

IATEFL SATURDAY
On 19 January 2013
MINT
Vilharjeva cesta 21, Ljubljana

9.00–10.00

Mojca Belak: Are you absolutely sure *this* is the right answer?

This culture-based quiz can be used in class a day before holidays or on occasions when the motivation is low and students' attention span short. It consists of various questions and possible answers with sometimes persuasive but totally wrong statements. Students are supposed to get the answers right, while the teacher's secret aim is to catch the class unawares and 'sell' them wrong answers that look good.

10.00–10.30

Marša Meznarič: Early Reading – the Montessori Way

Montessori observed children and devised materials that answer their needs and aid development. She discovered that children go through "sensitive periods" in which they easily acquire certain abilities by performing actions that satisfy their needs. If the environment does not respond, the tasks later become strenuous. In Montessori institutes children learn about language in the early years of their lives. How?

11.45–12.30

Nevenka Jesenik: Dnevnik Ane Frank

V zadnjih letih sta naš šolski prostor in s tem tudi delo v razredu zaznamovala dva večja projekta: medpredmetno povezovanje in razvijanje bralne pismenosti. V navezavi z obema projektoma je nastal sklop učnih ur, pri katerih sem ob ciljnih projektov skušala uresničevati tudi cilje UN, razvijati empatijo, socialni čut, moralne vrednote in še česa pri učencih, hkrati pa zadostiti moji osebni želji, da vsake toliko časa stopim iz učbenika in pripravim kaj novega in drugačnega. Tako je nastal učni sklop, ki sem ga poimenovala Dnevnik Ane Frank, čeprav bi ga lahko poimenovala tudi kako drugače. Odlomki iz knjige Dnevnik Ane Frank so izhodišče in rdeča nit raznih aktivnosti, ki zajemajo vse jezikovne spretnosti in nudijo učencem veliko priložnosti, da ob branju spoznavajo tragično usodo deklice njihovih let ter hkrati razmišljajo o sebi, o svojem življenju, o lastnih vrednotah in ciljnih, obenem pa razvijajo bralne strategije in pisne spretnosti, pri čemer se preizkusijo tudi v pisanju pesmi. Torej: od dnevnika do pesmi, od branja do pisanja, od poslušanja do samorefleksije.

12.30–13.00

Janja Čolić: Using songs in the English Classroom

There are at least a thousand reasons why to use songs to teach English. To start with, songs are fun. They contain natural language and a variety of new vocabulary can be introduced. By selecting different types of songs, a teacher can suit the needs and interests of the students that therefore feel motivated and interested in English. Also, students get to hear different accents of English and songs are good to introduce many of the topics that they may cover. You will be provided with some ideas about how to adopt songs' lyrics as well as get some of the 'ready-to-take' into the classroom material.

13.00–14.30

Lunch break (finger buffet and drinks)

14.30–15.30

Andreja Lakner: A little bit of this, a little bit of that – but it works!

In my workshop I'm going to present you some ideas I've been using over and over again – simply because they work. There's going to be a little bit of everything, and most of the activities need no special preparation or materials, so you'll be able to take them right into the classroom the next day. We'll have some gym (no equipment needed!), some speaking and writing activities, some drama, and more. For the end I'm going to give you some teaching tips that are worth trying out just to see the results. You may be surprised!

15.30–16.00

Tjaša Lemut Novak: Let's Do Drama!

Teaching language skills, vocabulary and grammar through drama is fun, effective and motivating. Students are faced with practice, revision in »camouflage« and basically – they learn without really realizing that they are learning. Such activities are suitable for all ages, situations and levels. In this workshop, I'll present 10 original activities (original teaching materials) for practicing language skills, grammar and vocabulary.

16.15–17.00

Peter Oletič: Innovating ways of teaching idioms

Teachers often feel like avoiding idioms simply because they can be such a drag to teach. In our workshop we shall come up with certain innovative ways to deal with them. I will use the existing collective knowledge and my own research to offer a small, yet helpful how-to guide on teaching idioms for teachers of EFL.