrong

DISCRIMINATION

the unjust treatment of different categories of people, especially on the grounds of race, age, or sex

PREJUDICE ('predsodek)

an unfair and unreasonable opinion or feeling, especially when formed without enough thought or knowledge

WHILE LISTENING

a) SENTENCE COMPLETION – Use between 1 to 5 words.

1. He was _____ years old when he became a part of America's most violent hate movement.
2. His parents are of _____ nationality. After arriving in the USA, they settled in _____.
3. His parents had their own business – they opened _____.
4. While he was growing up he felt _____.
5. He started acting out to defy his parents because all he really wanted to get was their _____.

b) SHORT ANSWERS

1. What happened to him one day while smoking a joint in an alley? How did the man look like and what did he say to him?
2. Why was Christian such an easy target to be recruited by the neo-Nazis?
3. Who did he become overnight?
4. How did he recruit himself?
5. What ideology did the white supremacist movement spread? What were the consequences of their radical beliefs?
6. How did his life change at the age of 19?
7. What kind of impact did the birth of his son have on him? Why was he feeling so confused?

c) TRUE / FALSE – Correct the false statements.

1. After starting a family, he stepped back as a leader and opened a coffee house.
2. His store sold all types of music.
3. White power music represented 60% of all his gross revenue.
4. He closed his store because he could not rationalize selling white power music anymore.
5. His wife and children left him because he closed the store.
6. He applied for work at IBM and started working at his old school.
7. Mr. Holmes knew from the start who he was.
8. After apologizing to him, Mr. Holmes forgave him.

d) QUESTIONS

1. According to Christian, what three things do young people look for when they are trying to find their place in the world?
2. In his view, what are "potholes"? (*Reflection: What are yours?*)
3. Who is Daryl? Why did he hate the Muslims? What made him turn from hate to love?
4. Summarize the message he shares in the end.

POST- LISTENING

VOCABULARY WORK - Use a dictionary (app) and find the meanings of the words in the table.

Then write your own sentence examples.

MEAGRE • RESENT • DEFY • DOCILE • MARGINALISED • INFAMOUS DENOUNCE • GENOCIDE • INFLICT • MASSACRE • TREMBLE • IGNORANCE

- to force someone to experience something very unpleasant **INFLICT**
- very small or not enough **MEAGRE**
- the murder of a whole group of people, especially a whole nation, race, or religious group **GENOCIDE**
- quiet and easy to influence, persuade, or control **DOCILE**
- famous for something considered bad **INFAMOUS**
- an act of killing a lot of people **MASSACRE**
- to shake slightly, usually because you are cold, frightened, emotional **TREMBLE**
- to be treated as not important **MARGINALISED**
- to refuse to obey a person, decision, law, situation **DEFY**
- lack of knowledge, understanding, or information **IGNORANCE**
- to feel angry because you have been forced to accept someone or something that you do not like **RESENT**
- to criticize someone or something strongly and publicly **DENOUNCE=CRITICISE**

CREATIVE TASK

a) a poem b) anti-hate movements slogan c) anti-hate commercial/ad

FOLLOW-UP: movie-watching activity: American History X (1998) starring Edward Norton and Edward Furlong

Lesson Plan

Name: Klavdija Krempļ Slana	Lesson title: My descent into America's neo-Nazi movement and how I got out (TED Talk Lesson)	Topic: Racism	
Type of lesson: Skills (speaking, listening, writing) and vocabulary	Student level: B2/C1 (according to CEFR)	Student type: (Secondary – 3 rd /4 th year students)	Length: 90 minutes
Lesson aims: <ul style="list-style-type: none">- to develop language skills (listening, speaking, writing)- to revise/upgrade vocabulary (topic: hate movements, hate propaganda, hate crimes, hate speech)- to develop language skills by using an authentic source of language input- to raise students' awareness about an actual topic		Teacher comments: I usually deal with this topic with my third year grammar school students. The umbrella topic of my third year syllabus is GLOBAL ISSUES where I incorporate actual and meaningful topics into my lessons and thus facilitate real-life language learning. The students love TED Talk lessons and are usually very inspired by the speakers and are more than willing to engage in class discussions.	
Materials: handouts; ppt. presentation (with pictures), answer key			
Lesson procedure:			
Time	Procedure	Teacher comments	
20 minutes	Pre-listening: <ul style="list-style-type: none">1. picture analysis (describing, brainstorming adjectives) (whole class)2. movie trailer American History X (whole class)3. lead-in questions (handout) (whole class)4. Key terminology explained: discrimination, prejudice, stereotype (whole class)	<p>The teacher starts the lesson by showing students a picture. Students are asked to describe the man in the picture.</p> <p>The teacher tells the students that the picture presents a scene from a 1998 movie American History X starring Edward Norton. The students watch the movie trailer to get some background information.</p> <p>The teacher announces the topic of the lesson: RACISM, and distributes handouts. The students are asked to answer questions from the lead-in section on the handout. The teacher also uses visual support on the ppt. Terms such as discrimination, prejudice, and stereotype are also discussed.</p>	
25 minutes	While listening: (if necessary, students watch it twice): <ul style="list-style-type: none">1. watching the TED Talk, answering questions (individual)	<p>The teacher announces a video- watching activity – a Ted Talk by a man who used to be part of a white supremacy movement in the USA and how he eventually got out and changed his beliefs. In the while-listening section we watch section by section. The teacher also points out the fact that the listening tasks are the same as in the English Matura exam.</p>	
45'	Post-listening: <ul style="list-style-type: none">1. checking answers (wc) (10')2. vocabulary work (individual, whole class) (10')3. creative task: poem writing/anti-hate movement slogans, anti-hate commercial/ad (15')4. Presentations of students' work (10') <p>Possible follow-up: watching the movie American History X and discussing it in class/writing reaction papers, articles, essay (e. g. Fear and ignorance are the main causes of racial hatred. – Matura essay)</p>	<p>After watching the answers are checked. Students are then asked to check the new vocabulary with the help of their mobile phones. The students are divided into six groups. Each group has 15 minutes to produce the assigned piece of creative work (poem, slogan, commercial/ad). Students' presentations follow. We decide on the best ones.</p>	

Pictures:

- <https://www.pinatamagazine.com/magazine/movie-review-american-history-x/> (movie scene)
- <https://www.youtube.com/watch?v=XfQYHqsiN5g> (movie trailer)
- <https://thewitnessbcc.com/reject-overt-covert-white-supremacy/> (America for whites)
- <https://mic.com/articles/170516/are-you-sick-and-tired-of-the-jews-anti-semitic-fliers-found-on-texas-state-campus#.ZpTikFuJa> (Are you sick and tired of Jews)
- <https://simple.wikipedia.org/wiki/Homophobia> (God hates fags)
- https://www.google.com/search?q=stereotype&rlz=1C1GCEA_enSI764SI811&source=lnms&tbm=isch&sa=X&ved=0ahUKewi70sC5mo7hAhVkmewKHbLiCFwQ_AUI-DigB&biw=1280&bih=881#imgsrc=En22h40mvP2UIM: (Stereotypes)
- <http://www.spsp.org/news-center/press-releases/cognitive-ability> (Prejudice)
- https://www.123rf.com/photo_67307591_stock-vector-line-of-diverse-candidates-for-a-job-standing-behind-a-cutout-as-a-metaphor-for-a-discrimination-dur.html (Discrimination)

Sources:

- https://www.ted.com/talks/christian_piccolini_my_descent_into_america_s_neo_nazi_movement_and_how_i_got_out (TED Talk)

References

- Ekmeççi, E. (2016). Integrating Edmodo into Foreign Language Classes as an Assessment Tool. Participatory Educational Research, Spi16(1), 1-11. doi:10.17275/per.16.spi.1.1

Vabilo novim koordinatorjem za tekmovanje za 2. letnik srednje šole

IATEFL Slovenia išče nove koordinatorje za tekmovanje za 2. letnik srednje šole. Opis delovnih nalog najdete na **www.iatefl.si**, najpomembnejše pa so:

- pripravi razpis za tekmovanje v določenih rokih
- ima nadzor nad celotnim potekom tekmovanja in je na voljo za morebitna vprašanja mentorjev in tekmovalcev
- objavi rezultate državnega tekmovanja in seznime dobitnikov priznanj ter uredi tisk in pošiljanje priznanj za tekmovalce in potrdil za mentorje
- V skladu s Pravilnikom o sofinanciranju šolskih tekmovanj morajo koordinatorji imeti najmanj univerzitetno izobrazbo.

**Vaše prijave sprejemamo do 5. 7. 2019
na jasna.sebez@iatefl.si.**

Morebitni kandidati bodo prvo leto pri tekmovanju sodelovali kot člani ocenjevalne komisije, da se spoznajo s pripravo in naravo tekmovanja, nato pa bodo po enem letu prevzeli koordinatorsko vlogo.

Vabimo tudi vse, ki bi vas zanimalo sodelovanje v ocenjevalni komisiji. Tekmovanje za 2. letnike je malce svojevrstno, saj gre za sodelovanje s posnetimi video prispevki, zato smo prepričani, da si lahko s sodelovanjem kot člani ocenjevalne komisije pridobite dragocene in zanimive izkušnje. Pridružite se nam!

Vabilo novim koordinatorjem za tekmovanje za 3. letnik srednje šole

IATEFL Slovenia išče nove koordinatorje za tekmovanje za 3. letnik srednje šole. Opis delovnih nalog najdete na **www.iatefl.si**, najpomembnejše pa so:

- upravnemu odboru v imenovanje predlaga člane državne tekmovalne komisije;
- sodeluje z regijskimi koordinatorji pri izvedbi regijskih tekmovanj;
- pripravi razpis tekmovanja
- nadzoruje celotni potek tekmovanja;
- skrbi za ažuriranje dokumentacije z regijskega in državnega tekmovanja

V skladu s Pravilnikom o sofinanciranju šolskih tekmovanj morajo koordinatorji imeti najmanj univerzitetno izobrazbo.

**Vaše prijave sprejemamo do 5. 7. 2019
na natasa.meh@iatefl.si**



Count on me

by **Darja Urh**, OŠ Komen



My name is Darja Urh. If you ask me who I am, I can tell you I am a devoted mum of three, a wife, a teacher and a poet. I teach at a primary school and I must say I love to see children growing and maturing. And English is with no doubt the best subject in the world. You can always choose to teach the language through boring piles of exercise books or constantly try to bring the subject close to them and make sure they have fun. When you see they are enjoying themselves, you enjoy yourself as well.

Ever since I can remember, I've always wanted to be a teacher. My dreams didn't come true, I *made* them come true. I've been teaching for ten years now and I'm proud to see how much I've learned already and even happier to see there is still much more to learn. I teach in a primary school but as a student I also taught in a nursery school, as well as teaching adults and even the elderly. Teaching a language gives you a fantastic boost of energy. This is my passion.

Teaching and learning go hand in hand. When I think of how to teach English, I think of how my students learn. Learning a language is not like learning any other subject, rather it's a unique experience. The problem is when students only learn simple sentences, which differs so much from what they hear outside the classroom. My idea is to bring English from its natural environment (so to speak) into the classroom.

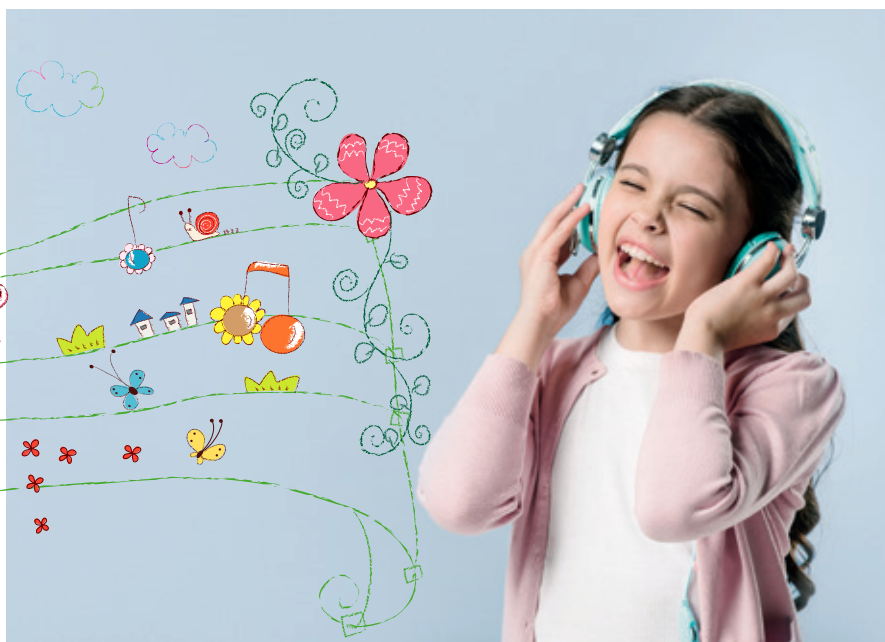
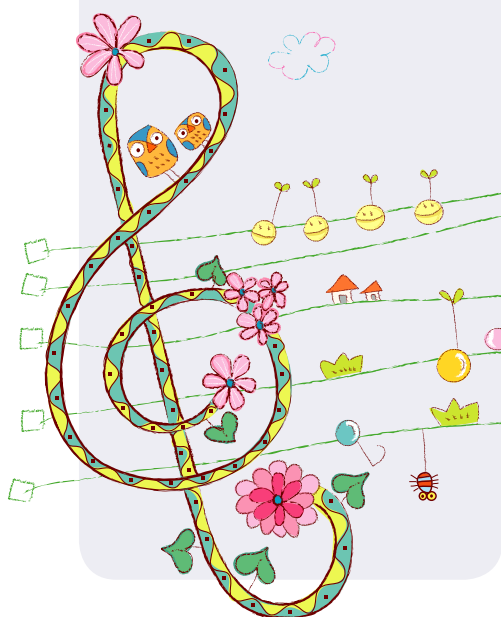
Once upon a time while checking the answers to an exercise in the work-

book we came across the name Bruno Mars. Since I like small talk, I asked the students if they had any idea who that is. They didn't seem too sure so I googled some of his songs. Some of them figured out who he was immediately after hearing some song titles but some asked me to play one of the songs. I found one with lyrics and I showed them the video. Some of them sang along, the rest just mumbled the lyrics. They all seemed to enjoy the song, however.

We all remember learning about the four skills of a language and how important all four are. I always encourage the students themselves to find ideas on how to improve each of them. Having sung *Count on me* that day, I realised they were actually practising all four at the same time. They were speaking, reading, listening and paying attention to how words were written simultaneously. I welcomed the idea of music in my lessons. Still I felt the idea needed some more room to grow. I then attended a seminar in which we were exploring ourselves as persons

Songs we use in the classroom:

COUNT ON ME Bruno Mars
LOVE YOURSELF Justin Bieber
ROAR Katy Perry
ONE CALL AWAY Charlie Puth



and consequently as teachers. We did a test of multiple intelligences and musical intelligence proved to be very strong in my results. That was it. My idea was ready to come to life.

Before, during and after the lessons, I keep in mind one most important thing about my students – their smiles. Seeing them enjoy and respond to what we do keeps me motivated. Teachers should motivate, right? All the time. Unfortunately, it doesn't always work this way. I've realised that I'm the one who needs to be motivated first. Then I'm able to do that myself. After our initial greetings, we always start a lesson with a song. We sing the same song four times and when I see that most of them are able to sing along (at least to the chorus) I turn the music down and just enjoy listening to them singing. They are able to hear themselves sing too. We don't sing the songs that you would find in a course book and nowhere else, but songs they hear on the radio and on the Internet. It's words they are familiar with anyway.

Besides practising all four skills at the same time, enjoying themselves and learning without being aware of the process, they let me have a peek into their world. It's not me who suggests a song but it's them. They bring me a piece of paper with song titles from time to time and then I listen to the song at home first. I want to make sure that they can sing along and most of all that there are no inappropriate words. Some weeks ago, a student told me that he now notices all the bad words in songs, and this sheds light on the fact that many songs we know and like include swear words or words that simply don't need to be there because they're not educational. You don't need a story to sound crude to reach out to people. There are other ways. If children become aware of that it only means they are able to tell right from wrong. Another victory for me!

We didn't stop with singing. During one of my dance lessons I noticed that I always sing along when I know the song, and this makes me enjoy my steps much more. As a direct consequence of this I decided to ask my

students if they would mind bringing dancing into the classroom. They agreed and we divided the class into four groups. Each group could choose one of the songs we had sung so far and had one week to come up with a choreography for the song. This would mean they would learn to work in a group, dance, listen to the English song and remember most of the lyrics, learn to organise their time since they needed to practise and of course learn to adapt to one another. I told them they wouldn't get a grade. The goal was the path itself. When the groups made their presentations, I felt so proud of them. They worked hard and they spent time together doing something enjoyable. I took videos of their presentations. Some of the students are shy and this definitely helped them become more self-confident.

What do you do with an idea as a teacher? Give it some room to grow

and watch patiently how students respond to it. Find motivation in your class. Don't struggle to bring the motivation into the classroom, it's already there. Music is all around us. Show your students how they can learn from lyrics. That's real English. It's chunks that they learn and remember forever because the rhythm does something magical to our brain and moves the words and phrases into the long-term memory. When you need them, when you forget something later, there they are. Bringing music into a lesson means more than just learning. It lets students bring what they like into a classroom. The songs they choose reveal who they are. The lyrics tell stories and stories teach these young people how to live, learn from mistakes, and be themselves. When you see a student smile who would otherwise just wait for the forty-five minutes to pass, you know a brilliant idea has been brought to life.



Solidarity and synergy for a more meaningful life and a better world

by **Mirjana Došen**

A Croatian language version of this article has appeared on
<http://volonterka.info/2019/03/20/mirjana-dosen-o-volontiranju/> and
<http://www.portalzamlade.info/blog/1088-mirjana-dosen-o-volontiranju.html>



Mirjana Došen, Teacher Advisor (ret.) owes a debt of gratitude to her Alma Maters, the Universities of Zagreb and Bristol. After working for 43 years as a teacher and teacher trainer, she is busy

(such is life!) with networking, community empowerment and local history projects in her native Karlovac, Croatia and wider. Her articles for HUPE NEWSLETTER, IATEFL VOICES and other printed and e-publications deal with different ELT-related topics and the history of education; with her colleagues she has organized lectures about young people's security on the Net. Mirjana also worked as a translator/interpreter. She was awarded the Karlovac Prize in 2010.

//podnaslov My small contribution to the mosaic of the long and varied tradition of volunteering in our part of the world

Voluntary work - the golden thread of lifelong giving and taking. Sometimes it is really difficult to draw a clear line between one's profession, vocation, activism, amateurism, and hobbies... What is essential are the links that generations, neighbourhoods, towns and cities, as well as countries, have in common. It is a simple and human story of love, understanding, true loyalty, empathy, and mutual respect, resulting in hard work and, further down the road, community empowerment.

Volunteering contributes to everyone's quality of life, giving – or at least trying to give – in order to leave something invaluable to those who are here with us and who will stay here after the older generation is gone. As we put it nicely, young people are the ones who are going to inherit the Earth, the world in which we live. Voluntary work helps to make our lives, as well as the lives of our nearest and dearest, more meaningful, both in the present, as well as giving hope for the future. Volunteering means, above all else, trying to prevent and overcome serious problems, even tragedies, bringing enthusiasm into all our lives...

There is a history of voluntary work that my generation can recall. In "Zvijezda" (Karlovac's historical six-pointed "Star",

founded in 1579) we looked after our little park together with our peers, parents as well as the elderly, as far back as the 1950s. It was not hard work, but it was certainly a good opportunity to socialise, get to know each other better, and have a good time together. We were also very happy and proud with the results of our work: a pleasant, clean and tidy environment. Today these feelings are fond memories.

Back in 1958, I am told, the Teacher Training school students took part in planting trees and shrubbery, not only on the slopes of Dubovac Castle but also in the area of what was later to become part of our Forestry School Arboretum. They cleared out the Castle courtyard and made it possible for everyone to enjoy the view of the six-pointed "Star" down in the valley. The graveyards were then also clearly visible, an impressive sight, especially on All Saints' Day with the glow and glimmer of countless candles lit by our fellow citizens.

Later on there were the experiences from our high school days in the early 1960s. We would always help our P.E. teacher, Mrs Marija Vuković – our "Aunt Manja" as we secretly called her - to decorate the neighbouring Hrvatski dom (the Croatian House). We also used to keep our school's folk dance group's national costumes neat and tidy and we did our best to help to organise our performances there. Towards the end of our high school education at Gimnazija Karlovac (established 1766), we also



**Much too much snow at our Banija railway station
– Gimnazija students volunteering in 1963**



1994 Gimnazija students best at our county competition – that was the year we were among the guests of the First Croatian Gimnazija, Sušak. We also visited Trsat and were given the opportunity to admire its spiritual dimension and its invaluable heritage

organised farewell parties for our parents and close relatives at the Hrvatski dom, and the proceeds were given to students in need as our contribution for our final school trip.

Speaking of our Gimnazija, we are very proud of many of their talented, hard-working and successful students, including Nikola Tesla who finished his formal education here back in 1873.

It was also back in the 1960s that we had an opportunity to experience the hardships and joys of manual work: we were given the task of clearing heavy snows at Banija railway station, also helping to relocate the Udbinja stretch of the railway line to Rijeka and Split. As a result the railway tracks and the road now run parallel, enabling trains to pass without stopping road traffic.

With our profession, vocation as we like to call it, there has again been ample opportunity for a new kind of voluntary work: part of the work on lifelong education and a number of articles for our professional magazines – in print as well as e-zines, at home and abroad, HUPE Newsletter, IATEFL Issues/ Voices and the online next-training being some of them. Cooperation between HUPE (the Croatian Association of Teachers of English) and the County Council of Teachers of English contributed to teachers' lifelong education, adding to the variety of content as well as to the quality of interaction – not only among adults - our students

were sometimes also included through trial lessons.

Every single minute of our time devoted to competitions - school, county, as well as state ones - has been based on volunteering. The prize you get is more volunteering opportunities: you and your students are sent to state competitions as far away as Skopje in northern Macedonia (in those days part of ex-Yugoslavia), or as near as Rijeka/Sušak back in 1994, when our students of English and German were as successful as usual, in spite of the aggression on the Republic of Croatia and general alerts. You are also honoured by hosting a state competition, as we did back in 1982. Joining forces with our history teachers and a group of extra-curricular students interested in history, with their teacher Ms Dragica Gršić, we were successful, we worked hard, and had great fun into the bargain. The Gimnazija organised this competition in cooperation with Karlovac Polytechnic. The participants saw an exhibition about our small city, the captions translated into English by the foreign language class. They also saw a film about Karlovac and we organised a trip to Petrova Gora. The first prize was a trip to Great Britain, this went to a very nice and sociable girl from Slovenj Gradec. A more recent state competition in Krapina (2009) was yet another great success. Karlovac was well-represented, and Gimnazija students were first and third in their group.

Back to ecological issues, the late 1970s saw us in Šumbar, in the vicinity of Kar-

lovac. This time it was reforestation, with students and colleagues from the Gimnazija Karlovac. Later on, in cooperation with our enthusiastic biology teachers, we also worked on cleaning the park on the banks of the Korana, one of the four beautiful rivers on which my native Karlovac is situated. The photo-group "Rudolf Strohal", with their mentor Mr Antun Mikšić, also took part and their star member, our final year student Predrag Šuka, took a number of



Volunteering in the park on the banks of the Korana, 2000

delightful photos for all of us to cherish. It was also during those times that our Gimnazija students took part in activities connected to our local theatre, the multi-purpose "Zorin dom" and its Drama Studio. This is another instance where it is really difficult to distinguish between a teacher's professional services and volunteering. In any case, work on Alice Toen's invaluable interactive play *Puss-in-Boots* proved to be great fun (time-consuming too!) and a real success with both children and adults. In the end the Croatian-English version took us to London and on to the Wales '79 International Theatre Festival. The Croatian-German version toured to Burgenland (Gradišće) in Austria. We also travelled to Munich and then on to Berlin in Germany, visiting schools, where the children of our workers living in those cities were the focus of our attention; the Croatian-French version took our young actors to France and Belgium. My role with *Puss-in-Boots* was to act as a kind of assistant director, also in charge of the songs.

With the "Zora" ("Dawn") choir we visited various European countries including Poland and Slovenia; the final visits of the previous millennium were those to Italy – Vicenza and later the Vatican and Rome.

Back in the early 1990s, all the peace- and freedom-loving, democratically-minded citizens of Karlovac, including students and teachers, did much more than their fair share of volunteering. Needless to say the hospital, as well as other medical facilities, were also at the local population's disposal, as well as those displaced from different parts of Croatia and refugees from neighbouring Bosnia and Hercegovina. Since the Music School and the Zorin dom, for instance, were also busy and active, it was almost "business as usual" except for the periods of general alerts. At that time – in 1992 - I assisted in the Zorin dom's PEACE CHILD project – "I want to live, I want to love". I worked as a language consultant, with a focus on pronunciation. Radio Karlovac had a school programme as well.

Our City, the six-pointed "Star", has a longstanding history as a defence point. It is one of those rare places that know the exact date of its foundation: the

ideal Renaissance fort dates back to 13th July 1579. It is something we celebrate every year, this year it is our 440th anniversary, or shall we say birthday? Archduke Karl, the founder of the fort, was one of the suitors to the Virgin Queen, Elizabeth I. The Great Bard must have known about the new fort being built in the "Kingdom of Croatia" (quote from a booklet published in London some time after the construction had begun), some of the sounds resounding in his *King Lear*.

In 1994 our students also took part in presenting Bernard Johnson's translation of Slavko Mihaljić's book of poetry, *Orchard of Black Apples*.



Peace Child International – UK, UN – our musical was a great success

Various agencies of the UN also came to rescue, as did the Pan-European Union. We later took part in the activities of the Coordinators of International Relations at the Karlovac County Development Agency.

Translating Drago Karlo's Krapinske Toplice Spa, Rovinj, The Most Beautiful Waterfalls in Istria, The Histri in Istria as well as Croatia the Cravat for our colleague from Istria, Drago Karlo and YouTube was also highly interesting voluntary work.

Another more recent challenge was reviewing "Čitaj mi" ("Read to me") – a project conducted by Kristina Zaborski Čunović of the "Ivan Goran Kovačić" public library, Karlovac. Kristina, a former Gimnazija student – now a librarian – is also one of the people in charge of LIDA: reading aloud to prisoners' children, as well as early literacy programmes under the auspices of CroRA, the Croatian Reading Association. Cross-border cooperation also means a lot in the life and work of our public library, especially with Slovenia as it is the central library for Slovenes in the Republic of Croatia.

In cooperation with KA-Matrix and our Gimnazija Karlovac with KA-pozitiva, we also pointed out a number of problems in our city that needed solutions in the previous year, and did our share of networking.



Cross-Border Cooperation Croatia – Slovenia: Žumberak, 2018 – an event organised by the public libraries of Novo Mesto and Karlovac

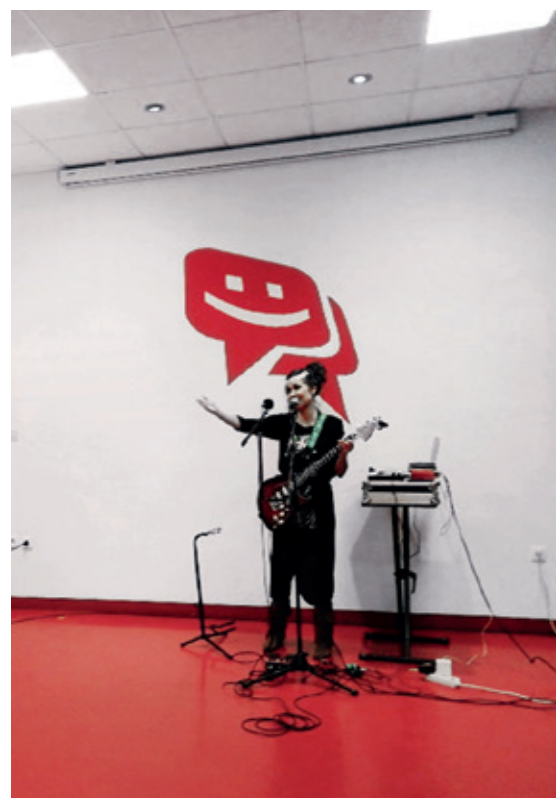


English language tuition programme organised by Carpe Diem

Voluntary work at the Grabrik Youth Centre “Carpe Diem” is a new and very special experience for me. Education is primarily a transfer of knowledge and experiences to new, younger generations. As a consequence, it’s an activity with special responsibilities, demanding and yet of exquisite beauty. It requires not only knowing about young people, but also about oneself; it is both “an art and a craft”, demanding thorough work combined with creativity, examining and re-examining approaches and methods, eclecticism, communication, interaction.

It’s for that very reason that each visit I pay to the Centre is a special occasion – I look forward to the feeling of enthusiasm and togetherness in its small collective, responsible young people focused on their work, the attention you offer to both the children and myself, pictures on the walls... and the obligatory cup of tea. True, it’s not typical English tea. But, as the British say, it seems to help in solving many problems... They are the people(s) of a very interesting and stormy past and as such tend to be both firm and inclined to compromise – hoping there are no “rotten compromises”, as well as practical and using common sense. It is, therefore, the English language that has given the world a very interesting coined word “co-competition” (cooperation+competition) and, along with a “good cup of tea”, that is something humanity cannot do without!

All things considered, volunteering is a significant cohesive factor, a contribution to lifelong education; it helps humanity to adjust to the everchanging job market and the contemporary world of work, it’s an aid to development, a contribution to social justice, a positive atmosphere, and the quality of life in our community. It has its ecological, economic and social dimensions. It promotes dialogue, rational awareness-raising concerning human rights as well as duties, so it’s in everybody’s interest as a tool in the joint effort for social justice and proper education. It’s particularly important in the world of the irrational use of resources, fake news, alternative facts, flimsy ethics, and a lack of mutual respect – respect for other people, respect for nature and wildlife that we all depend on. Ours is a deeply troubled world where there has always been room for improvement. The least we can do is avoid hate speech based on racism, chauvinism (a bit of healthy patriotism can be good as a positive driving force!), ageism, fattism - all the ‘isms’ that have brought humanity nothing but unnecessary conflict, pain and suffering. Volunteering contributes in bringing people to work together in coordination and harmony, integrating their efforts in leaving no one behind; it creates space for dialogue, a more meaningful life, and a better world in the future.



Opening Igor Jurilj’s exhibition:
Aklea Neon performing at the Grabrik Carpe Diem Youth Centre Igor, a teacher of English and history, is yet another successful former student-colleague of ours. Besides his many other activities, he is the organiser of Bloomsday in Zagreb and Pula.

Everything I know about troubled students I learned from my bunnies

Before you have a heart attack, that's not exactly true. However, a wise man once told me that a good story should not suffer on account of the truth.

My first rabbit, Meli, came to me as a very small ball of fluff and from day one he's been loved and pampered. I read tons of materials on how to best care for a rabbit, I researched different brands of hay and asked friends for local hay and produce. Every day he'd get as many pets, hugs and kisses as he wanted (sometimes more). When he sneezed, he got shipped off to the vet and all medicines were bought without any complaint.

He has a box full of toys and brain teasers and every day I play with him and practise some simple tricks. Of course, he gets rewarded with pets and snacks and told what a smart bunny he is. No different than the positive reinforcements and mental stimulation we try to provide in class from a genuine desire to help our students to become mature and well-rounded people.

As a result of this positive reinforcement, Meli is a very well-adjusted and brave rabbit. He likes to meet and greet new people and enjoys hanging out with all manner of different individuals, distributing his bunny kisses at will and with great enthusiasm.

I'm sure I don't need to draw parallels with our happy, well-adjusted students here.

My other bunny is a whole different story.

Zofija came to us from a group of volunteers that promote rabbit welfare, Dolgouh. She was passed on to them because her old family didn't want her any more and I volunteered to take her in, on a temporary and perhaps later permanent basis.

She came to us as scared as can be, with large patches of her plentiful fur shaved off, because it had tangled so badly. Her teeth were a bit too long and she didn't

respond well to her healthy new food. In the next month, before we had her neutered, she peed on every imaginable surface of the flat, including our brand new couch, destroyed quite a few pieces of furniture, and growled and complained at every turn. Petting was not welcome.

Still, when that happened, we cleaned up the pee, took away the demolished furniture, and told her she's beautiful and we love her. She was given toys and healthy snacks and lots of tenderness, especially when brushing her. I would like to say that me being a teacher helped me to accept her curmudgeonly nature, but I suspect I can get more terse with people. Sometimes I feel like the students I'm trying to help should know better, understand that everything we as teachers do for them is for their own good, even if it isn't what they would find fun in that moment.

When Zofi was introduced to the concept of learning, she looked at us with her big rabbit eyes and probably said in rabbit language, "You must be joking." After a few months, she was persuaded to jump on the couch and down in exchange for a snack. Sometimes she does it, sometimes she doesn't. Even when she struggles with the mystery of disappearing snacks (they go away if you cover them with a cup, apparently), she is told that

she is a wonderful bunny and we love her. I try to employ the same philosophy with my students, although I have to admit, I'm only human and sometimes forget that students can struggle with some concepts that seem so painfully obvious to us. Not only that, but it's not their own fault, something I find obvious in my bunnies and forget when dealing with humans. Still, I try to remember that students speak Teenager and I speak Teacher. There's bound to be misunderstandings. Above all, I try to keep in mind that it's more important to tell the students they are still valued and cared for, even if the metaphorical disappearing snacks still confuse them.

I know I can't perform magic tricks where you put love and understanding in and a well-adjusted person comes out. It's not that simple and sometimes, no matter what you do, it isn't what the student wants or needs.

Will we have a success story, like Zofi figuring out how pulling a lever opens her up to a future filled with banana? Perhaps we will, perhaps we won't. Perhaps the only thing that they'll remember from our lessons will be that we cared enough to ask them how their day was.

And perhaps this will be enough.



26th international Iatefl Slovenia conference #empowered

2019 POETRY COMPETITION ENTRIES

This year we received some good entries, but two of them stood out among the rest. We are proud to publish the winner and the runner up of our competition on the theme of our conference and we hope you enjoy reading them.

Winner

IT'S JUST WORDS

There's HATE in HASTE,
When hasty judgement is deaf and blind.

There's WRATH in WREATH,
When stupidity would lock away the mind.

There's FIGHT in FLIGHT,
When the soul refuses to soar beyond the dark.

There's PAIN in PLAIN,
When city noise grows louder than the dark.

But there's also SAY in STAY,
If we choose to stand together

And CREAM in SCREAM,
If they don't silence us forever.

AND THERE'S HOPE IN EVERY WORD –
Love, respect, care, hug and bird.

Do you feel it?
Do you dare?
More than words,
For those who CARE.

Milan Mandeljic

Runner up

THE POWER TO EDUCATE

I teach because I must.

I teach because it has always been in me... ..

A gift. My path... My destiny and my insanity.

I plant a small seed and hope it flowers—

In every student I endeavour

I do not know.....

Will it cultivate?

Together We

Educate... ..students

Formulate... ..ideas

Elucidate... ..formulas

Explicate... ..the truth

Illuminate their path to...

Navigate their future POWER

To educate another...

And hopefully... ..

To be continued... ..

Beth Baumgartner



Sun, surf, and professional development

Report on 27th annual HUPE conference

by **Lea Koler**

The best conferences always combine work and enjoyment. The 27th annual HUPE conference proved to do the same, with workshops and talks interspersed with the scent of a fresh sea breeze.

And rain.

Lots and lots of it. But, as in any situation, you try to take the bad with the good. A leisurely stroll between the venues reinvigorated all of us and made sure we were alert and ready for new ideas.

For me, the takeaway from the conference was poetry and storytelling.

In her plenary, our Regional English Language Officer, Jen MacArthur, talked about how she grew to love poetry over

time and imparted some useful advice on how to try and impart that same enjoyment to our students. Prior to the plenary I attended her workshop on the same topic and really enjoyed the activities she presented, so I knew it was going to be a good one.

Personally, I don't really use poetry in my classes. I teach teenage boys and they usually "don't have time for that nonsense" (their words). However, Jen shared some activities that would motivate even my boys to contribute.

Among my favourites were the following activities:

- The students complete the sentence "I used to be _____, but now". They write the sentence three times, to give the text a semblance of poetry.



27th Annual International HUPE Conference

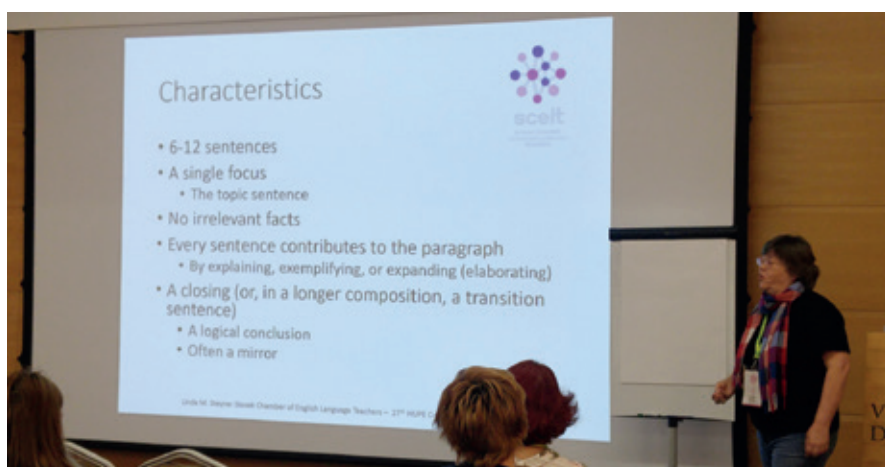
- Two students write a poem, where every line is a lie. The first student writes a line, then passes this onto his neighbour, who writes another, then returns it to the first student.
- The teacher distributes large strips of paper and asks students to write a sentence beginning "I wish". Every sentence must include a European



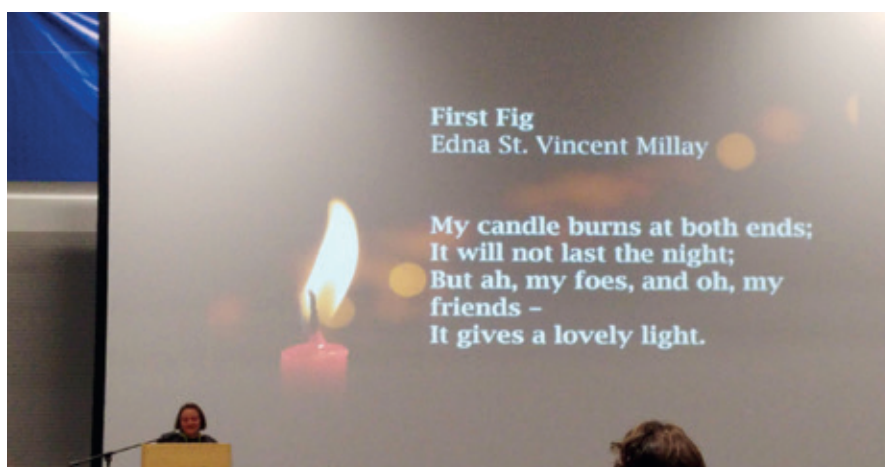


country, a colour, and a part of the human body. Then all the strips are collected and the class can either put them all together into one poem, or they can group the lines together to make several poems.

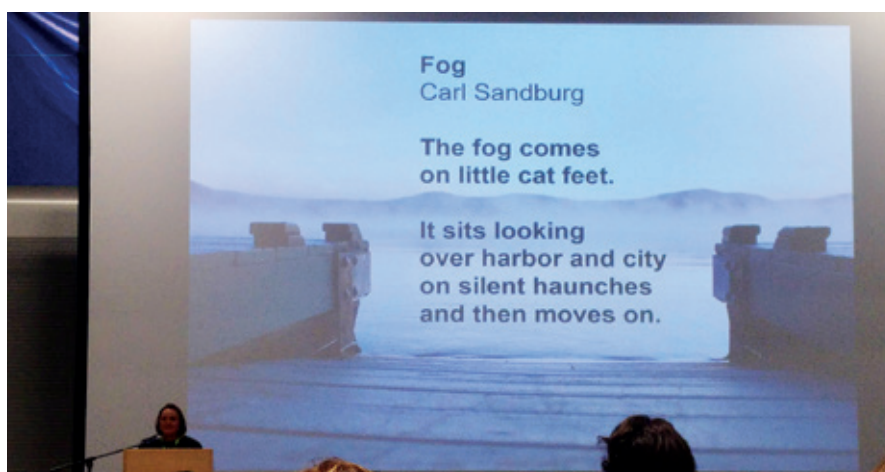
Another workshop I enjoyed immensely was by our very own Mojca Belak. She has proved time and time again that storytelling activities can be immensely motivating and engaging. One favourite was asking students what elements the story has. When they establish that every story needs a hero, a baddie, a place, and something magic, the students then give examples for each category. Then they write a story, using ideas from each category. We came up with a prompt for the hero, a lonely penguin, with the Prime Minister as the baddie, the story takes place in a castle, and it involves a magic ring.



Evenings were reserved for social events and get togethers. Our first evening was spent in the company of other representatives. It is always useful to compare notes, so to say, and to see what other associations in the region are doing. New ideas get shared among everyone and through them our association grows and can offer more to our members. The second evening was dedicated to a pub quiz. Give teachers a pen and paper and some friendly competition and we're as happy as an anteater in an ant-farm shop! I made some new friends in the process while we giggled about Sly Stallone's old nickname (The Italian Stallion, if you need a giggle as well) and we ended up winning too. Oxford University Press was kind enough to donate a prize, an online course.



After a long weekend of acquiring knowledge and catching up with friends old and new I packed my bags, confirmed that I can indeed take one of the participants with me to Ljubljana, so that she won't miss her flight, and it was back to reality.



Any way the wind blows, doesn't really matter to me

by **Danny Singh**



Danny Singh, born and raised in London, but now based in Rome, gives creative English language lessons and teacher training courses all over Italy

and abroad. He also offers stimulating monthly presentations on language related issues at Rome's biggest international bookshop and is visible on web TV, with a series of interactive English video lessons. He is author of two books, "I was a happy man...then one day I came across Laughter Yoga" and "Learning English through the mind and the body" and is currently working on his third book, "Life is full of surprises". He regularly attends Pilgrims TT summer courses as a Guest Speaker.
website: www.laughnlearn.net
e-mail: singh_danny@hotmail.com

This was my sixth IATEFL Slovenia conference in the last seven years, proof that I love the event and that my presence is appreciated. It all started back in 2013, when I thought it would be a one-off experience. It was the 20th anniversary conference, the surrounding area of Topolšica was freezing cold, as it had been snowing and a surprise guest, Prince William had turned up to make a speech. There was a hotly contested pub quiz and lots of free-flowing beer. That same evening, I had been approached by two Croatian ladies who convinced me to apply to their conference in Opatija in 2014 and that was the moment I entered this never-ending spiral, where not only do you keep going back to conferences, but you start trying out

new ones too. The only one I missed was in 2015, as I was at a critical stage of finishing off my first book. On that occasion, the swimming-pool plenary was started, as was International evening, which incidentally has become my favourite event of the whole conference. Last year in 2018, there was the magnificent 25th anniversary conference with some huge plenary speakers such as David Crystal and Penny Ur. The International evening had been cancelled, as the Crystals gave an amazing interpretation of Shakespeare, lip sync had replaced the pub quiz and there was even a 70's party.

This year, the international evening was back and as always, there was an



Explaining the culinary delights I've brought from Italy

abundance of food and drink to sample. I took on the mantle of my Italian identity this time, so I brought some spicy Italian salami and cheese from the Calabrian region. There was plenty of food and drink from Hungary, Slovenia, Austria, Serbia and especially Croatia. As usual, I was in no condition by the end of the evening to go anywhere near a swimming pool, so instead I went straight to bed.

On Friday morning after a hearty breakfast, I rushed into Dorothy Zemach's plenary. I had heard a lot about this lady and she certainly lived up to expectations, with her dry sense of humour. Her talk was based on the use of metaphor to demonstrate a point. In her case, she used music, one of her great passions, to explain how important theory was for her appreciation of music and how beneficial it can be for students to understand language in a deeper way. After this, I went to Nada Đukić's short workshop on Critical Thinking, a popular subject at conferences these days. She chose a case study of a person in a very difficult situation and got us to discuss how we would try to resolve the issue. As is often the case, we all came up with a range of different solutions and non-solutions.

Sophia Mavridi then gave us some tools to make our own film in her workshop. We had to form groups and the person with the best phone was allocated to download the app and follow the procedure, as we all came up with ideas to make our videos stimulating and creative. Mojca Belak continued the technology theme in her workshop where we had a quiz, which we followed on our phones. Aside from the questions and me showing my competitive edge as usual, this exercise was also interesting from a statistical point of view, as at any time, we could all see which groups were doing well, who was in 1st and 2nd positions and how many groups got a particular answer right or wrong. After this session, it was time for a coffee and cake before the afternoon sessions.

I began the afternoon with a workshop on Educating the Heart. This was presented by Natasa Grčar, who explained

that teaching is not simply a set of ideas, but a way of promoting appreciation, gratitude and love among people. It follows the famous Aristotle quote, "Educating the mind without educating the heart, is no education at all". After this session, I decided to skip the next slot, drink more coffee and chat to a few of my colleagues before heading to a session on Jazz Chants, which was given by Enghy Saron. This is a subject that I'd heard of, without really being clear what it was all about. This short session gave me the opportunity to find out and realise that I could integrate it perfectly into my lessons.

After the official coffee break, there was an extremely entertaining plenary given by Lynda Steyne, who showed us an abundance of slides, demonstrating the various obstacles and difficulties that teachers have to face on a day-to-day basis, but which no-one ever tells us before we become teachers or while we are doing our teacher-training courses. My final workshop of the day was by Petra Žerovnik and was on Learning Stations in the Classroom. This is a technique that I have recently started using in my lessons, as it gives the student the freedom to take the initiative for their own learning and encourages collaborative learning.

After this, it was time for dinner and a chat with a few colleagues before preparing for the big evening event, the 80's party.

Having experienced the 70's party last year, I was expecting to see some great costumes and I did, and just like last year, I had people come up to me and say, "Hi Danny", I'd look at them and say, "Hi, but who the hell are you? Oh my God, it's you!" People were entering the party by the minute, with costumes becoming more and more colourful and creative. However, the best was still to come. At a certain point, I was sipping a glass of punch, when the 80's icon himself, yes, Freddie Mercury, danced his way in and I almost spilt my drink. I recognised him straight away as the Prince William of the IATEFL 2013 and staggered after him to see what would happen. At this point, the DJ started playing a series of Queen tracks and naturally Freddie moved as only Freddie can, while his screaming fans danced with him and around him. I just looked at my drink and asked the question, "Is this the real life, is this just fantasy?"

Saturday morning began with a plenary by Mojca Belak. She talked about behaviour and choice theory, whereby our behaviour is not random, but decided



Look what I found

by us and that we have the power to take responsibility for our decisions and behaviour. Jen MacArthur then gave a workshop on how visual aids can help develop critical thinking skills. Dorothy Zemach gave a session in which she took us back to some of those old-fashioned techniques that nowadays are often ignored, as we tend to focus on 21st century skills. After this session, it was time for lunch and unlike the day before, I went for a more solid meal, as I needed some protein before my session.

Last year, I had done a workshop on

team-building. This year, I took one of those elements, Gibberish and made that the subject of my session. Gibberish is essentially the language of non-sense, the language that babies use when they first try to make sounds to communicate. Despite the fact that they are not speaking a “real” language, their respective mothers never seem to have problems communicating with them or understanding their needs. We did a series of exercises to practise listening, intonation, creativity, body language and improvisation. Naturally, most of the participants while enthusiastic, were a little embarrassed, as

often happens the first time they encounter this activity. However, there was one lady who happily volunteered for every activity and seemed to be quite at ease with all these activities. Afterwards, it transpired that she had in fact done a two-week drama course at Pilgrims with Peter Dyer a few years ago. As I did the same course in the summer of 2018, I can vouch for the fact, that once you’ve done a drama course with Peter Dyer, inhibitions is a word which no longer exists. After talking gibberish, it was only natural that the next session I attended was a Silent Lesson, given by Daniel Starski. In this workshop, the only rule is that we weren’t allowed to talk and communication was done in written form. We had an interesting follow-up discussion on the pros and cons of this kind of lesson. Although I have never done a specific silent lesson as such, I’ve noticed that when I do Creative Writing, students automatically tend to talk much less, as they are focused on what they have to do and the writing activities require a certain amount of reflection and deep thinking. The final workshop that I attended was on Movement and Art, similar in theory to much of the stuff that I do. This was given by Oksana Vakhil and was apparently a thirty-minute session, like the others in that slot. However, I hadn’t read the small print, as my eyes were straining by now and this session did in fact last for fifty-five minutes. However, the workshop was so much fun, as we chugged around like trains, moved gracefully around the room and lay on the floor, that it satisfied all my kinaesthetic needs.

Sophie Mavridi gave a thought-provoking plenary on the digital divide that exists between those who are digitally literate and those who are not, after which, I was convinced to try the paraffin bath for my hands. This was the first time for me and I have to admit that I was initially a bit sceptical as I already have quite soft, tender hands, however, after the experience, I could certainly feel the difference, so it was well worth it. Dinner was next, followed by the lip sync battle. This year there were not so many performers, however, the quality of those who did was very high. The big surprise came from the winners, the

A small selection of the many international culinary delights on offer



The deserved winners of the lip sync competition



Freddie Mercury AKA Milan Mandeljc



Paraffin bath for soft hands

amazing duo of Dorothy Zemach and Maureen McGarvey who did their renditions of some famous old songs such as Jolene by Dolly Parton. However, once they reached the final, they were told alongside the other finalists, that they had to perform, "I want to break free" by Queen. What followed left me even more speechless than when Freddie Mercury walked through the door and even the competing group stopped

to admire the performance, it was that brilliant!

Sunday morning was a rush, as there was much to get through; packing luggage, checking out, pancakes for the last time at breakfast and managing to attend the final plenaries, not easy when the check-out time is 10am. Somehow I managed it, there was time for reflecting with the few remaining

colleagues, the poetry competition which was won by guess who, yes Freddie Mercury and then it was time to say goodbye to as many people as I could before heading off. As is my custom, I headed off to nearby Trojane to pick up some fresh warm doughnuts for lunch, before moving on towards the coast, some meditation and the journey back home to Italy with some great memories.

Interviews with our plenary speakers

by **Deja Bečaj**

SOPHIA MAVRIDI

Is it your first time here? How did you find the conference?

Yes! I loved it! First of all, the place is fantastic. It makes it so convenient to just pop to your room, get your stuff, and take 10 minutes to just relax. The second thing is that the people are so nice and helpful. They really are. The atmosphere is very intimate. They make you feel very much at home.

That's very nice to hear. Since technology is your expertise would you say that we, as teachers, are welcoming technology into our classrooms and are using it, or are we still afraid of it and have a somewhat backward view of it?

I wouldn't say teachers have a backward view of it. It all depends on the context. I'm a teacher trainer and I also work in higher education, so where I work, we use technology. But broadly speaking, it's usually the teacher who uses technology, not the student. I think that in terms of technology in the classroom, in Europe, where I train teachers: Greece, UK, Spain, and other parts of Europe, we do use it, but we need to work on putting it in the hands of students, because we need to make our lessons more student centred and that especially applies to the use of technology.

What would you say is teachers' main concern when giving students technology to work with?

First of all, I would say that it's disconcerting. In order to teach with technology and teach students how to use it, it's important that we know how to do it. If teachers aren't trained, then it's not safe to involve it. Because there can be a lot of problems. The main problem is distractions. In a class of 30, how are you going to control them and ensure they're using the devices the way you intended

them to, and they're not texting or checking Facebook? There are also privacy issues, cyber bullying ... teachers need to be trained in order to train students in this field. And this isn't simple. But I think that little by little we're moving in a positive direction.

Do you think that, many years down the line, textbooks or maybe even teachers will become obsolete due to advancements in technology?

No. Definitely not. The teacher's role has changed, the teacher is no longer just the provider of knowledge. I usually say that teachers need to stop asking questions that can be answered using Google. We need to facilitate them in their learning and support them on a human level. And this is something only teachers can do. And will do forever. There's no technology, no machine that can replace this human element that's absolutely essential in education. However, we need to change roles, because we don't need to be just providers of knowledge any more. The knowledge exists out there at the click of a button.

We learned a lot from you about technology use in a classroom, but what did you learn in the past few days?

I learned so many things! I attended fantastic plenaries. I missed my flight, so I wasn't here from the beginning. I came here on Friday and I was so tired that I didn't attend anything. So I literally had one day to listen to the fantastic plenaries and amazing talks. Because I'm involved in IATEFL, and IATEFL usually has very big conferences, it got me thinking that it's actually the smaller conference where you learn ... not more but equally important things, as you're in an environment where you're able to attend more talks. The talks I attended were at a very high level. One was on virtual reali-

ty, by Nora Tartsay Nemeth from Hungary. I was amazed, not because it was revolutionary in terms of technology, but because she approached it in the right way, in an educational way. Not from the technology side, because we're not IT teachers, but she approached it from the pedagogical side.

LYNDA STEYNE

How are you enjoying your stay here in Topolšica? Have you attended our conference before?

It's marvellous as usual. It's my third time here.

We hear a lot that Slovene students are reluctant to participate. Have you ever felt that here when giving a talk to a predominately Slovene public?

Maybe at first, because I believe it's all based on relationships. So the longer that you work with people and you get to know them over time, you can facilitate an environment where they are more willing to participate. I personally haven't had that problem. A colleague here at this conference was surprised that there were so many participants who were unwilling. But at the same time, somebody else told me that in their workshop everybody participated. But for me, I haven't experienced it like that.

Would you say it depends on the energy the speaker gives out to their "public"?

No ... well maybe... No, it's not. It really is relational. When you said it's about students – if students feel comfortable in class and they're not fearful and if there's no judgement, they will relax. And they're teenagers, most likely, or little ones; they're going to speak. They will participate, maybe not in the way I would wish them to, but all participation, as long as it's in English, I'm happy with that. Or

anything that contributes to the environment of my class so that we can learn. That's all good.

What are three main characteristics a good teacher should have in order to facilitate such an environment?

Empathy, patience ... and maybe the most important thing is to be a performer. Who you are in class does not have to be who you are out of class. I'm an introvert. I'm a hermit. I like to be alone, read my book. But in class, that's my stage. My goal for my students is that they will acquire the language, learn, be able to use what they learned in my class. It's not about the grade. I want my students to get better, I want them to have that skill. We don't teach a subject. We teach a skill. It's not about the facts. You can't memorise it. You can memorise vocabulary, but if you can't use it, it's not worth it. So, performance, patience and empathy.

On Friday afternoon you gave a plenary to teach us about empowered education, but what did you learn in the past few days?

Most of the time, when I come to Slovenia, or to any conference, it's not necessarily the workshops, it's the people. And I've seen all kinds of people, my colleagues, present. And maybe what I learned is that everything is acceptable, every style. I know this - everybody has their own style, but it was almost extreme this year as to how many people have their own. Maureen McGarvey surprised me, with something totally different from what I'd expected, and Daniel Starski from Poland had a silent lesson, which was excellent. It wasn't necessarily about the content, to be honest, it was about learning from my colleagues and their teaching styles.

DOROTHY ZEMACH

Is it your first time here? How did you enjoy the conference?

Yes, it is. Oh, it was wonderful. I've heard about this conference for years through friends who would say: "Oh, there's a really fantastic conference" and I'd respond that every conference is fantastic, but they would insist: "But no, this one is really special, it's in a spa!" I would think to myself: "Yeah, tell me more" ... but then I came. And it is. It is really special! It's in somewhat of an isolated venue ... I mean

you can leave, and I did. I walked into town and saw the World War II memorial. But you feel you're all together, and I feel that's helpful. Although you're together, you don't feel trapped. You're bonded but not captives.

This year we focused on women and highlighted them as main speakers. Why do you think women are the predominant gender in teaching, but are not as prevalent at occasions like conferences?

Right, why are men doctors and women nurses. I think for breaking into that tier of people who give talks, men are kind of more aggressive about it and more proactive about their own career. And I think women are sometimes waiting to be asked. If you wait to be asked and somebody else steps in front of you and says: "I'd like to do that," they're going to go first. So as women, we need to step forward and say: "I have an idea I'd like to talk about! I have something to share." And certainly the level of female expertise is there. If you look at all the workshops; those are all women, and you look at the audience; those are all women. So, you just need to feel empowered enough to make some noise and say to a conference committee: "I'm keen on doing a session next year." It's possible to go to conference organising committees because they plan a year in advance. You can go to them and say that you're interested in talking to their audience about a topic. Maybe they will choose you, maybe they won't, but if you're sitting in your lonely institution, waiting for somebody who has never seen you to pick up the phone and call you and invite you ... that isn't going to happen. It's nice to see "empowered" as a theme, because you want those people to lift themselves up. Every conference organising committee wants to bring speakers that are good, of course, but also ones that are well known. Because that brings in the crowd. The challenge for women is to become better known. So make a personal web page, put some of your professional papers on there, have a link to a YouTube video of yourself giving a workshop and then when you put yourself forward to a conference committee, they're like: "Oh OK, who are you?", well then you can say: "This is who I am, this is my list of achievements, this is where you can go, here is some evi-

dence that I'm doing these things." Sophia Mavridi, one of this year's plenary speakers, said at the end of her talk: "Go to my website" and the site was her name. If you're just starting in your career, start compiling that evidence, put it online, so it's public.

One of your plenaries was on finding your own metaphor about teaching that will make you a better educator, but when you think back and remember your great teachers, what was one characteristic they all shared?

They believed in what they were doing. They genuinely liked the subject they were teaching not "OK, I have to do this because it's a job." They genuinely liked the material they were teaching, and their belief carries me along. I had varied teachers of many different styles, but if they're totally committed to their subject area, that's infectious. I think that at this conference you could see teachers who love the language and love the material. And I think that makes them great teachers

Last question. What did you learn in the past few days?

I was thinking about that ... I wouldn't say it was a new idea, but it took vague thoughts in my mind and put them into words. It was when Sophia was talking about digital technologies and digital literacies and she said: "Don't ban technology in the classroom, teach them the procedures", and I liked it when she said that digital literacy is not knowing how to use the phone, it's knowing how to manage it as a learning strategy. It's not like "Oh, now I know how to use Excel," it has to do with managing my digital life, so it doesn't distract me, and I can still interact; it doesn't make me feel overwhelmed. Digital literacy doesn't mean knowing how to use the application, it's managing technology in your life. And the other thing was what Maureen McGarvey said in her plenary, about the pressures teachers sometimes are under to develop. There's a judgment that teachers who aren't developing are standing still. And what's wrong with standing still? Sometimes you need to. You need to rest or to think or you're considering things and you're under this pressure to develop, develop, develop. Sometimes it's OK to say: "I'm standing still because what I'm doing is fine."

Poročilo o tekmovanju v znanju angleščine za učence 7. razreda osnovne šole v šolskem letu 2018/19

Letos je že osmič zapored potekalo tekmovanje v znanju angleškega jezika za učence 7. razreda. Tekmovanje je bilo organizirano na dveh ravneh, šolski in državni. Šolsko tekmovanje je potekalo 31. januarja 2019, državno pa 28. februarja 2019. Vsaka šola je lahko na državno tekmovanje prijavila največ tri skupine, vsa priznanja (bronasta, srebrna in zlata) pa smo podelili na državni ravni. Ponosni smo, da je bilo letos na šolski ravni 526 sodelujočih učencev, od teh je 456 napredovalo na državno tekmovanje. Spremembam in novim tehnološkim izzivom navkljub so se mentorji in tekmovalci izkazali, kar je privedlo do izjemnega števila zlatih priznanj in kar dveh zmagovalnih prispevkov.

Letošnje tekmovanje smo naslovili FIND AND SEEK in je bilo regionalno oz. lokalno obarvano. Učenci so se prelevili v vodiče in angleško govoreče turiste, ki so skupaj raziskovali pestrost in lepote domačega okolja – običaje, kulinariko in kulturne in naravne znamenitosti. Tekmovanje je ostalo zvesto dramski smernici, ki jo je koordinatorica, Metka Lovrin, začrtala že prejšnje leto. Učenci so se izkazali s kreativnimi vlogami in z doživetim igranjem, čeprav so se nekateri tekmovalci občasno zadovoljili s splošno predstavitev domačega kraja, kar ni povsem ustrezalo razpisani temi.

Novost letošnjega tekmovanja je bila sprememba formata, ki se je poslovala od prispevkov »voicethread« in se prepustila zaigranim video posnetkom s priloženo skripto. Videi so nastajali s pomočjo pametnih telefonov, tablic in šolskih kamer, pri čemer sta bila predpisana kakovost posnetka vsaj 720p in standarden video format (npr. mp4, avi ipd.). Učenci so pogosto zgubljali točke zaradi preslabe kakovosti posnetka, ki je bila za nekatere snemalne naprave previsoko zastavljena. Pogosto je tudi prišlo do odstopanj med govorjenim in pisanim besedilom. Za naslednje tekmovanje smo si zato zadali, da bomo tehnične in besedilne kriterije dodelali in dodatno razčlenili. Prav tako načrtujemo uvedbo aplikacije, ki bo obdelavo video posnetkov naredila bolj intuitivno. Navkljub manjšim tehničnim tegobam smo prejeli veliko pohval za menjavo formata, kar je omogočilo dodatno svobodo pri izražanju kreativnosti učencev.

Na državno tekmovanje smo prejeli 125 izdelkov, ki jih je pripravilo 456 tekmovalcev iz vse Slovenije. Tudi letos so bile skupine sestavljene iz dveh do petih članov, mentorji pa so izdelke objavili na spletnem odložišču. Prispele izdelke je tekmovalna komisija ocenjevala glede na naslednje kriterije: vsebino oz. sporočilno vrednost, slovnično oz. jezikovno pravilnost, bogastvo besedišča, pravilno izgovorjavo in gladkost, strukturo izdelka, ustreznost njegove dolžine, tehnično dovršenost in splošni vtis.

Za bronasto priznanje je bilo treba osvojiti 70 % točk, za srebrno 80 % točk ter za zlato 90 % točk. Bronasto priznanje je letos osvojilo 92 tekmovalcev, srebrno 87 tekmovalcev, zlato priznanje pa 61 tekmovalcev. Zmagovalni ekipi sta za nagrado prejeli enodnevni izlet v Gardaland. Člani ekip so: Žiga Judnič, Tristan Turk in Blaž Željko z OŠ Belokranjskega odreda Semič (pod mentorstvom Tonija Jeleniča) ter Žak Jelen, Ula Lesjak in Neža Cvikl z OŠ Petrovčice (pod mentorstvom Veronike Tavčar).

STATISTIKA NA KRAJKO:

Število sodelujočih šol: 70

Število izdelkov, ki smo jih prejeli za državno tekmovanje: 125

Število vseh tekmovalcev: 526

Število bronastih priznanj: 24 skupin (92 tekmovalcev)

Število srebrnih priznanj: 25 skupin (87 tekmovalcev)

Število zlatih priznanj: 17 skupin (61 tekmovalcev)

Število mentorjev: 77

V imenu tekmovalne komisije vsem tekmovalcem iskreno čestitamo za njihove dosežke, mentorjem pa se najlepše zahvaljujemo za njihovo sodelovanje in povratne informacije. Trudili se bomo za dodatne izboljšave, ki bodo ustvarjanje naredili še prijetnejše. Vabimo vas, da se nam ponovno pridružite prihodnje leto.

Metka Lovrin,
koordinatorica tekmovanja

Poročilo o tekmovanju v znanju angleščine za učence 8. razreda osnovne šole v šolskem letu 2018/19

V šolskem letu 2018/19 je Slovensko društvo učiteljev angleškega jezika Iatefl Slovenia organiziralo deseto tekmovanje v znanju angleščine za učence 8. razreda. Pravilnik in razpis tekmovanja v tekočem šolskem letu sta bila objavljena na spletni strani društva. Tekmovanje je bilo sistemsko podprto in izvedeno preko strežnika DMFA.

Tekmovanje iz znanja angleščine za učence 8. razreda je dvostopenjsko, na šolski ravni tekmujejo učenci za bronasta priznanja, na državni ravni pa za zlata in srebrna priznanja.

Tema letošnjega šolskega tekmovanja je bila Slovenian Musicians. 15.10.2018 so se učenci pomerili med seboj na šolah. Udeležilo se ga je 4000 učencev, ki so tekmovali v bralni spretnosti, uporabi jezika v sobesedilu in kreativnem pisanju. Bronasto priznanje je osvojilo 515 učencev.

Tema državnega tekmovanja je bila Music – Music is life itself. What would the world be without good music? No matter what kind it is. (by Louis Armstrong). Na državno tekmovanje se je na podlagi rezultatov šolskega tekmovanja uvrstilo 411 učencev. Organizirano in izvedeno je bilo 19.11.2018 na 5 lokacijah.

lokacija	gostitelj	organizator
Celje	OŠ bratov Letonja Šmartno ob Paki	Lea Stiplovšek
Koper	OŠ Milojke Štrukelj Nova Gorica	Marina Rabzelj
Ljubljana jug	OŠ Karla Destovnika Kajuha, Ljubljana	Erika Golob
Ljubljana sever	OŠ Jožeta Moškriča, Ljubljana	Tadeja Helena Andoljšek
Maribor	OŠ Lenart	Simona Peserl Vezovnik

Učenci so se pomerili v poznavanju in rabi besedišča, poznavanju kulture in kreativnem pisanju. Zlato priznanje je osvojilo 53 učencev, srebrno priznanje pa 97 učencev.

Poleg priznanj smo učencem podelili tudi nagrade. Najboljši 3 tekmovalci so prejeli tridnevni izlet v London.

tekmovalka		mentorica
Manca Čepin	OŠ Črna na Koroškem	Angela Jelen
Zala Gregorič	OŠ Vič, Ljubljana	Ana Stranščak
Klara Janža Štrucl	OŠ Mladika, Ptuj	Mihaela Cajnko Gojkošek

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

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

mag. Helena Žnidaršič Seme
koordinatorka tekmovanja

mag. Janja Čolić
predsednica Iatefl Slovenia

glavni sponzor tekmovanja



Poročilo o tekmovanju v znanju angleščine za 2. letnike v šolskem letu 2018/19

Slovensko društvo učiteljev angleškega jezika IATEFL Slovenia je v šolskem letu 2018/2019 že deseto šolsko leto zapored uspešno izvedlo tekmovanje za dijake 2. letnikov srednjih šol. Razpis, pravilnik tekmovanja, navodila za tekmovanje in kriteriji za ocenjevanje so bili objavljeni konec julija na spletni strani www.iatefl.si, prav tako pa so bili vsi dokumenti poslani članom IATEFL Slovenia po elektronski pošti, prav tako pa tudi mentorjem in mentoricam dijakov, ki so sodelovali na dosedanjih tekmovanjih. Tekmovanje je potekalo na dveh ravneh, in sicer je bilo na posameznih šolah najprej izvedeno šolsko tekmovanje (12. 11. 2018), nato pa so izmed prijavljenih izdelkov šole poslale najboljše na državno tekmovanje (17. 12. 2018).

Letošnja tematika tekmovanja je bila »IMAGINE«, saj smo želeli nadaljevati s temo naše jubilejne, 25. mednarodne konference, ki smo jo organizirali v marcu 2018. Izbiro žanra smo prepustili dijakom, kar jim je dalo precej možnosti za uporabo lastne domišljije. Predpisanih je bilo tudi po 10 besed v posamezni kategoriji, ki so jih morali dijaki smiselno uporabiti v posnetem prispevku. Besede so bile naslednje:

KATEGORIJA A / C:

EMPHASIS (N), MOSAIC (N), STUNT (N), SWING (V), FUSS (V), ENCOURAGE (V), GOBSMACKED (ADJ), ROBUST (ADJ), MARVELLOUSLY (ADV), FRANKLY (ADV)

KATEGORIJA B / D:

EMPHASIS (N), ARMOUR (N), FUSS (N), ENCOURAGE (V), DISCONNECT (V), ABANDON (V), CHILLY (ADJ), FLABBERGASTED (ADJ), MARVELLOUSLY (ADV), GENTLY (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 **14 šol**, in sicer je v kar **36 skupinah** tekmovalo skupno več kot **150 dijakov**. Zaradi neupoštevanja pravilnika in kriterijev sta bili diskvalificirani dve skupini.

Dijake in dijakinje je potrebno - kot vsako leto - znova pohvaliti za izvirnost in ustvarjalnost pri pripravi filmov, kot tudi za veliko truda, vloženega v pripravo in snemanje prispevkov. Zmagovalci v posameznih kategorijah so se še posebej izkazali, za kar jim še enkrat iskreno čestitamo.

Število priznanj po kategorijah

Priznanje	A	B	C	D	skupaj
zlato	3	1	1	/	5
srebrno	8	4	/	1	13
bronasto	6	2	/	/	8
skupaj	17	7	1	1	26

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

KATEGORIJA A:

1. Gimnazija Vič s posnetkom *Imagination Nation*
(Eva Brank, Urban Širca, Nikolina Vulović, Jaka Suhodolčan, Eva Hočevar)
mentorja: Blanka Klobučar, Timothy Gallagher

2. ŠC Novo mesto - Srednja elektro šola in tehniška gimnazija

s posnetkom *If I Were*
(Kaja Gradišnik, Sara Kek, Kevin Poredoš, Ines Džananović, Maks Tomše)
mentorica: Marjana Pogačnik

3. Gimnazija Franca Miklošiča Ljutomer

s posnetkom *Happy Wife, Happy Life*
(Bria Farkaš, Sarah Friski, Anej Kavaš, Živa Ritlop, Klara Vinčec)
mentorji: Saša Pergar, Ludvik Rogan, Beverley Landricombe

KATEGORIJA B:

1. ŠC Celje - Srednja šola za strojništvo, mehatroniko in medije s posnetkom *Border Patrol*

(Uroš Sevšek, Ajdin Šabanagić, Leon Povše, Suvad Šljivar)
mentorici: Simona Tadeja Ribič

KATEGORIJA C:

1. Gimnazija Franca Miklošiča Ljutomer

s posnetkom *The Perfect Plan*
(Lara Krnič, Lorian Landricombe, Vanesa Pukšič, Hana Pušenjak, Larisa Šek)

mentorji: Saša Pergar, Ludvik Rogan, Beverley Landricombe
Še enkrat iskreno čestitamo vsem sodelujočim, vsem mentorjem pa se najlepše zahvaljujemo za pomoč pri izpeljavi tekmovanja. Nasvidenje do prihodnjega leta!

Jasna Šebez
koordinatorka tekmovanja

Janja Čolić
predsednica društva

Poročilo o tekmovanju v znanju angleščine za 3. letnike v šolskem letu 2018/19

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 4. 2. 2019 na sedmih regijskih šolah (Gimnazija Nova Gorica, Gimnazija Škofja Loka, Gimnazija Murska Sobota, II. gimnazija Maribor, Gimnazija in srednja šola Rudolfa Maistra Kamnik, Šolski center Celje in Grm Novo Mesto – Center biotehnike in turizma. Državno tekmovanje je potekalo 18. 3. 2019 na Gimnaziji in srednji šoli Rudolfa Maistra Kamnik.

Razpis tekmovanje smo na naši spletni strani objavili konec julija 2018. Razpis je vseboval podatke o strukturi tekmovanja in tipu nalog.

Na regijsko tekmovanje se je prijavilo 694 dijakov. Letos je tekmovanje potekalo v 3 kategorijah – **A1** (splošne gimnazije), **A2** (mednarodni oddelki in dijaki, ki so več kot eno leto bivali na angleško govorečem področju), **B** (strokovne šole in angleščina kot drugi tuji jezik). Na državno tekmovanje se je skupaj uvrstilo 111 dijakov.

Naloge s področja kulture so bile letos v vseh kategorijah vezane na literarno delo. V kategorijah A1 in A2 na knjigo Aldousa Huxleyja *Brave New World*. V kategoriji B pa na knjigo Johna Greena *Looking for Alaska*. Na državnem tekmovanju so se najbolje uvrstili naslednji dijaki (navajamo najboljše dijake v posamezni kategoriji).

Kat.	1.mesto	2.mesto	3.mesto
A1	GAL GROSEK Gimnazija Bežigrad, Ljubljana <i>Mentorica: Maja Petričič Štritof</i>	LUKA HADL Gimnazija Novo Mesto <i>Mentorica: Barbara Maznik</i>	IAN KESAR Gimnazija Vič, Ljubljana <i>Mentorica: Blanka Klobučar</i>
	1.mesto	2.mesto	3.mesto
A2	GREGOR GAJIČ Gimnazija Bežigrad, Ljubljana <i>Mentorica: Karmen Goršak</i>	PETEK KENDA Gimnazija Bežigrad <i>Mentorica: Karmen Goršak</i>	EMANUEL KRAJNC II. gimnazija Maribor <i>Mentor: Emil Pečnik</i>
	1.mesto	2.mesto	3.mesto
C	ALEN VIDMAR ŠC Novo Mesto, Sr. elektro šola in tehn. gimnazija <i>Mentorica: Marjana Pogačnik</i>	MARCEL DETIČEK ŠC Slovenske Konjice – Zreče, Sr. pokl. in strok. šola Zreče <i>Mentorica: Mateja Smolar Tič</i>	REBEKA PIGNAR Gimnazija in sr. kemijska šola, Ruše <i>Mentorica: Ema Ramot</i>

Ostali rezultati so objavljeni na naši spletni strani. Skupno smo podelili 22 zlatih priznanj. Spodnjo mejo točk za srebrno priznanje je določila Državna tekmovalna komisija. Skupno smo podelili 23 srebrnih priznanj. Preostalih 64 tekmovalcev prejme bronasto priznanje.

Vsem dijaku, ki so se udeležili letošnjega tekmovanja čestitamo za uspehe in sodelovanje na tekmovanju. Zahvaljujemo se tudi mentorjem in popravljalcem na regijskem in državnem tekmovanju, regijskim organizatorjem za pomoč pri izvedbi regijskega tekmovanja in g. Milanu Mandeljcu in vsem njegovim sodelavcem za izvedbo državnega tekmovanja na Gimnaziji in srednji šoli Rudolfa Maistra Kamnik.

Nataša Meh
koordinatorka tekmovanja



TWin odlični izleti!

Turistična agencija TWIN se s kulturno-izobraževalnimi potovanji ukvarja že 20. leto. Ker v Veliko Britanijo potujemo pogosteje kot večina ostalih slovenskih organizatorjev potovanj, ponujamo odlično in preverjeno izvedbo. Naše cene tudi že vključujejo javni prevoz in obvezne vstopnine. Cene so odvisne predvsem od termina odhoda in vaše fleksibilnosti pri odhodu.

1995 - 2015



Zemljemerska ulica 12
1000 Ljubljana
Tel.: 01 280 28 20,
040 187 830
e-pošta: info@twintur.com
www.twintur.com

Zakaj s Twin-om v London:

- 1 Pogosti in redni, zagotovljeni odhodi v London.** Twin organizira šolska potovanja v London že 20 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 oz letalskega prevoznika.
- 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. **Z nami zelo malo šol potuje samo enkrat.** 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 3-dnevni program, kjer za izvedbo ni potrebno delovnika.

Več informacij na www.twintur.com ali na 040 187 830 ali v poslovalnici na Zemljemski ulici 12 v Ljubljani.

Osmisliti učenje je osnovna naloga vsakega učitelja in ni boljšega načina, kako priljubiti angleščino, od tega, da učence popelješ po svetu. V današnjih časih to ni enostavno. Šole in učitelji se bojijo odgovornosti, mnogi starši pa ne zmorejo ali znajo otrok odpeljati sami. Ni bilo lahko pred 15 leti prvič sesti na avtobus in se podati z agencijo, o kateri nismo vedeli ničesar, na večdnevno potovanje v Veliko Britanijo. Bilo nas je strah pred odhodom, a takoj ko smo se podali na pot, smo vedeli, da je bila odločitev prava.

Po tistem, ko smo prvič potovali s TWinom, smo vedeli, da nas ne bo več strah. Lani smo že desetič odkrivali Evropo in vsakič smo se vrnili ne samo zadovoljni, ampak tudi hvaležni za TWinovo strokovnost, prijaznost, ustrežljivost ... Hvaležni smo celotni ekipi in nikoli ne bi izbrala druge agencije, saj sem prepričana, da niti cenovno niti strokovno potovanja ne bi mogla biti ugodnejše in bolj izpeljana.

Ta ekskurzija je postala stalna praksa naše šole in učenci komaj čakajo, da bodo dovolj stari, da se je bodo lahko udeležili. Nam, spremljevalcem, pa je v neizmerno veselje, ko jih opazujemo, kako polni vtisov in lepih doživetij še dolgo pripovedujejo o potovanju.

Ksenija Tripkovič, OŠ Selnica ob Dravi