

**19<sup>th</sup>**

**International IATEFL**

**Slovenia Annual Conference**

**1<sup>st</sup> - 4<sup>th</sup> March 2012**

**Terme Topolšica**

**CARE 2 SHARE?**



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'WHO DARES TO TEACH  
MUST NEVER CEASE TO LEARN.' *John C. Dana*



Every professional knows how important it is to have the ability to stay up to date and utilize the most recent information possible. 'Genuine' teachers feel the need to develop professionally and in so doing improve their practice. Attending well-structured and carefully planned and chosen workshops encourages creativity, provides us with new ideas and enables us to try out different methods/approaches in class.

The possibility to grow professionally by learning from our colleagues helps us recharge our batteries, renew our passion for teaching and prevents us from burning out as well. The only thing we need to bear in mind is to implement the freshly acquired knowledge the moment we walk into our classroom.

Our annual conference is one of the opportunities to learn about best practices in education, new research on students' ways of learning, and new technologies to be used in the classroom.

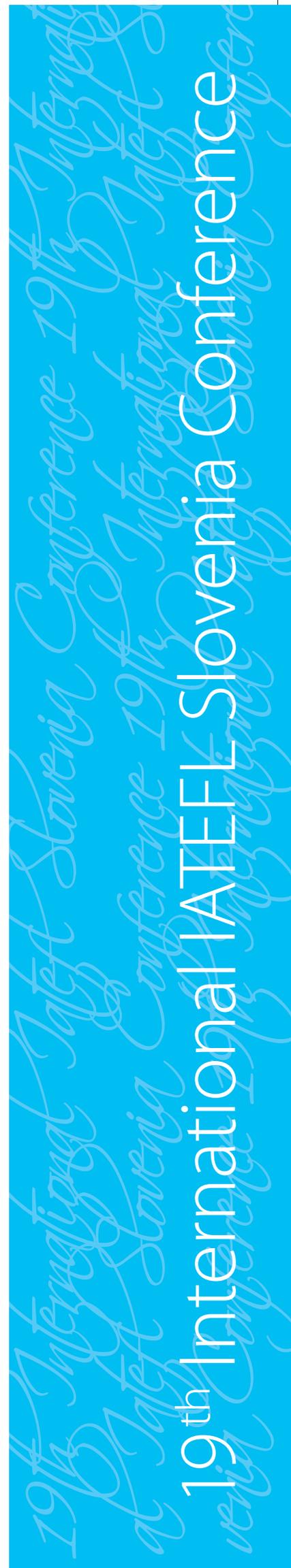
We should nourish ourselves in order to be able to nourish our students.

So, now it is time to CARE 2 SHARE - not only materials, experience and good-practice, but high spirits, too.

Best wishes, *Jasna Klavžar Sedmak*

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# Acknowledgments

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Terme Topolšica  
Twin  
SOL - Sharing one language

# General Information

## Programme Changes & Cancellations

Changes made after the printing of this Conference Programme will be displayed on the IATEFL notice board. Please check the notice board frequently for changes to the conference programme and any cancellations.

## Coffee Breaks

Coffee and tea included in the registration fee will be served during the thirty-minute morning and afternoon breaks. The coffee/tea stands will be located in the exhibition area.

## Lunch Break

There will be a one-hour break at lunchtime. Lunch is available in the hotel restaurant or in the hotel bar, where you can get some light refreshments.

## Registration Opening Times

Thursday	1 <sup>st</sup> March	14.00 – 17.00
Friday	2 <sup>nd</sup> March	08.00 – 09.00
Saturday	3 <sup>rd</sup> March	08.00 – 09.00

Upon registration you have received the conference package and name badge. Please wear the badge at all times. Your name badge entitles you to access all sessions, the ELT Resources Exhibition and the social programme on the day/s you registered for.

## Members of the Organising Committee for the Conference

Jasna Cepuder Sedmak  
Sandra Vida  
Beti Kerin  
Dolores Malić  
Eva Suhadolc  
Jasna Džambić  
Marša Meznarič  
Andreja Lakner  
Lea Sobočan  
Tjaša Lemut Novak



# JACK-OF-ALL-TRADES

## How would you describe a typical day?

Part of the joy of teaching is the delight of hearing the students call your name and say "Hey Ms. Stanley, how you doing....what's new...Good Morning Ms. Stanley." So a typical day begins with a lot of students acknowledging you and the chance for you to acknowledge a lot of students. I go up into class, and if I'm clever, I will have put my objectives and my agenda on the board the night before. Often times a typical day begins where I am writing my agenda and my objectives on the board. I will review to make sure that I've got my notes ready, that I've got my handouts ready. Often times there is at least one or two students who have a 'crisis' or a concern, so before my day has even begun I will have one or two students in my classroom where we've talked about a problem or discussed a situation. They may have a senior project that's due or they may have a paper that's due that they want some help with, so this is before I've even started teaching. As the students come in, they all take their seats and then we begin with an opener. The opener is some sort of a 'get ready' project. It's fast and furious for the first 15 minutes because then I have to take roll. So I quickly take roll and get that taken care of. Once roll is taken, then I jump into the lesson and, depending on what it is, [there are] lots of different possibilities for the lessons, I begin teaching. After I finish teaching, then there's usually some sort of a guided practice that the students do with me and I get to monitor as I walk around the room. Once that's over, usually that's the end of that period. The bell rings and we do it again. When the bell rings and it's done, then I prepare for the next group of students coming in and what's fascinating is because of teaching both Freshman and Juniors, I have to quickly change gears and be ready to teach another level and then go back to teaching a different level and so there's a lot of planning that goes into this.

## What does it take to be a good ELA teacher?

I don't know if you can say that there is a good English/Language Arts teacher. What there is, is a dedicated English/Language Arts teacher. Many students, by the time they come to high school, they don't have enough of a background, so what they are doing is a lot of catch-up. So, for me, to be a good English/Language Arts teacher, it's a lot of re-teaching very basic information. What becomes difficult is there are a lot of students that already know it, so they get bored as I'm re-teaching the students that need to learn it again. It takes a lot of patience and maneuverability and flexibility. In order to teach, you have to be able to teach the ones that really need to learn and the ones that have already learned it and can be bored. You've got to be able to be a jack-of-all-trades, throwing a little bit more at these students, a little bit less at these students. To be a good English/Language Arts teacher, probably the most important thing is to be flexible.

## What is your biggest challenge as a teacher?

There are differences in levels of cognition for students. Some have a real strong knowledge base of English, some have a very limited [one]. In fact I have one student who just came from another country this year who speaks very little English, and so I have this situation where I am trying to teach all different levels, keep them all engaged and keep them interested and yet still maintain the state standards that are required in our school system, still maintain teaching them to all students. The biggest challenge is how do you do this, keep it interesting so the students will stay in class, keep it relevant so they say 'ah, I understand why I am learning this, this is important,' and keep it so that they all can learn together as opposed to 'Well I'm only focusing on this group or this group and I'm leaving some of them behind because either it's too easy or too hard.' Another big challenge is, I would say, the discipline issue. There are some students that are here because they are forced to be here or many different reasons why they are here, but they don't want to be here and they make it very clear

to a teacher that this is not the place they want to be. That's another challenge I, as a teacher, have to work with, trying to get those students engaged as well.

## How do you handle the paperwork?

I've learned that there are some times in life that even though I collect lots of paperwork, I don't grade it all. There will be times when I will look at something and many times a teacher knows how the students are going because she is walking around the classroom and observing and I can physically say 'Here,' and I will help at the moment of the learning when it's going on. So I don't even need to look at the paperwork because I've already looked at their assignments to see. When that happens, I still collect everything because the students need to know that they're validated, but often times I won't take the time to nit-pick it, grade it very carefully. I've had a chance to see that they've got the general concept.

## What advice would you give to a first-time teacher?

I would tell a first-year teacher to go easy on himself. Part of this is, a first-year teacher wants so desperately to be perfect in teaching that they sometimes miss the delights of teaching because they are so focused on 'Did I do it right; is this ok; have I met the standards?' So my first piece of advice would be to just lighten up a little. Second advice: enjoy the job. Enjoy the students and learn to love them. When you love the students, it's just amazing how much easier the job becomes. Schedule at least one or two days where maybe you have a movie or you have something where you can just enjoy the classroom with not having to teach constantly. I would advise them to be patient with themselves. They are learning. It is a fabulous job and it's really fun, you just have to get through a lot of the hurdles and bumps and as the years go by, it gets easier.

### Marsha Stanley English Language Arts

Adapted from:

<http://www.teachcalifornia.org/decide/ab1103.html>

Marsha, you, me?

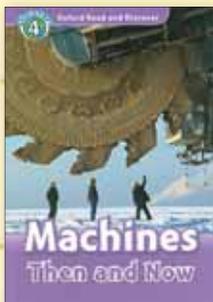
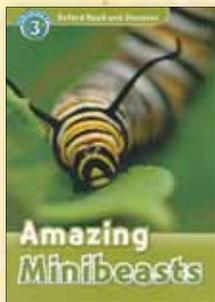
We are all in the same boat, facing the same challenges, no matter where.

## Izjemno dodatno gradivo za poučevanje angleščine v osnovni šoli

### Oxford Read and Discover 3, 4, 5 in 6

Dodatno gradivo za učenje angleščine in odkrivanje sveta

CLIL



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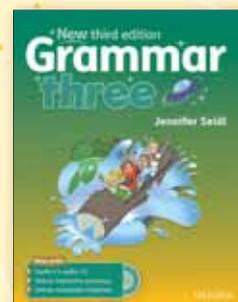
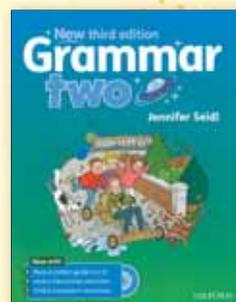
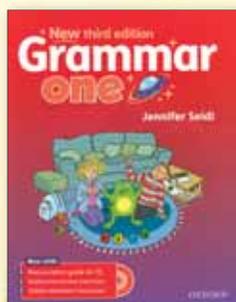
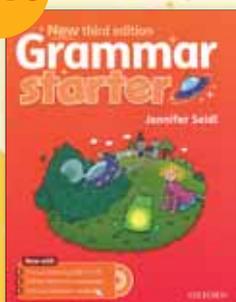
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NOVO

### Grammar Third edition

Slovnica – zabavno, interaktivno in blizu sodobnemu otroku!



# Conference programme

## THURSDAY, 1<sup>st</sup> March 2012

TIME	
14.00 – 17.00	<i>Registration of participants</i>
17.00 – 17.30	<i>Annual general meeting</i>
17.30 – 19.00	<i>Steve Lever: All together now</i>
19.00 – 20.00	<b>Dinner</b>
20.00 – 22.00	<i>Social evening:</i>
	<b>Care To Share your love for Country line dancing?</b> <i>(a dancing workshop with the group Country mačke)</i>

## FRIDAY, 2<sup>nd</sup> March 2012

TIME	AUDIENCE	ROOM
07.00 – 07.30	<i>Morning gymnastics in the swimming pool</i>	
08.45 – 09.00	<i>WELCOME, CHANGES...</i>	
09.00 – 10.00	<i>Opening plenary</i>	
	<b>JUDY COPAGE</b> (Pearson): CLIL – a co-operative (ad)venture	
10.15 – 11.00	<i>Workshops</i>	
	<b>Charlotte Rance</b> Primary English: Challenges and Solutions	(prim, 60 min) <i>plenary hall 1</i>
	<b>Steve Lever</b> Career Paths – Being Specific	(ESP, comm, 45 min) <i>plenary hall 2</i>
	<b>Nika Robek</b> Rokus Klett Going Interactive ... On A Magic Adventure And All The Way Up	(all, comm, WS, 45 min) <i>room 2</i>
	<b>Mateja Fojkar Dagarin, Urška Sešek</b> Hau to Lern Ingliš Spelling?	(prim, comm, 45 min) <i>room 3</i>
	<b>Nataša Gajšt</b> Sales Terms and Conditions – Practical Grammar and Vocabulary Classroom Tasks	(adult, tert, PPP-free) <i>room 4 PPP-free</i>
11.00 – 11.30	<b>Coffee break</b>	
11.30 – 12.30		
	<b>Judy Copage</b> The Power Of Choice: Motivation Through Learner Autonomy	(sec, T, 60 min) <i>plenary hall 1</i>

**prim** = primary, **sec** = secondary, **yl** = young learners, **vyl** = very young learners, **tert** = tertiary, **comm** = commercial presentation, **WS** = workshop, **T** = talk, **ESP** = English for special purposes



TIME		AUDIENCE	ROOM
	<b>Sandra Vida</b> British Council Support to English Teachers – Much More Than You Think	(all, WS, 60 min)	<i>plenary hall 2</i>
	<b>Nika Robek</b> Rokus Klett Going Interactive ... On A Magic Adventure And All The Way Up	(all, comm, 60 min)	<i>room 2</i>
	<b>Mark Andrews</b> The Benefits of Field Work Abroad for Building Confidence, Broadening Horizons and Learning English	(all, WS, 60 min)	<i>room 3</i>
	<b>Andreja Drašler Zorič</b> Global Teenager Project - 21st Century (Foreign Language) Learning / Teaching	(all, WS, 60 min)	<i>room 4 PPP-free</i>
11.00 – 11.30	<b>Lunch</b>		
13.30 – 14.15			
	<b>Jim Kalathas</b> Are You Active with Grammar?	(sec, comm, 45 min)	<i>plenary hall 1</i>
	<b>Andreja Vavpetič, Zdenka Wicher</b> Comenius – a Linguistic Barrier or a Gateway to The World?	(prim, T, 45 min)	<i>plenary hall 2</i>
	<b>Jasna Džambič, Beti Kerin</b> Okrogla miza: Tekmovanja SŠ		<i>room 2</i>
	<b>Polona Vehovar</b> Developing Online Materials For Sports Students	(sec, ESP, T, 45 min)	<i>room 3</i>
	<b>Snežana Filipovič</b> Let them write!	(all, PPP-free, 45 min)	<i>room 4</i>
13.30 – 14.15			
	<b>Judy Copage</b> Blended Learning: What Matters in The Classrooms of The Future?	(all, WS, 45 min)	<i>plenary hall 1</i>
	<b>Saša Antić, Brankica Mitrović</b> Teaching Tolerance Activities	(all, WS, 45 min)	<i>plenary hall 2</i>
	<b>Stanka Jaklič</b> Integrating Local And Global Cultural Heritage Into Language Learning	(prim, WS, 45 min)	<i>room 2</i>

TIME		AUDIENCE	ROOM
	<b>Irena Varga Dervarič</b> Practising Language Skills Through Language Teaching Games	(prim, WS, 45 min)	room 3
	<b>Margaret Naudi Griffiths</b> Writer's block? Strategies for Improving Students' Spelling and Creative Writing	(prim, sec, WS, PPP-free, 45 min)	room 4
15.15 – 16.15	<b>PLENARY</b>		
	<b>Charlotte Rance: Teaching Critical Thinking</b>		
16.15 – 16.45	<b>Coffee break</b>		
16.45 – 17.45			
	<b>Noreen Caplen Spence</b> Writing and Speaking: Developing Writing Skills Through Speaking	(all, WS)	plenary hall 1
	<b>Nina Cerkvenik</b> Bring Multimedia Into Your Poetry Lessons	(sec, WS, 60 min)	plenary hall 2
	<b>Helena Mazi Golob</b> Teachers' Professional Development And Results At National Assessment Of Knowledge	(prim, T, 60 min)	room 2
	<b>Tamara Bosnič</b> Film Adaptations In Foreign Language Classes	(sec, WS, 60 min)	room 3
	<b>Glendina Čurin</b> Supporting Strategies For Burnt Out Teachers	(all, WS, PPP-free, 60 min)	room 4
18.00 – 18.30			
	<b>Peter Hopwood</b> Feeling peckish?	(all, 90 min)	plenary hall 1
	<b>Bojana Dragoš</b> Katy's Story	(all, T, 30 min)	plenary hall 2
	<b>SWAP SHOP,</b> INTERNET CAFE IWB		room 2
	<b>Anže Perne</b> Don't Let Moodle Kill Your Mood	(all, T, 30 min)	room 3
	<b>Katja Dragar Gorjup</b> Taking Students to London Without a Tourist Agency	(sec, T, PPP-free, 30 min)	room 4 PPP-free

TIME		AUDIENCE	ROOM
18.45 - 19.15	continued	(all, 90 min)	plenary hall 1
	<b>Peter Hopwood</b>		
	Feeling peckish?		
	<b>Tanja Kejžar</b>	(sec, T, 30 min)	plenary hall 2
	Teaching (English) To Physically Impaired Students		
	<b>Peter Cigrovski</b>	(sec, WS, 30 min)	room 2
	Who Says Literature is Boring?		
	<b>Maja Zajc Kalar, Mojca Saje Kušar</b>	(sec, T, 30 min)	room 3
	E/ IM – Migration – From Today's Protests Through Lady Ga- Ga's Eyes		
	Back To The Pilgrim Fathers		
	<b>Gergo Santha</b>	(all, T, 30 min)	room 4
	How We Care – U. S. State Department Programs and Resources for Teachers and Learners		
19.15 – 20.00	<b>Dinner</b>		
20.30 – 23.00	<b>Social evening:</b>		
	<b>THE ULTIMATE PUB QUIZ</b>		

## SATURDAY, 3<sup>rd</sup> March 2012

TIME		AUDIENCE	ROOM
8.00 – 8.30	<i>Morning gymnastics in the pool</i>		
8.45 – 9.00	<i>Announcements, changes etc.</i>		
9.00 – 10.00	<b>PLENARY:</b>		
	<b>Noreen Caplen Spence</b> (Pilgrims): Honey is sweeter than vinegar		
10.00 – 10.30	<b>Coffee break</b>		
10.30 – 11.30			
	<b>Stephanie Clarke</b>	(all, WS, PPP-free)	plenary hall 1
	English in Action: Fun and Games to Motivate Speaking in the Classroom		
	<b>Veronika Rot Gabrovec</b>	(sec, adult, WS, 45/60 min)	plenary hall 2
	Diamonds Are A Jazzy Girl's Best Friend		
	<b>Alenka Gortan</b>	(all, comm)	room 2
	Let's crack the Diamond!		

TIME		AUDIENCE	ROOM
	<b>Bernarda Avsenik, Andrea German</b> <b>Velušček, Mateja Menart</b> Building Four Language Skills In The Third Grade Of Primary School	(prim, comm)	room 3
	<b>Sanja Čonjagič</b> To Read Or Not To Read	(all, WS, PPP-free)	room 4
11.45 – 12.45	<b>PLENARY (PLENARY HALL 1):</b>		
	<b>George Pickering : The 2020 teacher</b>		
12.45 – 13.45	<b>Lunch</b>		
12.45 – 13.45			
	<b>George Pickering</b> Coaching For Teachers	(WS)	plenary hall 1
	<b>Margaret Naudi Griffiths</b> Identify And Support Students With Dyslexia In Your Classrooms	(all, T, 60 min)	plenary hall 2
	<b>Alenka Gortan</b> Let's crack the Diamond!	(all, comm)	room 2
	<b>Bernarda Avsenik,</b> <b>Andrea German Velušček</b> Interactive Tools In The Third Triad Of Primary School	(prim, comm)	room 3
	<b>Sahide Sadiki , Dragana Stegić</b> The Mad Hatter Lost In The Maze	(all, WS, PPP-free, 60 min)	room 4
15.00 – 16.00	<b>Pecha Kucha session with</b> George Pickering, Mark Andrews, Steve Lever, Jožica Kalšek, Maja Lebar Bajec, Ksenija Terglav, Nina Križanec Rodica and more		
16.00 – 16.30	<b>Coffee break</b>		
16.30 – 17.15			
	<b>Jim Kalathas</b> Motivational Strategies Whilst Bearing Teenagers in Mind	(sec, comm, 45 min)	plenary hall 1
	<b>Aleksandar Tonić</b> Teaching Young Learners Through Stories	(vyl, prim, WS, 45 min)	plenary hall 2
	<b>Urška Ravnjak</b> Let's Play – Games In Efl Classroom	(all, WS/comm, 45 min)	room2
	<b>Renata Halasz</b> Values In The Classroom	(sec, WS, 45 min)	room 3

TIME		AUDIENCE	ROOM
	<b>Silva Bratož, Mojca Žefran</b> Classroom English – a means or an end?	(vyl, prim, WS, PPP-free, 45 min)	room 4
17.30 – 18.15			
	<b>Mojca Belak</b> Nature In A Room With No View	(all, WS, 60 min)	plenary hall 1
	<b>Klepetalnica s presenečenjem</b>		plenary hall 2
	<b>Andreja Lakner, Lea Sobočan</b> Okrogla miza: Tekmovanja OŠ		room 2
	<b>Tanja Kovačič</b> Effective Teaching - Influencing The Subconscious Mind	(all, WS, 45 min)	room 3
	<b>Alan Paradiž</b> Head and shoulders, knees... and more!	(vyl, WS, PPP-free)	room 4
18.30 – 19.00			
	<b>Irena Dirjec</b> Dyslexia and English? <del>No way!</del> Yes way!!!	(all, T, 30 min)	plenary hall 1
	<b>Klepetalnica s presenečenjem</b>		plenary hall 2
	<b>Tadej Braček</b> Using Pop Lyrics To Teach Complex Grammar Structures And Poetry	(sec, WS, 30 min)	room 2
	<b>Tanja Stare Pušavec</b> Learn English through songs	(prim, WS, 30 min)	room 3
	<b>Nina Križanec Rodica</b> Stereotypes About Australians Through Their Jokes	(all, WS, PPP-free, 30 min)	room 4
19.15 – 20.30	<b>Dinner</b>		
20.30 – 23.00	<b>Social evening:</b>		
	<b>RAFFLE, Games evening</b>		

## SUNDAY, 4<sup>th</sup> March 2012

TIME		AUDIENCE	ROOM
9.00 – 10.00	<b>CLOSING WORKSHOP:</b> CARE TO SHARE what you learned?		plenary room 1
10.15 – 11.00	<b>Time for reflection</b>		

# Conference abstracts

Thursday, 1<sup>st</sup> March 2012

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**Steve Lever**

**ALL TOGETHER NOW**

*(introductory workshop for all)*

There are many benefits to using cooperative learning techniques as an optional method in the class. However, there are certain factors that we should bear in mind, and steps that must be taken. We will be looking at what the advantages might be, examining a case study, and discussing how we might implement some of these techniques in our own classrooms.

Friday, 2<sup>nd</sup> March 2012

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**9.00 – 10.00**



**Judy Copage**

Judy Copage has been involved in EFL teaching and teacher training since 1977, and has worked in the UK, Portugal, the United Arab Emirates, Malaysia and Greece. She now lives in the UK. For the past 16 years she has also been an author.

- **FCE Writing and FCE Use of English:** Longman Exams Skills series
- **Get on Track:** pre-FCE course book *(with Lucrecia Luque-Mortimer)*
- **Wonderland Teacher's book:** Primary course book for Greece, teacher's guide
- **The Wonderkids:** 3-level series upper primary for Greece *(with Ingrid Freebairn and Sandy Zervas)*
- **Upbeat:** 4-level lower secondary series *(with Ingrid Freebairn, Jonathan Bygrave and Liz Kilbey)*

At present, she is International Teacher Trainer for Pearson Education after spending the last 9 years working as a Senior Lecturer at the University of Wolverhampton in the UK, as a lecturer in Linguistics and TESOL (ELT teacher training) courses.

**Opening plenary: CLIL – a co-operative (ad)venture**

The teaching of CLIL involves co-operation, both in the dual nature of the lesson, where language and content sit side by side, and also in methodology, where teacher and students form a partnership in learning. This talk will look at how EFL teachers traditionally used to deliver itemised language syllabuses in the past, and how this approach to language teaching has had to be adapted to embrace a different methodology.

10.15 – 11.00

**Charlotte Rance**

**TEACHING CRITICAL THINKING**

*(prim, WS, 60 min)*

Teaching English to primary school children is a challenging but fundamentally rewarding experience. Young learners have very short attention spans and often forget things quickly. Furthermore, they may not yet be fully confident in their mother tongue or be fearful of expressing themselves through English. As teachers we need to help them to overcome what can be an overwhelming experience, learning a foreign language.

This seminar is focussed on assessing the complications that can arise while teaching young learners, looking at how the Treetops and Happy series can help teachers overcome the challenges they face in the classroom and presenting teachers with a selection of fun, practical activities which can engage their pupils and help motivate them in the language learning process.

**Steve Lever**

**CAREER PATHS: BEING SPECIFIC**

*(ESP, comm, 45 min)*

As the world seems to get smaller and the working environment increasingly international, English for Specific Purposes is becoming increasingly popular. In this session we will define what this term really means; what we should be focusing on in the classroom; and generally what we need to know about the subject. We will then look at examples from Express Publishing's new range of books for ESP, 'Career Paths'.

**Nika Robek**

**ROKUS KLETT GOING INTERACTIVE ...  
ON A MAGIC ADVENTURE AND ALL THE WAY UP**

*(all, comm, WS, 60 min)*

In the hope to make textbooks as teacher- and student-friendly as it gets, RokusKlett Publishing have started a project to complement the components already available in physical form and those available online – a project called iRokus. You will be given the chance to get to know its ropes. You will be given the chance to give it a try. Prepare to be taken on a magic adventure – and all the way up.

**Mateja Fojkar Dagarin, Urška Sešek**

**HAU TO LERN INGLIŠ SPELLING?**

*(prim, comm, 45 min)*

Learning to read and write in English is one of the biggest and most overlooked challenges for primary school learners because of the discrepancy between the Slovenian and English spelling systems. Come and discover the possibility of helping your students through a systematic approach to 'cracking' English spelling.

**Nataša Gajšt**

**SALES TERMS AND CONDITIONS  
– PRACTICAL GRAMMAR AND VOCABULARY CLASSROOM TASKS**

*(adult, tert, PPP-free)*

Sales terms and conditions present a good source for business and legal English language lessons. The workshop aims to explore these resources in terms of their grammatical structures (i.e. modal verbs, passive voice, conditional clauses) and vocabulary (i.e. lexical collocations, grammatical collocations). The participants will also have the opportunity to discuss other ways in which these materials can be used.

11.30 – 12.30

**Judy Copage**

**THE POWER OF CHOICE: MOTIVATION THROUGH LEARNER AUTONOMY**

*(sec, T, 60 min)*

This talk will look at how teenagers are motivated in classrooms, and also examine the challenges teachers and students face in sustaining motivation throughout the school year. One way in which motivation is maintained is through a methodology that allows students choice and autonomy. This workshop is for secondary school teachers.

**Sandra Vida**

**BRITISH COUNCIL SUPPORT TO ENGLISH TEACHERS – MUCH MORE THAN YOU THINK**

*(all, WS, 60 min)*

British Council has been around for a long time, helping teachers bring English language closer to the students. I am going to present how you can benefit from the online materials on offer today, such as Olympic English, Charles Dickens materials, Premier skills, Teach/Learn English and more.

**Nika Robek**

**ROKUS KLETT GOING INTERACTIVE ... ON A MAGIC ADVENTURE AND ALL THE WAY UP**

*(all, WS, 60 min)*

In the hope to make textbooks as teacher- and student-friendly as it gets, RokusKlett Publishing have started a project to complement the components already available in physical form and those available online – a project called iRokus. You will be given the chance to get to know its ropes. You will be given the chance to give it a try. Prepare to be taken on a magic adventure – and all the way up.

**Mark Andrews**

**THE BENEFITS OF FIELD WORK ABROAD FOR BUILDING CONFIDENCE, BROADENING HORIZONS AND LEARNING ENGLISH**

*(all, WS, 60 min)*

In this workshop we will explore how going on a field trip to Devon can build confidence in both teachers and students, be a life changing experience, recharge batteries and facilitate both language learning and cultural learning. We will look at videos, diaries and interviews to gain insight into this process.

**Andreja Drašler Zorič**

**GLOBAL TEENAGER PROJECT - 21ST CENTURY (FOREIGN LANGUAGE) LEARNING / TEACHING**

*(all, WS, 60 min)*

21<sup>st</sup> century learners require 21<sup>st</sup> century teachers. Some of the main features of the 21<sup>st</sup> century teaching / learning are the use of ICT, critical thinking and problem solving, communication, and collaboration. Global Teenager Project meets all these needs and offers a challenge to the students as well as the teachers of the 21<sup>st</sup> century. I am going to present how my Year 6 students participated in GTP Learning circle 'Nature and the World around us', how we enhanced this project with the use of ICT, and give tips how to cater for the needs of the students of the digital era.

13.30 – 14.15

**Jim Kalathas**

**ARE YOU ACTIVE WITH GRAMMAR?**

*(sec, comm, 45 min)*

An examination of theories and notions relevant to best practice when it comes to the teaching and learning of grammar. We will refer to the latest grammar offerings from Cambridge University Press; and through these what means we can employ to help our students in 'mixed-level' classes.

**Andreja Vavpetič, Zdenka Wicher**

**COMENIUS – A LINGUISTIC BARRIER OR A GATEWAY TO THE WORLD?**

*(prim, T, 45 min)*

Are Comenius projects suitable also for the lowest classes? Is it possible to implement international project ideas and activities with such small children? Aren't linguistic barriers too great and their knowledge too small?

When applying for the project our school decided to work with six to eight year olds and we soon realized that our fears turned into advantages.

**Jasna Džambič, Beti Kerin**

**Okrogla miza: Tekmovanja SŠ**

**Polona Vehovar**

**DEVELOPING ONLINE MATERIALS FOR SPORTS STUDENTS**

*(sec, ESP, T, 45 min)*

Are there successful students in your class, but who are frequently absent from your classes, because they are ill or professional sportsmen?

A group of secondary school teachers has been called upon to start collecting, organising, and writing our own materials for online English Classes. The group produced the materials for two units and this is going to be presented in a workshop style at this conference. We would appreciate feedback from everybody who works with such students, sharing the experience and ideas. In the future, these materials will be available either as support material, blended learning material or additional exercises which can be used in class by all interested English teachers.

**Snežana Filipovič**

**LET THEM WRITE!**

*(all, PPP-free, 45 min)*

It has always been rather difficult for me to make my students do some writing at home. So I decided to offer them some useful but not so time-consuming activities to practise writing in the classroom and have fun doing it! In this presentation I will share with you some of the most popular activities (Circular stories, Dictogloss, Visualisation ...).

14.15 – 15.00

**BLENDED LEARNING: WHAT MATTERS IN THE CLASSROOMS OF THE FUTURE?**

*(all, T, 60 min)*

This talk will examine how we need to re-think what we do in classrooms now and in the future. First, we will reflect on current practice and discuss how our tried and tested approaches and techniques are still relevant. However, we must also recognise that the teenagers we are teaching today were born in the digital age, while many of their teachers were not. This means that teens today expect schools to be constantly changing in tune with the

latest developments in technology. How will new digital elements change and add more value to our teaching? Finally we will discuss how the teacher-student relationship will be affected by these changes.

**Saša Antić, Brankica Mitrović**  
**TEACHING TOLERANCE ACTIVITIES**

*(all, WS, 45 min)*

We are going to present some practical activities we learned at a Teaching tolerance through English summer camp organized by the Regional English Language Officer at the American Embassy.

**Stanka Jaklič**  
**INTEGRATING LOCAL AND GLOBAL CULTURAL HERITAGE INTO LANGUAGE LEARNING**

*(prim, WS, 45 min)*

How can English lessons make connections with cultural heritage? In this workshop you will be given some practical tips how to help, encourage and motivate pupils in raising their awareness of different cultures, and above all how to prepare them to be able to present our country and its cultural heritage to foreigners in English. Some of my students' Voice-Thread projects on this topic will be shown.

**Irena Varga Dervarič**  
**PRACTISING LANGUAGE SKILLS THROUGH LANGUAGE TEACHING GAMES**

*(prim, WS, 45 min)*

Motivation is one of the most important factors in language learning. Teachers of English as a foreign language have always tried to find new approaches or strategies that introduce practical uses of ELF in classroom. Many students think that they spend too much time learning boring, unpleasant and difficult things. Language teaching games can help to enhance the classroom atmosphere and encourage learning.

**Margaret Naudi Griffiths**  
**WRITER'S BLOCK? STRATEGIES FOR IMPROVING STUDENTS' SPELLING AND CREATIVE WRITING**

*(prim, sec, WS, PPP-free, 45 min)*

This workshop will give practical strategies for encouraging students to write. Often students know what they want to say, but have difficulty in putting their ideas onto paper. Sometimes they limit their writing because of their spelling difficulties. Drawing on my experience of teaching dyslexic students, we will explore various ways of helping students to remove their 'writing block'.

**15.15 – 16.15**

**Plenary**

**Charlotte Rance**

Charlotte Rance began her teaching career in China, teaching English to young learners. When she returned to the UK, she continued her professional development, specialising in teaching EAP and English for exams.

Since completing her Post Graduate Diploma in TESOL at the University of Brighton in 2008, Charlotte has been living and working in Istanbul, Turkey, teaching a range of ages and abilities, most recently at University level. During this period, Charlotte also conducted workshops in a variety of international ELT conferences.

### Teaching Critical Thinking

Becoming a successful language learner is a difficult task. This plenary will examine how the development of critical thinking and the use of questioning in the classroom can help to frame and guide students' work and provide motivation. We will look at the importance of critical thinking in the language classroom, and show how it can make learning English an engaging and rewarding experience.

16.45 – 17.45

#### Noreen Caplen Spence

##### WRITING AND SPEAKING: DEVELOPING WRITING SKILLS THROUGH SPEAKING

(all, WS)

The workshop aims to explore the connection between speaking and writing. It will look at how we can use speaking activities as a bridge towards writing. We will use practical examples of process writing to develop an awareness of contexts and look at the contrasts between the two skills.

#### Nina Cerkvenik

##### BRING MULTIMEDIA INTO YOUR POETRY LESSONS

(sec, WS, 60 min)

This will be a practical demonstration of how to use multimedia in poetry lesson(s) as part of matura examination preparation. Participants will be exposed to the actual materials themselves, followed by a pair work activity that will result in creating their own interactive material. Suitable for secondary school teachers who wish to make own interactive material - beginners welcome.

#### Helena Mazi Golob

##### TEACHERS' PROFESSIONAL DEVELOPMENT AND RESULTS AT NATIONAL ASSESSMENT OF KNOWLEDGE

(prim, T, 60 min)

Our survey wants to determine whether there are links between teachers' professional development and achievements of pupils at National Assessment of Knowledge in English, and which variables of the teachers' professional development are determined the most by this indicator.

#### Tamara Bosnič

##### FILM ADAPTATIONS IN FOREIGN LANGUAGE CLASSES

(sec, WS, 60 min)

Film adaptations are a highly potential and useful teaching tool. How? When? Why? Can we develop any competences with them? Can we get beyond 'yes ... but the book is better'? We will try to answer these questions with *Beowulf* and *Of Mice and Men*.

#### Glendina Čurin

##### SUPPORTING STRATEGIES FOR BURNT OUT TEACHERS

(all, WS, PPP-free, 60 min)

Marie Delaney's course "Building up Positive Group Dynamics" encouraged me to start looking upon my teaching situation and the burnt out personal state from a new perspective. This workshop is aimed at sharing my experience of putting a new way of thinking to practice and using some new skills that support me on a daily basis.

18.00 – 18.30

**Peter Hopwood**  
**FEELING PECKISH?**

*(all, 90 min)*

Defining British food - Fish 'n' chips and Yorkshire pudding? We delve into the changing perspectives of WHAT, WHY and HOW the British eat what they eat! Discover the differences between what's cooking in the UK regions!! Absorb a flavour of what food REALLY means to the British and also get a taste of delicious bit-sized teaching activities and food for thought for the classroom! An entertainingly tasty 90 mins...

**Bojana Dragoš**  
**KATY'S STORY**

*(all, T, 30 min)*

My talk/workshop/discussion will reflect how much students can learn in a friendly, familiar and warm atmosphere. Learning a language can be fun and Katy's story will show you what steps she took to fluently learn to speak and write Swedish without any previous knowledge of the language except primary school basics of English.

**Anže Perne**  
**DON'T LET MOODLE KILL YOUR MOOD**

*(all, T, 30 min)*

The Moodle environment offers an array of possibilities for teaching outside the classroom and it uses a medium that our students are familiar with. This talk will present practical examples of e-classrooms and how to use them. You will learn that they are easy to use and need not spoil your mood.

**Katja Dragar Gorjup**  
**TAKING STUDENTS TO LONDON WITHOUT A TOURIST AGENCY**

*(sec, T, PPP-free, 30 min)*

Why teach students about London from a book if you can show and experience the city on your own? 'That's too challenging and too much work and organisation' some of my colleagues said. 'I'd rather hire a tourist agency.' Probably it is true for some teachers but if you make students work and organize it themselves and if you are a fan of Content and Language Integrated Learning (CLIL) this is a challenge you have to dig in.

18.45 - 19.15

**Peter Hopwood**  
**FEELING PECKISH?**

*(all, 90 min)*

continued

**Tanja Kežar**  
**TEACHING (ENGLISH) TO PHYSICALLY IMPAIRED STUDENTS**

*(sec, T, 30 min)*

Does inclusion work for everybody? In this talk I will discuss strategies for teaching students with physical disabilities as well as share with you my experience with the students at CIRIUS Kamnik, which is a specialised institution.

**Peter Cigrovski**

**WHO SAYS LITERATURE IS BORING?**

*(sec, WS, 30 min)*

Literature can be fun. Correction. Literature IS fun – if done right. It’s interesting, exhilarating and often a welcome change from the course book and/or newspaper articles. Linguistically and culturally relevant, literature offers a window on the target culture, enabling students to develop a number of language skills. In this short and concise workshop, we’ll have a look at some authentic literary texts (e.g. short stories by R. Dahl or R. Doyle) which can be used effectively and successfully. Short stories made into short films offer an additional appeal to students, making such film-text combinations especially suitable for the ELF context. The participants can expect to get materials that motivate students and that have been used successfully in class and get some new ideas.

**Mojca Saje Kušar, Maja Zajc Kalar**

**E/ IM – MIGRATION – FROM TODAY’S PROTESTS THROUGH LADY GA- GA’S EYES BACK TO THE PILGRIM FATHERS**

*(sec, T, 30 min)*

An ideal example of how to engage students themselves in active participation, searching and conveying newly obtained information to their peers. Time limit and criteria help the rest of the students to evaluate the presenters’ task. From up- to – date situation in Arizona accompanied by visual stimulus and short texts, students get the complete insight into the reasons for (im) migrations from the past up to now. Their final task – a page from an imaginative diary of a passenger on the Mayflower- is a carefully selected and critically written essay in which the students successfully combine the knowledge of English and historic facts.

**Gergo Santha**

**HOW WE CARE – U. S. STATE DEPARTMENT PROGRAMS AND RESOURCES FOR TEACHERS AND LEARNERS**

*(all, T, 30 min)*

Come and find out more about the colorful variety of English language programs and resources available to teachers, teacher trainers, and learners of English through the U.S. Department of State’s Office of English Language Programs. We have a wealth of unique programs and print and online products to tell you about. Let’s meet and share!

Saturday, 3<sup>rd</sup> March 2012

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**9.00 – 10.00**

**PLENARY**

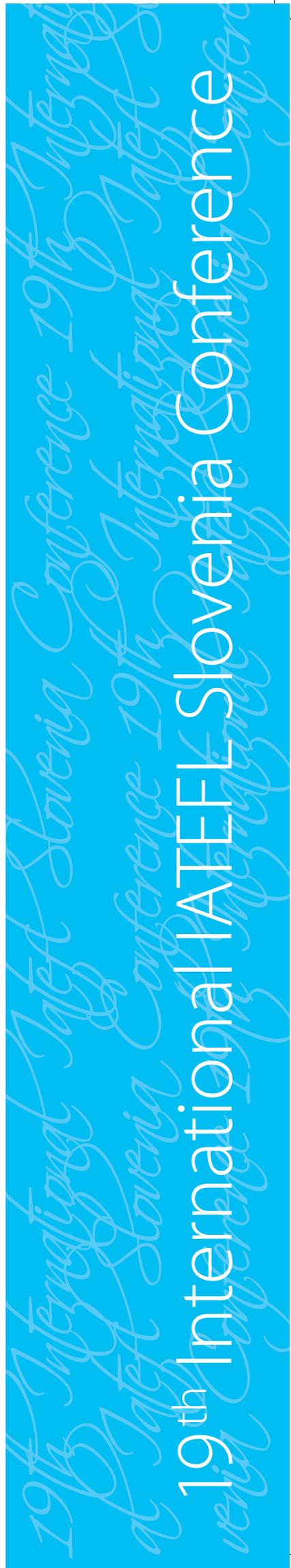


**Noreen Caplen Spence**

is a teacher, trainer and dyslexia tutor. She has worked in ELT for over 20 years in Asia, the Middle East and Europe. Noreen has taught students from primary to post- graduate level. She is interested in the effect specific learning difficulties may have on language learning.

**Plenary: Honey is sweeter than vinegar**

Motivation is one of the key issues in learning. Perhaps it should be top of the list in an inclusive classroom, Come and experience activities which can enable your learners.



10.30 – 11.30

**Stephanie Clarke**

**ENGLISH IN ACTION: FUN AND GAMES TO MOTIVATE SPEAKING IN THE CLASSROOM**

*(all, WS, PPP-free)*

Come ready to participate in this fun, dynamic workshop with demonstrations of various games, exercises and activities, taught in EIA lessons and designed to boost fluency confidence and motivation. You will gain new ideas and practical experience which will support you to lift English out of the grammar books and transform it into a dynamic tool for self-expression and communication!

**Veronika Rot Gabrovec**

**DIAMONDS ARE A JAZZY GIRL'S BEST FRIEND**

*(sec, adult, WS, 45/60 min)*

A workshop for teachers who are interested in literature and/or those who teach Matura classes. We'll delve into *The Diamond as Big as the Ritz* by F. Scott Fitzgerald, explore some aspects of the story that "was designed utterly for [the author's] own amusement" and try to find out if diamonds are indeed a girl's best friend. (Please note that no diamonds will be given out to participants.)

**Alenka Gortan**

**LET'S CRACK THE DIAMOND!**

*(all, comm)*

Checked the RIC web page lately? There's this new title sticking out of the matura literature catalogue like a sore thumb. Shiny and beautiful, yet tough to crack. The Diamond. As Big as the Ritz. This workshop will offer pretty much everything you need to prepare yourself for it – a comprehensive, yet fun way of getting acquainted with the story, the author, the background, the period; it will even provide you with all the handouts to get you started. Care to share the Diamond experience? Brought to you in cooperation with Rokus Klett Publishing.

**Bernarda Avsenik, Andrea German Velušček, Mateja Menart**

**BUILDING FOUR LANGUAGE SKILLS IN THE THIRD GRADE OF PRIMARY SCHOOL**

*(prim, comm)*

We will be presenting My Fairyland 3, a unique material for teaching English language in the first triad of primary school through different activities which focus on all four language skills. As in My Fairyland 1 and 2, language bath is offered through different stories, rhymes, chants and dialogues. A range of more demanding speaking and listening activities are used to train pupils's skills.

**Sanja Čonjagič**

**TO READ OR NOT TO READ**

*(all, WS, PPP-free)*

The aim of this highly interactive and fun workshop is to present different ways of exploiting reading texts. We'll not only expand, reduce or reconstruct a text, there are transformations, deductions, quizzes, word partnerships, body language reactions, role plays and simulations, to name but a few effective techniques.

11.45 – 12.45

## PLENARY (PLENARY HALL 1)



### George Pickering

George is an educational coach, trainer and consultant. He has delivered talks and workshops in over 50 different countries for the British Council, Pearson Longman and other organisations. George is the lead tutor on the English UK Diploma in ELT Management and is an inspector of language schools for the British Council in the UK (Accreditation UK). He was the treasurer of IATEFL (International Association of Teachers of English as a Foreign Language) for six years and is the co-ordinator of the IATEFL Leadership & Management Special Interest Group (LAMSIG).

George trained as a state school teacher, before becoming an ELT teacher, has an MA in Applied Linguistics and is a Master Practitioner and certified trainer in NLP. George lives with his pet camel and monkey in Ramsgate, England, and can be contacted at: [georgeuk32@aol.com](mailto:georgeuk32@aol.com)

### Plenary: The 2020 Teacher

What skills do teachers need to teach effectively in the changing context of the future? In this talk we will discuss some of the additional approaches and skills that teachers might require and ways to obtain them. Among other topics we will explore learner-centredness, learning styles, being customer-focused, the teacher as coach, new learning technologies and the latest learning theories. We will discuss the latest research into how teachers can develop themselves and change their classroom practice to improve student achievement. The session will conclude with practical tips for the classroom.

13.45 – 14.45

### George Pickering

#### COACHING FOR TEACHERS

(WS)

Coaching has become a respected way of continuing to improve your professional practice no matter how many years you have been practising. This workshop will explore ways in which teachers can develop themselves, their colleagues and their students through adopting a coaching approach. In this workshop we will discuss:

- Definitions of coaching
- The benefits of coaching for managers, teachers and learners
- Practical coaching models and techniques

Come along and practise and join the coaching revolution!

### Margaret Naudi Griffiths

#### IDENTIFY AND SUPPORT STUDENTS WITH DYSLEXIA IN YOUR CLASSROOMS

(all, T, 60 min)

Dyslexia is often called the 'Hidden Disability', and often needs guidelines from an experienced SpLD Teacher in order to be recognised. This presentation will help teachers to identify those students who are struggling with the acquisition, or improvement of, the English Language. It will then give concrete suggestions on how to help these students survive, and succeed, in the classroom.

### Alenka Gortan

#### LET'S CRACK THE DIAMOND!

(all, comm)

Checked the RIC web page lately? There's this new title sticking out of the matura literature catalogue like a sore thumb. Shiny and beautiful, yet tough to crack. The Diamond. As Big as the Ritz. This workshop will offer pretty much everything you need to prepare yourself

for it – a comprehensive, yet fun way of getting acquainted with the story, the author, the background, the period; it will even provide you with all the handouts to get you started. Care to share the Diamond experience?

Brought to you in cooperation with Rokus Klett Publishing.

**Bernarda Avsenik, Andrea German Velušček**

**INTERACTIVE TOOLS IN THE THIRD TRIAD OF PRIMARY SCHOOL**

*(prim, comm)*

We will be presenting an interactive book Touchstone 7. It includes a full scan of the whole book, offers different types of interactive exercises. It also includes all the tapescripts. Everything is just »one click« away. We will present the tools and different ways of using the book and the interactive exercises with pupils in the classroom. Different types of interactive exercises will also be presented.

**Sahide Sadiki, Dragana Stegić**

**“THE MAD HATTER LOST IN THE MAZE”**

*(all, WS, PPP-free, 60 min)*

Try your luck, pick a card from the deck and travel to the magical wonderland of communicative competence. Be the brave carrier of the hat and help your team win a challenging game. Take a walk in the maze made of right or wrong answers. Will you quickly find the exit or pull up a tent?

**16.30 – 17.15**

**Jim Kalathas**

**MOTIVATIONAL STRATEGIES WHILST BEARING TEENAGERS IN MIND**

*(sec, comm, 45 min)*

Do you and your students feel motivated through the materials you are using? Strategies and techniques which will help with student motivation will be unveiled, and supported through examples from English in Mind Second edition.

**Aleksandar Tonic**

**TEACHING YOUNG LEARNERS THROUGH STORIES**

*(vyl, prim, WS, 45 min)*

With very young learners, learning English will not be based on levels of language such as grammar, writing, spelling and the like. Rather, a teacher will have to focus on the audio-visual aspect of the language. This session will offer practical ideas on preparing reading lessons that will trigger learning and spark an interest in reading English books.

**Urška Ravnjak**

**LET'S PLAY – GAMES IN EFL CLASSROOM**

*(all, WS/comm, 45 min)*

Everybody likes to play. Language learning being a hard work it is, needs games to help and encourage the learners to sustain their interest and work. Games can be very motivating because they are interesting and bring fun into the classroom. Games also help the teacher to create a context where the language is useful and meaningful.

In the workshop we will look at and try out some games you can use in your classroom.

**Renata Halasz**

**VALUES IN THE CLASSROOM**

*(sec, WS, 45 min)*

This workshop will focus on useful activities, based on values, beliefs and behaviours. You will be introduced to tasks suitable for early adolescence (12-15ys) and later adolescence level (16-18ys).

**Silva Bratož, Mojca Žefran**

**CLASSROOM ENGLISH – A MEANS OR AN END?**

*(vyl, prim, WS, PPP-free, 45 min)*

The workshop is focused on the use of the mother tongue with young language learners. We will open a discussion on the use of the mother tongue in the FL classroom and suggest strategies for effectively combining L1 and L2. Classroom language will be viewed as an objective rather than a vehicle to achieve a particular language competence.

**17.30 – 18.15**

**Mojca Belak**

**NATURE IN A ROOM WITH NO VIEW**

*(all, WS, 60 min)*

Ecocriticism has a fancy name, but in its core it's just a study of ecology and literature. Focusing on the way nature is represented in fiction, poetry, films, even pop songs provides a great way to explore and raise students' natural awareness. In this workshop we'll look at Emma Donoghue's novel *Room* through some more or less lively eco activities.

**Chatroom and a surprise** – please bring a big towel with you ☺

**Andreja Lakner, Lea Sobočan**

**Okrogla miza: Tekmovanje OŠ**

**Tanja Kovačič**

**EFFECTIVE TEACHING - INFLUENCING THE SUBCONSCIOUS MIND**

*(all, WS, 45 min)*

Never before has the need for attracting and holding students' attention as well as motivating students for learning become so important. Thus in this workshop we will look at some important techniques for effective teaching that influence not only the conscious but also the subconscious minds of students: establishing and maintaining rapport, pre-framing, using representational systems, different tonality and voice dynamics.

**Alan Paradiž**

**HEAD AND SHOULDERS, KNEES... AND MORE!**

*(vyl, WS, PPP-free, 45 min)*

Because “/.../ without vocabulary nothing can be conveyed” I stress the importance of teaching vocabulary in Primary school by means of fun, music-related activities. I pinpoint reasons as to why teaching vocabulary via songs, chants and body movement should be a part of ESL teaching. I suggest what to take into consideration when teaching vocabulary and demonstrate tasks for teaching body parts that are FUN, informative and foster not only vocabulary acquisition but development of 4 big skills likewise. I wrap up my workshop by furthermore suggesting entertaining ways of teaching vocabulary that evoke creative thinking and language production.

**18.30 – 19.00**

**Irena Dirjec**

**DYSLEXIA AND ENGLISH? NO-WAY! YES WAY!!!**

*(all, T, 30 min)*

Dyslexia is the most frequent specific learning difficulty. Studies show that English is one of the most difficult languages for people with dyslexia. Presented and explained are the recommendations for support and accommodations; specific fields of English language that make problems for the most part; ideas on how to make lessons more productive; and the help of the world wide web.



**Chatroom and a surprise** – please bring a big towel with you ☺

**Tadej Braček**

**USING POP LYRICS TO TEACH COMPLEX GRAMMAR STRUCTURES AND POETRY**

*(sec, WS, 30 min)*

In my workshop the audience will practise identifying conditional sentences by listening to *What If* performed by Kate Winslet, *How Do I Live* by Trisha Yearwood and *If I Were a Boy* by Beyonce, and relative clauses in *The Rose* by Westlife. When finished with this, the audience will be engaged in the debate about the message(s) of the songs.

**Tanja Stare Pušavec**

**LEARN ENGLISH THROUGH SONGS**

*(prim, WS, 30 min)*

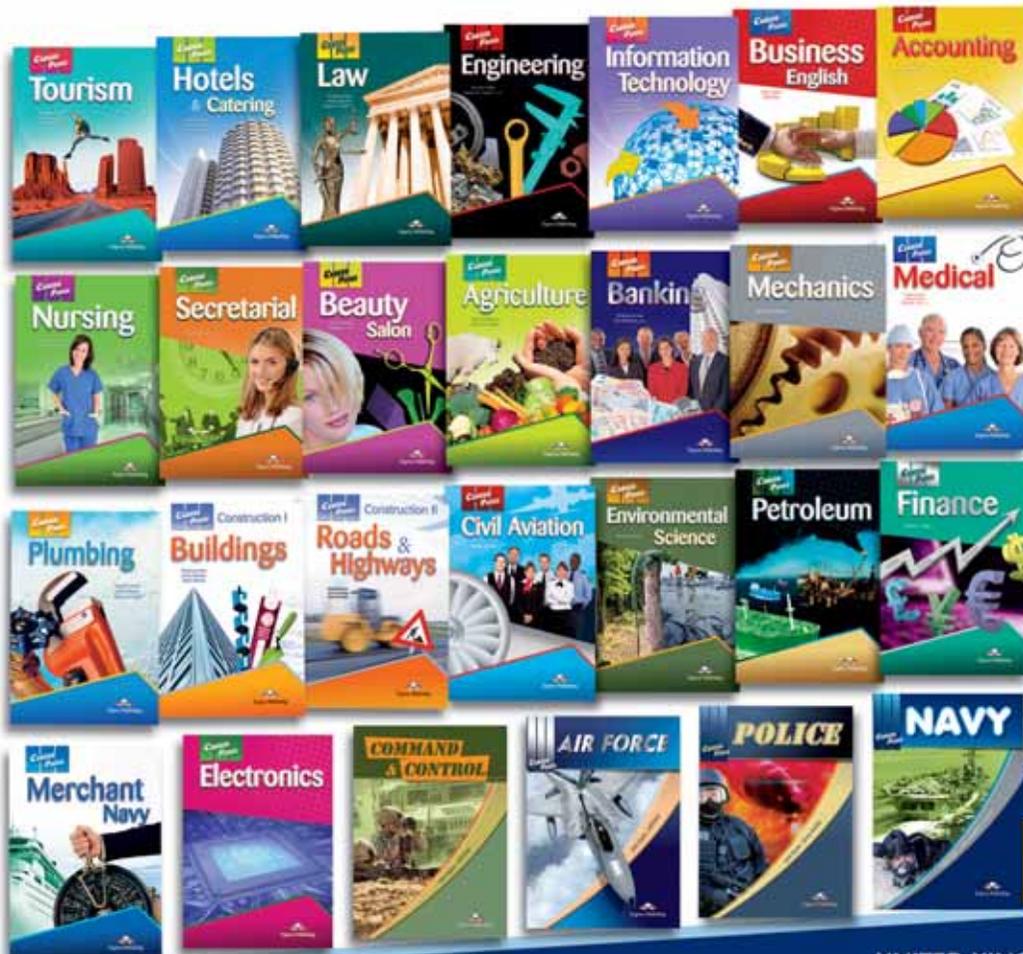
This workshop will give participants lots of practical ideas on how to use songs in our everyday classes. Fun and relaxed atmosphere, feelings and senses, music accompanied by pictures – a variety of possibilities to meet different learnings styles and teach / learn a lot of grammar and vocabulary at the same time.

**Nina Križanec Rodica**

**STEREOTYPES ABOUT AUSTRALIANS THROUGH THEIR JOKES**

*(all, WS, PPP-free, 30 min)*

A teacher can use humour in the classroom as a tool to explore the culture of a certain nation. Australian humour provides characteristics about the Australians and explains people's behaviour. The paper presents jokes that reflect Australian culture, since we know how important it is to teach our students cultural awareness.



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