

3RD NATIONAL IATEFL SLOVENIA CONFERENCE

October 1-2 2021
ONLINE

The conference will take place in Zoom.

The links to each of the rooms are added at the top of each page of the program ("Enter HERE").

Room 1 is mainly for secondary school, Room 2 for primary school.

(There are some workshops meant for all audiences
(marked as "all").

You are invited to join in or leave at any time during the conference, but make sure your microphones are off during presentations. After the presentations, you may ask questions until the next session starts.

We have created a sharing folder for notes and presentations.

If you manage to keep notes, please share them with us after the conference. This way, the participants will be able to use the ideas from all the workshops. We will ask all the speakers to share their presentations with us after the conference as well.

Click [HERE](#) to access the folder and upload your notes and presentations. There is also a feedback form in the folder – please take a few minutes after the conference to tell us your opinion – it matters to us.

Thank you.

Enjoy!
IATEFL Slovenia team

FRIDAY, OCTOBER 1

ROOM 1 (SEC)

Enter HERE

14.45 Official opening of the conference, introductory remarks

15.00 - 16.00

PLENARY

Andy Cowle

Take Another Look! Making the Most of Your Coursebook Using Video and Images

In a world transformed and consumed by digital images and video, it goes without saying that these belong in our classroom, too, as vital and familiar resources. Because, if we are teaching students to interact with others in a global language, then we must equip them to do so as they interpret what they see to respond and communicate accordingly. This session looks at developing learners' visual literacy, by thinking creatively and realistically when we encounter images and video in our coursebooks, and preparing meaningful and purposeful activities.

16.10 - 17.10

Vladka Skopцова

Mixed-ability Classes

Let's face it - more than one student is a mixed-ability class! We all know how difficult it is - the students are at various levels, have different needs, interests and learning types. This session will focus on practical ways to make these lessons more effective, manageable and sustainable.

17.20 - 17.40

Rok Škrlec

Portfolio Assessment in Secondary Schools

This new method of assessment was included in the classes which didn't turn in their homework regularly after online lessons. The purpose was to encourage students to work more regularly and reward the work with another grade. This was the students' first year creating the portfolio in English classes but a good method of encouraging them to submit their work.

ROOM 2 (PRIM)

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16.10 - 17.10

Jerica Atelšek

Cross-Curricular Teaching with the Series "THINK"

The purpose of this workshop is to share my teaching experience with interdisciplinary features (CLIL) presented in the series »Think«. I have been using Think 1 and Think 2 ever since its first Slovene edition issued by the Rokus-Klett publishing house. Their student's books have allowed me to convert my lessons into an interesting cross-curricular experience.

17.20 - 17.40

Mojca Zadavec

Revision through Movement and Exercise

Students like exercising during classes, but they want to do it outside in the schoolyard even more. In my presentation I will provide one example of how teachers can give students revision time outside, and combine revision time with exercise and movement.

FRIDAY, OCTOBER 1

ROOM 1 (SEC)

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17.45 - 19.15

PLENARY

Matt Done

Speaking: Before, during, and after

A huge part of our communicative methodology is devoted towards helping students develop their ability to SPEAK in English. However, speaking activities can bring with them certain issues, such as learners not actively participating, and failing to improve their speaking despite regular practice and frequent error correction. Fortunately, there are a number of steps teachers can take before, during, and after speaking activities that can increase the chances of them being successful, and help learners gain even greater benefit from them.

ROOM 2 (PRIM)

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SATURDAY, OCTOBER 2

ROOM 1 (SEC)

Enter HERE

9.00 - 9.45

Barbara Lukač Patarčec

BookWidget - the widget that saved me

This presentation will focus on an invaluable platform for creating online exercises, flashcards and exams that saved my life as early as the first lockdown. We will look at some of the most useful options this platform provides for language teacher and how it can be incorporated in everyday lessons outside of our virtual classrooms as well.

ALL

ROOM 2 (PRIM)

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9.00 - 9.45

Marša Jović

Can you say this in Giraffe, please?

This year, again, I will focus on the presentation of nonviolent communication. Nonviolent Communication is a practice that includes clear and emphatic receiving and expressing of people's feelings and needs. Children (as well as adults in the long term) find this kind of communication natural and unambiguous. We have been living NVC in Kajžica for some years now and we are not the only ones. In the presentation we will focus on nonviolent expressions by engaging in practical exercises, case studies and demonstrations.

ALL

SATURDAY, OCTOBER 2

ROOM 1 (SEC)

Enter HERE

10.00 - 10.30

Kevin McCaughey

Compare, Contrast, Categorize: Easy Critical Thinking Tasks for all Levels

Participants will see and partake in easy-to-implement compare/contrast tasks for English classes of all levels—online or in person. These tasks tap into the foundations of critical thinking through the acts of analyzing and evaluating. Teachers will also see how compare/contrast tasks make a perfect springboard for writing.

ALL

10.40 - 11.00

Jana Mlakar

Slavery, Child Labour, Human Trafficking - Closer than You Think

In this talk, I am going to present how I tried to raise my students' awareness about the issue of child labour and human trafficking by looking at the history of slavery, the situation around the world and in Europe today, with special focus on practical ways we can all act against it.

11.10 - 11.30

Tina Rajhman

Team Teaching with a Native Speaker

The presentation will provide insight into an online ESL lesson that was held by a native speaker and assisted by me. First, I am going to summarize the lesson, and present my observations on the highlights and challenges of such a lesson. Next, I would like to discuss the advantages and disadvantages of such lessons with other conference participants.

ROOM 2 (PRIM)

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10.00 - 10.30

Anita Jokić

Sea, Sounds and Scents we Share

This multidisciplinary workshop combines ELT, Music, Arts, Geography, Culture, and Tourism with modern technology, music, and practical work. The workshop focuses on Mediterranean countries: Greece, Italy, France, and Spain and students discover the countries in groups using various applications, handouts, and other class materials. Students practice their speaking, writing and IT skills, research, make conclusions, reflect, discuss the materials, create a brochure and express themselves creatively expanding their knowledge about (other) Mediterranean countries.

10.40 - 11.00

Andreja Golouh

Let's Enrich English Lessons with Boomwhackers

In after school care, I taught 3rd and 4th grade pupils how to play Boomwhackers. A Boomwhacker is a lightweight, hollow, color-coded, plastic tube, tuned to a musical pitch by length. We practise English by singing English songs. I recorded students while singing and playing. The recording was edited with Kdenlive program and sent to students' parents on Mother's Day.

11.10 - 11.30

Nina Jerončič

Grammar in Disguise

When teaching young learners and younger primary school learners, there is hardly a word more controversial than grammar. So how do we reconcile teaching grammar, an integral part of any language, with developmental capabilities of children? In this talk, we will look at some sneaky, classroom-tested ways to teach grammar points with mnemonics and chants.

SATURDAY, OCTOBER 2

ROOM 1 (SEC)

Enter HERE

11.40 - 12.00

Klavdija Krempļ Slana

Using documentaries in an EFL classroom

One of the components of successful language learning and teaching is the development of receptive skills. The traditional method is to use recordings which are part of a student's book. Nowadays, however, we have access to many other materials which offer far more authentic and actual subject matters and many of them come in the form of multimodal texts such as short films and documentaries. This presentation will introduce the basics of using documentaries and short films in an EFL classroom and provide teachers with an impressive list of documentaries topic-wise and a set of post-watching activities to use.

12.10 - 12.30

Aleksandra Popovski

Ikigai - finding your life purpose

Ikigai is a Japanese concept of achieving a life's purpose. Garcia and Miralles (2017) distilled from the wisdom of the long-living residents of Ogimi ten rules of ikigai, which when looking at them from the perspective of an EFL teacher, are closely related to what happens or should happen in the EFL classroom every day. If we implement the 10 rules in our teaching practice, perhaps we can set our learners on the right path to achieving their ikigai and finding their life purpose. In this talk we will look at the 10 rules and activities that reflect them.

12.35 - 13.00

Aleksandra Popovski

continued (from previous session)

ROOM2 (PRIM)

Enter HERE

11.40 - 12.00

Breda Banovšek

OK Boomer

Confused by the title? Struggling to connect with your students? It might seem impossible for a teacher, a well-educated adult who understands the ways of life, to find common points with the students, but everything is possible. How? By turning the latest trends on social media into teaching opportunities. Remember: a boomer is a person willing to learn from students and owning their trends.

12.10 - 12.30

Suzana Kotnjek

When Chemistry merges with English and ICT

Distance learning has encouraged us to start teaching in an adapted way. This way of teaching encourages students to be motivated, active, and achieve as many goals as possible. The use of web applications (Liveworksheets, Edpuzzle, WordItOut, Wordwall...), practical work, and video production is a successful example of the cross-curricular connection between Chemistry and English.

12.35 - 13.00

Mateja Sukič Kuzma

When English is attracted to Chemistry and ICT

Distance learning has posed new challenges. It was important to me that English becomes a learning tool and not a goal of my teaching. The cross-curricular connection with Chemistry posed the opportunity for students to use English in an authentic situation, expand their vocabulary, learn about a new topic and use ICT meaningfully.

SATURDAY, OCTOBER 2

ROOM 1 (SEC)

Enter HERE

14.10 - 14.30

Jolanda Obronek

The Great Gatsby - watch, learn, use

Teaching vocabulary through watching a film? Why not! It's an enjoyable activity and students are eager to learn new words by describing characters from the film. Pick a film with several interesting roles, ask students to describe their personalities using as many character adjectives as possible, write them down and ask them to share the words among themselves.

14.40 - 15.10

Barbara Lukač Patarčec

Scaffolding in (CBI) lessons

In CBI lessons as well as in any other lesson, scaffolding is of extreme importance. In this presentation we will explain what scaffolding is, why it is important to scaffold and look at some techniques that teachers can use to scaffold.

15.20 - 15.40

William Trub

Unlocking Best Writing Practices Through Poetry

Focusing on Amanda Gorman's "Chorus of the Captains," participants will learn how analyzing a single poem can teach students essential writing skills, such as awareness of audience, organizational structure and avoiding word clutter, that transcend genre and can improve their own work.

ROOM 2 (PRIM)

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14.10 - 14.30

Adela Krois

Running to English - how to make English learning more effective

Physical activity, movement and games make it easier for children to come into contact with English as a foreign language and make it easier for them to accept it. I place great emphasis on learning English through movement and sports. This approach awakens positive feelings in children, so learning is faster and knowledge more lasting. The integration of English with movement and sports offers learners experience and knowledge, which is an important factor in acquiring motor and communication skills. I will present physical activities that can be integrated into English language teaching and a concrete example of a lesson.

14.40 - 15.10

Marija Bojić, Ivana Dašić

Critical Thinking in Action

In our world - the world of teachers - the importance of developing 4 Cs is undeniable and through the improvement of critical thinking we are getting better in collaboration, communication and creativity. Teachers are aware of the importance of the lifelong learning and we need to pass that awareness on our students. Through different activities students should understand the value of being part of the community and work together as a team to make the world the better place.

15.20 - 15.40

Barbara Dvornik

Break out lessons

This talk offers a list of lesson ideas which are suitable for last minute substitute lessons or an occasional break from chasing the syllabus (read: you break within the lessons). Your preparation and required materials are minimal while students' involvement and activity stay high. The list of activities will be provided via shared document, including any participants' suggestions.

SATURDAY, OCTOBER 2

ROOM 2 (SEC)

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15.50 - 16.20

Pamela Johnson

Building an English Program for a New World

Learning contexts and conditions are now transformed, dynamic, and unpredictable. There's no going back to our previous program and course models, but we can build better ones for the future. This session will examine assumptions about how long it takes to learn a language, traditional program design, and how to build a program that works in any conditions.

ALL

16.30 - 17.15

Claudia Molnar

How we encourage autonomous learning through classroom skills

In this workshop we will be exploring ways in which we can extend and exploit coursebook activities while helping our students to become more autonomous learners. We shall be focusing on audio as reading texts, in order to develop pronunciation and writing skills. This interactive workshop will demonstrate creative ideas for developing autonomous learning opportunities that extend your in class activities.

ALL

17.25 - 17.45

Irena Labaš

A for-and-against essay. How to start off

Teaching students how to write an essay properly has never been an easy job. The presentation will therefore focus on strategies which help students to learn how to write an essay for the vocational matura exam. The focus will be put on how to begin writing, linking words, style and practical examples.

ROOM 2 (PRIM)

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15.50 - 16.20

Dragana Radoman, Milka Cerović

Words have power!

"Without grammar, little communication may be possible; without vocabulary, no communication is possible." (Folse, 2004) Vocabulary is the basis of all languages. It helps students express their thoughts and ideas, give opinions, share information, and understand others. Even if students barely know a language and have zero grasp of grammar, they can still communicate. Activities for teaching vocabulary will be presented.

ALL

16.30 - 17.15

Richard M. Cash

Differentiating UP! Using the Enrichment, Extension & Enhancement (E3) Model

Differentiating UP takes the current curriculum and enriches, extends and enhances it (E3). Advanced learners need to think and produce in complex and sophisticated ways. The E3 Model provides a framework for making content deep, relevant and meaningful. Use this model for your pull-out/push-in, WIN time, regular or self-contained classroom. This highly interactive and practical session will offer ready-to-use ideas.

17.25 - 17.45

Coordinating Literacy Development and Self-Regulation: The Right Balance

We all want our students to achieve the highest educational goals and challenges. Meaningful understanding and comprehension are communicated through more sophisticated independent levels of applied literacy skills and self-regulation. Learn do-able ways to incorporate literacy skills with self-regulatory learning autonomy approaches. You will leave with a menu of ideas and implementation plans.

SATURDAY, OCTOBER 2

ROOM 1 (SEC)

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17.50 - 18.10

Breda Jesenik Kolar

Practical ideas for delivering engaging (online) lessons

"How can I keep my learners motivated when teaching online?" is one of the crucial questions teachers have been asking themselves for some time. Demonstrated and tested strategies, which foster learning and increase students' engagement during (online) lessons, will help you maintain their motivation and make learning (and teaching) fun and exciting.

18.15 - 19.00

PLENARY

Katherine McKnight

Developing Literacy Skills in the Discipline

Participants will explore research-based, classroom-tested strategies for engaging students in rigorous texts that are relevant to a discipline or content area and learn how to develop a classroom environment that supports reading, writing and language development for learning.

19.20

Conference wrap-up

Key takeaways

Moderated Chit-chat

ROOM 2 (PRIM

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17.50 - 18.10

Richard M. Cash, Dr. Katie McKnight

continued (from previous session)